TEACHING AND LEARNING PRESENT TENSE FOR THE 5TH GRADER OF SD N SUKOMORO 2 MAGETAN

FINAL PROJECT REPORT

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

By:

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FACULTY OF LETTERS AND FINE ARTS
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2010
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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Title: TEACHING AND LEARNING PRESENT TENSE FOR THE 5TH GRADER OF SD N SUKOMORO 2 MAGETAN
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Accepted and Approved by the Board of Examiners,
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MOTTO

- EXPERIENCE IS THE BEST TEACHER
- NEVER PUT OFF TILL TOMORROW WHAT YOU CAN DO TODAY
- WITHOUT COMMITMENT, WORK WILL BE LIKE SCATING ON THIN ICE
I dedicate this final project to:

- Supomo & Siti Incanah, my beloved parents
- Afio Pamadona, My beloved older brother
- Fitroh Nur Habibi (alm), my beloved younger brother
- All of my beloved family
PREFACE

Alhamdulillahirobil alamin. All praise to Allah SWT who has given the writer permission to finish the job training and the final project well. This final project report is entitled “Teaching and Learning Present Tense for the 5th Grader of SD N Sukomoro 2 Magetan”. It is submitted as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

In this final project report, the writer just reports the activity when she taught present tense for the 5th grader. Nevertheless, she taught 1st until 5th grader on the job training. Here, present tense which was taught to 5th grader was still simple form. It is hoped that the simple present tense mastery of fifth grader students can be achieved or at least can be improved.

The writer realizes that this final project report is far from being perfect. Therefore, the writer widely accepts suggestions and criticisms given for the sake of betterment.

The last, the writer is grateful and apologize to all people who were involved in conducting this final project. She also hopes that it will be useful for the reader.

The Writer

Ismia Malia
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that colors my days. You always support me. I will not forget your
kindness and care.

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me during the study in the English Diploma Program.
ABSTRACT

Ismia Malia. 2010. Teaching and Learning Present Tense for the 5th Grader of SD N Sukomoro 2 Magetan, English Diploma, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report was written based on the writer’s job training activities as an English teacher in SD N Sukomoro 2 Magetan which was done for a month. This final project report discusses about the process of teaching and learning present tense for the 5th grader students of SD N Sukomoro 2 Magetan.

Data of this final project were taken from observation, interview, and literature study. Observation to the English lesson was done in the first week of the job training. The writer has interviewed some students and teachers. Meanwhile, the literature study was done by reading and studying related references.

During the process of teaching English lesson to the 5th grade students, the writer found some problems. The problems affect both to the teacher and the students. The problems are: the mother tongue interference, the student’s characteristic, memorizing regular and irregular verbs, the teaching material, facilities and media for English class activity, and limited time. The writer also presented the solutions to those problems. They are: taking the English lesson material from other resources, giving homework individually to the students, has to be patient in teaching the students who have bad behavior, managing the time as well as possible by predicting the time limitation and applying the lesson plan.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL OF SUPERVISOR</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL OF THE BOARD EXAMINERS</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>PREFACE</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>TABLE OF TABLES</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION 1

- A. Background 1
- B. Objectives 4
- C. Benefits 4

## CHAPTER II: LITERATURE REVIEW 5

- A. Teaching and Learning 5
  - 1. Definition of Teaching 5
  - 2. Definition of Learning 6
- B. Learning Grammar for Young Learners 7
  - 1. Definition of Grammar 7
a. The Problems of the students .......................... 28

b. The Problems of the Writer ............................. 28

4. The Solutions ............................................. 29

CHAPTER IV: CONCLUSIONS AND SUGGESTION ............... 31

A. Conclusion .................................................... 31

B. Suggestion ..................................................... 34

BIBLIOGRAPHY

APPENDICES
TABLE OF TABLES

Table 3.1: The class arrangement of 5th grade in

SD N Sukomoro 2 Magetan ........................................ 19

Table 3.2: Pattern of Simple Present Tense.......................... 27
TEACHING AND LEARNING PRESENT TENSE FOR THE 5TH GRADER OF SD N SUKOMORO 2 MAGETAN

