THE ACTIVITIES OF TEACHING AND LEARNING ENGLISH AT 4th GRADE OF ELEMENTARY SCHOOL IN SDN PUCANGAN IV KARTASURA

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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APPROVAL OF CONSULTANT

Approved to be examined before the Board of Examiners,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

Final Project Report
Title : THE ACTIVITIES OF TEACHING AND LEARNING ENGLISH AT
4th GRADE OF ELEMENTARY SCHOOL IN SDN PUCANGAN IV
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Accepted and Approved by the Board of Examiners,

English Diploma Program, Faculty of Letters and Fine Arts
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MOTTO

シュ The important thing is never to stop questioning
- Albert Einstein -

シュ Wise men talk because they have something to say;
fools, because they have to say something
- Plato -

シュ Life is the art of drawing sufficient conclusions from
insufficient premises
- Samuel Butler -
DEDICATION

The final project is dedicated to:

♥ My beloved grandmother (Almh.)
♥ My beloved parents
♥ My big family
♥ All of my friends
PREFACE

First of all, the writer would like to thank to Allah SWT who has given everything. Also, the writer would like to thank to all people for giving support, guidance, and spirit in finishing this final project entitled “The Activities of Teaching and Learning English at 4th Grade of Elementary School in SDN Pucangan IV Kartasura”.

In this final project report, the writer was interested in discussing the activities of Teaching and Learning English at 4th Grade of Elementary School in SDN Pucangan IV Kartasura. This final project also discusses about the problems encountered in the English teaching and learning activities the suggested solution of those problems.

Finally, the writer realized that this final project report is far from being perfect. Therefore, the writer needs suggestion from many sides to improve this report. The writer hopes this final project report will be beneficial for the readers.

Surakarta, June 2011

Nurul Fajriya

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ACKNOWLEDGMENT

In the name of Allah SWT, Who is the Most Loving, and the Most Merciful. All praise is to Allah, the Lord of the worlds. Peace and blessing of Allah SWT be upon our Prophet Muhammad SAW, and on his family and companions.

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Surakarta, June 2011

Nurul Fajriya
ABSTRACT


This final project is written based on the writer’s job training activities as an English teacher in SDN Pucangan IV Kartasura. The purposes are to know and to understand the English teaching and learning activities in SDN Pucangan IV Kartasura, including the problems during English teaching and learning activities, and the solution for those problems.

During the job training, the writer did some activities such as class observation, making lesson plan and English teaching and learning activities. The class activities consist of warming up to get students’ attention and preparing their readiness to follow the lesson; presenting the material to the students; playing game. The material consists of functional text, listening, speaking, reading and writing.

There were some problems faced by the students and the teacher. The problems faced by the students were memorizing vocabulary and having the difficulty in reading English text. Meanwhile, the problems faced by the teacher were handling the uncooperative students, lack of facilities and having big class.

The writer tried to give the solution to solve those problems in English teaching and learning activities. The solutions for those problems were the teacher should use English when asking the students to do something and be creative to use some techniques when teaching English.

The writer also gave the suggestion to many sides, such as: SDN Pucangan IV Kartasura, English teacher in SDN Pucangan IV Kartasura, students of English Diploma Program and English Diploma Program.
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THE ACTIVITIES OF TEACHING AND LEARNING
ENGLISH AT 4th GRADE OF ELEMENTARY SCHOOL IN
SDN PUCANGAN IV KARTASURA

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ABSTRACT

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when teaching English.

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CHAPTER I

INTRODUCTION

A. Background

Nowadays, English is very important. As we know, English is international language used by almost countries in the world to communicate each other. Everybody must master this language both oral and written to face the globalization era and free trade. But not all of people have the ability in understanding and mastering that. For that reason, English must is taught to people in the early age.

The Indonesia government included English in the curriculum of Elementary School since in this stage is the proper level to introduce the English early. In almost all of Elementary School in Indonesia, especially in urban areas, teaches English. The English skills that have to be mastered by the students are speaking, reading, listening and writing. English as a lesson in curriculum is given, even, from 1st grade of Elementary School.

English is a new language for students in Elementary School. Of course, the students face many problems to learn English. In order to make the students easy in understanding English, the teacher must be creative. Moreover the material given for the students must be organized well. The teacher must also build a good condition to support teaching and learning process in the class. For example, the teacher can give many activities related to the material which is going to be given, such as using playing games, pictures, songs, role plays, etc.
The students are predictable. When, they get bored they become noise and not listening to teacher’s explanation. They become uncooperative and less motivation in learning English.

