THE PROCESS OF TEACHING NUMBER THROUGH DESCRIPTIVE TEXT FOR THE FOURTH GRADE STUDENTS OF SD N PALUR 04

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

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FACULTY OF LETTERS AND FINE ARTS
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SURAKARTA
2011
APPROVAL OF CONSULTANT

Approved to be examined before the Board of Examiners

English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

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MOTTO

“Arriving at one goal is the starting point to another”

(John Dewey)
DEDICATION

I dedicate this final project to:

1. My beloved parents and my family.

2. All the people who support me.
PREFACE

I would like to thank Allah SWT for all his blessing and guidance in my life. This final project report is written to fulfill the requirement in obtaining the English Diploma Degree.

This final project was made based on the job training in SD N Palur 04, entitled “THE PROCESS OF TEACHING NUMBER THROUGH DESCRIPTIVE TEXT FOR THE FOURTH GRADE STUDENTS OF SD N PALUR 04”. In this final project, the writer explains the process of teaching description text and the problems encountered in the teaching process and the solutions.

The writer realizes that this final project is far from being perfect, therefore the writer welcomes suggestions and advices in improving this final project. Hopefully, this final project will give some benefits to the readers.

Sukoharjo, March 2011

Asri Kusuma Wardani
ACKNOWLEDGMENT

Alhamdulillahi robbil’ alamin, all praise is to The lord “ALLAH SWT” for the wonderful blessing. However, I realize that it is impossible to finish this report without contribution from the others. Therefore, I would like to express my sincere gratitude to:

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m. Last but not least, I would say thank you for all who I can not mention here. No worries, you’re not forgotten!

Sukoharjo, March 2011

Asri Kusuma Wardani
ABSTRACT


This final project is written based on the job training which has been done in SD N Palur 04. This final project discusses the process of teaching descriptive text and the problems encountered in teaching process and the solutions to face the problem.

The steps in teaching descriptive text consist of building knowledge of the field (BKOF), modeling, joint construction of text, and independent construction of text. The writer also involves the four language skills in the process of teaching descriptive text.

There are many problems faced in teaching process. Problems coming from the students are lack of paying attention, motivation in learning English, mastering the four language skills, and writing descriptive text. Problems coming from the writer are handling the students and the material.

To overcome all those problems, the writer gives some solutions and suggestions to improve the quality in teaching descriptive text.
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THE PROCESS OF TEACHING NUMBER THROUGH DESCRIPTIVE TEXT FOR THE FOURTH GRADE STUDENTS OF SD N PALUR 04

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ABSTRACT

2011. English Diploma program, Faculty of Letters and Fine Arts, Sebelas Maret University.
This final project is written based on the job training which has been done in SD N Palur 04. This final project discusses the process of teaching descriptive text and the problems encountered in teaching process and the solutions to face the problem.
The steps in teaching descriptive text consist of building knowledge of the field (BKOF), modeling, joint construction of text, and independent construction of text. The writer also involves the four language skills in the process of teaching descriptive text.
There are many problems faced in teaching process. Problems coming from the students are lack of paying attention, motivation in learning English, mastering the four language skills, and writing descriptive text. Problems coming from the writer are handling the students and the material.
To overcome all those problems, the writer gives some solutions and suggestions to improve the quality in teaching descriptive text.

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CHAPTER I

INTRODUCTION

A. Background

English is a language used to communicate in this globalization era. Many people learn English because they want to be able to communicate with other people in the whole world. The communication can be in oral forms, such as listening and speaking, and in written forms, such as reading and writing. Both oral and written forms must be mastered by people.

In our country, the government has realized that Indonesian people should master English, as early as possible, at least in the written form. Therefore, English is included in the curriculum at school as compulsory subject and taught since elementary school. Even, there are also some kindergartens, which teach English to their students.

In the curriculum of elementary school, besides the students are taught Basic English like vocabulary, they are also introduced with simple text. Here, the simple text is descriptive text. It may be only introduced at the fourth grade until the sixth grade of elementary school, not for the first grade until the third grade.

Not all teachers at elementary school realize about this thing. They tend to spend most of their time to teach vocabulary. Nevertheless, many examples of simple text always appear in every test or final examination.

