THE PROCESS OF TEACHING AND LEARNING ACTIVITIES TO THE 5th GRADE IN SDN NGORESAN 80 SURAKARTA

FINAL PROJECT REPORT

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

By:

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Title  : THE PROCESS OF TEACHING AND LEARNING ACTIVITIES TO
       THE 5th GRADE IN SDN NGORESAN 80 SURAKARTA

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MOTTO

“There are no secret to success, it is the result of preparation, hard work, and learning from failure (Colin Powell)
DEDICATION

I dedicate this Final Project Report to:

- My beloved parents
- My beloved sister and aunt
- My immortal inspiration

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ACKNOWLEDGMENT

ALHAMDULILLAHIROBBIL’AALAMIN. Finally, the writer has finished this project report. First of all, the writer would like to express his highest gratitude to Alloh SWT who makes everything possible. During the process of finishing the project report, the writer receives many supports and suggestion from many people. Therefore, the writer would like to give his deepest thanks to:

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10. All of my friends in English Diploma Program, especially R. Surya A and Dwi Surya A. Thank you guys, thank you very much for the helps.

Finally, the writer realized that this Project Report is far from being perfect. Therefore, the writer also openly accepts any criticisms or suggestions from anyone in order to make this Project Report better.

Surakarta, February 02, 2011

Heru Sulaksono
ABSTRACT

Heru Sulaksono. 2010. THE PROCESS OF TEACHING AND LEARNING ACTIVITIES TO 5th GRADE IN SDN NGORESAN 80 SURAKARTA
English Diploma Program Faculty of Letters and Fine Arts

This final project report is written based on the job training which has been done by the writer from March until May 2010 at SDN Ngoresan 80 Surakarta. The purposes of this final project are to describe the English teaching and learning activities in SDN Ngoresan 80 Surakarta, to show the difficulties in English teaching and learning activities faced by the writer and the students, and also to give the possible solutions to those problems.

By observing the class, interviewing the students and directly teaching in the classroom, the writer could get the appropriate data for the final project report. The writer used some procedures in English teaching and learning process. They were: explaining the materials and giving exercises.

During the teaching and learning process, there were some difficulties. The difficulties were related to the problem of both the teacher and students. The problems of the students were many students would not study if there was no homework, they did not prepare the materials and Students did not have willingness and desire to improve their knowledge. Meanwhile the problems of the teachers are teachers have limited time to teach, and the lack of facilities.

The writer also gave the solutions to solve students’ and the teacher’s problems. Furthermore, the writer included some activities such as playing game and singing a song. It is useful to motivate students to practice English.
PREFACE

This final project is entitled “The Process of Teaching and Learning Activities to 5th Grade at SDN Ngoresan 80 Surakarta”. It is submitted as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts Sebelas Maret University. This report discusses about the method used, the difficulties faced, and the teacher effort to improve students’ interest in English.

The writer would be able to finish this report without the support from both individual and institutions. Therefore, on this occasion firstly the writer would like to thank English Diploma Program and SDN Ngoresan 80 Surakarta. Secondly the writer would also thank the supervisor of this report, Drs. Agus Hari Wibowo, M.A. for giving the writer guidance and assistance in finishing this final project. Finally the writer would like to give his deepest thanks for the writer parents and the writer friends for giving him attention and support.

The writer is aware that this final project is far for being perfect and it is still has several mistakes and errors. The writer apologizes for those mistakes and needs comments, feedback and correction from the reader.
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THE PROCESS OF TEACHING AND LEARNING ACTIVITIES TO THE 5th GRADE IN SDN NGORESAN 80 SURAKARTA

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ABSTRACT

2010. English Diploma Program Faculty of Letters and Fine Arts

This final project report is written based on the job training which has been done by the writer from March until May 2010 at SDN Ngoresan 80 Surakarta. The purposes of this final project are to describe the English teaching and learning activities in SDN Ngoresan 80 surakarta, to show the difficulties in English teaching and learning activities faced by the writer and the students, and also to give the possible solutions to those problems.

