

**ENGLISH LEARNING EXPERIENCES TO SUPPORT
PUPILS' ENGLISH COMPETENCE IN THE CLASSROOM
CONTEXT:**

**A Case Study at Primary Schools which have implemented
School Based Curriculum**



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ABSTRAK

Citra Rahayu Setyowati. *Pengalaman Belajar Bahasa Inggris untuk Mendukung Kompetensi Berbahasa Inggris Siswa dalam konteks kelas: Sebuah Studi Kasus di Sekolah Dasar Yang Telah Mengimplementasikan KTSP.* Skripsi. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Jakarta. 2009.

Penelitian ini bertujuan untuk menginvestigasi pengalaman belajar siswa kelas empat dalam berbahasa Inggris sebagai bahasa asing selama proses pembelajaran di dalam kelas. Aktivitas pembelajaran di kelas digunakan sebagai data utama untuk dideskripsikan dan dianalisis untuk mengungkap pengalaman belajar siswa. Penelitian ini dilakukan di SDN Pisangan Timur 03 dan 05, SDN Pesanggrahan 06 Petang, serta SDN Cipinang Muara 14 Pagi, Jakarta dari Februari sampai Juni 2009. Metode yang diterapkan adalah studi kasus. Data diperoleh dari pengamatan; untuk mendapatkan data faktual terhadap jenis jenis pengalaman belajar siswa, studi dokumen, dan wawancara guru; sebagai informasi tambahan ketika guru merencanakan pengalaman belajar.

Data ditemukan bahwa pengalaman belajar yang diperoleh oleh murid selama proses belajar bahasa Inggris adalah dalam mengucapkan salam, pengucapan kata-kata, mengerti penjelasan, deskripsi dan instruksi guru, mengeja serta menampilkan sebuah dialog. Kompetensi bahasa Inggris yang diperoleh dari pengalaman belajar siswa selama proses belajar adalah dari bahasa lisan. Hal ini dapat disimpulkan keempat sekolah tersebut sangat diasumsikan sudah tahu bahwa pembelajaran bahasa Inggris kepada murid di sekolah dasar ditekankan dalam teks lisan. Hal ini sesuai dengan tujuan mata pelajaran bahasa Inggris yang dinyatakan dalam Standar Isi Kurikulum Muatan Lokal Jakarta 2006.

ABSTRACT

Citra Rahayu Setyowati. *English Learning Experiences to Support Pupils' English Competence in the Classroom Context: A Case Study at Primary Schools which have implemented School Based Curriculum.* Skripsi. Thesis. English Department. Faculty of Language and Arts. State University of Jakarta. 2009.

The purpose of this study is to investigate fourth graders' learning experiences in using English as foreign language during the learning process in classroom context. English classroom activities are used as the main data in this study; the activities were described and analysed to reveal pupils' learning experiences. The study was done in SDN Pisangan Timur 03 and 05, SDN Pesangrahan 06 Petang, and SDN Cipinang Muara 14 Pagi, Jakarta from February to June, 2009. This study was conducted by employing the case study. The data were gained from observation; to obtain factual data kinds of pupils' learning experiences; and teachers' interview; as additional information of the learning experiences planning.

Data was found that the learning experiences that acquired by the pupils during the learning processes are greeting, pronouncing, understanding teacher's explanation, description and instruction also spelling and performing a dialog. The English competence that was supported by learning experience gained during the learning process is in spoken text. It can be concluded that all four schools strongly assumed have known that learning English to pupils at Elementary school is emphasized in spoken text. It is appropriate with the purpose of English subject which is stated in Standar Isi Kurikulum Muatan Lokal Jakarta 2006.

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CHAPTER 1

INTRODUCTION

1.1. Background of the study

The purpose of this study was to investigate fourth graders' learning experiences in using English as foreign language during the learning processes in classroom context. English classroom activities are used as the main data in this study; the activities were described and analyzed to reveal the pupils' learning experiences.

In the process of learning, learners need experience as a result of what they have been involved in that learning. Experience is gained by direct involvement or participation of an event. As stated by Kellough (1998) "when students are involved in direct experiences, they are using more of their sensory input channels, their learning modalities (i.e., auditory, visual, tactile, kinesthetic); and when all the senses are engaged, learning is most effective, meaningful and longest lasting" (p.280). Moreover, in the context of learning English as foreign language, experience in using English is essential to achieve effective, meaningful, and longest lasting learning. As the results, learners are able to use their language experience for their daily communication.

Experience will better be gained by the learner when learning is done in early age. Curtain and Pesola (1988) state that "when language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness" (p.3). This study was employed to pupils

who have range age from 7 to 10 years old. The pupil aged from 7 to 10 is called in concrete stages (Curtain and Pesola, 1988). It is assumed that when they learn English from Primary School, they have more practice and experience. In addition, Curtain and Pesola (1988) argue most children in elementary schools foreign language programs have the thinking skills at concrete stage and in this stage “experience plays a major role in all learning” (p.3). Children activities at concrete stages can be developed from topic such as things in the classroom, greeting and introductions, personal information, at the school, uniform, parts of the body, numbers, etc.

However, children learning English as a foreign language in Indonesian elementary school context face many serious challenges. One of the challenges is children lack of social uses of English language in real-life situations, which would likely involve them in their daily life (CREST, 2002). The pupils have experiences in using English mainly from English classroom. They need to face real English communication in order to develop their language competence. Moon (2001) adds, “in the foreign language situation, the pupils depend almost entirely on the school for input” (p.14). Therefore, the English learning experience in classroom context is very essential to support pupils’ English.

For that reason, it is needed to conduct a study to investigate whether learning experiences in our Primary School has supported pupils’ English competence or not. Learning experience is the experience in using language during the learning time, which is formulated in simulation and practices. The learning experience is developed by practice and communication simulation done by learners. By doing

so, they will get a clear picture or discourse understanding about the use of language.

The learning experience is developed by practice and communication simulation, the examples of practice and simulation communication is achieved from the physical activities (i.e., hands on experiences). As cited from CREST (2002) “children learn by way of physical activities (i.e., hands on experiences) in the context of doing things embedded in their daily lives, both individually and socially” (p.3). In developing pupils’ learning experiences, it relates to the activities that are done by the pupils during the learning process. The pupils are expected to do the physical activities. From physical activities or hands on experiences, Moon (2000) states that “the use of songs, rhymes, poems, drama and classroom routine all help to give children access to ready-made bits of language so they can begin to communicate” (p.6). The pupils are able to begin communicate in their daily life by practice and communication simulation.

This is also supported by Curtain and Pesola (1988), they argue that “successful language learning for children is organized in the term of concrete experience; considerable planning should go into the use of visual, props and realia, and hands-on activities” (p.xiv). Concrete experience from the use of visual, props and realia and hands-on activities are able to lead pupils attain their language learning goals. Curtain and Pesola also give example of concrete experiences; those are song, rhymes, finger play, props and Concrete Materials (dialogs, role play, small-group or pair work). In addition from previous study conducted by Ririt (2004), it showed that various learning experiences in English

program expected be developed through various kinds of material, activities, such as song, stories, games, reading text, and media.

It can be concluded that in her study by having practice (sing songs, do classroom routines, read text, play game) and communication simulation (dialog, role play), the pupils will be able to achieve the purpose of learning English as foreign language for young learner which is developing pupils' communicative competence in language accompanying action in school context and developing pupils' awareness of the importance of English in global community.

It is clearly stated on *Standar Isi Kurikulum Muatan Lokal Bahasa Inggris Provinsi DKI Jakarta* (2006) the purposes of English learning for elementary school. .

“Mata pelajaran Bahasa Inggris di SD/MI bertujuan agar peserta didik memiliki kemampuan sebagai berikut:

1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk mengiringi tindakan (language accompanying action) dalam konteks sekolah;
2. Memiliki kesadaran tentang hakikat dan pentingnya Bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global”

Standar Isi Kurikulum Muatan Lokal Bahasa Inggris Provinsi DKI Jakarta (2006) is a government policy which is listed the purposes of learning English for primary schools pupils in Jakarta. The pupils are expected to have such competence: Listening, Speaking, Writing, and Reading. (Table 1, standard competence and the basic competence of English for fourth grade of primary school).

However, there are some problems about the implementation of learning experiences that the pupils get from the learning. They have unvaried activities; make them bored and not interested to the learning, have the learning activities

but does not give experience (it is not hands on activities); and misconception to teach grammatical than convey the meaning of language message to children. Thomson (2008) argues that there are many differences between experiential learning and conventional training and teaching. The differences are in how the learning process happens. The example of conventional training, the learning are usually presented by power point presentation, chalk-and-talk classes, reading, attending lectures, exam study, observation, planning and hypothesising, theoretical work, unreal role-play. In other hand, experiential learning presents by physical activity, games, and exercises, drama and role-play which becomes real, actually doing the job or task, 'outward bound' activities, teaching others, hobbies, pastimes, and passions.

Based on the importance and problems of learning experience, and requirement of government policy, this study is conducted to examine the fourth graders' learning experiences in using English as foreign language during the learning process in classroom context.

1.2 Research Questions

The research questions to be answered through this study are:

1. What kinds of learning experiences that pupils acquired during the learning processes are?
2. Which pupils' English competence was supported by learning experiences gained during the learning processes?

1.3 Purpose of the study

The purposes of this study are to investigate (1) kinds of learning experiences that pupils acquired during the learning processes, and (2) to explore which pupils' English competence was supported by learning experiences gained during the learning processes in classroom context.

1.4 Method of the study

This study used a case study as its methodology. This study was carried out at four schools, SDN Cipinang Muara 14 Pagi East Jakarta, SDN Pisangan Timur 03 and 05 Pagi East Jakarta, SDN Pesangrahan 06 Petang South Jakarta. The subjects of the study are fourth grader at each those schools. The research subject is pupils' learning experiences in English classroom.