Actually, vocabulary is also an essential part in comprehending, understanding, or even writing a text. As what Petty and Jensen (1980:287) said...
that, “The more the children read, the more meaning they learn”. This sentence shows that the students can not only learn about the main idea of a text, but can also enrich their vocabulary through the text.

By learning such kind of simple text, the students can improve the four language skills, listening, speaking, reading and writing. All things mentioned, has been covered in one lesson, called simple text. That is why, simple text becomes one of the essential parts to be introduced to the students.

Based on the previous explanation above, the writer found that the fourth grade students of SD N Palur 04 were still lack of learning simple text, descriptive text. Therefore, the writer was interested in teaching descriptive text to the students with theme: number, and writing a final project report, entitled: “THE PROCESS OF TEACHING NUMBER THROUGH DESCRIPTIVE TEXT FOR THE FOURTH GRADE STUDENTS OF SD N PALUR 04”.

B. Objectives

Based on the background above, the objectives of this report are as follows:

1. To describe the Process of Teaching Number through Descriptive Text for the Fourth Grade Students of SD N Palur 04.
2. To find out the problems encountered in the Process of Teaching Number through Descriptive Text for the Fourth Grade Students of SD N Palur 04 and the solutions to face the problems.
C. Benefits

Here, the writer expects that this report will be beneficial for:

1. English Teachers

The writer expects that this report can be used as teachers’ reference in teaching descriptive text to their students.

2. The readers

The writer expects that, the readers who are interested in Teaching descriptive text can get some advantages through this report.
CHAPTER II

LITERATURE REVIEW

In this chapter, the writer will explain about some literature reviews related to the topic discussed in this final project report. The topics include Teaching, Young learners, Teaching to young learners, Method of language teaching, and Descriptive text.

A. Teaching

According to Oxford Advance Learner’s Dictionary 7th edition (2005:1574), teaching is “To help somebody learn something by giving information and to show somebody how to do something”. Meanwhile, Brown (2000:7) defined that, 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 understand”. Based on these two explanation above, we can conclude that the purpose of teaching is to give knowledge and to help somebody in learning something.

In teaching process, there must be a person who can guide or help the learners in learning process. Cass and Crabtree (1956:45) stated that, “The person working with the students in these classes is a teacher”. Therefore, in education, the students will be guided by the teacher in their learning process.
Being a teacher is not as easy as people see. Petersen and Hayden (1961:221) said that, “The job of the teacher to meet the needs of the students and provide individualized, meaningful experiences is not an easy one”.

Therefore, good teachers are needed to make the teaching process run well. They are expected to be able to transfer their knowledge to their students. To be a good teacher, he/she should pay attention to these following issues:

a. A teacher should make her/his lesson interesting.

b. A teacher must love her/his job.

c. A teacher should have her/his own personality.

d. A teacher should have lots of knowledge.

e. A teacher is an entertainer in a positive sense, not in negative sense.

(Harmer, 1998:1-2)

From all the explanation above, we can assume that teaching is a process to deliver knowledge. Although the duty of the teachers are not easy, they should try to do the best in teaching and delivering knowledge for their students.

B. Young learners

Phillips (1996:5) stated that, “Young learner is children from the first year of formal schooling (five or six years old) to eleven or twelve years of age”.

Suyanto (2007:15) divided the category of young learners based on levels of classes, “Lower classes”, children from the 1st grade until the 3rd grade, and “Upper classes”, children from the 4th grade until the 6th grade. So, the students who are on
the fourth grade of elementary school can be said as young learners on the upper classes.

C. Teaching to young learners

Teaching to young learner is different from teaching adults. They need special treatment, because they have different characteristics. Scott and Ytreberg (1990:2-3) give the characteristics of young learners. Some of the characteristics of young learners are:

a. They understand situations more quickly than they understand the language used.
b. Their own understanding comes through hands and eyes and ears.
c. They are very logical—what you say first happens first.
d. They have a very short attention and concentration span.
e. Young children sometimes have difficulty in knowing what is fact and what is fiction.
f. Young children are often paying and working alone.
g. Children do not always understand what adults are talking.
h. Young children cannot decide for themselves what to learn.
i. Young children love to play and learn best when they are enjoying themselves.
j. Young children are enthusiastic about learning.
After we know the characteristic of our young learners, the next thing that we have to do is we have to be able to understand the children itself. Young learners are still children. Petersen and Hayden (1961:44) stated that, “Every children who arrive at school may have different experiences, different attitudes, different values, different interest and appreciations, and with different degrees of physical, intellectual, social and emotional maturity”.

