

CHAPTER IV

REPORT OF THE RESEARCH RESULT

A. General Description

1. Brief history of Telaga Biru 5 of Elementary School Banjarmasin

The research took place at a Telaga Biru 5 of Elementary School Banjarmasin which is located on Jl. Yos Sudarso, complex Airmatan, narrow street 66 Rt.31, Telaga Biru village, West Banjarmasin sub district, South Kalimantan Province. It is a Elementary school that concern in education and social.

Telaga Biru 5 of Elementary School Banjarmasin was built in 1976 with decision letter head Dinas PDK Dati 1 south Kalimantan No.SD-03/16/1976, SDN Telaga Biru 5 that is leaded by mister Iskandar.

Since it built until now there are four people having ever taken hold to be headmasters in this school, that is:

Table 4.1 Headmasters of Telaga Biru 5 of Elementary School Banjarmasin

No	Name	Year
1	Mr. Iskandar	1976-1981
2	Mr. Burhannudin	1981-1984
3	Miss. Salasiah	1984-1991
4	Miss. Naimah	1991-2008
5	Miss. Hj. Suwaibatul islamiah, S.pd (PJS)	2008-2011
6.	Miss. Mahmudah, S.pd	2011-Now

This School has some purposes which are recorded in Vision in Mission of school as follows:

This School has some purposes which are recorded in Vision in Mission of school as follows:

a. Vision

Progress in achievement based on IMTAQ and science and technology.

b. Mission:

- a. Creating an advanced Human Resources and Achievement
- b. Conducting Teaching and Learning in an integrated manner in order to perform optimally
- c. Developing creativity of students to excel in the field of sports and arts
- d. Deliver students to advance in the field of science and technology
- e. Cultivate appreciation and practice of religious teachings on faith and piety

c. Purposes

1. Improve quality:
 - a. Improve faith teachers
 - b. Improve facilities and infrastructure
2. Optimize the teaching and learning activities
3. Improve facilities, infrastructure, sports and arts
4. Enabling extracurricular activities and events that lead to mastery of science and technology.
5. Improve facilities of all worship

2. Curriculum of Telaga Biru 5 of Elementary School Banjarmasin

Telaga Biru 5 of Elementary School Banjarmasin, Curriculum in this school involved Curriculum Based on Study (KTSP). The structure of program curriculum as follow:

Table 4.2 Curriculum of Telaga Biru 5 of Elementary School Banjarmasin

No	Component	Time Allocation					
		Class					
		1	2	3	4	5	6
A	Subject Material						
1	Study of Religion (PAI)	2	2	2	4	4	4
2	Civic Education	2	2	2	2	2	2
3	Indonesian Language	7	6	8	7	7	8
4	Mathematic	8	8	6	6	6	8
5	Science	2	2	6	6	6	8
6	Social Education	2	2	4	4	4	4
7	Handcraft and Art Education	2	2	2	2	2	2
8	Sports and Healthy Education	2	2	2	2	2	2
A	Subject Material						
	Total	30	30	41	41	42	42
	Minute	30	30	30	30	30	30
	Total of minute	90	900	12 30	123 0	12 60	12 60

Source: Documents of administration staff of Telaga Biru 5 of elementary school Banjarmasin

The education program of Telaga Biru 5 of Elementary School Banjarmasin generally refers to national education curriculum To give service and result of education that involved affective, cognitive, and psychomotor. Telaga Biru 5 of Elementary School Banjarmasin also adds teaching programs able to built character, such as:

a. Program to built character and Islamic personality

1) Reading holy Al-Qur'an at the school

- 2) Training Maulid Habsi
- b. Physical Improvement Program
- 1) Futsal
 - 2) Badminton
 - 3) Table Tennis
- c. Social Program
- 1) Friend's Charity
 - 2) Social Action

3. Extracurricular of Telaga Biru 5 of Elementary School Banjarmasin

Education world today is very majoring the development of holistic students' ability as reference in each the application of study activity. This matter is happened, because now teachers and parents more realize that children are not assumed as object who accept the science only as but more than that. In fact children have the characteristic so that there are some methods and trick to transfer values and knowledge.

Naturally the students have talent and suspended their parent or teacher giving guidance to develop the students' talent. As one of school that give priority to students' self improvement so that the school does building trough extracurricular that executed every week. It is to facilitate the students' self improvement and implementation Curriculum Based on Study (KTSP). Extracurricular activities of Telaga Biru 5 of Elementary School Banjarmasin as follows:

Table 4.3 Extracurricular of Telaga Biru 5 of Elementary School Banjarmasin

No	Extracurricular	Trainer
1	Pramuka	Aliyah
2	Habsi	Mahmudah, S.Pd
3	Reading Holy Qur'an	HJ. Siti Jainah

Source: Documents of administration staff of Telaga Biru 5 of Elementary School Banjarmasin.

Extracurricular is held on Saturday, class 3 until class 6 at Telaga Biru 5 of Elementary School Banjarmasin.

