SOME PROBLEMS IN THE PROCESS OF ENGLISH LEARNING TEACHING FOR THE FIRST GRADE STUDENTS OF SMPN 1 MUSUK BOYOLALI

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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The movement you need is on your shoulder

(The Beatles)

Love your life

(The Writer)
DEDICATION

The final project is dedicated to:

❤ My beloved late Ibu
❤ My beloved Bapak
❤ My beloved Grandma
❤ My lovely Little Brother
❤ My big family and friends
PREFACE

Alhamdulillahi rabbil 'alamin, First of all, praise belongs to Allah SWT the Lord of the universe for giving me this chance. Also, the writer would like to thank to all people for all supports and guidance’s for her in finishing this final project entitled “Some Problems in the Process of English Learning Teaching for the First Grade Students of SMPN 1 MUSUK, BOYOLALI”

This final project written by the writer to fulfill the requirement in obtaining the degree of English Diploma Program after finished the job training activities in SMPN 1 Musuk, Boyolali. This report contains some information about job training activities, teaching English for the first grade students of Junior High School, problems faced by the students, problems faced by the teachers and the solution to handle those problems.

The writer realized that this final project report is far from being prefect. Therefore, the writer will appreciate any criticisms and advices.

However, the writer hopes that this final project report will be useful for all readers.
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Surakarta, July 2009
The writer

Agustina Indriastuti
AGUSTINA INDRIASTUTI, 2009, SOME PROBLEMS IN THE PROCESS OF TEACHING AND LEARNING FOR THE FIRST GRADE STUDENTS OF SMPN 1 MUSUK, BOYOLALI. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the job training done by the writer in SMPN 1 Musuk, Boyolali. The objectives of this final project are to describe the activities of teaching and learning process for the first grade students of SMPN 1 Musuk, Boyolali and to describe some problems in English learning and teaching process for the first grade students of SMPN 1 Musuk, Boyolali.

During the job training, the writer taught English lesson and took some activities such as: doing the class observation, making the lesson plan and preparing the material presentation.

In teaching English the writer took the materials and exercises based on the workbook entitled Compact. The writer gave four skills to the students consisting of speaking, listening, reading and writing.

During the teaching and learning process the writer found some problems faced by the students and teachers. Some problems faced by the students are: spelling and pronouncing English words, memorizing English words, Limited facilities and resources. Beside there are three problems faced by the teachers: classroom managing, uncooperative students and limited time to prepare the material. The writer also presented the solution to solve those problems.
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CHAPTER I

INTRODUCTION

A. Background

In this globalization era, English mastery is very important because it has a lot of important roles in many aspects of our life such as; economy, tourism, education, business etc. We require learning English since it is an International language used for connecting people in many countries all over the world. Due to this reason, our government stated that English is included in one of the national curriculums for Junior High Schools. English has been introduced from the Elementary School then it is continued in Junior High School as the secondary school. In SMPN 1 Musuk, Boyolali, English has been taught from 1st grade to 3rd grade.

In fact, teaching English for Junior High School students is not easy. They have some problems in accepting English lesson for example some of the students do not get English material when they are in Elementary school, the students sometime unable to control their habit and have low motivation in learning English. Other problems of learning and teaching English are limited environment, facilities and resources which support ELT process. Due to those problems the teachers have to arrange the learning English activities as well as possible, so the students did not feel bored during the English lesson. The teachers also need to give some exercises to measure capabilities of the students although there are still some problems faced by the teachers and the students.
During the job training in SMPN 1 Musuk, Boyolali, the writer made a lesson plan before teaching. It makes the English lesson managed well and makes the teachers have a good performance during the ELT process.

Based on the background above, the writer presents a discussion and report entitled “Some Problems in the Process of English Teaching Learning”. The report contains some problems in the process of English learning for the first grade of Junior High School based on my experiences during my job training in SMPN 1 Musuk, Boyolali.

B. Objectives

The objectives of this final project are:

1. To describe English teaching and learning activities for the first grade students of SMPN 1 Musuk, Boyolali.
2. To describe the problems in English learning and teaching process for the first grade of SMPN 1 Musuk, Boyolali.

C. Benefits

It is hoped that this final project will give advantages to:

1. English teachers
   This final project is expected to give some contributes for English teachers, especially for Junior High School teachers. The teachers can use this final project as one of their references to find out the solution of some
problems which is usually happened during English learning and teaching process.

