TECHNIQUES TO ATTRACT THE STUDENT’S ATTENTION OF THE FOURTH GRADE STUDENTS OF SD N JOMBOR 01 SUKOHARJO

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

“Allah SWT. gives what we need not what we want.” (Unknown)

“Trying and Praying” (Siti Azizah S.)

“When some things go wrong, take a moment to be thankful to the things still going right.” (Unknown)
I would like to dedicate this final project report for:

My beloved parents

My dearest sister, Siti Syarifah

My brother, Kusmardi Setiawan
PREFACE

This final project report is written to fulfill the requirement in obtaining the English Diploma Degree. This final report was made based on the job training that I did in SD N Jombor 01 Sukoharjo.

I would like to say thank for everyone giving me an encouragement in writing and finishing the final project report entitled “Techniques to Attract the Student’s Attention of the Fourth Grade Students of SD N Jombor 01 Sukoharjo”.

I chose to discuss the techniques to attract the student’s attention because it is important for the students as young learner to know that teaching learning English is enjoyable activity.

I realize that the final report is far from being perfect, therefore I welcome suggestions and advices in improving this final report. Hopefully, this final report will give some benefits to the readers.

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

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8. All of the students of SD N Jombor 01 Sukoharjo, thanks for our togetherness being good students during the job training.

9. My beloved parents, Mom and Dad, for their support and love. I am so grateful for everything they’ve done for me.

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14. The Big Family of 2008 year especially class teaching mainstream, for their support.

Finally, I realized that this report still have mistakes and errors, I apologized for it.
ABSTRACT

SitiAzizahSholikhah. 2011. Techniques to Attract the Student’s Attention of the Fourth Grade Students of SD N Jombor 01 Sukoharjo. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This project report is written based on my job training as an English teacher in SD N Jombor 01 Sukoharjo which was done for a month. The objective of this report is to describe techniques to attract the student’s attention of the fourth grade students of SD N Jombor 01 Sukoharjo.

During the job training, I did an observation to gain information of the school. I observed how the teachers taught in the classroom. I also observed the condition of the class and student’s attitude in the class. I did a discussion with the English teacher to know the teaching and learning process in the class.

The techniques used were using pictures and games. The use of pictures was used in the stage of build knowledge of the field (BKOF), modeling, and independent construction. The use of colorful real pictures on those stages could attract student’s attention to the material so that they could focus on the material explained. Another technique used was using game. The game was used in joint construction stage. Using game made the students feel enthusiastic in joining the class. It could motivate the students to participate in the class.
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CHAPTER I

INTRODUCTION

A. Background

Considering that English has played the role of the basic needs in the world communication, English has been introduced from elementary school. In SD N Jombor 01 Sukoharjo, English has been taught from Grade 1 until Grade 6. English is a new thing for the students. It is a challenge faced by the young learner English teachers to introduce English lesson. In teaching learning English process, there are many activities done. Sometimes, activities presented are monotonous so that they cannot focus to the material. Moreover, the students choose doing anything else and chatting to each other. In this case, the roles of teacher are very important. Young learner English teachers have to choose a suitable technique to present English lesson.

Teaching technique has an essential role in teaching and learning English activities. It means that the English teachers must be able to apply a suitable technique for the young learners. Teaching learning English teachers must be creative in preparing English materials for the young learner because they always like fun activities. By doing fun activities, it can motivate them to learn English. I used several techniques in teaching English. They helped me to create enjoyable activities so that the children could be attracted in joining the class.
During the job training in SD N Jombor 01 Sukoharjo, I focused in techniques to attract the student’s attention because it was important for the students as young learner to know that teaching learning English is enjoyable activity.

Based on the background above, I present a discussion and report entitled “TECHNIQUES TO ATTRACT THE STUDENT’S ATTENTION OF THE FOURTH GRADE STUDENTS OF SD N JOMBOR 01 SUKOHARJO”. The report contains techniques to attract the student’s attention based on my experiences during my job training in SD N Jombor 01 Sukoharjo.