4. The Description about Teachers, Administration Staffs, Employees, Students, and Facilities at Telaga Biru 5 of Elementary School Banjarmasin

a. Teacher

In academic year 2011/2012 an Telaga Biru 5 of Elementary School Banjarmasin has 10 teachers. The description can be seen in the following table:

Table 4.4. Description of teacher at Telaga Biru 5 of Elementary School Banjarmasin

No	Name	Latest Education	Subject
1	Mahmudah, S.Pd	S1	Class IV,V,V1 PPKN
2	Pengestuti Rahayu,A.Ma.Pd	D II UT	Class III
3	Yuliani, A. Ma. Pd	DII PGSD	Class VI
4	Norlaina	SPG	Class V
5	Hj. Siti Zainah, A. Ma	DII PGMI	I-VI Guru PAI
6	Hj Suwaibatul Is, S. Pd	S1 PGSD	Class IV
7	Magdalena, S. Pd	S1 PBI	II / I-VI B.inggris
8	M. Nasir	MA	Class I – VI P. Orkes
9	Hj Rusmiyati	MAN	Class V

Source: Documents of administration staff of Telaga Biru 5 of Elementary School Banjarmasin

The English teacher taken as subject in this research is Magdalena,S.Pd,. She is an English teacher for class V at Telaga Biru 5 of Elementary School Banjarmasin. She was graduated from *IAIN Antasari Banjarmasin*.

b. Administration Staffs

Table 4.5. Description of Administration Staff at Telaga biru 5 of Elementary School Banjarmasin.

No	Name	Latest Education	Position
1	Magda Lena, S.Pd	S1 TAR/English	Administration Staff
2	M. Masir	MA Darul hijrah	Administration Staff

Source: Documents of administration staff of Telaga Biru 5 of Elementary School Banjarmasin

Besides that, this school has some employees as seen in the following table:

Table 4.6. Description of Employees at Telaga Biru 5 of Elementary School Banjarmasin

No	Name	Latest Education	Position
1	Inah	SMA	Cleaning Service

Source: Documents of administration staff of Telaga Biru 5 of Elementary School Banjarmasin

c. Students

For the year 2011/2012 the total numbers of students at Telaga Biru 5 of Elementary School Banjarmasin are 245 students. They are consist of 45 from class I, 41 students are from class II, 36 students from class III, and 43 students are from class IV and 44 students are from class V and 36 students for class VI. So, the class

which is being observed in this research is the fifth grade Telaga Biru 5 of Elementary School Banjarmasin. To be clearer it can be seen in this following table:

Table 4.7. Description of Students of Telaga Biru 5 of Elementary School Banjarmasin

No	Class	Sex		Total
		Male	Female	
1	I	17	28	45
2	II	17	24	41
3	III	25	11	36
4	IV	27	16	43
5	V	22	22	44
6	VI	16	20	36
Total		124	119	245

Source: Documents of administration staff of Telaga Biru 5 of Elementary School Banjarmasin

d. Facilities

Telaga Biru 5 of Elementary School Banjarmasin has some facilities, which are purposed to support the teaching and learning process such as in the following table:

Table 4.8. Description of Facilities at Telaga Biru 5 of Elementary School Banjarmasin

No	Facility	Amount	Condition
1	Classroom	6	Good
2	Library	1	Good
3	School Health Unit	1	Good
4	Cooperation/Shop	1	Good
5	Headmaster's room	1	Good
6	Teachers' room	1	Good
7	Teachers' toilet	1	Good
8	Students' toilet	1	Good
9	Letter card	6	Good
10	Physic Board sentence	2	Good

11	Picture card	7	Good
12	LCD	1	Good
13	Laptop	1	Good
14	Handy cam	1	Good
15	Television	2	Good
16	DVD Player	1	Good
17	Tape recorder	1	Good

Source: Documents of administration staff of Telaga Biru 5 of Elementary School Banjarmasin.

B. Data Presentation

On this data presentation the writer describes about result of the research on the field that collected by technique of data collecting, they are observation, interview, and documentary. Those data will be presented in description and table from which given category based on design measurement, and then the table will be explained. They were conducted from 11th July to 13th september 2011.

By observation, questionnaire, interview, it is known more about what are the methods used by the teacher?

From my observation in the class, English teacher mostly used Grammar translation method and direct method

How is the Applacation Teacher's methods Of Teaching English At Fifth Grade Students Telaga Biru 5 Of Elementary School Banjarmasin ?

From the observation in the class, English teacher is good in presenting the lesson. The aspects of teacher's skill in teaching are filled by English teacher. The method, approach, class management which used when teaching and learning process are good. In teaching and learning English, the teacher divided it into three parts that are:

a. Introduction

Introduction (the first activity) is warming-up involves motivation and appreciation such as ask the lesson before or make correlation between environments or other lesson. The activities are: the teacher says *salam*, pray together, give instruction and guidance about learning activity, question and answer as appreciation.

b. The main activity

The main activity is developing of concept and application (tasks and questions). The activities are: the teacher ask students read aloud a passage about time, Students translate the passage from English to Indonesia language, the students do short conversation with their friends (group), the students memorize vocabulary, students memorize about time or o'clock and irregular verbs the students make sentence or other assignment and the students do the assignment on work-sheet which is given to them.

c. Closure

In this closure, the teacher closes the lesson. The teacher gives description about the lesson that have studied by the students, knowing how far the level of students' understanding and teacher's success in teaching. The activities are: conclude the lesson, giving strengthening or pressure to the material, giving homework, giving advice to learn seriously and review the lesson at home, pray together.