This study used classroom observation, document study and teacher' interview to gain the data. Classroom observation is used to provide description of learning activities then to be analyzed into what learning experiences. The classroom observation was done in the forth grade during six meetings from February up to June 2009. Document study is used to know the teacher's learning objectives (Teacher's Lesson Plan). Teacher' interview is used as the additional data of what in teacher's plan and how the implementation of learning experiences happen in the classroom.

1.5 Significance of the study

This study is mainly to find out pupils' learning experiences at Primary Schools. It gives a thick description of what kinds of learning experiences that pupils acquired during the learning process of English are and the competence that was supported by learning experiences. This result will be beneficial as an input to the English teacher, school and the researcher itself; it gives the recent data about pupils' English learning experiences at four grade of primary school.

Thus, it will be an input for those schools in developing their school curriculum and English Department of State University of Jakarta students who are interest in teaching English to young learner.

CHAPTER 2

LITERATURE REVIEW

2.1. English Learning Experiences

Experience relates to learning activities during the learning process. Madya, S et al. (2004) stated that “experiences are paramount and activities is a must in learning process”. The experience it self is gained by doing activity or letting the learners to practice doing it. From Webster dictionary, the definition of experience is practical knowledge, skill, or practice derived from direct observation of or participation in events or in a particular activity (Retrieved from <http://www.merriam-webster.com/dictionary/experience>).

Pupils’ English learning experiences in the classroom context also can be achieved with direct participation during the learning process. During the learning process, pupils are given by teacher various learning activities which is contain various experiences. Then, as supported by Moon (2000) “if pupils enjoy the learning activities, they will be more involved and this may increase their desire to continue” (p.7). This is will encourage the language learning, because if children want to continue with an activity, it will give them more exposure to language input and more chance to practice the language. Then they get more experiences and able to use English in daily-life communication.

Teaching English to the primary school students need varieties of activities. The teacher needs to plan a range of activities to avoid students getting bored. In Ferguson (2008) mentioned that research shows that “games and activities provide

a fun and interactive learning environment and promote effective language learning” (p.v). Their ability to learn and master new vocabulary and other linguistic functions is much higher than if they are simply learning by memorization or drills when students are active, engaged, and enjoying themselves. Therefore, the activities which are provided for young learner are hands on activity or physical activity. Moon (2000) gives example of physical activities that provide excellent context for language learning such as making things, action songs, games, rhymes and drama.

Since children require hands-on learning experiences with concrete object to support the learning process, elementary school foreign language classroom should provide a wide variety of objects and material available which are same with the target culture (Curtain and Pesola, 1988). The pupils in the English classroom are supported to get learning experiences by the availability of various materials and activities. Furthermore, Moon (2000:9) stated that the involvement of pupils in the classroom activities will lead them to get plenty of practice in using the language and “if they are engaged in an interesting activity, they will talk their heads off happily” (p.9). Further, the practice which is done by the pupils above is support for pupils’ competence.

Paul (2003) mentions some kinds of activities that can makes learning more meaningful, he states that when playing, singing, and learning are integrated into total learning experience, the combination is very powerful. In Indonesia, integrated skill has been stated in *Standar Isi Kurikulum Muatan Lokal Jakarta (2006)*

“Children learn through first-hand (concrete) experiences, particularly through structured play” as stated by Gipps (1994, p.26) cited in Brewster (2003). Pupils are expected to be facilitated by the teacher with concrete experiences. In the context of teaching English in Indonesia, learning experiences In this study, learning activities that are possible done based on scholars’ and *Standar Isi Kurikulum Muatan Lokal Bahasa Inggris Provinsi DKI Jakarta*’ (2006) point of view are singing songs, greeting, reading text, pronouncing, repeating, giving instruction in game, playing game.

2.2. English for Forth Graders

The characteristic of young learner based is far different from that of adults; children have their own world. The pupil is not mini adult. They have their own way to learn. As stated also in CREST (2002), the characteristics of children are: “children learn naturally; children learn best when learning is kept whole, meaningful, interesting, and functional; children learn best by talking and doing in a social context” (p.5).

Curtain and Pesola (1988) explained those children ages 8 to 10 are named Intermediate Students. This intermediate student is categorized to grades 3, 4, and 5. Children at this age are at a maximum of openness to people and situations different from their own experience. For these students, a global emphasis is really important, because it gives them a chance to work with information from all parts of the world. As intermediate develop the cognitive characteristics of the concrete operations stage, they begin to understand cause

and effect. Students in intermediate grades can work well in groups. They can begin a more systematic approach to language learning, but they continue to need first-hand, concrete experiences as starting point and continue to benefit from learning that is embedded in context.

Moon (2000:7) defines that children are naturally curious and active. They eagerly explore their environment and interact with people, which helps them to construct their understanding of the world they live in. An important way in which they do this is through physical activity and experiencing things at first hand.

The activities that children love are discovering things, they use their imagination so “they may well be involved in puzzle-like activities, in making things, in drawing things, in playing games, in conducting physical movement” (Harmer, 2001, p.38)

2.3 Primary School Pupils’ English Competence

Primary School Pupils’ English Competence in Indonesia has been stated as a part of the Educational policy statement, since English is a foreign language in Indonesian Educational context. Learning experiences which are required in School Based Curriculum are explicitly stated in some government regulation. It is stated by Ministry of National Educational Regulation No.19/2005 article 19 paragraphs 1 to manage learning activities.

Pasal 19

(1) Proses pembelajaran pada satuan tingkat pendidikan diselenggarakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.

Learning process at the unit level of education held an interactive, inspiring, exciting, challenging, motivating students to participate actively, and to provide adequate space for the initiative, creativity, and independence according to their talents, interests, and physical and psychological development of learners.

On other document in the appendix of National Educational Ministry Regulation No.23/2006, *Standar Kompetensi Lulusan Satuan Pendidikan (SKL-SP) for SD/MI/SDLB*/Paket A* (elementary schools level), the pupils are expected be able in using information about the surrounding environment logically, critically, and creatively, demonstrating the ability to think logically, critically, and creatively, with the teachers' / educators' guideline, demonstrating the listening skills, speaking, reading, writing, and arithmetic

5. Menggunakan informasi tentang lingkungan sekitar secara logis, kritis, dan kreatif
6. Menunjukkan kemampuan berpikir logis, kritis, dan kreatif, dengan bimbingan guru/pendidik
17. Menunjukkan keterampilan menyimak, berbicara, membaca, menulis, dan berhitung

In Standar Isi Kurikulum Muatan Lokal Jakarta also stated the standard competence and basic competence of fourth grade pupils in Elementary school. The target of English learning for second semester of fourth grade primary school pupils are as follow: (Table 1, standard competence and the basic competence of English fourth grade for second semester).

<p>Standar Kompetensi</p> <p>1. Mendengarkan Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas</p> <p>2. Berbicara Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas</p> <p>3 Membaca Memahami tulisan Bahasa Inggris sangat sederhana dalam konteks kelas</p> <p>4. Menulis Mengeja dan menyalin tulisan Bahasa Inggris sangat sederhana dalam konteks kelas</p> <p>Kompetensi Dasar</p> <p>1. Mendengarkan</p> <p>1.1. Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan</p> <p>1.2. Merespon instruksi sangat sederhana secara verbal</p> <p>2. Berbicara</p> <p>2.1. Menirukan ujaran dalam ungkapan sangat sederhana secara berterima</p> <p>2.2. Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur; memberi contoh melakukan sesuatu dan memberi aba-aba</p> <p>2.3. Bercakap-cakap untuk meminta/ yang melibatkan ungkapan; memberi jasa/ barang secara berterima yang melibatkan tindak tutur, meminta bantuan, meminta barang, dan memberi barang</p> <p>2.4. Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur; meminta ijin, memberi ijin, menyetujui, tidak menyetujui, menyangkal dan meminta kejelasan</p> <p>2.5. Mengungkapkan kesantunan secara berterima thank you, sorry, please, dan excuse me</p> <p>3. Membaca</p> <p>3.1. Membaca nyaring dengan ucapan tepat dan berterima yang melibatkan kata, frasa, dan kalimat sederhana</p> <p>3.2. Memahami kalimat dan pesan tertulis sangat sederhana</p> <p>4. Menulis</p> <p>4.1. Mengeja ujaran Bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata frasa, dan kalimat sangat sederhana</p> <p>4.2. Menyalin tulisan Bahasa Inggris sangat sederhana secara tepat dan berterima seperti ucapan selamat dan pesan tertulis.</p>

(Table 1, standard competence and the basic competence of English for fourth grade second semester of primary school).

At table above, it is showed that there are four skills that required in standard competence; Listening, Speaking, Reading and Writing. From those standard competence it can be developed to basic competence that have to be achieved for fourth grade pupils in second semester primary school. The basic competence as a guideline for teacher develops the learning objectives, activities and material for teaching in the class. The activities that are done in the classroom by the pupils based on the basic competence. The activities during the learning process will give experiences to the pupils. The result from this study will show the pupils' English competence that were supported by learning experience. Pupils' English competence here are divided into two; competence in spoken text and written text.

In the spoken text, listening and speaking skill are emphasized. The pupils are expected to have language competence as stated by the government in Standar Isi. In the written text, reading and writing skill are focused. For the primary school, Alwasilah (2000) states that one of the characteristics for primary school English textbook is able to facilitate the four skills in equal; in fact, the listening and speaking are more emphasized. It can be said that in primary school, pupils' competence in spoken text is mainly focussed.

From those Basic competence stated by government in Standard Isi, in this study they are specified to:

1. Pupils are able to give acceptable responses through actions and verbal based on the instructions in the classroom context through games (Basic competence 1.1 and 1.2)

2. Pupils are able to imitate the utterances of very simple instructions, to communicate with very simple English, to communicate for asking/giving information and expressing acceptable polite expressions e.g. *thank you, sorry, please, and excuse me* (Basic competence 2.1, 2.2, & 2.5)
3. Pupils are able to read aloud with correct pronunciation (Basic competence 3.1 for written text)
4. Pupils are able to spell very simple English utterances correctly and acceptably with correct punctuations (Basic competence 4.1, 4.2 for written text)

Those learning targets stated in Basic competence are considered indicating the learning objectives that pupils have to be achieved.