B. Objectives

This report aim is:

1. To describe techniques to attract the student’s attention of the fourth grade students of SD N Jombor 01 Sukoharjo.

C. Benefits

I expect this report will be beneficial for the following parties:

1. Teachers in SD N Jombor 01 Sukoharjo

   This report is expected to able to help teachers in improving the teaching techniques to attract the student’s attention in teaching and learning
English especially for the fourth grade students of SD N Jombor 01 Sukoharjo.

2. Readers

I hope that this report can be used as an additional aid and reference for the readers who are interested in the education field especially teaching and learning English to the fourth grade students.
CHAPTER II
LITERATURE REVIEW

In this chapter, I will present at least three main topics related to title of this report. There are English teaching and learning, teaching English to young learners, and techniques to attract the student’s attention of the fourth grade students of SD N Jombor 01 Sukoharjo.

A. English Teaching and Learning

Teaching cannot be defined apart from learning. Both of them are very important things in education. According to Brown, “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning,” (Brown, 2000: 7). However, Brewster, Ellis, and Girard said, “Teaching means facilitating discovery, not presenting knowledge,” (Brewster, Ellis, and Girard, 1992: 31)

Learning is acquisition or “getting”, learning is retention of information or skill, learning involve active, conscious focus on and acting upon events outside or inside the organism, learning is relatively permanent but subject to forgetting, learning involves some form of practice, perhaps reinforced practice, learning is a change in behavior (Brown, 2000: 7).

The role of teacher is very important as a bridge between teaching and learning process. Therefore, a teacher must be aware of their roles in
delivering materials to students. There are ten categories identified as representing elements of good teaching:

- Creating a relaxed and enjoyable atmosphere in the classroom
- Retaining control in the classroom
- Presenting work in an interesting and motivating way
- Providing conditions so pupils understand the work
- Making clear what pupils are to do and achieve
- Judging what can be expected of a pupil’s work
- Help pupils with difficulties
- Encouraging pupils to raise their expectations of themselves
- Developing personal talents or knowledge

(Williams and Burden, 1997: 48)

The statement above shows that teachers are a needed aspect of creating enjoyable atmosphere in the classroom to building student’s motivation. According to Cross, “Motivation is enhanced, too, by the play and the competition,” (Cross, 1995: 153). On the other word, motivation can be enhanced by doing a play or a competition. In this case, teachers have to be able to create exciting activities in classroom so that the young learners could focus to the material.

To motivate the students, teachers have to do some approaches and techniques in English language teaching. Teachers’ positive regard for the students mostly leads to reciprocal reaction from students. If teachers display a caring attitude towards their students, it is likely that teacher-related affect will
be enhanced, and subsequently, student motivation to achieve in the subject will increase. For example, teachers often quietly encourage students, or make positive comments about students’ work, or listen to student’s concerns about particular problems. All these acts which involve teachers in assisting and attending to students can improve teacher-student relationship and increase students’ motivation to learn (Cole and Chan, 1994: 362).

Furthermore, involving students to perform actions is useful in teaching and learning English. Teachers can use simple commands like go to the door; touch the wall under the clock, etc (Allen, 1983: 22-24). By doing physical activity, students will get experiences.

B. Teaching English to Young Learners

“‘Young learners’ means children from the first year of formal schooling (five or six years old) to eleven or twelve years of ages,” (Philips, 1996: 5). According to Suyanto (2007: 15), young learners are students of elementary school from 6-12 years old. From the definition above, it means that young learners are children who study in elementary school and they are from five or six years old to eleven or twelve years old.