Ismia Malia
Dr. Tri Wiratno, M.A

ABSTRACT

2010, English Diploma, Faculty of Letters and Fine Arts, Sebelas Maret University. This final project report was written based on the writer’s job training activities as an English teacher in SD N Sukomoro 2 Magetan which was done for a month. This final project report discusses about the process of teaching and learning present tense for the 5th grader students of SD N Sukomoro 2 Magetan. Data of this final project were taken from observation, interview, and literature study. Observation to the English lesson was done in the first week of the job training. The writer has interviewed some students and teachers. Meanwhile, the literature study was done by reading and studying related references. During the process of teaching English lesson to the 5th grade students, the writer found some problems. The problems affect both to the teacher and the students. The problems are: the mother tongue interference, the student’s characteristic, memorizing regular and irregular verbs, the teaching material, facilities and media for English class activity, and limited time. The writer also presented the solutions to those problems. They are: taking the English lesson material from other resources, giving homework individually to the students, has to be patient in teaching the students who have bad behavior, managing the time as well as possible by predicting the time limitation and applying the lesson plan.

1 Mahasiswa Jurusan D III Bahasa Inggris dengan NIM C9307131
2 Dosen Pembimbing
CHAPTER 1
INTRODUCTION

A. Background

As a communication tool, language has become an important aspect of life. People can communicate well with others and share their idea or feeling using language. Language is not simply a means of communicating about the weather or any subject. It is very important means of establishing and maintaining relationship with other people.

There are many kinds of language in the world. Mastering several languages is the best way to know the development of information in the world. As a foreign language, English is enormously popular. It is the most widely used language in the world. Therefore, the need to learn the language can not be avoided. It has been used as accompanied language in every field of life, for instance: education, science, politics, international trade, tourism, etc. Mastering English well will make people easy to communicate and to do business with other people from different nations.

Every country should realize that it must master English as the first international language. The Indonesian government also realizes that English is very important, so it tries to make English more familiar in the country through formal education. It decides to take steps that English should be known as early as possible. Indonesian government put English into the curriculum of kindergarten until college. It has been decided to become compulsory school subject in curriculum by the National Education Ministry.
Kindergarten and elementary school are the appropriate places to study languages, both the first and second language. In the elementary school, children just study the basics of English. The material that is given to the students should be interesting and not too difficult. Thus, they can be more interested in learning English.

Wolfgang Klein (1997) said in his book *second language acquisition* when kids are 3-7 years old, they can learn the vocabulary. They can mention the things around their environment. Generally, the kids study through concrete experience. When they are growing up to 7-11 years old, they try to be able to arrange a simple sentence (although in incorrect grammar and pronunciation). In those ages, young learners like to show every creation which they have done, such as ability in singing, reading, writing, drawing, or memorizing the words or vocabularies. They want to get positive urges from their parents, friends, and teachers. The positive urge has a big strength to build the children’s confidence and spur their spirit in study.

Ur stated “Grammar does not only affect how units of language are combined in order to ‘look right’. It also affects their meaning.” (Ur, 1996: 76). According to the statement, grammar mostly determines the meaning through its combined language unit. Thus, it is necessary to teach grammar to the students continually.
In teaching present tense, the writer tried to make the learners understand about the simple pattern of English sentence. So they can apply in their daily conversations with others. At least, they understand about the verbs that are used in present tense. Present tense that is defined is still simple form in English.

The writer was interested in doing job training in SD N Sukomoro 2 Magetan, because in this school, English lesson has been given to the students from the first until sixth grade. Although she taught English to the first until fifth grade students, she wanted focus on the fifth grade students for the final project.

As a teacher on the job training, the writer wants to show the teaching and learning English as the second language for the young learner. Based on the background above, the writer presents the final project entitled “Teaching and Learning Present Tense for the 5th Grader of SD N Sukomoro 2 Magetan”.
A. Objectives

The objectives of this final project are:

1. To describe the process of teaching present tense for the 5\textsuperscript{th} graders.
2. To describe the process of learning present tense for the 5\textsuperscript{th} graders.

B. Benefits

The writer expects this final project benefits for:

1. The English teacher of SD N Sukomoro 2 Magetan

   The writer expects the English teachers can use this final project as an additional reference in teaching English for elementary school. The teachers can also apply the method in their teaching process.

2. The students of English Diploma Program

   The writer expects this final project can be used as reference when they are on the job training. They are able to use the best strategy to teach their students.

