TEACHING GRAMMAR TO YOUNG LEARNERS: TECHNIQUE AND IMPLEMENTATION

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Arts Sebelas Maret University

By:
ARIS JATMIKO
C9307108

ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2011
APPROVAL OF SUPERVISOR
Approved to be examined before the board of examiners,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

Final Project report:

TEACHING GRAMMAR TO YOUNG LEARNERS: TECHNIQUE AND IMPLEMENTATION

Name : Aris Jatiniko
NIM : C9307108

1. Agus Dwi Priyanto. S.S.,M.CALL
   Supervisor
   NIP. 197408182000121001

commit to user
APPROVAL OF THE BOARD OF EXAMINERS
Accepted and Approved by the Board of Examiners.
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

Title : Teaching Grammar to Young Learners: Technique and Implementation

Name : Aris Jatmiko
Student Number : C9307108
Examination Date : February 2, 2011

The Board of Examiners:

Yusuf Kurniawan, SS., M.A. (.........................)
Chairperson,
NIP. 197111301999031001

Ardianna Nuraeni, S.S., M.Hum (.........................)
Secretary,
NIP. 198209272008122001

Agus Dwi Priyanto, S.S., M.CALL (.........................)
Main Examiner,
NIP. 197408182000121001

Faculty of Letters and Fine Arts
Sebelas Maret University
Dean,

Drs. Sudarno, MA
NIP. 195303141985061001
MOTTO

ENGLISH IS NOT EVERYTHING, BUT EVERYTHING WITHOUT ENGLISH IS NOTHING
DEDICATION

I present my final project report to:

- My beloved parents
- My brothers and Sisters
PREFACE

I would like to express my deepest gratitude to Allah SAW for the countless blessings and favors that have been given to me so that I could do my job training activities and report them in this final project report which is entitled “Teaching Grammar To Young Learners: Technique and Implementation”. I wrote this final project report was to fulfill the partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report discusses all the techniques that I implemented in teaching grammar to young learners. My reasons to take grammar as the subject that I taught were to give grammar as the important part of English that should be learned by young English learners and to implement the creative and attractive ways in teaching grammar which make the grammar lesson interesting and not boring. If young English learners know the basic grammar earlier, in the future, they will get easy in mastering and practicing English correctly and grammatically. Here, I explain the stages of grammar teaching and the techniques of teaching grammar that I implemented in grade six of SDN 01 Kaliwuluh.

This final project report is far from being perfect, therefore I hope that all the readers be always willing to give the constructive criticisms and suggestions for the betterment of this report.

Surakarta, January 29, 2011

Aris Jatmiko
ACKNOWLEDGEMENT

Alhamdulillahirrobbilalamin. Firstly I would like to express my deepest gratitude to Allah SWT, who always bestows countless blessings and favors upon me, especially for the guidance in this journey worldly life and helps in writing this final project report. Secondly, I would like to thank the prophet Muhammad SAW, who has been my inspiration. Thirdly, I would like to express my thanks to:

1. The Dean of Letters and Fine Arts Faculty, Sebelas Maret University, Drs. Sudarno, MA.
2. The Head of English Diploma Program, Yusuf Kurniawan, SS, MA.
4. My Final Project Report Supervisor, Agus Dwi Priyanto, S.S., M.CALL. for his countless valuable time, guidance, patience, knowledge, and educative moments during the process of making this final project report.
5. All the Lecturers of English Diploma Program for teaching, and educating me valuable knowledge.
6. All the Administration and Parking Staffs of English Diploma Program, for the assistance and helps.
7. The Headmaster of SD N 01 Kaliwuluh, Eko Sri Taryatmi, S.Pd., for the opportunities given to me to have the job training.

commit to user

vii
8. All the teachers of SD N 01 Kaliwuluh, Bu Trias Nafiulana, Pak Pardi, Pak Hartanto, Pak Sutarman, Bu Sunarsi, Bu Maryati, Bu Rusniyanti, Bu Dyah, Pak Umar, Pak Rebo, Bu Lilis, and Bu Nika.

9. My Mother and Father, for their countless and endless love and affection.

10. My brothers and sisters, for the supports and prayer.


12. My favorite English teacher, Mr. Beno, S.S.

13. All my friends and closest persons, for everything they gave to me.

I realize that this final project report will not be finished without them, and I know that this report is far from perfect, I apologize for it.

Surakarta, January 29, 2011

Aris Jatmiko
ABSTRACT

Aris Jatmiko. 2010. Teaching Grammar to Young Learners: Technique and Implementation, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

I wrote this Final Project Report based on my experiences of doing the job training for two months in SD N 01 Kaliwuluh, from January 4th, 2010 to March 1st, 2010. There, I got chance to be English teacher. I taught English to the first until the sixth graders. Nevertheless, I just took grade six as the class to discuss in this Final Project Report. This Final Project Report discusses the techniques I applied to teach grammar to young learners.

Before teaching, I did some activities to collect data by doing an observation in the class and interviewing the headmaster to get more information about the school and to discuss the material that would be taught based on the syllabus. I performed teaching activity in four stages which are suggested by Penny Ur, in the book entitled “Grammar Practice Activities”. They were Presentation stage, Isolation and Explanation stage, Practice stage, and Test stage.

The techniques I implemented in each stage were different from one to another. In the Presentation stage, I presented the materials through Text, Total Physical Response, Picture, Real Object, Game, and Song. In the Isolation and Explanation stage, I explained as clearly as possible what rules that govern the sentences I taught and gave the examples. In the Practice stage, I gave various exercises and asked the students to do the exercises both in the class and home. Meanwhile, in the Test stage, I gave tests in various test items.
TABLE OF CONTENTS

TITLE...................................................................................................................... i

APPROVAL OF SUPERVISOR................................................................. ii

APPROVAL OF BOARD OF EXAMINERS........................................... iii

MOTTO.................................................................................................................. iv

DEDICATION........................................................................................................ v

PREFACE............................................................................................................. vi

ACKNOWLEDGEMENT.................................................................................... vii

ABSTRACT.......................................................................................................... viii

TABLE OF CONTENTS..................................................................................... x

CHAPTER I: INTRODUCTION.............................................................................. 1

A. Background................................................................................................... 1

B. Objective..................................................................................................... 3

C. Benefit......................................................................................................... 3

D. Organization of the report........................................................................... 5

CHAPTER II: LITERATURE REVIEW.............................................................. 6

A. Teaching....................................................................................................... 6

A.1. Definition of teaching.............................................................................. 6

