

CHAPTER I
INTRODUCTION

A. Rationale

Teacher is very dominant factor and has important role in formal education in general since for student in learning. Teachers expected properly have adequate ability and behavior to develop the student perfectly and to execute the duty as according to his profession. Teacher requires to master knowledge of some basic skills in teaching.

On the other side, teachers have to comprehend and involve all students because students are from different ability. The growth of technology and science give impact to the cultural values of Indonesian society that is very influence the image of all grads an expected school. On that account, the picture of expected teachers are influenced by that situation so that in teaching and learning process, teacher expected can anticipate the growth of society demand and situation in the future.

According to the holy Koran at Surat Al-Nahl verse 125

وَلْيُحَذِّرُوا بَنِيَهُمْ لِمَا كَفَرُوا لَعَلَّهُمْ يَتَّقُونَ
يَا أَيُّهَا الَّذِينَ آمَنُوا لِيُذْخِرْ بَعْضُكُمْ لِبَعْضٍ مِّنَ الْغُلُوبِ
وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ وَارْتَقِبُوا يَوْمَ تَأْتِي السَّحَابُ مَطَرِيبًا
وَلْيُحَذِّرُوا بَنِيَهُمْ لِمَا كَفَرُوا لَعَلَّهُمْ يَتَّقُونَ
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From the verse of holy Al-Qur'an explained that a job which if delivered to which is not his expert. Therefore a teacher claimed to have adequate skill.

The problem that is faced now, such of society to the profession still confesses doctor profession or judge. They are assumed doctor or judge is higher than teacher's profession. If only we take as high measure and lower, the professional confession is educational level and membership, teacher even also can be equal with other profession type. We confess that profession learn most impure in just meaning that there are some people still force their selves become teacher although pertinent in fact, they do not be drawn up for that. This matter happened caused by some views of societies that whoever can become teacher, as long as his knowledge.

Lower confession in society to teachers' profession because of some factors as following:

1. Existence some views of societies, that whoever can become teacher as long as his knowledge;
2. Lack of teacher in rural or deepest city is giving opportunity to lift somebody which does not have membership to become a teacher;
3. Many teachers do not esteem his profession yet, more than anything else try to develop the profession of that. Low feeling of him self because becoming teacher, abuse of profession for the satisfaction of private

interest so that authority in learning is progressively decline, (Dr.Nana Sudjana,1988).¹

In Indonesia, English is a compulsory subject, which is taught to the students from elementary school until university, it includes junior and senior high school. In teaching learning process, teachers are the important aspects. Teacher can make students interested in language learning and promote a friendly environment in the class room. They also create and organize the material, stimulus or maintain interest through various activities and emphasize certain enjoyable aspects of language learning. Teachers often deflect many students who study English with enthusiasm in mechanical manner.

In educational process namely teaching and learning English, a teacher not only needs more knowledge, but also needs the ability or skill of teaching to create some situations which educational values. So the goals of education will be achieved effectively and efficiency.

Among basic of skills which must have to be paid attention by teacher is:

1. Questioning skills;
2. Reinforcement skills;
3. Variation skill;
4. Explanation skills;
5. Set introduction and closure skills;
6. Skill guide small group discussion;
7. Skill managing of class;

¹ Moh. Uzer Usman. *Menjadi Guru Profesional*.(Bandung: PT Remaja Rosdakarya, 2001). p. 2

8. Skill teaching individually².

So, teaching does not always rely on just science in explaining lesson items, but efficiency an instruction and study often depend on technique and basic skill in teaching by a teacher.

Frequently, the teacher does not give response to student behavior in class.

This matter like explained by S. Nasution as follows:

“Kalau murid tidak memahami apa yang dikatakan atau disampaikan oleh guru atau guru tidak dapat berkomunikasi dengan murid, maka besar kemungkinan murid tidak dapat menguasai mata pelajaran yang diajarkan oleh guru”³.

If the student does not understand what the teacher says or the teacher can not communicate with his students, the most possibilities the student does not master the subject or the material.

Dr J. Riberu says; “Banyak pengajar berkeyakinan, hasil jelek itu disebabkan oleh karena murid tidak mau mempersiapkan ujian secara baik. Memang hal semacam itu sering kali ada benarnya dalam hal-hal tertentu, tetapi sembilan puluh lima persen dari kejadian seperti tersebut diatas ternyata disebabkan oleh cara kerja pengajar sendiri. Mengapa itu bisa terjadi? Karena pengajar sebelumnya tidak memikirkan cara kerja yang akan dipergunakan”⁴.

Many teachers have opinion, that bad result when examination because of students' habit in learning, but in fact 90 % it is from teacher. Why is it happened? Because, teacher does not prepare and thinking way of teaching before.

² Moh. Uzer Usman., *Menjadi Guru Profesional*.(Bandung: PT Remaja Rosdakarya, 2001), p. 74

³.Cece Wijaya dkk, *Kemampuan Dasar Guru Dalam Proses Belajar Mengajar*.(Bandung: PT Remaja Rosdakarya, 1991), p. 4.

⁴ Ad.Rooijackers. *Mengajar Dengan Sukses*. (Jakarta: PT Grassindo, 1991) p.x

Knowing about basic skill in teaching is really needed in the world of education, because in the world of education we often meet the unique students. We can look from their characteristics, their attitude, personality, motivation, attention, perception, fantasy, intelligence and many other aspects of psychology that are different between students with other students. The differences of characteristic in the class, students must pay attention to teachers or instructors as educator in the class, if they want to be successful in learning process. With understanding basic of teaching namely how to teach, and how to open and how to close the lesson, how to give reinforcement and soon, the teacher can conduct the teaching and learning process individually according to the characters of psychology that students' have.

Another aspect that is very important in formal education is a good management of class. Class is student place where the most of learning formal time to the students directly done in class. In order to all activities in that class could be done effectively and efficiently, so the class should be manage-well by the teacher. The duty of teacher creates efficiency and effectively teaching learning process in the class. Without the ability of the teacher to manage or handle his class, therefore the goals of teaching activities do not work-well.⁵ Noise situation in teaching learning process, rubbishes are not in their place, the desks and chairs are not tidy and soon. These situations will create unpleasant and not fresh in the class.

⁵ Amir aksin, *Pengetahuan kelas dan interaksi belajar mengajar*. (IKIP Ujung Pandang Press 1990) p.1.

Try to consider about the cases above, that the basic skill in teaching must be paid attention seriously by teachers, because the skill in teaching and professionalism are needed to teach their classes. And this is part of coverage skill of basic in teach which must be had a teacher, was particularly majored to English teacher.

Based on what the writer has explained above, the writer organized this thesis with title **“BASIC SKILLS OF PRACTITIONERS ENGLISH DEPARTMENT IN TEACHING ENGLISH TARBIYAH FACULTY IAIN ANTASARI BANJARMASIN ACADEMIC YEAR 2007-2008.”**

To avoid any misinterpretation towards the title, the writer needs to explain some term in the title, namely:

Skill means “the ability, skill”⁶. According to the essential English dictionary, skill is “cleverness or expertness at doing something that comes from a lot of practice or from natural ability”⁷.

Teaching is guiding for activity of student’s learning. Teaching is to arrange and existing environmental organization around student so that can push and grow student to conduct learning activity⁸. Teaching is from the word teach, which mean to teach or give instruction. Teaching here is teacher’s effort to

⁶ Peter Salim, webster’s New World Dictionary, for Indonesian users Indonesia Translation, (Jakarta: Modern English press,1993).p.535.

⁷ Essential English Dictionary.(Chambers: Harrap Publisher ITD,1995). p. 896

⁸ Cece Wijaya dkk.*Kemampuan Dasar Guru dalam Proses Belajar Mengajar*.(Bandung: PT Remaja Rosdakarya, 1991), p. 3

deliver message such as knowledge, capability, skill to the student in order truthful mastery and usable.⁹

The meaning of teaching here is giving instruction from a teacher to pupil was so that it creates some situation which is good in learning.

According the explanation above, basic skills in teaching is special basic ability or talent to mastering something intelligence in teaching English (cleverness/jobs).

Practitioners of English Department IAIN Antasari are the students of English department from State Institute of Islamic Studies Antasari who is getting practice to teach English at some schools.

So, we can conclude the term above that basic skill in teaching English of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008 are some skill of practitioners English teachers to apply the basic skill in teaching. The basic skill consists of Skill to open the lesson, skill to explain the lesson, skill in performing variation style teaching, skill managing of class, basic inquiring skills, giving reinforcement skill, skill to close the lesson.

B. Problems Limitation

There are two problems in this thesis that will be observed by the writer.

1. How are the basic skills in teaching of practitioners English Department Academic year 2007/2008?
2. What factors those are influenced the application the basic skills in teaching of practitioners English Department Academic year 2007/2008?

⁹ Vebrianto ST, Kamus Pendidikan, (Jakarta: Gramedia Widia Sarana, 1994), p.42.

C. Reason for Adopting the Title

1. The important of basic skills in teaching is conducted by teacher to create teaching learning process environment that conducive so the purposes of teaching process are worked well;
2. According to the writer observation, generally there are some teachers do not care about their class conditions and what should they do when they are teaching. They just teach and teach, so that the students feel bored in teaching learning process;
3. To know about basic skill in teaching will increase the efficiency in teaching learning activities;
4. Knowing about basic skill in teaching this thesis will give some confidence to candidate of teacher who will conduct the teaching learning process later.

D. Purposes of Research

1. To know certainly about the basic skills in teaching English of practitioners English Department Academic year 2007/2008;
2. To know what factors that are influenced the application of basic skills in teaching English of practitioners English Department IAIN Antasari Tarbiyah Faculty Academic year 2007/2008.

