



**ANALYSIS OF TEACHING INSTRUCTIONS  
USED BY THE SIXTH SEMESTER STUDENTS  
OF EED IN ACADEMIC YEAR 2012/2013  
IN TEACHING PRACTICE OF TEACHING DESIGN  
FOR YOUNG LEARNER CLASS**

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MURIA KUDUS UNIVERSITY  
2014**



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**SKRIPSI**  
Presented to the University of Muria Kudus  
in Partial Fulfillment of the Requirements for Completing the Sarjana Program in  
English Education Department

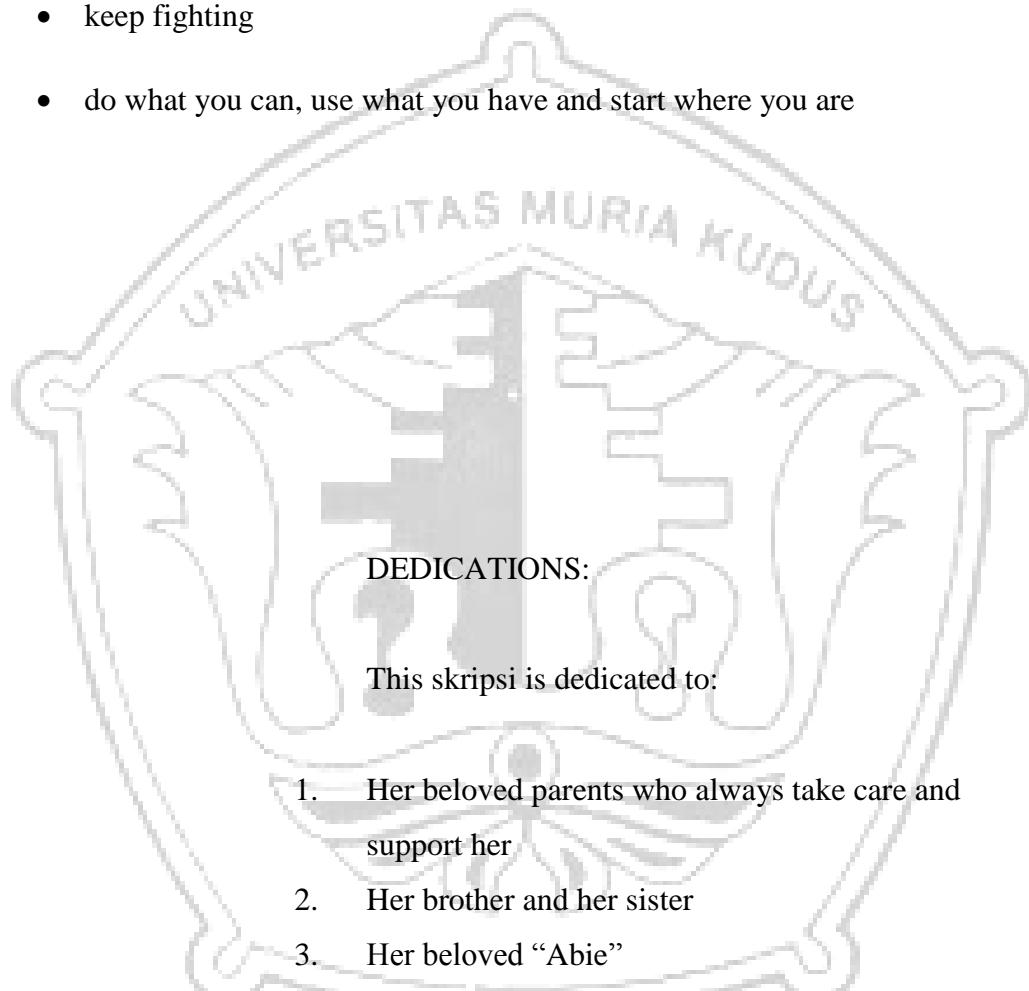
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## MOTTO AND DEDICATION

### MOTTO:

- Be the good people, because God loves the goodness
- Smile is the shortest distance between two people all the word is a stage
- keep fighting
- do what you can, use what you have and start where you are



## ADVISORS' APPROVAL

This is to certify that the skripsi of Ayu Fajar Kusumawardani has been approved by the advisors for further by examining committee.

Kudus, August 2014

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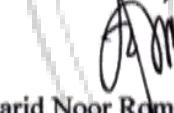
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9. Her beloved friends in UMK FM

Those cannot be mentioned one by one for the support. Therefore, she hopes any constructive criticism from the readers to make it better.

