TEACHING ENGLISH TO 7TH GRADE STUDENTS

AT MTs NEGERI PLUPUH, SRAGEN

FINAL PROJECT REPORT

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

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MOTTO

♥ Dreams are hard to follow, but do not let anyone tear your dreams away.

♥ Do not escape from the problems; just face it because you know you can survive.

♥ When you feel that hope is gone, look inside you and be strong, and you’ll finally see the truth that a hero is on you. (Mariah Carey)

♥ God gives what you need, not what you want.
DEDICATION

From the deep of my heart, I would like to dedicate this final project report to:

♥ My wonderful and amazing mom (Sumiyati) and dad (Gimo Riyanto)
♥ My self
PREFACE

First of all, I would like to say Alhamdulillahirabbil alamin. Thanks to Allah SWT for everything, finally I can finish this. My final project report is based on my experience of doing the job training in MTs NEGERI PLUPUH, SRAGEN. This is written to fulfill the requirement to obtain the English Diploma Degree. In general, this report contains the activities of teaching descriptive English text process and the problems come up.

The activities of teaching English are presentation and explanation, exercise and test. The problems come up are the uncooperative students, the lack of vocabulary and the language used in delivering the lesson.

I realize that this final project report is still far from being perfect. Therefore, I would appreciate and accept positive advices and criticisms.

Finally, I hope that this final project report will be useful information for all readers.

Surakarta, June 2011

Dwi Puji Lestari
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commit to user
9. A boy who has been coloring my life for more than one year. I always want to hear the way you call me “dhek yayank”, Thank you very much for your love, care, patient and everything. I am sorry I do not write your name here, but I write your name in the deep of my heart.

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Dwi Puji Lestari
ABSTRACT

Dwi Puji Lestari. 2011. Teaching Descriptive English Text to 7th Grade Students at MTs NEGERI PLUPUH, SRAGEN, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report was written based on my experiences of doing the job training in MTs NEGERI PLUPUH, SRAGEN started from 12 of January up to 28 of March 2011. The aims of this final project report are to describe the process of teaching descriptive English text to 7th grade students at MTs NEGERI PLUPUH, SRAGEN and to describe the problems and the solutions in teaching descriptive English text.

Before teaching, I did some activities to collect data by doing an observation in the first week of the job training. I interviewed the headmaster to get more information about the school. I also consulted the materials that would be taught based on the syllabus with my supervisor. I performed teaching activity in three stages: presentation and explanation, exercise, and test.

I found some problems during the process of teaching descriptive English text. The problems are: the uncooperative students, the lack of vocabulary and the language used to deliver the lesson. I solved the problems by asking the uncooperative students to sit on my chair (sit in front of the class), bringing dictionary in every English subject, and combining English and Indonesian in deliver the lesson.
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Teaching Descriptive English Text to 7th Grade Students at MTs NEGERI PLUPUH, SRAGEN

Dwi Puji Lestari¹
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ABSTRACT

2011. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. This final project report was written based on my experiences of doing the job training in MTs NEGERI PLUPUH, SRAGEN started from 12 of January up to 28 of March 2011. The aims of this final project report are to describe the process of teaching descriptive English text to 7th grade students at MTs NEGERI PLUPUH, SRAGEN and to describe the problems and the solutions in teaching descriptive English text. Before teaching, I did some activities to collect data by doing an observation in the first week of the job training. I interviewed the headmaster to get more information about the school. I also consulted the materials that would be taught based on the syllabus with my supervisor. I performed teaching activity in three stages: presentation and explanation, exercise, and test. I found some problems during the process of teaching descriptive English text. The problems are: the uncooperative students, the lack of vocabulary and the language used to deliver the lesson. I solved the problems by asking the uncooperative students to sit on my chair (sit in front of the class), bringing dictionary in every English subject, and combining English and Indonesian in delivering the lesson.

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CHAPTER 1

INTRODUCTION

A. Background

In the era of globalization, English is the most significant and important language. English makes people easier to communicate, create friendship and exchange information.