The teacher should make the lesson plan in order to make the teaching and learning activity can be done well. The teacher must prepare the material well before teaching in the class and also has to be creative in preparing the material so the students are not bored and the material can be achieved well.

Based on the explanation above, the writer is going to write the final project report entitled “The Activities of Teaching and Learning English at 4th Grade of Elementary School in SDN Pucangan IV Kartasura”.

B. Objectives

This final project report has the following objectives:

1. To describe the activities of teaching and learning English at 4th grade of Elementary School in SDN Pucangan IV.
2. To explain the problems faced by the teacher and the students in the activities of teaching and learning English.
3. To find out the solutions of the problems in the activities of teaching and learning English.
C. Benefits

The writer expects this report will be beneficial for the following parties:

1. SDN Pucangan IV Kartasura

   This report can be useful for the English teacher in Elementary School. It can be a reference to give more activities to increase the student’s understanding of the material explained by the teacher.

2. The students of English Diploma Program

   This final project is hoped to add information for the students of English Diploma Program about English teaching and learning activities at fourth grade of elementary school.

3. The other readers

   It is also expected that this report can be one of the knowledge for the readers to improve the activities in teaching English for the 4th grade of Elementary School and the solutions to solve the problems.
CHAPTER II

LITERATURE REVIEW

A. Teaching

Teaching is an activity in transferring information or knowledge during a teaching and learning process until the learners get the information or knowledge well. According to Kenneth D. Moore (1998:20), “Teaching is the action of someone who is trying to assist others to reach their fullest potential in all aspects of development”.

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

Based on the statement above, the teachers are responsible to guide and facilitate the learners by setting the good condition for learners to learn.

Teaching and learning process is guided by someone who helps students to understand the materials well. They are called teacher. The teacher gives motivation and explains the materials to the students.

As a role model, a good teacher must be able to handle the class and has a good behavior. According to Harmer (1998:1-2), there are some criteria to be a good teacher: a teacher should make her / his lesson interesting, a teacher must love her / his job, a teacher should have her / his own personality, a teacher should have a lots of knowledge and a good teacher is an entertainer in a positive sense, not in negative sense.

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It can be concluded that, besides the teachers should have lots of knowledge to be given to the students, they must make the material going to be explained interesting so that it will build a positive conditions in the classroom. Then, teaching and learning process can be done successfully.

**B. Learning**

Teaching and learning are a unity that can not be separated one to another. According to H. Douglas Brown (2000:7), “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.”

It can be concluded that the learner can get the knowledge or information by studying, getting the experience by themselves and the explanation from the teacher.


From all above, it can be concluded that learning is an activity to get and retain information or skill by being active in practicing the language, perhaps reinforced practice.
C. Young Learners

According to Wendy A. Scott and Lisbeth H. Ytreberg in their book entitled *Teaching English to Children* (1990:1), the children are divided into two main groups. They are the five to seven year olds and the eight to ten year olds.

Scott and Ytreberg (1990:1-2) stated what five to seven olds can do at their own level. The children of five to seven olds can talk about what they are doing, tell about what they have heard and done, plan activities, argue for something, use logical reasoning, use their vivid imaginations, use a wide range of intonation patterns in their mother tongue and understand direct human interaction.

From the explanation above, it can be concluded that the children of five to seven year olds can use their thinking to catch the information by understanding direct human interaction. After getting the information, they can tell to someone about what they think by using logical reasoning.

Scott and Ytreberg (1990:3-4) stated that the general characteristics of children of eight to ten year olds are they can tell the differences between fact and fiction, they ask question all the time, they are able to make some decision about their own learning, they have definite views about what they like and don’t like doing, they have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions and they are also able to work with others and learn from others.

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From the characteristics above, it can be concluded that children of eight to ten year olds can develop the knowledge or information that they get by doing some activities such as asking to the teacher, working with others and learning from others.

D. Teaching English to Young Learners

Teaching English to young learners is different from teaching English to adult. The young learners like doing fun activities. As stated by Wendy A. Scott and Lisbeth H. Yteberg (1990:6), “Children have an amazing ability to absorb language through play and other activities which they find enjoyable.”

So, the teacher must set up fun activities related to the material. Some fun activities usually used by the teacher are using picture, singing a song and playing games.