2.4 Related Researches on the English Learning Experiences

There is a study about learning experience, which has done by Kartika, Jatu (2007). Her study entitled “Supporting Basic Literacy through English Learning Experiences” is focus on students’ basic literacy through learning experiences. The study was done in SDN Tegallega 1 and 2 Bogor. The result of her study is students have been involved in English learning experiences in the context of executing classroom assignments but have not yet fully supported the students’ basic literacy. Her classroom observation data showed that students were mostly engaged in language pronunciation activity during the English and very limited learning activities were pursued to develop students’ self-awareness in employing English to be socially literate. Her finding from the data interview and questionnaire showed that students felt bored to be engaged in unvaried activities and felt difficult to memorize English word.

The previous study conducted by Ririt (2004) entitled *Fifth Grade students preferences towards English Learning at Labschool Elementary School* finds that various learning experiences in English program will be developed through various kinds of material, activities, such as song, stories, games, reading text, and media.

Another study, which carried out, by Astriani R. F (2006) notes that in her survey titled *The English Vocabulary size of elementary school students in Jakarta*, the score of average vocabulary size of the students is 477 words out of 1000 words. She is recommended that the teachers in elementary school should emphasized teaching and learning English in vocabulary and they also apply creative teaching and learning techniques such as singing, drawing, telling stories, and mentioning something through games so that the pupils will feel happy when they are learning English.

Yeni (2009) in her research entitled *Using Games to increase students' participation in Listening Activity at SDN Pisangan Timur II* shows that games; missing lyric, word race, Simon say, what's the number and song puzzle can be used to increase students participation. It also reports that there was significant improvement to the students' participation in listening activities. Students' were actively involved in listening activity. The students are interested in following the game and feel enjoy confident in participating activities.

2.4. Conceptual Framework

Since 1994, English has started to be taught in Indonesian primary school as local content subject. English is politically considered as a foreign language; therefore the pupils' learning experience in the classroom context should be closely and naturally connected to the real experience of real daily communication. Because experience is the result of activities which is done during the learning process, the learning activities are expected to be meaningful, effective, and longest lasting. Moreover learning activities should give pupils' experiences that connected to real experience. The real experiences can be realized from the learning objectives, activities and material that teacher employed during the class. To achieve the learning objectives, the pupils are expected to have experiences in learning. Furthermore to know whether they have experience or not, the pupils' engagement during the learning process in the classroom is observed. The pupils have English learning experiences when pupils are engaged in greeting, understanding teacher's instruction, description or explanation, pronouncing the words, spelling the words, and performing a dialog.

School Based Curriculum or also known as *Kurikulum Tingkat Satuan Pendidikan (KTSP)* has released in Indonesia from 2006. It is a recent way in managing the education for implementing a decentralization of curriculum management. In this curriculum, the pupils are expected learning in interactive, inspiring, exciting, challenging, and motivating students to participate actively situation. The pupils have to actively involve in the learning activities.

On the other hand, some studies showed that the pupils lack of social uses of English language in real-life situations. The learning activities selection during the English learning process is not best-suited activities. The activities lack of variation, and meaningless. In addition this problem occurred because some of English teachers are not able to “read” the curriculum which is stated in *Standar Isi Kurikulum Muatan Lokal Jakarta* (2006).

For this issue, this study is beneficial to be conducted in terms of gaining factual data about kinds of experience that pupils acquired during the learning process in the classroom and which pupils’ English competence was supported by learning experiences gained during the learning processes? This study was carried out by observing pupils during their learning processes, describing and analysing pupils’ activity through case study approach.

2.5. Definition of Terms

Learning experience is the experience in using language during the learning time, which is formulated in simulation and practices. The learning experience is developed by practice and communication simulation done by learners. The pupils have English learning experiences when pupils are engaged in greeting, understanding teacher’s instruction, description or explanation, pronouncing the words, spelling the words, and performing a dialog.

School Based Curriculum demands the pupils to learn in interactive, inspiring, exciting, challenging, and motivating them to participate actively situation. In this study the learning experiences, which are assumed, can support

pupils' English, are gained through pupils learning activities. The learning activities are expected to facilitate pupils acquired the learning experiences, which are meaningful and longest lasting.

English competence that is supported by learning experiences this study are divided into spoken and written text. Spoken text includes listening and speaking, written text consists of reading and writing. Listening, Speaking, Reading and Writing skills have to be taught equally. However in Primary School, learning experiences that are expected gained by the pupils is in spoken text

CHAPTER 3

METHODOLOGY

This chapter describes how this study is carried out. It covers the design of the study, the subjects of the study, instrument of the study, data collection procedures, and data interpretation.

3. 1. Research Design

This study was conducted through a case study in order to find in depth (1) what kinds of learning experiences that pupils acquired during the learning processes are and to investigate (2) which pupils' English competence was supported by learning experiences gained during learning processes. The data was gathered through classroom observation, document study and teacher's interview.

3.2. Research Setting

This study was conducted through six meetings during the 2nd semester academic year 2008/2009 on February to June 2009. The schools selected were SD Negeri Pisangan Timur 03 and 05 Pagi; SD Negeri Cipinang Muara 14 Pagi East Jakarta; and SD Negeri Pesanggrahan 06 Petang, South Jakarta. The schools, which were selected, were the sample of primary schools in East and South Jakarta that have been implemented the School—Based Curriculum. From the interview with the schools' principles it was known that the entire school have

implemented the School based Curriculum for almost three years since the School based Curriculum has launched by the government.

3. 3. Unit of Analysis

3.3.1. The Material of the study

In this study, the materials were gained through learning activities such as greeting, reading text, role-playing, pronouncing, repeating, listening to teacher instruction, playing game, singing and spelling. Those are the possible activities which are able giving pupils' experiences to support their English.

3.3.2. Subject of the Study

The subjects of this research are the fourth graders from four schools in Jakarta. Their experiences during the English class were be observed and recorded.

3. 4. Instruments of the Study

There are three kinds of instruments were employed in the data collection of this study. They included classroom observation, document study and interview.

3.4.1. Observation

Non-participant observation equipped by the video recorder was conducted to answer the first research question 1 that was “What kinds of learning experiences that pupil acquired during the learning processes are?”

To answer the question, classroom observations obtained during the study were narrated by using a procedure and reduced, proposed by Woods (1996: 27); and their interpretations lead to the discussion in the research findings.

3.4.2. Document Study and Interview

Document study is used to know teacher's plan in teaching. From the teacher's lesson plan, it could be known the learning objectives for pupils. Teachers' interview was conducted to support the information about the learning objectives which can lead to answer the second research question that was "which pupils' English competence was supported by learning experience gained during learning processes are". It was open-ended and recorded interview; and it was done after the class ended.

3.5. Data Collection Procedures

In doing this study, first was having a meeting with the thesis advisor and the researcher thesis' team to discuss the schools that become the setting of the study. Second was selecting the teachers that become the subject of the study. Third was asking permission to the school and observing the condition of school, pupils, teachers and the English teaching -learning activities. The researcher acted as non-participant observant and the investigation were done during the teaching-learning processes in the 2nd semester from February to June 2009. Forth was applying semi-structured interview to the teacher. And the fifth was collecting, selecting and analysing the data.

3. 6. Data Interpretation

The data from the recorded classroom observation was analyzed from transcribing and categorizing learning experience data. The information of pupils learning experience also gathered from data interview. The data obtained in this study were mainly descriptive data, which had been narrated by using a procedure, proposed by Woods (1996: 27); and Bailey (1996) described as follow:

- **Data Labeling**

The data were classified by bolding the description related to the focus of the study.

- **Data Reducing**

The observation data were reduced based on the needs of the study and was put in the table because of the amount of data collected during the classroom observation.

- **Data Categorizing**

The data reduced were categorized based on the synthesis, which was mentioned in the conceptual framework. The categorization was made in order to answer the research questions.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

This chapter aims to answer the questions proposed in this research based on the data obtained through classroom observations, document study and the teachers' interviews. The description of data and its interpretation lead to the discussion in the research findings. The two questions proposed were:

1. What kinds of learning experiences that pupils acquired during the learning processes are?
2. Which pupils' language competence was supported by learning experiences gained during the learning processes?

To answer these questions, the data will be presented in a table case per case, case A, case B, case C, and case D. The first question aims to investigate kinds of learning experiences are acquired by the pupils during the English class. The second question will be answered to know which pupils' language competence was supported by learning experiences gained during the learning processes.

4.1 Research Question 1: What kinds of learning experiences that pupils acquired during the learning processes are?

CASE A

Case A, this school has implemented the School Based Curriculum. English subject has started to learn from first grade. The English teacher who teaches in

this school graduated from educational English degree at English department, Faculty of Language and Art, State University of Jakarta. She has two years experience in teaching English. The English lesson for fourth grade pupils was conducted in every Wednesday at 06.30 until 07.40. The numbers of pupils in that class are 24 pupils. Based on the observation, the pupils seemed very enthusiastic to the English lesson. They are very active learner. They did not hesitate to ask the teacher, so for sometimes the class was very noisy.

The data kinds of learning experiences to be analysed are from classroom observation, document study and teacher's interviews. The teacher was stated her lesson plan in a small notes. Classroom observations were conducted in six meetings; from the six times the meeting it can be seen the variations or patterns of learning experiences given by the teacher. The data presented below is the result of several meetings which data can be proved.

To answer the first research question, the data presented in a table below.

