UTILIZING AUDIO VISUAL (VCD) TO IMPROVE REPRODUCTION WRITTEN SKILL IN ENGLISH LEARNING OF TEACHER TRAINING OF ELEMENTARY SCHOOL PROGRAM (PGSD)

by Rohana Rohana

State University of Makassar

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TABLE OF CONTENTS

Suarlin, Makassar State University

UTILIZING AUDIO VISUAL (VCD) TO IMPRUDUCTION WRITTEN SKILL IN ENGLISH LEARNING OF TEACHER TRAINING OF ELEMENTARY SCHOOL PROGRAM (PGSD)

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Abstract

This research found effectiveness of the use of Audio Visual (VCD) in learning English, and effective to improve the students' Reproduction writing skill of Teacher Training of Elementary Education Program (PGSD). The data were collected through observation, interviews, questionnaires, and documentation. This research was conducted of PGSD FIP Makassar State University; this classroom action research was done in two cycles. utilizing of audio visual media in a problem –based interaction is expected to increase the students' motivation to write English and to improve their writing skill. The data were analyzed using statically analysis that is average and percentage. The result of the research the ability of the students to write English indicated a significant improvement. The use Audiovisual (VCD) as a lead of the problem based instruction encourages all the students writing skill. This research found effectiveness of the use of Audio Visual (VCD) in learning English, and effective to improve the students' Reproduction writing skill of Teacher Training of Elementary Education Program (PGSD). The data collected through observation, interviews, questionnaires, and documentation. The conducted this research of PGSDFIP State University of Makassar; this classroom action research have implemented two cycles. Using of audio-visual media in a problem –based interaction to increase the students' motivation to write English and to improve their writing skill. The analyzed The data using statically analysis that is average and percentage. The research shows the students to write English improvement. The use audiovisual (VCD) as a lead of the problem based instruction encourages all the students writing skill.

Key words: Audio Visual improving writing.

1. Introduction

Writing is crucial means of communication. Usually writing becomes more appropriate when someone cannot express his or her ideas or feelings orally. Therefore, Rubin (1981: v) states that writing is essential to many aspects of social, practical and professional communication and those who have difficulties in expressing themselves in writing are handicapped in our society.

In School or college writing is needed, without the ability to express yourself in writing, it will be difficult to pass as writing is an essential skill that must be mastered.

Rimes (1983) define that writing helps students learn because it can: a. Reinforce the grammatical structure, vocabulary. b. Students get a chance adventures with language, to go beyond what student have just learned, to say take a risk. When we write, we use graphic symbols; that is, letters or combinations of letters which related to the sounds we make when speak. Writing is the act of forming these symbols; making marks on the flats surface of some kind. But writing is clearly much more production of sounds. The symbols have arranged, according to certain convention, to form words, and words have arranging to form

sentences, although again we said. Writing the encoding of message of some kinds; that is, we translated our thought into language; reading the decoding or interpretation of this message But, except on those occasions when we are writing for ourselves.

The students of PGSD said "writing is difficult" , there have seriously problem in writing English, they haven't mastering of writing technical, it's average 25 % the students mastering of writing rule, but 75% they haven't mastering of writing structure. They have the problem to writing clearly, to arrange of the some words to product sentences clearly. They didn't understand about a rule of produce sentences arranged in particular order and linked together in certain ways. They have problems how to from a coherent whole of the sentences and from text, they are needs also to pay some attention to formal aspects; neat handwriting, correct spelling, and punctuation, as well as acceptable grammar and careful selection of vocabulary. This is because higher standards of language are normally demanded in writing than speech; more careful constructions, more precise and varied vocabulary, more correctness of expression in general. Also, slow and reflective nature of the process of writing in itself enables the writer to devote time and attention to formal aspects during the process of production. Many aspects the student mastering in writing, there are problems for the PGSD students must be early given solution

Why writing is difficult activity for most circumstances and accustomed us both in mother tongue and in the foreign language. We shall look at the problems which by writing under three headings; psychological, linguistic and cognitive. Speech is the natural and normal medium of communication for us in most circumstances and accustomed us both to having someone physically present when

we use language and to getting feedback of some kind. Writing, on the other hand, is essentially solitary activity and that we are required to write on our own. Without interaction or the benefit of feedback, in self makes the act of writing difficult.