2. Junior High School students

It is expected that this final project can be useful to help the students of Junior High School in learning English easily.

3. English Diploma students

This final project is expected to be useful for the English Diploma students to improve their knowledge especially who are majoring in teaching about some problems faced by teachers and students in the process of English teaching and learning for the first grade students of Junior High School. Therefore the readers, especially those who are interested in educational aspect use this book as one of their references.
CHAPTER II

LITERATURE REVIEW

A. English Language Teaching and Learning

1. Teaching

Education consists of two important aspects. They are teaching and learning. Teaching and learning cannot be separated from each other. According to Brown, “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning” (Brown, 2000:7). Brown says, “Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand” (Brown, 2000:7).

In other words, it means that teaching is an activity in learning and exploring something. Teachers are responsible in facilitating and guiding the learners during the learning process and setting the condition as well as possible so that the learners feel comfortable and able to understand the material well. In the English learning process, teaching means showing, helping, guiding and providing the learners English materials, so that the learners can understand the English materials given by the teachers.

2. Teaching Methods
According to Jack C. Richards and Theodore S. Rodgers method is “An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach” (Richards and Rodgers, 2001: 19). It means that, method is delivering presentation or material based on the selected approach.

Krashen states, there are five English teaching methods, as follow:

1. Grammar-Translation Method

According to Howatt in his book entitled *A History of English Language Teaching* “Grammar-translation method was devised and developed for use in secondary school and the label is misleading in some respects” (Howatt, 1984:133). In other words it means grammar-translation method is relevant to be implemented in Secondary School.

According to Richard and Rogers “Grammar-translation method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language” (Richard and Rodgers, 2001:5).

In other words, it means that grammar-translation method is a method emphasizes the detailed analysis based on the grammar rules, then followed by the application of the materials and translations of the sentences or text to the language target.

2. Audio-Lingualism
According to Krashen Audio-Lingualism is common feature of audio-lingual teaching, “The lesson typically begins by dialogue, which contains the structures and vocabularies of the lesson, the students are expected to mimic the dialogue and eventually memorize it” (Krashen, 1995:129).

It means that audio-lingualism is a type of method which is begins by dialogue which is containing structure rules and vocabularies. To make the learners are expected to mimic the dialogue in order to memorize it.

3. Cognitive-Code

According to Krashen ”The cognitive-code attempts to help students in all four skills, speaking and listening in addition to reading and writing” (Krashen, 1995:132).

In other words, this statement means that cognitive-code has purpose to help the students in mastering four basic skills of English they are listening, speaking, reading and writing.

4. Direct Method

“A language could best be taught by using it (direct method) actively in the classroom, rather than using analytical procedures that focus on explanation of grammar rule use of the foreign language in the classroom” (Richard and Rodgers, 11:2001).

From the definition above, it means that language learning could best be taught by actively using direct conversation in the classroom rather than using analytical procedures focus in presenting the explanation of the grammar structure.
According to Krashen “The goal of the instruction is for the students to guess, or work out, the rule of the language, to aid in induction, the teacher ask the students’ response it then used to provide an example of the target structure” (Krashen, 1995:135).

According to the definition above, it means that the purpose of direct method is to emphasize the students to be active in class and involve to the lesson directly. They have to think and act, meanwhile the teachers have to provide an example of the target structure.

5. The Natural Approach

According to Krashen, this method can be described by those following principles:

1. Class time is devoted primarily to provide input for acquisition.
2. The teachers speak only the target language in the classroom.
3. Homework may include formal grammar work. Error corrections are employed in correcting homework.
4. The goals of the course are “semantic”, activities may involve the use of a certain structure, but the goals are to enable students to talk about ideas, perform tasks, and solve problems. (Krashen, 1995:139)

3. Learning
According to Brown, “Learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instructions” (Brown,7:200). It means that learning is a process of someone in receiving the material given by the teachers, exploring their knowledge with new input and information, developing their skill and measuring their ability by some exercises. For English learners it means that, the learners receiving English materials then exploring their selves and measuring their English skills by taking some English exercises to improve their English skill.

According to Jack C. Richards and Theodore S. Rodgers in their book entitled *Approaches and Methods in Language Teaching*, “Learners were seen as stimulus-response mechanisms whose learning was a direct result of repetitive practice” (Richard and Rogers,2001:28). It means that the learners are the receptor of the materials, performer, initiator and problem solver of the learning process.