CASE A

Learning Objectives	Activities in the classroom	Learning Experiences Identified
<ul style="list-style-type: none"> ✓ Students are able to understand teacher's questions ✓ Students are able to mention "animals" ✓ Students are able to describe "animals" ✓ Students are able to understand teacher's questions ✓ Students are able to describe animals' body parts using table ✓ Students are able to describe animals' body parts using table 	<ul style="list-style-type: none"> ❑ Pupils respond teacher's instruction in preparing the class ❑ Pupils pronounce name of animals ❑ Pupils pronounce parts of animal body ❑ Pupils listen to the teacher explanation ❑ Pupils write the task on their workbook. 	<ul style="list-style-type: none"> ❑ Pupils are engaged in greeting; <i>saying good morning.</i> ❑ Pupils are engaged in pronouncing words; <i>name of animals</i> ❑ Pupils are engaged in pronouncing words; <i>parts of animal body</i> ❑ Pupils are engaged in understanding to teacher's explanation; <i>identify parts of animal body</i> ❑ Pupils are engaged in spelling the words

<ul style="list-style-type: none"> ✓ Students are able to describe parts of body using adjective words (big, long, small, short) ✓ Students are able to write teacher's questions ✓ Students are able to mention parts of body 	<ul style="list-style-type: none"> ❑ Pupils listen to the teacher's questions, write the answers. ❑ Pupils guess meaning from verbal descriptions ❑ Pupils pronounce about parts of body ❑ Pupils sing a song " head and shoulders" ❑ Pupils listen to the teacher description and then draw it on the workbook. ❑ Pupils draw parts of monster body ❑ Pupils play game "Hangman" 	<ul style="list-style-type: none"> ❑ Pupils are engaged in understanding to teacher description; <i>dictation</i> ❑ Pupils are engaged in understanding to teacher's description; <i>parts of body</i> ❑ Pupils are engaged in pronouncing words; <i>parts of body</i> ❑ Pupils are engaged in pronouncing the words; <i>sing a song</i> ❑ Pupils are engaged in understanding teacher's description ❑ Pupils are engaged in understanding to teacher's description ❑ Pupils are engaged in spelling the words; <i>playing a hangman game</i>
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From the table above it can be seen that pupils were engaged in greeting, pronouncing, understanding to teacher's description and explanation, spelling during the English classroom.

CASE B

Case B, this school also has implemented the School Based Curriculum. English class was held every Tuesday at 09.00 to 10.30. The English subject was after sport subject. As the result, the pupils' conditions are sweating and less concentration. The teacher needed the extra treatment in order getting pupils' attention. English lessons are taught in schools from the first grade six to grade. The only one English teacher there and he has taught more than two years. He has a diploma education background in English degree. Pupils of this class are 40 people. Learning experiences that occurred during the classroom observation presented in the following table.

CASE B

Learning Objectives	Activities in the classroom	Learning Experiences Identified
<ul style="list-style-type: none"> ✓ Siswa mampu mengeja, menyalin, menyusun huruf menjadi kata, menyusun kalimat sederhana, secara fisik atau/dan verbal yang sesuai dengan tema <i>animals</i> ✓ Siswa mampu mengucapkan nama benda dengan benar, yang diperdengarkan oleh guru ✓ Siswa dapat memberikan informasi tentang benda-benda yang ada disetiap ruangan dalam rumah ✓ Mengidentifikasi benda-benda dalam ruangan dan kegunaannya. 	<ul style="list-style-type: none"> ❑ Pupils respond teacher's instruction in preparing the class ❑ Pupils repeat the teacher ❑ Pupils play guessing the words ❑ Pupils translating words ❑ Pupils write the words on the whiteboard. ❑ Pupils pronounce the words ❑ Pupils copying the sentences from textbook ❑ Pupils do a simulation dialog in front of the class ❑ Pupils pronounce the words ❑ Pupils mention things in the bedroom ❑ Pupils repeat the teacher's saying ❑ Pupils spell the words ❑ Pupils translate words 	<ul style="list-style-type: none"> ❑ Pupils are engaged in greeting; saying good morning ❑ Pupils are engaged in pronouncing the words ❑ Pupils are engaged in spelling the words; playing guessing game ❑ Pupils are engaged in understanding explanation; <i>translating the words</i> ❑ Pupils are engaged in spelling the words ❑ Pupils are engaged in pronouncing the words; <i>about animals</i> ❑ Pupils are engaged in spelling the words ❑ Pupils are engaged in performing dialog ❑ Pupils are engaged in pronouncing the words ❑ Pupils are engaged in pronouncing the words; things in the bedroom ❑ Pupils are engaged in pronouncing the words; things in the bedroom ❑ Pupils are engaged in spelling the words ❑ Pupils are engaged in understanding explanation; <i>translating the words</i>

From the table above it can be seen that pupils were engaged in greeting, pronouncing, understanding to teacher's description and explanation, performing dialog, spelling during the English classroom.

CASE C

The English lesson was held in every Saturday at 06.30 until 07.40. This school has implemented School Based Curriculum too. The numbers of fourth grade pupils were 33 pupils. The English teacher in this school has taught more than 2 years. She graduated from educational English degree at English department, Faculty of Language and Art, State University of Jakarta 2008. Based on the observation, during the learning processes pupils seemed actively participate on each activity. The table below present kinds of experiences identified from learning activities during the learning processes.

CASE C

Learning Objectives	Activities in the classroom	Learning Experiences Identified
<ul style="list-style-type: none"> ✓ Siswa dapat merespon instruksi sederhana yang diberikan guru dan temannya dalam tindakan ✓ Siswa dapat merespon instruksi sederhana yang diberikan guru dengan mencocokkan gambar sesuai dengan instruksi yang tepat ✓ Siswa dapat merespon instruksi sederhana pada benda-benda elektronik dengan mengucapkan ulang instruksi yang diberikan guru dengan pengucapan dan pelafalan yang tepat ✓ Siswa dapat mengungkapkan instruksi sederhana dengan ucapan santun dengan ucapan dan pelafalan yang tepat. ✓ Siswa dapat menanyakan dan memberi informasi tentang hobi yang disukai dengan pengucapan dan pelafalan yang tepat 	<ul style="list-style-type: none"> ☐ Pupils respond teacher's instruction in preparing the class ☐ Pupils count their friends ☐ Pupils mention public sign ☐ Pupils translate words ☐ Pupils do a simulation dialog ☐ Pupils sing a song ☐ Pupils respond teacher's instruction ☐ Pupils do a written test ☐ Pupils sing a song 	<ul style="list-style-type: none"> ☐ Pupils are engaged in greeting; saying good morning ☐ Pupils are engaged in pronouncing numbers ☐ Pupils are engaged in pronouncing the words; about public sign ☐ Pupils are engaged in understanding teacher's explanation; <i>translating words</i> ☐ Pupils are engaged in performing dialog ☐ Pupils are engaged in pronouncing the words; <i>sing a song</i> ☐ Pupils are engaged in understanding teacher's instruction by action ☐ Pupils are engaged in spelling the words ☐ Pupils are engaged in pronouncing the words; <i>by sing a song</i> ☐ Pupils are engaged in performing dialog ☐ Pupils are engaged in pronouncing the words;

<p>✓ Siswa dapat merespon instruksi sederhana guru dengan mengucapkan ulang hobi yang disukai dengan pengucapan dan pelafalan yang tepat</p> <p>✓ Siswa dapat menulis teks sangat sederhana tentang hobi yang disukainya dengan ejaan yang tepat dan benar.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils do a simulation dialog <input type="checkbox"/> Pupils mention public signs <input type="checkbox"/> Pupils read aloud the text <input type="checkbox"/> Pupils act out about their hobby <input type="checkbox"/> Pupils answer teacher' questions <input type="checkbox"/> Pupils pronounce the words <input type="checkbox"/> Pupils guess picture <input type="checkbox"/> Pupils do a simulation dialog <input type="checkbox"/> Pupils act out <input type="checkbox"/> Pupils write the written task <input type="checkbox"/> Pupils guess of what their teacher's do in class <input type="checkbox"/> Pupils repeat the teacher <input type="checkbox"/> Pupils act out the instruction given by teacher <input type="checkbox"/> Pupils write the written task <input type="checkbox"/> Pupils practice pressing the radio buttons from the button pictures on the whiteboard. 	<p>about public sign</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils are engaged in spelling the words <input type="checkbox"/> Pupils are engaged in understanding teacher's instruction <input type="checkbox"/> Pupils are engaged in understanding to teacher instruction <input type="checkbox"/> Pupils are engaged in pronouncing the words; about public sign <input type="checkbox"/> Pupils are engaged in pronouncing the words; guessing picture <input type="checkbox"/> Pupils are engaged in performing dialog <input type="checkbox"/> Pupils are engaged in understanding instruction by action <input type="checkbox"/> Pupils are engaged in spelling the task <input type="checkbox"/> Pupils are engaged in understanding to teacher <input type="checkbox"/> Pupils are engaged in pronouncing the words <input type="checkbox"/> Pupils are engaged in understanding instruction <input type="checkbox"/> Pupils are engaged in spelling the words <input type="checkbox"/> Pupils are engaged in understanding instruction
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From the table above it can be seen that pupils were engaged in greeting, pronouncing, understanding to teacher's description, instruction and explanation, performing dialog, spelling during the English classroom.

CASE D

The English lesson was done in every Tuesday afternoon at 12.30 until 14.00. This school has implemented School Based Curriculum. The numbers of fourth grade pupils were 40 pupils. The English teacher in this school has taught more than 2 years. She graduated from educational English degree at English department, UIN. The table below shows kinds of experiences identified from learning activities during the learning processes.

