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A STUDY OF THE TEACHING ENGLISH FOR YOUNG LEARNERS AT ISLAMIC ELEMENTARY SCHOOL ISLAMIYAH MALANG

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Abstract. In Indonesia, English is a foreign language which is considered important to absorb and develop science and knowledge, technology, art, and to improve the relationship among the countries in the world. Consequently, English is important to be studied. It is better to be taught in the earlier time. The objective of English program of elementary school is to enable the students to comprehend simple oral and written expression, and to prepare the students for further education in the secondary school. This research used descriptive qualitative and quantitative design, which tries to get the description of the teaching and learning at MI Islamiyah Malang, The subjects of this study are the English teacher, and the students of fifth grade A. There are two classes in fifth grade: fifth-grade A and fifth-grade B. But the researcher took fifth-grade A as the subject. The data of this study are from the observation in the classroom, interview, questionnaire, and documentation. The observation is done to collect the data about the activities of the students and the teacher in the classroom. Interview is used to answer the research problems dealing with: 1) the curriculum of MI Islamiyah Malang, 2) the teacher's qualification, 3) the use of media, 4) techniques of teaching English, 5) the evaluation of teaching, and 6) English achievement. Then interview is used to support the data about techniques of teaching English and the use of media. The last data is documentation is used to support the data gathered through observation by taking pictures of teaching and learning activities in the classroom.

Key words: Teaching English and Fifth-Grade Students

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A. BACKGROUND OF STUDY

English is an important language used by many people to communicate each other in the world. Many people attempt to learn English not only because of their imagination of being able to go to another country, but they also learn it in order to contribute to cultural awareness and literacy, such as knowledge of original text. There are many countries made English as one of the main subject in their school education curriculum so that studying English become a must, it should be taught from the primary school level up to universities. Even, in big cities English is introduced since kindergarten level called English for Young Learner (EYL).

The decree of minister of education and culture (RI/No.0487/4/1992, Chapter VII) states that an elementary school can add some extra lessons in its curriculum as long as they are not in contradiction with the objective of national education. The teaching of English in Indonesia is to absorb science, technology and art for development of the nation and as tool make an international relationship with other countries.

Furthermore, decree of National Education System Act No. 22/ 2006 dated May 23rd ,2006 chapter II, point "B" Curriculum of SD/MI contains 8 subjects, local content and character building. Local content is an extracurricular activity to develop the competency based on characteristic and potential of region. It cannot include main subject. Substantial of local content is designed by school itself. English as a local content can be introduced to the fourth grade student of elementary school. Thus, teaching material composed of simple and practical content should be taught in selected techniques and ways appropriate to young learner's characteristics.

In the teaching learning process at elementary school, teachers play an important role. They are requested to teach and at the same time improve the quality of students' English achievement. They are also required to be qualified in order to be able to facilitate as well as improve the students' motivation in learning English. claim that a successful teacher is able to create a situation where children like and

respect learning for learning's sake, and this requires that the teacher have this quality. Besides that, English teachers have to be active and should create the conditions that make the situation of teaching learning process enjoyable[1].

Concerning the importance of how a class on teaching learning process should be conducted effectively, especially teaching English to young learners, the researcher is interested in conducting research entitled "A Study of Teaching English to the Fifth-Grade Students of MI Islamiyah Malang"

The reason for choosing the school are the accreditation of this school is "A", input of student is so high consist of two classes in every grade, it has a good English achievement because the student often being the winner in some English competition and the average of English score at the first semester is 80 although the KKM only 70, during learning process the students active to ask question or respond the teacher explanation because in every meeting the teacher usually use different teaching technique, it use an update curriculum that is KTSP and English is taught as local content start from the first class until sixth class in order to master English well.

Based on the background of the study, The problem is formulated as follows: 1). What curriculum is used for English teaching at MI Islamiyah Malang? 2). What teaching qualifications does the teacher of English at MI Islamiyah Malang possess ? 3).How does the teacher of English at MI Islamiyah Malang implement the teaching technique? 4). What teaching media are used by the teacher of English to support the teaching and learning; do they have to support the teaching and learning process at MI Islamiyah Malang? 5). How does the teacher evaluate the students' English achievement at MI Islamiyah Malang? 6). How is the students' achievement in English subject at MI Islamiyah Malang?