A.2. Teaching English to Young Learners..................................................... 7
A.2.1. Reasons of Teaching English to Young Learners ................. 7
A.2.2. How to teach English to Young Learners ....................... 8
B. Grammar .............................................................................. 10
   B.1. Definition of Grammar .................................................. 10
   B.2. Importance of Grammar ............................................... 11
   B.3. Organization of Grammar Teaching ............................... 12
C. Technique ............................................................................. 14
   C.1. Definition of Technique ................................................. 14
   C.2. Technique in Teaching Grammar ................................... 15
D. Young Learners ................................................................. 20
   D.1. Definition of Young Learner ........................................... 20
   D.2. Characteristics of Young Learner ............................... 21

CHAPTER III: DISCUSSION ..................................................... 23
A. Introduction ........................................................................ 23
B. Profile of SDN 01 Kaliwuluh ............................................. 23
   B.1. Short Description of SDN 01 Kaliwuluh ....................... 23
   B.2. Vision, Mission, and Purpose .......................................... 25
   B.3. School Structural Organization ..................................... 26
   B.4. Extra Curricular Activities .......................................... 26
   B.5. Facilities ..................................................................... 28
C. Job Training Activities ....................................................... 29
   C.1. Class Observation ......................................................... 29
   C.2. Material Preparation .................................................... 31
C.3. Implementation of teaching grammar techniques………………….. 33

CHAPTER IV: CONCLUSION AND SUGGESTION…………………….. 44

A. Conclusion………………………………………………………………. 44

B. Suggestion……………………………………………………………….. 44

BIBLIOGRAPHY

APPENDICES
CHAPTER I

INTRODUCTION

A. Background

Commonly, Grammar is often misunderstood in the language teaching field. Many people say that the structures of language do not have to be taught, they think that learners will acquire their grammar naturally and if the grammar is taught the lessons that ensue will be boring. According to Thornbury (1999: ix) “Grammar teaching has always been one of the most controversial and less understood aspect of language teaching, few teachers remain indifferent to grammar and many teachers become obsessed by it”, and even, many learners when they hear the word grammar, think a lots of pessimist, difficult, boring, and confusing about grammar. However, recent days in language teaching world, the interest of teaching and learning grammar in English language teaching is arising. Now, Grammar becomes a necessary part of classroom language learning, especially in elementary level.

English learners should understand about English grammar correctly. According to Close (1992: 1) “English grammar is first and foremost a matter of fact. We say one man, two men; write, wrote, written; he may drive, he wants to drive; no one will stop him driving. Whoever learns English must accept such forms and construction as fact, and must develop the habit of using in appropriate situations”.

commit to user

1
Based on the explanation above, it shows that English grammar is very important in the use of English. Therefore, English Grammar must be taught to every English learner, including young learners at Elementary level. According to Ur (1988: 141), “Grammar is the way a language manipulates and combines words (or bits of words) in order to form larger units of meaning”. It tells us that grammar is the part of any language and cannot be ignored in language teaching.

Based on my observation at SDN 01 KALIWULUH, I saw that many students do not know about grammar and how to use it at all. It could be seen when the students spoke and wrote some expressions or utterances in grammatical error. For example: “I am like swimming”, “I have three book”, “She go to school by bicycle everyday”. Even, they could not distinguish verb and noun. However, all these motivated me to teach grammar in more attractive techniques to the students of grade 6 in SDN 01 KALIWULUH.

Teaching English Grammar to young learners is not as easy as turning over palm hand. Therefore, the best teaching techniques are really required to gain the good result from teaching grammar to young learners. So teacher must be smart in choosing and selecting the attractive and effective techniques in order to make students be able to understand and practice English grammar easily.

After having experiences from teaching grammar in SDN 01 KALIWULUH, finally I decide “TEACHING GRAMMAR TO YOUNG LEARNERS: TECHNIQUE AND IMPLEMENTATION” as the title of this final project report.
B. Objectives

1. This report aims at explaining the techniques used in teaching grammar to the six graders of SDN 01 Kaliwuluh.

C. Benefits

It is expected that this final project report will produce some advantages and be useful for:

1. The Reader

a. I expect that this report can provide more information and knowledge about grammar teaching techniques.

b. It is also expected that this report can be a positive input which is able to change the people who have negative perception of grammar that grammar is something boring, difficult, not important and confusing into positive perception. This report will show how grammar can be taught in interesting ways.

c. Hopefully, this report can be an additional reference which is able to show some feedbacks in the hope that English grammar will be an interesting subject and taught better in the future.
2. The English Teacher

   a. This report is expected to be able to give more references to English teachers, especially the English teacher in SDN 01 Kaliwuluh in selecting the appropriate and better techniques in teaching grammar to young learners.

   b. By reading this report, it is hoped that the English teacher can find out the tricks in teaching English grammar to young learners in order to make the students study grammar willingly.

   c. This report is expected can be profitable input to develop and improve the quality of English teaching in SDN 01 Kaliwuluh.

3. The Students

   a. This report is also expected to be able to give information and references to the students to know the activities of teaching grammar at elementary level, and inspire the students who are interested in teaching field.
D. Organization of the report

This report is organized by four chapters, and each chapter is containing different topics. They are:

a. **CHAPTER I:**

This chapter contains the background telling about my reasons and motivation in composing this report, the objectives, the benefits, and the organization of the report.

b. **CHAPTER II:**

This chapter contains some literature reviews which include the definitions and explanations of teaching, grammar, techniques of teaching English grammar, and young learners.

c. **CHAPTER III:**

This chapter contains three main points. They are the school description, the job training activities, and the implementation of teaching grammar techniques and its explanation.

d. **CHAPTER IV:**

This chapter contains conclusion and suggestion.
CHAPTER II

LITERATURE REVIEW

A. Teaching

A.1. Definitions of Teaching

This part tells some definitions and explanations of teaching from Mursell and Brown. According to Mursell (1975: 25), “Teaching is the way of organizing the learning process”. This definition gives us an explanation that a teacher is as the organizer of learning process, and it means the teacher needs to prepare the way of how to organize the learning activity.

In the book entitled *Principles of Language Learning and Teaching*, Brown (2000: 7) defines “Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand”. In the same page of the book, Brown (2000: 7) also explicitly adds “Teaching is guiding, facilitating learning, enabling the learner to learn, and setting the condition for learning”. In short, to teach means to help, guide, facilitate, and motivate the learners to learn something.

Based on the all definitions belong to Brown and Mursell, it is obviously known that teaching is various efforts done to transfer knowledge and requiring a teacher to be an organizer of the learning process, a resource provider, guide, facilitator, and motivator or advisor.
A.2. Teaching English to Young Learners

This part is about the explanations of teaching English to young learners. This will cover the reasons of the importance of teaching English to young learners, and how to teach them.