According to Suyanto (2007: 15-20), there are several characteristics of young learners:

- Children of 5-7 years of age like to relate what they learn or do to themselves. However, when they attain the age 10 years old (4th grade), they begin to notice the others.
- Children of 5-7 years old cannot tell difference between fact and fiction.
  Children of 8-10 can tell difference between fact and fiction.
- Young learners are creative and imaginative. They love learning through games, stories, and songs so that they will be more motivated to learn English.
- Children are easy to get boredom.
- Children have colorful and cheerful life. Activities using interesting colors and pictures make them happy. Besides, through songs, it will be pleasant for them in learning English.
- Learners who attain the age 8-10 years old have awareness and readiness in learning English.
- Young learners do love learning by doing.
  “Children need frequent changes of activity: they need activities which are exiting and stimulate the curiosity, they need to be involve in something active, and they need to be appreciated by the teacher, an important figure for them,” (Harmer, 1991: 7)

On the other words, teachers are demanded to be creative in making suitable activities because young learners like and need activities which can stimulate their curiosity so that they are attracted to join the class.

In teaching young learners, it is necessary to use some techniques. According to Suyanto (2007: 88-97), there are some techniques that can be used by young learner teachers:
1. Listen and Repeat

*Listen and repeat* activity is usually done by using pictures to introduce new vocabularies. Teachers show a picture, pronounce the name, then students are asked to repeat it.

2. Listen and Do

In this activity, teachers say an expression or instruction and students listen carefully then they do what teachers say. By using this technique, teachers will know whether students understand or not.

3. Question and Answer

In this activity, teachers can give examples of question and answer. Teachers can start to train students by *Yes/No question*. Furthermore, teachers can give *Wh-question*. It is expected the students can give relevant and suitable answers based on real situation.

4. Substitution

In applying this technique, teachers remove one part of the sentence and ask students to replace it with other similar word. Teachers can use tools such as *flashcards, flipcards, poster, or realia*.

5. Draw and Color

Draw and color are usually held after students learn words, things, and colors. Teachers can give pictures by adjusting what they like or they have. This technique is suitable for beginner’s students, namely kindergarten’s students or first grade students.

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6. Listen and Identify

Teachers can teach two sounds that are similar in interesting ways such as using "minimal pairs" for certain vowel and consonant sounds. For example, eat-it, pig-big, etc.

By using this technique, students can practice to identify sounds because a difference utterance has a different meaning.

7. In-pairs Activity

Activity undertaken can train students to interact and communicate. Question-answer activity is usually used in this technique. Teachers give a mini-dialog and students practice in pairs.

8. Group Discussion

Group discussion can train students to exchange their ideas and express their opinions. This technique is usually held when teachers give a problem that should be discussed and found the solution by students.

9. Concept Mapping

Concept mapping is usually used to train students in remembering something already known with other things that are closely related. For example, teachers usually ask students to mention names of fruits. They certainly will answer mango, banana, apple, etc. From this activity, students can understand that mango, banana, apple are parts of fruits.

10. Brainstorming

Brainstorming is a technique that is usually used to activate students. Teachers can ask students to mention examples as much as possible in
short time. The examples are accepted and written on a blackboard. After the examples are collected, teachers choose relevant examples that are asked.

C. Techniques to Attract the Student’s Attention

The student’s attention begins to decline when teachers try to teach them the same thing at the same time in the same way. Therefore, teachers have to create interesting and fun activities in teaching. There are several techniques to attract the student’s attention during teaching and learning process.

- **Using Songs and Rhymes**
  Learning songs and rhymes provides an opportunity for pupils to practice, through imitation and repetition, the rhythm and intonation of the English language – and to enjoy themselves at the same time (Brewster, Ellis, and Girard, 1992: 173).

  Listen and repeat technique can be applied. Teachers have to pronounce correctly and clearly in order to students can listen, and subsequently, they can imitate correctly (Suyanto, 2007:114).

- **Using Pictures**
  Visual support helps pupils understand the meaning and helps to make the word more memorable (Brewster, Ellis, and Girard, 1992: 91).