By observing the class, interviewing the students and directly teaching in the classroom, the writer could get the appropriate data for the final project report. The writer used some procedures in English teaching and learning process. They were: explaining the materials and giving exercises.

During the teaching and learning process, there were some difficulties. The difficulties were related to the problem of both the teacher and students. The problems of the students were many students would not study if there was no homework, they did not prepare the materials and Students did not have willingness and desire to improve their knowledge. Meanwhile the problems of the teachers are teachers have limited time to teach, and the lack of facilities.

The writer also gave the solutions to solve students’ and the teacher’s problems. Furthermore, the writer included some activities such as playing game and singing a song. It is useful to motivate students to practice English.

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CHAPTER 1
INTRODUCTION

A. Background

Globalization is a bridge to an international relationship. Therefore the mastery of international language especially English as international language is very important. Every country around the world realizes it and considers English as one of the most important programs in all school grades.

This condition is realized by our government. Giving English lesson into the school curriculum from kindergarten up to senior high school is one of the government efforts to introduce English as soon as possible.

Department of The National Education and Culture of Indonesia has decided English as a compulsory school subject in the curriculum, therefore government obligates English subject from elementary school to senior high school grade especially For Elementary School, as the first place that English subject is given. Elementary school is the first place where most of young learners study English formally. Therefore English teaching and learning activities at Elementary School is the essential foundation for young learner.

Elementary School should try harder to introduce English for children. That is the reason why the writer is interested in English teaching and learning activities at the Elementary School as job training assigned by English Diploma Program of Letter and Fine Art Faculty.
The writer did the job training at SDN Ngoresan 80 Surakarta. SDN Ngoresan 80 Surakarta has provided English teaching and learning activity of the fifth grade students of SDN Ngoresan 80 Surakarta. To introduce English for the children is not easy, moreover to all grades at the school. Especially for the first grade, teacher needs to be more patient.

B. Objectives

The objectives are:

1. To describe the English teaching and learning activities to the fifth grade students at SDN Ngoresan 80 Surakarta.
2. To find out the difficulties in English teaching and learning to the fifth grade students at SDN Ngoresan 80 Surakarta.
3. To give solution for English teacher in teaching and learning activity to the fifth grade students at SDN Ngoresan 80 Surakarta.

C. Benefits

It is hoped that the final project report can give benefits to:

1. Teacher in SDN Ngoresan 80 Surakarta.
   It can be used by the English teacher at SDN Ngoresan 80 Surakarta, as a reference about the method and the solution in the English class.
2. SDN Ngoresan 80 Surakarta

It is hoped that SDN Ngoresan 80 Surakarta can improve its qualities and facilities especially for teaching and learning.

3. The students of English Diploma Program

It is hoped to give advantages and additional information to the Students of English Diploma who want to learn more about teaching at Elementary School.

4. The readers

It is hoped to give more information to the reader and it is used as a good reference, to improve the knowledge of the readers who are involved in education activities.
CHAPTER II
LITERATURE REVIEW

A. Definition

1. Teaching

“Teaching is guiding, facilitating learning, enabling the learner to learn, and setting the condition for learning” (Brown, 2000: 7).

According to Battle and Shanon, Education is a combination of teaching and learning activity. Teaching can be defined as “The way that learning and the process of transferring the knowledge happens” (Harmer 1998: 31). Teaching is a process of arranging condition under the learner change in his way consciously for the certain direction to reach his goals.

From the other source, dictionary also gives definition about what teaching is. According to Cambridge international dictionary, Teaching means “To give someone knowledge or to instruct or train someone” and teaching also involves teacher as instructor for learner to follow the step of the Guide. The instructor can also combine two or more methods of delivery of instruction. A typical example of the delivery method of blended learning would be a combination of technology-based materials and face-to-face sessions used together to present content. An instructor can begin a course with a well-structured lesson in the classroom, and then follow-up materials. It cab be applied to the students in a physical classroom, along with face-to-face
instruction. Guidance is suggested early in the process, to be faded as learners gain expertise.