A.2.1. Reasons of Teaching English to Young Learners

In Brumfit, Moon, and Tongue (1995: vi), Singleton explains that there are a number of reasons for teaching English to young learners, they are:

1. The first reason is to introduce the children about English as foreign language belonging to foreign country which has different cultures and more influential than their own country. By introducing children about English, it is expected that they do not feel strange and surprised knowing there are differences from one to another. So that, they can grow up tolerant and sympathetic to the something different, especially they will be more familiar toward the differences between Indonesian and English.

2. The second reason is to introduce the children to the understanding of new concepts that they never find before, so that, they will have basic understandings about English that can help and support them in the process of mastering English in the future.

3. The third reason why English should be taught to young learners is the existence of the ignorable statement that English is very important as
international language that can be a ladder connecting the process of communication global in their future era. As an important language English must be taught in their early ages. The need of teaching them in their early ages is to maximize the learning time.

4. The forth reason is to make the children familiar to the foreign language instruction. It is hoped that by giving the English language instruction earlier will produce advantage that English can be used as the medium of teaching later. Then, it is hoped that the knowledge from abroad can be taught and transferred through English as the medium.

Seeing the reasons above, it can be considered that teaching English lesson to young learners is encouraged to do as the effort to prepare facing the competitive era in the future, and develop the quality of human resources of Indonesia.

A.2.2. How to Teach English to Young Learners

To be able to teach to young learners who have quite different characteristics, the teacher is required to be creative and innovative. There are some things that should be developed by the teacher in teaching English to young learners, as suggested by Jarolimek, Foster, Kellough, and Stollenwerk (2001: 4), the areas that should be developed are as follows:

a. Establishing classroom climate in which all children feel welcome, that they can learn, and the teacher supports them in doing so. To establish the good classroom climate, the teacher should understand the characteristics of the
children first, and in the teaching process, teacher should avoid doing things that can make the students feel bored and dislike to what the teacher teaches. Therefore, the teacher should always give the students praise, support, advice, and reward in order to make them feel welcome and they can learn without any burden.

b. Using techniques that emphasize cooperative and social interactive learning. This informs that not all technique of teaching children emphasize cooperative and social interactive learning. Here, therefore, to apply the cooperative and social interactive learning, the teacher needs to select and practice the technique which requires the students not to do something individually, but in a group, pairs, and even, together with teacher. So that, the cooperative and social interactive learning will occur.

c. Building on student’s experiences, conceptions, learning style, learning capacities, and learning modalities. To build their experience up, the teacher is required to not only teach the subject, but also the teacher should deliver the lesson effectively by involving them directly in learning process. So that they will experience it by themselves. Here, they are contacted or connected with their own classmates whose culture and learning style is quite different from their own in learning process. So that, they can see the different result and have chance to enrich their experience by learning from others.
d. Using techniques that have proven successful for students. The teacher is required to use a various proven successful technique by implementing it in the correct procedure, and the technique used must be suitable to the condition of target students. In short, here, the teacher may not use irrelevant or unsuitable technique toward the student’s condition that causes ineffectiveness teaching and learning.

As what explained above, it can be drawn that teaching English to young learners is not a simple thing. The teacher should be able to establish good classroom atmosphere, use the cooperative technique, build up student’s experience, and apply the proven successful technique correctly.

B. Grammar

B.1. Definitions of Grammar

This part is totally about the definitions of grammar. This will cover the general definitions of grammar from several experts.

The followings are the general definitions of grammar: According to Ur (1988: 141), “Grammar is the way a language manipulates and combines words (or bits of words) in order to form larger units of meaning”. This definition suggests that the vast majority of people know grammar but they are not aware of the system and the pattern which arranges the sentences. Whereas, Close (1992: 1) defines that “Grammar is a chiefly a system of syntax that decides the order and patterns in which words are arranged in sentences”.

commit to user
Meanwhile, Radford (1997: 1) states “Grammar is the study of the principles which govern the formation and interpretation of words, phrases, and sentences”. It means that grammar is the basic of any language and it can not be ignored in effective language practice and language study. In addition, Thornbury (1999: 1) defines “Grammar is partly the study of what forms (or structures) are possible in language”. It shows that grammar is the study of rules in language to change the form of words and combine them into sentences.

From the general definitions above, it can be known that grammar is a part, a rule, and a structure of language that show how language’s sentences are formed and used in language practice, and or the study and practice of the rules by which words change their forms and are combined into sentence.

B.2. Importance of Grammar

This part contains the explanations from experts about the importance of grammar in language use. It includes the advantages of grammar.

The first advantage is making the words effective and being master in communicative environment, according to Rutherford (1987: vii), “By understanding grammar we can make words effective and become master of our own communicative environment”. It means that grammar acts as the bridge and social device which makes the meaning of our words can be conveyed appropriate with its functions in a context of a communication. So, grammar creates the effective communication and brings the meanings right on target.
The second advantage is helping us to observe and remember the facts. We can see and differentiate the time and the history of an incident or event, and fact that is talked about by seeing the forms or the grammar items and rules in it. According to Close (1992: 1), “Grammar is helping us to observe and remember the facts, the linguist arranges them methodically and, where possible, draws general rules from them, perhaps explaining historically how they came to be what they are”. These draw that grammar is an important thing and should be accepted as a part of fact.

The third advantage is helping us to convey meaning. According to Thornbury (1999: 4), “Grammar is a process for making speaker’s or writer’s meaning clear when contextual information is lacking”. It shows that when the contextual information is lacking in an expression, the rule or the particular grammar form will express their particular meaning, and it describes that grammar has important role in language use. So, it is known that grammar has potential in making and conveying meaning.

The explanations above tell that the advantages of grammar are helping us to create acceptable sentences, making speaker’s or writer’s meaning delivered clearly, and leading us to be master in our communicative environment, and show that grammar is an important part of language and it has important role in both oral and written language.

**B.3. Organization of Grammar Teaching**
This part is about the organization of grammar teaching as a general framework of a very wide variety of teaching techniques. In the Ur’s book, entitled *Grammar Practice Activities* (1988: 6-10), there are four stages in the organization of grammar teaching that should be applied in teaching grammar, among other things are:

a. Presentation

Presentation is a first activity done to make the learners perceive the structure—its form and meaning—in both speech and writing and take it into short term memory. In this stage, the teacher just stimulates the students to be familiar with the new pattern or structure through an input text in which the grammar items appear and makes a certain grammar salient. So, the teacher presents the class with a text in which the grammatical structures appears. It can be a short story or dialogue which appears in written form in the textbook. It is may read by teacher and or students loudly. The students may be asked to read aloud, repeat, reproduce from memory, or copy out instances of the use of the structure within the text.

b. Isolation and Explanation

This stage focuses on the grammatical items themselves; the pronunciation, the function of grammar, and the meaning. This stage aims to make the students understand these various aspects of the structures. In this stage, the teacher explains the grammatical items, what they sound and look like, what they mean, how they function. So, the teacher is required to show and explain the pattern, the

commit to user
form, and the function of the grammatical items that is taught as clearly as possible to the student, and to give the examples.

c. Practice

In this stage, the teacher gives exercises to students both in the classroom and home, in order to cause the students absorb the structures thoroughly, or to transfer what they know from short term memory to long term memory. This part is the most important stage, because through practice the material is most thoroughly and permanently learnt. So, here, the students are required to practice and apply the structure through exercises. The exercises that should be given to the students may various and contain certain purpose.

d. Test

In this stage, the teacher gives tests. The test can be a formal examination. However, the test can be done automatically and unconsciously as the course proceeds. To know the learner’s improvement skill, giving test is a must which aims to provide feedback that can produce progress to the teacher and learners. For the learners, the test is given in order to the learners demonstrate – to themselves and to the teacher, how well they have mastered the material they have been learning.

