

CHAPTER IV

REPORT ON RESEARCH RESULT

A. General Description of Research Location

1. Brief History of English Department

According to the document of English Department and "*Buku Kenang-kenangan 30 tahun Fakultas Tarbiyah IAIN Antasari Banjarmasin*", Jurusan Tadris Bahasa Inggris was opened in 1984 with the first head is Drs. H. Kadir Munsyi, Dipl.Ad.Ed and Drs. H. Ahdi Makmur, M.Ag as secretary. The next period was continued by Drs. H. Syarifuddin Syukur, MA as the head and the secretary was Drs. Ahdi Makmur, M.Ag. But, in academic year 1988/1989 Jurusan Tadris Bahasa Inggris was closed because it was waiting for operational permission from the Department of Religious Affairs (DEPAG).

After then, in academic year 1997/1998 Tadris Bahasa Inggris was opened for the second time and named Jurusan Pendidikan Bahasa Inggris (English Department) which led by Drs. H. Ahdi Makmur, M. Ag and Drs. Sa'adillah as secretary. Because Drs. Sa'adillah was continuing his study S2, the secretary position was substituted by Drs./ Husnul Yaqin, M.Ed. Since 2003, the secretary was substituted by Dra. Wardah Hayati with Drs. Ahdi Makmur, M. Ag still the head of the department. Then in September 2005 until 2006, the head of English Department is Drs. Isa Anshari MZ and Dra. Nida Mufidah, M. Pd as the secretary. Then because of Drs. Isa Anshari passed away, the head of English Department is lead by Drs. Anang Syaifuddin, M. A since January 2007 and Mrs. Nida Mufidah as the secretary, but in Agustus 2007 Mr. Anang Syaifuddin resigns

from his position because there are many things he had to do. As the next leader Dra. Nida Mufidah, M. Pd handle English Department.

Now English Department lead by Dra. Hj. Nida Mufidah, M.Pd and Nurlaila Kadariyah, S. Ag as secretary since January 2008 untill December 2009 and then Ridha Fadillah, M. Ed as the secretary since Januari until June 2010. Now it is still being leaded by Dra. Hj. Nida Mufidah, M.Pd but the secretary since July 2010 is Nani Hizriani M.A.

The main purposes of English department are producing qualified English Department scholar that can exist in development English ability, linguistic and literature, able to be the professional English teaching in elementary and middle degree, and makes English Department as the center of occupation and development of English teacher staff.

The curriculum that is used in English Department consists of 160 SKS. That includes at least institute subject, faculty and English Department subject. The students need 4 years to finish their study in English Department. English Department has 17 permanent lecturers from different educational background.

The English Department also works together with RELO (Regional English Language Office) to invite English teachers who are native speakers of English. This cooperation aims to encourage Indonesian students' quality in English competency. It also aims to encourage teachers' competence of teaching and learning methods, approaches, techniques and materials, especially English department's teachers.

This cooperation begins since academic year 2007/2008. There are three native English speaking fellows who were already assigned to teach in English Department, including: Suzannah Marry Schoff, M.A (2007/2008), Andrea Taylor, M.A (2008/2009), and Ashleigh Sayer, M.A (2009/2010).

Table 4. 1. The Number of English Language Fellows of English Department IAIN Antasari Banjarmasin

No	English Fellows	Period	From	Educational background
1	Suzannah Marry Schoff, M.A	September 2007 until June 30 th 2008	California, United States	B.A. at University of San Fransisco, CA M.A TESOL at Intrax English Institute, Chicago, IL
2	Andrea Taylor, M.A	August 30 th 2008 until June 30 th 2009	California, United States	B.A Drama and Art at San Fransisco State University M.A TESOL Diploma at San Fransisco State University
3	Ashleigh Sayer, M.A	September 2 nd 2009 until June 30 th 2010	New Hampshire, United States	B.A Biology and Music at Kenyon College, Ohio M.A Literacy of Bilingual, ESL and Multicultural Education at University of Massachusetts, Amherst