CASE D

Learning Objectives	Activities in the classroom	Learning Experiences Identified
<ul style="list-style-type: none"> ✓ Siswa dapat menyebutkan nama pakaian seragam yang digunakan ✓ Siswa dapat menjelaskan penggunaan kata:that, this, those, dan these ✓ Siswa menjelaskan perbedaan kata benda tunggal dan jamak (dengan s atau es) ✓ Siswa dapat menunjukkan benda-benda yang disebutkan guru ✓ Siswa dapat membuat contoh kata benda tunggal dan jamak ✓ Siswa dapat membuat percakapan dengan kata: that, this, those, dan these ✓ Siswa bisa membuat 	<ul style="list-style-type: none"> ☐ Pupils respond teacher's instruction in preparing the class ☐ Pupils sing a song ☐ Then they listened to teacher' explanation about the difference of the "these" and "this" ☐ Pupils read aloud ☐ Pupils repeat the teacher ☐ Pupils pronounce the words ☐ Pupils read aloud ☐ Pupils practice a simulation dialogue ☐ Pupils are listen to teacher explanation ☐ Pupils do written task 	<ul style="list-style-type: none"> ☐ Pupils are engaged in greeting; saying good afternoon ☐ Pupils are engaged in pronouncing the words; sing a song ☐ Pupils are engaged in understanding teacher's explanation ☐ Pupils are engaged in spelling the words ☐ Pupils are engaged in pronouncing the words ☐ Pupils are engaged in pronouncing the words ☐ Pupils are engaged in spelling the words ☐ Pupils are engaged in performing dialog ☐ Pupils are engaged in understanding teacher's explanation ☐ Pupils are engaged in

<p>contoh kata benda tunggal dan jamak</p> <ul style="list-style-type: none"> ✓ Siswa dapat menyebutkan nama-nama hewan dalam bahasa Inggris ✓ Siswa dapat menirukan suara hewan ✓ Siswa menjelaskan penggunaan kata ganti untuk hewan: <i>it</i> dan <i>they</i> ✓ Siswa dapat bercakap-cakap tentang nama benda dan jumlahnya menunjukkan benda-benda yang disebutkan guru ✓ Siswa dapat membuat percakapan dengan kata: <i>that</i>, <i>this</i>, <i>those</i>, dan <i>these</i> contoh kata benda tunggal dan jamak ✓ Siswa dapat menyebutkan jenis dan warna pakaian yang digunakan ✓ Siswa dapat menjelaskan penggunaan kata: Noun dan Adverb ✓ Guru dan siswa melakukan percakapan tentang pakaian dan warnanya ✓ Guru menjelaskan perbedaan subjek tunggal dan jamak ✓ Siswa dapat melengkapi teks dengan bantuan gambar ✓ Siswa dapat menulis dengan tanda baca yang tepat 	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils play guessing game <input type="checkbox"/> Pupils sing a song <input type="checkbox"/> Pupils pronounce the words <input type="checkbox"/> Pupils listen to teacher explanation <input type="checkbox"/> Pupils do the written task 	<p>spelling the words</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils are engaged in pronouncing the words; playing guessing game <input type="checkbox"/> Pupils are engaged in pronouncing the words; <i>by sing a song</i> <input type="checkbox"/> Pupils are engaged in pronouncing the words <input type="checkbox"/> Pupils are engaged in understanding teacher's explanation <input type="checkbox"/> Pupils are engaged in spelling the words; <i>do the exercise</i>
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From the table above it can be seen that pupils were engaged in greeting, pronouncing, understanding to teacher's description, instruction and explanation, performing dialog, spelling during the English classroom.

4.2 Research Question 2: Which pupils' English competence was supported by learning experiences gained during the learning processes?

To answer this question, the data would be gathered from classroom observations, teacher's lesson plan, and the teachers' interview. The data from the interview was carried to support the information about the learning objective proposed by the teacher.

There were two kinds of analysis to answer this question. The first analysis was dealt with the appropriateness of the learning objectives applied in the classroom with English Basic Competence. The second analysis was based on the appropriateness of learning experiences with pupils' English competence. The second analysis was the way to investigate which English competence was supported by learning experiences during the learning processes.

CASE A

No.	Kompetensi Dasar		Learning Objectives	Meaning
1	Spoken	Mendengarkan 1.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan	✓ Students are able to understand teacher's questions	The learning objectives made by the teacher have suitable with the basic competence. Pupils are able to give acceptable responses through actions and verbal based on the instructions in the classroom context through games (Basic competence 1.1 and 1.2)
		1.2 Merespon instruksi sangat sederhana secara verbal	<ul style="list-style-type: none"> ✓ Students are able to mention "animals" ✓ Students are able to describe "animals" ✓ Students are able to understand teacher's questions 	

2	Written	Menulis	<ul style="list-style-type: none"> ✓ Students are able to describe animals' body parts using table ✓ Students are able to describe animals' body parts using table ✓ Students are able to describe parts of body using adjective words (big, long, small, short) 	Pupils are able to spell very simple English utterances correctly and acceptably with correct punctuations (Basic competence 4.1, 4.2 for written text)
		<p>4.1 Mengeja ujaran Bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata frasa, dan kalimat sangat sederhana</p> <p>4.2 Menyalin tulisan Bahasa Inggris sangat sederhana secara tepat dan berterima seperti ucapan selamat dan pesan tertulis.</p>		

Case A

No.	Language form		Learning Experiences Identified
1.	Spoken text	Receptive skills (Listening)	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are engaged in understanding to teacher's explanation; <i>identify parts of animal body</i> <input type="checkbox"/> Pupils are engaged in understanding to teacher description; <i>dictation</i> <input type="checkbox"/> Pupils are engaged in understanding to teacher's description; <i>parts of body</i> <input type="checkbox"/> Pupils are engaged in understanding teacher's description <input type="checkbox"/> Pupils are engaged in understanding to teacher's description
		Productive skills (Speaking)	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are engaged in greeting; <i>saying good morning.</i> <input type="checkbox"/> Pupils are engaged in pronouncing words; <i>name of animals</i> <input type="checkbox"/> Pupils are engaged in pronouncing words; <i>parts of animal body</i> <input type="checkbox"/> Pupils are engaged in pronouncing words; <i>parts of body</i> <input type="checkbox"/> Pupils are engaged in pronouncing the words; <i>sing a song</i>
2.	Written text	Receptive and Productive skills (Reading & Writing)	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are engaged in spelling the words <input type="checkbox"/> Pupils are engaged in spelling the words; <i>playing a hangman game</i>

Based on the table above, it can be seen pupils are engaged in understanding teacher's description and explanation is 41,6%, pupils are engaged in greeting is 8,4 % and pronouncing the words is 33,4%, pupils are engaged in spelling the words is 16,6%. The most learning experiences identified are in spoken text (83,4%); (written text is 16,6%). It can be concluded that in school A (case A) pupils' English competence was supported by learning experience mostly in spoken text. It is appropriate with teacher's plan in setting learning objectives. The teacher stated learning objectives are in spoken and written text.

CASE B

No.	Kompetensi Dasar	Learning Objectives	Meaning
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1	Written	<p style="text-align: center;">Menulis</p> <p>4.1 Mengeja ujaran Bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata frasa, dan kalimat sangat sederhana</p> <p>4.2 Menyalin tulisan Bahasa Inggris sangat sederhana secara tepat dan berterima seperti ucapan selamat dan pesan tertulis.</p>	<ul style="list-style-type: none"> ✓ Siswa mampu mengeja, menyalin, menyusun huruf menjadi kata, menyusun kalimat sederhana, secara fisik atau/dan verbal yang sesuai dengan tema <i>animals</i> ✓ Siswa mampu mengucapkan nama benda dengan benar, yang diperdengarkan oleh guru ✓ Siswa dapat memberikan informasi tentang benda-benda yang ada disetiap ruangan dalam rumah ✓ Mengidentifikasi benda-benda dalam ruangan dan kegunaannya. 	<p>Pupils are able to spell very simple English utterances correctly and acceptably with correct punctuations (Basic competence 4.1, 4.2 for written text)</p> <p>From several times observation, the teacher only has these learning objectives written in his Lesson Plan.</p>
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Case B

No.	Language form		Learning Experiences Identified
1.	Spoken text	Receptive skills (Listening)	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are engaged in understanding teacher's explanation; <i>translating words</i> <input type="checkbox"/> Pupils are engaged in understanding teacher's explanation; <i>translating words</i>
Productive skills (Speaking)		<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are engaged in greeting; saying good morning <input type="checkbox"/> Pupils are engaged in pronouncing the words <input type="checkbox"/> Pupils are engaged in pronouncing the words; <i>about animals</i> <input type="checkbox"/> Pupils are engaged in performing dialog <input type="checkbox"/> Pupils are engaged in pronouncing the words <input type="checkbox"/> Pupils are engaged in pronouncing the words; things in the bedroom <input type="checkbox"/> Pupils are engaged in pronouncing the words; things in the bedroom 	

2.	Written text	Receptive and Productive skills (Reading & Writing)	<input type="checkbox"/> Pupils are engaged in spelling the words; playing guessing game <input type="checkbox"/> Pupils are engaged in spelling the words <input type="checkbox"/> Pupils are engaged in spelling the words <input type="checkbox"/> Pupils are engaged in spelling the words
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Based on the table above it is shows pupils are engaged in understanding teacher's explanation is 15,4%, pupils are engaged in greeting is 7,6%, pupils are engaged in pronouncing the words is 38,6%. Pupils are engaged in performing dialog is 7,6%, and pupils are engaged in spelling the words is 30,8%. For the most part learning experiences identified are in spoken text (69,3%); (written text is 30,7%). It can be concluded that in school B (case B) pupils' English competence was supported by learning experience mainly in spoken text. The teacher stated learning objectives are in written text, it can be seen that there is difference between the planning and the implementation.