3. The lecturers of English Diploma Program

   The writer expects this final project can be used as a reference in giving strategies to teach teaching students mainstream and develop other strategies to teach present tense for the young learner.

4. Other readers

   The writer expects this final project can also give more knowledge to other readers who read this final project report.
CHAPTER II
LITERATURE REVIEW

A. Teaching and Learning

1. Definition of Teaching

Battle and Shannon gave definition of teaching that is a process of arranging condition under which the learner changes his way consciously in the direction of his goal. (1968:19). Based on those statements, the main task of teacher is arranging and giving the knowledge for the students consciously and pointed to the goal, that is making the student more understand about the science or knowledge. It can be watched and identified by observing what teachers do.

According to Morris, “teaching can be defined as showing or helping someone, providing knowledge, causing to know to understand.” (Morris, 1981: 174). Meanwhile, according to Brown (2000: 7) “teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning.” The definitions above give us explanation that to teach means to show or help the learners providing knowledge, so that they know and understand. At the first time teacher guides the learner in giving science and knowledge. The teacher function changes as facilitator when the learner does not understand enough about the explanation. Teacher should be able to set the condition for learning.

From that definitions, we know that the process of teaching are helping, facilitating, and guiding the student with the main goal is making them more understand about the knowledge or science.
2. Definition of Learning

People need a lot of information to share their idea. Much information can be acquired by learning. According to Brown, “Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” (2000: 7). The definition above shows that getting knowledge is not only from the study, but also it can be got by having many experience or instruction from the teacher.

Meanwhile, Mel Silberman, a professor of Psychological Studies in Education at Temple University, stated that “Learning can’t be swallowed whole. To retain what has been taught, students must chew on it.” (Silberman, 1996: 4). Thus, learning is obtaining knowledge of a subject. The knowledge must be enhanced in order to be retained well.

From the definitions above, it can be concluded that learning can be acquired by study, experience, or instruction. In addition, learning can be enhanced in order to retain very much lessons for any period of time.
B. Learning Grammar for Young Learner

1. Definition of Grammar

According to Thornbury “Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rules that govern how a language sentence is formed.”

Cross added “The body of rules which underlies a language is called its grammar. This grammar includes rules which govern the structure of words to form clauses and sentences that are acceptable to educated native speakers.” (Cross, 1995: 26) Similarly, Ur stated “Grammar is sometimes defined as the way words are put together to make correct sentence.”

Meanwhile, Harman & Harmer said “Grammar is study of words and their function.” (1969: 11). From all the definitions above, it can be concluded that grammar is the study of the rules that control the structure of words to make correct sentences.

2. The Function of Grammar

Thornbury said “grammar adds meanings that are not easily inferable from the immediate context.” There are at least two kinds of meaning and these reflect the two main purposes of language. The kinds of meaning realized by grammar are principally:

a. Representational is grammar that enables us to use language to describe the world in the terms of how, when, and where thing happen.
b. Interpersonal is grammar that facilitates the way we interact with other people when we need to get things done using language.

(Thornbury, 2005: 13)

3. The Organization of Grammar Teaching

There are some steps that should be used in teaching grammar. In the *Grammar Practice Activities*, Penny Ur stated that the organization of grammar teaching consists of four stages, they are:

a. Presentation.

In this stage, the students are led to be familiar with a certain grammar from a short story or a short dialog that is read or repeat aloud by the student. “We usually begin by presenting the class with a text in which the grammatical pattern appears. The aim of the presentation is to get the learners to perceive the structure – its form and meaning – in both speech and writing and to take it into short term memory.” (Ur, 1988: 6).

b. Isolation and explanation

The role of a teacher during the teaching and learning process is complex. At isolation or explanation stage, the teacher’s function is changed as an informant.

“At this stage, we move away from the context, and focus, temporary, on the grammatical item themselves, what they sound and look like, what they mean, how they function – in short, what rules govern them. The objective is that the learners should understand these various aspects of the structure.” (Ur, 1988: 7).
c. Practice

Giving some exercises aims to cause the learners to absorb the structure thoroughly; or to put it another way, to transfer what they know from short term memory to long term memory.