2. Description About Lecturer and Students Condition

There are 17 lecturers from different educational background and 362 students of English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin in academic year 2009/2010. The description of lecturers and students can be seen in following table:

Table 4. 2. The Number of Civil Servants of English Department IAIN Antasari Banjarmasin in academic year 2009/2010

No	Name	Last Graduation	Subject
1	DR. H. Ahdi Makmur, M.Ag	S1 B. Inggris (IKIP Jogjakarta) S2 Islamic Studies Canada dan UIN Jakarta, S3 Malaysia	Writing A, Academic Writing, Metodologi Penelitian Bahasa
2	Dr. H. Husnul Yaqin, M. Ed	S1 Pendidikan Agama Islam FK. Tarbiyah IAIN Antasari Banjarmasin, S2 Administration of Education Australia, S3 Islamic Studies UIN Jakarta.	Structures, Dasar-Dasar Admn. Pendidikan
3	DR. Anang Syaifuddin, MA	S1 Bahasa Inggris FK Tarbiyah IAIN Antasari Banjarmasin, S2 Linguistic USA, S3 Ilmu Budaya dan Humaniora UGM Jogjakarta	Morphosynta Phonology
4	Drs. Sa'adillah, M.Pd	S1 Bahasa Inggris FK Tarbiyah IAIN Antasari Banjarmasin, S2 Managemen Pendidikan UNLAM Banjarmasin	Vocabulary A, B, Structure
5	Dra. Dina Hermina, M.Pd	S1 PAI FK Tarbiyah IAIN Banjarmasin, S2 Evaluasi Pendidikan IKIP Jogyakarta (sedang S3 UNJ Jogjakarta)	Statistik Pendidikan, Evaluasi Pendidikan.
6	Dra. Hj.Nida Mufidah, M.Pd	S1Bahasa Inggris UNLAM, S2 Pendidikan Bahasa Sastra Indonesia dan Daerah UNLAM	TEFL 1, Teaching Media, Seminar Linguistic

Continuing of table 4. 2. The Number of Lecturers of English Department IAIN Antasari Banjarmasin in Academic Year 2009/2010

No	Name	Last Graduation	Subject
7	Dra. Hj. Wardah Hayati, MA	S1 Bahasa Inggris UNLAM, S2 Women Studies Australia	Reading A,B, C
8	Nurlaila Kadariah, S. Ag,	S1 PAI FK Tarbiyah IAIN Antasari Banjarmasin, (still studying S2 FKIP UNLAM)	Structures A, B, Ilmu Pendidikan
9	Dra. Andi Irlina, M. Hum	S1 Bahasa Inggris UNHAS Ujung Pandang, S2 Bahasa Inggris UNHAS Ujung Pandang	Listening A, B
10	Nani Hizriani, M.A	S1 Pendidikan Bahasa Inggris UNMUH Malang, S2 TESOL Australia	Intro to Linguis, TEFL, Pengembangan Kurikulum
11	Rusnadi, S. Pd.I	S1 Bahasa Inggris Tarbiyah IAIN Antasari Banjarmasin, (still studying S2 IAIN Antasari)	TEFL, Speaking A
12	Ridha Fadillah, M. Ed	S1 Pendidikan Bahasa Inggris Universitas Islam Malang, S2 TESOL Malaysia	Intro to Linguis, Extensive Reading
13	Rahmila Murtiana, S. S	S1 Sastra Inggris Universitas Diponegoro Semarang (sedang S2 TESOL Australia)	Academic Writing, Intro to Literature
14	Raida Asfihana, M.Pd	S1 Pendidikan Bahasa Inggris UNLAM Banjarmasin, S2 Pendidikan Bahasa Inggris UN Malang	Sructure A, B, Vocabulary B
15	Puji Sri Rahayu, M.A	S1 Pendidikan Bahasa Inggris UNMUH Malang, S2 Applied Linguistics Australia	Intro. To Linguis., Pronunciatio n Practice, Sociolinguisti c
16	Hj. Noor Maulidiyah, M.A	S1 Bahasa Inggris Malaysia, S2 Bahasa Inggris Malaysia	Writing C, Academic Writing