Johnson and Paulson (1976) spell out the learner roles in an individualized approach to language learning in the following terms:

1. Learners plan their own learning program and thus ultimately assume responsibility for what they do in the classroom.
2. Learners monitor and evaluate their own progress.
3. Learners are members of a group and learn by interacting with each other.
4. Learners tutor other learners.
5. Learners learn from the teacher, from other students, from other teaching resources (Richards and Rodgers,2001:28).
B. Teaching English to Teenager

Junior High School students are considered to teenager or young adult. According Brown “young adult “teens” and high school age children whose ages range between twelve and eighteen or so” (Brown,2001:91). Brown also says that “Teens are in between childhood and adulthood” (Brown,2001:91).

In other words it means that, teenagers are high school age between twelve and eighteen. Teenagers also called young adult who are in the age of transition from childhood to adulthood. Teenagers study in Junior High school and Senior High School. They need special set of consideration applies to tech them.

He also says that “the terrible teens” are an age of transition confusion, self-consciousness, growing and changing bodies and minds” (Brown,2001:92).

According to the definition above, we can conclude that terrible teens are young adults who are in the age of transition, they have unstable emotional condition such as: easy to confuse, anxious, easy to change their mind and grow and body changes.

According to Brown there are some characteristics of young adults, as follow:

a. Intellectual capacity adds abstract operational around the age of twelve.

b. Attention spans are lengthening as a result of intellectual maturation, but there are many diversions present in a teenager’s life, those potential attention spans can easily be shortened.
c. Varieties of sensory input are still important, but in increasing capacities for abstraction lesson the essential to all five senses.

d. Factors surrounding ego, self image and self esteem are at their pinnacle. Teen’s ultra sensitive to how others perceive the changing physical and emotional selves along with their mental capabilities.

According to Brown there are some important concerns of the secondary school teacher to keep self-esteem high by:

1. Avoiding embarrassment of students at all costs.
2. Affirming each person’s talents and strengths.
3. Allowing mistakes and other errors to be accepted.
4. De-emphasizing competition between classmates.
5. Encouraging small-group works where risks can be taken more easily by a teen.
6. Secondary school students are becoming increasingly adult like in their ability to make those occasional diversion from the “here and now” dwell on a grammar point of vocabulary item, but in teaching them, care must be taken not to insult them with stilled language or to bore them with overanalyzes (Brown, 2001:91).
CHAPTER III
DISCUSSION

A. Description of SMPN 1 Musuk, Boyolali

1. Description and Brief Story of SMPN 1 Musuk, Boyolali

SMPN 1 Musuk, Boyolali is a state owned Junior High School in Boyolali. It is located at Jl. Pemuda 1A musuk, Boyolali. In 1970’s SMPN 1 Musuk, Boyolali was named SMP PEMDA but it was transformed into state owned Junior High School in 1980.

The area of the school is about 9.768 $m^2$ and the whole building is about 2.932 $m^2$. The school has 2 gates, 18 classrooms, 1 library, 1 science laboratory, 1 computer room, 1 headmistress’s room, 1 staff’s room, 7 bathrooms for students, 2 bathrooms for teachers, 2 fields, 1 mosque, 2 parking areas, 1 multimedia room, 1 OSIS room, 1 storeroom, 5 canteens, 4 changing rooms and 1 language laboratory.

SMPN 1 Musuk, Boyolali has 49 teachers, 18 teachers are classroom teachers. The teachers are responsible in teaching their particular subjects. Besides, SMPN 1 Musuk, Boyolali has 10 staffs to help the headmistress.

SMPN 1 Musuk, Boyolali has a total 688 students. They are 372 male students and 316 female students. The teaching and learning process of SMPN 1 Musuk, Boyolali is held 6 days a week, beginning at 7.15 a.m. to 13.00 p.m., except on Friday the school begins at 7.15 a.m. until 11.00 a.m.
2. **Vision and Mission of SMPN 1 Musuk, Boyolali**

SMPN 1 Musuk, Boyolali has visions and missions in order to motivate the whole members of the school.