To be clearer about the method that is used in teaching and learning process at the fifth grade students Telaga Biru 5 of Elementary School Banjarmasin. The writer will describe about method

Based on the observation on Tuesday, 16th August, 2011 can be seen the application teacher's methods at the fifth grade student Telaga biru 5 of elementary school Banjarmasin in the following description. The teacher orders students two person in front of class and practicing dialogue about time/o'clock or conversation practice. If there is one of students is false in pronounce it, the teacher will asks them to say it again until right. The teacher ask student to given a series of sentences with words missing (fill-in-blanks). This is categorized in direct method because the teacher used some technique of direct method

The teacher explains about time and grammar and also reads learning according its pronunciation then translates the difficult word. She asks one student as a delegation of each group to make some sentences according to time. They do it together, one of them looks for the meaning of the words in the dictionary, and the other writes it down to the paper. After finish it, every group demonstrate it on front of the class. The other groups check their sentence. If there is a mistake in their sentence, the other corrects it. The student who corrects the mistake will be given a value. So' from observation above the teacher used some of the techniques of Grammar-Translation Method in teaching learning process because teacher used the translation of a literary passage technique.

Based on the observation on Tuesday 6 September 2011 can be seen the application teacher's methods at the fifth grade student Telaga biru 5 of elementary school Banjarmasin in the following description. The teacher explains about past tense. Then the teacher focuses to the students' understanding in using verbs in sentence about the past activity (past tense). Then the teacher read the passage, followed by the student. This is categorized in direct method because the teacher used reading aloud, and the teacher use some medias in explaining learning for example "this is book " by showing a book at her hand.

The teacher stresses or translates the difficult words and corrects the mistake of the students' pronunciation. The teacher orders the students to make sentence about past tense. The teacher asks students to memorize past tense of irregular verbs. Based on the observation result above the teacher used some of the techniques of Grammar-Translation Method in teaching learning proses. It can see from result above that teacher Translate of a literary passage and memorization.

2. The Influential Factors

The factors that influence the Teacher's Methods in Teaching English At fifth grade Students Telaga Biru 5 of Elementary School Banjarmasin Academic year 2011 / 2012 are:

a. Teacher's factors

1). Teacher's educational background

The latest educational background of English Teacher is S1 English Department of IAIN Antasari Banjarmasin.

2). Teacher's experience in teaching and training

The teacher's experience in teaching is one of the important parts to support the teacher mastery on the material of English subject. Based on the interview, the writer knows that the teacher is experienced teacher. It is known from the length she teaches English. she said that he has taught English for 2 years. He started teaching English since 09 Augustus 2009 until now. Beside that she also becomes administration staff.

Teacher's experience is also can be seen from some trainings ever followed. He ever followed some training, such as trainings from *konsurion*. It is a quality of guarantee program continuing, Student Active Learning training, Communicative Language Teaching training, etc.

2) Teacher Understanding to the Teacher's Methods Concept

Based on the writer's observation and interview, it is known that the teacher of English at the fifth class is easily to understand. He has learnt the concept at university, seminars, trainings, internet, and also from several books and articles that she has.

3) Teacher's ability in using facilities and media of learning

As long as the writer observes some activities of teaching and learning process in classroom, it is recorded that the teacher always uses the facilities to explain the materials. She able to operate projector (LCD), computer, multimedia, he also often make the media of learning herself, like picture, puzzle, conversation etc. the making of media and game inspired from some book and television. He also

combines some books in teaching, that is: *Animal Stories* book, *Activity Exercises*, etc.

4) Teacher's teaching activity

Afterwards, the writer according to questionnaire results will present the data about the teacher as follows:

Table 4.9, Teacher's method in teaching English

No	Category	Frequency	Percentage
1	Like	42	95,45
2	Less like	1	2,27
3	Dislike	1	2,27
Total		44	100

From the table above, it can be seen that there are 42 students (95,45%) who stated that the teacher's method in teaching English is like, 1 students (2,27%) stated the teacher's method in teaching English is less like, and 1 student (2,27%) stated that teacher's e method in teaching English is dislike.

Table 4.10. Teacher's usage of method in teaching English

No	Category	Frequency	Percentage
1	Pleasing	34	77,27
2	Less pleasing	8	18,18
3	Unpleasing	2	4,54
Total		44	100

From the table above, it can be seen that there are 34 students (77,27%) who stated that the teacher's usage of method in teaching English is pleasing, 8 students (18,18%) stated the teacher's usage of method in teaching English is less pleasing,

and 2 student (4,54%) stated that teacher's usage of method in teaching English is unpleasing.

Table 4.11. Teacher's explanation in extending English

No	Category	Frequency	Percentage
1	Very good	43	97,72
2	Less good	1	2,27
3	Not good	0	0
Total		44	100

From the table above, it can be seen that there are 43 students (97,72%) who stated that the teacher's explanation is very good, 1 students (2,27%) stated the teacher's explanation is less good, and 0 student (0%) stated that teacher's explanation is not good.

Table 4.12. Teacher's explanation of the learning's goal

No	Category	Frequency	Percentage
1	Always	41	93,18
2	Sometimes	3	6,81
3	Never	0	0
Total		44	100

From the table above, it can be seen that there are 41 students (93,18%) stated that the teacher always explain the goal of the learning, 3 students (6, 81%) stated that the teacher sometimes explain the goal of the learning, and 0 student (0%) stated that the teacher never explain the goal of the learning.

Table 4. 13. Teacher's explanation about useful of the subject

No	Category	Frequency	Percentage
1	Always	38	86,36
2	Sometimes	5	11,36
3	Never	1	2,27
Total		44	100

From the table, it can be seen that there are 38 students (86,36%) stated that the teacher always give explanation of useful of the subject material, 5 students (11,36%) stated that the teacher sometimes give explanation of useful of the subject material, and 1 students (2,27%) stated that the teacher never give explanation about useful of the subject.