Dealing with teaching English language to young learners, they may face some problems. Petty and Jensen (1980:72) explained the problems as follows:

a. Their English sentence are short, often incomplete and seldom of compound or complex forms.

b. They make errors in inflection, verb tenses, and uses of connectives, articles, and negative forms.

c. They also misuse idiomatic expressions because they tend to translate literally.

Actually, teaching English at primary school is not a bad idea. As what Brumfit (1995:vi) said that, “The earlier you start the more time you get”. So, the teachers have to motivate and to maximize the young learner’s potential.

Here, we can conclude that teaching to young learners need more attention in order to make them know what we teach. A teacher should be a person who can deliver the knowledge clearly and maximize the potential of young learners, so they can receive the material easily.
D. Method of language teaching

According to Brown (2001:16), method is "a generalized set of classroom specification for accomplishing linguistic objectives”. For teachers, methods become one of essential parts in teaching process. When the teachers have understanding about methods, they can recognize and apply it in class.

There is no the best method. There is only a suitable method used in teaching. The best method is a method which is suitable to be applied in class based on the needs in teaching.

There are several methods of language teaching:

1. Grammar Translation Method,

   Some characteristics are described as follows:
   
a. Classes are taught in the mother tongue, with little active use of the target language.

   b. Much vocabulary is taught in the form of lists of isolated words.

2. Direct Method

   Some characteristics are described as follows:
   
a. Classroom instruction was conducted exclusively in the target language

   b. Both speech and listening comprehension were taught

3. Audiolingual Method

   Some characteristics are described as follows:
   
a. New material is presented in dialogue form.
b. There is much use of tapes, language labs, and visual aids.

(Brown, 2001:18-23)

Based on the explanation of all the methods above, we can assume that Grammar Translation Method is the suitable method in teaching the fourth grade elementary students. They can receive the material easier if using this method. Genre Based is also suitable method to teach descriptive text to them.

E. Descriptive text

Descriptive text is one type of genres of a text. In the Competency-based Curriculum (KTSP) for elementary school, they only learn about descriptive text. Pardiyono (2007:33) stated that, descriptive text is a kind of text which is aimed to describe a particular person, or living/non living things.

There are several steps in teaching descriptive text, described as follows:

1. BKOF (Building Knowledge of the field)

   The purpose is to prepare the student’s readiness in following the class by greeting the students, reviewing the last material, and introducing new material.

2. Modeling

   The purpose is to introduce new text for the students by giving an example of a text. In this step, the teacher provides a text and deconstructs it, based on:

   a. Social function

c. Language features

3. Joint Construction of text

The purpose is to guide the students to reconstruct a new text of the same genre in a group, guided by the teacher.

4. Independent Construction of text

The purpose is to train the students to produce a new text of the same genre individually, guided by the teacher.
CHAPTER III

DISCUSSION

In this chapter, the writer will discuss three topics. Each topic consists of several subtopics, including the description of SD N Palur 04, the job training activities, the process of teaching descriptive text, and the problems encountered in teaching process and the solutions.

A. The description of SD N Palur 04

SD N Palur 04 is a primary school located in Klaruan village, Mojolaban subdistrict, Sukoharjo regency. This school has operationalized, since July 1, 1980. It stands on the piece of land about 528 and 2300 square meters.

The building of this school consists of six classrooms, a teacher’s office, two parking areas for students and teacher’s staff, a canteen, toilet, and a Christian’s room. The teacher’s office is also an office for the headmaster. It is only separated by three cupboards located in the middle of the room. There are also two educational facilities, such as computer’s room and library, which is included in each classroom.
This school is led by Sukino, S.Pd, as the headmaster. The duty of the headmaster is arranging and controlling all programs held by the school. There are 10 teachers who are responsible in handling the class and subject. They are six class teachers, a Christian teacher, a Moslem teacher, an English teacher, a sport teacher and a computer teacher. There is also a school guard who always keeps the cleanliness and the safety of the school. The chart organization of SD N Palur 04 will be enclosed on the appendices.
1. Vision and missions

The vision of this school is “Excellent achievement based on faith and virtuous”.