  Visual tool that is widely used to teach English young learner is flashcard. Pictures in the flashcards are grouped according to the type or the class.
Color pictures will be more attractive because children love colorful pictures (Suyanto, 2007: 109).

- Using Objects
  Introducing a new word by showing the real object often help pupils to memorize the word through visualization (Brewster, Ellis, and Girard, 1992: 90).
  Real objects can be obtained from what is already available at home or school (Suyanto, 2007: 107).

- Using Games
  A game is an activity with rules, a goal, and an element of fun (Hadfield, 1998: 4). Children may wish to play games for fun. However, teachers need to consider which game to use, when to use them, how to link them up to the syllabus, textbook and how, more specifically, different games will benefit children in different ways (Brumfit, C (et. al.), 1995: 146).
  Children like playing games because they are happy when they play games. They can learn through games. When they play together, children will interact with another. In the interaction, language skills can be built especially listening and speaking (Suyanto, 2007: 117).

- Using Realia
  Realia is a three-dimension object that can be brought to the classroom as teaching tool. Realia is a right tool for the children to learn how to describe an object (Suyanto, 2007: 110).
CHAPTER III
DISCUSSION

In this chapter, I will discuss about the description of SDN Jombor 01 Sukoharjo, job training activities, and discussion about the techniques to attract the student’s attention of the fourth grade students of SDN Jombor 01 Sukoharjo.

A. SDN Jombor 01 Sukoharjo
1. Description of SDN Jombor 01 Sukoharjo

SDN Jombor 01 Sukoharjo is one of elementary school in Sukoharjo. It is located in Jombor, Bendosari, Sukoharjo. The location of the school that was built in 1960 is very strategic because it is very easy to reach.

The school has 282 students. The school also provides several rooms. It has one headmaster’s room, one teacher’s room, one library, one computer laboratory and ten classrooms that are used for teaching and learning process. The other rooms are one mosque, one canteen, one warehouse, and four toilets.

There are two yards, namely small yard and big yard. The small yard is at the front. It is usually used for school ceremony that is held every Monday morning. The big yard is located in the middle of the school. It is used for sports. There are also two parking areas. The first one is for teachers and
located at the front. The second one is for students and located on the left side of the school.

SDN Jombor 01 Sukoharjo has vision and mission to increase the quality of students, teachers, and staffs.

The vision of SDN Jombor 01 Sukoharjo is to be superior in science and to have glorious characters. Meanwhile, the mission of SDN Jombor 01 Sukoharjo is to create smart, knowledgeable, loyal, and good students.

2. The Organization Structure of SDN Jombor 01 Sukoharjo
SDN Jombor 01 Sukoharjo is led by a headmaster. He has a responsibility to control and handle everything related to the school.

The teachers of SDN Jombor 01 Sukoharjo are divided into two kinds of teachers. There are class teachers and specific teachers. The class teachers teach general subjects. Meanwhile, the specific teachers teach certain subjects such as English, computer, sport, religion, and self development.

B. Job Training Activities in SDN Jombor 01 Sukoharjo

1. Class Observation

In writing this report, I needed data of the school so I did an observation. It was held at SDN Jombor 01 Sukoharjo from February 1, 2011 until March 9, 2011. The observation only focused on the Class 4 because in that class, I would teach.

During job training, I came to SDN Jombor 01 Sukoharjo every day (Monday until Saturday). However, I just taught Class 4 twice a week. Class 4 A had English subject on Tuesday from 10:30 A.M - 12:00 P.M. Meanwhile, Class 4 B was on Wednesday from 7:00 A.M - 8:10 A.M.