English is also a key to open the door to scientific and technical knowledge. For this reason, Indonesian government pays attention to English education very seriously. English is one of the important subject that should be thought in every level of education either formal or informal, starting from kindergarten, elementary school, junior high school, senior high school until university. The purposes are to motivate and to prepare students, in order to make them ready and confident in studying every subject in the higher level.

An English teacher has an important role in teaching English. In this case, teachers, who will teach English to the students, have to create various activities that are motivating and encouraging. This can be done by giving the students more practices and exercises.

The teachers give the material suitable with the syllabus. The method or technique of teaching must be practical in class. During the lesson, the teachers do not only explain the materials but also give exercises developed from the materials to the students. The teachers must also have good preparation.
Students do not only study English in junior high school, but also in the previous level such as elementary school and kindergarten. In kindergarten and elementary school or introductory level, students learn English from the simple things. They start with learning vocabularies and several activities related to the four basic skills in English. In junior high school, students can improve and develop their skill in English. They learn complex texts and discuss many issues with their partner.

I decided to take job training in MTs NEGERI PLUPUH, SRAGEN because this institution offers a great concept of the teaching learning techniques through a discipline way and most of the teachers are dedicated to teach students. In MTs NEGERI PLUPUH, SRAGEN, I have an opportunity to carry out a job training to teach English to all grades. The project, however, has only been focused on teaching English descriptive text to 7th grade students.

Based on the experiences during the job training in MTs NEGERI PLUPUH, SRAGEN, the title of this report is TEACHING DESCRIPTIVE ENGLISH TEXT TO 7TH GRADE STUDENTS AT MTs NEGERI PLUPUH, SRAGEN.
B. Objectives

Based on the background description above, the objectives in this final project report are:

1. To describe the process of teaching descriptive English text to 7th grade of Junior High School students at MTs NEGERI PLUPUH, SRAGEN.
2. To describe the problems and the solutions of teaching descriptive English text to 7th grade students at MTs NEGERI PLUPUH, SRAGEN.

C. Benefits

This final project report is expected to be beneficial for:

1. The English teachers in MTs NEGERI PLUPUH, SRAGEN
   Hopefully, this final project report can be beneficial for English teacher in MTs NEGERI PLUPUH, SRAGEN. They can also develop the strategy to teach descriptive English text to 7th grade students.
2. Students of English Diploma Program of Letter and Fine Art Faculty, Sebelas Maret University.
   This final project report is expected to be beneficial for the students of English Diploma Program. They can use this as additional information for making other final project report.
CHAPTER II

LITERATURE REVIEW

A. Definition

1. Teaching

Education is a combination of teaching and learning. Teaching is an activity to transfer knowledge carried out by a teacher toward his/her students in a classroom. Teaching is the most significant part of teaching-learning process done by the teacher in conducting the subject to the students in order to build the student’s understanding about the subject they are learning. According to Gage, teaching is guiding, facilitating learning, enabling the learners to learn and setting the condition for learning. (Gage, 1964:269). Similar with Gage, Brown explains the meaning of teaching as follow:

Teaching is 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)

In other words, based on the two quotations above, teaching is a process of sharing the experiences, transferring or giving knowledge, skill, useful information and important value from someone (teacher) to another (learner).
Based on the definitions mentioned above, it can be concluded that teaching is an activity that is used to make someone know or understand by providing knowledge, guidance, and instructions to do something. In other words, teaching is a beneficial part for someone’s learning for understanding something. Teaching activity is carried out by the teachers. In this part, teachers have an important role. The teacher gives all the materials, knowledge, and information to the students. The teacher also helps the students to know and understand about the subject problems. The teacher must be attractive, friendly and cooperative to get the best interaction between the teachers and the students.

To be a good teacher is not as easy as people consider. Teacher should not only make the lesson interesting but also must love his/her job. To reach this, a teacher should have her/his personality and lots of knowledge in order to teach the students attractively. And to attract the student’s attention, a teacher should also be an entertainer in a positive sense, not in a negative sense (Harmer, 1998: 1-2).