E. Significance of Research

The writer hopes to the result of this research can be useful as follow:

1. Giving the information about the application of basic skill in teaching English of practitioners English Department;

2. Lifting degree of teacher profession;
3. Giving contributions to English teachers to improve their skills in teaching;
4. Enriching the writer knowledge and experience related to the field of study and also giving benefit that needs the results of this research later.

F. Organization of Content

To make the study easier, the writer makes organization of content that includes five chapters, they are:

Chapter I is introduction that includes rationale, statement of the problem, reason for adopting the title, purpose of research, significance of research, and organization of the content.

Chapter II is theoretical review on related field which consist of definition of teaching, the role of teacher in teaching and learning process, basic skills in teaching, some factors that are influenced in teaching.

Chapter III is method of research, which is consisting of subject and object of research, data and source of data, technique of data collection, design measurement, technique of data processing and data analysis, and research procedure.

Chapter IV is report of research result that includes general description of research location, data presentation, and data analysis.

Chapter V is closure that includes conclusion and suggestion.

Bibliography

CHAPTER II

THEORETICAL REVIEW

A. Definition of Basic Skill in Teaching

The most important factor in formal education is a teacher, teacher is often made figure by students. On that account, teacher ought to have adequate ability and behavior to develop his student perfectly in executing the duty as well as possible, a teacher has to have basic skills in teaching.

Skill means “the ability, skill”¹⁰. According to the essential English dictionary, skill is “cleverness or expertness at doing something that comes from a lot of practice or from natural ability”¹¹.

Basic skills in teaching is special basic ability or talent in mastering something intelligence in teaching English (cleverness/jobs)

Suharsimi Arikunto tells more modern skill definition as follows:
Keterampilan dikenal dengan istilah keterampilan kognitif yaitu jenis keterampilan yang menyangkut pemikiran yang ditandai dengan kreatifitas, kelincahan berfikir, kecepatan memecahkan masalah dalam bentuk yang merupakan unjuk rasa nyata dari ketinggian kemampuan seseorang dalam aspek kognitif.¹²

Skill recognized with cognate skill term that is kinds of skill type which concerning idea marked with creativity, mobility of think, acceleration to solve the problem.

¹⁰ Peter Salim, webster’s, New World Dictionary for Indonesian Users Indonesia Translation, (Jakarta: Modern English press,1993).p. 535.

¹¹ Essential English Dictionary, (Chambers: Harrap Publisher ITD, 1995), p. 896

¹² Suharsimi Arikunto, *Manajemen Pengajaran Secara manusiawi* (Jakarta: Rineka Cipta,1990), p 23.

Teaching is a verbal noun or gerund; and it is compound word “teach” and “ing”. In Webster New Word College Dictionary, “teaching means an action of a person who teaches as a profession of teacher”¹³

A.S. Hornby said that teaching is “to give instruction to somebody, cause somebody to know or be able to do something give to somebody knowledge, skill, etc, give a lesson (at school, etc)”¹⁴

Suparlan tells in his book *Menjadi Guru Efektif*, secara etimologis (asal usul kata), istilah “guru” berasal dari bahasa India yang artinya “orang yang mengajarkan tentang kelepasan dari sengsara”¹⁵

Etymologically (word genesis), term "teacher" the term comes from Indian with the meaning "some one that teaches about getting out from miserable”.

According to Brown, “teaching is showing or helping some one to learn how to do something, giving instruction, to guide someone in studying something, providing with knowledge, causing to know or understand”.¹⁶

M. Ngalim Purwanto Focuses in teaching and education; he does not distinguish between teaching and education. “*Pada hakikatnya antara mengajar dan mendidik itu tidak ada perbedaan yang tegas, keduanya tidak dapat dipisah-*

¹³ Simons and Schuster, *Webster New Word College Dictionary*, (New York: Mcmillan Company, 1988), p.1372.

¹⁴ A.S. Hornby, *Oxford Learning Dictionary Current English*, (New York: Oxford University press, 1987), p. 886.

¹⁵ Suparlan, *Menjadi Guru Efektif*, (Yogyakarta: Hikayat Publishing, 2005), p. 11

¹⁶ Brown, *Principle of Language Teaching and Learning*, (New Jersey: Printice Hall, 1980), p. 10.

pisahkan. Siapa yang mengajar ia juga yang mendidik, dan siapa yang mendidik harus dapat mengajar”.¹⁷

Intrinsically between teaching and education there are no coherent differences, both cannot be separated. Who teaches, he is educator also, and who educates have to earn to teach.

Teaching widely can be interpreted as an organizational activity to arrange the environment as well as possible and to attribute to the child, so that happened of learning process. Teaching also can be interpreted widely, that is effort to create some condition which is conducive to take place activity in learning to all students. That condition is created in such a manner so that foster of child will be maximally and optimal, for spirit and bodily. Understanding of teaching like this show promise that fundamental function in teaching is to provide condition which is conducive , which is share active and doing many activities are student of in the effort finding and solving problem.¹⁸

Muhammad Ali in his book *Guru dalam Proses Belajar Mengajar*, said “*Mengajar adalah upaya dalam memberikan rangsangan (stimulus), bimbingan, pengarahan, dan dorongan kepada siswa agar terjadi proses belajar mengajar*”¹⁹.

¹⁷ M. Ngalim Purwanto, *Ilmu pendidikan Teoritis dan Praktis*, (Bandung: PT Remaja Rosdakarya, 200), p.149.

¹⁸ Abdul Hadis. *Psikologi dalam Pendidikan*. (Bandung: Alfabeta,2006). p.76

¹⁹ Muhammad Ali, *Guru Dalam Proses Belajar Mengajar*, (Jakarta: Rhineka Cipta, 1995), p. 332

Teaching is the effort in giving excitement (stimulus), tuition, guidance, and motivation to student so that teaching and learning process are happened.

Teaching can also interpret as an activity that is conducted by a teacher to transfer science and technology to educative participant. Teaching also means to submit knowledge to the students. If teacher has definition that a target in teaching and learning process just wishing to get or master knowledge to the students. The consequence of this can make the habit of students become passively, because they only accepting knowledge or information that is given by teacher. Teaching process is just centered on teacher, so teacher is holding a key position in teaching learning process in class. Teacher submits knowledge, so that the educative of participants know about knowledge that submitted by teacher.

From some researches which have telling by all experts above, it can be concluded that skill is a membership or efficiency and ability of someone in the field of work that is conducted in the special area. And also the writer concludes that teaching is an activity to give knowledge and skill to students guided and systematically so that they are able to master and use them well. So, teaching is term which have been recognized by since a long times ago, even since realized the important in education and important in school. Every body can be called a teacher, because if somebody gives an instruction or some knowledge to somebody, he or she can we called a teacher.

In educational process namely teaching learning English, a teacher does not need more knowledge only, but also needs the skill in teaching to create some

situations which educational values. So the goals of education will be achieved effectively and efficiency.

Among basic skills in teaching which must be paid attention by teacher are:

1. Questioning skills;
2. Reinforcement skills;
3. Variation skill;
4. Explanation skills;
5. To open the lesson skills;
6. Management class skills;
7. To close the lesson skills.

Skill of teaching is a number of teacher interests in presenting the performance by professional. This skill shows how does the teacher to show his behavior during interaction in teaching and learning process, it consists of:

- a. Skill to open lesson is activity of teacher to create atmosphere that making student is ready to bounce and to generate attention of student at study;
- b. Skill to close lesson is activity of teacher to terminate teaching learning process;
- c. Skill to explain is the effort presentation of study items which is systematically;
- d. Skill managing of class is activity of teacher to create conducive cycle in learning;
- e. Enquiring skill, is the effort teacher to be optimal of ability in explaining by giving question to the student;

- f. Reinforcement skill is a positive response which is given by teacher to student that have conducted a good job (right) or less of right (wrong);
- g. Variation skill is the efforts of teacher to eliminate student's boredom in accepting the lesson through style variation of teaching, the usage of media, interaction pattern activity of student, and communications of non verbal (voice, mimic, movement, eye contact, spirit).²⁰

As a teacher which is professional, it is of course a teacher has to have skill in teaching. Basic skill in teaching is ability or efficiency basis for doing something better and careful, especially in teaching and aspect of education in general.

B. Role of Teacher in Teaching and Learning Process

Education process will happen if there are some interactions among child with adult. In this interaction happened among educator and student, so that educator knows symptom by looking at face (change of mimic). How is the child's behavior, Does he is like, disappointedly, offish, dumb, and others. It can be seen if there is interaction. This Interaction at sometimes will turn into education process.