C. Technique

C.1. Definition of Technique
This part is about the definitions of the term *technique* in language teaching.

In Brown (1994: 48), Anthony defines that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well. Brown (1994: 51) defines that technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

From the two definitions above, it can be concluded that technique is the ways of teaching in the form of exercises, activities, or devices that are consistent with a method and an approach used and done.

C.2. Techniques in Teaching Grammar

This part is about ways in teaching grammar. There are some techniques in teaching grammar. As what stated by Ur, there are four stages in teaching grammar and in each of stage there are techniques that can be applied.

a. Techniques in Presentation Stage

In presenting grammar, techniques that can be implemented, among other things are Using Text, TPR (Total Physical Response), Picture, Real object, Game, and Song.

1. *Using Text Technique*, According to Celce-Murcia and Hills (1988: 149), “if we want to teach in a way that facilitates transfer to our student’s reading and writing we must teach it at the text level”. Ur (1988: 7), explains “here, the teacher presents the class with a text in which the grammatical structures appears. It can be a short story or dialogue which appears in
written form in the textbook. It is may read by teacher and or students loudly. The students may be asked to read aloud, repeat, reproduce from memory, or copy out instances of the use of the structure within the text”. If the grammar point that is emphasized is imperatives, the text must contain the imperative sentences.

2. Using Total Physical Response, According to Larsen–Freeman (1986: 9) it is called “The roles of teacher. Here, the students do as the teacher says so they can learn what teacher knows”. In presenting Imperatives for example, Celce-Murcia and Hills (1988: 42), explain “TPR is a very effective way to present imperatives to the students”, for instance, asking several students individually by saying ‘Arin, close the door!’ When Arin does it correctly, acknowledge this by saying ‘good’, and let the rest of the students watch and learn. Then, continue with other directions such as “walk to the table!”, “sit down!”, etc”.

3. Using Picture, According to Brewster, Ellis, and Girard (1992: 90), “by using illustration and picture the learner will get great help to convey meaning and memorize what taught”. In this Presentation stage, teacher may present the grammatical items by using picture. In teaching imperatives for instance, teacher shows traffic symbols such as symbol of stop, turn left, turn right or another picture of crying boy, sad man, crying boy, etc. While showing the picture of stop, teacher saying “don’t enter”, and then, give the students turn to say and repeat it also.
4. *Using Objects in the classroom*, According to Celce-Murcia and Hills (1988: 93), “The classroom itself provides a wealth of realia to use in teaching grammar”. The teacher can use the things around the students as media in presenting and explaining imperative sentences, such as teacher is holding a pen or book while saying “take the pen”, “take the book”, etc. Then ask the students to say as how what the teacher says. For instance, the teacher holds a pencil then asks them what do you want to say with this pencil?, they will say “take the pencil”; therefore, indirectly they can say imperative sentences. After they can do that, try to hold other things.

5. *Using Game*, Celce-Murcia and Hills (1988: 133) states that “well-planed game can teach and reinforce grammar points very successfully”. Further, Brumfit, Moon, and Tongue (1995: 7) writes “to ensure the students have the opportunity to use a wide range of language, teacher must include a variety of task based on games, stories, collaborative problem solving or information – gap which will provide wherever possible a context and audience for the production of spoken and written language”. One of the examples of game that can be applied is as follow; it is started by dividing the students into groups of rows. Then, give the student sitting in most front a card written imperative sentence, and then, he or she whispers it to his or her friend sitting behind him or her. Then, it continues until the last member of the group sitting the most back, and next, the last member of the group has to write the sentence correctly on the blackboard and do the
order of the sentence. (If the sentence sounds “put a bag on the table!”, he or she must write it on the blackboard and do what the sentence says).

6. Using Song, According to Brewster, Ellis, and Girard (1992: 178) state that “the learner can practice new grammatical pattern or vocabulary through song and rhymes”. Dubin (In Celce-Murcia and Hills (1988:116), points out that “song can be utilized as presentation context, as reinforcement material, and as vehicles through which to teach all language skills”.

Here, teacher begins to introduce the song to students by telling them a little about it, who wrote it, what the title, for example. Then teacher gives the lyrics to the students. Next, teacher sings or plays the song and allow the students to listen, enjoy, and sing it together. Then, teacher explains the points of the structure that are emphasized to the students through the song and ask to the students to pay attention to certain sentences containing grammar item that is going to be taught. So they will know the correct example of the form through the song. The last is providing the lyrics which the structures missing, and ask to the students to fill it together with teacher.

b. Techniques in Isolation and Explanation Stage

According to Ur (1988: 7) “In this stage, the teacher explains the grammatical items, what they sound and look like, what they mean, how they function”. Here, the teacher shows and explains the pattern, the form, and the function of the grammatical items that is taught. For instance, in teaching imperatives, the teacher tells the students how to make imperatives and use them
by showing the pattern and give examples as clearly as possible. Since, here, the students learn and try to understand what rules govern the sentences, what the functions, and what the form of the sentence looks like.

c. Techniques in Practice Stage

According Ur (1988: 7) “The practice stage consists of a series of exercise done both in the classroom and for home assignment”. According to Larsen–Freeman (1986: 9) Practicing the grammatical rules of target language means the students are required to apply the grammar rule. There are many exercises that can be given in this stage. The exercises that can be given in this stage may vary, they can be ‘discrete items’, making negative sentence of imperative, completing missing pictorial dialogue, creating short dialogue based on picture and clues given, and the students may be asked to make two or three cards to write a verb, its meaning, and the imperative sentence. For instance, exercise based on ‘discrete items’. e.g. ...........to the teacher! (open, listen). According to Ur (1988: 8) “It is Slot-fillers type (the learners insert the appropriate item)”. In this practice stage, there are still more kind of exercises that can be given to the students depends on the teacher’s policy.

d. Techniques in Test Stage

In this step, the teacher gives a test to the students, according to Ur (1988: 7) “The main objective of tests within a taught course is to provide feedback”. According to Madsen (1983: 3) “Testing is an important part of every teaching and learning experience”. Here, the technique in giving test is very simple, the teacher can give test in the type of multiple – choice completion for instance.
According to Madsen (1983: 38) “Multiple – choice completion is an efficient way to test grammar”. Besides Multiple-choice completion, slot-filler type is also can be given as a way to test. Moreover, to know the individual understanding of the students toward imperatives, TPR is suitable to use as the way of testing. In addition, Jumble Words and Making an imperative sentence based on picture are also good to apply in this stage. Madsen (1983: 35) says “Picture can also be used to test”.