A good teacher can become a special motivator for students. Teacher must be able to continuously give encouragement to the students in order that they have strong motivation and effort to study the subject.
2. Learning

Learning refers to the formal study of language rules and is a conscious process. Apart from that, learning is also activity and particularly experienced by the students during the process of obtaining knowledge. Harmer stated that teaching is the way that the learning happen and the process of transferring the knowledge, so Harmer defines “learning is as the process of accepting the knowledge” (Harmer, 1998:33).

Learning is an activity or a work performed by students during teaching and learning process. The students have to try their best in practicing the exercise given by teacher. Because, many experts have started that by practicing the exercises, the students have experiences in teaching and learning process.

Brown defines learning not only as acquisition or getting but also as retention of information or skill. In this concept, retention implies storage system, memory and cognitive organization. Further, Brown also explains that learning involves active consciousness which focuses on acts upon events outside and inside the organism. As learning is an active consciousness, it can be permanent but it is possible to forget. That is why learning involves some forms as subject and it reinforces practice. The goal of learning itself is a change in behavior (Brown, 2001:7).
Based on the statements above, I can summarize that learning is a process of acquiring or getting, memorizing, that are studied by the learners through experiences and practices. Besides, in learning process, the learners do not only accept the materials given by the teacher in the classroom, but also get the knowledge or skill by practicing the exercises. Therefore, the extremely expected outcome in teaching and learning activity is independent active learners which are being able to find other resources independently.

B. Affective Factor of Language Learning Process

Teaching a second language means creating a situation for students to take a part actively in a new language environment. The entire responsibility for creating the language environment falls on the teacher who is teaching the language. However, the teacher can develop materials, curriculum objectives and teaching techniques to help the process of teaching and learning in order to increase the effectiveness of the language classroom.

Prof. Samiati Tarjana has explained that in terms of psychology that there are two factors that affect learning. Those factors are:

1. The Internal Factor

This factor comes from the learner itself. It includes motivation, age, personality, and previous knowledge or language background.
2. **The External Factor**

This factor comes from outside the learner. Macro and micro environment, teacher education background, experience, teaching and learning methodology, facilities and also physical facilities are the external factors. The language environment encompasses everything the language learner hears and sees in the new language. It may include a wide variety of situations, exchanges in restaurants and stores, conversations with friends, watching television, reading newspaper or other activities. (Samiati’s Lecture in Psychology of Learners)

**C. Teaching Method**

In language teaching, there are various kinds of teaching methods. Method is a generalized set of classroom specifications for accomplishing linguistic objectives.

“Method is described as an overall plan for systematic presentation of language based upon a selected approach. Methods are the main factor for a teacher in applying the ways in the teaching process. Techniques are the specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well.” (Brown: 2001:16)

All of the methods are used to support the smooth running of teaching and learning activities to get the easier process of teaching and learning activities. That is why each method has its own purpose and definition.
1. Grammar Translation Method

At one time it was called Classical Method since it was first used in teaching of classical language, Latin and Greek. The teaching stressing is much focus on vocabulary than in the context of the text.

The communication in explaining material between the teacher and the students were done by two languages: mother tongue and target language, so it was easier for the students.

The teacher teaches the students about the rules of grammar, conjunction and vocabulary in this method. The teacher teaches the vocabulary in order that they translate the sentences more easily. The way the teacher explained the vocabulary could be translate the words or sentences straight way or give the students clues. This could make the students cheer up.

Grammar Translation Method focuses on writing exercise and the students can make correct sentences. According to Brown, “Grammar Translation Method is a method that focuses on grammatical rules, memorization of vocabulary, several declensions and conjunction, translation of the text and doing written exercise”.

This method is applied by giving some texts to the students and then they translate into target language. By using Grammar Translation Method, they can translate correctly, they also know the structure of the sentence such as: location of subject and classification of words.
This is an effective method because in one session, the teacher can explain three materials. These materials are needed by the students to understand grammar quickly. But sometimes, the students feel difficult to understand these materials because they need long time to analyze the unfamiliar words. So the teacher must have good strategies to make the students understand more about the materials.
CHAPTER III

DISCUSSION

A. General Description of School

MTs NEGERI PLUPUH, SRAGEN is located on Jl. Raya Plupuh-Gemolong, Karangwaru, Plupuh, Sragen. This building was built on a space of 2290m² containing of eighteen classrooms. Besides, there are some rooms such as the headmaster’s room, an administration room, a biology laboratory, a computer room, a library, a mosque, two canteens and two parking lots, one for teachers and another one for students.