1. Picture

Wendy A. Scott and Lisbeth H. Yteberg (1990:5) stated that most activities for the young learners should include movements and the senses. The teacher will need to have plenty of objects and pictures to work with.

It means that picture is important facility for young learners to study language.

2. Song

Wendy A. Scott and Lisbeth H. Yteberg (1990:27-28) stated that “listen and repeat” exercises are great fun and the students have a change to feel the sounds, the stress and rhythm and the intonation of the language. Songs are a
form of “listen and repeat”. By listen the songs, they can automatically remember and repeat the new words and new sounds from what they listening.

3. Games

Cristopher Brumfit stated (1995:142), “Children play and want to play. Children learn through playing. In playing together, children interact and in interacting they develop language skill”. It can be concluded that games are very effective way for indirect learning. Games provide an opportunity for using language while the mind is focused on the task of playing the game.

E. Methods in Language Teaching

According to Antony cited by Douglas (2001:14), “Method was described as an overall plan for systematic presentation of language based upon a selected approach.” Similarly, Richards and Rodgers cited by Douglas, (2001:14) “method was an umbrella term for the specification and interrelation of theory and practice.”

Based on the explanation above, it can be concluded that method is the way used by teacher to present the material in teaching second language to the students based on a language approach. The teacher must decide the most appropriate method in teaching and learning process, so that the teaching and learning process can be done well.
There are some methods of language teaching according to H. Douglas Brown (2001:18-23)

1. Grammar translation method

This theory can lead the students toward a reading skill of a second language. This method focuses on grammatical rules as the basic for translating from the second to the native language.

The characteristics of grammar translation method are classes are taught in the mother tongue with little active use of the target language, much vocabulary is taught in the form of lists of isolated words, long and elaborate explanations of the intricacies of grammar are given, and little or no attention is given to pronunciation.

2. Direct method

The Direct Method has basic premise that second language learning should be more like first language learning.

The principles of the direct method are classroom instruction was conducted exclusively in the target language, only everyday vocabulary and sentences were taught, grammar was taught inductively, new teaching points were taught through modeling and practice, both speech and listening comprehension were taught and correct pronunciation and grammar were emphasized.
3. Audio lingual method

The audio method concerns on oral activity: pronunciation, pattern drills and conversation practice.

The characteristics of audio lingual method are new material is presented in dialogue form, structural patterns are taught using repetitive drills, vocabulary is strictly limited and learned in context, there is much use of tapes, language labs, and visual aids, great importance is attached to pronunciation, very little use of the mother tongue by teachers is permitted, there is a great effort to get students to produce error-free utterances and there is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.

From the explanation above, it can be concluded that the appropriate method for students in Elementary School is Grammar Translation Method. There are two languages (mother tongue and target language) used in explaining the material. The class is taught in the mother tongue and little active use of the target language. It will make the students easy to understand the material given by teacher.
CHAPTER III
DISCUSSION

A. SDN Pucangan IV Kartasura

1. Description of SDN Pucangan IV Kartasura

SDN Pucangan IV Kartasura is one of formal education state-owned elementary schools in Kartasura. SDN Pucangan IV Kartasura was established in 1951. It is located on Jl. Sumantri 56, Pucangan, Kartasura.

SDN Pucangan IV Kartasura has eight classrooms to hold teaching and learning activities. Each classroom consists of 40 students on average, except 2nd grade, 3rd grade and 5th grade divided into two classes which each class consists of 25 students on average. Each classroom is handled by a class teacher who has a responsibility to teach all lessons except English, sport, computer, religion, and art. This school also has teacher office and headmistress office. The teacher office is located next to the headmistress office. The teacher office is a place for meeting among teachers and taking a rest when break time. The headmistress office is used for working and welcoming the guests.

To support teaching and learning activities, there are many rooms, extracurricular activities and additional courses for fourth grade, fifth grade and sixth grade. SDN Pucangan IV Kartasura has a mosque, a computer laboratory, a yard, a library and a school health center (UKS). It also has a parking lot, a warehouse, two restrooms for teachers and five restrooms for students.
students. The extracurricular activities are boys and girls scout, marching band, and traditional dancing.

SDN Pucangan IV Kartasura is led by a headmistress. The headmistress takes a control to the school system and handles the school helped by the teachers. The school has fifteen teachers consist of nine class teachers, an English teacher, an art teacher, a sport teacher, two religion teachers, and a computer teacher. There are also a school guard and a librarian.