What mentioned above are techniques that can be used and developed in teaching grammar. It can be concluded that for each stage in teaching grammar has different techniques that can be applied from one to another. However, each stage is support each other.

D. Young Learner

D.1. Definitions of Young Learner

This part is about the definitions of young learner. This covers the age classification, in what age a learner is still classified into young learners.

As stated by Philips (1996: 28) “Young learners mean children from first year of formal schooling (five or six years old) to 11 or 12 of age”. It tells that children of five years old start learning in formal schooling up to twelve years old are classified into young learners. Meanwhile, Brumfit, Moon, and Tongue (1995: v) define that “Young learners are children in early stages of their schooling up to the age of thirteen or fourteen”. This definition shows that the limit of the age of learners who are classified as young learners is fourteen years old. It means the
age limit mentioned by Brumfit, et.al is different two years from Philips’s, two years longer than Philips’s.

Therefore, it can be concluded that normally, young learners are students who still study in formal school in the age of under twelve or fourteen.

D.2. Characteristics of Young Learners

This part is about the characteristics of young learners. According to Brumfit, Moon, and Tongue (1997: v) There are some characteristics of young learners which young learners share:

1. Young learners are only just beginning their schooling, so that teachers have major opportunity to mould their expectations of life in school. It means that the beginning of their schooling they can not decide yet for them selves what to learn and what to do. Therefore, the teacher has big chance to guide and educate them to learn and to do something beneficial

2. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school. It describes that young learners are still closer and more familiar to everything at home. They need to adapt to everything different at their school, including the cultures in school. It suggests that the teacher should
create an atmosphere at school which makes them not to feel strange, but having a motivation to learn.

3. They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling. It informs that they have potential to be diligent learners. If they are away from inhibitions that come to them, they will grow to be diligent learners. It is better for them if they do not have inhibitions to learn, so that they can learn freely without any pressure.

4. Their learning can be closely linked with their development of ideas and concept, because it is close to their initial experience of formal schooling. It shows that they have potential to develop their ideas and concepts through everything they experience in their formal schooling.

5. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better. It means that the stimulation for their thinking and the physical movement and activity should be balance, and togetherness is good for them. It means they need to be closed not to be avoided.

The explanations above describe that young learners have special characteristics which are different from adults that need special treatment. So, the success of educating them depends on the educators or teacher how to treat them and to maximize their ability in learning something.

commit to user
commit to user
CHAPTER III

DISCUSSION

A. Introduction

This chapter discusses the activities done when I did the job training from the beginning until the end of the job training. There are three main points discussed in this chapter III. They are the profile of the school and the explanation of the job training activities done there, including the implementation of teaching grammar technique.

Profile of SDN 01 Kaliwuluh

This part includes the description, the visions, missions, and purpose, the extracurricular activities, and the facilities of SDN 01 Kaliwuluh which show the brief profile the school where I did the Job training.

B.1. Short description of SDN 01 Kaliwuluh

SDN 01 Kaliwuluh is a school where I did the job training. It is one of the government – owned elementary schools in Karanganyar. It is located in Teken, Kebakkramat, Karanganyar, Central Java. It was built in 1994 on the area of 1493 square meters. Until the academic year of 2009/2010, it has 240 students, 12 teachers, one librarian, and one school guard. SDN 01 Kaliwuluh refers to and applies the education system based on concept integrated curriculum and activity, which means all the programs and student’s activities are packed into a fixed education system which appropriates to the education level system of the
government. This elementary school consists of several buildings and has seven classes.

SDN 01 Kaliwuluh faces west and has one front gate and five separated buildings. The first building faces west and has three rooms, two rooms for classroom of class 2A and 3, and the other one is for teachers and headmaster.

The second building faces south and has five rooms. Four of them are classrooms of class 1, IVA, V, and VI, and the last room is school library. Behind this building is parking area and east of this building is canteen.

The third building faces north and consists of two rooms, School Health Unit and computer laboratory room. On the right side of this building is the forth building that is used for classroom of class IVB and behind the forth building is the fifth building standing which is used for class 2B. The clearer description can be seen through the chart below.

A: Class I, B: Class IVa, C: Class V, D: Class VI, E: Library, F: Headmaster and Teacher’s room, G: Class IIa, H: Class III, I: Class IVb, J: 2b (New Building),
K: Computer Lab, L: School Health Unit, M: Parking Area, N: Canteen, O: Toilet, P: Gate

**B.2. Vision, Mission and Purpose**

**B.2.1. Visions of SDN 01 Kaliwuluh**

a. To create high quality of human resources who always be excellent in performance.

b. To educate the students to be faithful mankind who always obey to God.

c. To create the students to have capability to take care of them selves.

**B.2.2. Missions of SDN 01 Kaliwuluh**

a. To increase and develop the student’s intelligence

b. To educate the students to have strong faith feeling in God

c. To develop and improve the student’s creativity

d. To grow up the responsibility sense of the students.

**B.2.3. Purposes of SDN 01 Kaliwuluh**

a. To prepare the students to be able to be champion in both academic and non academic championship.

b. To build up the tolerance sense of the students and educate them to be diligent
in worshiping God

c. To prepare the students to have skill in field of the technology and cultural art.

d. To grow up the sense of confidence and independence on students.

B.3. School Structural Organization

The School Organization Structure of SDN 01 Kaliwuluh

SDN 01 Kaliwuluh has three extracurricular activities as the program extra to develop the student’s interests in which the students can enjoy and follow. They are:

commit to user
1. Computer Course

The computer course is held on every Monday, Tuesday and Saturday, from 12.30 p.m. up to 13.30 p.m. for each meeting. The students who can follow this activity are the forth up to the sixth grader. Monday is for the forth grader, Tuesday is for the fifth grader, and Saturday is for the sixth grader.

2. Takraw

Takraw is one of the most interesting sport activities of the school and it becomes an extracurricular in SDN 01 Kaliwuluh. The activity is held once a week on Saturday started at 11.00 a.m. and ends at 12.00 a.m. The activity can be followed by forth grader to the sixth grader who are interested in it. SDN 01 Kaliwuluh has ever been a champion of takraw competition at district level in Karanganyar regency. The activity is handled by Sport teacher.