In accordance of the research problem, the objectives of study are; 1). To analyze the curriculum used for English teaching at MI Islamiyah

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[1] Jaromilek. J and D.Foster. 1987. *Teaching and Learning in the Elementary School*. New York: Macmillan publishing Co.Inc.

Malang, 2). To analyze the qualification of English teacher at MI Islamiyah Malang, 3). To analyze of English teaching technique at MI Islamiyah Malang, 4). To analyze the media used for English teaching at MI Islamiyah Malang, 5). To analyze the results of evaluation the teaching English at MI Islamiyah Malang, 6). To analyze the students' achievement in English subject at MI Islamiyah Malang.

The scope of this study is teaching and learning process of English at the Fifth Grade of MI Islamiyah Malang. The subject in the study is limited to English teacher and students at MI Islamiyah Malang. The object of this study is limited to the discussion about curriculum used in English teaching, teaching material, teaching media, the teacher evaluation in English subject, and the students' achievement in English subject. The result of the study is based on the information on data obtained from interviews with the teachers and questionnaires completed by students. Observation is to see the teaching process.

The result of this study can become a feedback and is really expected to be an input for improving English teaching and learning process and increase its quality especially for quality of English teaching, the English Teacher and students of MI Islamiyah Malang. It can contribute valuable, ideas, and worthwhile information for the teacher; it is also expected to contribute useful description and further information for the readers, especially the students of the English department school.

B. Review of Related Literature

2.1 Curriculum

Curriculum is a gist of lessons and topics, which are expected to be converted into a specific period of time in any class[2]. As the soul of the process of education curriculum has very important role in teaching. It acts as a pivot in organizing educational effort on some manageable basis and is undoubtedly the heart of school and all that goes with it. The purpose of curriculum; to acquaint the students of elementary education with today's elementary school its program and curriculum, organization

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[2] Parida B.R 2007. Improving English Teaching. India: Discovery Publishing house

and administrative practices. The student is giving a rather complete orientation to the elementary school.

Nowadays, education in Indonesia has new curriculum that is KTSP (School Based Curriculum). School Based Curriculum is the operational curriculum which is designed and administered based on the institutional or schools itself. BNSP made guidance how to design the good KTSP and administered it well in every school. National Education Department expects all schools have administered KTSP (School Based Curriculum) in 2009/2010.

Decree of National Education System Act no. 22/ 2006 dated May 23rd ,2006 chapter II, point "B" Curriculum of SD/MI contains 8 subjects, local content and character building. Local content is an extracurricular activity to develop the competency based on characteristic and potential of region. It cannot include main subject. Substantial of local content is designed by school itself. English as a local content that can be introduced to the fourth grade student of elementary school. The material composed of simple materials, and those materials should be taught in selected technique and ways appropriate to young learner's characteristics.

In conclusion, the foundation of an adequate guidance program of curriculum varies enough and is flexible enough to meet the need of the children. The purposes of the curriculum are to acquaint the students of elementary education with today's elementary school program and curriculum, to give the students' knowledge of theory, to building a bridge for each subject from theory to practical application in the classroom, to encourage the teacher to include his teaching many faces of today's school.

2.2 Teacher Qualification

The Teachers have to have adequate qualification and competence in language teaching so that effective teaching and learning can come to reality. In UU RI No. 14 section 8 about teacher and lecture are explained "Teacher is obliged to have academic qualification, competence, education certificate, spiritually, psychologically, and physically health

and also have ability to realize the goals of national education. In this UU that is mean with academic qualification and competence.

Academic qualification is level of diploma education of academic, which lecturer or teacher must have as according to type and level of formal education such as undergraduate, graduate, and postgraduate. So, through the education teachers have background knowledge as well. Competence is a set of knowledge, skill and attitude, which lecturers or teachers must have to do professionalism task. Competences which have to be had by teachers include: Pedagogic Competence, Personal Competence, Professional Competence, Social Competence, and Education Certificate

2.3 Purpose of Teaching English for Young Learners

Teaching English in the primary school is intended to improve the quality of the result of instruction, and the function is to prepare the children for further education in the secondary school. Moreover, English in the primary school as a local content is intended to teach student understand simple oral and written expression in English[3]. Therefore, the objective of teaching English in the primary school is to develop basic respective skills in oral and written in English.