2. Vision and Mission of SDN Pucangan IV Kartasura

Vision

SDN Pucangan IV Kartasura has a vision:

“Unggul Dalam Prestasi Berdasarkan Imtaq”

SDN Pucangan IV Kartasura has a vision to have a high quality in achievement based on faith and piety (Imtaq).

Missions

SDN Pucangan IV Kartasura has the missions:

1. To do the teaching and learning process effectively so that the students can develop their ability that they have optimally.

2. To develop the spirit of superiority in SDN Pucangan IV Kartasura intensively.
B. Class Observation

The writer did the job training in SDN Pucangan IV Kartasura started from 1st February 2011 until 31st March 2011. In order to know the class facilities and situation, the writer observed the classes first before doing the job training. The writer observed the students of first grade until the students of sixth grade. Then, the writer focused to do the job training at fourth grade. Then, the writer came to the class every Thursday. The English lesson at the fourth grade in SDN Pucangan IV Kartasura is taught every Thursday with time allotment 3x40 minutes.

There were forty-one students which consist of 22 boys and 19 girls. Based on the writer's observation, there was more than a half of a class that did not pay attention to the material given by teacher. They were noisy and they talked each other even drew on their lesson’s book, but there were some students who were enthusiastic and had high motivation to learn English.

The classroom had facilities that support the teaching and learning activity. There were a whiteboard, a blackboard, a cupboard, a clock, a fan, a teacher's desk and chair, some pictures about math, plants, animals, lesson schedule and picket schedule. There were also twenty-one desks and forty-two chairs arranged in four rows.
C. Making Lesson Plan

The writer made lesson plan before doing teaching and learning activity in SDN Pucangan IV Kartasura. The lesson plan has a function as a tool to allocate the time so that the teaching and learning activity can be organized well.

The writer made lesson plan based on book (student’s work sheet) published by *Sinar Mandiri* entitled *Cakra (Cakap dan Rajin)* as the source of the material. The lesson plan made by the writer consisted of four steps:

1. Motivating Strategy

   This first step were greeting and warming up. In order to get the students ready to follow the English lesson, the writer reminded the last material that they had gotten last week. The writer also asked some questions related to the material that was going to discuss at that day.

2. Presentation

   In this step, the writer gave the explanation step by step. It was started from listening, speaking, reading, and writing. The writer used the book entitled *Cakra (Cakap dan Rajin)*.

   The students had to read the material in their books and pay attention to the explanation carefully. The writer also gave some examples related to the topic. The students had to take some notes in their book if they did not know the meaning of the words.
3. Exercises

The writer gave questions related to the material to the students randomly. After that, the writer asked the students to do some exercises in their book (student’s work sheet).

4. Assessment

After the material had finished, the writer made the exercises by herself related to the material to measure the students’ progress in understanding the material that they had gotten. The students did their exercises individually.

D. Teaching and Learning Activities

In SDN Pucangan IV Kartasura, English lesson for fourth grade is given once a week. It is taught every Thursday with time allotment 3x40 minutes. It made the students bored. So, the writer had to prepare the lesson plan and the material well before teaching English. The writer gave instruction and explanation related to material by using Bahasa Indonesia and English to make the students easy in understanding the material. The writer had explained the materials about *Toys and Games*.

The activities of teaching and learning English in the fourth grade were motivating strategy, presentation, exercise and assessment.

1. Motivating Strategy

   a. Greeting
Before explaining the material, the writer asked the leader of the class to lead the students in praying together by using English. After that, the writer greeted the students to open the lesson as follow:

Students : “Good morning, mom.”
The writer : “Good morning students.”
Students : “How are you today?”
The writer : “I am fine. Thank you and you?”
Students : “I am fine too. Thanks.”

b. Warming up

In this step, the writer reminded the students to the last material that they had last week. Then, the writer led the students to discuss new material. The writer asked as follow:

The writer : “Do you remember the last material we had?”
Students : “No”
The writer : “Last week we had discussed about date. Do you remember days in a week?”
Students : (mention the days in a week)
The writer : “And the months in a year. What are they?”
Students : (mention the months in a year)
The writer : “Good. Today we’re going to discuss about toys and games. What is your favorite toy?”
Students : (the students answer together)
2. Presentation

The writer gave oral and written explanation to the students. The writer explained the material step by step. The material consisted of listening, speaking, reading and writing. The writer also explained about functional text (offering and asking someone to do something).

a. Functional Text (offering and asking something)

The students had to open their book and pay attention to the writer’s explanation. The writer also wrote the grammar of functional text and the examples on the blackboard.