Kudus, August 2012

**The writer**



## **ABSTRACT**

Kusumawardani, Ayu Fajar. 2014. *Analysis of Teaching Instructions Used By The Sixth Semester Students of Eed In Academic Year 2012/2013 in Teaching Practice of Tdyl Class.* Skripsi. English Education Department, Teacher Traning and Education Faculty, Muria Kudus University. Advisor: (1) Mutohhar, S.Pd, M.Pd (2) Drs. Muh. Syafei, M.Pd

Key words: Teaching Instruction, Young Learner

Generally teaching English in for young learners is not easy because it is the first time for the students to know about foreign language and they do not have enough attention to learn it. Teaching young learners has different way with teaching adult learners because the characteristics of them are different. Young learners cannot think logically, they tend to prefer playing than studying, therefore teaching techniques usually used to play the game or referred to learning while playing. In teaching learning process, the teachers have many problems to explain the material. Because the subject is a new material for them and the students have limited vocabulary. In the beginning school is a critical period for development, skills, knowledge, attitudes, values and attitudes that provide the basis for lifelong learning and continuous personal welfare. The early years of building experience the children had before start of school.

The purpose of the writer is to find out the teacher's instructions used by the sixth semester students of EED in academic year 2012/2013 in the teaching practice of teaching design for young learner class and also to find out the impacts of giving instruction to the students when teaching learning processes.

In this research the writer use Qualitative Research and employs the descriptive method to explore the language research and employs the descriptive method to find the teacher's instruction used in teaching learning process and also the impact of giving instruction to the students. It describes about the analysis of teaching instruction used by the sixth semester students of English Education Department of Muria Kudus University academic year 2012/2013 when they have teaching practice program.

After conducting the research, the writer found the instruction such as Direct Instruction 87. 28% and Indirect Instruction 12. 72% (Interactive Instruction (6. 93%), Independent Instruction (1. 73) and Experimental Instruction (4. 06%). And the impact of giving instruction divided into two terms: positive impact (82. 65%) and negative impact (17. 34%).

Based on the explanation above, the conclusion is, in the teaching learning process the teacher more active than the students, although the students passive they can understand what the teacher say. And the students also give more the positive impact when the teacher gives instruction to the students.

## **ABSTRACT**

Kusumawardani, Ayu Fajar. 2014. Menganalisis Instruksi Pengajaran yang Digunakan Mahasiswa Pendidikan Bahasa Inggris Semester Enam Pada Tahun Ajaran 2012/2013 Dalam Praktek Pengajar Di Kelas Metode Pengajaran Bahasa Inggris Untuk Anak-Anak/Anak Usia Dini.. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing (1) Mutohhar, S.Pd, M.Pd (2) Drs. Muh. Syafei, M.Pd

Key words: Teaching Instruction, Young Learner

Pada umumnya pengajaran bahasa inggris untuk anak-anak itu tidak mudah karena itu merupakan awal bagi siswa untuk mengenal bahasa asing dan mereka tidak begitu memperhatikannya. Pengajaran pada anak usia dini memiliki cara yang berbeda di sekolah mengah atas karena mereka memiliki karakter yang berbeda. Anak usia dini belum bisa untuk berfikir logis, mereka lebih tertarik untuk bermain dari pada belajar, oleh sebab itu teknik yang digunakan biasanya menggunakan game atau pembelajaran yang disertai dengan permainan. Do dalam proses pembelajaran, para guru memiliki masalah untuk menyampaikan materi. Karena materi yang diberikan merupakan materi yang baru untuk para siswa dan siswa memiliki sedikit kosakata bahasa inggris. Pada masa awal pendidikan merupakan masa yang sangat kritis dalam perkembangannya, kepandaian, pengetahuan, sikap, moral dan juga sikap yang mendasari kehidupannya kelak. Pengembangan pengalaman anak usia dini dimulai pada saat sebelum memasuki sekolah.

Tujuan dari penelitian ini adalah untuk mengetahui instruksi guru yang digunakan mahasiswa pendidikan bahasa inggris semester enam pada tahun ajaran 2012/2013 dalam praktek mengajar dikelas metode pengajaran opada anak usia dini dan juga mengetahui pengaruh yang ada pada saat guru memberikan intruksi pada siswa ketika proses pembelajaran.