3. Rebbana

Rebbana is an activity of playing Islamic music and singing Islamic song. It is held on every Sunday at 09.00 a.m., and the participants of this extracurricular are all students interested in it. This activity is very often performed in celebrating the day of sixth grader graduation party every year.
B.5. Facilities

To support the success of the school in achieving the expected goals of the main purpose of education, facilities are needed. SDN 01 Kaliwuluh provides some facilities among other things are:

a. School Library

SDN 01 Kaliwuluh has one library with many supporting facilities inside such as computer, TV, VCD player, and tape recorder. The teacher and students can use them to facilitate and support the teaching and learning process. Besides, the school library also has many collections, among other things are 350 story books consisting of story books about animals, plants, and heroes, 500 reference books consisting of dictionaries, encyclopedia, and many kind of academic books. The library is opened based on the determined schedule. The library is only opened on every Monday, Tuesday, and Wednesday from a half past seven up to a half past eleven. Monday is opened for grade six, Tuesday is the schedule for grade five to have library service, and Wednesday is the turn for grade four only. The students who are allowed to borrow the books are students of grade four up to six only. Meanwhile, the students of grade one up to three are only allowed to read books in the library and forbidden to borrow the books from library.

b. Computer Laboratory

Besides library, the school has also computer laboratory which has function to help the students learning how to operate the computer well from basics. There...
are twelve units of computer there, and all of them are still in good condition and ready to use.

c. Sports Equipments

To support the sport activities, the school also provides many kinds of sport equipments. The sport equipments are available and saved in certain and different place near the computer laboratory. There are badminton equipments consisting of one net, four rackets, and one package of shuttle cocks, takraw equipments consisting of one net and five takraw balls, volley ball equipments consisting of three volley balls and one net, and there still many others sport equipments.

C. Job Training Activities

C.1. Class Observation

The first thing I did in the job training was doing an observation. I observed the whole class from class one to six. However, the main target observation was class six. In my first coming to SDN 01 Kaliwuluh, the headmaster of SDN 01 Kaliwuluh informed me that SDN 01 Kaliwuluh had no English teacher anymore at the time due to the previous English teacher was in charged by the government to other elementary school. Therefore, the headmaster charged me to teach English to the grade one up to grade six.

Based on my observation, the grade six was a big class. It was not an ideal class. There were 35 students, consisting of 23 boys and 12 girls. They were...
eleven up to thirteen years old. They were polite, respectful, and discipline enough, even though there were several students were bad, especially for the boys.

The physical classroom condition was well facilitated. Student’s chairs, teacher’s desk, blackboard, and ventilation were available. There were also picture of president, vice president, Garuda Pancasila, and other educative paintings and written hanged on the wall. All the facilities were very supporting for teaching and learning process in the class.

The student’s seat arrangement in this class was in the square pattern and the teacher’s desk was in front of the class. In such pattern, I could monitor the students in the learning process and the students could pay attention to and see me in one direction. However, the weakness of this pattern was the students sitting in the back rows could take a chance to make noisy or doing something useless because of the the long enough distance from the my view. Therefore, I had to walk to them to check and warn them for sometimes. Besides, I shifted the seat arrangement once three days, so that the students could feel the different atmosphere in the class, and they were not bored. Here is the chart:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[m/s\] user
C.2. Material Preparation

Before doing teaching and learning activity, I made some preparations. I also asked the headmaster some questions related to the material and activities that would be given to the students. Especially in making lesson plan, I needed English lesson syllabus to adjust the lesson plan based on the curriculum. The use of the lesson plan I made was to facilitate me in teaching process. Scott & Ytreberg (1990: 97) say “if a teacher plans his work before teaching, he will find it easier in the classroom, save the time, he can adopt the lesson plan for the future, get the faster to prepare the work and check at the end of lesson what actually happen, become aware of how much time the activity takes, know what will be needed for each lesson, and find easily how to balance the lesson”. I tried to be creative in teaching. I did not only take the student’s exercise book as the resource, but also I applied my own techniques in order to get effective learning.

Therefore, I needed guideline in having teaching, because I had to know what I would do in my class, and set what the students should reach after teaching and learning activity. Lesson Plan has function as the guidance in doing teaching based on the syllabus. Therefore, the first thing I did before teaching was making lesson plan. In my experiences, teaching process was often different from lesson plan. Otherwise, I had to make another lesson plan in my mine I called it as plan B, I could use plan B, when my primary lesson plan did not run well.
The following is English lesson syllabus of the grade six which was released by Education and Culture Department of Karanganyar.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Main Material</th>
<th>Learning Activity</th>
<th>Indicator</th>
<th>Assessment</th>
<th>Time Allocation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td>5.1. Responding very simple instruction and information acceptably both in action and orally outside and inside class</td>
<td>5.1.2. Order and Request</td>
<td>Students can respond instructions by doing action or movement correctly</td>
<td>Oral</td>
<td>2x35</td>
<td>Relevant book, CD</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td>6.2. Having conversation to ask or give service or thing acceptably which involves spoken action of asking for help, giving help, asking for thing, and giving thing.</td>
<td>6.2.1. Order 6.2.2. Conversation about Order and Request</td>
<td>Students can say imperative sentences clearly Students can ask for help politely</td>
<td>Oral</td>
<td>2x35</td>
<td>Start With English, Things in the class</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>7.1. Reading aloud very simple short functional text with correct pronunciation and intonation</td>
<td>7.1.2. Text of Order and Request</td>
<td>Students can read text with correct pronunciation Students can read text with correct intonation</td>
<td>Practice</td>
<td>2x35</td>
<td>Text (Appropriate handle book)</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td>8.1. Writing very short functional text acceptably in the context of student’s surrounding.</td>
<td>8.1.3. Answering short question 8.1.3. Discontinuous story 8.1.4. Text of order and request</td>
<td>Students can answer questions correctly based on text Students can complete discontinuous sentence with correct word Students can translate a simple paragraph into Indonesian.</td>
<td>Written</td>
<td>2x35</td>
<td>Start With English, Visual aid (traffic signs)</td>
</tr>
</tbody>
</table>
D. Implementation of teaching grammar techniques

This part discusses the implementation of techniques I practiced in teaching and learning grammar process. The discussion covers the steps of teaching grammar; Presentation, Isolation and Explanation, Practice, Test. The whole process of teaching and learning grammar in the grade six can be described as follows:

1. Presentation

At this step, I began the teaching and learning activity by doing Warming Up. I did it to make the students ready to accept what I would to teach. Warming Up includes greeting, reviewing last material, and introducing new material.

a. Greeting

After I came into the class, I greeted my students and they greeted me by saying the following utterances:

T : Assalamualaikum Wr. Wb. S : I am fine, thank you, and you?
S : Waalaikumussalam Wr.Wb. T : I am fine too, thank you.
T : Good morning students? Are you ready to join with my
S : Good morning teacher. class?
T : How are you today? S : Yes, I am ready.