Before I taught Class 4, I watched the teaching and learning English process in the class. I observed how much students' interest in English and how their attitude in class. Beside I observed Class 4, I also watched the teaching and learning English process in the other class. During the job training, I observed from Class 1 until Class 6. I also taught Class 5 as preparation in teaching Class 4.
Class 4 was divided into two classes. They were Class 4 A and Class 4 B. Class 4 A consisted of 24 students. This class usually made noise. Besides, they got English subject at 10.30 A.M - 12.00 P.M when they got tired and wanted to go home. Meanwhile, Class 4 B that consisted of 28 was different from the Class 4 A. They were usually very quiet. They got English subject at 7.00 A.M - 8.10 A.M. In every meeting, the students just listened to the teacher’s explanation, took a note, and did the tasks from the teacher. Sometimes, both of the classes were very noisy. The students did not pay attention to the teacher’s explanation. Besides, they often chatted to each other.

SD N Jombor 01 Sukoharjo provided some facilities to support the teaching and learning process in the classrooms. Each classroom has a blackboard or whiteboard with chalks or markers, a cupboard, a schedule board, approximately 20 tables and 40 chairs, and a table and a chair for teacher.

2. Making Lesson Plan

When doing job training in SDN Jombor 01 Sukoharjo, making a lesson plan was one thing that I had to do. It was done before teaching and learning process. By making a lesson plan, I could focus the material that had to be gained by the students. By using a lesson plan, the students can understand the material easily.

I used the material that was given by the English teacher in SDN Jombor 01 Sukoharjo in arranging the lesson plan. In making lesson plan, the
materials used were taken from “Enjoy Your English” book. This book was provided by the school. I also tried to find materials from the English Student’s Worksheet (LKS) that was given by the teacher. The students’ worksheet was *LKE Bahasa Inggris* composed by English Teachers Working Group (KKG) and printed by Prima Offset, Wonogiri. I tried to make fun, enjoyable, and attractive activities from the lesson plan.

C. Strategies to Attract the Student’s Attention of the Fourth Grade Students of SD N Jombor 01 Sukoharjo

In teaching and learning English process, sometimes the students prefer chatting with the others to listening the teacher’s explanation. It is influenced by techniques used. By using a proper technique, it can attract the student’s interest. The techniques can be used to attract the student’s attention when they are in the teaching and learning process. I used pictures and games in the teaching and learning process.

1. Using Pictures to attract the Student’s Attention

One of the techniques was using pictures. In presenting the material, it must be presented attractively. Mostly students did not pay attention to the material explained because the materials were presented in common way. Showing pictures made them aware and focus to the material explained.

I took the pictures from internet and printed on 8, 27”x11, 69” paper (A4 paper). I chose colorful real pictures in order to the students could identify
the pictures easily. I used the pictures in the stage of build knowledge of the field (BKOF), modeling, and independent construction.

a. Using Pictures in Build Knowledge of the Field (BKOF) Stage

In BKOF, the pictures were used for attracting the student to the material. The theme that I took was about foods and drinks. In the beginning, I asked what their favorite foods and drinks were and what they ate and drank when they had breakfast, had lunch, and had dinner. I used English and Indonesian languages in order to the students understood what I said. After they answered my questions, I showed the pictures one by one while asking the names of the pictures. All of them answered my questions by using Indonesian language because they had not known the name of foods and drinks in English yet. I wrote their answers on the blackboard. I wrote the names of foods on the left side and the names of drinks on the right side. It was done to introduce new material to the students. I also explained that they had to be able to write the names of foods and drinks in the end.

b. Using Pictures in Modeling Stage

In this stage, the pictures were used for presenting the material. I used the pictures to show kinds of foods and drinks. I showed the pictures one by one and pronounced the picture’s name. Meanwhile, the students listened, and then repeated that I said. I also taught how to spell the names and then I also wrote the name of the foods and the drinks on the blackboard because they had to be able to write the names of foods and drinks.
drinks in the end. I gave some questions related the material orally to ensure whether the students understood or not. The examples of the questions are “what is it?”, “what is the name of the picture?” I gave the questions while showing the pictures. Even though, I just asked for several students to save the time.

