DIFFICULTIES IN ENGLISH TEACHING-LEARNING ACTIVITY FOR 8th GRADE JUNIOR HIGH SCHOOL IN SMP NEGERI 4 KARANGANOM, KLATEN

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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MOTTO

“My life, my fight”

- The Writer -
DEDICATION

The final project is dedicated to:

- Allah S.W.T.
- My beloved parents and family
  - My self and life
  - All my friends

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PREFACE

In the name of Allah, the most Gracious, the most Merciful. The writer would like to express her deep thanks to Allah SWT for blessing in finishing this final project entitled “Difficulties in English Teaching-Learning Activity for 8th Grade Junior High School in SMP Negeri 4 Karanganom”.

In this final project report, the writer is interested in discussing the difficulties faced by both the teacher and the students during English teaching-learning activity. The writer also gives the solutions to solve those problems.

Finally, the writer realizes this final project is far from being perfect. So, the writer needs suggestion from many sides to make this report better. The writer hopes this final project report will be beneficial for the readers.

Surakarta, January 2011

Aulia Filiq Asmarani

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Aulia Filiq Asmarani
ABSTRACT

AULIA FILIQ ASMARANI, 2011, DIFFICULTIES IN ENGLISH TEACHING-LEARNING ACTIVITY FOR 8th GRADE JUNIOR HIGH SCHOOL IN SMP NEGERI 4 KARANGANOM, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project was written based on the writer’s job training activities as an English teacher in SMP Negeri 4 Karanganom. By observing the class and teaching directly at the 8th grade class, the writer could write the final project completely. The purpose was to describe the English teaching-learning activity conducted in SMP Negeri 4 Karanganom. Besides, the writer also discussed the solution to the problems faced by both the teacher and the students during English teaching-learning activity.

There were some problems during English teaching and learning activities for 8th grade students in SMP Negeri 4 Karanganom. The difficulty faced by the teacher was class management, which were noisy student, lazy student, and passive student. The difficulties faced by the students were lack of grammar and vocabulary.

In this final project report, the writer presented the solutions to those problems. These solutions were expected to be able to make the process of study run well and better.
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CHAPTER I
INTRODUCTION

A. Background

As we know that language is a way to communicate with other people for socializing in public, even around the world. English is one of international languages, which is well-known by people around the world. This language develops quickly in our life. It is why many people want to learn English to improve their knowledge to compete in the field of business, technology, economics, tourism, education, etc.

Many people assume that English is difficult. English is difficult for people whom don’t want to know it. But, it will be easy for people whom want to learn it. To success an education field, English is presented as one of subjects in the curriculum in many schools in Indonesia, including in Junior High School.

Junior High School students had been introduced English since they were in Elementary School. In this time, they get this material again. The teacher, of course, needs a way to communicate with students that is language. It can be body language or oral language. Those are very supporting the process of study. English is one of languages which has been mastered by Junior High School students to help them compete in education.

Teachers must be smart to convey the materials. Teachers have responsibility in teaching-learning activity. They must also have an interesting
way to teach their students, be able to manage the class well, and be patient to face the students. They have to adapt with all situations in the class. Not only teachers but also students must follow the teaching-learning’s role during the lesson period.

During the job training in SMP N 4 Karanganom, there were some difficulties in teaching-learning activity faced by the teacher and students. The difficulty faced by the teacher was the class management. Meanwhile, students had difficulties in mastering grammar and vocabulary. Thus, the teacher gives and explains solutions to handle those problems.

Based on the background above, the writer presents a discussion and report entitled “Difficulties in English Teaching-Learning Activity for 8th Grade Junior High School in SMP Negeri 4 Karanganom.” The report explains difficulties and solutions for 8th grade students of SMP Negeri 4 Karanganom during the writer’s job training.

B. Objectives

The objectives of this final project are:

1) To describe English teaching-learning activities for 8th grade students of SMP Negeri 4 Karanganom.

2) To describe the difficulties faced by the teacher and students during English teaching-learning activity in SMP Negeri 4 Karanganom.
3) To find out the solutions of problem in English teaching-learning activity in SMP Negeri 4 Karanganom.

C. Benefits

The final project gives some advantages to:

1) English teacher

   The final project can be used as reference to solve their problem in facing the difficulties during English class.

2) The readers

   The readers can improve their knowledge about English teaching-learning activity for 8th grade students of Junior High School.
CHAPTER II

LITERATURE REVIEW

A. English Teaching-Learning Activity

According to Brown, Teaching can’t be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. (Brown, 2000:7). Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques.