Such activity purposed to make the students familiar with English daily language which could be practiced by the students not only inside class but also outside the class. In my experience, when they met me somewhere, they greeted me in English. By saying “Good morning, teacher!”, Good Afternoon, teacher!”,
etc. It showed that by doing greeting in every meeting in the class and making it as a habitual action, caused the students to make English accustomed.

b. Reviewing Last Material.

After I greeted them, I reviewed what they learned in the last meeting by asking them some questions, such as:

- Do you still remember the last material we had?
- What did you learn in the material?
- Can you give me the examples?
- Etc.

Most of them remembered the last material they got, it could be seen when they answered “Yes, I do” together and loudly, and they snatched away each other to mention the material they learnt. Moreover, they raised their hands to ask chance to give the examples of the last material. However, I just gave the chance for several students to give the examples I wanted.

Besides, I discussed the homework that was given together with students. It was done to make the students always remember and not forget to the lesson given in every meeting.

c. Introducing new material

After reviewing the previous material, I introduced the new material to the students by asking them some questions related to the new material that would be taught. In my teaching imperatives, the questions that could be given were as follows:
• Have you ever been commanded by your mother to do something at home?
• What does she usually say when she commands you?
• Can you give me the examples?
• Right. Now, we are going to learn about how to say it in English?
• Etc.

In my teaching process, I used English and Indonesian, because they did not know the meaning English sentences thoroughly. I gave the questions above, to make the students interested in and curious to the material that would be taught from the beginning so that they would get pre-description and enjoy it.

After Warming Up, I presented the material through different techniques. The techniques I used were using short dialogue text, Total Physical Response (TPR), Picture, Objects in the classroom, Game and Song. In most meeting, I just emphasized ‘Imperative’ as the grammar item that had been taught. It was because of the syllabus shows that the theme that must be taught is ‘Order and Request’. Therefore, I delivered this material for several times, it was because of the students needed a lot of time to comprehend ‘Imperative’. So, to make the students easy to comprehend ‘imperative’, I implemented some techniques that I had. The followings were techniques I ever practiced:

1.a. Using Text.

It was started by giving the students a pictorial short dialogue text containing imperative sentences with the context of student’s surrounding. Then, I asked the students to read aloud after me, then I also asked them to play role as
the one in the picture and I played role as the other person in the picture, and we could change the role each other. For example:

1.b. Using TPR

Besides that way above, I continued presenting the material by Total Physical Respond technique. Here, I asked several students to do something based on what I was saying, and let the rest of the class listen and watch. For instance:

I say to one of them as follows: “Icha, stand up please!” If she does it correctly, it means she understands what I am saying. I also did such thing to the other students with different commands.

1.c. Using Object

To make my presentation more effective I used objects in the classroom as additional aid to facilitate my presentation. I expressed imperative sentences “Arin, Close the window!”, “Ali, put the eraser on the table!”, etc. Besides that way, I held other things around them such as pen, pencil, book, eraser, pencil case, etc. Practically, I just took one of them and then I showed to them and said sentences. One of the examples is I am holding the pen while saying “take the...
pen!”, then I hold an eraser, and ask them what do you want to say with this and they are able to say “take the eraser!”. After that, I asked the students to say as what I said by seeing the thing that I was holding.

1.d. Using Picture

Another technique I ever used to present imperative was by using pictures. Here, I showed picture of some symbols, then I asked them to repeat what I said. For example, I show pictures bellow:

Then I say “Don’t enter!” Students: “Don’t enter!” and I show them different symbols then I say: “Don’t turn right!” Students: “Don’t turn right!” etc. Besides that picture, I also used another pictures such as picture that describes a sad boy, crying boy, careless boy, etc. the followings are also the examples:

1.e. Using Game

I also used game as the technique to teach imperatives, the practice of this game is as follow: First, I divided the students into eight groups or rows, then the student sitting in most front was whispered an imperative sentence, and then he or she whispered the sentences to his or her friend sitting behind him or her. It
continued until the last member of the group sitting the most back, and the duty of the last member of the group was to write the sentence correctly on the blackboard and to do the order of the sentence. (If the sentence sounds “put a bag on the table!”, he or she must write it on the blackboard and do it).

1.f. Using song

To make the students more understand and feel happy in learning grammar, I used song as the way to show them the appearance grammar items in the lyrics. I gave them the lyrics and little information about the song, then I asked them to listen to the song then to practice it, after that I asked them to pay attention to certain sentences in which grammar items appear there, then I required them to show me which sentence that including imperative sentences. After that, in the practice stage, I gave them lyrics with missing verbs to fill. The following is the song lyric taken from VCD entitled The Very Best Of Kiddies Songs distributed by Usahatama Paramita International (UPI) Inc.

---

**Catch a falling star and**

**Put it in your pocket**

**Never let it fade away.**

**Catch a falling star and**

**Put it in your pocket**

**Save it for rainy day.**

For love might come

And tap you on the shoulder

Some starless night, and just in case.

You feel you want to hold her.

You have a pocketful of starlight

Chorus

For when your troubles start to multiplying

And they just might.

It’s easy to forget them without trying

With just a pocketful of starlight

---

The most obvious things that must be called to the student’s attention are that the underline sentences and the verbs in red.
2. Isolation and Explanation

In this stage, I explained the way of how to make imperative sentences, what its functions, and how to use it. I explained imperative by giving the students the pattern of imperative below:

To make the positive and negative form of imperative, the formula used is as follow:

<table>
<thead>
<tr>
<th>For Verbal Sentences</th>
<th>Examples</th>
<th>For Nominal Sentence</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+) V1+ Adverb</td>
<td>Go out! Be + Adjective</td>
<td>Be patient! Adj.</td>
<td></td>
</tr>
<tr>
<td>(-) Don’t + V1</td>
<td>Don’t go! Don’t + be + Adj.</td>
<td>Don’t be angry! Adj.</td>
<td></td>
</tr>
</tbody>
</table>

I gave this pattern, because they have already known about what verb, noun, and adjective is, in the previous meeting.

3. Practice

In this stage, I held some exercises for the students. I purposed to make the students more understand the structure that has been explained, and it was as the activity in which the students could apply of what had been taught. There were some exercises that I gave to the students, including home assignment.