To get successful teaching and learning of English class, Harmer also suggests six main points of teaching techniques:

1. **The language**
   
   Teacher must be able to use English, so teacher can teach English well in every grade.

2. **The skill**
   
   Teacher should understand which skills that will be emphasized both in lower or higher level.

3. **The aids of learning**
   
   Teacher needs to know what the supports which must be prepared in order to be appropriate for the level of learning.

4. **Technique of teaching.**

   Teacher should choose the best technique and the steps to be applied in the classroom based on the situation and condition of students.

5. **The kind of activities**

   The activities have to enable to attract the children to drill their abilities in English.

6. **Classroom management**

   To get the productive class, teacher must be able to control the classroom and the factors that influence it (Harmer, 1991:260).
Based of the statements above, it can be concluded that teaching is an activity Carried out by a teacher. Here the teacher has an important role to carry learners to be the better person with appropriate skill to face their future.

2. Learning.

Learning is acquiring new knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves.

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. Learning is accusation or getting, learning is retention of information, skill, and learning involve some form of practice, perhaps reinforced practice (Brown, 2000:7) Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development.

There are two main factors that influence teaching and learning activity. That is internal factor and external factors.
Internal factors such as:

a. Age, Language Learning will be better to be begun under eleven years old  
b. Motivation, Children need motivation to get success in English learning  
c. Intelligent, The students’ intelligence shows whether the children are able to face the challenge or not.  
d. First language background, The difference concept in first language will make the students difficult to learn second language  
e. Experience, The success or failure in the previous learning affect students expectation and attitude.

Externals factors such as:

a. Language environment, Children can be supported by the environment around them in English learning, such as: quiet situation and condition, family and peer supports  
b. Teacher, The success of learning is determined by the role of teachers in teaching activities.  
c. Resource, The materials and the topic will give influence to student’s attitude in learning activities; therefore resources should be interested and appropriate with the children.  
d. Facilities, The complete facilities like library, language laboratory, Computer laboratory, internet connection, tape recorder, etc can help the pupils to drill their abilities in learning language.
Learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice.

**B. Teaching and Learning of Second Language**

“To learn a second language is to move from one language and mastery to another” (Stevick, 1976). Based on this definition, it can be analogize that teaching of a second language is an activity carried out by teacher in order to bring the students from mastery (first language) to another language (second language). In other words, teaching and learning of second language is an activity that has a high level of difficulty. Therefore, in teaching and learning process of second language there must be many exercises given to students.

**C. Vocabulary**

A vocabulary is defined as "all the words known and used by a particular person". However, the words known and used by a particular person do not constitute all the words a person is exposed to. There are some types of vocabulary written below:
1. **Reading vocabulary.** A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

2. **Listening vocabulary.** A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. **Writing vocabulary.** A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4. **Speaking vocabulary.** A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

Initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabularies are attained – through questions and education – the anomalies and irregularities of language can be discovered. (http://en.wikipedia.org/wiki/Vocabulary)
D. Grammar

The word *grammar* derives from Greek (*grammatikē technē*), which means "art of letters", from (*gramma*), "letter", itself from (*graphein*), "to draw, to write". For the rules of the English language, see English grammar. For the topic in mathematics, logic, and theoretical computer science. In linguistics, *grammar* is the set of structural rules that govern the composition of sentences, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Linguists do not normally use the term to refer to orthographical rules, although usage books and style guides that call themselves grammars may also refer to spelling and punctuation (http://wikipedia.org/grammar).

Practitioners think that, by analyzing the grammar and by finding equivalent between the students’ language and the language to be studied, the student will learn how the foreign language is constructed. It is certainly true that most of language learners translate in their heads at various stages anyway, and we can learn a lot about a foreign language by comparing of it with parts of your own (Harmer, 1998: 30).