Role of teacher in teaching and learning process which told here are the most dominant and classified roles as follow:

a. Teacher as Demonstrator

Through role of as demonstrator, lecturer, or instructor, teacher should always master the lesson items or materials that will be taught by teacher and also

²⁰ Suprayekti. Dkk. *Interaksi Belajar Mengajar*. (Departement Pendidikan Nasional Direktorat Jenderal Pendidikan Dasar dan Menengah direktorat Tenaga Kependidikan 2003) p. 11

always improve the ability of science. Because this matter is very determine the result in learning that will be reached by students. Teacher has to pay attention that teacher is a student too. This means that teacher has to learn continuously. At this rate he will enrich his knowledge by various sciences as stock in executing the duty of as instructor or as demonstrator so that teacher can be a model of what was taught by him self. So, what is submitted by teacher to the student certainly have.²¹

b. Teacher as Organizer of Class

In role as organizer of class (manager of learning), teacher should manage class as learning environment and also the other aspects of school environment which is need to organized. Environmental this arranged and observed in order to education targets can be reached. Observation of environment in learning process also determines that how far the environment of class become a good environment. Good environment has character if there are activity to challenge and stimulate student to learn, to giving satisfaction and security in reaching the target of education. Target of management of class is to provide and to use class facilities to all kinds of school activity in reaching good result. While target specially is to develop ability of student in using appliances in learning, providing a good conditions of students to work and to learn, and also to assist students to obtain the expected result.²²

²¹ Moh. Uzer Usman. *Menjadi Guru Profesional*.(Bandung: PT Remaja Rosdakarya,2001).p.9

²² *Ibid* . p 10

Management of class includes conservancy of class discipline culture. In the effort looking after discipline culture in class which have grown and expanded, teachers must be consistence and shows behavior and attitude always discipline when comes to class continually, discipline in teaching, and activity of other discipline related learning process and education process in class. Besides, the concepts of the application, principal and education psychology theories have to look after in order to class discipline culture which have grown and expanded.²³

C. Basic Skills in Teaching

Teacher is determiner of efficiency in teaching and learning process. On that account, a teacher has to have some skills so that intention of teaching and learning process which has been formulated can be reached. At this chapter writer will describe some basic skills in teaching which must be mastered by a teacher.

1. Basic Inquiry skills

Questions are formulated and used correctly by teacher will become communication. It means that there is a very good interaction between student and teacher. On that account, teacher has to master various technique of basic enquiry, teacher has to listen seriously what is told by student, and also giving some positive comments to the student. Domination of technique basic enquiry is as supporter so that the student will learn actively.

There are some functions of question in teaching and learning process, as follow:

- a. Giving motivation to students to solve their problem by them selves;

²³ Abdul Hadis. *Psikologi dalam Pendidikan*. (Bandung: Alfabeta, 2006). p.88

- b. Giving motivation to student to be active in teaching and learning process;
- c. Intriguing and feeling like to know of student's problem that is faced or discussed;
- d. Leading student in thinking process because with good items can assist student to determine a good answer;
- e. Getting students' attention to study another student.²⁴

In raising question, teacher has to pay attention to some components of basic enquiry skill, as follows:

- 1). The usage of question clearly and shorten

Question expression of teacher has to express clearly and shorten by using perceivable words as according to the growth level of students.

- 2). Giving reference.

Before giving question sometimes teacher requires to give reference in the form of containing relevant information of question, so student can answer the question, for example:

We know that ground erosion because of wind and water. Try you mention other cause factor which result the happening of erosion.

- 3). Evacuation of innings

Sometimes question requires to be replied by more than a student because student's answer is still incorrect.

- 4). Spreading

²⁴ Ahmad Sabri. *Strategi Belajar Mengajar dan Micro Teaching*. (Jakarta: Quantum Teaching, 2005). p.83

To entangle student as much as possible in lessons, teacher requires spreading the innings to answer question randomly. He should try to spread the question to all students. It is different with evacuation of innings that at evacuation of innings, some students have innings to answer the same question, while spreading to be propagated by innings to different answer of student.

5) Giving time to think

After performing all questions to all students, teacher requires to give time in few seconds to think before ordering student to answer the question.

6). Giving of guidance

When the students' answer is wrong or cannot reply the question, teacher should give motivation to the student to find the answer by him in correct answer.²⁵

2. Reinforcement Skill

Reinforcement is all kind of response verbal or nonverbal, which is part of modified behavior by teacher to students' behavior. It aims to give feed back or information to the student of his job as motivation or correction. Or, reinforcement is response to a behavior that it would be able to improve re occurring possibility of him to return the behavior. The action means to reward or take courage student more spirit to participate in teaching and learning interaction.²⁶

²⁵Mohammad Uzer Usman. *Menjadi Guru Profesional* (PT.Remaja Rosdakarya,Bandung,2001). p 77

²⁶ *Ibid.* p. 80

Attitude in praising and giving more values are very important so the student feels to be esteemed, and psychologically feels confidence, does not low of confidence. Teacher not only praising and giving more values to the student's achievement and student's ability but also requires to praise and esteem the work hard and diligent of the students in reaching achievement, do not force desire and willingness of us to the student so that the children can continuously become the best²⁷.

Giving reinforcement skill is divided into two categories as follow:

a. Verbal reinforcement

Verbal reinforcement is usually express by using praise words, appreciation, approval etcetera, for example nicely, magnificent, correct, bright, yes, ones hundred for you!

b. Nonverbal reinforcement

1. Reinforcement of signal motion, for example nod lead or head shake, smile, eyebrow wrinkling, thumbs-up, overcast face, bright face, floodlight keen or brotherly or cold eye look into the students.
2. Reinforcement of approach: Teacher comes near to the student to express the easiness and attention of Iesson, behavior, or appearance of student. For example teacher stands up beside student, sit near by a student or walk beside student.
3. Reinforcement with touch (teacher contact) can express appreciation and permission to effort and appear of student by clapping student shoulder,

²⁷ M. Arief Hakim. *Mendidik Anak Secara Bijak*.(Bandung:Marja, 2002),p.56

shaking hand, student hands up when winning in contest. The usage of this reinforcement has to be taken into consideration as according to age, gender, and local culture background.

4. Reinforcement with pleasant activity: teacher can use popular duty or activities to the student as reinforcement.
5. Reinforcement in the form of object or symbol: this reinforcement is conducted by using various symbols in form of object like pictorial card, star of plastic, badge, or comment written at student book.

If student gives the answer which only some of correct, teacher should not indirectly blame student's answer but gives some reinforcement that the answer does not complete yet. For example, if a student only gives answer some of correctness, better learn to express, "yes. Your answer have good, but still not yet been completed, so that the student remains know that he is wrong answer entirely so that he gets motivation to complete it."²⁸

3. Management Class Skill

Management class is the ability of teacher to make or use the potency of class like giving more chance widely to all persons to conduct creativity, activity and more guidance so the time and financial that are provided could be use effectively and efficiently to conduct the class room activities that related with system curriculum and students' development.²⁹

²⁸ Ahmad Sabri. *Strategi Belajar Mengajar dan Micro Teaching*. (Jakarta: Quantum Teaching, 2005). p.86

²⁹ Departemen Pendidikan dan Kebudayaan, *Pedoman Pengelolaan Gugus Sekolah*, (Jakarta: 1996), p.22

There are steps that we have to provide to get a good management class room that able to ensure teaching and learning process always fresh and active, and also the existence of teacher guide will be motivated the students to be more creative.

The purposes of teaching and learning process are to create good activities in teaching and learning process that is to be able to raise the goal of education. In order to those the teachers has to have ability in:

- To be able to manage the class room
- To be able to manage all facilities
- To be able to use school environment for teaching learning needs.³⁰

By knowing about basic skill of teaching is really needed in the world of education, because in the world of education we often meet the unique students. We can look from their characteristics, their attitude, personality, motivation, attention, perception, fantasy, intelligence and many other aspects of psychology that is different between to student with the other students. The differences of characteristic in the class, students must be attention by teachers or instructors as educator in the class, if they want to be success in learning process. With understanding basic skill teaching namely how to teach, how to open, how to close the lesson, how to give reinforcement, how is good management class and soon, teacher can conduct the teaching and learning process individually

³⁰ Syaiful Bahri Djamarah. *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: Rineka cipta, 2000) p.173

according to the characters of psychology that students' have. It means the teaching and learning process will be more effective.

Class is students' place where the most learning formal time to the student directly done in class. In order to all activities in that class could be done effectively and efficiently, so the class must be managed-well by the teacher. The duty of teacher creates efficiency and effectively teaching learning process in the class. Without the ability of the teacher to manage or handle his class, therefore the goals of teaching activities do not work-well.³¹

In managing a good environment in the class the teacher should pay attention as follow:

- To be able to create some a good condition, relax, and comfortable.
- Using soft music, so the students feel relax, care, and already to concentrate.
- Creating a good mood with some music.
- Using some visual reminders to maintain a positive attitude to the students.
- Making a good interaction between student and student, and teacher to the student.³²

So, teacher should always more spirit and more creative in teaching because teacher has authority to manage the class, teacher is also a determiner that

³¹ Amir aksin, *Pengetahuan kelas dan interaksi belajar mengajar*. (Ujung Pandang: IKIP Press 1990), p.1.

³² Bobbi De Porter and Mike Hernacki. *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan*. (Bandung: Kaifa, 1999). p.65.

students will enjoy during teaching and learning process, for example: creating a good mood with some music.

This skill is interconnected the ability in taking initiative of learning and controlling the lesson and also activities which relating skill as follows:

- a. Showing attitude to listen carefully: listen carefully to attention, involvement, ignorant, and involvement the duty of student in class. Student feels teacher attend with them and they know what they are doing. Impressive comments can show with variously like following.

- 1) Looking carefully: looking carefully can invite and involve in view contact and also interaction inter person that able to be shown in approach of teacher to speak, to cooperate, and show to feel friendship.
- 2) Motion coming near: Motion of teacher in approach position to individual or small group designates alertness, enthusiasm and teachers' attention in giving the duty and also student's activity. Motion come near shall be conducted by usual manner, it is not to intimidate, to menacing, giving criticism or making relation.
- 3) Giving statement: statement of teacher to something that told by student is very need. That is good in the form of comments, , and others. However, Teacher domination has to avoid by teacher, for example with statement or comment considering threat like: "I wait until all of you kept quiet!" or I "you or I get out?" or "Who does not like the lesson of me, please go out!".