Meanwhile, Alvin W. Howard’s definition about teaching:
“Teaching is an activity that tries to help someone to acquire, change or develop skills, attitudes, ideas, appreciations, and knowledge.” (Howard, 1968:18). It means that teaching causes learning to have improvement.

According to William C. Morse and G. Max Wingo, teaching means “The understanding and guiding of children as individuals and as groups, “(Morse and Wingo, 1968:10).

Learning a second language is a long and complex undertaking. Language learning is not a set of easy step in a quick do-it-yourself kit. According to Kimble and Garmezy, “Learning is a relatively permanent change in a behavioral tendency and as the result of reinforced practice.” (Kimble and Garmezy, 1963:133). Similarly, teaching, which is implied in the first definition of learning, may be defined as “showing or helping someone to learn how to do something,
giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. (Brown, 2000:7).

Learning is an activity or a work which is done by learner during teaching and learning process. According to Hamer (1998:33), learning can be defined as “The process of accepting the knowledge”.

Thus, there is a response between the teacher and the learner. They should support each other to gain the achievement.

Meanwhile, breaking down the components of the definition of learning we can extract, as we did with long, domains of research and inquiry:

1. Learning is acquisition or “greeting”.
2. Learning is retention of information or skill.
3. Learning implies stores systems, memory, cognitive organization, events outside or inside the organization.
4. Learning is relatively permanent but subject to forgetting.
5. Learning involves some form of practice, perhaps reinforced practice.
6. Learning is a change in behavior.

According to Ernest (1984:4) learning is the process by which an activity originated or changed through training procedure whether in the laboratory or in the natural environment. (Ernest, 1984:4)

Similarly, Garry and Kingsley stated that learning is a process of the change behavior by the experiences and practices. (Garry and Kingsley, 1970: 15)
We will have a change if we learn. What we get from learning will change behavior in ourselves.

**B. Teaching Grammar**

There are many ways to describe the grammar of a language. One approach sees the grammar as a set of rules which specify all possible grammatical structure of the language. These following descriptions might be explaining the statement above.

Thornbury says (1999:1), “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.”

According to Andrew Radford (1997), “grammar of particular language will take the familiar form of a set of rules of principles which tell you how to ‘speak’ and understand the language.”

From the explanation above, it is mentioned that grammar is a rule of language. It is rule of its words. How the words are arranged, when the words are applied, those are the main point in learning grammar of a language. So studying grammar is the basic principle in learning language besides understanding the meaning of its words.
C. Teaching Vocabulary

The first thing studied by someone is vocabulary. Vocabulary and Grammar are needed in communication. Vocabulary teaching is as important as the teaching of structure.

Penny Ur states, “Vocabulary can be defined, roughly, as the words we teach in the foreign language.” (Ur, 1996: 60)

In addition, Thornburry said “if you spend most your lifetime studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressing. You can say very little with grammar, but you can almost anything with words.” (Scott Thornburry, 2002:13)

The conclusion is we should master grammar and vocabulary to communicate with others. Both grammar and vocabulary are as important as to get skill improvement, which are speaking, reading, writing, and listening skills. More vocabularies are better. We will be fluent in speaking foreign language if we have more vocabulary.
CHAPTER III

DISCUSSION

A. SMP NEGERI 4 Karanganom

1. Description of SMP Negeri 4 Karanganom

SMP N 4 Karanganom is one of schools organized by Government. It is located in Jl. Raya Karanganom, Klaten. It faces in the north. It was built in 1965.

SMP N 4 Karanganom consists of many rooms. They are 18 classrooms, three parking lots, two canteens, a mushola (small mosque), a library, a computer laboratory, teacher offices, a headmaster room, cooperation (Koperasi Sekolah), the student’s organization room (OSIS), an administration room (TU), a sport equipment room, the school health center (UKS), three rest rooms, a park, a kitchen and a security room. Every room has its own facility used by students, teachers, and staffs to make them easier to do their activity.

2. Vision and Mission

- Vision

  “Great in a quality and polite in attitude.”