Table 4.14. Teacher's giving motivation and spirit

No	Category	Frequency	Percentage
1	Always	40	90,94
2	Sometimes	4	9,09
3	Never	0	0
Total		44	100

From the table 4.14., it can be known that there are 40 students (90,94%) stated that the teacher always gives motivation and spirit, 4 students (9,09%) stated that the teacher sometimes gives motivation and there are 0 students (0%) stated that the teacher never gives motivation.

Table 4.15. Teacher's giving toward or explanation before learning.

No	Category	Frequency	Percentage
1	Always	38	86,36
2	Sometimes	6	13,63
3	Never	0	0
Total		44	100

From the table 4.15., it can be known that there are 38 students (86,36%) stated that the teacher always giving toward or explanation before learning, 6 students (13,36%) stated that the teacher sometimes giving toward or explanation before learning. and there are 0 students (0%) stated that the teacher never giving toward or explanation before learning.

Table 4.16. Teacher's performance in teaching English

No	Category	Frequency	Percentage
1	Very interesting	39	88,63
2	Less interesting	5	11,36
3	Not interesting	0	0
Total		44	100

The table shows that 39 students (88,63%) stated that the teacher's performance is very interesting, 5 students (11,36%) stated that the teacher's performance is less interesting and there is no student stated that the teacher's performance is not interesting.

Table 4.17. Teacher's usage of game in teaching English

No	Category	Frequency	Percentage
1	Always	19	43,18
2	Sometimes	23	52,27
3	Never	2	4,54
Total		44	100

The table shows that there are 19 students (43,18%) stated that the teacher always uses game in teaching English, 23 students (52,27%) stated that the teacher

sometimes uses game in teaching English and there are 2 student (4,54%) stated that the teacher never uses game in teaching English.

Table 4.18. Teacher's giving chance to ask and giving the response

No	Category	Frequency	Percentage
1	Always	34	77,27
2	Sometimes	10	22,72
3	Never	0	0
Total		44	100

The table shows that 34 students (77,27%) stated that the teacher always gives them chance to ask and response, 10 students (22,72%) stated that the teacher sometimes gives chance to ask and response and there is no students stated that the teacher never gives change to ask and response.

Table 4.19. Teacher's appreciation toward students' success

No	Category	Frequency	Percentage
1	Always	38	86,36
2	Sometimes	5	11,36
3	Never	1	2,27
Total		44	100

The table shows that 38 students (86,36%) stated that the teacher always gives appreciate toward their success. 5 students (11,36%) stated that the teacher sometimes appreciate toward their success and 1 student (2,27%) stated that the teacher never appreciate his success.

Table 4.20. Teacher's usage of media in teaching English

No	Category	Frequency	Percentage
1	Always	25	56,81
2	Sometimes	15	34,09
3	Never	4	9,09
Total		44	100

The table shows that 25 students (56,81%) stated that the teacher always uses media in teaching English. 15 student (34,09%) stated that the teacher sometimes uses media in teaching English and 4 student (9,09%) stated that the teacher never uses media in teaching English.

Table 4.21. Teacher's giving opportunity to students' for question or comment

No	Category	Frequency	Percentage
1	Always opportunity	40	90,94
2	Sometimes opportunity	3	6,81
3	Never opportunity	1	2,27
Total		44	100

From the table above, it can be seen that there are 40 students (90,94%) stated that the teacher always giving opportunity to students' for question or comment. 3 students (6,81%) stated that the teacher sometimes giving opportunity to students' for question or comment and 1 students (2,27%) stated that the teacher never giving opportunity to students' for question or comment.

Table 4.22. Teacher giving question orally and written before closing the lesson

No	Category	Frequency	Percentage
1	Always	35	79,54
2	Sometimes	9	20,45
3	Never	0	0
Total		44	100

From the table above, it can be seen that there are 35 students (79,54%) stated that the teacher always gives question orally and written before closing the lesson. 9 students (20,45%) stated that the teacher sometimes gives question orally and written before closing the lesson and 0 students (0 %) stated that the teacher never gives question orally and written before closing the lesson.

b. Students' factors

1) Students' interest

To know students' interest, the writer gives questionnaires which consist of several questions that identify students' interest and feeling toward English. The result of the questionnaire can be seen through this table:

Table 4.23. Students' interest toward English

No	Category	Frequency	Percentage
1	Interest	34	77,27
2	Less interest	10	22,72
3	Uninteresting	0	0
Total		44	100

From the table above indicates that the students who stated interest toward English are 34 students (77, 27%). There are 10 students (22, 72%) who stated that they are less interest English and there is no one who stated Uninteresting English.

Table 4.24. Students' interest to follow learning English at school

No	Category	Frequency	Percentage
1	Interest	38	86,36
2	sometime interest	6	13,63
3	uninteresting	0	0
Total		44	100

From the table above indicates that the students who follow learning English at school are 38 students (86,36%). There are 6 students (13,63%) who stated that they are sometime interest follow learning English and there is no one who stated uninteresting follow learning English.

2). Students' Motivation

Table 4.25. Students' motivation in learning English

No	Category	Frequency	Percentage
1	Desire themselves	20	45,45
2	English is subject at the school	17	38,63
3	Parents' motivation	7	15,90
Total		44	100

From the table, it can be seen that 20 students (45, 45%) who stated that their motivation in learning English are desire themselves. 17 students (38,63%) who stated that they learning English because English is subject of the school and 7 students (15,90%) who stated that they learning English motivated by parents.