CASE C

No.	Kompetensi Dasar	Learning Objectives	Comment
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1.	Spoken	<p>Mendengarkan</p> <p>1.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan</p>	<ul style="list-style-type: none"> ✓ Siswa dapat merespon instruksi sederhana yang diberikan guru dan temannya dalam tindakan ✓ Siswa dapat merespon instruksi sederhana yang diberikan guru dengan mencocokkan gambar sesuai dengan instruksi yang tepat 	<p>The learning objectives made by the teacher have suitable with the basic competence.</p>
		<p>Berbicara</p> <p>2.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima</p> <p>2.3 Bercakap-cakap untuk meminta/ yang melibatkan ungkapan; memberi jasa/ barang secara berterima yang melibatkan tindak tutur, meminta bantuan, meminta barang, dan memberi barang</p> <p>2.4 Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur; meminta ijin, memberi ijin, menyetujui, tidak menyetujui, menyangkal dan meminta kejelasan</p> <p>2.5 Mengungkapkan kesantunan secara berterima thank you, sorry, please, dan excuse me</p>	<ul style="list-style-type: none"> ✓ Siswa dapat merespon instruksi sederhana pada benda-benda elektronik dengan mengucapkan ulang instruksi yang diberikan guru dengan pengucapan dan pelafalan yang tepat ✓ Siswa dapat mengungkapkan instruksi sederhana dengan ucapan santun dengan ucapan dan pelafalan yang tepat. ✓ Siswa dapat menanyakan dan memberi informasi tentang hobi yang disukai dengan pengucapan dan pelafalan yang tepat 	<p>Pupils are able to give acceptable responses through actions and verbal based on the instructions in the classroom context through games (Basic competence 1.1 and 1.2)</p>
2	Written	<p>Menulis</p> <p>4.1 Mengeja ujaran Bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata frasa, dan kalimat sangat sederhana.</p>	<ul style="list-style-type: none"> ✓ Siswa dapat merespon instruksi sederhana guru dengan mengucapkan ulang hobi yang disukai dengan pengucapan dan pelafalan yang tepat ✓ Siswa dapat menulis teks sangat sederhana tentang hobi yang disukainya dengan ejaan yang tepat dan benar. 	<p>Pupils are able to spell very simple English utterances correctly and acceptably with correct punctuations (Basic competence 4.1, 4.2 for written text)</p>

Case C

No.	Language form		Learning Experiences Identified
1.	Spoken text	Receptive skills (Listening)	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are engaged in understanding teacher's explanation; <i>translating words</i> <input type="checkbox"/> Pupils are engaged in understanding teacher's instruction <input type="checkbox"/> Pupils are engaged in understanding teacher's instruction by action <input type="checkbox"/> Pupils are engaged in understanding to teacher's instruction <input type="checkbox"/> Pupils are engaged in understanding instruction <input type="checkbox"/> Pupils are engaged in understanding instruction <input type="checkbox"/> Pupils are engaged in understanding instruction
		Productive skills (Speaking)	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are engaged in greeting; saying good morning <input type="checkbox"/> Pupils are engaged in pronouncing numbers <input type="checkbox"/> Pupils are engaged in pronouncing the words; about public sign <input type="checkbox"/> Pupils are engaged in performing dialog <input type="checkbox"/> Pupils are engaged in pronouncing the words; <i>sing a song</i> <input type="checkbox"/> Pupils are engaged in pronouncing the words; <i>by sing a song</i> <input type="checkbox"/> Pupils are engaged in performing dialog <input type="checkbox"/> Pupils are engaged in pronouncing the words; about public sign <input type="checkbox"/> Pupils are engaged in pronouncing the words; about public sign <input type="checkbox"/> Pupils are engaged in pronouncing the words; about public sign <input type="checkbox"/> Pupils are engaged in pronouncing the words; guessing picture <input type="checkbox"/> Pupils are engaged in performing dialog <input type="checkbox"/> Pupils are engaged in pronouncing the words
2.	Written text	Receptive and Productive skills (Reading & Writing)	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils are engaged in spelling the words <input type="checkbox"/> Pupils are engaged in spelling the words <input type="checkbox"/> Pupils are engaged in spelling the words <input type="checkbox"/> Pupils are engaged in spelling the words

The table above shows pupils' engagement in pronouncing is 34,8%, performing dialog 13%, understanding teacher's instruction and explanation 30,4%, spelling the words 17,4%. For the generally learning experiences identified in spoken text is 69,3% and written text is 30,7%. It can be concluded that learning experiences, which support pupils' English competence is mostly in spoken text.

CASE D

No.	Kompetensi Dasar		Learning Objectives	Comment
1	Spoken	<p>Mendengarkan 1.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan</p> <p>Berbicara Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur; Meminta keterangan tentang nama benda dan jumlahnya</p>	<ul style="list-style-type: none"> ✓ Siswa dapat menyebutkan nama pakaian seragam yang digunakan ✓ Siswa dapat menjelaskan penggunaan kata: that, this, those, dan these ✓ Siswa menjelaskan perbedaan kata benda tunggal dan jamak (dengan s atau es) ✓ Siswa dapat menunjukkan benda-benda yang disebutkan guru ✓ Siswa dapat membuat contoh kata benda tunggal dan jamak ✓ Siswa dapat membuat percakapan dengan kata: that, this, those, dan these ✓ Siswa bisa membuat contoh kata benda tunggal dan jamak ✓ Siswa dapat menyebutkan nama-nama hewan dalam bahasa Inggris ✓ Siswa dapat menirukan suara hewan ✓ Siswa menjelaskan penggunaan kata ganti untuk hewan: <i>it</i> dan <i>they</i> ✓ Siswa dapat bercakap-cakap tentang nama benda dan jumlahnya menunjukkan benda-benda yang disebutkan guru ✓ Siswa dapat membuat percakapan dengan kata: that, this, those, dan these contoh kata benda tunggal dan jamak ✓ Siswa dapat menyebutkan jenis dan warna pakaian yang digunakan ✓ Siswa dapat menjelaskan penggunaan kata: Noun dan Adverb ✓ Guru dan siswa melakukan percakapan tentang pakaian dan warnanya ✓ Guru menjelaskan perbedaan subjek tunggal dan jamak 	<p>Most of the learning objectives made by the teacher focused on spoken in productive skills.</p> <p>Pupils are able to give acceptable responses through actions and verbal based on the instructions in the classroom context through games (Basic competence 1.1 and 1.2)</p>
2.	Written	<p>Menulis Mengeja ujaran Bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata frasa, dan kalimat sangat sederhana</p>	<ul style="list-style-type: none"> ✓ Siswa dapat menulis dengan tanda baca yang tepat ✓ Siswa dapat melengkapi teks dengan bantuan gambar 	<p>Pupils are able to spell very simple English utterances correctly and acceptably with correct punctuations (Basic competence 4.1, 4.2 for written text)</p>

Case D

No.	Language form		Learning Experiences Identified
1.	Spoken text	Receptive skills (Listening)	<input type="checkbox"/> Pupils are engaged in understanding teacher's explanation <input type="checkbox"/> Pupils are engaged in understanding teacher's explanation <input type="checkbox"/> Pupils are engaged in understanding teacher's explanation
		Productive skills (Speaking)	<input type="checkbox"/> Pupils are engaged in greeting; saying good afternoon <input type="checkbox"/> Pupils are engaged in pronouncing the words <input type="checkbox"/> Pupils are engaged in pronouncing the words <input type="checkbox"/> Pupils are engaged in performing dialog <input type="checkbox"/> Pupils are engaged in pronouncing the words; playing guessing game <input type="checkbox"/> Pupils are engaged in pronouncing the words; <i>by sing a song</i> <input type="checkbox"/> Pupils are engaged in pronouncing the words <input type="checkbox"/> Pupils are engaged in pronouncing the words; <u>sing a song</u>
2.	Written text	Receptive and Productive skills (Reading & Writing)	<input type="checkbox"/> Pupils are engaged in spelling the words <input type="checkbox"/> Pupils are engaged in spelling the words <input type="checkbox"/> Pupils are engaged in spelling the words

Based on the table above it is shows pupils are engaged in understanding teacher's explanation is 21,4%, pupils are engaged in greeting is 7,2%, pupils are engaged in pronouncing the words is 42,8%, Pupils are engaged in performing dialog is 7,2%, and pupils are engaged in spelling the words is 21,4%. For the most part learning experiences identified are in spoken text (78,4%); (written text is 21,4%). It can be concluded that in school D (case D) pupils' English competence was supported by learning experience mainly in spoken text.

4.3. Discussions

From the 4 cases, at the 4 schools, it can be considered that the focus of the study is to investigate what the kinds of learning experience and which pupils' English competence that was supported by learning experiences during the

learning processes. The data are gained from classroom observation, document study, and teacher's interview.

Based on data categorization, it can be found that pupils were engaged in greeting, pronouncing, understanding to teacher's description, instruction and explanation, performing dialog, and spelling during the English class. The pupils are engaged mostly in pronouncing than spelling.

Next second question is "*which pupils' English competence that was supported by learning experiences gained during the learning processes?*". The data shows that those learning experiences identified are mostly focused on spoken text. It can be concluded that the pupils' English competence that was supported by learning experiences is from spoken text. Alwasilah (2000) says that pupils in Primary schools have to be emphasized to learn English in spoken text.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

This part presents the conclusion of the research finding, implication of the study and also the recommendation for student-teachers to strengthen their knowledge about English learning experiences in Primary Schools on foreign language teaching.

5. 1. Conclusion

From the discussion of this study it can be concluded that kinds of English learning experiences that pupils acquired during the learning processes from those schools are greeting, pronouncing, understanding to teacher's description, instruction and explanation, performing dialog, and spelling during the English class. In addition, learning experiences which more support pupils' English competence during the learning processes are in spoken text. Spoken text in school A is 83, 4%; (written text is 16, 6%), school B is 69, 3%; (written text is 30, 7%), school C is 69, 3% (written text is 30, 7%), and school D is 78, 4%; (written text is 21,4%). From those results, it can be concluded that all four schools strongly assumed have known that teaching English to pupils at Elementary school is emphasized in spoken text. It is appropriate with the purpose of English subject which is stated in Standar Isi Kurikulum Muatan Lokal Jakarta 2006.

5.2. Recommendation

Referring to the conclusion stated above, it can be said that learning experiences are very important for pupils in practicing their English. Recommendation is given in order to overcome the insufficient of the English learning experiences that is employed in the learning processes to support the demands of basic competence stated in Standar Isi Muatan Lokal Kurikulum Jakarta (2006).

Based on the findings, it would be better for the teachers develop more various learning activities to give various kinds of learning experiences. The pupils' will engage in effective, meaningful, and longest lasting learning experience. For the further research, it is better to consider the students condition when choose the school and activities. The pupil's interview also can be added as additional data to support their feeling during the learning processes. Then, it would be better if the next researcher ask the teachers to use the similar/same topic for their lesson plan so that the result becomes more valid.