Dalam penelitian ini penulis menggunakan desain qualitative dan menggunakan metode penjelasan untuk mengembangkan bahasa penelitian dan metode penjelasan untuk menemukan intruksi yang digunakan guru pada saat proses pembelajaran dan juga pengaruh siswa pada saat guru memberikan instruksi. Hal ini menjelaskan tentang isntruksi yang digunakan siswa bahasa inggris universitas muria kudus semester enam tahun ajaran 2012/2013 ketika melaksanakan program praktek mengajar

Setelah melakukan penelitian, penulis menemukan instruksi yang terdiri dari instruksi langsung 87. 28% dan instruksi tidak langsung 12. 72% (Interactive Instruction (6. 93%), Independent Instruction (1. 73) and Experimental Instruction (4. 06%). Dan pengaruh siswa pada saat diberikan instruksi dibagi menjadi 2 yaitu positif (82. 65%) dan negatif (17. 34%).

Berdasarkan penjelasan diatas, kesimpulannya adalah dalam proses pembelajaran guru lebih aktif dari pada siswa, walaupun para siswa pasif mereka dapat memahami apa yang disampaikan oleh guru. Dan para siswa juga memberikan banyak pengaruh yang positif ketika proses pengajaran berlangsung.



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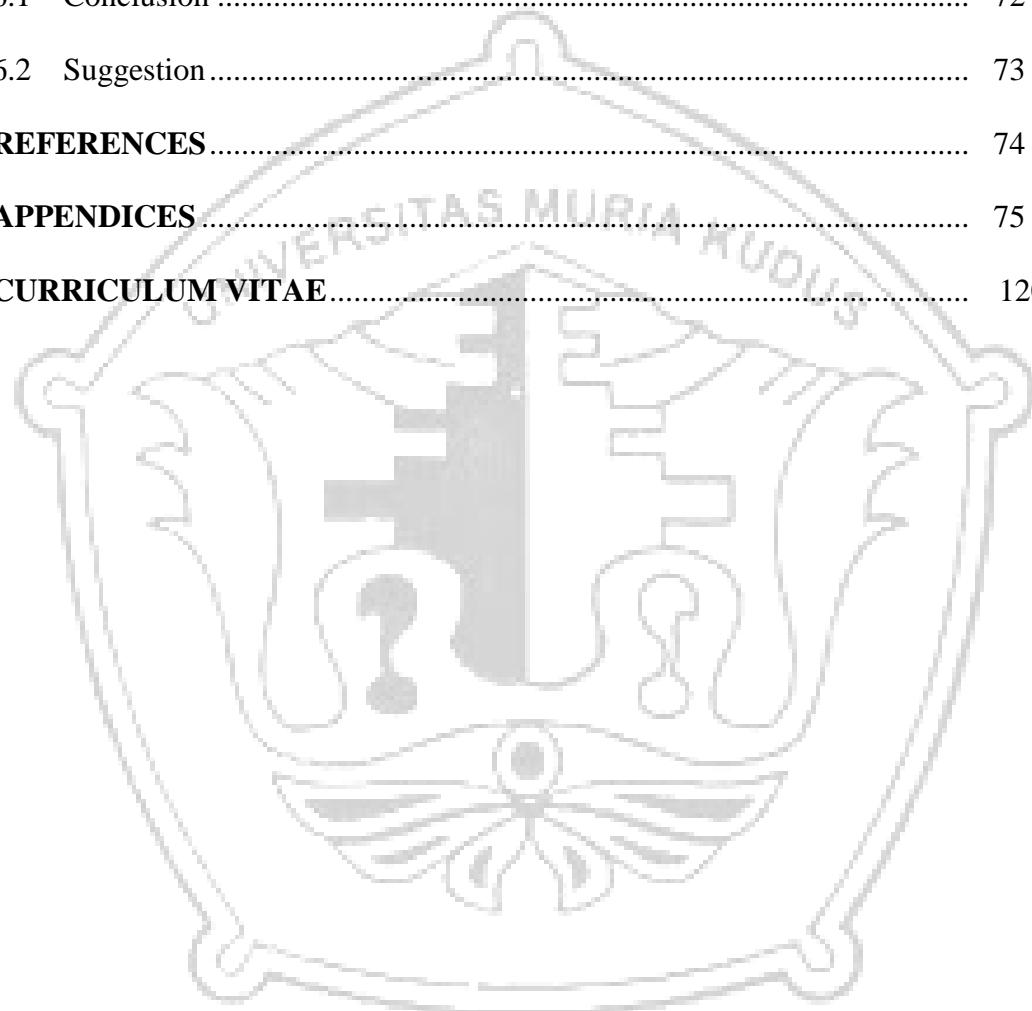
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