“The practice stage consists of series of exercises done both in the classroom and for the assignment, whose aim is to cause the learners to absorb the structure thoroughly, or to put it another way, to transfer what they know from long term memory.” (Ur, 1988: 8).

d. Test

Every teaching learning process needs student’s feedback to measure how well they absorb what has been explained by the teacher through a test.” Learners do the test in order to demonstrate to themselves and to the teacher how well they have mastered the material they have been learning.”…A test may be defined as an activity whose main purpose is to convey (usually to the tester) how well the testee knows or can do something.” (Ur, 1988: 33).

In conclusion, teaching grammar has some procedures in which each of its procedures has different job but they support each other directly.

4. The Method of Grammar Teaching

a. Grammar – Translation Method

Thornbury said “Grammar – Translation courses followed a grammar syllabus and lessons typically began with an explicit statement of the rule, followed by exercises involving translation into and out of the mother tongue.” (Thornbury, 2005: 21).
Teaching grammar using this method makes easy the learner because learner’s mother tongue is usually used.

b. Deductive Method

Cross, in *A Practical Handbook of Language* stated that there are three steps used in deductive method:

1) The teacher writes an example on the board or draws an attention to example in text book.

2) The underlying rules explain nearly always in the mother tongue and use language of grammar.

3) The students practice applying rules, orally or in written.

(Cross, 1995: 27)

Based on the explanation above, in deductive method, the role of teachers, learners, and materials is simultaneously involved in class and we may also use the mother tongue to explain the rule. Thornbury said “deductive approaches to Grammar, where the rule is given and then applied to examples.”

(Thornbury, 2005: 47)

c. Inductive Method

Thornbury suggested, an inductive method starts with some examples, from which rule is inferred. (Thornbury, 2005: 29). A teacher following the inductive method approach induces the learners to realize the grammar rules without any form of prior explanation.

According to Cross (1995: 29), there are two steps when teaching grammar point:

1) To demonstrate the meaning to the class.

2) To get the students to produce grammatical forms.
5. **Tense as a Part of Grammar**

Tense is a form of verb that shows the time. Hilman Fariz Mukti, in *Complete English Grammar*, mentions that tense shows the time of the activity and the finishing level of that activity.

a. **Verb**

Verb is the activity that is influenced by time. In *Complete English Grammar* it is mentioned that verb explains:

1) An activity that is done in present time.
2) An activity that is done in past time.
3) An activity that is done in the future time.

b. **Present tense**

Many grammars give a long list of realisations of this tense; essentially it may be helpful to see it as a timeless tense for actions which are always repeatedly or generally true; or actions encapsulated in a single instant (with no reference to past or future). Present tense explains the activity that becomes habitual or daily activities. Simple present tense uses adverb of frequency and time; like, always, never, seldom, usually, often, sometimes, everyday, now, nowadays, Sunday, etc.

1) **Form of the Simple Present Tense**

   - \( S + V1 \) s/es
   - \( S + \) to be (is, am, are) + N/ adj/ adv

   **Examples:**

   a). He visits his aunt twice a week.
b). They are often late to school.

c). She goes to the cinema by bus.

d). I am a student.

2) Use of the Simple Present Tense

a). To express present time.

The simple present tense indicates present time with many non-action verbs, especially those expressing state or condition. Many of these verbs are durational without being limited by beginning or an end.

- **Linking Verb (be, seem, appear, look)**
  
  Example: she is a beautiful girl.

- **Verb of perception (feel, taste, smell)**
  
  Example: I feel hungry.

- **Verb indicating a mental state or condition (agree, believe, consider, guess, hesitate, imagine, know, prefer, realize, remember, suppose, trust, want, wish)**
  
  Example: I hope that you can love him.

- **Verb expressing an emotional state (admire, appreciate, care, like, love, regret, trust)**
  
  Example: I love him very much.

- **Other non active verbs (belong, contain, depend, equal, have, hold, indicate, mean, owe, require, resemble, tend)**
  
  Example: they need more clothes.
b). To express general time

- General truth (includes; the laws or principles of the physical and the social sciences)
  
  Example: The water boils at 100º c.

- Customs (includes; the habitual actions of nations, communities, groups, individuals)
  
  Example: she drinks two cups of coffee a day.

c). To be used in newspaper headlines

Example: the corruptor escapes from prison.

d). To be used for dramatic narrative

This is particularly useful when describing the action of a play, opera, radio commentator at sport events, public relation, etc.