The young learners should learn to understand and to speak the foreign language with reasonable accuracy and fluency in the situation within young learners of their age group normally speaks. To make accuracy and fluency get better, the young learners must do more practice. Practice may emphasize formal accuracy and communicative fluency. In accuracy practice, errors are not usually dealt with immediately, but, as much as possible, the teacher helps the learners to correct themselves. In fluency practice, errors are not usually corrected during activities, although the teacher may bring some errors to the learners' attention afterward. Therefore, the young learners of elementary school program should develop in young learners' ability to read and write what they have learned to say.

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[3] Huda Nuril. 1999. *Language Learning and teaching Issue and Trends*. Malang: Universitas Negeri Malang.

2.4 The Characteristic of Young Learners

Elementary school students around five to twelve years old are classified as young learners. Young learners have different characteristics, which distinguish them from adult learners. Consequently, they need different treatment from the teacher during the teaching and learning based on their stage of development. The children are so different from adolescent and adult in developmental terms, to take some approach to the teaching of such dissimilar learning group would be and is a huge mistake.

It is supported by Harmer. He states that young children learn differently from older children, adolescent, and adult in the following ways: (1) they respond to meaning even if they do not understand individual words, (2) they often learn indirectly rather than directly, (3) their understanding comes not just from explanation but also from what they see and hear and, crucially have a chance too touch and interact with, (4) they generally display an enthusiasm for learning and a curiosity about the world around them, (5) they have a need for individual attention and approval from the teacher, (6) they are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topic in the classroom, and (7) they have a limited attention span[4].

2.5 The Teacher of Young Learners

The teacher is the most vital single factor in teaching English for young learners of any curriculum area. The teacher has to select and organize the course content and the material of instruction, to create a friendly environment, to stimulate and maintain interest, to plan varied activities and to give young learners a feeling of achievement of success, which determine whether learning will take place[5]. Finocciaro (2009:22) states that the teacher plays a very important role in a teaching since she is one of the factors that determine whether the teaching successful or

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[4] Harmer, Jeremy 2003. *The Practice of English Language Teaching*. Harlow: Longman.

[5] Agustin Wijayanti, 2008. *The Teaching of English at SDN Lowokwaru IV Malang*. Unpublished English Department FKIP UNISMA.

not. He also says that an EYL teacher is a teacher who teaches English to young learners[6].

Abe in Faikhah, (2009: 15) assert that in teaching young learners, a teacher should be able to perform several things, are: (1) present a language in natural chunk because children's ability to mimic is extremely good, as anyone who has seen children repeat the song or TV commercial (even without understanding the meaning) can attest, (2) include a cultural component, because the language and culture are inseparable, but culture- in the form of daily habits and routines, is what children know best, (3) understand how to talk to children. The eye contact is at least as important as what is being said, and to rephrase the non-verbal behavior can be a message. And (4) use visual aid appropriately.

In the light of those characteristic, it can be concluded that good teacher at this level need to provide a rich diet of learning experiences which encourages their students to get information from a variety of sources. They need to work with their students individually and in groups developing good relationship. They need to plan a range of activities for a given time period, and be flexible enough to move on the next exercise when their students getting bored.

2.6 The Technique of Teaching English to Young Learners

Elementary school-age is an important for intelligence, mental, and social development of the children. Hence, the way the student learn and how the teachers educate should be planned based on their development. The teachers are also required to understand characteristic and conditions of young learners. They should have certain skills to choose and apply some interesting techniques in order to raise students' motivation of learning[7]. states that teaching and learning process should suitable for their development both psyche development and physical development. Consequently, the aims of learning which are

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[6] Finocchiarro, Mary, 1989. *English as a second Language/ Foreign language: From theory in practice (fourth edition)*. New Jersey: Prenctice Hall. Inc.

[7] Huda Nuril. 1999. *Language Learning and teaching Issue and Trends*. Malang: Universitas Negeri Malang.

expected are successfully achieved. Here some the techniques that may be applied in EYL classes: Listen and Repeat, Listen and Do, Question and Answer, Substitution, In-Pair, Modeling and Demonstration, Cooperative Learning, Listening to Stories and Games

2.7 The Instructional Media

Instructional media has very important role in any education program or in teaching learning program. Kasbollah (2003: 10) states that instructional media are media, which are used within the instructional method. Material designers for young learners are creates text, practices, games, stories, and other activity, which facilitate the sequencing of lesson based on the instructional objectives, the need of the learners and local situation[8].