Oral communication is sustained through a process of interaction expect in special circumstances, such us a lecture, the participants, help to keep it going. Because speech is normally spontaneous, we have little time to pay attention either to organizing our sentences structure or to connecting our sentences; to some extent the letter is maintain thought to process of interaction. We repeat, backtrack, depending on how people react to what we say. Incomplete and even ungrammatical utterances usually pass unnoticed. Most of the students learn to write in their mother tongue at school, their experience of the written language is still very limited.

Donn Byrne (1990: 27) Said that presented in form guidelines for writing programmed.

1) Teach the learner to how write 2) provide and relevant experience of the written langue, 3) show the leaner how the written language functions as communication, .4) Teach the learner t o how write text 5) Teach the learner t o how write different the texts, 5) making writing tasks realistic and relevant, 6) integrated writing with other skill, 6) use variety of technique and practice formats, 7) provide appropriate support, 8) be Sympathetic

The students have as at length the many problems involved in writing and these are freely acknowledged to prevail when write in our mother tongue, not only

foreign language except in specialized programmers.

The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. Byrne (1984) Rohana (2004:9) expressed that: writing is clearly much more than the sound, the symbols have been arranged according to certain convention, to form word, and words have be arranged to forms sentences. As a rule, production of graphic symbols just speech more; the production of however, we do not write just one sentence or severalsentences arrange in particular order and linked together in certain ways. Writing involves the coding of message of the some kind; that is to translate through into language.

Writing skill will be serious problem for PGSD the students' since student do not have enough opportunities to write and apply suitable material. They are needs course the rule of writing . Therefore the teacher should motive and give chance to the students to write even simple sentences or short story. One of the best ways to improve the students writing is to give them practice by use audio visual (VCD).

Since language teaching using audio visual, the activity we usually that do is writing while watching and listening, mastering writing and listening are not easy, the students need extras effort to master the skills. English teacher are demanded to be more creative in presenting their material since it is difficult skill to master. They should be thought in various ways o that the students can be more interested and should have strong motivation in learning writing, and they can practice their writing by using VCD every time.

Hamalik (1986:26) said that" utilizing audio Visual (VCD) in teaching given increase of motivation, interest, and physics influence of the students".The students has his own VCD equipped with the television that the students to watching and listening the material on the VCD without the rest of the class Furthermore the students can received individual attention and responsible for his own performance.

Rewrite production some materials from VCD after the students watching and listening.

A comparison speech and writing should help us to understand some of difficulties we experience when we write. In writing we have the task of organizing our sentences carefully make our meaning as explicit as possible without the help of feedback from the rewrite and revise our sentences until we are satisfied that we have expressed our meaning.

Writer have been conducted research give solution and the writer formulates the problem "Does the use of Audio Visual (VCD) in learning English effectively to improve the students' writing skill Teacher Training of Elementary Education Program (PGSD) Makassar State University. The significant of this research the finding some usefully information for English teacher, researcher. The scope of the research is restricted to use audio-visual Media (VCD) in teaching English to improve the students writing skill of Teacher Training of Elementary Education Program (PGSD) at Makassar State University. The students use writing to make a note of something, and to keep records of things we want remember. we send message and write letter to friends, and a few oftheirkeep diaries. Most of them have to fill in forms from time to time, for example, for insurance. Rewrite production some materials from VCD after the students watching and listening.

River (1967) said that write in foreign language, the students must be trained systematically through five general stages development: copying,

reproduction, guide writing, recombination, and composition. The Brief explanation (a) Copying,these stages is applied in which the students' ideas exactly the same as certain passage given, stressed in punctuation and spelling copying that is sometimes called transcription. Requires to the students writing down as exactly the same as the original printed. This aims at familiarizing students to write in foreign language confidently. (b) Reproduction is an artificial and useful in writing through composing ideas latter listening or reading text. Having the student to preconceive the ideas from the text through listening, reading on occasion either rewriting it from memory of the students.(c) Guided Writing, the fundamental of principle of guided the students in various ways. Toward a mastery of writing skill, and controlling what they write and trying to eliminate mistakes.(d) Recombination, a certain passage presented to students, they try to recombine it into a favorable ideas. Closely related sentences may be combined to form component sentences and that closely related sentences.(e) Composition, the students are given a topic or the theme and are expect to express themselves at the same length on it to demonstrate their ability to write.