Example: (the man goes to into a cafe and he says to Rinto) “cup of coffee please!” Rinto says, “Ok! Wait a minute, Sir.”

e). To be used in time clause

- When there is an idea of routine
  
  Example: as soon as she earns any money she spends it.

- When the main verb is in a future form
  
  Example: when it stops raining, we’ll go out.
6. The Definition of Young Learner

According to Halliwell “Young children are able to understand what is being said to them even before they understand the individual words.” (1992: 3). They are potentially more differentiated than secondary or adult learners. They are closer to their varied home cultures, and new to the conformity, increasingly imposed across cultural groupings by the school. “Children also create words by analogy, or they even invent completely new words which then come into the new vocabulary.” (Halliwell, 1992: 4).

Children have an amazing ability to absorb language through play and other activities which they find enjoyable. They have an enormous capacity for finding and making fun. According to Scott and Ytreberg, the general characteristics of eight to ten years old are:

a. Their basic concepts are formed. They have very decided views of the world.
b. They can differentiate between fact and fiction.
c. They usually ask some questions all the time.
d. They rely on the spoken words as well as the physical world to convey and understand the meaning.
e. They capable to make some decisions about their own learning.
f. They have definite views about what they like and don’t like doing.
g. They have a developed sense of fairness about what happens in the classrooms and begin to ask the teacher’s decisions.
h. They capable to work with other and learn from others.
Children learn best when they are involved and their works are valued, and they have opportunity to experience and experiment for themselves. Their attention span is limited.
CHAPTER III

DISCUSSION

A. Description of The School

1. General Description of the School

SD N Sukomoro 2 is located in Sukomoro village, Sukomoro district, Magetan regency. It was established in 1974. The school was built on the area of 2886 square meter with modern architecture. In academic year of 2009/2010, SD N Sukomoro 2 has 73 students; it consists of 34 boy students and 39 girl students. It is classified into six classes. SD N Sukomoro 2 is led by a head master whose duty is to handle and control the school activities both the teachers and the students.

SD N Sukomoro 2 Magetan has 13 teachers, consisting of 6 class teachers, a religion teacher, a sport teacher, an English teacher, a mathematics teacher, an Indonesian language teacher, an IPS teacher and a Javanese language teacher. It also has a school guard. This school faces east and has one gate. It has thirteen rooms which can be divided into six classrooms, one headmaster office, one teacher room, one library, one toilet, one canteen, one warehouse, and one parking area. Meanwhile, the school also has very large yard where flag ceremony is held on every Monday. The students can also play together with their friends and do sport there.
2. Vision and Mission

a. Vision

To develop educational quality SD N Sukomoro 2 has a vision: To educate the children can be useful for the nation, country, and society and to achieve competence through the teaching and learning process in perspective of faith and devotion (IMTAQ) science and technology (IPTEK).

b. Missions

There are missions of SD N Sukomoro 2, as follows:

1) Increasing the children’s faith and devotion (IMTAQ).

2) Educating the children who are skillful and responsible.

3) Empowering the community and to improve the quality of education.

4) Improving the extracurricular activities.

5) Improving democratic education.

6) Preparing intellectual and virtuous students.

7) Inducing creativity and improvement of teaching.
3. Extra Curricular Activity

a. Scout

SD N Sukomoro 2 holds scout extracurricular. The purposes of this activity are to increase the disciplines, togetherness, team work, etc. Scout extracurricular has to be followed by the students of 3rd until 5th grade. It is held on Sunday on the second and fourth week every month.

b. Sports

There are some sports extracurricular activities in SD N Sukomoro 2, such as volleyball, football, athletics, and so on. This extracurricular has to be followed by the students of 4th and 5th grade. It is held by the school to help the students improve their talents and skills in sports. It is held on Wednesday every week.

c. Subjects course

SD N Sukomoro 2 held some subjects course. They are English, Indonesian language, IPS, PKN, and Mathematics. These courses have to be followed by the students of 4th and 5th grade to face the final exam held by National Education Ministry. The school realizes that the students usually find difficulties with those subjects.

The subject courses are held on Tuesday until Thursday every week. Each of subjects in extra activities has its own teacher/guide. The guides are chosen from the teacher there, too. All of the extracurricular activities are done after the formal school schedules since the teaching learning process finishes.