With many materials exist in the field; teachers are required to have a certain skill to select which materials are appropriate for students' need or the syllabus. Teachers do promoting a friendly environment in the textbook, stimulating and maintaining interest through varied activities. The learners see the book as a framework or a guide that helps them to organize their learning both inside and outside classroom, during discussion in lesson while doing activities and exercise, studying on their own, doing homework, and preparing for the test.

Teacher should know and understand the function of language textbook in order to plan develop effectively instructional program. The teachers should consider the function relate them to their own viewpoint, knowledge and learn how to use textbook properly. The teachers evaluate the quality of the textbook or series as objective as possible. However, textbook selection should consist of critically examining several competing book and evaluating them as objective as possible. Teachers may use the language textbook to determine what the sequence, abilities and knowledge to teach and reinforce. Particularly, it

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[8] Kabollah, Kasiani, 2003. *Teaching Learning Strategy I Instructional Material*. Malang: English Education FPBS Malang.

is to guide the sequence of their presentation. The activities of the classroom are not likely to coincide with the sequence of the textbook presentation but the activities, skills and abilities in textbook represent a careful selection and planning process and no teacher should ignore them.

2.8 Teaching Media

Teaching media are tools or instruments, which are used to make the effective communication, so that the teaching objective can be achieved totally. An interesting situation of learning a foreign language, will influence students' motivation to study foreign language. If these media are prepared well, the teaching learning activities will be run well and enjoy. According to Kasbolah media are divided into three types as follow: Visual Media, Audio Media, and Audio Visual Media[9].

2.9 Teaching Learning Evaluation

Thoughtful and resourceful teacher and principles create many effective ways to evaluate the progress children are making in making their learning. Evaluation is the collection and interpretation of information of the curriculum for decision making process[10]. Educators find that result from these local evaluations may be used to craft learning conditions that help young people realize their academic promise, in fact, homemade evaluations are proving to be crucial for ensuring that all children of all families learn well in school. Such evaluation results give teachers useful information for guiding decision that alter condition for learning so that the strengths of individuals are used to eliminate their prevailing weaknesses. The evaluation of learning usually employs formal test[11] (Davies with Pearse 2000:171).

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[9] Kabollah, Kasiani, 2003. *Teaching Learning Strategy I Instructional Material*. Malang: English Education FPBS Malang.

[10] Nunan, David. 1999. *Second Language Teaching and Learning*. Canada: Heinle & Heinle Publishers.

[11] Davies Paul with Pearse Eric 2000. *Success in English Teaching*. New York: Oxford University Press.

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For educator accustomed to reliance on externally developed forms of evaluation, the challenge is particularly keen to develop an "ethics of evaluation" that in consistent with self-directed learning and the mission of public education in a democratic society. These principles are intended to help educator confront the misuses of evaluation to sort and rank students. These principles encourage constructive thinking about evaluation as a powerful means for promoting greater excellence and equality in learning.

2.10 Students' Achievement

Concerning the definition of achievement, many education experts relate them to students' academic attainment. Brown says that it relates directly to classroom lesson, units, or even a total curriculum. He introduces more complex achievement that includes those learning outcomes based on the higher mental process, such as understanding, thinking skills, various problems solving abilities[12].

C. RESEARCH METHODOLOGY

The research was descriptive qualitative and quantitative design because the data in this study were analyzed quantitatively and qualitatively. A descriptive study is the study, which is intended to describe the phenomenon. It determines the way to collect data. According to Gay states that descriptive research involves collecting data in order to test hypothesis or to answer question concerning the current status of the subject of the study[13].

Qualitative research is context-specific with the researcher's role being one of inclusion in the situation. According to Wiersma qualitative research is a process of successive approximations toward an accurate description and interpretation of the phenomenon. Qualitative research relies heavily on narrative description. This means that qualitative

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[12] Brown, H Douglas. 2001. *Teaching by Principles: an Interactive Approach to language Pedagogy-2nd ed*, San Francisco: San Francisco University.

[13] Gay.R.L 2001. *Educational Research in Education*. Floorida International University. New York. Rinehert and Envinston.

research studies thing in natural setting, attempt to make sense of or interpret phenomena in term of the meanings people brings to them. Qualitative research involves collection of a variety of empirical materials-case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual text-that describes routine and problematic moments and individuals' live. According to Wiersma quantitative research relies heavily statistical results represented with numbers. And other data were presented with the number of students' English score achievement[14].