The first exercise was Slot – filler. Here, the students were asked to insert the correct verb into the blank space. I gave it to know the student’s ability in applying the pattern of imperative to the sentences based on the context. The examples of this exercise are as follows

1. ………………..to the teacher (listen/open)
2. ……………. louder please! (speak/smoke)

The second exercise was making the negative form of imperative sentences. It aimed to know whether the students can apply the negative formula of imperative. The followings are the examples of the second exercises:

1. Question: Not to stop here.
   Answer: Don’t stop here!

2. Question: Not tell a lie
   Answer: Don’t tell a lie!

The third exercise was completing the pictorial dialogues and practicing them in pairs. I gave this exercise to make the students be able to do a conversation and to say imperative sentences clearly. The following are two of the examples of this exercise: Complete these dialogues, then practice them!

![Image of a dialogue]

The forth exercise was making short dialogue in a pairs based on the picture and clues given and then I asked the students to practice it in a pairs also. The purpose of this exercise was to make sure whether the students understand the function of imperative and can apply it in simple daily language or not. Here is the example:

commit to user
The students are required to write sentences by the verbs ‘open’ and ‘certainly’, For example: X: “Open the door please!” , Y: “Yes, Certainly”.

Besides the exercises above, I also gave exercises for home assignment. One of the home assignments was making cards. I asked the students to make three small cards, 10 x 5 cm, to write word, meaning, and sentences. The card has two faces, front face and back face. The front face is written word and the back face is written meaning and sentence of the word which is in the front face. The following is the example:

<table>
<thead>
<tr>
<th>Front Face</th>
<th>Back Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Bring”</td>
<td>“Membawa”</td>
</tr>
<tr>
<td></td>
<td>“Bring the Umbrella!”</td>
</tr>
</tbody>
</table>

Then, I checked the both exercises above by asking them to tell the meaning and say it correctly both the word and the sentence.

4. Test

The last section of teaching grammar was giving test to the students. It was intended to measure the student’s progress after having teaching and learning process, and to know whether the techniques used in teaching effective or not. I applied some techniques in testing. Here, I used four test items as the way to give test. The first test item was Limited Response or Total Physical Response, I used
to apply this way to measure the individual ability of the students. Practically, I tested the students individually by using oral request. For example: (Students hear in English) “Put the red pen on the table!”, the student can answer by putting the red pen on the table, but if he does not know the command put means, he will miss the question and get bad score. This test item was very suitable for them as beginner. The second test item was Multiple Choice Completion, I presented incomplete sentence followed by four multiple choice options and asked the students to cross the correct answer. Here is the sample: 1. … bring that bike!.
That is not my bike.
   a. Let  c. Don’t
   b. Will  d. Please
The third test item was discrete item or slot – filler. I presented a sentence from which grammatical item or verb had been removed, but I provided two options for the answer, then I asked the students to insert the correct option into the blank space of the sentence. Below is the sample:

1. … the floor! (sweep, keep)
   2. … a letter! (clean, write)

The forth item was essay. I made questions and I asked them to answer the questions correctly. I used to put this test item in the last section of the test. Here are the samples of the question:

1. Arrange these words into a good sentence!
   late – Don’t – be – this morning - !
   2. Make an order based on the picture below!
SDN 01 Kaliwuluh applied four categories of test. The first test was daily test, the material of daily test was the lesson that had been taught in a week. The second was monthly test. I used to hold this test in the end of month and its material was the lesson taught in a month. The third test was mid test held in the middle of the semester, and the forth test was final test held on the end of the semester.

However, for the mid and final test was fully the Education and Culture department of Karanganyar authority. To prepare the students facing the mid and the final test, I gave the test item which was similar to the test item of mid and final test. I expected that they were familiar to the test item.
CHAPTER IV
CONCLUSION AND SUGGESTIONS

A. Conclusion

After implementing some techniques and integrating them with several sources which were mainly based on communicative activities, it could be concluded that teaching of grammar of SDN 01 Kaliwuluh gained a new insight. In order to make the grammar lesson effective, beneficial, and interesting I did some stages of grammar teaching and also used some well – developed and fascinating techniques in the classroom. The stages I practiced in teaching were Presentation, Isolation and Explanation, Practice, and Test stage. To enrich the effectiveness, I did not hesitate to use Text, Total Physical Response, Picture, Real Object, Game and Song as the resources and the techniques in Presentation Stage. I also explained the grammar item as clearly as possible to the students and gave the pattern and the examples of the grammar item in the stage of Isolation and Explanation. In the stage of Practice, I provided some different and various exercises which are done both in the classroom and for home assignment. In the Test stage, I applied Total Physical Response, Multiple Choice Completion, Discrete item or Slot-Filler, and Essay as the test items. These stages, techniques, and resources could assist my teaching of grammar while providing a relaxed atmosphere and motivating students.

B. Suggestions

Based on this final project report, I recommend some suggestions to:

1. The English Teacher of SDN 01 Kaliwuluh
In the process of teaching and learning in SDN 01 Kaliwuluh, the teacher, the students, and the teaching techniques were related each other in language classroom. To make this relationship better, there are four suggestions that I want to recommend to the teacher.

a. Firstly, the teacher has to know that he is the best motivator for his students in learning English. He can lead the students towards a good performance in learning by giving motivations to the students endlessly when they almost give up, and make sure to the students that English is easy to learn and very useful for the future.

b. Secondly, I suggest that the teacher should change his way of teaching by selecting techniques based on his objectives for the classroom, because in SDN 01 Kaliwuluh, the teacher taught grammar based on the rules and typical examples in which the students were expected would memorize all these. Whereas, it was a conventional and monotonous way in which the students did not get creative activity in learning the lesson. Therefore, to change this situation and to keep them connected with the lesson, he should decide the grammar point to studied and choose the techniques to be used which appropriate to the grammar point. Then prepare them into an effective lesson plan based on the objectives. For example, if he wants his students can respond very simple instruction and information, he can practice technique of Total Physical Response, etc.

c. Thirdly, the teacher should give the enjoyable and creative materials, as well as effective. For this, he can take training, gather experience, observe
good techniques and implement the result of them where the students will learn willingly.

d. Fourthly, he has to implement various ways of teaching grammar. If one technique does not work, he should apply another one. For this he should be eclectic and should integrate all skills while teaching grammar and also he must not hesitate to use text, total physical responds, real object, game, and song as the techniques of teaching which bring the structural and communicative aspects of language together in the language classroom.

2. The SDN 01 Kaliwuluh

Besides the student exercise book, SDN 01 Kaliwuluh should provide more resources, such as more game aids, visual aids, audio lingual, including the cassette of children English song, and more relevant books to support process of teaching and learning in order to get the good result. Based on my experience, these equipments were very helpful, when I wanted to show the negative form of imperative, I used the picture of traffic signs such as symbols of “Don’t enter”, “Don’t turn right”, “Don’t turn left”, etc. Through these pictures they could understand the negative form of imperative easily. However, SDN 01 Kaliwuluh did not have such visual aids, so I strived to get them independently.