Table 4.26. Students' reason in learning English

No	Category	Frequency	Percentage
1	Mastery English	11	25
2	Likeness English	26	59,09
3	Getting good score	7	15,90
Total		44	100%

From the table above, there are 11 students (25%) chose to the mastery English as their reason in learning English, 26 students (59,09%) chose the second category, and 7 students (15,90%) chose the third category as their reason in learning English.

3) Students' learning Activities

Table 4.27 Students' attendance in English subject

No	Category	Frequency	Percentage
1	Always	40	90,90
2	Sometimes	4	9,09
3	Never	0	0
Total		44	100

It can be seen from the table, there are 40 students (90,90%) who always attend the English subject, 2 students (9,09%) who sometimes attend the English subject and no student never attend the English subject.

Table 4.28. Students' attention toward teacher's explanation

No	Category	Frequency	Percentage
1	Always	42	95,45
2	Sometimes	2	4,54
3	Never	0	0
Total		44	100 %

The table shows that there are 42 students (95,45%) who always pay attention to teacher's explanation. 2 students (4,54%) who sometimes pay attention to teacher's explanation. There is no student never pay attention to teacher's explanation.

Table 4.29. Students' review toward English at home

No	Category	Frequency	Percentage
1	Always	29	65,90
2	Sometimes	15	34,09
3	Never	0	0
Total		44	100

The table 4.29., shows that 29 students (65,90%) always review English, 15 students (34,09%) sometimes review English and there is no students never review English.

Table 4.30. Students' effort to improve Knowlarge about English

No	Category	Frequency	Percentage
1	Always	27	61,36
2	Sometimes	14	31,81
3	Never	3	6,81
Total		44	100

From the table, it can be known that there are 27 students (61,36%) always improve their English, 14 students (31,81%) sometimes improve their English and there are 3 students (6,81%) never improve their English.

Table 4.31. Students' trouble in learning English

No	Category	Frequency	Percentage
1	Always	19	43,18
2	Sometimes	20	45,45
3	Never	5	11,36
Total		44	100

From the table, it can be seen that 19 students (43,18%) always have trouble in learning English, 20 students (45,45%) sometimes have trouble in learning English and 5 students (11,36%) never trouble in learning English.

Table 4.32. Students' feeling in doing homework

No	Category	Frequency	Percentage
1	Very happy	39	88,63
2	Less happy	4	9,09
3	Unhappy	1	2,27
Total		44	100

From the table, it can be seen that 39 students (88,63%) stated that they are happy very much in doing homework, 4 students (9,09%) stated that they are less happy in doing homework and 1 student (2,27%) is unhappy in doing homework.

Table 4.33. Students' feeling when teacher explain lesson by using English language.

No	Category	Frequency	Percentage
1	Very happy	36	81,81
2	Less happy	8	18,18
3	Unhappy	0	0
Total		44	100

From the table, it can be seen that 36 students (81,81%) stated that they are happy very much when teacher explain lesson by using English language, 8 students

(18,18%) stated that they are less happy when teacher explain lesson by using English language and 0 student (0%) is unhappy when teacher explain lesson by using English language.

Table 4.34. Music in teaching and learning process

No	Category	Frequency	Percentage
1	Like very much	26	59,09
2	Less like	7	15,90
3	Dislike	11	25
Total		44	100

From the table 4.34., there are 26 students (59,09%) are like music very much in teaching and learning process. There are 7 students (15,90%) stated that they less like music in teaching and learning process and 11 student (25%) dislike music in teaching and learning English.

4). Facility Factor

a) The student's facility

Table 4.35. Students' ownership of English book

No	Category	Frequency	Percentage
1	Have, private ownership	37	84,09
2	Have, but borrowing	1	2,27
3	Do not have English book	6	13,63
Total		44	100

The table shows that 37 students (84,09%) have their own English book, 1 students (2, 27%) borrow the English books, and 6 students (13,63%) do not have any English book.

Table 4.36. Students' ownership of English dictionary

No	Category	Frequency	Percentage
1	Have, private ownership	38	86,36
2	Have, but borrowing	1	2,27
3	Do not have English dictionary	5	11,36
Total		44	100

The table shows that 38 students (86,36%) have their own dictionary, 1 students (2,27%) borrow the dictionary, and there are 5 students (11,36%) do not have any dictionary.

b) The school facility

Facilities at Telaga Biru 5 of Elementary School banjarmasin is support in teaching and learning process, it can be seen from

Table 4.37. The other facilities of Telaga Biru 5 of Elementary school Banjarmasin, such as:

No	Facility	Amount	Condition
1	Classroom	6	Good
2	Library	1	Good
3	School Health Unit	1	Good
4	Cooperation/Shop	1	Good
5	Headmaster's room	1	Good
6	Teachers' room	1	Good
7	Teachers' toilet	1	Good
8	Students' toilet	1	Good
9	letter cards	6	Good
10	picture card	7	Good
11	LCD	1	Good
12	Laptop	1	Good
13	Handy cam	1	Good
14	Television	2	Good
15	DVD Player	1	Good
16	Tape recorder	1	Good

- a. Every class decorates with the students' work such as: posters, pictures, etc.
- b. The school prepares special donation in making teaching media for teacher
- c. Teacher can use tape recorder, laptop, personal computer, LCD, VCD player, television, handy cam, walkman, MP3 recorder, scanner, laser printer, etc.
- d. The school and teacher have software fill games for the students and CD of teaching and learning English using multimedia.
- e. There is a library, wide field.