- Mission

  1. To do the teaching-learning activity and the guidance effectively and efficiently.
2. To develop spiritual value.

3. To increase achievements of sport, skill, culture fields, etc.

3. Structure Organization

- Committee
- Headmaster
- Vice Headmaster
- Religion Teacher
- Science Teacher
- Sport Teacher
- Mathematic Teacher
- Indonesia Teacher
- English Teacher
- Art Teacher
- Civic Teacher
- Counseling Teacher
- Administration Staff
- Security
- Gardener
4. Picture of SMP N 4 Karanganom
B. The Activities During The Job Training in

SMP Negeri 4 Karanganom

1. Class Observation

The writer did the job training activity since January 15th until March 6th, 2010 in SMP N 4 Karanganom. The writer taught 8th grade students for four days a week. They were on Wednesday and Thursday at 11.15-12.45, Friday at 09.30-11.00, and Saturday at 10.15-11.45. One lesson period is about 45 minutes. The writer did class observation while teaching the class. At the first day in the job training, the situation of the class was uncomfortable and strange for the writer. She felt awkward in the classroom. The writer had to adapt with the class and students. The students felt afraid and shy to follow the lesson. But, after several days, the class looked comfortable and enjoyable. The students really welcomed to the English teacher.

2. Making Lesson Plan

Before active in teaching students, the writer got the material from English teacher of SMP N 4 Karanganom and had to make a lesson plan. It will help the writer as an English teacher to arrange time and determine what topic will be taught and discussed in the class during English teaching-learning activity. Then, the writer gave it to the English teacher as a reference to give the headmaster. The lesson plan consists of four parts, they are:

1. BKOF
2. Modelling

3. Joint Construction of the text

4. Independent Construction of the text.

C. English Teaching-Learning Activity in SMP Negeri 4 Karanganom

Before English teaching-learning activity was started, the teacher greeted to students and students also responded it well. It would make the relationship between the teacher and students more familiar. In order to make the process of study well, both the teacher and students must support each other. The teacher had responsibility to control the class well as English teacher. Both the teacher and the students had to follow the teaching-learning’s role during English period. The teacher taught based on the lesson plan which had been made before. It would make the teacher easily teach English in the class. English teaching-learning activity is the following:

1. BKOF

In this part, the teacher greeted students and the students responded it very well.

T : Good morning, students.

S : Good morning, Miss.

T : How are you today?

S : We are fine, thank you. And you?

T : I’m fine too. Thanks.

Then, the teacher asked them the last material with some questions.
T : Do you remember our last material?

(Students answer)

After reviewing the last material, the teacher introduced the new material by giving some questions, such as:

- Do you like holiday?
- Where do you spend your holiday?
- Would you tell me your experience for your holiday? Etc.

2. Modelling

The next step is modeling. Here, the teacher gave the material related to the topic, it was about recount. The teacher asked the students to pay attention to the text which will be discussed. The text is as the following:

**Going Camping**

Last holiday I went camping with some of my friends. We camped on the shore of a lake out of the city. I enjoyed very much because it was my first experience living far away from my family.

On the first day of my holiday, we left for the campsite by a car. We wanted to reach the place when it was still in the morning. Therefore, we left at about 05.30 a.m.. It took about an hour to reach the campsite.

We set up the tent soon after arrived at the campsite. It needed only twenty minutes to do this. After finishing the first work, we decided to take a rest for a moment while having the meals and drinks we bought from home.

We lived in the campsite for three days. We had many activities during those times. We prepared our meals and washed our clothes by ourselves. We lighted campfire at night. We enjoyed the warmth of the campfire while singing songs.

We got many experiences from camping. Besides getting fun, we could practice how to be independent and to cooperate with others.

In this activity, the teacher read the text then the students repeated after her. The students had to read in correct pronunciation. Besides, the teacher explained the genre of the text and the structure of the text. The
teacher also explained grammar in that text. After they got explanation about the text, the teacher asked them to answer the question based on the text above.

**Answer the questions based on the text above!**

1) What did the writer do last holiday?
2) Where did the writer go camping?
3) With whom did the writer go camping?
4) What time did the writer leave for the campsite?
5) How long did they go to the campsite?
6) How long did it take to reach the campsite?
7) What did they do firstly in the campsite?
8) How long did they live there?
9) What did they do at night?
10) “We got many experiences…”

What does the word ‘we’ refer to?

a. Teaching Grammar

By studying this activity, the students are expected to be able to arrange sentences into correct structure.

The teacher taught the students about simple past tense. It was appropriate with the topic which was being discussed. The teacher gave formula of simple past tense.

\[
\begin{align*}
S+ &\quad V2+\quad O+\quad \text{Adv. of time} \\
S+ &\quad \text{to be (was/were)}\quad +\quad O+\quad \text{Adv. of time}
\end{align*}
\]

The teacher explained the function of simple past tense and gave some examples for them. The teacher also taught them to change from positive to negative and interrogative sentences in the past form.