- **Vision**

  Vision of SMPN 1 Musuk, Boyolali:
  
  1. Creating good quality of young generation.
  2. Thinking logically.
  3. Mastering IPTEK (Science and Technology)
  4. Creating religious young civilized generation

- **Mission**

  Mission of SMPN 1 Musuk, Boyolali:
  
  1. Encouraging and motivating the students in studying, in order to create good achievements in academic and non academic aspects.
  2. Increasing health competitive aspects, therefore the students are motivated and encouraged to reach their goal.
  3. Implementing teaching and guiding effectively and efficiently in optimizing the student’s potential.
  4. Creating conducive situation in order to support the activities of teaching-learning process.
  5. Developing the creativity and activity of the students in sports, arts and culture aspects.
  6. Increasing the religion activity to comprehend and implement the religion norms to create a good attitude and behavior of the students.
7. Introducing and measuring IPTEK (Science and Technology)

8. Helping the students to find their potential and developing their potential.

3. **School Structural Organization**

SMPN 1 Musuk, Boyolali is lead by a headmistress. The recent headmistress is Dra. Wiwik Radyuni. She has some roles, namely: educator, manager, administrator, innovator and motivator for the whole members of the school. In doing her job she is assisted by her vice headmaster. The recent vice headmaster is N. Joko Lukito, S.Pd. The vice headmaster is responsible in helping
the headmistress related with the school activities, teaching learning process and administration.

There are 18 classroom teachers responsible in handling and managing the class for the lesson and administration. There are 10 staffs that are responsible in managing the library, laboratory and documentation.

B. Job Training

1. Class Observation

In her job training, the writer made an observation in SMPN 1 Musuk, Boyolali from February 16th 2009 until March 23th 2009. The writer focused to the first grade students as the object of the observation. The writer came to SMPN 1 Musuk, Boyolali every Monday, Wednesday, Thursday and Saturday. The writer taught the students four times a week from 7.15 a.m. until 13.00 p.m. except on Mondays and Thursdays the writer only taught English lessons from 7.15 a.m. until 9.00 a.m. The writer taught for the first grade students from Class A until F. Each meeting is 45 minutes or one lesson hour. During her job training the writer was guided by English teacher in SMPN 1 Musuk, Boyolali.

The rates of students from class A to F are 40 students each class. Each class had the basic facilities to hold the teaching learning process, the facilities are: one whiteboard, two markers, one information board, one teacher’s desk, one teacher’s chair, student’s tables and chairs.
To support teaching-learning process, the school equips the students with *Compact* as a workbook or LKS as the main source of materials and exercises. Since the students economic condition rate are tent to middle and under, the school did not order the students to buy other resources. Therefore the school gives English packet book entitled *English for Junior High* given by the government. The students have to joint with their tablemate when using this book.

There is a library in SMPN 1 Musuk, Boyolali, it is used to support the teaching-learning process. The library is in good condition, because the library has been renovated by the government. However, the condition is good the students rarely visit and read some books in the library, because they lack motivation in reading lesson materials and prefer to laugh with their friends when the break time.

2. **Lesson Plan and Material Preparation**

When doing the job training in SMPN 1 Musuk, Boyolali, the writer made a lesson plan and prepared the material based on the syllabus and evaluation from the precious meeting. She made lesson plan before teaching-learning process. The purpose of making lesson plan and preparing the material is to make a framework design what she has to do ahead, so that the writer knows when she may starts and end ups the teaching-learning process. It also helps the writer focuses in giving the material and reminds what she intended to do, so that the lesson arranged well and the students did not feel confuse in accepting the material.

Generally lesson plan consists of four main parts, they are: building knowledge of the field, modeling, joint construction and independent
construction. Every lesson plan emphasizes on one or two of four skills, listening, reading, speaking and writing.

The writer arranged lesson plan based on the syllabus given by the teacher in SMPN 1 Musuk, Boyolali. The lesson plan taught by the writer in SMPN 1 Musuk, Boyolali is about description, procedure and public information.

3. Teaching and Learning Activities

The writer applied the lesson plan in the class. The meeting started at 7.15 a.m. except in the Monday, the lesson will be held at 8.00 a.m. because the teachers have to conduct briefing with the headmistress. Every Monday the school held flag ceremony. The gate will be closed during the ceremony and will be opened after the ceremony finished.

The teaching-learning activities in SMPN 1 Musuk, Boyolali consists of 7 lesson hours a day, except on Fridays the teaching-learning activities only consists of 5 lesson hours. The allotted time for each meeting is 45 minutes.