5. Environment's factor

Table 4.38. School and class environment

No	Category	Frequency	Percentage
1	Always safe, comfortable, and enjoyable	34	77,27
2	Sometimes safe, comfortable, and enjoyable	8	18,18
3	Not safe, comfortable, and enjoyable	2	4,54
Total		44	100

From the table above, there are 34 (77,27%) who stated that the school's environment is always safe, comfortable and enjoyable. 8 students (18,18%) chose the second category and there are 2 student (4,54) chose the third category.

C. Data Analysis

After all of needed data completed, they are then analyzed by referring to data presentation that have presented before, more clearly will be explained as follows:

1. The methods used by the teacher

The English teacher used mostly Grammar translation method, Grammar translation method and direct method. Because teacher used the techniques of Grammar translation method and direct method and that can be seen from the process of teaching learning in this school on the dates 16 Augustus and 6 September.

2. The Application Teacher's methods Of Teaching English At Fifth Grade Students Telaga Biru 5 Of Elementary School Banjarmasin ?

After all the obtained data are presented in data presentation, as a result of this research, they also need to be analyzed. For further description, it is known from the analysis below:

The teacher is successful in stimulating their interest in learning English. So the students have more enthusiasm in learning English. Because mostly the teacher used some technique of direct method like read aloud a passage about time, doing short conversation with their friends (group) and using body language for explaining lesson acts. And also mostly the teacher used some technique of Grammar-Translation Method such as: translate the passage from English to Indonesian language, doing short conversation with their friends (group), memorize vocabulary, memorize about time or o'clock and irregular verbs the students make sentences or other assignments and doing the assignment on work-sheet which is given to them to act. So the students feel joy and fun.

From data presentation above, it could be known that the application of Teacher's Methods In Teaching English At Fifth Grade Students Telaga Biru 5 Of Elementary

School Banjarmasin is good because the teacher's mostly used techniques of Grammar-Translation Method and direct method in presenting the lesson so that the student more enjoy and fun in learning English.

3. The factors that influence Teacher's Methods In Teaching English At Fifth Grade Students Telaga Biru 5 Of Elementary School Banjarmasin

a. Teacher's factors

1) Teacher's educational background

Teacher's educational background influences that the application Teacher's Methods in Teaching English, with the compatible educational background, so in its application the method and teaching and learning process will be easier. That is considering that teacher has known many theoretical that especially related to the English subject and teaching method. From the data that the writer got, English teacher is graduated from S1 English Department. By seeing this educational background, it can be known that the teacher's educational background can be categorized as high category.

2) Teacher's experience in teaching and training

According to interview with the English teacher, the data about the length of his experience in teaching English is categorized high category, because he has been taught for eight years. She started teaching in 2009 until now. Beside that he always follows some trainings and it is categorized highest category too. So, the teacher experience in teaching and training is highest category. It is influences so much to the application of teacher's methods in teaching English.

2) Teacher understands to the teacher's methods concept

The teacher's understanding to the concept of teacher's methods in teaching English is absolutely needed. Based on this statement, the writer analyzes from the observations and interview that the English teacher is understand well about the concept of teacher's methods in teaching English. So the teacher understands to the concept of teacher's methods in teaching English can be categorized as highest category.

3) Teacher's ability in using facilities of learning

After doing observation to teaching and learning process in classroom, the writer can concluded that the teacher always use the facilities of learning. When explains the material of English subject, he uses some books, flashcard, laptop, multimedia, LCD, etc. so the teacher's ability in using facilities of learning is highest category.

4) Teacher's teaching activity

From the table 4.9., it can be seen that there are 42 students (95,45%) who stated that the teacher's method in teaching English is like and it can be categorized as high category, 1 students (2,27%) stated the teacher's method in teaching English is less like it is categorized as middle category , and 1 student (2,27%) stated that teacher's e method in teaching English is dislike it is categorized as low category. So, the teacher's method in teaching English is like and it can be categorized as high category. Because 42 students (95,45%) who stated that the teacher's method in teaching English is like.

From the table 4.10., it can be seen that there are 34 students (77,27%) who stated that the teacher's usage of method in teaching English is pleasing it can be categorized as high category, 8 students (18,18%) stated the teacher's usage of method in teaching English is less pleasing it can be categorized as middle category, and 2 student (4,54%) stated that teacher's usage of method in teaching English is unpleasing it can be categorized as low category. So, The teacher's usage of method in teaching English is pleasing it can be categorized as high category because 34 students (77,27%) who stated that the teacher's usage of method in teaching English is pleasing.

From the table 4.11., it can be seen that there are 43 students (97,72%) who stated that the teacher's explanation is very good ,it can be categorized as high category, 1 students (2,27%) stated the teacher's explanation is less good ,it can be categorized as middle category, and 0 student (0%) stated that teacher's explanation is not good it can be categorized as low category. So' the teacher's explanation is very good, it can be categorized as high category because 43 students (97,72%) who stated that the teacher's explanation is very good.

From the table 4.12., it can be seen that there are 41 students (93,18%) stated that the teacher always explain the goal of the learning it can be categorized as high category, 3 students (6, 81%) stated that the teacher sometimes explain the goal of the learning it can be categorized as middle category, and 0 student (0%) stated that the teacher never explain the goal of the learning it can be categorized as low category. So' the teacher always explain the goal of the learning it can be categorized as high

category because 41 students (93,18%) stated that the teacher always explain the goal of the learning.