There are six the components of writing are: 1). Content, 2). Organization, 3.) Grammar, 4). Vocabulary, 5). Language use, 6). Mechanics.

1) The content of the writing should be clear. This means the point of the information should connect with the topic, so that the reader understand the messages or gain information easily. As Lado (1962) says, there are at least three things that measured in concerning with the content. The point of the information to be brought about the sequence in which the points are presented and the formal signals given to the reader to guide them understand the topic. Billy Lannon (1992) said that the first requirement of worthwhile content is unity. The mains ideas are clearly in the sentence with each supporting the sentences or paragraph.(a) Unity. The writing is regarded to have a good unity if it has some main idea and the sentence contained in it develops that idea. It stated in the topic sentence and each or every supporting sentence develops it and concern to that idea. If a writer wants his writing unified, he/she should not include the sentence that does not support the main idea in the topic sentence. (b) Completeness.In writing skill have completeness if the main idea has been explained and develop fully. Completeness.Baker (1986) comments that the controlling idea that is developed thoroughly by the use of particular information. It is relative to how complex or general the topic sentence. By having a complete writing will be clear and understandable to readers.

In organizing a piece of writing learner should have coherence and a chronological order. The coherence of the paragraph means that ideas are put, in the right order;the raider can easily understand the writer's thoughts. When writing paragraph, the learner should arrange · writing chronologically. We should present their ideas based in the order of what happened from beginning to the end.

Grammar plays important roles in the writing. It governs utterances that. We produce to be right and orderly. Therefore, it also has great influence on the quality of a piece of writing (Puasa, 1994). Having no mastery of grammar, students may not create a good piece of writing. In order to have a good grammar in the writing, writers should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause, adjective or adverb clause, articles, etc. the lack of good grammar will make the content of the writing vague and can make misunderstanding.

Every sentence in the writing is automatically related to the tenses. The description of narration, for example, will likely to be vague and ambiguous if the tense choices are in appropriate and inconsistent. These function to clarify the time and the situation in it.

Vocabulary is one of the most important components of writing. To express ideas we always deal with vocabulary. The lack vocabulary makes it difficult to express ideas. The writer must choose the right or the appropriate words so that they can present their ideas in a way that the reader can understand the ideas.

Language use is also important in composing a piece of writing The learner should have to skill the use language. They should avoid errors in writing word function and know to use modifier or connective words or phrases. The mechanics of writing deals with capitalization, punctuation and spelling. All these things are important to lead the raider to understand to writer ideas.

The factor affecting the students' success in learning the students have some aspects likes motivation and interest. (1) Motivation, Hamer (1991) Rohana(2004) motivation is rather internal drive that encourages somebody to pursue a course of action. Maehr and Midgley (1991) noted motivation may help the students to understand the purpose of learning and divide the motivation in two categories they are intrinsic and extrinsic motivation: the desire of students themselves to learn, without the need for external inducements. (Example, the students want be success in his/her school, he must be study hard). Extrinsic motivation: those rewards and inducement external to students. (2) Interest. Good (1982) said that interest as subject-attitude, concern of condition involving a perception or idea in attention of intellectual and feeling curiously condition by experience. Aiken (1982) defines and interest is as feeling of preference connection of one's own activities. Interest may from the students' personal discipline in attending the English lesson. From this point of view, it may be said that the students' attitude can be formed because they have interest to word a certain lesson. There are three ways to measure the students' interest in writing reproduction using language laboratory as follows: 1. Students behavior, 2. the materials, 3. Teacher's performance.

b. Media. By media we mean all aids that may be used by teachers and learners to attain certain education objectives. We shall restrict ourselves in some respects in our treatment of the media that be used in teaching English. Same media that have a direct contribution to make to the teaching /learning process, we also restrict ourselves to have media in the classroom. Edmenger (1979:24) Teo Vans (1983: 280) list a several point of view from which media can be considered:(1) the nature of the information conveyed by the media i.e. linguistic and non linguistic information), (2) the cannel of information, (3) the phrases in the process of teaching and testing (4) the didactic functions to motivated the learners(5) the degree of accessibility and adaptability(6) the possibilities for supporting, or replacing the teacher (7) the use of media by individual or in group

1) Visual And Audiovisual Media

There is no strict separation between visual and audiovisual media with the respect to use in the teaching English. Nevertheless, television, video and film, are usually regarded as audiovisual media proper, because of the combination of the sound and image in this media. All visual media, however, can in principle be combined with all auditory media.