3.2 Subjects of the Study

The subjects of this study were the English teacher and the students the fifth grade at MI Islamiyah Malang. The English teachers who taught English were two teachers and the researcher only took one English teacher who taught English at grade five as subject of this study. The students of MI Islamiyah Malang who got the subject in this study were the first up to the sixth grade students. The researcher took the fifth grade students as the subject of this study. The total number of the fifth-grade students, which consisted of two classes, was 66 students, but only one class, the fifth-grade A (V-A), was taken as subject of this study or in other word it is acceptable population. The fifth-grade A (V-A) consisted of 33 students. The researcher used cluster sampling to take the fifth-grade students as the subjects in this study because of several reasons. The first was because the fifth-grade students have experienced four years in studying English. Secondly, the sixth-grade students were preparing the final examination and preparing for the UAS (Final Test).

3.3 Research Instruments

To obtain the data needed in this study, the researcher used several instruments. They are observation in the class, questionnaire, interview guide and documentation. These instruments were used to get data easily. Those instruments are Observation, Questionnaire sheet, Interview guide, and Documentation.

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[14] Wiersma, William. 1991. *Research Method in Education an introduction*. The University of Toledo.

3.4 Procedures of Data Collection

The researcher used the observation to collect the data during teaching learning process. The researcher comes to the class when English is the subject of teaching. The researcher observed the teacher's way in teaching English. The procedure of collecting data is doing in four stages. First, the researcher gives the questionnaire to the students. Second, the researcher interviewed the teacher to get information. The information the researcher got : (1) The curriculum used for teaching, (2) qualification of the teacher, (3) teaching technique , (4) media used in teaching learning English (5) evaluation, and (6) students' achievement.

Third, the researcher observed the class to know whether the answer of the questionnaire and interview are similar with reality or not. Fourth, the researcher took the students' grade list from the teacher and it is to know the students' achievement in English at this school.

3.5 Procedures of Data Analysis

Related to the statement above, the data collected would be analyzed with used two approaches that are qualitative approach and quantitative approach.

1. Qualitative analysis was the approach used to analyze the qualitative data from interview with the teacher and from the observation. The data from the observation and interview would be concluded in the form of description based on the classification of the statement of problems. Then, those were tabulated in the form of explanation.
2. Quantitative analysis was the approach used to analyze the quantitative data obtained from the Raport of midterm test to see achievement of the students in studying English.

The data from questionnaire were analyzed qualitatively to find out percentages. The formula is;

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

P = Percentage

F = Frequency (number of the fulfilling questionnaire)

N = The total number of the students

The data taken from "Raport of midterm-test" in the form of test score were analyzed to know the level of students' achievement. The scores was transferred into qualitative values; Excellent, Very good, Good, Fair, Highly sufficient, Sufficient, Bellow sufficient, Poor, Very poor, Unsatisfactory.

Interval	Classification
91 – 100	Excellent
81 – 90	Very good
71 – 80	Good
61 – 70	Fair
51 – 60	Highly sufficient
41 – 50	Sufficient
31 – 40	Below sufficient
21 – 30	Poor
11 – 20	Very poor
0 – 10	Unsatisfactory

After that, the mean was computed from the general performance of the class, the researcher used the formula as follows:

$$\overline{X} = \frac{\sum X}{N}$$

$\overline{X}$ = Mean

$\sum X$ = The sum of scores

N = The number of students

D. DISCUSSION

4.1 The Curriculum of MI Islamiyah Malang

Curriculum is a gist of lessons and topics, which are expected to be converted into a specific period of time in any class[15]. The researcher interviewed English teacher of fifth grade A at May 13, 2011 and got data that MI Islamiyah used School Based Curriculum (KTSP) start from 2008 until now. states that School Based Curriculum is the operational curriculum, which is designed and administered, based on the institutional or school itself. The teacher also showed to researcher the print out of KTSP of MI Islamiyah.

MI Islamiyah selected English as local content because it is appropriate with the characteristic and potential of region of society in Kebonsari Malang. English subject was taught start from first class up to sixth class in MI Islamiyah. It was taught once in a week and per meeting has ninety minutes time allocation or it called two hours. A Criterion of Minimum Score (KKM) for English subject is seventy (70).English is very important Local content. It is very good if MI Islamiyah introduced English start from first grade in order to preparing educational graduate to enter globalization era that full of challenge. It is also appropriate if MI Islamiyah got accreditation "A" because can administered School Based Curriculum (KTSP) well.