Table 4. 3. Description About the Staff of English Department IAIN Antasari Banjarmasin in Academic Year 2009/2010

No	Name	Graduated	Year
1.	Saidil Imani, S. Pd. I	S1 IAIN Antasari Banjarmasin	2007
2.	Adil Azhar, S. Pd. I, M. Pd	S1 IAIN Antasari Banjarmasin S2 Universitas Negeri Yogyakarta	2007 2009

Table 4. 4. Number of English Department Students

No	Generation	Male	Female	Total
1	2004/2005	12	6	18
2	2005/2006	16	36	52
3	2006/2007	20	48	68
4	2007/2008	23	38	61
5.	2008/2009	18	43	61
6	2009/2010	25	66	91
	Total	114	237	351

Source: Document of English Department 2010

3. Description About The Observed teacher

Based on observation and interviewing result, it is known that Ashleigh Sayer is from New England, in the United States. She was born in the state of New Hampshire, but she grew up in Massachusetts. She finished her elementary, junior and senior high school in Amherst, Massachusetts, a small but very diverse town with several universities. Then she continued to get her S1 at Kenyon College, in Gambier, Ohio. She majored in biology and music and spent a year studying abroad in Copenhagen, Denmark. She finished her S2 in applied linguistics at the University of Massachusetts in Amherst and also became certified as an ESL teacher.

Ashleigh Sayer has been teaching in the classroom since 2008, but she taught in various, less formal capacities since about 2001. She has been teaching language-related classes since 2008. In September 2009 she began to teach English Department students at IAIN Antasari Banjarmasin and the course is English subject.

Before teaching at English Department, she has taught at public schools in the U.S. both junior high schools and senior high schools. She also taught at an elementary school Guatemala. She had also taught summer programs for high school students in government and law, which according to her was really fun and exciting because she lived in a big city together with the students (usually in a hotel) and took trips to various places to learn about government, policy and world organizations. That was her first time teaching in a university.

Ashleigh Sayer believes that education in school should prepare students for real life, whatever they think their lives might turn out to be. Classroom learning is pretty much useless unless students feel inspired enough by their lessons to use what they learn when they are finished in school. She also believes that getting an education is a great opportunity to ask questions, no matter how strange/silly they seem. Asking questions is a great way to learn based on your own personal interests.

Ashleigh Sayer thinks that teaching is like acting-no matter how tired, unmotivated, sick, etc. that the teacher feels, he or she must not make excuses in front of the students. The teacher must be there for them 100% and must help them feel inspired to learn in ways that they find interesting-based on who they are, their background, life experiences and goals for the future. Learning HOW to learn is important in all of her classes. In teaching language, she believes that students learn best when they don't feel nervous or fearful of making mistakes or looking stupid in front of their friends.

The best method of teaching language according to Ashleigh Sayer is one in which the students are given opportunities to use the language communicatively, rather than simply focusing on grammar exercises and stuff out of workbooks. To an extent, learning grammar is important, but it should not be the sole focus of language learning and teaching, because it often leads students to feel frustrated and discouraged. Taking trips or spending time together outside of class, and doing a variety of activities help the students feel more inspired to try and use the language without feeling nervous about making mistakes.

In her class, she tries to be as communicative as possible in her teaching methods-this always improves as she gets to know her students and their life experiences better. She can better plan classes that relate to their backgrounds and interests and can ask for their feedback. Her believe about being a teacher is very strong and it is shown in her answer when the writer interview her. She said “Education is not the filling of a pail, but the lighting of a fire”-William Butler Yeats. Students need inspiration to learn and to live whatever life they ultimately choose. “Lighting a fire” means helping them get inspired and excited about something.

When Ashleigh Sayer teaches language, one of the biggest issues she faces is to try to help students feel less shy and nervous in class. It’s extremely difficult to effectively use a foreign language if students are worried about how they look in front of thier friends and teacher. After years of learning that students must act and behave a certain way in school, language learning can come as an uncomfortable shock. She tries to break down that nervousness barrier, but it takes time and patience.