The teacher writes an example on the board or draws an attention to example in the textbook. The underlying rules explain nearly always in the mother tongue and use the language of grammar. Finally, the students practice applying the rule, orally an in written (Cross, 1995: 28).
CHAPTER III

DISCUSSION

A. School Description

1. General Condition of the SDN Ngoresan 80 Surakarta

   SDN Ngoresan 80 Surakarta was built in August 1st, 1954. SDN Ngoresan 80 Surakarta is located on JL Kartika 36 Jebres, Surakarta. It is also located near from Sebelas Maret University. SDN Ngoresan 80 Surakarta is in the residential area, so the environment around the SDN Ngoresan 80 Surakarta is pretty crowded. There are so many activities around SDN Ngoresan 80 Surakata, most of the activities are concentrated at the Sebelas Maret University, and most of the activities are relate with education, so the students of SDN Ngoresan 80 get benefit from it. The students can easily get what they need for their education and also get more information for their development. This situation is very advocating for development of the students.

   SDN Ngoresan 80 Surakarta consists of 3 main buildings around the school yard. This area purely belongs to SDN Ngoresan 80 Surakarta. These buildings are used for teachers, their students and some important spots like infirmary, library and bath rooms.

   The first building is divided into 4 rooms, the first room is used for Infirmary room and library, but recently the library is its own building. The second room is used for third grade students, third room is head master’s office. The fourth room is
used for teachers’ office. There are computers, printers and internet connections for the sake of the teachers and students. Next to teachers’ office is first grade classroom. The second building consists of 2 rooms which are used for second and fourth grade students. The third building is used for fifth and six grade students.

Every classroom is filled with 40-50 students and the facilities of the classroom support this condition. There are many tables and chairs in the classroom due to the number of students in the classroom. It makes the teacher unable to reach students farthest from the teacher’s seat and makes the classroom looks tiny. Although the class rooms look small but it looks tidy. Besides the basic equipments, the classroom is also completed by supporting equipments like a clock and posters related with education. The environment inside the school is fresh enough because some trees are planted around the school yard and in front of the first building. There is a spot in the school yard used as a mini park. It is small but looks beautiful. The building of the SDN Ngoresan 80 Surakarta is considered as an old building because SDN Ngoresan 80 Surakarta is the first elementary school built in Ngoresan residential area. SDN Ngoresan 80 Surakarta is built from masonry wall, like the other important building, SDN Ngoresan 80 is very strong and well.

Nowadays, SDN Ngoresan 80 is led by Mrs. Enie Jatmikaningtyastuti, S.Pd as a Headmistress. Teaching staffs (teachers), frequently change from time to time. Latest teachers structure at SDN Ngoresan 80 Surakarta:

1. Head master : Mrs. Enie Jatmikaningtyastuti, S.pd
2. First grade teacher : Mrs Siti Rohmaningdyah, A.md
3. Second grade teacher : Mrs Rubiyati, S.Pd
4. Third grade teacher : Mr Suwandi, A.ma.Pd
5. Fourth grade teacher : Mr Ali Miarso, BA
6. Fifth grade teacher : Mr Agung Susanto, A.Ma.Pd
7. Sixth grade teacher : Mr Sukiyo, A.Ma.Pd
8. Islamic teacher : Suyatno, A.Ma.Pd
11. School keeper : Mr Bambang Widodo

Physical Condition of SDN Ngoresan 80

1. Name : SD Ngoresan no.80
2. Address : JL. Kartika no.36
3. Subdistrict : Jebres
4. Regency : Surakarta
5. Province : Central Java
6. Post code : 57126
7. Built : 1954
8. School environment : City/ residential area
9. Location : Ngoresan
B. English Teaching and Learning Activities in SDN Ngoresan 80 Surakarta.

1. School Observation

During the job training, the writer searched information as many as possible about SDN Ngoresan 80. The information was obtained from teachers and students of SDN Ngoresan 80. The writer did observation about three days, it was done before the writer started the teaching and learning activity. In three days, the writer was helped by English teacher of SDN Ngoresan 80 (Mrs. Siti Rohmaningdyah A Md). During the time she gave the writer chance to obtain as much as information that the writer needed to fulfill his job training to finish the final report. In the times the writer quickly started to obtain the information needed.