After explaining the material, the writer asked the difficult part to the students. If there was no question, the students had to answer the question on their worksheet.

b. Listening

The writer introduced the new vocabularies for students. The writer read first then the students repeated after her. When reading those vocabularies, the writer walked around the class to make sure that all of the students repeated those vocabularies after her.

The writer did not translate those new vocabularies to Indonesia because the pictures were clear enough.
Toys

Yoyo  Kite  Toy gun

Swing  Rope skipping

c. Speaking

To improve the students’ ability in speaking, the writer asked the students to practice the dialogue. The writer showed how to read properly before asking the students to practice it in front of the class.

The writer asked the students to practice the dialogue in pairs. The students had to read loudly. The students practiced the dialogue below:

Joni : Hi, Bono. How are you?
Bono : I’m fine thanks. And you?
Joni : I’m fine too, thanks. Are you free this morning?
Bono : Yes, I am. Do you have a plan?
Joni : Yes, I do. I want to play a toy. By the way, what do you want to play?
Bono : I want to play marbles.
Joni : I don’t have any marbles.

Bono : How about playing yoyo?

Joni : That’s a good idea. Let’s go playing in my house.

Bono : OK!

There were some students who could not read the dialogue at all and could not pronounce the words clearly. The writer guided them to read the dialogue by giving an example. The writer read the sentences or words first and then they repeated.

Even though they could not read and could not pronounce the words clearly, they looked very enthusiastic by reading the dialogue loudly.

d. Reading

The students were asked to open their book to read the simple text. The writer gave the example to read first then the students followed to read the text. The students had to read the text carefully.

Today is Sunday. Anton and Aldo are in Niko’s house, they do not go to school. They are playing in the yard. Niko has many toys. There are toy car, toy gun, toy ball, marble, etc.

They look very happy. They are busy with their toys. Niko is playing a toy gun, he acts as a police. Aldo is playing a toy car, and Anton is playing a robot. It is a power ranger robot. They play until 4 p.m. After that, Anton and Aldo go home, because they must take a bath.

After that, to make the students understand the contents of the text that they had read, the writer asked them to translate the text above. The writer
asked the difficult words to the students then she wrote on the white board and translated them.

There were some students who did not pay attention to the writer’s explanation. Even though the writer had written the difficult words asked by the students on the whiteboard, they still asked to the writer the difficult words that had been written on the whiteboard.

e. Writing

It was difficult to ask the students to write. So, the writer used picture to stimulate them to write. The writer cut the picture into pieces then the students were asked to arrange it into a good picture.

The students arranged the pictures with their partner. Then, they had to make a simple dialogue such as:

A : What do you want to play?
B : I want to play toy plane.
A : How about playing toy car?
B : That’s a good idea.

When the writer asked the students to write the simple dialogue above, the students did not mind to do that.
f. Game

To minimize the boredom when learning English, the writer asked the students to play a game. The writer divided the class into many groups. Each group consisted of four students.

The writer omitted some letters in a word. The missing letters were mixed with the other capital letters (A-Z).