She tries to solve the above problem by getting to know her students as well as possible and spending time with them in circumstances outside of the classroom. For example, last year she taught junior high school students and she wasn’t allowed to have them come to her home after school. Therefore, she ran an after-school homework club-it was a time for them to get together, eat snacks, get homework done and just generally hang out. It helped the students SO much in getting to know both her AND each other. In class, they became more and more

comfortable speaking even though many of them were still very shy and new to the United States.

To cover the material, she makes sure that she has a lesson plan before class, and tries to make sure that the topic she wants to cover will be done in that period of time, usually with a follow-up assignment or discussion so that she feels the students understood what she covered. If they cannot finish everything in class, she likes to meet with students in small groups outside of class to check their understanding and complete the activity/material.

The goals of her class (in general) are that wherever students begin (in terms of their skill level in that particular subject) that by the end of class they have progressed and learned a lot. She doesn't care who the smartest or least active student in the class is; she has no interest in comparing students to one another. She would rather just see students work individually to improve their methods of learning, raise their overall motivation and leave the class feeling like it was worth their time.

(It's written based on the result of interview with Ms. Ashleigh Sayer, M.A)

B. Data Presentation

On this data presentation, the writer describes about the method of teaching language acquisition in psycholinguistics class by Ashleigh Sayer as the observed teacher to sixth semester English department students at IAIN Antasari Banjarmasin academic year 2009/2010.

1. Ashleigh Sayer's method of teaching in psycholinguistics class

To know the method used by Ashleigh Sayer in teaching language acquisition in psycholinguistics class to sixth semester English department students at IAIN Antasari Banjarmasin, the writer observes the teaching and learning process in fourteen class meetings for class A and B.

Table 4. 5. Description about observation schedules.

No	Day/Date	Class	Time
1	Wednesday, 3 March 2010	A	08.30-10'10
		B	10.10-12.00
2	Wednesday, 24 March 2010	A	08.30-10'10
		B	10.10-12.00
3	Wednesday, 7 April 2010	A	08.30-10'10
		B	10.10-12.00
4	Wednesday, 21 April 2010	A	08.30-10'10
		B	10.10-12.00
5	Wednesday, 12 May 2010	A	08.30-10'10
		B	10.10-12.00
6	Wednesday, 26 May 2010	A	08.30-10'10
		B	10.10-12.00
7	Wednesday, 2 June 2010	A	08.30-10'10
		B	10.10-12.00

1) Informal greeting

Based on writer's observations to the teaching and learning process, known that Ashleigh Sayer does this procedure every meeting of her class that has been observed. She greets the students by informal greeting such as saying "Hi...", commenting something funny, or even distributing candies for every students, then the students feel comfortable in the class.

2) Show goals and guidelines for the course

The result of observing and interviewing Ashleigh Sayer show if this technique is always used by Ashleigh Sayer in her class. By this technique so the students are aware of the goals for the class that day. So the students know she has taken the time to put together a plan so they know she respect their learning and class time. It also help her to be aware of her plan since it was written on the board.

3) Reading activity

This application is quite often used. In fourteen-observed-class meetings this activity was done 10 times in the teaching and learning process. She gave hand out for students such as the theory of multiple intelligence and the mind process of acquires language, then does this activity.

4) Writing activity

Based on fourteen-class meetings observation of the teaching and learning process in the class, the writer knows that this activity was done 8 times. She introduce concept of “learning logs” for homework for writing activity. The logs will guide the students to get their final project because the logs were given from log 1 till the last which consist of steps of processing the course.

5) English conversation

As we know if communicative method lets the teacher and the students to always talk in the target language. Ashleigh Sayer applied this procedure in all her fourteen-observed-class since she is a native English speaking teacher.

6) Pair-Work

This activity is one of a very communicative activity. Ashleigh Sayer liked to apply to activity since according to her it gives every students opportunity to talk and be active. She used this technique 8 times in fourteen-observed-class meetings.