- 4) Giving reaction to trouble and ignorant of student. If there is student generating of trouble, teacher can give reaction in the form of exhortation. Teacher exhortation is signed by "there is a teacher with him". Exhortation should be given at the time of correct and right place also, so that it can prevent the wide-spreading of deviation of behavior.
- b. Giving attention: The effective of management class happened when teacher can give attention to some activities that goes on in the same time. Attention dividing can be done by two ways: Visual and verbal.
- 1) Visual: Transferring view from an activity to other activity with eyes contact into student group or a student individually.
 - 2) Verbal: Teacher can give comment, explanation, question, and etcetera to students' activity that he leads.
- c. Giving all mind to group: Activity of student in learning can be defended if from time to time teacher can give all mind to group in conducting the duties. This matter can be executed in the following ways.
- 1) Alerting student. It means giving all minds of student to such matter before teacher submits direct material. Intention to avoid deviation of student attention.
 - 2) Claiming student responsibility. This matter correlates by teacher that holds an obligation and responsibility to student and also involves student in duties. For example, apply student to practice, to reporting and giving response.

- d. Giving clear guides. This matter correlates the way of teacher to show promise to be clear and shorten in lesson so that the student does not get confused
- e. Admonishing. In the event of student behavior that disturbs the group or class in the class, teacher shall to learn the admonishing by verbal. exhortation of verbal the effectiveness fulfills some conditions as follows:
 - 1) Emphasis and clear to student that making trouble and also the behavior of which digressing.
 - 2) Avoiding rough of warning or hearting and harsh commemoration of insult.
 - 3) Avoiding jabbering talk or endless jeer.
- f. Giving reinforcement. In this case teacher can use two kinds of way as follow:
 - 1) Teacher can give reinforcement to the trouble student who disturbs his friend, the way is by "catching" the student when him in pursuance of factious behavior, then admonish him.
 - 2) Teacher can give reinforcement to student comporting fair and good behavior, it will become a figure concerning positive behavior for student which like bothered.³³

According to Haris Mujiman there are steps to assertive discipline conducting in two ways:

- a) Teacher makes discipline role with or without students' participation.

³³ Mohammad Uzer Usman, *Menjadi Guru Profesional*, (Bandung: PT.Remaja Rosdakarya,.2001), p. 98.

- b) Teacher communicates the rules to the students at the beginning of instruction.
- c) Teacher conducting the rule carefully, with this system, students are motivated to have a choice by their selves, does he obey the regulation or reject the regulation. Students have to know about the consequences if they reject the regulation.³⁴

4. Explanation Skill

Explaining is an activity that most used by a teacher in class. That caused of each candidate of teacher have to supply with this skill. The efficacy of skill of teacher to explain something can be proved with level of understanding that addressed by student. However a teacher requires to different between explaining and narrating³⁵.

The most important instrument in explaining skill is the voice. How we speak and what our voice sounds like have a crucial impact on classes. When considering the usage of the voice in the management of teaching (explaining) there are three issues to think about.

Audibility: clearly, teachers need to be audible, they must be sure that the students at the back of the class can hear them as well as students in the front of class. But audibility cannot be divorced from voice quality: rasping shout is always unpleasant.

³⁴ Haris Mujiman, *Manajemen Pelatihan Berbasis Belajar Mandiri*, (Yogyakarta: Pustaka Pelajar, 2006). p.113.

³⁵ Jos Daniel Parera. *Keterampilan Bertanya dan Menjelaskan*.(Jakarta: Erlangga, 1993), p.35.

Teachers do not have to shout to be audible, in fact, in most classrooms, there is a danger of the teacher's voice being too loud, good teachers try to get this balance between audibility and volume just right.

Variety: it is important for teachers to vary the quality of their voice – and the volume they speak at – depending on the type of lesson and the type of activity. So the kind of voice that you use to give introductions or introduce a new activity will be different from the voice which is most appropriate for conversation or an informal exchange of views information.

In one particular situation, teachers often use very loud voices, when they want students to be quiet or stop doing something. But it is worth pointing out that speaking quietly is often as effective way to get the students' attention, when they realize that you are talking, they will listen in case that you are saying something important or interesting. However, for teachers who almost never raise their voices, the occasional shouted interjection may have an extremely dramatic effect, and this sometimes can be beneficial.

Conservation: just like opera singers, teachers have to take great of their voice. It is important that they breathe correctly from diaphragm so that they don't strain their larynxes and It is important that their voices throughout a day, avoiding shouting wherever possible, so that they can conserve they vocal energy. Conserving the voice is one thing teachers will want to take into account when planning or work.³⁶

³⁶ Jeremy Harmer. *How to Teach English*, (Cambridge: LongMan, 1998). p. 17.

The important thing in explanation skill is feedback, because the goal of effective communication is to ensure that the message received is the same as the message sent.

Sue Couch and his friends say in their book *Skills for Life* that “Feed back is a response to verbal communication that shows whether the message is understood, feed back is used to clarify, restate, or summarized the sender’s message”³⁷.

There are some components in explaining skill:

a. Planning

Explanation that is given by teacher requires to be planned-well, especially it refers to the content and acceptance the message of explanation. Respective with message content (material) covers analyzing all problem, determination some relations correlate among element and usage of law, formula, or generalizing matching with relation which have been determined. Concerning related to the acceptance of message (student) should be paid attention by differences things in each ability of students to accept message like age, gender, ability, background of social, talent, enthusiasm and also environmental of learn child.

b. Presentation of explanation.

Presentation of explanation can be improved by paid attention as follow:

- 1) Clarity: explanation shall be given by using language which is easy to be understood by student, avoiding in using of utterances like "e", "aa", " mm", " about", " generally", "usually", " frequently" and incomprehensible terms by student.

³⁷ Sue Couch and Friends. *Skills for Life*, (St. Paul: Publishing Company, 1997), p. 96.

- 2) Usage of example and illustration: In giving explanation better be used by existing example that have a relation with something which can met by student in daily life.
- 3) Pressurizing: In giving explanation, teacher has to give all minds to student to the main problem and lessening information which does not important. In this case teacher can use oral signal or sign like "The most important is...", "Looking carefully this concept", or "Pay attention, this one is rather difficult."
- 4) Usage of inversion: Teacher shall give a chance in the way of student to show understanding, doubt, or misunderstanding of him when that explanation was given. This matter can be done by raising question like "Do all of you understand with the explanation?" it also requires to be asked, "Do the explanation have a meaning for all of you?" etcetera.³⁸
- 5) Master of lesson material: A teacher has to understand well the material that will be taught, it is good for his understanding and his application. These matters are needed in elaborating science, understanding, some skills and any kind of instruction which must be sent to the student. Teacher claimed has to compile the components well and systematic so it is easy to understand by students.³⁹

5. Skill to open and close the lesson

³⁸Mohammad Uzer Usman. *Menjadi Guru Profesional* (Bandung: PT.Remaja Rosdakarya,.2001). p. 90.

³⁹Mustaqim, *Psikologi Pendidikan*, (Semarang: Pustaka Pelajar, 2001). p. 96

Setting introduction is activity or effort that is conducted by teacher in school activity to create pre condition for student to bounce and making attention centrally what to be studied by him so that the effort will give effects which are positive in learning activity, because the activity is conducted by teacher to create atmosphere to bounce and generate attention centrally of student at things to be studied by him.

Activity to open lesson does not only conducted by teacher in the early of lesson but also in every dismembering activity of during that lesson. It can conducted by telling target to reach, drawing attention student, giving reference, and bearing between lesson items which have been mastered by student.

a. Fundamental Target of Tactics Open Lesson.

Preparing to bounce student, the student is ready to enter problem that will be studied or discussed.

Generating enthusiasm and also concentration of attention of student what to be discussed in school activity, for example:

Teacher: Okay, children! At this meeting we will study a new discussion fundamental concerning of "Vocabulary". But, before we study furthermore that topic, it is better of you to pay attention of this picture. What picture is this? Yes, you Beni!." and so on.

b. Tactics to Close Lesson.

Closing lesson (closure) is activity conducted by teacher to terminate school's activity or lesson. The effort of closing that lesson means to give some

views totally regarding the lesson by student, knowing about attainment of student and level of the efficacy of teacher in teaching and learning process.

Seth Lindstromberg says in his book *Language Activities for Teenagers* that “A ‘closer’ is a brief activity to do just before the end of a lesson, to review and summarise what has been covered earlier in the lesson, to send your students out of class in a good mood, to exercise skills or work on aspects of language that have been neglected in the lesson so far, to give your students something useful and interesting to do if they have finished your main activities sooner than you expected, and to provide a sense of closure”.⁴⁰

So, concluding the material and giving a task with pleasure in the end of teaching can send your students out of class in a good mood, to exercise skills or work on aspects of language that have been neglected in the lesson so far, to give your students something useful and interesting to do if they have finished your main activities sooner than you expected

The effort of teacher in terminating school activity as follows:

- 1) Embracing or make problem outlines which just have studied so that students get clear concerning meaning and also root of the matter essence which is just have talked or studied;
- 2) Consolidation attention of student to fundamental things in pertinent lesson so that the information which have been accepted by him can intrigue by students;
- 3) Organization all lesson or activities which have studied can cause the circularity meaning in comprehending items;

⁴⁰ Seth Lindstromberg. *Language Activities for Teenagers*. (United Kingdom: Cambridge University Press, 2004), p.43.

- 4) Giving follow-up in the form of suggestions and also invitation so that the items which are just studied do not be forgotten and also re-studied at home.⁴¹

6. Skill to Perform a Variation in teaching

Stimulus variation is an activity of teacher to overcome student boredom so that student always shows spirit, enthusiastically, and also full of participation. For that as teacher candidate requires to train his self, to be mastering the skill.