The missions of this school are:

a. Holding the effective teaching and learning process to optimize the student’s potentials.

b. Building the spirit of achievement entire the school.

c. Developing and helping the students to find their potentials and abilities optimally.

d. Encouraging the understanding about the religion they embrace and their culture.

e. Applying the green, comfortable, and healthy school.

2. Extracurricular Activities

Last year, this school had three extracurricular activities. They were traditional dancing, scouting, and computer. This school ever won a lot of achievements, mostly from scouting. Now, this school only has one extracurricular activity, computer. They will program the previous extracurriculars, scouting and traditional dancing, next year.

B. The Job Training Activities

The writer did some activities before conducting the teaching process, such as conducting class observation and making lesson plan.
1. Class Observation

Class observation is one of the activities done by the writer before entering the teaching and learning process. The aim of holding class observation is to observe the physical condition of the class and the way of English teacher teaches the students. It is also included to know the number of students and the supporting facilities provided by school.

Firstly, the writer did class observation on Tuesday, 25th of January 2011. Here, the writer observed the physical condition of the class and the number of the students on the fourth grade.

The physical condition of this class is good enough. The location is separated from other classes, so they can concentrate in learning the lesson without being disturbed by other classes. The fourth grade’s room is a new building, built in 2010, so there are just few supporting facilities there.

This room has eleven chairs and twelve desks for the students. There is a set of teacher’s desk in front of the class. There is also a cupboard and a blackboard. There are 20 students on the fourth grade, consisting of 6 boys and 14 girls. The schedule of English lesson is every Tuesday, started from 09.00 until 10.45 am, so the length of time is three hours, covering 35 minutes each.

The writer also observed the way of English teacher in teaching the students. The english teacher’s name is Nurul Adiningrum S.Pd. She graduated from IKIP Malang. In doing class observation, the writer came to the class with Miss Nurul. The writer sat on the corner and took a note while the teacher was teaching.
When the teacher came to the class, she did not greet the students. She just asked whether the students had homework or not, then discussed the material. She used grammar translation method in teaching English, but mostly used Bahasa Indonesia. The way of the teacher in delivering material was boring. There was no activity which made the students became interested in following the class.

The condition of the class was too noisy. When the teacher was teaching, many students did not pay attention to the material. They tended to make joke and chat with other friends. When the teacher asked some questions, they could not answer it. Therefore, the teacher was always angry at them.

2. Making Lesson Plan

Lesson plan is the important thing for teachers before starting the teaching and learning process. Lesson plan is arranged in order to make the teaching and learning process well-organized. It also makes the teachers easier in delivering the material because it is already well-staged.

One lesson plan may be used more than one meeting. It depends on several factors. In the writer’s opinion, there are two factors which affect it. The first factor is length of time. If we only have limited time to teach a lesson, there is possibility that one lesson plan may be used more than one meeting. The second one is the student’s understanding about the material.

When teachers decide to make a lesson plan, they should include the four language skills. They are listening, speaking, reading, and writing skill. This four language skills can be included in every tasks given or in the texts given.
The writer made lesson plan before starting the class. This lesson plan was arranged based on the student’s worksheet (LKS) for the fourth grade of Elementary school, namely “Sportif”, published by CV. Harapan Baru. The writer also tried to involve the four language skills. The writer also made and added some materials and text, related to the topic. It was done because the material on the student’s worksheet was not complete enough.

C. The Process of Teaching Descriptive Text, Theme: Number, for the Fourth Grade Students of SD N Palur 04

There were four steps in the process of teaching descriptive text. It was started from building knowledge of the field (BKOF), modeling, joint construction of text, and independent construction of text.

1. Building knowledge of the field (BKOF)

BKOF consists of greeting, reviewing the last material, and introducing the new material. In this step, firstly the writer greeted the students in English. By greeting the students in English, it is expected that they can learn how to greet someone and practice it in their daily life. It is described as follows:

- The writer : Good morning, student!
- Students : Good morning, Miss Asri!
- The writer : How are you today?
Student: I’m fine miss, thank you, and you?