7) Group-Work

Group-work as a communicative activity also leads the students to communicate and share their ideas in to his group. This activity was applied by Ashleigh Sayer 6 times in her fourteen-observed-class meetings.

8) Question and answer

From several procedures of communicative method, this procedure is most applied by Ashleigh Sayer when teaches English in all meetings classroom. She always asks her students about the materials which are discussed. She used this technique 10 times.

9) Being independent participant

Since in communicative method teacher is requested just to facilitate the students to be active then monitor them as advisor or counselor, Ashleigh Sayer in many activities applied this procedure to improve her students' communicative competence. She used this technique 10 times while her teacher and learning activities process in her class.

10) Circle setting

In some procedures of communicative method, she likes to apply this technique to set the class then no student hides each other. The point of this technique is to make the students accustomed not to be shy in practicing language. By this technique she can see all the students and gives her attention to every student in her class. She used this technique 12 times in her fourteen-observed-class meetings.

11) Learning By Teaching

When some of her students in her class understand well the lesson while other students do not look really understand, Ashleigh Sayer let the students who understand better to try to explain other students by their own language. The students were requested to pretend as teacher and re-explain the lesson. This technique is not only let the students practice their language, but also help her to help student understand better. She applied this technique 10 times.

12) Ignoring errors of grammar

In communicative method the students are requested to practice the target language to communicate. Since English is not their native language, they make mistakes many times. Although grammar is very important, Ashleigh Sayer seldom checking students' grammar because it will make students shy in making mistakes. Instead of that, she just ignores the grammatical errors of the students but gave the students cheat sheet to correct grammar. She used this technique 10 times.

13) Authentic materials

Authentic material helps her introducing real culture and value of communicating English. Ashleigh Sayer usually used this technique. The materials are English songs, movies or psycholinguistics theories. She used this technique 7 times in her fourteen-observed-class meetings.

14) Media

Media help her very much. Media also attract students' focuses in the class. Based on writer's observation, she applied this technique 10 times of fourteen-observed-class meetings in her teaching and learning process.

The following table will show all the data about the applied method of teaching language acquisition in fourteen-observed-class meetings.

Table 4. 6. The techniques in Ashleigh Sayer's class meeting

No	Activity	Meeting													
		1		2		3		4		5		6		7	
1	Informal greeting	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2	Showing Agenda	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3	Reading activity			√	√	√	√			√	√	√	√		
4	Writing activity			√	√			√	√					√	√
5	English conversation	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6	Pair-Work			√	√	√	√			√	√	√	√		
7	Group-Work			√	√			√	√					√	√
8	Questions and answers	√	√			√	√			√	√	√	√	√	√
9	Being independent participant			√	√	√	√			√	√	√	√	√	√
10	Circle Setting			√	√	√	√	√	√	√	√	√	√	√	√
11	Learning by Teaching			√	√	√	√	√	√	√	√	√	√		
12	Ignoring errors of grammar	√	√	√	√	√	√			√	√			√	√
13	Authentic Material			√	√			√	√			√		√	√
14	Media	√	√	√	√			√	√			√	√	√	√

**2. The response of the sixth semester English Department students
regarding Ashleigh Sayer's method**

To know students' response regarding Ashleigh Sayer method of teaching language acquisition in psycholinguistics class, the writer gives the students a questionnaire which consists of several questions that identifies students' feeling and response regarding Ashleigh Sayer's method of teaching language acquisition in psycholinguistics class. The result of the questionnaire can be seen through these tables.

Table 4. 7. The student's response regarding Ashleigh Sayer's method of teaching in Psycholinguistic class

No	Category	Frequency
1	Like very much	34
2	Quite like	21
3	Less like	7
4	Dislike	0
Total		62

The table above indicates that the students who stated like very much toward Ashleigh Sayer's method of teaching language acquisition in psycholinguistics are 34 students, there are 21 students who stated that they are quite like and 7 students who stated not so like English, and there is no one who stated dislike the method.