The writer used grammar-translation method and direct method during her job training. Grammar-translation method is compatible to be implemented for the secondary school students. The writer used Indonesian language in explaining the material. It makes the students understand the material easily. In implementing grammar-translation method, the writer asked the students to analyst the detail of the grammar rules in a passage or sentence and then she asked the students to translate the sentence or text into Indonesian. The writer sometimes used direct method to know how well the students mastering the material. The students will answer the question directly after getting the question. The writer sometimes gave
some oral directions to the students then the students practice it. It is also called listen and practice. The writer asked the students to “stand up” then the students stand up. After presenting the material the writer asked the students weather they are understands or not.

To know how well the students master the material, the writer gave two kinds of exercises. They are joint construction and independent construction. The joint construction exercise is teamwork. The students worked in group, the writer gave direction how to do the exercise then they have to do it with their group. Meanwhile, independent construction mostly conducted by giving homework or some exercises taken from the workbook. The writer gave homework for the students to memorize about the material given before and to ask them to study at home.

C. Discussion

1. Teaching English for the 1st Grade Students of Junior High School

The 1st grade students of Junior High School are belonging to teenager learners. Teenagers or young adult are in the transition age. Teenagers have
unstable emotional condition, teenagers also easy to confuse, anxious, lack of confident and easy to change their mind. Due to those reasons the teachers of Junior High School have to implement special method in handling teenager students. The teacher’s roles do not only give the material based on the lesson plan, but also guide the students in controlling their emotional condition. In handling the first grade students of junior high school the teacher have to be more patient, because of their unstable emotional condition.

The material taught for the first grade students of SMPN 1 Musuk, Boyolali mostly are taken from *Compact* workbook. The students only have *Compact* as their material to be studied as their own. In *Compact* workbook there are 3 units with different topics. Each topic consists of theory, vocabulary and exercise. There are some kinds of exercises given in this book, for example matching, oral question, completing sentences and multiple choices. There are four basic skills emphasized in *Compact* workbook they are listening, speaking, writing and reading. Mostly *Compact* workbook taught about reading comprehension topics. Therefore the students are necessary to bring their dictionary.

a. **Listening**

There is listening comprehension in every exercise. Because of the limitation of the facility supporting the learning-teaching process, listening exercises was not given by rolling tape on the tape recorder. The students have to hear what the writer said then wrote the answer based on the question given by the writer. The writer read a passage then the students have to comprehend the
passage and answer the question given by the writer. The writer also gave some instructions in English, for example: “Do you understand?” or “Any question so far?” When the students did not understand what the writer was talking about, they would ask the writer, how to answer those questions, then the writer wrote in the whiteboard how to write those sentences after that she read it loudly and clearly. Then the students have to follow as the writer said.

b. Speaking

Teaching speaking for the first grade of Junior High School is not easy. Some of them did not get English material when they were in Elementary School. The writer gave the example how to pronounce a vocabulary for example “enough” [ə’naf]. There are some students saying “enog” or “inog”, then the writer asked the students to pronounce the right loudly then repeats it over and over again. The writer also asked the students to read a passage stated in the workbook together.

c. Writing

The writer gave the students some examples in writing a description text. She explained the body of the description text and gave the example of the description text. The students read and comprehend the example stated in the workbook then they tried to make a description paragraph by their selves. The writer asked the students to submit their work then she checked it. While checking
their paragraph the writer asked some of the students to write their paragraph on the whiteboard. The writer also asked the students to describe their favorite actress or actors. She gave some clues by writing some vocabularies to describe person, for example: flat nose (hidung pesek), tall (tinggi) and almond shape eyes (mata yang berbentuk buah almond). She also gave chance to the students to ask the writer some vocabularies related to the material. The writer also asked the students to describe their school, class and their tablemate.

d. Reading

The writer gave reading practice based on the passage in the workbook. The writer read the passage loudly. After read the passage the students are asked to read it together. The writer asked the students to find some difficult words in the passage then let them ask the writer or open the dictionary to found those difficult words. After giving the clue, the students are asked to comprehend the passage and translate the passage into Indonesian language. The writer also asked the students to make lists of difficult words, in order to remind and enrich them with a lot of vocabularies.

2. Some Problems in Teaching and Learning for the 1st Grade Students

In her job training the writer found some problems in teaching English for the first grade of Junior High School students. Both the teachers and the students have their own problems.