MTs NEGERI PLUPUH, SRAGEN contains three different grades. There are six classes for each grade, namely A, B, C, D, E and F classes. This school is led by Drs. Suparman, MM as the headmaster. It has 60 teachers, six staffs and two gardeners. MTs NEGERI PLUPUH, SRAGEN has six English teachers, every teacher teaches six classes along 30 hours in a week. The school activities are held six days in a week and it starts from 07.00 a.m. to 01.30. p.m. but on Friday, the school finishes at 11.00 and on Saturday until 12.45 p.m. To improve the student’s skill, there are some of extracurricular such as computer class, scouting, dancing, sewing and etc.
B. Job Training Activities

1. Observation

I had job training in MTs NEGERI PLUPUH, SRAGEN starting from 12 of January up to 28 of March 2011. I used my first week of job training for doing an observation. The observation included: interviewing the headmaster to get more information about the school, observing the situation of the school and the three classes (VII A, VIII B, and IX D) which I would teach.

During the orientation, I observed the class and the way my supervisor taught the students. I observed my supervisor’s activity in teaching English. I sat on the corner of the class and observed my supervisor’s teaching activities. Sometimes when he asked them to work in pairs or groups, students made noises. Although the condition was like that, my supervisor could control them.

The VII A class had one brown painted door and white painted wall. This class also had three windows that could make the students feel fresh. There were also two boards, one white board and one black board. This class had 16 tables and 32 chairs for the students and one table and one chair for teacher. This classroom condition was good for supporting the teaching and learning activities. The condition was similar to all classes. The difference was only the total of the students.
2. Lesson Plan

In teaching the first grade students of MTs NEGERI PLUPUH, SRAGEN, I had to prepare the lesson plan. Lesson plan was a plan made by the teacher to support the teaching learning process. Usually the teacher made the lesson plan and it had to be approved by headmaster. There were some points in the lesson plan. They were basic competence, indicator, teaching and learning activities material, media, tools, books, assessment and teacher’s note. It was essential and useful for me to make lesson plan before doing the practice. Lesson plan could help me to write the points that will be taught in sequence in the class. Lesson plan could also be a reminder if I forgot the topic. I usually took the materials from the books and before I used it, I consulted it to my supervisor.

3. The Method

Teaching English in MTS NEGERI PLUPUH, SRAGEN applies integrated system to cover all skills. I used Grammar Translation Method when I taught descriptive text to the 7th grade students in MTs Negeri Plupuh, Sragen. This method was suitable for the students because this method was easy to develop and could be objectively scored, but speech is neglected. The Grammar Translation Method lays emphasize on reading and writing. Integrated skills which are based on the Grammar Translation Method means that student will be motivated to improve their language skills if they are given chances to use the target language
for the purpose of pursuing what they are interested in. By using a well integrated material, the English teachers are guided to implement the integrated English skills in the classroom as an attempt to provide the students with an interesting and motivating lesson. The integrated skill is designed for the development of student’s skills in grammar, vocabulary and writing.

4. The Materials

In teaching English, some materials were needed to support the teaching learning process. I used books as reference when I taught them. Books had an important role to help the students in knowing and understanding the lesson. There were some resources of English books that I used as reference. Those books were: *Practice Your English Competence* for first grade by Nur Zaida and *Developing Competence in English* for first grade by Agus Widyantoro.

These books were based on contextual and competence curriculum. These books also focused on how to improve the students’ skills in English namely reading, speaking, listening and writing. The students were required on practicing the topics such as making dialogues, writing stories, telling stories, etc.

5. Teaching Learning Activities

If I taught at the first period, I asked them to pray together, or if I taught not at first period, I said loudly “I count to ten, tidy up your clothes and sit on your chair!” It made them pay attention to me. After
that, I began the lesson by discussing the previous lesson. It made the students remember the last material and it could be a measurement whether they understood or not about the last material. Then, I continued with a new topic. Before I started to explain the new material, I asked them some questions related to the new topic. It was used to know how far they knew the new topic.