From the 4.13., it can be seen that there are 38 students (86,36%) stated that the teacher always give explanation of useful of the subject material it can be categorized as high category, 5 students (11,36%) stated that the teacher sometimes give explanation of useful of the subject material it can be categorized as middle category, and 1 students (2,27%) stated that the teacher never give explanation about useful of the subject it can be categorized as low category. So' the teacher always give explanation of useful of the subject material it can be categorized as high category because 38 students (86,36%) stated that the teacher always give explanation of useful of the subject material.

From the table 4.14., it can be known that there are 40 students (90,94%) stated that the teacher always gives motivation and spirit it can be categorized as high category, 4 students (9,09%) stated that the teacher sometimes gives motivation and spirit it can be categorized as middle category and there are 0 students (0%) stated that the teacher never gives motivation it can be categorized as low category. So' the teacher always gives motivation and spirit it can be categorized as high category because 40 students (90,94%) stated that the teacher always gives motivation and spirit.

From the table 4.15., it can be known that there are 38 students (86,36%) stated that the teacher always giving toward or explanation before learning it can be categorized as high category, 6 students (13,36%) stated that the teacher sometimes

giving toward or explanation before learning it can be categorized as middle category. and there are 0 students (0%) stated that the teacher never giving toward or explanation before learning it can be categorized as low category. So' the teacher always giving toward or explanation before learning it can be categorized as high category because 38 students (86,36%) stated that the teacher always giving toward or explanation before learning.

The table 4.16., shows that 39 students (88,63%) stated that the teacher's performance is very interesting it can be categorized as high category, 5 students (11,36%) stated that the teacher's performance is less interesting it can be categorized as middle category and there is no student stated that the teacher's performance is not interesting it can be categorized as low category. So' the teacher's performance is very interesting it can be categorized as high category because 39 students (88,63%) stated that the teacher's performance is very interesting.

The table 4.17., shows that there are 19 students (43,18%) stated that the teacher always uses game in teaching English it can be categorized as high category, 23 students (52,27%) stated that the teacher sometimes uses game in teaching English it can be categorized as middle category and there are 2 student (4,54%) stated that the teacher never uses game in teaching English it can be categorized as low category. So' the teacher sometimes uses game in teaching English it can be categorized as middle category because 23 students (52,27%) stated that the teacher sometimes uses game in teaching English.

The table 4.18., shows that 34 students (77,27%) stated that the teacher always gives them chance to ask and response it can be categorized as high category, 10 students (22,72%) stated that the teacher sometimes gives chance to ask and response it can be categorized as middle category and there is no students stated that the teacher never gives change to ask and response it can be categorized as low category. So' the teacher always gives them chance to ask and response it can be categorized as high category because 34 students (77,27%) stated that the teacher always gives them chance to ask and response.

The table 4.19., shows that 38 students (86,36%) stated that the teacher always gives appreciate toward their success it can be categorized as high category. 5 students (11,36%) stated that the teacher sometimes appreciate toward their success it can be categorized as middle category and 1 student (2,27%) stated that the teacher never appreciate his success it can be categorized as low category. So' the teacher always gives appreciate toward their success it can be categorized as high category because 38 students (86,36%) stated that the teacher always gives appreciate toward their success.

The table 4.20., shows that 25 students (56,81%) stated that the teacher always uses media in teaching English it can be categorized as high category. 15 student (34,09%) stated that the teacher sometimes uses media in teaching English it can be categorized as middle category and 4 student (9,09%) stated that the teacher never uses media in teaching English it can be categorized as low category. So' the teacher always uses media in teaching English it can be categorized as high category

because 25 students (56,81%) stated that the teacher always uses media in teaching English.

From the table 4.21., it can be seen that there are 40 students (90,94%) stated that the teacher always giving opportunity to students' for question or comment it can be categorized as high category. 3 students (6,81%) stated that the teacher sometimes giving opportunity to students' for question or comment it can be categorized as middle category and 1 students (2,27%) stated that the teacher never giving opportunity to students' for question or comment it can be categorized as low category. So' the teacher always giving opportunity to students' for question or comment it can be categorized as high category because 40 students (90,94%) stated that the teacher always giving opportunity to students' for question or comment.

From the table 4.22., it can be seen that there are 35 students (79,54%) stated that the teacher always gives question orally and written before closing the lesson it can be categorized as high category. 9 students (20,45%) stated that the teacher sometimes gives question orally and written before closing the lesson it can be categorized as middle category and 0 students (0 %) stated that the teacher never gives question orally and written before closing the lesson it can be categorized as high category. So' the teacher always gives question orally and written before closing the lesson it can be categorized as high category because are 35 students (79,54%) stated that the teacher always gives question orally and written before closing the lesson.

b. Students' factors

Based on the result of questionnaire, which has been presented in data presentation, the writer then describes and analyses it in this term.

1). Students' interest

Student's interest is indicated by their likeness to English lesson from the table 4.23., indicates that the students who stated interest toward English are 34 students (77, 27%) it can be categorized as high category. There are 10 students (22, 72%) who stated that they are less interest English it can be categorized as middle category and there is no one who stated Uninteresting English it can be categorized as low category. So' they are interest English it can be categorized as high category because interests toward English are 34 students (77, 27%).

From the table 4.24., indicates that the students who follow learning English at school are 38 students (86,36%) it can be categorized as high category. There are 6 students (13,63%) who stated that they are sometime interest follow learning English it can be categorized as middle category and there is no one who stated uninteresting follow learning English it can be categorized as low category. So' the students who follow learning English at school it can be categorized as high category because 38 students (86,36%) who stated that they are interest follow learning English.