**Negative formula**

\[
\begin{align*}
S+ &\quad \text{did NOT}+\quad V1+\quad O+\quad \text{Adv. of time} \\
S+ &\quad \text{to be (was/were)}\quad +\text{NOT}+\quad O+\quad \text{Adv. of time}
\end{align*}
\]
Interrogative formula

Did + S + V1 + O + adv. of time?
To be (was/were) + O + Adv. of time?

Adv. of time = yesterday, two hour ago, last night, last week, just now, this morning, three years ago, etc

Besides, the teacher gave some verbs from V1 to V2 in regular and irregular form, such as enjoy - enjoyed, arrive - arrived (regular), spend - spent, go - went (irregular), etc. After the students got explanation about simple past tense, the teacher gave some exercises about grammar.

Task 1
1. Adi (visit) Usman last Monday.
2. Rita (be) ill last week.
3. They (work) hard yesterday.
5. She (seem) very happy just now.

Task 2
1. The boys passed their examination.
   (-) …………………………………
   (?) ………………………………..
2. Marry arrived at ten o’clock yesterday.
   (-) …………………………………
   (?) ………………………………..
3. Bany wrote a letter a week ago.
   (-) ……………………………….
   (?) ……………………………….
4. You sang a song just now.
   (-) ………………………………
   (?) ………………………………
5. Tono was a businessman.
   (-) ………………………………
   (?) ………………………………

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b. Teaching Vocabulary

In this activity, the teacher gave them the meaning of difficult words in Indonesia. Then, the teacher asked them to do some exercises in order to make them familiar with those words. It would also add their vocabulary. For example, the teacher provided writing paragraph. The students should write a paragraph in their own words. Of course, the students are demanded to have broad vocabulary. It is one of opportunity to enrich their vocabulary.

Besides, the students had to match a word with their appropriate meaning. The teacher also asked them to look for the synonym of the words and the students had to know the meaning in Indonesia. For example:

Match them with their appropriate meanings.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. trip</td>
<td>a. the warmest season in countries outside the tropics.</td>
</tr>
<tr>
<td>2. welcome</td>
<td>b. a place of shelter for ships.</td>
</tr>
<tr>
<td>3. summer</td>
<td>c. journey or a pleasure excursion</td>
</tr>
<tr>
<td>4. harbor</td>
<td>d. receive with pleasure</td>
</tr>
</tbody>
</table>

3. Joint construction

The teacher asked the students to do exercises like the example. Besides, the teacher provided them a passage and the students had to complete them with the correct verbs.
Complete the paragraphs by using the correct past tense verbs!

Mr. Daniel…….(have) a terrible day last Monday. You see, his entire life is in his appointment book and he…..(lose) it.
He…(go) to Yogyakarta for a recreation. In the hotel, he…(look) at his briefcase for his appointment book, but it…(be not) there. He…(think) maybe he…(put) it in his bag, but it wasn't there either. After breakfast, he…(report) it to the police and…(call) his son. Then, he…(return) to the hotel. At the hotel, he…(get) a surprise. There…(be) a massage from the receptionist. They…(say) they…(find) his appointment book. He…(leave) it under the mattress.

4. Independent construction

The last part is an independent construction of the text. After the teacher gave explanation and some exercises to the students, the teacher asked them to write their own experiences individually. The students should pay attention to the structure of the text, the tense used, etc.

D. Difficulties in English Teaching-Learning Activity

The writer realized that as the English teacher, the writer faced some difficulties in teaching English. Not only the teacher but also the students had difficulties in learning English in the class.

1. Difficulty faced by the teacher was class management. The teacher had the difficulty to control class well because there were some problems with some students.

Noisy students: During the lesson, there were some students making noise in the class. It will make the teaching-learning activity in the class less effective. Some students made conversation with friends, played something, etc. While the teacher explained the material, some students did...
not pay attention to the teacher. They had their own activity. It was very disturbing the process of study. When the teacher gave some questions to noisy students and asked them to explain what the material explained before, they could not answer questions. The teacher felt they did not respect her and other students could not focus to the material.

**Lazy students:** Most students felt lazy to follow and to accept the material. They did not want to use their brain to think. They said the subject was difficult. Because of their laziness, they did not want to focus to the material. They did not want to hear what the teacher had explained. Therefore, they did not know and understand the material. Although they had prepared the book on the table, they did not open it. They felt bored with the class and did not have an interest to follow the class. They often asked permission to go out the class. They said that they wanted to go to restroom. But, the teacher knew that they wanted to leave the class because they felt bored with the class.