The writer: I’m fine too, thank you.

After that, the writer reviewed the last material by giving some questions to the students. By reviewing the material, it would help them to recall their memory about the material that they have learned. For example:

-Did you still remember the last material we had?
-What was it about?

Then, the writer started to introduce new material. To prepare the student’s readiness in following the class, the writer gave some questions related to the material. This kind of activity is usually called as brainstorming. The questions are as follow:

The writer: Do you have kitchen room?
The students: Yes, miss.
The writer: How many kitchen rooms do you have?
The students: One, miss

The writer: How many plates do you have?
The students: Thirteen…ten

The writer: How many stoves do you have?
The students: one, miss

The writer used Bahasa Indonesia to deliver the material. Sometimes the writer used English to accustom the students with English language.
2. Modeling

In this step, the writer introduced an example of descriptive text, made by the writer. Then, the writer copied and shared it to the students. The text related to the theme, number. In the example of the text, the writer included some vocabularies.

**Ani’s Kitchen Room**

Ani has a large kitchen room. She has many kitchenwares, there. She has one gas stove, ten plates, eleven glasses, two pans, and five bowls. She also has one refrigerator.

**Vocabulary**
- *Has: mempunyai*
- *Large: luas*
- *Kitchen: dapur*
- *Kitchenware: Alat-alat dapur*
- *Gas stove: kompor gas*
- *Plate: piring*
- *Glass: gelas*
- *Pan: panci*
- *Bowl: mangkok*
- *Refrigerator: lemari es*
After the students received the text, the writer asked them to read by themselves. This activity would help the students in applying their ability in reading skill. The writer also tried to involve the listening and speaking skill in this step.

Firstly, the writer read the text, sentence by sentence and the students listened to the writer. Here, the students were trained to apply their ability in listening skill. After that, the writer asked them to repeat it. Through this activity, they have developed their speaking skill.

In discussing the text, the writer involved the students. We discussed about the meaning of the text. The writer also explained a little bit information about the function of descriptive text and the using of have/has on the text.

To measure whether the students understood or not about the text, the writer gave questions, “True or False”. Then, the writer asked the students to answer it on the board.

In this step, the writer also gave the students some exercises, related to descriptive text about number. The exercises were question and answer and gap filling. One of the exercises involved the listening and writing skill.

3. Joint construction of text

Joint construction of text is an activity involving all the students in doing exercise or reconstructing the text. It can be divided one group, consisting of several students, or in pairs.
In doing exercise, the writer tried to make it on game session. The game was called as listening game. The writer divided the students into five groups. Each group contained of four students. They had to listen to the text and the questions read by the writer.

In training the students to reconstruct the text, the writer gave them a piece of paper containing the guideline to complete the paragraph, guided by the writer. The writer would help the students in this process.

<table>
<thead>
<tr>
<th>Name</th>
<th>Jimmy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>SD N Jaya</td>
</tr>
<tr>
<td>Age</td>
<td>Eight years old</td>
</tr>
<tr>
<td>Sisters</td>
<td>Two sisters</td>
</tr>
<tr>
<td>His sister’s names</td>
<td>Farah and Linda</td>
</tr>
<tr>
<td>Farah age</td>
<td>Twelve years old</td>
</tr>
<tr>
<td>Linda age</td>
<td>Thirteen years old</td>
</tr>
</tbody>
</table>

Jimmy’s Family

I have a friend. He is …………….. He is a student at………………. He is ………….. years old.

Jimmy has …………. sisters. His sister’s names are ………………. and ……………… Farah is …….. years old. And Linda is ………………. years old.

By giving the guideline, the students were trained to complete the paragraph in a good arrangement based on the guideline. It would help them in reconstructing or producing a new text. Therefore, guideline was needed to make them know how to arrange a good paragraph.
When they knew how to put all guidelines in a good arrangement, the writer started to guide them to reconstruct the text. The text was almost same as the text above, but it discussed different topic.