The first day of the observation, immediately the writer started the observation. First the writer observed the environment of SDN Ngoresan 80. The environment of SDN Ngoresan 80 was quite tidy, with appropriate building stand around the school yard. There were plantations near the building which made the environment looked fresh. The paint of the building looked so beautiful because repainting had been finished. Besides the main building, there are 2 more sub buildings. The first building was used as Religious room, and the other one was bath room. Bath room was divided into 3 rooms, two of them were used to students and the other one was used to teachers. The bath room is clean, it is because the school keeper cleaned it every week. The school keeper (Mr. Bambang Widodo) also provide canteen for students. This canteen was built in the school’s ground, it was the main canteen on the school. This canteen was not only for student, but also provides  

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food for teachers. There were some other areas inside the school, one of them was a wide area beside the third grade. This area is used as a rehearsal traditional dance and Pramuka (boy scouts).

Second day of the observation, the writer had a chance to observe the teacher’s activities in the office. There were so many activities there. Every activity was handled by one of the certain teacher. They were very busy to do their activities. All of the activities were related to the educational sakes. Some activities were managed by teachers themselves. Each class’ teacher also serves monthly payment of the students, and gathering the money to school treasurer. There were some other activities in the office, such as collecting data, making a letter, and making an occasional preparation.

Third day of the observation, the writer observed the teaching and learning activity in the class room. In this occasion, the English teacher asked the writer to join in the classroom. Therefore, the writer was involved in teaching and learning activity of the class room. The writer paid attention and learned the situation in the class room and also learned how the teacher gave materials to the children. In this occasion sometimes the teacher gave suggestions for the writer to manage students’ behavior. Sometimes the students were too noisy in the classroom the teacher showed how to manage the condition. The teacher gave an example to the writer and gave the writer suggestion to manage the similar situation when the writer tought in the class.
2. Teaching and Learning Activity

After the observation finished, the writer started to teach. Preparation had been done before the writer entered the classroom. As an English teacher, the writer should have a plan to face the daily teaching activity in the classroom. Every single material that would be given to the students should be prepared well, so the student could easily understand the materials before the teacher start to teach, the writer prepared mental condition to confront every situations, from the easier situation to the harder situation. As a central attention of the students, the writer had a good appearances and good preparation. According to Harmer, there are three reasons why planning is very important in teaching and learning activities. First is plan helps the teacher make the point that would be taught periodically. Second, plan helps the teacher to remember materials that would be given. Third, plan makes the students understand the materials easier.

The writer started the first meeting at fifth grade. Before started the teaching activity, the writer observed the condition of the classroom and the situation of the learners. This step was very important to confront the situation so teacher could maintain the class well. Just like most teachers do, the first thing the writer did was introducing himself, Introduction was started by introducing himself; telling the reason why was the writer here and gave a chance to the students to ask particular things about their temporary replacement of their teacher. It was very important to build respect and relation between teacher and learners.
Introducing was followed by greeting and then running the teaching activities based on the lesson plan that already prepared by the writer.

Based on the condition of the students, they were still in adaptation of learning English. There were two main purposes of English lesson, which have been mentioned at previous chapter. First was introducing the basic of English in identification English words. The second was preparing the children in facing English in the next grade.

C. Teaching and Learning Process

1. Lesson plan

Lesson plan is a list of teaching and learning activities that will be given by the teacher in the class.

Subject : English Language
Class : V
Standard competence : Expressing simple instructions and information based the true grammatical structure
Basic competence : Dress and Appearance
Skills : Reading, Writing and Speaking
Duration : 35 minutes

A. Studying purpose

In the end of the lesson students can:

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a. Ask and answer many kinds of information related with the text.

b. Mention some difficult vocabulary from the text.

c. Understand the simple grammatical structure.

B. Materials

Dress and Appearance.

C. Method and technique

Grammar translating method.