2). Students' Motivation

From the table 4.25., it can be seen that 20 students (45, 45%) who stated that their motivation in learning English are desire themselves it can be categorized as high category. 17 students (38,63%) who stated that they learning English because

English is subject of the school it can be categorized as middle category and 7 students (15,90%) who stated that they learning English motivated by parents it can be categorized as low category. So' their motivation in learning English are desire themselves it can be categorized as high category because 20 students (45, 45%) who stated that their motivation in learning English are desire themselves.

From the table 4.26., there are 11 students (25%) chose to the mastery English as their reason in learning English it can be categorized as high category, 26 students (59,09%) chose the second category it can be categorized as middle category, and 7 students (15,90%) chose the third category as their reason in learning English it can be categorized as low category. So' chose to the mastery English as their reason in learning English it can be categorized as high category because 11 students (25%) chose to the mastery English as their reason in learning English.

3) Students' learning Activities

It can be seen from the table 4.27., there are 40 students (90,90%) who always attend the English subject it can be categorized as high category, 2 students (9,09%) who sometimes attend the English subject it can be categorized as middle category and no student never attend the English subject it can be categorized as low category. So' the English subject it can be categorized as high category because 40 students (90,90%) who always attend the English subject.

The table 4.28., shows that there are 42 students (95,45%) who always pay attention to teacher's explanation it can be categorized as high category. 2 students (4,54%) who sometimes pay attention to teacher's explanation it can be categorized

as middle category. There is no student never pay attention to teacher's explanation it can be categorized as low category. So' they always pay attention to teacher's explanation it can be categorized as high category because 42 students (95,45%) who always pay attention to teacher's explanation.

The table 4.29., shows that 29 students (65,90%) always review English it can be categorized as high category, 15 students (34,09%) sometimes review English it can be categorized as middle category and there is no students never review English it can be categorized as low category. So' they always review English it can be categorized as high category because 29 students (65,90%) always review English.

From the table 4.30., it can be known that there are 27 students (61,36%) always improve their English it can be categorized as high category, 14 students (31,81%) sometimes improve their English it can be categorized as middle category and there are 3 students (6,81%) never improve their English it can be categorized as low category. So' they always improve their English it can be categorized as high category because 27 students (61,36%) always improve their English.

From the table 4.31., it can be seen that 19 students (43,18%) always have trouble in learning English it can be categorized as high category, 20 students (45,45%) sometimes have trouble in learning English it can be categorized as middle category and 5 students (11,36%) never trouble in learning English it can be categorized as low category. So' have trouble in learning English it can be categorized as middle category because 20 students (45,45%) sometimes have trouble in learning English.

From the table 4.32., it can be seen that 39 students (88,63%) stated that they are happy very much in doing homework it can be categorized as high category, 4 students (9,09%) stated that they are less happy in doing homework it can be categorized as middle category and 1 student (2,27%) is unhappy in doing homework it can be categorized as low category. So' they are happy very much in doing homework it can be categorized as high category because 39 students (88,63%) stated that they are happy very much in doing homework.

From the table 4.33., it can be seen that 36 students (81,81%) stated that they are happy very much when teacher explain lesson by using English language it can be categorized as high category, 8 students (18,18%) stated that they are less happy when teacher explain lesson by using English language it can be categorized as middle category and 0 student (0%) is unhappy when teacher explain lesson by using English language it can be categorized as low category. So' they are happy very much when teacher explain lesson by using English language it can be categorized as high category because 36 students (81,81%) stated that they are happy very much when teacher explain lesson by using English language.

From the table 4.34., there are 26 students (59,09%) are like music very much in teaching and learning process it can be categorized as high category. There are 7 students (15,90%) stated that they less like music in teaching and learning process it can be categorized as middle category and 11 student (25%) dislike music in teaching and learning English it can be categorized as low category. So' like music very much

in teaching and learning process it can be categorized as high category because 26 students (59,09%) are like music very much.

c. Facility Factor

1) Students' facility

The table 4.35., shows that 37 students (84,09%) have their own English book it can be categorized as high category, 1 students (2, 27%) borrow the English books it can be categorized as middle category, and 6 students (13,63%) do not have any English book it can be categorized as low category. So' have their own English book it can be categorized as high category because 37 students (84,09%) have their own English book.

The table 4.35., shows that 38 students (86,36%) have their own dictionary it can be categorized as high category, 1 students (2,27%) borrow the dictionary it can be categorized as middle category, and there are 5 students (11,36%) do not have any dictionary it can be categorized as low category. So' have their own dictionary it can be categorized as high category because 38 students (86,36%) have their own dictionary.

2) The school facility

Based on the table 4.37., and the writer observation can be known that Telaga Biru 5 of elementary school Banjarmasin has enough complete facility. The completeness of facility influence the teaching and learning activity especially the application of teacher's methods in teaching English.

d. Environment's Factor

From the table 4.38., there are 34 student (77,27%) who stated that the school's environment is always safe, comfortable and enjoyable it can be categorized as high category. 8 students (18,18%) chose the second category it can be categorized as middle category and there are 2 student (4,54) chose the third category it can be categorized as low category. So' the school's environment is always safe, comfortable and enjoyable it can be categorized as high category because 34 student (77, 27%) who stated that the school's environment is always safe, comfortable and enjoyable.