2) Visual Media

The visual element has long played an important role in teaching English

(Schildern1997:14) has shown that as long as century ago a upri ing number of visual media.. Such print, drawings, and maps of cities and countries were used in teaching the foreign teaching. In fact long before such auditory media. 'The visual component is an increasingly important dimension of communication 'There is considerable agreement in positive effect that the use of visual media has on teaching foreign language.

3) Audiovisual Media

The combination of sound and image and the use of rather expensive equipment characterize audio-visual media in narrow sense of the word, namely, films, TV, and video. This makes it possible to achieve a considerable degree of contextualization. The main disadvantages of this type of material is, however, that it dates quickly so the technical, political, and cultural developments.

In teaching English by media systems a great number of media are employed. Characteristic of multimedia packages is the functional division of the various media over the various part of the course and the different phrases of the teaching/ learning process.

Using audiovisual media is usefully, flexibility and adaptability of audiovisual media in order to make it clear that the use of such media may only be efficient if it is in all respect 'just-friendly, media use is bound to meet with irritation on the part of both learners and teachers.

Media are generally to have two main functions: it serve makeforeign teaching learning more lively and they are integral part of the teaching/ leaning process. The two functions may be reflected in a large several practical measures, for instant, furnishing providing visual or audiovisual support for part of teaching programmed.

The use of audiovisual is generally useful and important for all types of foreign languages teaching. A specific use of media is both possible and desirable. If media are intended to support, supplement, or replace the teacher with respect to number tasks, then one should first off all ask the question why and how far media should be used, for that task, and that particular stage in the teaching/ learning process

THEORETICALFRAME WORK

INPUT   PROCESS   OUTPUT
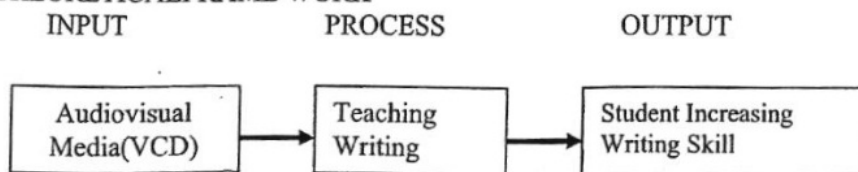
Figure 1; in the diagram input process and output are briefly the following:

INPUT,   refers to material
PROCESS,   refers to teaching writing by using audiovisual media (VCD)
OUTPUT,   refers to the students mastery writing skill

2. Methodology

The part contain research design, subject of the research, procedure of classroom action research involved 4 steps: 1) planning, 2) action, 3) observation and evaluation, 4) reflection, data collection, and data analysis

Research Design, this is a classroom action research, and applied audio-visual in learning English to improve the students writing skill.

The subjects of this research were M. 2.4 grade students of elementary Education Program (PGSD) University State ofMakassar in the 2013/2014 academic year.

The procedure of the action research can be shown in figure2. The teaching implementation of this classroom action research consisted of two cycles. Every cycle was conducted in three meetings and applied the same treatment, and same changes on the second cycles based on the reflection and result of the fist cycle.
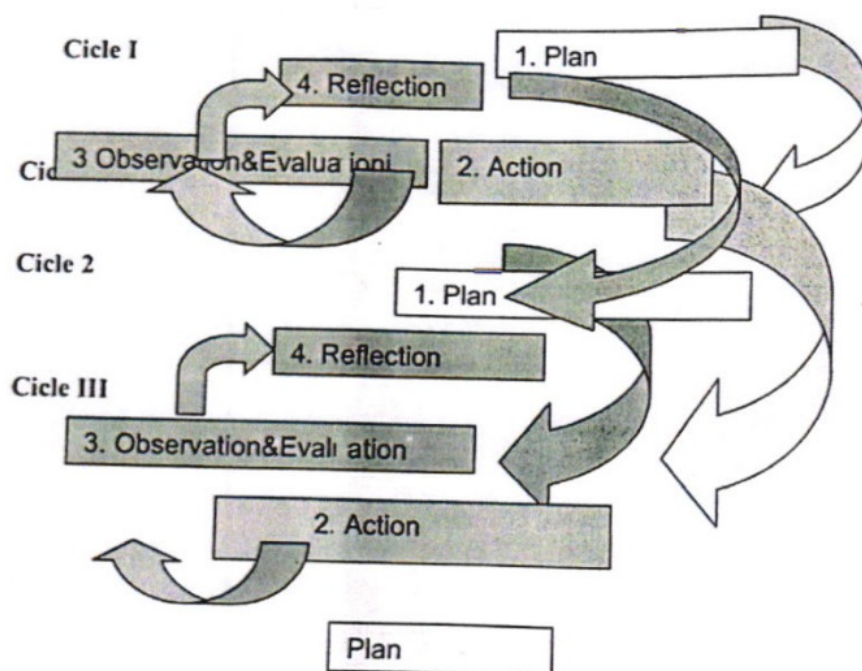
Figure 2. Classroom action Research Procedure (adapted from PGSM1999:7)