D. Activity steps:

1. Opening
   - Greeting
     ("Good morning students" or "How are you today")
   - Reviewing last materials
     ("Do you still remember the last materials we had?")
   - Giving simple questions related with the materials
   - Giving a responding and answering the questions
   - Giving test

2. Main activities
- Giving text about the material

- Reading and studying the text

- Mentioning the kinds of dress

- Making kind of dress list.

- Writing a sentence related with the materials

3. Closing

- Giving suggestions and answering student’s questions.

- Explaining the answer that is given

- Making a summary for the material given

- Asking students to mention kind of dress

E. Study sources

- Pictures

- References

- Books
2. Teaching and Learning Focus

The materials which the writer gave to the students were the same to their English teacher gave to them. The materials based on the newest curriculum (KTSP). The book that teacher used is “PAKEM bahasa inggris” This book contain the materials that appropriate for Elementary School. The materials included Basic grammar, vocabulary and evaluation.

a. Teaching grammar for students

In the class, the writer took the process of introducing the use and the pattern of present tense. The language used to deliver the lesson that was dominated by the student’s mother tongue in order to make the explanation clearer. Therefore as teacher the writer explained the material in Indonesian so the students could easily understand the materials.

b. Teaching Vocabulary

The most important basic thing in learning and mastering English language was vocabulary. Vocabulary was the English word to correlate the Indonesian language to the native speaker. Without vocabulary, it was impossible to students in understanding the English.

Giving vocabulary for Elementary School Student was not as simple as what people think. Most people though that giving vocabulary was only asking the student to memorize the dictionary, actually the method was not effective at all because it is impossible to memorize all the vocabularies of the dictionary.
In practicing vocabularies, the writer explained how to study vocabulary. In giving vocabulary the writer asked the students to read as much as English text at home, and make English words list which they did not understand the meaning. The students had to search the meaning from the dictionary or asked to the writer in the next meeting. Next the teacher gave students as many exercises as possible related to reading task that usually contain some advance vocabulary. Advance vocabulary should be introduced as a fast as possible even if the student did not understand its meaning. Actually if the students read the reading text carefully they probably could understand its meaning by estimating the meaning of the words. Teacher usually guided the students word by word and also translated it into Indonesian. Especially for Elementary School students, this method was very important, because most of Elementary School students were beginners in learning English.

In the other side, memorizing the dictionary needed much time. Even if the students could memorize the words in dictionary quickly, most of them would lose it if they never use the words in the real conversation. Therefore, the best method of teaching vocabulary to the students was by practicing it in the situation that connected to the reading and listening activities or real active speaking. The other ways to teach vocabulary were:

i. Using the object

The writer provided the picture of the object in the school, mentioned the name of the object in English and asked the students to repeat the name of the object.
ii. Giving Explanation

Some words difficult to be shown such as “return”. “Borrow”, therefore to make students understood how to use these words, the writer gave explanation and example by the simple sentences.

E.x : She **borrows** my sister shoes

He returns the hat

3. Teaching and Learning Process in the Fifth Grade in SDN Ngoresan 80 Surakarta.

In the teaching and learning process, the teacher had to consider about the learners and the materials. The teaching and learning activities which the writer did was based on the lesson plan. Lesson plan helped the teacher to give direction to the children how the teacher taught and what materials would be given for the students, but the writer did not depend to the lesson plan, because there were conditions that out of order from the lesson plan.

There were several steps of teaching and learning activity to the fifth grade:

a. Greeting

Greeting was the first thing to do in the classroom. Greeting used to improve the communication between the teacher and students, so the students felt familiar with English. Greeting for elementary school was simple. The writer also started the lesson with greeting for the fifth grade students.

The writer used “good morning”, “good afternoon”, and “how are you today?” The writer asked students to answer in English.
Teacher : Good morning students?

Students : Good morning sir.

Teacher : How are you today?

Students : I am fine, and you?

Teacher : I am fine too, thank you.