<table>
<thead>
<tr>
<th>Name</th>
<th>Anisa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hobby</td>
<td>Collecting toy</td>
</tr>
<tr>
<td>Toys</td>
<td>Car toys and dolls</td>
</tr>
<tr>
<td>Car toys</td>
<td>Ten car toys</td>
</tr>
<tr>
<td>Dolls</td>
<td>Six dolls</td>
</tr>
<tr>
<td>Total of toys</td>
<td>Sixteen toys</td>
</tr>
</tbody>
</table>

4. Independent construction of text

In the last step, the writer provided the topic and a piece of paper to write the text. The students were free to make a descriptive text with their own words, but they have to concern the arrangement to make a good paragraph. Here, the writer still guided them. The writer became a facilitator for the students, if they had some problems in writing the text.

D. The problems encountered in teaching process and solutions

In teaching descriptive text to the students, there were many problems encountered in teaching process, coming from the students and the writer.
1. Problems coming from the students

The students had many problems in learning descriptive text. There were lacks of paying attention, their motivation in learning English, lack of mastering the four language skills.

A. Lack of paying attention

Although the students are not as many as other classes, this class is known as the second noisiest class. Many students did not pay attention when the writer was teaching them. There were few students who truly wanted to follow the English class.

To solve this problem, the writer conducted game activity to make them interested in following the class.

B. Motivation in learning English

Many students considered that English is difficult to be learned. Therefore, they were bored in learning English. So, the writer had to encourage and motivate them that learning English is fun. Through game, it could motivate them.

C. Mastering the four language skills

In developing listening skill, they still did not understand what the writer said. In speaking skill, they were embarrassed to speak in front of class. In reading skill, many of them did not know the meaning of some words. In writing skill, they could not develop their imagination in creating text.

To solve all those problems, the writer tried to train them. By doing some activities or involving them in every discussion, it would increase their ability in mastering the four language skills.

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D. Writing descriptive text

The common problems faced by the students in writing a text are lack of having idea and understanding about grammar. Although, the writer provided the guideline to guide them in writing a text, they still had no idea when the writer asked them to write. Moreover, they also did not know how to make sentences correctly. Their sentences were still affected by their mother tongue. For example:

“My name Mr Boby”

To solve these problems, the writer had to guide them in raising the idea and explain how to make sentences correctly.

2. Problems coming from the writer

The writer also faced some problems in teaching the fourth grade students. The problems were handling the students and the material.

A. Handling the students

Because the condition of the class was noisy, the writer sometimes got difficulties in handling them. Therefore, the writer had to shout to make them calm.

B. The material

The material on the student’s worksheet was not complete enough. Therefore, the writer had to search other resources and make the material by herself.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, the writer draws some conclusions as follows:

1. The process of teaching descriptive

   a. The writer made lesson plan before entering the teaching process. The material was taken from the English Student’s Worksheet (LKS) and the material made by the writer.

   b. The writer did four steps in delivering the material about descriptive text. They are BKOF (Building knowledge of the field), Modeling, Joint construction of text, and Independent construction of text.

   1. BKOF: The writer greeted, reviewed the last material, and introduced new material to the students.

   2. Modeling: The writer introduced an example of descriptive text on the modeling. The writer discussed the text with the students and gave some sufficient exercises related to descriptive text.

   3. Joint construction of text: The writer made game and trained the students to reconstruct the text, guided by the writer.

   4. Independent construction of text: The students tried to write a new descriptive text, still guided by the writer.

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c. The writer tried to applied the four language skills, listening, speaking, reading and writing on each step.

2. The problems and solutions

The writer found some problems coming from the students and the writer. The problems coming from the students were lack of paying attention, motivation in learning English, mastering the four language skills, and writing descriptive text. The problems coming from the writer were handling the students and having limited material.

To solve all those problems coming from the students, the writer gave the solutions, such as giving games and encouraging the students. The writer had to shout to make them calm, because they were stubborn. To solve the limited material, the writer made the material by herself.

B. Suggestions

Based on the conclusion of the teaching process, the problem and the solution above, the writer suggestes to:

1. SD N Palur 04

   The school should not only provide student’s worksheet but also English book. Besides, the school should supply supporting facilities, such as flashcard and English story book.
2. The English teacher

The teacher should be more creative in creating and delivering material to make the students interested in learning English.

3. English Diploma Program

The program should provide more reference books in SLC (Self Learning Center), related to the teaching mainstream.