Table 4. 8. The best student's interest from psycholinguistics class.

No	Category	Frequency
1	Like the method	13
2	Like the teacher	49
3	Like the material	0
4	Like nothing	0
Total		62

The table above indicates things that the students mostly like from psycholinguistics class. 13 students like the method of teaching, 49 students like the teacher, no one from the students who like the material and also no one like nothing from Ashleigh Sayer's class.

Table 4. 9. The student's feeling to the assignments in Ashleigh Sayer's class.

No	Category	Frequency
1	Very hard	9
2	Hard enough	33
3	Easy	19
4	Very easy	0
Total		62

The table above indicates the students' feeling toward the assignments in Ashleigh Sayer's class. 9 students feel if the assignments were very hard, 33 students feel hard enough, 19 students feel easy and 0 students feel very easy.

Table 4. 13. The things that make the students feel hard to study in Ashleigh Sayer's class.

No	Category	Frequency
1	Material is hard to understand	14
2	Material is not like in the book	16
2		30

The table above indicates the thing that the students think makes they feel hard study in Ashleigh Sayer's class. From whole students in her class which are 62 students, there are 14 of them stated if the material is hard to understand and 16 of 62 students stated if the material is not like in the book. These two things according to the students make them feel hard to study in Ashleigh Sayer's class.

C. Data Analysis

After all the obtained data are presented, they also need analysis. The analysis is based on the order of the issues that have been introduced earlier in this study.

1. Ashleigh Sayer's method of teaching language acquisition in psycholinguistics class to sixth semester English Department students at IAIN Antasari Banjarmasin academic year 2009/2010.

a) Informal greeting

To teach language acquisition effectively to the students, the teacher uses this procedures 14 times in fourteen-class meetings. Through this technique the teacher wants to make the students comport and enjoy, then they will learn English happily.

b) Showing Agenda

This application is used by the teacher 14 times in ten class meetings. Ashleigh Sayer always uses this technique in her class. since the function of this technique is as guidance of teaching and learning process, then the class meeting became structured and proper time used, because the agenda always guide the activities.

c) Reading activity

This technique of teaching language teaching is also used by the teacher. It's known from the fourteen-class meetings observations. Reading activity means to increase the students' ability about receptive language trough reading. In the class, Ashleigh Sayer asked her students to

read the materials, or even sometimes let one or two students to read aloud for their friends.

d) Writing activity

From the result of observation, the teacher usually uses this technique; it was 6 times in fourteen-class meetings. Writing activity means to know better about the students' strangeness and weaknesses then the teacher could know what the students' needs. Through this technique the teacher also can easily understand the students background of interest, then the teacher can provide better approach of getting closing to the students and teaches then based on the method which the students like.

e) English conversation

From the result of observation, the teacher uses this procedure 14 times in ten class meetings. Since learning language needs much practice, to use the target language as practicing is much helping the students' fluency and understanding. This techniques is a reflection of one of the communicative principles; using target language.

f) Pair-work

From the result of observation, Ashleigh sayer usually uses this technique which is also one technique in communicative method, the teacher uses this procedure 8 times in fourteen-class meetings. This technique is aimed to increase the opportunities for learners to use English in the class with their friends and or even to the teacher..

g) Group-work

From the result of observation, the teacher uses this procedure 6 times in fourteen-class meetings. Having this technique, every student are actively participating at all times and students have little opportunity to disengage. Even though pair-work is applied too in her class, but the harder discuss would be done by this technique.

h) Question and answer

From the result of observation, the teacher uses this procedure 6 times in fourteen-class meetings. The teacher used this technique to make the student aware of their job in the class that they must pay attention to the subject and understand. It also lets the students practice more their target language.

i) Being independent participant

From the result of observation, the teacher uses this procedure 10 times in fourteen-class meetings. The student will be a little nervous and shy if the teacher focuses on him or her all the time, so that the teacher should be independent participant and became advisor for them. She came up to one group and advice them as their needs, then moves to another groups.