It had been done to make students accustomed in using English.

b. Reviewing the Materials

In the job training, the writer always tried to review the materials of the previous meeting. Reviewing the materials was very important for development of the children because, the research showed that most things would be remembered by human brain better if it appear continuously.

To review the previous materials, the writer asked the students about things related to the materials. The questions were taken from the previous materials.

Teacher : Do you still remember the last materials we had?

*(masih ingat apa yang kita pelajari kemarin?)*

Students : yes sir.

Teacher : ok, then I will ask you some questions. Our last material is fruits and vegetables right. *(ok, saya akan bertanya beberapa pertanyaan. Pelajaran kemarin tentang buah-buahan dan sayur kan)*
Students : yes sir.

Teacher : *Jeruk* in English is?, *mangga* in English is?, *bayam* in English is?, *tomat* in English is?

Students : Orange, mangoes, Spinach, Tomatoes

Teacher : Good, I think all of you are remember it well.

*(Bagus, kelihatanya kalian masih ingat)*

c. Warming up

Warming up was needed in teaching and learning process. It prepared psychological readiness of the students. It just needs five to ten minutes in the session,

The writer tried to lead the students to the topic that would be discussed. The aim was to make the students interested with the materials that would be given, so they would enjoy it. In warming up session, the writer asked some simple questions to the students; the questions was related with the new materials that would be given. The writer asked the question in English, and repeated it in Indonesian if the students did not understand the meaning.

Teacher : what kind of dress do you like?

*(Baju seperti apa yang kalian sukai?)*

Students : -------------------------------------------

Teacher : Brian, what kind of dress does you like?

Brian : *Kaos* pak.

*commit to user*
Teacher : “kaos” in English is T-shirts, repeat me please!

Students : T-shirts

Teacher : good, now mentions others kind of appearances in English!

(bagus, sekarang sebutkan macam-macam jenis pakaian dalam bahasa inggris!)

Students : Kaos, Baju Hem, Celana panjang, Celana pendek, Rok, Gaun, Jaket, topi, sepatu, tas, mantel etc.

Then, the writer wrote it in the White board and translated it into English.

d. Presentation

In this stage, the writer gave new materials clearly in order to make students understood it. The materials which were given to the students were the same to their English teacher gave to them. The materials based on the newest curriculum, the book that the writer used was “PAKEM bahasa inggris”.

In the beginning of the class, the writer spoke about the materials that would be given in front of the class. The writer explained the materials to the students. During this occasion, the writer gave a hint to make the students participate in the activities, if students still did not understand the materials, the writer explained the materials clearly and asked the students to memorize the materials.

I like T-shirts

We like a dress

You wear your skirt

He wears a hat
She wears a gown

After the writer mentions the sentences twice, the writer asks the students to repeat the sentences.

e. Evaluation

Evaluation was given by the writer in the end of teaching and learning activities. Evaluation was given to measure the ability of the students, how far they understood the materials. The exercises were taken from the material that had been given.

Fill the blank based on the pictures!

1. I wear my ............

2. You wear your ........

3. He wears a ............

4. She wears a ............
D. The Problems and Solutions in Teaching and Learning Activities

1. The Students Problems

  a. The students are lazy.

  Many students will not study if there is no homework. It can be seen in their activities in the classroom. This problem also happens in fifth grade students. Most of fifth grade students do not prepare the materials that will be taught by the teachers.

  b. The students are passive

  The second is that the average students do not have willingness and desire to improve their knowledge. It can be seen in teaching and learning process in the classroom. They do not have desire to ask the teacher or their friend if they do not understand the materials. Beside, some of them are lazy to bring the dictionary.

  c. The students have different knowledge about English

  The third, the knowledge of the students are too different. Some students know a lot of things about English, but some others do not understand at all. They do not trying to share each other.
2. **The Problem From The Teacher.**

a. **The limited time**

The teacher has limited time to teach materials in the classroom. English lesson is only given for thirty minutes for each class. This problem influences the materials, the writer explains the materials fast, because he has to finish one material in every meeting. Therefore the writer only pays attention in completion the materials.

b. **The limited facilities**

The teacher has limited facilities to do teaching and learning activities in the classroom, such as English tale book, English vocabulary posters, and visual aids to help the students. The additional facilities are needed to support the delivery of the materials to make the students enjoy the teaching and learning activities.