4.2 Qualification of English Teacher

The qualification of the teacher here was concerned with teacher's educational background and teaching experience. The English teacher of MI Islamiyah took S-1 English Literature in STIBA and took D-2 PGSD at State University of Malang. He taught English at MI Islamiyah start from 2002 up to now. The teacher is active in joining workshop and seminar about teaching English such as; workshop upgrading English teacher in IAIN Sunan Ampel Surabaya organized by LAPIS (Learning Assistance Program for Islamic Schools), it showed that he wanted to be a professional teacher and supported the professional competence.

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[15] Parida B.R 2007. Improving English Teaching. India: Discovery Publishing house.

Professional competence is capability to understand much about the teaching learning material and able to bring the students to National Education standard that was permanent from the government[16].

4.3 The use of media

Teaching media are tools or instruments, which are used to make the effective communication. According to Kasbolah media are divided into three types; Visual Media, Audio Media, Audio Visual Media. The researcher concluded from the questionnaire of student that most of students said that English teacher often use media in teaching[17].

Table 4.3. The frequency of using media in teaching

Students' response	Frequency	Percentage
Always	4	12.12%
Very often	6	18.18%
Often	12	36.36%
Sometimes	11	33.33%
Never	0	0%
Total	**33**	**100%**

From interview undertaken, it was found out that MI Islamiyah not only has visual media but also audio and audiovisual media. He used media related to the topic in teaching learning process to attract student attention. In this way, picture is very helpful to support his teaching. To check the students understanding, he could utilize media that is made by him. There were some media in the classroom, such as picture part of body, fruit, vegetables and animals.

But not all media was provided by the school, if there were not media, which could support teaching learning English at MI Islamiyah. He occasionally made the media by himself. He made media as interesting as possible because some criteria of good media are

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[16] Sarimaya, Farida. 2008. *Sertifikasi guru, mengapa dan bagaimana?*.Bandung: Yrama widya.

[17] Kabollah, Kasiani, 2003. *Teaching Learning Strategy I Instructional Material*. Malang: English Education FPBS Malang.

everlasting, cheap, interesting. Form the explanation above, it can be conclude that in the teaching learning process, the teacher often use media to support learner in learning and remembering the important concept of a lesson. This statement is also supported by the answer of questionnaire that twelve students (36.36%) said that the teacher often uses media in teaching English.

4.4 Techniques of teaching English

In dealing with techniques, part of the cooperative learning techniques is group work. Jack and Rodgers state that the success of Cooperative Learning is crucially dependent on the nature and organization of group work. The teacher used this technique at meeting on May 18, 2018 in order to cooperate among students and they can active in a group. He gave the assignment to each group and checked each of group during the discussion. He select to use this technique when he was teaching reading such as; understanding about picture descriptive text or simple dialogue[18].

Memorizing was given when teaching vocabulary. This technique was given at the end of the class hour. The teacher wrote a list of vocabulary items, then, asks them to memorize at home as homework. Various techniques were important to the teacher to avoid student feel bored. With games, song and others technique student feel enjoy in learning and made good classroom climate. It became evidence that the teacher is very creative in teaching learning because he did not only use one technique.

4.5 The evaluations of teaching

Evaluation is the collection and interpretation of information of the curriculum for decision making process[19] Nunan (1999:85). The evaluation here include formative and summative. Formative evaluation

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[18] Richards C Jack and Rodgers S Thedore. 2001. *Approach and Methods in Language Teaching. Second Edition*. United Kingdom: Cambridge University press.

[19] Nunan, David. 1999. *Second Language Teaching and Learning.* Canada: Heinle & Heinle Publishers.

is an evaluation conducted in every end of the topic in order to know how far the learning process is going on a plan. The teacher gave test to the student when one basic competence (KD) is finished.

Whereas, summative evaluation is an evaluation that is conducted at certain time which consisting of one chapter or more. The evaluation of learning usually employs formal test[20]. The teacher conducted this test in the middle of semester and in the last semester or it famous with term UTS and UAS. Result of evaluation reflects students' mastery of the material.