Syiful Bahri Djamarah and Aswan Zain say in their book *Strategi Belajar Mengajar* “Keterampilan mengadakan variasi dalam proses belajar mengajar meliputi tiga aspek, yaitu variasi dalam gaya mengajar, variasi dalam menggunakan media dan bahan pengajaran, dan variasi dalam interaksi antara guru dengan siswa”.⁴²

Applying some variation skills in teaching and learning process consist of three aspects, namely style in teaching, style in using media of teaching, and style in interacting to the students.

There are some skill components in performing variation that is:

a. Variation in way of teach

- 1). Usage of voice variation of (voice teacher): Variation of voice is change of voice from hard voice becomes soft, from high becomes low, from quick voice becomes tardy, from happy voice becomes sorrowfully, or at one time give pressure at selected words.

⁴¹ Mohammad Uzer Usman. *Menjadi Guru Profesional* (Bandung: PT.Remaja Rosdakarya,.2001). p. 92.

⁴² Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 1996) p. 180.

- 2). Concentration of student's attention (focusing): giving all minds to student at the important things can be conducted by teacher. For example with sentences "pay attention this carefully" or "So, this is important one," or "Pay attention! These are rather difficult to understand."
- 3). Silence or dumbness of teacher (silence teacher): Existence of silence, dumbness, or "silent interval" suddenly intended whilst learn to explain something appliance well to drawing attention student. Change of stimulus from existence of voice to situation of peace or silence, or from existence of discontinued last activity will be able to draw attention because inquiring student what is going on.
- 4). Performing eyes contact and motion (movement): when teacher is conversing or interacting to his student, it would be better to explore entire class and seeing student's eyes to show the existence of intimate with them. Approach contact can be used to submit information and to know attention or understanding of student.
- 5). Body movement and mimic: Variation of teacher's face expression, head movement, and movement of body are aspects which are very importance in communicating. It is utilizing for drawing attention and to submit the meaning of oral message which is meant. Face expression for example smiling, frowning, boosting up eyes shadows, to show to marvel, and surprise. Head movement can be conducted by all kinds, for example, shake of head, lifting or debasing head to show agreement or contrary. Finger can show measure, distance instruct and or snap fingers at to draw

attention. Shaking down hand can mean "do not" hands up both can mean "what else"

6). Commutation of position learn in teacher motion and class (teacher's movement): commutation of position in class can be utilized to maintain attention of student. Particularly for candidate learn in presenting lesson in class, accustoming to make a move freely, do not groggy and stiff, and avoiding a negative behavior. There are some matters which need to be paid attention as follow:

- a) Accustoming to make a move in class. Utilize him to inculcate to feel near by to pupil at the same time control pupil behavior;
- b) Do not accustom to explain at the same time write and face just look into blackboard;
- c) Do not accustom to explain with view direction just look on the ceiling, toward floor, or out of class, but instructing view explore entire of the class;
- d) If want to observe entire of the class, move slowly from back toward front to know pupil behavior.⁴³

.b. Variation in using instruction and media

Arief S. Sadiman and friends in their book of *Media Pendidikan (pengertian, pengembangan, dan pemanfaatannya)* say that "Kata media berasal dari bahasa latin dan merupakan bentuk jamak dari kata medium yang secara harfiah berarti perantara atau pengantar".⁴⁴

⁴³ *Ibid*, p. 85

⁴⁴ Arief S. Sadiman dkk, *Media Pendidikan pengertian, pengembangan, dan pemanfaatan*, (Jakarta: PT Raja Grafindo Persada, 2005), p. 6.

So, media is sender of message from someone to someone in teaching learning process.

The usage of variation of appliance for example as follows.

- 1) Appliance of variation to the material earn to be seen (ad for aids): media or appliance which included in this type of is which earn to be seen, for example graph, schema, poster, picture, film, and slide
- 2) Appliance variation or materials which earn to be heard (aids audio): voice of teacher is the including into prima communications media in class. Voice record, radio voice, music, poem declamation, socio drama, telephone can wear as usage of ear which isn't it with other part of body
- 3) Appliance variation or materials able to be groped, manipulation, and moved: The usage of appliance which including this type of will be able to draw attention student and can entangle student in forming and practicing the activity of him, either through civil and or by grouping. Which including into this matter, for example demonstration conducted by student or teacher, model, specimen, idol, mask, and doll, can be used child to be groped, to be practicing, or manipulated.
- 4) Appliance variation or materials which earn to be heard, to be seen, and groped (audio visual aids): usage of this type is the highest level because entangling all part of our body which we have. This matter is most recommended in teaching and learning process, for example film,

television, radio, slid of projector accompanied by explanation of teacher, of course, its use accommodated with a purpose that will be reached.⁴⁵

The usage of variation is needed for return some situation become more spirit and refresh the student in order to be more concentrate.

Activity pattern between teacher with pupil in very multifarious school activity, start from dominated by teacher activity until student's activity alone which conducted by student. This matter based on skill of teacher in managing school activity. The usage of this variation meant is not to generate boredom, bored, and also to start class atmosphere for the shake of efficacy of pupil in reaching target.

D. Influential Factors in Teaching.

It is not all abilities had by someone shows that he is professional. There are some variations of ability that teachers' have. That variation shows a position level which is his occupying.

In realizing ability demand or skill of teacher as have been explained above, is frequently faced various problem that able to pursue materialization of him. Some factors that may influence the application of basic skill in teaching, as follow:

1) Teacher's Factors.

a. Teacher's motivation to improve the ability

Since interest has an important role to get learning achievement, students should have strong interest before learning something, this can be done by giving

⁴⁵ Uzer Usman *Opcit*, p. 86

a motivation. "Motivation means a psychology of people that motivate them to do something",⁴⁶

Motivation to improve the ability in executing duty of professional as teacher is appear deservedly within own self. That motivation might be stimulated from outside by teacher

So, the Existence of effort to improve ability through giving of appreciation to teachers, giving of incentive addition to all teachers that are showing high achievement and dedication, can be viewed as effort to push enthusiasm to improve quality of instruction. Such way can be looked into as a means to push creativity of teachers though it is always just at moment

David McClelland looks that motivation to conduct something job cannot be discharged by bearing it from motivation to reach an achievement or efficacy. The effort to grow motivation of achievement, it can be done as follows:

- 1) Growing confidence that some one can do (work) as well as possible and confidence of his ability will expand if there are any effort for that;
- 2) What must be done in reaching achievement in executed work or in reaching specific-purpose shall have the character of clearly, do not generate confusion;
- 3) It is drawn clearly of bearing persons involved his self between target and reached efficacy with some interest of daily life like repair of status of social-economy.⁴⁷

⁴⁶ Muhibbinsyah, *Psikologi Belajar*, Edisi Pertama, (Jakarta: Logos Wacana, 1999), p. 137.

⁴⁷ Cece Wijaya, *Kemampuan Dasar Guru Dalam Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya 1991), p.187.

Not only the students that have to be motivated but also teacher needs motivation. The students will be success in learning English if he or she has high motivation to English language. Motivation to the students maybe enhanced by external factors such as from our body and our environment.

2. Students' Interest.

Interest in Indonesian language means “*minat*”, or “kecandruhan hati yang tinggi terhadap sesuatu”.⁴⁸ In Oxford Advance Learner’s Dictionary of Current English, “interest means condition of wanting to know or to learn something”.⁴⁹ According to Slameto, “*minat adalah suatu rasa lebih suka dan rasa keterikatan pada suatu hal atau aktivitas tanpa ada yang menyuruh.. Minat pada dasarnya adalah penerimaan akan suatu hubungan tersebut semakin besar pula minatnya*”.⁵⁰

Interest is the major problem that influences someone in learning something. A student who is interested in English, he or she will give attention in learning English. For example, he often pays attention when teacher is explaining to him. So, the teaching and learning process will be success if there is an interest from the students.

3. Facilities Factors.

⁴⁸ Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1999), p.541.

⁴⁹ A.S. Hornby, *Loc. Cit*, p.445

⁵⁰ Slameto, *Belajar Mengajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: Bina Aksara, 1988), p.180

If teacher apply an instruction of system based on competency on interest that looked as renewal and change, so that the process is worked easily, it is need facilities and basic facilities support. Support facilities and basic facilities do not have to in form of various sophisticated appliance, but adapted for requirement having the character to minimize and enable to be realized.

To get success in teaching English, it needs facilities to support teaching learning process will be done well. Teaching learning process will be executed smoothly, if it will be supported by complete facilities where are used appropriately, such as classroom, a library, a language laboratory, a required and recommended book, and media that supports teaching learning English language.

In fact, the facilities are very necessary in the school, as Djarury A. Tabrani Rusyan said: “Teaching learning process will be success if it is supported by some facilities, because facilities are essential for education”.⁵¹

Ideally, that facilities and basic facilities can be realized by pertinent teachers or by school institute which will execute teaching and learning process. But, considering various situation, hoping too much from all teachers, especially concerning things which concerning usage of fund, something that is almost of a little possibility of him.

Problems that related to facilities and basic facilities to improve ability in teaching learning process are mentioned by problem above. If problems which is concerning teachers’ factor, like conservative attitude, weaken motivation of him, and do not care the growth, there are often less useful facilities and basic facilities

⁵¹ Djarury A. Tabrani Rusyan, *Upaya-upaya Pembaharuan dalam Pendidikan dan Pengajaran, cet 3*, (Bandung: PT Remaja Rosda Karya, 1994), p.30.

to support the efficacy teaching. It is better, if problems can be removed, but less facilities and basic facilities, materialization of will be able to be pursued.