E. **The Solutions to Solve The Teacher and The Student Problems**

1. The solutions for the students’ problems are:

a. **The students’ laziness**

The first solutions are by giving exercises and homework after the writer has finished explaining the materials. The writer gives exercises and home works which is appropriated to the students’ ability.
b. The Passive students

The writer asks the students to bring dictionary in every English lesson and they should become active. Here, the students can look for other resources related to the materials. They can ask the teachers if they do not understand the materials.

c. The different knowledge in English

The third solution is students share with the others if they do not understand the materials. They ask their classmates to discuss the materials.

2. The solutions for the teachers’ problems are:

a. The limited time

The teacher manages the time as precise as possible in order to finish the materials. The writer tries to make the materials acceptable for the students and increase their capability to teach in classroom.

b. The limited facilities

The teachers try to add the facilities to support their materials. The teacher uses English tale story, posters, and some visual aid such as: posters, pictures, fairy tale, etc.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This report discussed English Teaching Method at SDN Ngoresan 80 Surakarta where the writer did the job training for a month. Based on the discussion, there are some obstacles and the conclusions that can be drawn:

1. English Teaching and Learning Activity in 5th Grade.

   a. Class observation.

      The writer did the class observation before the teaching and learning process. The writer did the class observation to estimating the best way to teach based on the condition of the classroom.

   b. Lesson Plan

      A planning is important in order to avoid from the deviation of the purpose which focus on the introducing English basic to young learner. The writer uses lesson plan to make sure the material can be given optimally for the students.

   c. Teaching activities

      The writer uses grammar translating method at the teaching and learning activities, the material is dress and appearance, and it is focused at grammar and vocabulary for the fifth grade students.
d. Evaluation

Evaluation is given to measure the knowledge of the students. Evaluation is done in the end of the meeting, and it is written based on the material which the writer gave to the students.

2. The Problems of English Teaching and Learning Activities to the Fifth grade of SDN Ngaresan 80 Surakarta

In the class the writer often faced many problems such as:

a. The problems from the students.

The average students will not study if there was no homework. They also had no intention to improve their knowledge and some of them were passive.

b. The problems from the teacher

The teacher had limited time to teach the materials in the classroom. The teacher had limited facilities to support the teaching process.

3. Solutions

The solutions of the problems above are:

a. The solutions to the students’ problems

The writer gave some exercises and homework after finishing the material. The writer also makes students become active and advises the students to join the English course.
b. The solutions to the teacher’s problems

The writer has managed the time as precise as possible in order to reach the teacher targets materials on time. The writer also adds more facilities and used it optimally.

B. Suggestions

Based on the discussion, there are some suggestions for SDN Ngoresan 80 Surakarta:

1. To the school committee of SDN Ngoresan 80 Surakarta.

   The school committee should provide more facilities especially for English subject. Because English subject including a new subject, so school committee should makes more effort to introduce English to the students. The facility such as picture, books, and some education media or devices that related to English should be added. With additional facilities the students can improve and develop their knowledge.

2. To the English teacher of SDN Ngoresan 80 Surakarta.

   a. The teacher must pay more attention to the students so they can understand the materials easily and make them more active in the English class. The teacher can give some additional exercises as many as possible. The exercises should be adjusted to the level of the students.
b. The teacher should adjust the materials based on the situation and condition of the learners. It is hoped teacher can use flexible methods and use the English duration optimally.

c. The teacher has to make the students enjoy to the lesson. There are several ways to make young learners pay more attention and respect to the teacher such as makes the students having fun in teaching and learning process.

3. To the students of SDN Ngoresan 80 Surakarta.

The students should be more diligent and active in studying and practicing the exercises every day in order to improve the ability and capability of English. The students should also study even though there is no homework.