The first cycle

The procedure of classroom action research, they are: (1) Planning, (2)

Action (3) Observation and evaluation (4) reflection

a. The First Meeting:

Planning

1. Make lesson plan
2. Arrange instrument collected of the data
3. Prepare VCD (lesson materials)

Action

1. Telling to the students what they should done
2. Teacher ask the students writing daily activity as Pre Writing to motivated the students
3. Teacher arrange of the research instrument of collect of data
4. Teacher prepare some instrument (VCD) and writing material some short Story, legend in English addition
5. Showing the students short story or legend, this research using

the legend of Donald Duck, and Harry Porter

6. The students writing the legend base on what their hear and see in VCD
7. Collected the students the writing
8. Teacher analyzed the students writing

Observation/ evolution
1. Team of the research and teacher analyzed the data of student's writing
2. Team of the research and teacher analyzed the data of student's activity
3. Teacher analyzed the data of student's interest

Reflection
1. Team of the research discussions develop of the students in writing ability, and the interest also motivation the students during learning process.
2. Make the planning for the next meeting

b. The second Meeting:
Planning
1. Make lesson plan
2. Prepared research material
3. Prepared topics of the lesson
Action
1) Telling to the students what the lesson today
2) Telling to the students what will they do?
3) Telling to the students to prepare of the peace of paper
4) Ask the students about watching Audiovisual (VCD)
5) Ask the students to rewrite the lesson from preparing in VCD
6) Collect the student's work sheets
7) Giving the students chance to give comment and discuss about the topics
8) Observers the students activity

9) When the students don't understand playing the VCD again
10) Ask they rewrite the topic of the lesson by VCD

Observation/ evolution
1. analyzed the students writing
2. Team of the research analyzed the student's activity
3. Team of the research analyzed the student's interest
Reflection
1. Team of the research discussions develop of the students in writing ability, and the interest also motivation the students during learning process.
2. Make the planning for the next meeting and cycles.

The activity in the cycle 2 the some activity on the cycle 1, but the action in the cycle 2 making solution of the students have problem in the writing

Technique Of The Data Collection
In collection data, the research used questionnaire (scale interest), interview, field notes, Diary journal, and tape recorder. The questionnaire consists of 20 items.

Technique Of The Data Analysis
Scoring the students writing skill
1. Score the students test result
2. Score the students activity
3. Calculating the mean score of the students writing skill using formula

$$Score = \frac{Students\ score\ answer}{Number\ of\ item} \times 100\ \%\quad (2)$$

The action research was conducted in two cycles. Every cycle was conducted in second meetings. Some changes on the second cycle are based on the eexperience and the result of the first cycle. The technique analysis data by using formula:

Table 6. The data analysis of Cycle 1 and Cycle 2 in utilizing Audiovisual (VCD) in the teaching of written skill through t-test.

No	t-test value	n	Df = n-1	t-table value 2,021
1	41,143	40	39	

The data of table 6 above indicates that the teaching of English materials for written skill by utilizing Audiovisual (VCD) could improve the student's achievement and ability significantly. Where the t-test value is greater than the t-table value of 39 degree of freedom (41,143>2,021 at a 0, 05 level of significantly and the df = 39) This means that the data of Cycle 2 as the final result was significance. The explanation of data shown in the table above can be concluded that the application of teaching materials of written skill by utilizing VCD for the B.8 students of PGSD could improve significantly of the students' achievement and ability better than the before being taught with it.