CHAPTER III
METHOD OF RESEARCH

A. Population and Sample

1. Population

The population in this research is candidates of teacher from student English department of IAIN Antasari at Tarbiyah Faculty academic year 2007/2008. To be clearer, it can be seen in the following table:

Table 3.1. Population of Basic Skills in Teaching English of Practitioner English Department IAIN Antasari Tarbiyah Faculty Academic Year 2007-2008.

Candidates Teacher of English		Total
Department		
Male	Female	
15	20	35

2. Sample

In this research, the writer takes sample that are considered representative. In taking the sample, the writer uses purposive of random sampling techniques that is at MAN I Martapura, MTsN Banjar Selatan, MTsN Mulawarman, MA Siti Mariam, SLTP SMIP 1946, MTs Siti Mariam. The number of sample is taken 10 of practitioners. They are

predicted to be able to represent the total of population from the data can be seen in the following table.

Table 3.2. Sample Basic Skills in Teaching English of Practitioner English Department IAIN Antasari Tarbiyah Faculty Academic Year 2007-2008

No	School	Amount
1	MAN I Martapura	1 Candidates of teacher
2	MTsN Banjar Selatan (Mahligai)	2 Candidates of teacher
3	SMP SMIP 1946	3 Candidates of teacher
4	MTsN Mulawarman	2 Candidates of teacher
5	MTs. Siti Mariam	1 Candidates of teacher
6	MA. Siti mariam	1 Candidates of teacher
Total		10 Candidates of teacher

B. Data, Source of Data and Techniques of Data collection

1. Data

The data which be investigated in research consist of primary data and secondary data.

a. Primary data:

- 1) The data about basic skills in teaching English of candidate of teacher English Department academic year 2007/2008. Its consist of:

- a. Questioning skills;
- b. Reinforcement skills;
- c. Variation skills;
- d. Explanation skills;
- e. To open the lesson skills;
- f. To close the lesson skills;
- g. Management class skills;

2) Some Factors that are influenced basic skills in teaching English. Its consist of:

- a. Motivation;
- b. Students interest;
- c. Facilities;

b. Secondary Data

To complete the primary data, the writer also collects the secondary data which are related to this research object. As follows:

- 1) General description of location research
- 2) School facilities

2. Source of Data

For getting primary data and secondary data, this research adopt source of data as follows:

- a. Respondent, are all of practitioner English teachers at MAN I Martapura, MTsN Banjar Selatan on Mahligai street, SMIP 46, MA

Siti Mariam, MTs Siti Mariam, MTsN Mulawarman, who they are being subject and students.

- b. Informants, headmaster, supervisor at MAN I Martapura and MTsN Banjar Selatan on Mahligai street, SMIP 46, MA Siti Mariam, MTs Siti Mariam, MTsN Mulawarman,.
- c. Documentation, all of the written reports and important documents.

3. Techniques of Data Collection

There are some techniques, which are applied in this research they are:

- a. Observation, with this technique the writer observes the research object directly and looking for the data which is needed.
- b. Interview, this technique is used to collect the data which related to the basic skill in teaching English.
- c. Documentary, this technique is aimed at looking for all written reports or documents which perhaps keep some of detail records of primary and secondary data.
- d. Questionnaire, this technique is used to collect the data which related to the students' interest and activity.

To know more clearly about the data, source of data, and technique of data collection can be seen in the following matrix:

Table 3.3. Matrix

Data, Source of Data, and Techniques of Data Collection

No	Data	Source of Data	Technique of Data Collecting
1	<p>Basic skills in teaching</p> <p>a. Skill giving reinforcement</p> <p>b. Skill in performing some variation style teaching</p> <p>c. Skill to explain</p> <p>d. Skill managing of class</p> <p>e. Skill to open the lesson</p> <p>f. Skill to close the lesson</p> <p>g. Basic inquiring skill</p>	<p>Practitioner</p> <p>Practitioner</p> <p>Practitioner,</p> <p>Practitioner</p> <p>Practitioner,</p> <p>Practitioner</p> <p>Practitioner</p> <p>Practitioner</p> <p>Practitioner</p>	<p>Observation,</p> <p>Observation</p> <p>Observation</p> <p>observation</p> <p>Observation</p> <p>Observation</p> <p>Observation</p> <p>Observation</p>
2.	<p>Some factors that are influenced in teaching English.</p> <p>a. Students' interest</p> <p>b. Motivation</p> <p>c. Facilities factors</p>	<p>students</p> <p>Practitioner,</p> <p>headmaster</p>	<p>Observation/documentary</p> <p>Questionnaire</p> <p>Interview, Questionnaire</p>
3.	<p>Object of research back ground</p> <p>a. Brief history of the schools</p>	<p>Head of master</p>	<p>Interview, documentary</p>

C. Design of Measurement

Design measurement is used to know some grades in basic skills of teaching of practitioner English Department. In this research the practitioner will perceive the skill in teaching English, some characteristics in assessment that is; The highest score is 30 and the lowest score is 0.

Table 3.4. Characteristic of measurement

No	Characteristic	Score
1	To open the lesson skills: <ul style="list-style-type: none"> - Drawing students attention - generating of motivation - Giving reference 	1 1 1
2	Style variation of Teaching: <ul style="list-style-type: none"> - Variation of voice - Eyes contact - Mimic - Changing of position - Using media 	1 1 1 1 1
3	Basic inquiring skills : <ul style="list-style-type: none"> - Question expression clearly and shorten - Giving time of thinking - Giving reference - Concentration - Spreading question 	1 1 1 1 1
4	Skill to explain the material: <ul style="list-style-type: none"> - Clarity - Usage of example - emphasis the important thing - Feed back 	1 1 1 1
5	Skill to close the lesson: <ul style="list-style-type: none"> - Conclusion - Evaluation 	1 1

8	Skill giving reinforcement: - Verbal in word - Verbal in sentence - Mimic and body language - Approach - Touch	1 1 1 1 1
9	Skill to manage class - Exhortation - Divide attention - Giving all mind to group - Giving question - Movement come near - Students' responsibility	1 1 1 1 1 1
TOTAL		30

The writer interprets the data by using the following categories:

80 - 100% = Very high

60 - <80% = High

40 - <60% = Fair

20 - <40% = Low

0 - <20% = Very low

D. Technique of Data Processing and Data Analysis

1. Data processing

The technique of data processing in this research as follows:

a. Editing

This technique is used to examine all of the collect data, to make sure whether they are already complete or not. Editing also include selecting.

b. Coding

The writer classifies all of the data that have been edited before, in accordance with their kinds and matter by making certain codes on all collected data.

c. Tabulating

The writer composes and puts the certain data into table to make easy in data presentation and analysis.

The writer tabulates all the collected data based on the frequency computation by using formula of this bellow:

$$P = \frac{F}{N} \times 100$$

Explanation:
P= Percentage

F= Frequency

N= Total Respondent

d. Data interpretation

The writer interprets the data by using the following categories:

80 - 100% = Very high

60 - <80% = High

40 - <60% = Fair

20 - <40% = Low

0 - <20% = Very low

2. Data analysis

Before all of the data collecting reported, the writer analyze the descriptively and quantitatively. The analysis helps the writer to high light some important conclusion is reached by inductive method.

E. Research Procedure

There are some steps that are passed through in completing this research, those are:

1. Preliminary step
 - a. To do prior observation in the research subject.
 - b. To discuss the result of previous observation with the writer advisor
 - c. To make a research design proposal in order to be approved by the biro of thesis writing of Tarbiyah faculty.
2. Preparatory steps
 - a. To hold a seminar on the research design proposal
 - b. To ask the dean of Tarbiyah for written mandate to conduct the research
 - c. To make the instrument to collect the data
4. Research steps
 - a. To conduct all respondent and informant who necessary, to obtain the data
 - b. To collect all necessary data from it's source
 - c. To process the data in a procedural way and then analyzed the problem.
5. The organization steps

If all the obtain data are complete, the writer soon organizes them in the form of this research based on continual guide and consultation with the writer advisor. After that, this study is approved and ready to examine in the opening form.

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description on Research Location

State Islamic Senior High School 1 Martapura (MAN I Martapura) is a senior high school which its management under the Department of religious Affairs. This school is located on Ahmad Yani street at 15,200 kilometers, Gambut.

State Islamic Senior High School 1 Martapura was built in 16 of July 1969, It is based on the decision letter of Religious Affair of Indonesia Republic Government Number 134 / 1969.

From physical building, State Islamic Senior High School has a good class room, library, laboratory of saint, skill room, all purpose room (auditorium), headmaster office, staff of administration, teacher council office, room of OSIS, boy scout, cooperation, and which is in development phase that are language laboratory and computer laboratory.

In this time MAN I Martapura is now led by Drs.H Abdurrahmansyah and assisted by employees and teachers of in execution of teaching learning in the school.

Junior high school 1946 (SLTP) SMIP 1946 found on 15 October 1946 or on 10 Dzulqa'idah 1365 H in Banjarmasin. The Idea finding of this school is triggered by Association Islamic School Teacher (PGSI) which was at that time led by Khatib Syarbini Yasir with all prominent other clergy figure and societies

in Banjarmasin, among others H.Hanafi Gobit, H.Ahmad Amin, H.Busyra Qasim, H.M. Yasin Amin and others.

Building of this school in form like letter "L", the roof made from of wood namely *sirap*, with wall and floor of wood. SLTP SMIP 1946 of Banjarmasin in the North side Islamic senior high school SMIP 1946 (Madrasah Aliyah SMIP 1946), South side abuts on with roadway, Eastside abuts on MTS SMIP 1946, and West side abuts on resident house.