(About 2 p.m. until 4 p.m.)
B. Class Observation

In order to get adequate data, the writer observes the condition and situation of teaching and learning process in the 5th grade students of SD N Sukomoro 2 Magetan. The class observation was done from January until February.

1. Class Arrangement

The class which is used for the job training is class 5th. There are 13 tables for 13 students in the class. The seat arrangement in the class 5th is in orderly rows and the teacher’s position is in front of the class.

Table 3.1. The class arrangement of 5th grade in SD N Sukomoro 2 Magetan.
In many classrooms around the world, students sit in orderly rows. It makes the teaching learning process easy. The teacher enables to maintain eye contact with the students. All of them can see the teacher and the teacher has a clear view of all the students too. If all the students are involved in certain kinds of language practice and focused on a task, the whole class gets some messages.

Harmer stated “when teachers are working with the whole class sitting in orderly rows, it is vitally important to make sure that they remain in contact with the students and that they keep everyone involved.” (Harmer, 1991: 19)

2. Classroom Condition

The 5th grade of SD N Sukomoro 2 has 13 students. There are 13 desks, a teacher table, chalks, a black/whiteboard, a clock, some cleaning tools, some pictures of hero, science etc. Actually, the condition of this class is good enough. It is large, so the students are enjoyable and comfortable. This condition makes the teacher free to create the strategy of teaching. For instance, the teacher asks the students to sing a song, play games, etc. they can be done in the classroom. The seat position is also arranged well, and it moved every week. The location of this class is in the middle of the 4th grade and the 6th grade.
3. Making The Lesson Plan

...If a teacher plans his work before every lesson, he will find it much easier in the classroom. Second, it saves his time. He can adopt the lesson plan for the future use. He can also get much faster to prepare his work and check at the end of lesson what actually happen, and becomes aware of how much time the activities take. Third, he knows what he will need for each lesson. Fourth, he can find more easily how to balance his lesson. Last, it gives security and confidence for him in the classroom. (Scott & Yteberg, 1990: 97)

According to Cross, “prepare the lesson plans are essential. You will be more relaxed and confident if you follow a clear plan. As you finish one phase, a glance reminds you of the next. The plan will enable you to improve your timing too.” (Cross, 1995: 138). Meanwhile, Jean Brewster said that “the writing of the lesson plan can help you to define and clarify the aims as well as the lesson, as it helps you to decide what to do and how we will do it. There is no ‘correct’ way to write a lesson plan, but it should give a clear picture of what we intend to do.” (Brewster, 1992: 150).

Cross explained on his book, *A Practical Handbook of Language Teaching*, there are three basic steps in making a lesson plan. They are:

a. Decide the aim of the lesson.

b. Select the key language.

c. Choose your approach.
C. Material Preparation

…the formal teaching of grammar is not usually a major objective when teaching English to children. There has been a move away from seeing language learning solely as the learning and practicing of new vocabulary and grammatical forms to learning English for communication purpose. However, the learning of English grammar and basic sentence patterns is nevertheless important to enable children to participate in activities which focus on purposeful communication. (Brewster, 1992: 95)

On the job training, the writer used hand book (LKS) to help her in teaching the students. The hand book is Praktis. It is completed with pictures, exercises, texts, and some dialogues. So the writer can explain the material easily.
D. Teaching and Learning Activity

1. Teaching Activity

Teaching activity is usually begun by warming up, presenting the material, giving exercise, and giving homework. The writer sometimes gave smart game that is related to the material. Then it was closed by remembering all material that was given.

a. Warming Up

Warming up is the first step in teaching process. Warming up or brain storming is very important to be done before the teacher give the new material. At this stage, the writer asked some questions related to the material which would be discussed.

…Many teachers start every lesson by revising a grammar point from the previous lesson or by reviewing the reading passage used in that lesson. This is usually done by means of questions, with full length answer to force the regurgitation of key phrases from the text. Such revision offers continuity but it is somewhat limited, and it is in the wrong place. You should begin lessons with some sort of warm-up activity. When classes are settling in, students need a few moments of relaxation to retune their ears to the sounds of the foreign language. It is better to start with some listening, a chat, a game or a song.