4.6 The student achievement

The students' achievement data were obtained by copying the score list (Raport of midterm-test) of the fifth grade A (V-A) of MI Islamiyah Kebonsari Malang. There are some classifications of score that used by researcher to describe the students' achievement. The criteria can be seen in the table below:

Table 4.6.1 Classification of score

NO	INTERVAL	CLASSIFICATION
1	91 – 100	Excellent
2	81 – 90	Very good
3	71 – 80	Good
4	61 – 70	Fair
5	51 – 60	Highly sufficient
6	41 – 50	Sufficient
7	31 – 40	Below sufficient
8	21 – 30	Poor
9	11 – 20	Very Poor
10	0 – 10	Unsatisfactory

The data can be seen in the table below:

Table 4.6.2 Score distribution achieved by class V-A students

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[20] Davies Paul with Pearse Eric 2000. *Success in English Teaching*. New York: Oxford University Press.

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Classification	Frequency	Percentage
Excellent	5	15.15%
Very good	14	42.42%
Good	14	42.42%
Fair	0	0%
Highly sufficient	0	0%
Sufficient	0	0%
Below sufficient	0	0%
Poor	0	0%
Very Poor	0	0%
Unsatisfactory	0	0%
Sum	33	100%

Table 4.1.6.3 The mean score of the students' achievement

No	Name of students	Score (X)	Classification
1	A	84	Very good
2	B	80	Good
3	C	88	Very good
4	D	78	Good
5	E	72	Good
6	F	82	Very good
7	G	72	Good
8	H	78	Good
9	I	84	Very good
10	J	86	Very good
11	K	92	Excellent
12	L	82	Very good
13	M	86	Very good
14	N	96	Excellent
15	O	84	Very good
16	P	80	Good
17	Q	86	Very good
18	R	78	Good

19	S	78	Good
20	T	92	Excellent
21	U	78	Good
22	V	80	Good
23	W	92	Excellent
24	X	76	Good
25	Y	82	Very good
26	Z	74	Good
27	AB	72	Good
28	AC	94	Excellent
29	AD	90	Very good
30	AE	86	Very good
31	AF	80	Good
32	AG	86	Very good
33	AH	90	Very good
N=33		∑X=2738	

Based on the data above, the researcher found the mean of the students' score. The mean was computed based on the formula below:

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{2738}{33} = 82.96$$

The result of evaluation at the fifth grade of MI Islamiyah was very good with the mean is 82.96 that are obtained the sum of the scores is divided by the number of the students.

E. CONCLUSSION

Based on the finding of the research, several points can be drawn. The following parts present the conclusions drawn from the finding of the research. First, MI Islamiyah used School based curriculum (KTSP) start from 2008 until now. It was designed and administered based on potential and characteristic of region with considered guidance of BSNP. As local content, English was taught starting from first grade in order prepare educational graduate to enter globalization era which is full of challenge. It was taught once in a week and each meeting lasted ninety minutes time or it is called two hours.

Second, the qualification of English teacher in MI Islamiyah Malang is sufficient. The teacher always give attention and try hard to make the students understand. It showed that he had sufficient skills in teaching and learning English. He graduated from English Literature study program, S-1 Degree of STIBA, he also took D-2 PGSD at State University of Malang. He had experiences in teaching English at elementary school since 2002 years until now. She has often participated in some training programs of English teaching. The teacher can manage class well, because classroom situation more live, cheerful and encouraging. Twenty-two (67%) students say that they feel enjoy in learning, because of the teacher is patient, clever, and master the lesson well. So it can be said that he has four competence of teacher.

Third, the teaching technique used by teacher is various in order to made a good classroom climate. Teaching techniques used by the teacher were group work to avoid individual competition and built cooperative among students. Listen-do, listen-repeat, memorizing, and question-answer were used by the teacher to introduce new vocabulary and simple sentence. The teacher used games and song to improve the student's participation and to manage classroom situation in order to make the class more alive, cheerful and encouraging. The teacher used these techniques to improve students' comprehension about English in whole aspect of language skills (reading, listening, speaking, and writing).

Fourth is the media that used by the teacher in the classroom. The media available at MI Islamiyah are audio media, visual media, and audiovisual media such as picture, flash card, English song, and English learning video. He used media related to the topic in teaching learning process to attract student attention. He occasionally made the media by himself if there were not media, which could support teaching learning English at MI Islamiyah.

Then fifth, the evaluation of teaching in MI Islamiyah used formative and summative evaluation. Formative evaluation conducted in every end of the topic in order to know how far the learning process is going on a plan. Whereas, summative evaluation conducted in certain time which consist of one chapter or more. And finally, the results of evaluation are students' achievement. Researcher computed and classified the data from raport of midterm-test and the result of students' achievement at the fifth grade A of MI Islamiyah was very good with the mean 82.96.

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