SLTP SMIP 1946 Banjarmasin has some rooms, that is headmaster office, teacher council office, room administration of school, tuition room and counseling, health room, library, laboratory, four room learn, room of art, depository of sport appliance, room of Student activity, and playing field

Islamic Junior high School Siti Mariam (MTs Siti Mariam) which is led by Zainal Abidin, S.Pd I. It was built in 1978. As for situation of MTS Siti Mariam reside in Institution Education Of Islam of Siti Mariam in the North side is residence resident of Antasari path, South side abuts on residence resident of PGA path, Eastside abuts on residence and funeral, and West side abuts on resident house.

The location of MTS Siti Mariam in Kelayan A street of PGA path RT.5 number 135 of Banjarmasin. Building of this school in form like letter " U ", and the school has Headmaster room, teacher room, arrange effort, four class room, tuition room of counseling, mushalla, library, playing field, parking area, and school field.

Islamic Senior High School Siti Mariam (MA Siti Mariam) was built in 1978, and it has large area 1500 m, the location of the school is strategic enough because it was built around housing of resident. As for schoolhouse boundaries of siti mariam that is eastside grave complex of moslem, in the west side of Madrasah Ibtidayah Siti Mariam, in the north side house resident of path of Antasari, in the South side is path of PGA. Madrasah Aliyah Siti Mariam has some facilities that are six classes, headmaster's room, teacher room, administration room, playing field.

State Islamic Senior High School Banjar Selatan (MTsN Banjar Selatan) is led by Drs. H. M. Harmidin Noor. The school resides in two locations, that are on mahligai street and on Bhakti Pemurus street at seventh kilometers of Ahmad Yani Street in Banjarmasin. Writer performs this research especially in MTSN Banjar Selatan which is location in Mahligai street. As for situation of school, in the West side the school abuts on by mahligai street, East side abuts on resident house, North side abuts on housing of resident, and in the South side abuts on housing of resident.

MTsN Banjar Selatan at this time has 14 classes. MTSN Banjar Selatan also has facilities and basic facilities that is teacher room, language laboratory, room activity of student, parking area, and canteen.

State Islamic junior high school Mulawarman Banjarmasin (MTSN Mulawarman Banjarmasin) was built on 16 March 1978. MTsN Mulawarman Banjarmasin is led by Dra. Halimatus Sa'diah. MTSN Mulawarman Banjarmasin

is located in Batu Benawa street I number 36 sub-district of Bay In District of Middle Banjarmasin, Sub-Province of Banjarmasin.

MTSN Mulawarman Banjarmasin has some facilities that is 18 Class room, Room of Headmaster, teacher council room, Room arrange effort, Library room, art room, Cooperation school, Mushalla, Laboratory of saint, language laboratory, Laboratory of computer, room of UKS, Room Tuition of counseling, Room of student activity, Room of cooperation student, 6 cafeteria, and warehouse.

B. Data Presentation

The following data are based on the result of observation, interview, documentary, and questionnaire. The observation has been done to measure the implementation of basic skill in teaching English of practitioner English department IAIN Antasari Tarbiyah Faculty Academic year 2007/2008, and some problems that faced the application of basic skill in teaching English. And the subjects of this research are practitioners of English department.

From all gathered data concerning basic skills of Practitioner English Department at Tarbiyah Faculty academic year 2007/2008 in applying the skill in teaching and learning process which obtained from various techniques like questionnaire and observation that have presented in the form of table. While interview result presented in the form of explanation and description.

To be directional presented of data and clarify the image of from research result, hence writer will do him pursuant to the problems sequence as follows:

1. Teaching Skill of practitioner covering seven kinds of skills, executed by practitioner of English Department which have practiced in MAN I Martapura, MTsN Banjar Selatan, SMP SMIP 1946, MTsN Mulawarman, MA Siti Mariam, and MTs Siti Mariam which consist of:
 - a. Skill to open the lesson (3 indicators)
 - b. Skill to explain (4 indicators)
 - c. Skill in performing variation style teaching (5 indicators)
 - d. Skill managing of class (6 indicators)
 - e. Questioning skills (5 indicators)
 - f. Skill giving reinforcement (5 indicators)
 - g. Skill to close the lesson (2 indicators)
- a) Teaching skill of Practitioner English Department in opening lesson which consist of drawn attention of the students, giving reference, and generating motivation.

To see how is the practice teaching execution of practitioner English Department in applying the skill to open the lesson can be seen at the table following:

Table 4.1. Teaching Skill Of Practitioner English Department To Open The Lesson

No	Category	Frequency	Percentage
1	High score (3)	6	60 %
2	Fair score (2)	2	20 %
3	Low score (1)	2	20 %
4	Very low score(0)	-	-
Total		10	100 %

From the data of basic skill in teaching English of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008 to open the lesson as shown on the table above, the highest score are from 3 categories, fair score is 2 indicators, low category is 1 score and the lowest score is 0 indicator. There are 2 practitioners (20 %) are categorized in low score, 2 practitioners (20 %) are categorized in fair score, 4 practitioners are categorized in high score and no one practitioner are categorized in very low score.

Thereby from the table above, the data can be said that teaching skill of practitioners in opening the lesson English Department Tarbiyah Faculty academic year 2007/2008 is categorized into high score.

b) Teaching skill of Practitioner English Department in explaining the material which consists of Clarity, Usage of example, emphasis the important thing, feed back.

To see how is the practice teaching execution of practitioner English Department in applying the skill to explain the lesson can be seen at the table following:

Table 4.2. Teaching Skill of Practitioner English Department to Explain the Lesson

No	Category	Frequency	Percentage
1	High score (4)	6	60 %
2	Fair score (3)	3	30 %
3	Low score (2)	1	10 %
4	Very low score(1)	-	-
Total		10	100 %

From the data of basic skill in teaching English of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008 to explain the lesson as shown on the table above, the highest score are from 4 indicators, fair score is 3 indicators, low score is 2 indicators and the lowest score is 1 indicator. There are 1 practitioners (10 %) are categorized in low score, 3 practitioners (30 %) are categorized in fair score, 6 practitioners are categorized in high score and no one practitioner are categorized in very low score.

Thereby from the table above, the data can be said that teaching skill of practitioners in explaining the lesson English Department Tarbiyah Faculty academic year 2007/2008 is categorized into high score.

c) Teaching skill of Practitioner English Department in basic inquiring skill the material, which consists of question expression clearly and shorten, giving reference, concentration, spreading question, giving time of thinking.

To see how is the practice teaching execution of practitioner English Department in applying the skill to explain the lesson can be seen at the table following:

Table 4.3. Teaching Skill Of Practitioner English Department to Apply Basic Inquiring Skill

No	Category	Frequency	Percentage
1	High score (5-4)	5	50 %
2	Fair score (3)	4	40 %
3	Low score (2)	1	10 %
4	Very low score(0-1)	-	-
Total		10	100 %

From the data of basic skill in teaching English of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008 to apply basic inquiring as shown on the table above, the highest score are from 5-4 indicators, fair score is 3 indicators, low score is 2 indicators and the lowest score is 0 - 1 indicator. There are 1 practitioner (10 %) are categorized in low score, 4 practitioners (20 %) are categorized in fair score, 5 practitioners are categorized in high score and no one practitioner are categorized in very low score.

Thereby from the table above, the data can be said that teaching skill of practitioners in applying basic inquiring of English Department Tarbiyah Faculty academic year 2007/2008 is categorized into fair score.

d) Teaching skill of Practitioner English Department in variation of teaching style skill which consists of variation of voice, mimic, concentration (silence), using media, changing of position (movement).

To see how is the practice teaching execution of practitioner English Department in applying the skill can be seen at the table following:

Table 4.4. Teaching Skill of Practitioner English Department to Apply Variation of Teaching Style

No	Category	Frequency	Percentage
1	High score (5-4)	6	60 %
2	Fair score (3)	3	30 %
3	Low score (2)	1	10 %
4	Very low score(0-1)	-	-
Total		10	100 %

From the data of basic skill in teaching English of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008 to apply variation of teaching style skill as shown on the table above, the highest score are from 5-4 indicators, fair score is 3 indicators, low score is 2 indicators and the lowest score is 0 - 1 indicator. There are 1 practitioner (10 %) are categorized in low score, 3 practitioners (30 %) are categorized in

fair score, 6 practitioners are categorized in high score and no one practitioner are categorized in very low score.

Thereby from the table above, the data can be said that teaching skill of practitioners in applying variation of teaching style skill of English Department Tarbiyah Faculty academic year 2007/2008 is categorized into high score.

e) Teaching skill of Practitioner English Department in managing class skill which consists of exhortation, movement to come near, divide attention (visual and verbal), giving all minds to group, ordering student to observe his friend, ordering student to show his work.

To see how is the practice teaching execution of practitioner English Department in applying the skill can be seen at the table following:

Table 4.5. Teaching Skill of Practitioner English Department Skill of Management Class

No	Category	Frequency	Percentage
1	High score (6-5)	5	50 %
2	Fair score (3-4)	2	20 %
3	Low score (2-1)	3	30 %
4	Very low score(0)	-	-
Total		10	100 %

From the data of basic skill in teaching English of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008 to apply the skill of management class as shown on the table above, the highest score are from 6-5 indicators, fair score is 3-4 indicators, low score is

2-1 indicators and the lowest score is 0 indicator. There are 2 practitioner (20 %) are categorized in fair score, 5 practitioners (50 %) are categorized in high score, 3 practitioners (30 %) are categorized in low score and no one practitioner are categorized in very low score.