A. Some Problems Faced by the Students
1. Spelling and Pronouncing English Words

Javanese as a mother tongue and Indonesian as second language for the students, make the students spell and pronounce English in Indonesian way. The students read and pronounce English alphabetically as they did in reading Indonesian words. The writer had to give the example the correct pronunciations of the words. There were just the students with high motivation who are able to read English correctly. Another day, the writer asked the students how to pronounce the words correctly like they did before, some students were able to pronounce and spell the words well but some of them just make the same mistakes like they did before. To handle this problem the writer had to spell and pronounce the words correctly several times. Then she asked the students to spell the words over and over again.

2. Memorizing the English Words

The students founded that they are difficult to memorize English words. In every lesson the writer asked the students to make a list of some difficult words founded in passage stated in the book then translate it into Indonesian language. The students wrote those difficult words but they did not try to memorize it. They just depended on the teacher. To handle this problem the writer asked the students to try to memorize at least 5 difficult words. The writer drilled the students some words in order to help them memorize English words. For example:

- Post office: “kantor pos”
- Turn left: “belok kiri”
The writer asked the students what is the meaning of post office, and then the students answered “kantor pos”.

3. Limited Facilities and Resources

The facilities and resources supporting English lessons are lacking. The students only have their workbook as their references. There were only about five students who have dictionaries of their own. Even though the school has language laboratory, but the students just keep studying in the classroom.

The school did not have special equipment supporting English lessons such as: tape recorder, headset, English-English dictionary or other special English book. In presenting the material the writer just depend on Compact workbook. The students did not have the special book. Therefore the writer had to write the material on whiteboard when she took the material from other resources.

B. Some Problems Faced by the Teachers

1. Classroom Managing

The first grade students of SMPN 1 Musuk, Boyolali get English lesson 5 times a week. When the teacher came into the class to give the lesson, the students usually were not ready to get the material, for example: the students were still outside the class and joking with their friends when the writer came into the class.
Before starting the lesson the writer greeted the students and checked the attendance of the students she usually said “who is absent today?” then the students answer the question. After checking the attendance the writer asked the students whether they studied last night or not, then the students answered honestly whether they study or not.

After that the writer asked the students to open their Compact workbook to discuss the material or homework. In the middle of the material presentation some of male students are asked to be permitted to go to the bathroom. It was just a reason. In fact, they go to the canteen to buy some meals or candies. The situation could be worse, when some students asked to be permitted to pick their friends but they go for a long time. There were also troublemakers in class. They like to do something irrelevant with to lesson and disturb their friends.

Sometimes the class became crowded with sound, the students talked to each other. They talking, singing and joking with their friends. When the writer asked the students to do the exercise, some of the students just pretend to do the exercise. They borrowed their friends work when the writer asked them to write the answer into the whiteboard. Even, some of them just borrowed the other classmate’s workbooks which have been done before so that they just paste the answers into their book.

2. Uncooperative Students

The students kept silent during teaching-learning activities did not mean that they comprehend and absorb the material well. Sometimes they just doing nothing and thinking about something far away from the lesson. Some of the students just
pretended to pay attention, but they never took a note or read the material. It makes the students unable to master English well. They could not answer the questions well when the writer gave some oral questions. When the writer had already given the material, she asked the students if they had any question or not, then the students answered “no, mum”. After that the writer gave the students some exercises but they could not answer the exercise correctly.

3. Limited Time to Prepare the Material

Before the learning process begins the writer must prepare the material first. During the job training the writer did not have enough time to prepare the material. The learning process started at 07.15 a.m. and ended at 13.00 p.m. Since, the schedule was close to each other the writer felt tired and enable to prepare the material well. The writer only taught the material stated in the workbook.
CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the discussion in the previous chapter, the writer draws some conclusions as follow:

1. **Teaching English for the First Grade of Junior High School Students**

   Teaching English for the first grade students of Junior High School needs a special design, since the students are considered to young adult. Young adult have unstable emotional condition. Therefore the teachers of Junior High School must be more patient in handling the students, especially “the trouble maker” students. The teacher’s roles are not only as an educator who present a long presentation but also as a guide for the students to develop their personality and attitude to be a good civilized. The teachers have to guide the students in controlling their unstable emotional conditions. The method used by the writer to teach Junior High School students of SMPN 1 Musuk, Boyolali were grammar translation method and direct method.