j) Circle setting

From the result of observation, the teacher uses this procedure 12 times in fourteen-class meetings. The point of this technique is to make the students accustomed not to be shy in practicing language. By this

technique the teacher can see all the students and gives her attention to every student in her class. By applying this technique, no one from the students could hide from the teacher. This setting seat, help her asking some questions to the students directly and knows if the students didn't have good preparation and attention to the teacher.

k) Learning by teaching

From the result of observation, the teacher often uses this procedure; she used 10 times in fourteen-class meetings of her class. Learning by teaching allows pupils and students to prepare and to teach lessons, or parts of lessons so that they understand better the lesson and help their friends to understand too. In this part, she asked one or two students to re-explain the lesson to their friends using their own words. In another change, she also asked her students to have five friends group and study hard about one topic the explain it to the class.

l) Ignoring grammatical errors

From the result of observation, the teacher often uses this procedure; it was 10 times in fourteen-class meetings. Although grammar is very important, but the teacher doesn't need to check the students' grammar since it will make students shy to practice their language because they are afraid of making mistakes. In another times she came to the class with cheat sheet. The cheat sheet contains the errors of using grammar by the students, and then she gave the example for the right one.

m) Authentic material

From the result of observation, the teacher usually uses this technique; it was 7 times in fourteen-class meetings. The point of authentic material is to fulfill some social purpose in the language community. The use of authentic material also provides the students good and proper sample of the use of language. The teacher used movie, song and some texts from native writers. In many times Ashleigh Sayer took the text from internet, so then text in kind of real communication used by native speakers.

n) Media

From the result of observation, the teacher uses this procedure 10 times in fourteen-class meetings. The teacher used hand-out and computer. This two Medias help her very much, because the materials then could be fun and interesting if they were presented trough appropriate media.

Ashleigh Sayer's method of teaching language acquisition in psycholinguistic class to sixth semester English department students can be seen by the following table,

Table 4. 14. The frequency of the communicative language teaching method of teaching used by Asleigh Sayer in Psycholinguistic class

No	Procedures	Frequency
1	Informal greeting	14
2	Showing Agenda	14
3	Reading activity	8
4	Writing activity	6
5	English conversation	14
6	Pair-Work	8
7	Group-Work	6
8	Questions and answers	10
9	Being independent participant	10
10	Circle Setting	12
11	Learning by Teaching	10
12	Ignoring grammatical errors	10
13	Authentic Material	5
14	Media	10

2. The students' response regarding Ashleigh Sayer's method of teaching language acquisition in psycholinguistics class to sixth English Department students.

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

The student's response is indicated by their likeness to toward the method of teaching used by Ashleigh Sayer in psycholinguistics class. From the table 4.7, it can be known that 34 students who like very much. It means that their response toward the method is in high category. It is good for teaching and learning process, because the students will enjoy the class if the students like the method applied.

The best student's interest is indicated by their likeness to toward the things from psycholinguistics class. From the table 4.8, it can be known that 13 students like the method very much and 49 student like the teacher very much. Even only 13 students like the method very much but 49 students like the teacher very much. It means that it is very important to attract students likeness toward the class, weather to the method or to the teacher or to the materials because if there is something the students like from the class, they will enjoy the class very much then it will help the teacher to teach the lesson.

Assignment from teacher is important in a course. In Ashleigh Sayer's class, students respond the assignment differently. As it is known from the table 4.10. 9 students feel if the assignment is very hard, 33 students feel hard enough and 19 students feel easy. It means the assignment from Ashleigh Sayer is good

enough. It is known from the students' answer which no students feel the assignment is very easy and only 9 students feel very hard.

The things that make the students do not feel enjoy to study in Ashleigh Sayer's Class according to the students is because the material is hard to understand and the material also is not taken from a certain book. It can be known from the table 4. 12. Even though these two things is give bad influence to the students, but actually only a view students feel so. There are 14 from the whole students feel the material is hard to understand. Then, there are 16 from the whole students feel the material is not taken from a certain book. It means there still many students who do not feel so.