2. The Data Analysis of Questionnaire

In this research, the researcher distributed questionnaire to the respondents. The main purpose to distribute the questionnaire to them in this research knows the students' attitude towards the study of written skill by utilizing VCD. The questionnaire was distributed to the respondents after they got treatment.

The questionnaire consists of 20 items which are expected to know the students' M.2.4 PGSD. The attitude of the students' of teaching the materials of written skill by utilizing Audiovisual (VCD) can be studied by paying attention to the result of the analysis and explanation of questionnaire as follow;
a. Item 1. The students have spirit to writing English if the teacher uses audio visual media.

The data of this research shown that the use of VCD could improve the students' motivation to written English. The result of data analysis shows that out of 40 students' 20 (50 percent) students answered they were interested at all, 17 (42,5 percent) students got interested in having spirit to write English, 3 (7,5 percent) students had undecided to it, and none of them chose the uninterested and all choices.

Table 27 The total raw data score of Cycle 1 and Cycle 2 for each indicator of content and organization.

No	Indicators	Cycle 1		Cycle 2	
		Content	Organization	Content	Organization
1	Sentence	123	142	290	294
2	Short dialogue	130	137	268	274
3	Short passage	131	132	235	260
4	Short story	134	145	229	221
	Total	518	556	1028	1049

The total raw data score of Cycle 1 and Cycle 2 for each indicators of content and organization of written skill in the table above. The total raw data score of Cycle 1 and Cycle 2 for each indicators of content and organization of written skill in the table 27 approves that the total raw data score of Cycle 2 is higher than the Cycle 2 (see the following graphic).
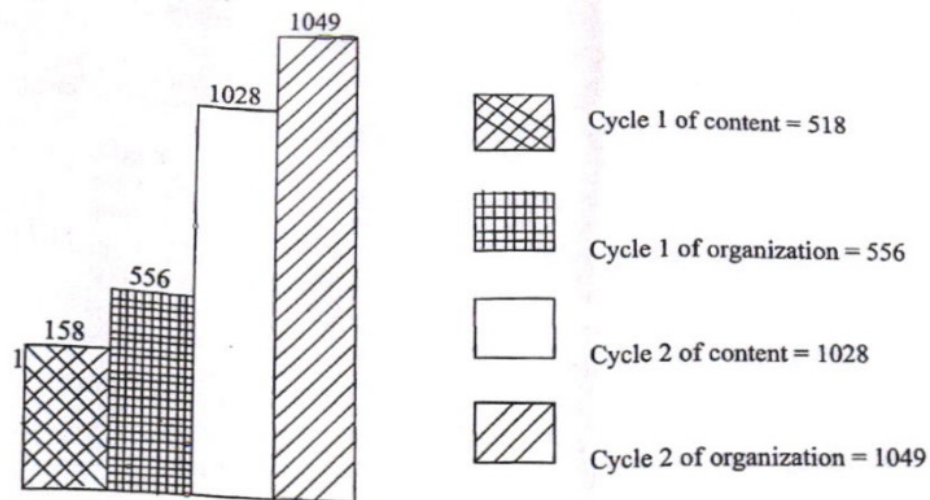
Legend:
- Cycle 1 of content = 518
- Cycle 1 of organization = 556
- Cycle 2 of content = 1028
- Cycle 2 of organization = 1049

Figure 2 Graphic of students' achievement

4. Conclusion

Based on the research finding; the achievement the students in cycle 1it proved that 3,275 mean score and in cycle 2 it proved 6,97mean score. The achievement of PGSD students in writing skill by using audiovisual (VCD) is significant improvement.

The result of the data analysis shows that the t-test value is greater than the t-table (41.143>2.021) it means that the different significant, so it can be conc ude that the utilizing audiovisual (VCD) can improve the students writing skill. The data questionnaire show that the use audiovisual (VCD) could motivate the students interest in learning English,

5. Sugestion

In the relation to the English subject focuses on the written skill is success in this and order to improve the study of writing skill activity to students' and utilizing audiovisual (VCD) improve students' ability significantly and the students on interested, the writer suggest that the English teachers apply the technique in writing skill.

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FINAL GRADE

/0

GENERAL COMMENTS

Instructor