The next step, I asked them to open their book that we were discussing the topic about. I asked them to read the text, find difficult words and translate it into Indonesian. This way made them more active. I asked them the meaning of difficult words that they have translated from dictionary. If there were students who answered the meaning of difficult word correctly, I gave her/him an additional score. To make them understand more of the text, I asked some students to tell about his/her friends’ description.

For example, I asked Suci to tell about Ajib: How is Ajib’s performance, what about his hair (straight or curly), and how is Ajib’s body, etc. so, Suci got additional score.

Then, I explained the material. In this chance, I explained about descriptive text including the meaning of descriptive, the general structure of descriptive, the example of descriptive and how to make a descriptive text. After finishing explaining the material, I gave the students another example of descriptive text and asked them to analyze the text. I also asked some questions to know how far the students...
understood the material I had been given. If the students had understood the material, I gave them exercises and asked them to do it in pairs or groups. It trained them to cooperate with their friends and made them interested in doing the exercises. I gave them two individual exercises, exercise which did in class and another one for their homework.

C. Discussion

1. Teaching English to 7th grade students

In teaching English text to the first grade students of MTs NEGERI PLUPUH, SRAGEN, I had to prepare materials, method and steps of the class activity before teaching. From observation during the job training, I presented that teaching English to the first grade students could be described as these following steps:

a. Presentation and Explanation

In teaching process, the first thing I did was asking some questions to the students about the last material. It was to repeat the material before and made the students remember the last material. It was also intended to know how far the student understood the last material.

The next step, I gave some motivations to the students by telling them a story. It made the students encourage studying well and focused their attention to me. Then, I asked them some questions related to the material that would be taught. I continued to give the objective of learning this material and gave clear explanation about the new topic. I explained the
materials based on the textbook. In teaching process to the first grade students, the topics were focused in reading text such as descriptive, narrative and procedure text.

I gave them an example of descriptive text. After that, I asked the students to read and translate the text. To make them easy to translate, I usually asked them to bring dictionary in every English subject. Then, I asked some questions related to the text and I gave additional score if there were students who answered my question correctly. It was intended to motivate them to study English and also purposed to know the student’s progress whether they understood or not about the text.

In teaching English to the first grade students, I should give a clear explanation to the students. Sometimes, I used Indonesian to make them understand more about the lesson.

During two months doing job training, I had four meetings or one-chapter material to teach English to VIIA students. I had a meeting to have a test. The English textbooks used are *Practice Your English Competence* for first grade and *Developing Competence in English* for first grade.

I described the schedule of teaching activity to VII A students as follow: In the first meeting on Saturday February 12, 2011 at 07.00 a.m., I introduced myself and continued teaching simple present tense. In teaching this lesson, I explained the usage of simple present tense form and explained the change of positive form to negative form of simple present tense.
In the second meeting on Tuesday February 15, 2011 at 10.00 a.m. I discussed the last material and continued to explain *yes* and *no* question (simple present tense) in sentences.

On Friday 18, 2011, in the third meeting, I taught descriptive text. I gave them some descriptive texts taken from books. I asked them to translate the texts and discuss to their partner. I helped them if they could not translate the meaning of the words.

In the fourth meeting, I asked them to make the description of themselves in Indonesian, for example their name, age and hobby. After they prepared the descriptive Indonesian text, they translated it into English. It could make them easily understand the simple descriptive English text. At first they translated, I checked their translation. There were various mistakes they made, but it did not matter because they were still in the process of learning. I motivated them to make a better translation by giving the more simple texts.