Thereby from the table above, the data can be said that teaching skill of practitioners in applying the skill of management class of English Department Tarbiyah Faculty academic year 2007/2008 is categorized into fair score.

f) Teaching skill of Practitioner English Department in reinforcement skill which consists of: reinforcement of verbal in word, reinforcement in sentence (verbal), reinforcement non verbal (mimic and body movement), approach, and touch.

To see how is the practice teaching execution of practitioner English Department in applying the skill can be seen at the table following:

Table 4.6. Teaching Skill of Practitioner English Department to Apply Reinforcement Skill

No	Category	Frequency	Percentage
1	Very High score (5-4)	-	-
2	High score (3)	7	70 %
3	Low score (2)	2	20 %
4	Very low score(0-1)	1	10 %
Total		10	100 %

From the data of basic skill in teaching English of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008 to

apply reinforcement skill as shown on the table above, the highest score are from 5-4 indicators, fair score is 3 indicators, low score is 2 indicators and the lowest score is 0 - 1 indicator. There are 2 practitioners (20 %) are categorized in low score, 7 practitioners (70 %) are categorized in high score, 1 practitioner is categorized in very low score and no one practitioner is categorized in high score.

Thereby from the table above, the data can be said that teaching skill of practitioners in applying reinforcement skill of English Department Tarbiyah Faculty academic year 2007/2008 is categorized into high score.

g) Teaching skill of Practitioner English Department in closing the lesson which consists of follow up (summarizing and conclusion) , evaluation (home work and task).

To see how is the practice teaching execution of practitioner English Department in applying the skill can be seen at the table following:

Table 4.7. Teaching skill of Practitioner English Department to Apply Closing Skill

No	Category	Frequency	Percentage
1	Very high score (2)	8	80 %
2	Fair score (1)	1	10 %
3	Low score (0)	1	10 %
Total		10	100 %

From the data of basic skill in teaching English of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008 to apply closing skill as shown on the table above, the highest score are from 2 indicators, fair score is 1 indicator, low score is 0 indicator. There are 1 practitioner (10 %) is categorized in low score, 1 practitioner (10 %) is categorized in fair score, 8 practitioners are categorized in very high score.

Thereby from the table above, the data can be said that teaching skill of practitioners in applying closing skill of English Department Tarbiyah Faculty academic year 2007/2008 is categorized into very high score.

3. Some Factors that are Influenced the Application of Basic Skill in Teaching English of Practitioner English Department IAIN Antasari Tarbiyah Faculty Academic year 2007/2008.

The following data are based on the result of interview. The interview has been done to know some problems that faced the application of basic skill in teaching English of practitioner English department IAIN Antasari Tarbiyah Faculty Academic year 2007/2008.

a. Practitioner's Factor

1) Motivation to improve the ability

To know the practitioners' motivation in teaching English, it can be seen in the table below:

Table 4.8. The Practitioners' Motivation Frequency in Teaching English

No	Category	Frequency	Percentage (%)
1	To get experience	6	60
2	To Consider practice as a subject	3	30
3	To get good mark	1	10
	Total	10	100

From the table above, it is known that 6 practitioners (60%) teaching English to get experience in teaching English, include in high category, 3 practitioners (30%) considering practice as a subject at campus that must be taken, include in low category, and 1 practitioner (10%) teaching English to get good mark, include in very low category. So, it can be seen that most practitioners in teaching English to get experience about teaching English.

Table 4.9. The Practitioners' Frequency in Reading Book of Education

No	Category	Frequency	Percentage (%)
1	Often	6	60
2	Rarely	4	40
3	Never	0	0
	Total	10	100

From the table above, it is known that 6 practitioners (60%) often read book of education, include in high category, 4 practitioners (40%) considering sometime read book of education, include in low category, and no practitioner

(0%) never read book of education, include in very low category. So, it can be seen that most practitioners are often read book of education.

b. Students' Factors

1) Students' Interest

To know the students' interest in English, it can be seen in the table below.

Table 4.10. The Students' Interest Frequency in English Lesson

No	Category	Frequency	Percentage (%)
1	Like very much	10	16,67
2	Like	50	83,33
3	Dislike	0	0
	Total	60	100

From the table above, it is known that 10 students (16,67%) like very much toward English lesson, include in very low category, 50 students (83,33%) like toward English lesson, include in very high category, and no students who occasionally dislike to English lesson. So, it is seen that most students like toward English lesson.

c) Facilities factor

Facilities are the important thing to support the process of teaching and learning English. Based on the observation and interview, all of school has some facilities, such as: classroom, library, English textbook, dictionary, blackboard, and so on.

Based on the questionnaire, it is known that most students have English book. As shown in the table below.

Table 4.11. The Student's Frequency in Having Their Textbooks

No	Category	Frequency	Percentage (%)
1	Have textbook	47	78,34
2	Do not Have Textbook	13	21,66
	Total	60	100

From the table above, it is known that 47 students (78,34%) have the English textbook, include in very high category, and 13 students (21,66%) do not have the English textbook, include in very low category. So, it can be seen that most of students have the English text book.

D. Data Analysis

After all data were presented in the data presentation as the result of this research and it also need to be analyzed. It is done to know basic skills of practitioners in teaching English department IAIN Antasari Tarbiyah Faculty Academic year 2007/2008 and the factors that influence them. To know more clearly about the data analysis, the writer will describe as follow:

1. Basic Skills in Teaching English of Practitioners English Department Iain Antasari Tarbiyah Faculty Academic Year 2007-2008

Based on the research result that the writer done toward the practitioners of English department in teaching, it is known that the basic skills in teaching are 7 kinds of skill, they are:

- a) Skill to open lesson is activity of teacher to create atmosphere that making student is ready to bounce and generating attention of student at study. From the data presentation 40% of practitioners are categorized in fair score in this skill
- b) Skill to close lesson is activity of teacher to terminate teaching learning process. From the data presentation 80% of practitioners are categorized in very high score in this skill.
- c) Skill to explain is the effort presentation of study items which is systematically. From the data presentation 60% of practitioners are categorized in fair score in this skill.
- d) Skill managing of class is activity of teacher to create cycle in learning which is conducive. From the data presentation 50% practitioners are categorized in fair score in this skill.
- e) Basic enquiring skills, is the effort teacher to be optimal of ability in explaining through giving of question to the student. From the data presentation 50 % practitioners are categorized in fair score in this skill.
- f) Reinforcement skill is a positive response which is given by teacher to student conducting good deed (right) or less of right (wrong). From the data presentation 70% practitioners are categorized in high score
- g) Variation skill is the efforts of teacher to eliminate student's boredom in accepting lesson through style variation of teaching, the usage of media, interaction pattern activity of student, and communications of non verbal

(voice, mimic, movement, eye contact, spirit). From the data presentation 60% practitioners are categorized in fair score in this skill.

Based on the data the practitioners teach English by conducting 7 basic skills in teaching. So, all the basic skills are used in teaching English, but there are two components that never used by practitioners English Department in applying basic skills in teaching namely touching in reinforcement, component of management class namely the practitioners never ordering student to observe his friend when teaching and learning process.

a. Practitioners' Factor

1) Motivation to improve ability

The practitioners' motivation indicated by their motivation to teach English, based on the table 4.9 and, it can be known that most the practitioners 60% teaching English to get experience in teaching English and most of practitioners 60 % are often read a book of education. Because of their motivation to teach English is to get experience in teaching and they often read a book of education. So, the practitioners will be more diligent and working hard to get success in teaching English. It means that motivation to learn English also influences the application of basic skill in teaching.

b. Students' Factor

1) Students' Interest

The students' interest indicated by their likeness to learn English lesson.. Based on the table 4.8, it can be seen and known that 15,38% of the students like English lesson very much, and 84,62% of the students like toward English lesson.

Because most of students like English lesson, it means that their interest toward English lesson can be said good category. They will pay attention to the teacher's explanation about the subject material. So, the practitioners can be applying the basic skill in teaching. The high students' interest toward the English lesson influences the application of basic skill in teaching of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008.

c. Facilities factor

Based on observation and the documentary the writer has done at schools, the available facilities at those schools there are some facilities such as library, classroom, and so on.

Media that is usually used such as pictures, tape recorder, black board, and so on. Students' textbook can be seen from table 4.11. Most of students 78,34% have textbook.

Because the facilities are complete enough, it means that the facilities can be said good. So, the process of teaching and learning can be done well. So, it is clear that facilities factor also influences toward the application of basic skill in teaching of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008.

CHAPTER V

CLOSURE

A. Conclusion

The purpose of this research is to know the application basic skill in teaching of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008 and the factors that influences it.

Based on the research result, the writer would like to conclude as follow:

1. There are seven basic skills in teaching that the practitioners use for teaching English, they are: Skill to open the lesson, skill to explain, skill in performing variation style teaching, skill managing of class, basic inquiry skills, skill giving reinforcement, skill to close the lesson.
2. The application of the basic skill in teaching is good. Because practitioners apply many basic skill in teaching. The basic skill that they use also suitable enough with the principle of the usage.
3. Some factors that influences the application of basic skill in teaching of practitioner English Department IAIN Antasari Tarbiyah Faculty academic year 2007-2008, they are:
 - a. Practitioners' (teacher) Factor
 - 1) practitioners' motivation
 - b. Students' Factor
 - 1) Students' Interest
 - 2) Students' Motivation

c. Facilities Factor

B. Suggestion

1. Practitioners should apply all of basic skill in teaching in order to the teaching English will be better;
2. The practitioners should review and read a lot of books about education that they have learned in order to improve their basic skill in teaching;
3. The head master should complete some facilities such as language laboratory and some media of teaching English in order to teaching and learning process will be better.

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