The pictures were useful in giving tasks after explaining the material. In this stage, I made a worksheet to the students. Firstly, I explained what they had to do while showing the worksheet. After explaining the instruction, I gave a piece of paper to each student. There were many pictures and the students were asked to name the pictures correctly. The students had to write the names on the left of the pictures.

The pictures that I used in explaining the material helped the students to understand what I explained because the colorful pictures made the students more interested in paying attention to the material explained by the teacher.

c. Using Pictures in Independent Construction Stage

In independent construction, the pictures were used for assessing the student’s ability. I prepared an exercise for the students. I gave them a piece of paper containing an incomplete paragraph. I explained that they had to complete the paragraph by filling the blanks. They should fill the blanks with the names of food and drinks that they had learned. The students had to work by themselves. In this stage, I still guided the students when they found difficult vocabularies. Using pictures in
modeling stage helped the students to memorize the names of foods and drink so that the students could write the names of foods and drinks in the independent construction stage.

2. Using Games to Attract the Student’s Attention

Using games was a technique used to attract the student’s attention. I created my own game that was adjusted to the material. The game that I used was “The faster is the winner”. I used the games in the stage of joint construction.

In joint construction, the game was used for involving the students in teaching and learning activities. The students loved games. Using games made them feel enthusiastic in teaching and learning activities. The first thing I did was telling the rules of the game. In this game, I read some clues and the clues would refer to a food or a drink. Each clue has different score. The students would get 4 if they guessed the correct name on the clue 1, 3 on the clue 2, 2 on the clue 3, and 1 on the clue 4. Each student had to answer more quickly than the other students. Every student that answered had to write on the blackboard. The students that had the highest score would get a reward. Giving a reward was necessary to do. Beside it would attract them to join the class, it would motivate them in learning English.

For me, the use of interesting pictures could attract the student’s attention. The students were more excited to answer every question that was given because they had got the illustration of the pictures explained by the teacher at the modeling stage.
Besides, the technique used was using game. The use of game could also attract the student’s attention because game was a fun activity for the students. The students looked happy and enthusiastic when the game was given. They moved and wrote on the blackboard enthusiastically. By using the game, it could reduce tension and add fun. Besides, the students would be motivated and more active to participate in joining the class.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, there are some conclusions that could be drawn. The conclusions are as follows.

To attract the student’s attention, I used some techniques. The techniques used were pictures and games. The pictures were used in the stage of building knowledge of the field (BKOF), modeling, and independent construction. In BKOF stage, the pictures could be used to introduce a new material. In modeling stage, the pictures were used to explain the material. Using pictures helped the students to understand the material that I gave. Besides, it made the students pay attention to the material. The use of pictures in modeling stage helped the students to memorize the material that had been given so that the students could do the tasks in independent construction stage.

Meanwhile, the game was used in the joint construction stage. The technique was used for involving the students in teaching and learning process. Using games made the students feel enthusiastic in learning activities because they loved games.

Both of the techniques could attract the student’s attention to the material explained. The students focused to the material and did positive activities in the classroom.
B. Suggestion

Based on the result of this final project report from my experiences during the job training in SD N Jombor 01 Sukoharjo, I present suggestions to:

1. **SD N Jombor 01 Sukoharjo**

   The English teachers of SD N Jombor 01 Sukoharjo should be more creative in creating and delivering material. They should make various activities to attract the student’s attention in teaching and learning English process.

   Because SD N Jombor 01 Sukoharjo had limited pictures and games collections, the school should add the collections to support the teaching and learning activities. Besides, the teachers should maximize the use of pictures and games in the teaching and learning process.

2. **The English Diploma of Sebelas Maret University**

   The English Diploma program should notice the student’s needs before during job training such as giving more practical teaching simulation. Besides, the institution should give more time for Material Development and Peer Teaching subjects so that the students are ready enough to prepare and face the teaching and learning process during the job training.

   The institution should add materials containing techniques used in teaching and learning process especially the use of pictures and games.