   During her job training the writer prepared the material based on the lesson plan and syllabus. The writer did class observation, made lesson plan and prepared the material presentation done by the writer to make a good performance during the process of teaching and learning activities. The taught material mostly taken from a workbook entitled *Compact*. All of the students have this book as the
main material resources. Because of economic conditions, the students only bought this book as their own. *Compact* workbook published for two seasons, they are the first semester and the second semester. The materials given for the first grade students of Junior High School especially for the first semester are: description paragraph, procedure and public information.

2. Some Problems in Teaching Learning Process for the First Grade Students of Junior High School

a. Problems Faced by the Students

There are some problems faced by the students as follow:

1. Spelling and Pronouncing English Words

Spelling and pronouncing English words are difficult things to be studied for the first students at SMPN 1 Musuk, Boyolali. Since English is the third language after Javanese as the mother tongue and Indonesian language as the national language. The students read English in the Indonesian way, as they did in reading an Indonesian sentence.

To solve this problem the writer had to spell and pronounce the words correctly first, then the writer read it for several times in order to make the students able to memorize what the writer said. The writer had to write the words on the whiteboards and read those words together with the students for several times loudly and clearly.

2. Memorizing English Words
During the learning process the writer always asked the students to make a list of new vocabularies and difficult words in order to make them easier in memorizing English words. In fact, the students were only wrote those difficult words but they did not try to memorize them.

To solve this problem the writer asked the students to read at least 5 words several times. Then the writer asked the students directly to memorize what the meaning of the words. The students did not allow opening the dictionary or the note in answering the question.

3. **Limited Facilities and Resources**

The facilities supporting English lesson was limited. The school did not have special equipment supporting English lesson such as: tape recorder, headset, English-English dictionary or other special English book. In presenting the material the writer just depended on *Compact* workbook. The writer had to find other resources by her self to improve the material and write the material on the whiteboard.

Because of the lack of facilities and resource the writer demanded to be creative. She had to find other resources from internet or other books. A handbook is not enough to give the materials and exercises. The writer also asked the students to read other books available at the library.

b. **Problems Faced by Teachers**

There are some problems faced by the teacher as follow:

1. **Classroom Managing**
The students of SMPN 1 Musuk, Boyolali were easy to get bored with the presentation of the material. Conducive atmosphere is an important factor to make the students easily in receiving the material.

In fact, there are some trouble makers in class. To handle this problem the writer had to be more serious in handling the trouble makers. Since they could disturb the other students and made the class becomes riot. The writer warned the trouble makers first. If they wanted to learn they had to change their behavior in the class, or they should leave the class and got punishment.

2. Uncooperative Students

During the lesson there were some students who were just day-dreaming and thought about something far away from the lesson. The students did not focus to the lesson. Some of the students just pretended to pay attention, but they never took a note or read the material.

To solve this problem the writer asked the students to pay attention when the writer explaining. She explained the material first then asked the students whether they understand or not. If the students said that they were understand, the writer gave some questions to the students. The writer had to concern to the silent students more. The writer came to the silent students’ table then she looked his/her works and asked them did they found some problems in doing the exercise. Then she explained to them privately.

3. Limited Time to Prepare the Material

During her job training in SMPN 1 Musuk, Boyolali the writer found there was limited time to prepare the material. This happened since the schedule was
too close to each other. It makes the teacher felt tired and unable to prepare the material well.

Therefore the writer had to prepare the material at the night before the English lessons. The writer also had to make a lesson plan and syllabus according to the material to make the lesson run well according to the plan. Sometimes the writer searched the material from other resources such as: internet and other book resources.

3. **Suggestions**

Based on the statement above, these suggestions are presented to:

**a. The Students of SMPN 1 Musuk, Boyolali**

The students should increase their motivation in learning English by reading more and using the facilities provided by the school such as: Library and language laboratory.

**b. The English Teachers of SMPN 1 Musuk, Boyolali**

The teachers of SMPN 1 Musuk, Boyolali have to create fun atmosphere during the learning process. Sometime the teacher have to give educated game, English song or English movie to make the students interest to study English. The teachers also have to improve their vocabularies and pronunciation. Since teachers as the main resource for the students, the teachers have to master the pronunciation well.

**c. SMPN 1 Musuk, Boyolali**
In order to make English lesson easier to be taught, the school has to provide the facilities supporting English lessons such as: TV, VCD, Tape Recorder, Books, Cassettes, English movies and English Magazines. The school also has to conduct English course for several times in a week in order to make the students master the material and improve their language.
BIBLIOGRAPHY