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APPENDIXES

1. Data Description
2. Transcript Observation
3. Teacher's Lesson Plan
4. Pupils' workbook
5. Photos of Observation

APPENDIX 1

DATA DESCRIPTION

CASE A

Observation on March 4th, 2009

The observation was undertaken on Wednesday at 06.40 to 07.30. **The pupils were experienced to greet teacher by saying “Good Morning”**. The pupils were given their daily test paper. Afterwards, the pupils were reminded to keep study because the midterm test would be faced two weeks later.

The pupils opened the book page 93. They were invited to imagine as they are in the zoo. Pupils recalled their past experiences when they are going to the zoo. **The pupils were experienced to mention name of animal that they have met in the zoo such as “elephant, lion, horse, bird, crocodile, fish, snake, dog, peacock, monkey, pig, and giraffe”**. The teacher wrote the words on the whiteboard, and pupils supposed to read the words. **Then, the pupils were experience to mispronounce like “elephant” instead of “eleven”, “snake” instead of “snack”, “bird” instead of “beerd”**. They were drilled to pronounce those words. **The pupils were experience to pronounce “bird, zoo, horse, and rhinoceros”**.

Next, the pupils pay attention to teacher’s drawing on the whiteboard. The teacher stated the objective of that day. The pupils would learn about parts of animal body. **They were experienced to mention the picture by pronouncing “elephant, fish and monkey”**. **They also were experienced to listen teacher’ explanation the differences between “nose” and “trunk”**. **The pupils were experience to pronounce “tusk”**.

Subsequently, **the pupils were experienced to name parts of animal body in their workbook**. They looked at the picture then put a tick n a table. Because they do not complete the task, they have to finish it at home as a homework. The pupils experience do their homework in written. Teacher closed the class by saying “Thank you for your attention. Good bye”

Observation on April 8th, 2009

The class observation was conducted at Wednesday at 10.00 to 11.20. **The pupils were experienced to greet the teacher by saying “Good Morning”**. After greeting the teacher, the pupils were asked to submit their LKS home work. Some of them have completed do the homework, but the rest of them have not completed the homework. **The pupils were experienced to do the task in written (LKS)**.

The pupils were asked to prepare a piece of paper, because there would be a listening test. **The pupils were engaged listen teacher’s instruction. They were experienced to listen, to write and to answer the teachers’ dictation**. The teacher described the words about animal, things in the classroom, family, colour, letter. **The pupils were experienced to guess words based on the verbal description**. When they already known the answer, the seemed very happy.

After all questions are answered, the pupils and the teacher checked together the answer. **They were experienced to mislead writing the words**. The objective for that time lesson was listening practice. The class closed by saying “Good bye”.

Observation on April 29th, 2009

This observation was carried out on Wednesday morning. **The pupils started the class by greet the teacher, saying “Good Morning”**. After they greet the teacher, the pupils’ asked to distribute the textbook. They do not have the textbook, so when the English lesson time, they used school’ textbook.

Next, the pupils were experienced to recall the previous lesson. **They pronounced about parts of body, such as head, shoulder, finger, knees, neck, ear, nose, mouth, cheek**. Then when the teacher asked what in English “sikut”, “jidat” the pupils seemed difficult to mention the English of “sikut” and “jidat”. However, they looked familiar with parts of body names.

After that, **the pupils sang “Head Shoulder Knees and Toes Song” song. From that song, the pupils were experienced in mention parts of body names, such as head, shoulder, knees,**

toes, eyes, ears, mouth and nose. Then, they mention the amount of parts of body, like two eyes, one nose.

Pupils were involved to listen teacher description. They listened a monster description. They have to imagine how is the monster look like. After listen the monster' description, they have to draw the description. the teacher gave example in the whiteboard. Then, **they listened the monster description given by the teacher, and then they draw it. The pupils were experienced to draw on their notebook.**

They were experienced to draw parts of body such as head, eyes, mouth, teeth, hair, neck, leg, and horn with its amount. Next they played the hangman game about parts of body, occupation, animal, and transportation. The pupils seemed enjoy the activity that day. The class ended by teacher' saying "thank you for your attention today, Bye!" .

CASE B

Observation on March 10th, 2009

The observation was carried to fourth grade pupils on Tuesday at 09.00 to 10.30. The English class was started after sport subject. The pupils' condition after sport subject making them becomes noisy. The pupils started the class by greeting their teacher. **They experienced in English saying "Good Morning"**. The pupils opened their book page 115. They were supposed to pronounce the words written on book. **They experienced in English repeating the words "lion, giraffe, elephant, snake, crocodile, monkey, bird, rabbit, bear, cow"**.

After drilling the vocabulary, **the pupils were engaged in a guessing game. They were experienced to translate words like "tiger" means "harimau", "elephant" means "gajah", "bird" means "burung", and "snake" means "ular"**. They were divided into 4 groups. In mentioning "bird" and "snake", the pupils were experience to mispronounce. **They were also experience to make error when translating "harimau". Some pupils answered that "harimau" is "lion"**.

Next sequence, after able to guess the word, pupil were asked to write the word on the whiteboard. **Pupil was experienced in writing "rabbit, deer" in whiteboard. Pupils were experience to mispronounce "deer"**. Then, they have to repeat their teacher. **That fourth grade pupils were experienced to repeat the words " this is an elephant, it is big, it has tusk and a trunk, this a lion, it is the king of animal, it has big teeth and sharp nail it is a snake, it is long animal, it has poison, this is a giraffe it has a long neck this is a bird, it can fly, this is a crocodile it can live in the water and on the land this is a rabbit it is a funny animal, it has big ear and two big teeth, this a dog, dog can live with people in home"**. After repeating those words, the pupils were experienced to translate **"This is an elephant, it is big, it has tusk and a trunk, this a lion, it is the king of animal, it has big teeth and sharp nail it is a snake, it is long animal, it has poison, this is a giraffe it has a long neck this is a bird, it can fly, this is a crocodile it can live in the water and on the land this is a rabbit it is a funny animal, it has big ear and two big teeth, this a dog, dog can live with people in home"**. When they mentioned the words they seemed fluent to translate it, it was because they have already asked to memorize those words from a week ago.

At the end of the class, the pupils were invited to read aloud those words in front of the class. **They were experience to read aloud in English in front of the class.** After all, **they were also experience to do the task in written.** They did the exercise which was taken from their textbook. The class ended without closure from the teacher.

Observation on March 24th, 2009

The observation was begun at 09.00 to 10.30 in a noisy situation class. The pupils were given their midterm test paper by the teacher to be checked together. However, when the teacher distributed the paper, the pupils chat loudly and teased each other. Finishing distributed the paper, the pupils were asked to recall their memory to previous study. **They were experienced to pronounce their previous lesson by saying "badminton, volleyball, basketball, run, walk, and table tennis"**. After that, the pupils opened their text book and repeated the teacher. **They were experience in English to repeat the sentences "The girls are playing badminton; The boys are playing football; The girls are running; The boys are walking; The boy is walking;**

The boys are playing basketball; The girls are playing table tennis; The boys are playing tennis; The boys are playing volleyball”.

Subsequently, the pupil raised hand when the teacher asked them about their favourite sport. **They were experience in English to practice simple dialogue “What is your favourite sport?” and answer with “ My favourite sport is....”.** **The pupils in pairs practiced the dialogue in front of the class.** Before performing in front of the class, they were given time to practice it, in contrary some of them did not practice the dialogue. They chat and teased each other. **Pupils were experienced to mispronounce when they have to practice the dialogue.**

Finally, the papers which have distributed at the beginning were cancelled to be checked. The class ended with no closure. The pupils scattered after the break time bell ringing.

Observation on May 5th, 2009

The observation was held on Tuesdasy at 09.00 to 10.30. The English class started by greeting from the pupils. **The pupils were experienced to greet in English by saying “Good Morning”.** The environment of class at the time was not pleasant. There was water fall from the roof. However, the pupils still enthusiastic to learn English.

The pupils opened their textbook. **The pupils were experienced to mention things in their bed room “lamp, pillow, chair, mattress”.** Some pupils mentioned the things in bedroom with L1 but other able mentioned them use L2. Some pupils were difficult use L2 to mention the things. After mentioning the thing in the bedroom, **pupils were experience to repeat the sentences “What are there in your bedroom?” and “There are bed, lamp, fan, air conditioner, table, cupboard, and chair”.**

Afterward, **pupils were experienced to mention things in kitchen by saying “refrigerator, pan, teapot, knife, and spoon”.** Some of them mentioned in L2 by saying “kompor, panci, garpu”. Then, pupils were given the explanation about the difference between there is and there are. Thereafter, **the pupils were experienced to spell the words “bed, lamp, air conditioner, cupboard, chair, refrigerator, pan, kettle, knife, plate”.** Then, they play like a spelling bee competition. They have to spell the words individually.

Next, **the pupils were experienced to translate words by saying “gelas, lemari, kursi” into English. They were also experience to translate “refrigerator, pan, knife, kettle” into Indonesian.**

In the end of the class, the pupils were asked to come forward in front of the class. **They were experienced to mention five things in bedroom and kitchen.**

Case C

Observation on March 7th, 2009

The observation was carried on Saturday, on 06.30 to 07.40 a.m. **The pupils started the class by saying “Good Morning” to reply teacher’s greeting. The pupils also said “I am fine, thank you. And you?” when the teacher asked them “How are you?”.** At that time, it was the first observation therefore the teacher introduced the observers before starting the lesson. While the teacher was introducing the observers, one of the pupils came in. Automatically the teacher and the pupils greeted the late boy by saying, “Good morning”.

The pupils were asked to recall their memory about the previous lesson. A pupil mentioned the previous lesson was about “question” but another pupil mentioned “public sign”. **The pupils were experienced to answer the information that they had studied before.**

The pupils were experienced to count the number of their classmates. Each pupil was experienced to count one until thirty two. They counted the amount of pupils who were present at the class. There were 32 pupils in class with 5 pupils were absent.