(Cross, 1995: 180)

Giving greeting is very important. It aims to greet the learners and know their condition. The greeting for the learners is:

The writer : “Assalamu’alaikum Wr. Wb.”
The learner : ‘ Waalaikum’salam Wr. Wb.”
The writer : “How are you, Children?”
The learner : "I’m fine, Miss Lia. How about you?”
The writer: “I’m very well too, thank you.”
“Okay, are you ready to gain lesson?”
“Apa kalian sudah siap belajar Bahasa Inggris?”

Greeting is followed by building knowledge of the field that is simple questions related to the topic and pointed to the certain learner.

The writer: “Indra, what is your mother’s job?”
Indra: “Dokter, Miss.”
The writer: “Apa bahasa inggris nya ibu saya adalah seorang dokter, Revi?”
Revi: “My mother is a doctor, Miss.”
The writer: “It is true or false, Rena?”
Dina: “It’s true, Miss.”

The lesson was continued by presenting the material. In delivering the lesson, the writer used English and Indonesian language. The presentation is about 70% using Indonesian language and 30% using English. Sometimes, for the short question, the writer gave instruction to the learners to be answered in English.

b. Presenting Material

After warming up, the writer was presenting the material. It was started by writing the form and examples to the whiteboard. A visual representation can often be clearer than a verbal one to introduce a tense. This is especially true where the students do not have similar tense system in their mother tongue.
• S + V1 s/es

Example:

1. My mother cooks every morning
2. I study every day
3. He reads a newspaper on Sunday

• S + to be (is, am, are) + N/ adj/ adv

Example:

1. Nani is a directress
2. They are beautiful
3. I am a student

Then, the writer also explained the note one by one. It was started by giving the meaning of subject and verb. The verbs that were given were from the learners. They are simply daily verbs.

c. Giving Exercise

The writer gave written exercise. It is an effective way to know the learner’s understanding and the ability. It can even be used to enhance learning and to get the students to learn the structures thoroughly that they will be able to produce them correctly on their own. In exercise, the writer just asked the learners to answer the ten simple questions related to the topic. The writer gave the extra explanation for the learner who still did not understand the material.

Oral exercise was also given to the learners based on the handbook. It could be done by practicing or making the dialogue or reading a paragraph
in front of the class. By doing this method, the writer knew the capability and how much the lesson could be received by the learners.

d. **Giving Homework**

Homework is fundamental for learners to make effective progress. Learning a language takes time and time is something we don’t always have in the classroom. Below we look at some of the benefits of giving your children homework and we try to answer some homework related questions. In general primary children enjoy doing homework so it’s important to exploit this to their advantage.

**Why Set Homework:**

1) Time is an issue mentioned above. By setting homework we are effectively extending the children’s study time.

2) It provides an invaluable link between the teacher, and the parents. Through the homework we set the parents can see what their children are learning and can hopefully guide them in the learning process.

3) It’s important for children to see the relevance of what they do in class and to have some sort of continuity to the lessons they have with the teacher.

4) It is also an excellent way for young children to develop their autonomy and start taking responsibility for their own learning.

(http://www.teachingenglish.org.uk/language-assistant/primary-tips/homework)
2. Learning Activity

In learning English, the learners sometimes were very attractive. It occurred when they do the fun activity, such as play games, sing a song, etc. In doing the exercise or test, most of the students were very attractive. However, they sometimes were very lazy when the lesson only reading texts or writing the material. Therefore, the writer usually does variation in delivering the material.

The young learners have difficulty in learning the new rules of forming and using grammar. For that reason, the students are taught the basic grammar because it is related to vocabulary closely. The simple grammar is often seen in the student’s handbook.

Table 3.2. Pattern of Simple Grammar

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work</td>
<td>I do not work</td>
<td>Do I work?</td>
</tr>
<tr>
<td>He works</td>
<td>He does not work</td>
<td>Does he work?</td>
</tr>
<tr>
<td>She works</td>
<td>She does not work</td>
<td>Does she work?</td>
</tr>
<tr>
<td>They work</td>
<td>They do not work</td>
<td>Do they work?</td>
</tr>
<tr>
<td>We work</td>
<td>We do not work</td>
<td>Do we work?</td>
</tr>
<tr>
<td>You work</td>
<td>You do not work</td>
<td>Do you work?</td>
</tr>
</tbody>
</table>
3. Problems in Learning and Teaching

In teaching and learning activity, absolutely the writer found some difficulties, they are:

a. The problems of the students:

1) The mother tongue interference

   The first problem that comes up in the English grammar class is the mother tongue interference. It is due to the fact that English is second language that the students just learnt. The majority of the students of 5th grade in SDN Sukomoro 2 use Javanese language as the mother tongue. It makes they find difficulties in spelling and reading some words in English.