**Passive students:** During English class, there were students who did not want to follow the lesson. They pretended to pay attention with the subject. They just looked at the book, but they did not understand the lesson. They did not respond with what the teacher explained. They did not have interest with the subject, even with the teacher or her technique in teaching English. When the teacher asked them to read the text or to do exercises, some students just kept silent without saying any words. Even, the teacher had explained the material clearly. She also gave them a chance to ask her
about the material. They answered “yes, understand”. Actually, they did not understand what the teacher explained and they also did not want to ask the teacher any questions. They looked bored with the class. It might be caused by less ability in English skills or lack vocabulary which makes them afraid of making mistake or they are shy to practice their English.

2. Difficulties faced by the students

**Grammar:** The teacher had explained the topic clearly. It was about the recount. She gave explanation about what the recount text is, how to make the recount text, parts of recount text, the function and the grammar structure of the text. In this topic, it used simple past tense. Therefore, the teacher explained about simple past tense. The teacher also gave some examples about simple past tense in sentence form. For example:

- Triplek (go) to the beach yesterday.
- Triplek **went** to the beach **yesterday**.

In this structure, adv. of time used is past time. So it uses simple past tense. The teacher also explained them the key word to make past sentences and to determine it was past or not. She gave adv. of time in the past time, such as yesterday, just now, an hour ago, last week, last year, etc. The teacher also asked them to write and look for the verb in the past form (V2). But, many students still felt confused with the grammar. They did not master it well. Even, they did not memorize verb2 and adv. of time (in the past). It made the teacher explain more than twice to students. So that, the teacher had to
explain grammar until students understood about grammar. Besides, some students forgot to change from V1 to V2. They had difficulty to use simple present tense or simple past tense. For example:

- Saya makan roti tadi pagi.
- I eat bread this morning. (Incorrect)

They should write ‘I ate bread this morning’, because it happened in the past time.

They also made mistake in writing the word “V2”. For example:

- Balung (leave) Solo two hours ago.
- Balung leaved Solo two hours ago. (Incorrect)

They should write “left” not leaved, because it was irregular verb”.

The teacher also taught them to change from positive to negative and interrogative sentences. Unfortunately, some students made a mistake write the sentence. For example:

(+) Baron finished his assignment last night.

(-) Baron did not finished his assignment last night. (Incorrect)

(?) Did Baron finished his assignment last night? (Incorrect)

Students still wrote V2 in the sentence. It means that they did not master grammar well.

They should write V1 if there was the word “did”, because it was past form.

(-) Baron did not finish his assignment last night. (Correct)

(?) Did Baron finish his assignment last night? (Correct)
In making a recount text, they should use simple past tense. But, some students still used simple present tense in the text. For example:

Yesterday is Sunday. I worked overtime yesterday. He does not want to go out today. He prefers to stay with his family. He also wants to forget his routine job. He asks I, mother, and father to help him to clean the garden. They want to plant some flowers. I help to prepare some snacks for them. She wants to fry bananas and cassava crackers. I also prepare a big jar of ice cendol.

Students still wrote V1 in the sentence. It means that they did not understand about grammar.

**Vocabulary:** The second difficulty faced by students is vocabulary. In learning English, a broad vocabulary is needed. As the second grade students, the vocabulary they have is poor. They did not master vocabulary well. When they found some new words and they did not understand the meaning of those, they will give up and stop learning. They also felt lazy try to find the meaning on the dictionary. Some students did not familiarize with words: eat, go, sleep, buy, drink, etc. They knew the meaning of the word in Indonesia in the V1 form. But, they did not know the meaning the word in Indonesia after the word was changed in the V2 (past verb).
E. Solutions for Difficulties in English Teaching-Learning Activity

Based on difficulties above, the writer gives the solutions to the problems.

1. For The Teacher

The teacher had the difficulty in class management.

Noisy students: The teacher should more pay attention to students, because it often occurs in the class during lesson period. To handle noisy students, the teacher has to walk around the class, checks every student every time the teacher is conveying the material and giving the tasks. The teacher has also to ask them to sit in the front side of the class and give them more exercises. So they do not have a chance to make a noise in the class and they will not disturb their friends. Their friends can focus to the lesson given by the teacher. The teacher also asks them to answer the questions and asks them to do their work in front of class. Besides, the teacher gives the noisy students punishment. They should be a teacher for their friend and explain the lesson clearly to their friend.