*b. The Exercises*

Exercises were one of the processes in teaching and learning. When I taught English at MTs NEGERI PLUPUH, SRAGEN, I always gave my students exercises after presenting and explaining the material. I asked my students to make a text related to the material. This exercise was used to know whether the students understand and were able to produce text based on the example correctly. Another exercise was making a dialogue related to
the material in pairs and after that I asked them to present their dialogue in front of the class. This was for their speaking skill.

c. The Tests

The test was given on Friday 24, 2011 during one lesson-hour (40 minutes). The first test was arranging the jumbled sentences into a good descriptive paragraph. They were good in this exercise. Then in the second test, I gave them a piece of paper each to write the description about them: name, age, siblings and hobby.

d. Problems and solutions in Teaching English

In teaching the first grade students of junior high school, I faced many different characteristics. Sometimes, there were some students who did not produce good attitude during the lesson such as acting uncooperatively and disturbing their friend. I tried to solve this problem by pointing out the uncooperative students to answer the question or I asked her/him to ask to me, not to their friend because it would disturb the friend’s concentration. Then, the uncooperative students could realize about the mistake they had been done. The second effort to solve this problem was I gave punishment to the uncooperative students. The punishment was I asked that student to sit in front of the class or sit on my chair. It discouraged them and they did not make their mistake again.

Another problem was lack of vocabulary. Some students were poor in vocabulary. My solution for this problem was asking them to bring dictionary during English subject and also gave them more texts in order to
increase their vocabularies. Dictionary made them easily understand the meaning of the words. I also helped them to translate some words contextually. I also encouraged them to write notes on their note book or handbook about the difficult words. Sometimes, I provided some pictures and translated the meaning Indonesian.

The usage of the language also became a problem for me. Sometimes I combined the English and Indonesian in teaching process, some students understood what I meant, but they were silent and I did not know whether they understood or not. For example if I had finished my explanation, I asked them “GET IT?” they answered “YESS MISS”. I also encouraged them to ask me about the topic and the difficult words that they did not understand. Then, I explained again until all of the students understood all of the materials I had already presented.

In conclusion, I faced many problems during the job training activities. The biggest problem came from the students, for instance they did not pay attention when I explained the lesson, and they talked with their friends, moved around and disturbed their friends. But I could handle the problem by asking them some questions related to the materials I had already presented. It would make the students keep focus on me and my explanation.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

MTs NEGERI PLUPUH, SRAGEN is located on Jl. Raya Plupuh-Gemolong, Karangwaru, Plupuh, Sragen. I took job training at this school for one month 12 of January up to 28 of March 2011.

During the job training, I took some activities, for instance: observing the class, making lesson plan and teaching English. The method used when I taught English at MTs NEGERI PLUPUH, SRAGEN was Grammar Translation Method. The process of teaching and learning here were divided into three parts: presentation and explanation, exercise and test. I explained the definition of descriptive text to the students. It was to make the students understand the topic that would be learnt. After explaining the definition, I gave the example to make the students understand more. I asked them some questions about the topic and the difficult words and if there were any students who answered my questions correctly, I gave him/her additional mark. The test was making simple descriptive English text; it was about their name, nickname, siblings and hobby.

The problems came up during the job training was uncooperative students, lack of vocabulary, and the usage of language to deliver the lesson. I tried to solve...
the uncooperative students by asking him/her some questions related to the topic or I asked him/her sit in front of the class (on my chair).

Some students showed their lack of vocabulary, my solution was to give them more texts and ask them to translate difficult words. I also motivated them to write the difficult words on their note book and encouraged them to bring the dictionary in every English subject. I also encouraged them to ask me which part of the material they did not understand.

Another problem came up during the job training was the usage of language. The students did not understand if I used English in explaining materials, my solution to this problem was combining English and Indonesian to explain the lesson.

B. Suggestion

Based on the conclusion above, I have some suggestion as follows:

1. To the English teachers of MTs NEGERI PLUPUH, SRAGEN:
   a. Encourage the students to use English in every English subject. It can increase their speaking skill.
   b. Provide more English books in the library, so that the students can read many references.
   c. Give personal approach to the students because there are some students who are afraid to ask about the material, either in or outside class, so personal approach is the effective way to solve it.
   d. Provide various media for the students to learn English individually.
2. To the students of MTs NEGERI PLUPUH, SRAGEN:
   a. The students should not make some noises when the teacher explains the materials.
   b. The students should be aware that English is very important because English is an international language. Most of knowledge and information are written in English, so the students should master English.
3. To the students of English Diploma Program:
   In writing final project report, do it yourself and be creative, do not write final project report by cheating or doing plagiarism.