After all pupils were ready, they read the picture on the whiteboard. The pupils tried to recollect their previous memory about public sign. They paid attention to the picture then mentioned the function of those public sign pictures. **The pupils were experienced to answer the teacher’s question by mentioning that Cross Park sign meant ‘you can not park here’, stripe sign meant ‘you do not enter, turn left, turn right, go straight’.** Then, the pupils were asked to use their hands in giving directions of left and right sign. The pupils were experienced to act

out the teacher's instruction by using their hands. They seemed to enjoy differentiating right sign and left.

Next, the pupils guessed the second picture drawn by the teacher on the whiteboard. They mentioned it as a picture of "lampu lalu lintas". **The pupils were able to translate Indonesian word into English with teacher's scaffolding.** Then they had to repeat words written in whiteboard in order to get the right pronunciation. **The pupils were experienced to pronounce traffic lights: red, yellow and green.** The pupils were also experienced in mentioning the meaning of each traffic light lamp colour. **They were able to identify meaning of the green lamp for go, yellow lamp for be careful and red lamp for stop. After mentioning the meanings, the pupils were capable of pronouncing the words such as stop, be careful and go by repeating their teacher.** Then pupils were reminded by their teacher, the expression used when they wished to borrow something from their friends. They were experienced to mention the expression for borrowing something by saying "May I borrow your ...". **The pupils were also experienced in practicing a conversation with simple dialogues in pairs.**

After practicing the conversation, the pupils were noisy. The teacher engaged the pupils to sing happy song in order to get them silent. **Pupils were experienced in singing an English song "Happy song, please silent".** At that time, the pupils were given a small test. Before starting the test, a pupil cleaned the whiteboard as a respond to the teacher's instruction. **Pupils were experience in English to act out teacher instruction such as "Clean the board, please; Listen to me, please; Sit down, please; Silent, please".** They were experience in English to do the teacher's instructions. Afterwards, **the pupils were able to answer an English written test,** where they had to match part A with part B.

Finishing done the test, the pupils were experienced in checking the answer test together. The pupils were given chances to come forward to write the answers on the whiteboard. Most pupils were enthusiastic to come forward. They raised their hands and the teacher pointed one of them for each question. While a pupil was writing on the whiteboard, the others pupils sang a song "Que Sera Sera". **The pupils were experienced in singing an English song "Que Sera Sera".**

In the end of the class, the pupils were experienced in mentioning in English what they had learnt on that day. **The pupils were simulated one more time on making a conversation of borrowing things from friends.** After that, teacher closed the class by singing "Happy song, good bye" along with the students.

Observation on March 14th, 2009

The observation was held on Saturday from 06.30 to 7.40. The class was opened by the pupils' greeting. **The pupils were experienced in greeting the teacher by saying "Good Morning". They were also able to reply the greeting of "How are you?" by saying "I'm fine. Thank You. And You?".** Before the class started, their sitting places were arranged by the teacher. The pupils had to sit on their own chair to avoid them playing around.

The pupils were experienced in mentioning in English the previous lesson learned, such as "public sign, stripe sign, do not enter, no smoking, push, pull, exit, enter, turn right, turn left". Then, they were asked to pay attention to the pictures shown by the teacher. **The pupils were also capable of guessing the picture and to conclude the name of the picture.** The picture was not clear enough to be seen from the back of the class, so that some pupils came forward to look at the picture. When they were ordered to sit, the teacher said, "Sit down please" then the pupils sat on their chair. **The pupils were experienced in performing the instruction of "Sit down, please".**

After the pupils settled down, the pupils were asked to conclude the pictures' themes. They were experienced in concluding the theme of the pictures by saying that was about "Hobby". The teacher wrote some words on the whiteboard, **the pupils were experienced in repeating and reading aloud words such as "watching, playing soccer, swimming, travelling, sleeping, reading books".** Every word, which they repeated and read, was being gesticulated. **They acted as if they were playing soccer, swimming, travelling, sleeping, reading books and cooking.** The pupils seemed to enjoy the activities.

On the next sequence, the pupils were asked about their hobby. **They were able to answer the teacher's question "What is your hobby?" by saying "My hobby is"**. Then, the teacher asked the pupils to ask about her hobby. **The pupils were able to question the teacher by saying "What is your hobby?"**. After that the teacher explained the difference of 'his' and 'her'. They were given example questions in distinguishing his or her. **The pupils were capable of pronouncing "his" and "her"**.

Subsequently, the pupils were experienced in questioning and answering their friend about hobby. **They practiced how to ask their friend's hobby in English**. The pupils were experienced in practicing a conversation in simple dialogs and to note them in their workbook. **The pupils were experienced in doing English writing task**.

At the end of the class, **the pupils wrote down their homework in their workbook, which was similar to the task they had just been doing**. They had to question their families about hobby. Teacher closed the class by saying, "Good bye"

Observation on April 18th, 2009

The observation was done every Saturday, at 06.30 to 7.30 a.m because the English class was held regularly on that day. The pupils started the class by praying and then greeting the teacher. **They were able to greet the teacher by saying, "Good morning"**. Next, the pupils were asked to guess the picture drawn by the teacher on whiteboard. **They could identify the picture by saying "Radio" and "Television"**. Afterwards, they had to pay attention to what the teacher's was doing. The pupils were supposed to guess the teacher's act. **They were able to conclude a relevant word from the teacher's action**. **The pupils said, "Lamp" when the teacher turned off and turned on the lamp**.

The pupils were experienced in repeating the teacher by saying, "Radio, TV, and lamp". From the three pictures, the pupils were asked to guess what the key words for those things were. The pupils got the right answer, which was "electronic".

The core activities of that day was that the **pupils could practice turning on and off the lamp, turning on and turn off the TV, playing and ejecting the cassette from the radio**. **The pupils followed the teachers' instruction like "turn on the TV, please, turn on the lamp, please, turn off the lamp, please" step by step**. In practicing 'play and eject the radio' instruction, the pupils were able to identify function of the button in the radio. They had known which one was the play button, stop button, rewind button or fast forward button. They were also capable of mentioning the function of each button.

Finally, **they were experienced to write the right procedure of playing the cassette in their workbook**. The pupils had to arrange the sentences into good order. While the pupils were writing the task, some pupils were chosen randomly to come forward. **They practiced to perform 'pressing the buttons' based on the button pictures on the whiteboard**.

Before the class was dismissed, the pupils were asked to conclude what they had learned on that day. **The class were closed by the teacher saying, "Good bye" and pupils could reply in English by saying, "Good bye"**.

CASE D

Observation on March 3rd, 2009

The observation was conducted on Tuesday afternoon at 12.30 to 13.40. **The pupils replied teachers' greeting by saying, "Good Afternoon"**. Afterwards, **they sang a song titled "Happy song"** but with rather different melodies. The pupils recalled their experience in previous meeting by mentioning the English word of "lemari" as "cupboard". **The class started with guessing the English of thing that teacher's pointed out**. The teachers pointed out two cupboards, and the pupils mentioned it by saying, "These are cupboards". Some pupils seemed to be confused with the difference of "these are" and "this is". **Then they listened to the teacher' explanation about the difference of "these are" and "this is"**. **The pupils were able to read aloud "This is a cupboard; These are books; That is a chair; Those are chairs"**

Finally, **the pupils could do the exercise of 'fill in with this, these, that or those'**. They did the task in an exercise paper. While the pupils were answering the questions, their attendance was checked. After finishing the exercise, the answer key was written on the whiteboard. They could

write down their answers on the whiteboard. The teacher checked pupils' answer on the board. The pupils checked their friend's work or conducted peer correction. Teacher closed the class by collecting the pupils' paper.

Observation on March 10th, 2009

The pupils started the class by saying, "Good Afternoon" to the teacher. The observation was held on 12.30 to 13.40. The pupils opened their text book. **They could read aloud the text. They repeated the sentences such as "What are you wearing?" and "I am wearing....."**. Then the teacher asked the pupils to explain the meaning of dialogue above. This was intended to give example to the pupils on how to do the task. The pupils were supposed to answer what kind of clothes their friends were wearing. **They were experienced in pronouncing, "T-shirt, shirt, skirt, and shorts"**. Subsequently, they continued reading the text together as a whole class. **The pupils were experienced to read aloud in front of the class. They practiced the simple dialogue to ask the kind of clothes their friends were wearing.**

The pupils listened to the teacher' explanation on how to answer question which began with what, when, why and question begin with "Is.....". The pupils were expected to be able to answer the "Is...." question with yes or no answer. After hearing the explanation, the pupils opened their textbook. They looked at the picture, and answered the questions there. **They were experienced in answering the written exercise.** The pupils also had to do the additional questions which were written by the teacher on the whiteboard.

After finishing the task, the pupils checked the right answer together. They wrote their answer in the whiteboard, and then be checked by the teacher. The pupils' attendance was also checked while they were writing on the whiteboard. **Pupils replied by saying, "Good bye" as the teacher ended the class.**

Observation on May 5th, 2009

The class was started at 12.30 – 01.45. **The pupils were able to greet the teacher by saying "Good afternoon". The pupils were involved in a game of guessing the names of animals and fruits.** They seemed to be curious to answer the questions, but most of them could not answer it. Only one pupil was able to answer the question. After having an opening activity, the **pupils were asked to sing "One and one I love my mother"**. The song actually was not a native English song; it was an Indonesian song translated into English.

Next, the pupils were asked some questions by the teacher. They had to make some sentences, however they only repeated what the teacher' saying. They did not seem to understand the teacher's questions. The pupils just kept silent. After that, the pupils were asked to identify the differences between "there is" and "there are". They had to write a sentence using "there is" and "there are" on the whiteboard. One pupil came forward and wrote it down. The other pupils were looking at their friend's writing. The pupils and teacher checked the sentence together. **The pupil made error in writing a complete sentence.** Subsequently, the pupils missed writing the "s" for plural noun. **Then, they listened to the teacher' explanation of the differences between singular and plural nouns.**

The pupils listened to the explanation on pronoun. They listened to the teacher' explanation but when the teacher asked questions to check the pupils' understanding they just kept silent. The pupils were asked to make sentences using 'there is', 'there are' and 'pronoun'. **The pupils were experienced in performing written task in English.** They did the task then submitted it. The teacher left the class by saying, "Good bye".