Lazy students: To overcome lazy students, the teacher can make them active by giving exercises and homework after she has finished explaining the material. The exercises should be related to the material discussed before. It can remain them to the explanation of the material. The teacher also makes a joke when she teaches the class. It will attract their attention to follow the lesson. They can feel more relax and enjoyable accept the material.
**Passive students:** The students are demanded to be active in order to get an improvement in the things they have learnt. Thus, the teacher can give an activity that makes the students to be active. Reading text together or practice dialogue can be done.

2. For The Students

**Grammar:** The teacher gives them some exercises about grammar and homework to do at home. The teacher has also to allow the students to discuss with their friend, so they can share together. Other students can explain to students who do not understand about grammar. The teacher also gives them a chance to ask her the difficult topic. Giving spontaneous test is needed. This is done to make the students try to learn often as possible as. They never know when it would be done. Consequently, the students have to study all the time.

**Vocabulary:** Asking students to bring dictionary. It will solve the lack of vocabulary. Many students are lazy to bring up the dictionary to the class. But, it will be useful when students learn reading passage. They will find a lot of new vocabularies which possibly they do not know the meaning. The teacher also gives students a vocabulary test. They should memorize vocabulary as many as they could. If they could, they will get a high mark.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter III, the writer gives conclusion in this final project report. The conclusions are as the following:

1. English Teaching-Learning Activity in SMP Negeri 4 Karanganom

The teacher taught the material based on the lesson plan which had been made before. The activity is as the following:

a. BKOF

In this part, the teacher greeted students and the students had to respond it well. Reviewing the last material, then the teacher introduced new material.

b. Modelling

The teacher gave material related to the topic. Explaining and giving example to the students. Then, the teacher gave some exercises and guided them to do.

Teaching Grammar: The teacher taught grammar related to the topic. The teacher explained what the simple past tense is, the structure of positive, negative, and interrogative, the function, and gave examples and exercises.
Teaching Vocabulary: The teacher gave some vocabularies to the students. She also translated the difficult words in Indonesia. Then, asking them to do vocabulary test.

c. Joint Construction of The Text

Here, the teacher gave genre like the example and asked them to do tasks in a group.

d. Independent Construction of The Text

The teacher made the students independent by giving them an assignment to do individually. That is asking the students to make the recount text based on their own experience.

2. Difficulties in English Teaching-Learning Activity

a. Difficulty faced by the teacher

The teacher had difficulty in managing the class. There were some problems with the students.

Noisy students: They made noises in the class and disturbed their friend during English class. Therefore, other students can not focus to the material.

Lazy students: They felt lazy accept the material. The also felt bored with the class and they did not attract to follow the lesson.

Passive students: They did not respond what the teacher had taught. They just kept silent without saying any words.
b. Difficulties faced by the students

**Grammar:** They had difficulty to master the grammar. The students still felt confused with grammar. They did not memorize the grammar structure. Some students made mistakes to write sentences in the past form (V2).

**Vocabulary:** They were lack of vocabulary. Even, they were not familiar with some words used in daily routine. They knew the meaning V1 in Indonesia, but they did not know the meaning when words were changed in the past form (V2).

3. **Solution for Difficulties in English Teaching-Learning Activity.**

a. For the teacher

**Noisy students:** walking around and checking every student. Asking them to sit down in front side of class and giving them more exercises.

**Lazy students:** Making them active by giving some exercises and homework.

**Passive students:** Giving them activity that makes the students to be active. It might be reading text together or practicing dialogue.

b. For students

**Grammar:** Giving them summary and more exercises related to the topic. The teacher has also to give them spontaneous test to measure the student’s ability.

**Vocabulary:** Asking them to bring dictionary during English class. It will make them easy do exercises, especially when they have reading passage. Giving them vocabulary test.
B. Suggestion

Based on the result of the final project during the writer’s job training in SMP Negeri 4 Karanganom, the writer gives suggestion for:

1. English Teacher in SMP Negeri 4 Karanganom

   English teacher should pay more attention to the students. She or he should be able to make the class more enjoyable. So the students have interest to follow the lesson and they will be active in the class. Besides, the teacher should be smart to control the class as well as the teacher do.

2. SMP Negeri 4 Karanganom

   To solve difficulties faced by the students, SMP N 4 Karanganom should complete the facility in a library, such as providing English book, newspaper and magazine in English language like Kangguru, etc. So, they can learn outside the English class to improve their ability. The school can also hold extra-curricular for English subject after lesson period.

3. Students in SMP N 4 Karanganom

   They can join English course or study with their friends. They can also join English private at home if it is needed.