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  W   R   A   B   S
  R   P   K   P   I
```

The students with their group had to compete with the other groups to find the missing letters quickly. After getting the missing letters, the students had to complete the word.

Even though the students did not get any rewards, they were very enthusiastic to play that game.
E. Some Problems Encountered in the English Teaching and Learning Activities in Fourth Grade of SDN Pucangan IV Kartasura

1. Problem faced by the students

a. Difficulty in memorizing English words

There were some students at fourth grade in SDN Pucangan IV Kartasura have the difficulty in memorizing vocabularies, even for the common one such as “Sunday morning”.

b. Difficulty in reading English text

The writer asked the students to read in front of the class, but there were some students who can not read the English text at all. The writer had to give example to them first then they repeated. That condition disturbed the class activity, because the other students mocked them. The condition in the class became very noisy.

2. Problem faced by teacher

a. Handling the uncooperative students

It was difficult to make the students concentrate on the lesson. When the writer explained the material, the students chatted and played to each others. The class was very noisy because they did not pay attention to the teacher’s explanation. That condition disturbed the class activity.

There were some students of 4th grade in SDN Pucangan IV preferred playing to paying attention to the teacher. When the teacher
asked them to stop playing, they would stop but they began looking for another activity like chatting with friends. Sometimes some students seemed to pay attention but their mind were not focused on the lesson and some students seemed making notes but they were actually drawing.

b. Lack of facilities

The class was lack of facilities to support the English teaching and learning activities. There were no tape recorder and LCD in the class and also the handbook used by the students was lack of fun activities to attract the students’ interest in learning English.

c. Having big class

In a big class of forty one students, it was difficult for the teacher to make contact with the students at the back; it was also difficult for the students to ask for and to receive the attention intensively.

F. Suggested Solution for Problems in the English Teaching and Learning Activities for the 4th grade in SDN Pucangan IV

1. For the students

a. Memorizing vocabularies

The teacher should use English when asking the students to do something, such as “open the book page 45” and greeting them outside the class, such as “good afternoon”. So, the students can be accustomed to speak English.
b. **Difficulty in reading English text**

The teacher should give an opportunity to the students who can not read the English text to practice on their seat first, before practicing in front of the class. The teacher should guide them when practicing.

For the teacher

a. **Handling the uncooperative students**

The main problem was the students did not pay attention because they were not interested in the material explained by the teacher. The teacher can use different techniques in teaching English. Techniques in teaching English can make the students do not get bored and they will attract to learn English. Pictures, games, and song are very useful to make the teaching-learning process interesting.

In handling the students of 4th grade, the teacher must be patient. There were some students who become the trouble maker during the class activity. The teacher can come to their seats and see what they are doing. The teacher can ask them to stop chatting and take the things that they play.

b. **Lack of facilities**

Even though, the class was lack facilities to support the English teaching and learning activities and the book used by teacher was lack of fun activities, the teacher had to be creative to make some fun activities and build the good condition in the class.

_commit to user_
c. Having big class

When explaining the material, the teacher can move around the class. The teacher should be aware of what they do. The students can ask something that they do not know easily and the teacher can respond it easily too.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on discussion in the Chapter III, there are some conclusions that can be drawn in this final project. The conclusions are:

1. English teaching and learning activities in the fourth grade of SDN Pucangan IV Kartasura

In SDN Pucangan IV Kartasura, the fourth grade students were taught English lesson every Thursday with time allotment 3x40 minutes. The English teaching and learning activities were motivating strategy, presentation, exercise and assessment. The presentations given by the writer were divided into several activities such as listening, speaking, reading, writing and functional text (asking and offering something).

The writer used pictures and played game to make the students were interested in writing English and to minimize the boredom when learning English.

2. Some problems encountered in the English teaching and learning activities

The problems faced by the students were difficulty in memorizing vocabularies and difficulty in reading English text. The problems faced by the teacher were uncooperative students, handling the students and having big class.
3. Suggested solutions in the English teaching and learning activities

   To solve the problems, the teacher should use English when ask the students to do something and when greet them outside the class. The teacher can use different techniques in teaching English such as using pictures, playing games and singing songs. During the class activity, the teacher should move around the class to handle the situation in the class.

B. Suggestion

Based on the result of the final project report from the job training experience in SDN Pucangan IV Kartasura, the writer presents some suggestion to:

1. SDN Pucangan IV Kartasura

   SDN Pucangan IV Kartasura should divide the time allotment properly. The time allotment can be divided into 3x40 minutes each day a week or twice a week for example. So, the students are not bored and the lesson made by the teacher can be prepared well.

   SDN Pucangan IV also should improve facilities to support the English teaching and learning process. The facilities could be some equipments for English teaching learning process such as providing pictures or equipments for games.

2. English teacher of SDN Pucangan IV Kartasura

   The English teacher should often use English when asking students to do something. It can make the students are accustomed with English. The English
teacher should use some techniques such as providing pictures, playing games and singing songs in delivering the materials so that the students are not bored. It can help the students to accept the material easily and the students are more interested in learning English.

3. Students of English Diploma Program

When doing job training, the students of English Diploma Program should use some techniques in teaching the students in elementary school. They also should create various and interesting activities in teaching English to make the students in elementary school interest in learning English.

4. English Diploma Program

English Diploma program, Faculty of Letters and Fine Arts, Sebelas Maret University should add more time for the teaching subject in the teaching mainstream that just one semester. The addition of the time will give benefits for the students in the job training. The students of English Diploma will be more ready to prepare and use some techniques when doing the job training.