2) Memorizing regular and irregular verbs

   It is difficult for the students to memorize them, so they can not differentiate neither irregular nor regular verbs correctly. So they can not make the correct sentences easily.

b. The problems of the writer

1) The teaching material

   SD N Sukomoro 2 only uses one source (LKS) in the English lesson, so it is difficult to develop the lesson.

2) The student’s characteristic

   There are 13 students in the 5th grade of SD N Sukomoro 2 Magetan. Every students has different own personality and behavior. The student’s problems that sometimes occurred are:
boredom, passivity, aggressive behavior, stealing, lying, bullying, etc.

3) Limited time

The writer has limited time to give explanation about the material. She has her own lesson plan for teaching the students. So she has to do the planning as well as possible and reach the target on time to the whole material.

4. The solutions

a. The writer took the English lesson material from other sources, such as internet, books, and other references that are relevant with the material.

b. The writer gave homework individually to the students, so they are accustomed to finish their work with their own knowledge and experience.

c. The writer has to be patient in teaching the students who have bad behavior. There are some efforts that can be done, such as:

1) The writer offered more of a challenge and more variety so that the student is not bored in the class.

2) The writer tried to give the responsibilities to the students, like helping other students.

3) The writer tried to involve the students in activities which help them to integrate into a group. The student may be reproducing behavioral patterns learned at home.
4) The writer should make sure that her relationship with the students is not based on fear.

5) The writer observed the interaction among all members of the class during group work, and tried to encourage cooperation among the students through pair/group work.

d. The writer managed the time as well as possible by predicting the time limitation and applying the lesson plan.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, there are several conclusions that can be obtained from this final project report, they are:

1. In this final project report, we have defined grammar as: the study of the rules that control the structure of words to make correct sentences.

2. The process of teaching grammar in the SD N Sukomoro 2 Magetan consists of four steps. The steps are presentation, isolation and explanation, practice, and test.

3. The kinds of meaning realized by grammar are principally: representational and interpersonal. The first is to represent the world as we experience it, and the second is to influence how things happen in the world, specifically in our relations with other people.

4. The problems in teaching and learning English in the SD N Sukomoro 2 Magetan are:

   a. The problems of the students:

      1) The mother tongue interference

         It is the first problem that comes up in the teaching learning process. Obviously, it is because the majority of the students use Javanese language as the mother tongue.

      2) Memorizing regular and irregular verbs
The students usually have difficulty to differentiate the regular and irregular verbs. It makes them confuse in making a correct sentence.

b. The problems of the writer:

1) The teaching material

There is not any media that can be used to teach the students. Such as: tape recorder, LCD, internet, etc. Thus the writer has difficulty to develop the English lesson. Besides, there is not any handbook to support the teaching learning process of English lesson.

2) The student’s characteristics

Every student has their own personality and behavior. The students usually do not understand certainly between the right and wrong action.

3) Limited time

The writer has limited time to give the material to the students. She tried to finish the whole material as well as possible.

5. The solutions

a. The writer found some references that are related to the material. She can get them from some sources, such as: internet, books, and so on.

b. The writer gives homework individually to the students, so that they can be accustomed to finish their work by themselves.

c. The writer has to be patient in teaching the students. She tries to make the students comfortable in learning activity.
d. The writer applies the lesson plan to save her time. Thus, she can get much faster to prepare her work and becomes aware of how much time the activities take.
B. SUGGESTION

There are some suggestions in teaching English, as follows:

1. To the English teacher
   
   The teacher should be more concerned with the teaching learning activities. The teacher must give clearer explanation before give the students some exercises and examinations.

2. To the SDN Sukomoro 2
   
   The school should add the facilities and media for support English lesson, such as tape recorders and LCD, television, some pictures, etc. Media as teaching aids are needed to help the student’s understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It is also used to stimulate the student’s motivation and student’s interest to the lesson.

3. To the students of English Diploma Program
   
   The students of the teaching stream should do their job training well. However, some problems in teaching learning process can not be solved easily. Their experience and knowledge of teaching can help them
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APPENDICES