The Effectiveness of Using Simple Text in Teaching English for IV Grade Students in SD Negeri Bulakan 1 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

By:
Weni Esthya Sena
C9307091

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APPROVAL OF CONSULTANT

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Title : THE EFFECTIVENESS OF USING SIMPLE TEXT
IN TEACHING ENGLISH FOR IV GRADE STUDENTS
IN SD NEGERI BULAKAN 1 SUKOHARJO

Name : Weni Esthya Sena

NIM : C9307091

Supervisor

Drs. Sri Marmanto, M.Hum. (……………………)
NIP. 195009011986011001

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APPROVAL OF BOARD EXAMINERS

Accepted and approved by the Board of Examiners,
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Sebelas Maret University

Report Title : THE EFFECTIVENESS OF USING SIMPLE TEXT IN TEACHING ENGLISH FOR IV GRADE STUDENTS IN SD NEGERI BULAKAN 1 SUKOHARJO

Student’s Name : Weni Esthya Sena
NIM : C9307091
Examination Date : July, 6th 2010

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   Main Examiner NIP. 195009011986011001

Faculty of Letters and Fine Arts
Sebelas Maret University,
Dean

Drs. Sudarno, M.A.
195303141985061001

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iii
MOTTO

Rejection is Direction
(@ihatequotes)

If there is love, there is hope...
(#whenwords)

... take it easy, just let it flows...
(the sleeping beauty team)

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iv
I dedicate this final project for my Mum, my Mum, my Mum, and my Dad...

All of people who never give up of their struggle and who believe in hope...

And for someone who did me wrong and made me strong...
PREFACE

The writer would like to say *Alhamdulillahirabil'alamin* to ALLAH SWT for all blessing, mercy, and guidance. This final report is written to fulfill the requirement in obtaining English Diploma Program. This final report based on the job training activity in SDN Bulakan 1 Sukoharjo which was held from February 1, up to March 13, 2010 ago.

The final report entitled “The Effectiveness of Using Simple Text in Teaching English for IV Grade Students in SDN Negeri Bulakan 1 Sukoharjo”. The writer is interested in the teaching and learning process of English teaching and learning activities using simple text to the IV Grade students in SDN Bulakan 1 Sukoharjo. Here, the writer also discusses about the problems and its solutions of teaching using simple text during the job training activity.

The writer believes that there are many mistakes and errors in this final report. Hopefully, it is able to give some benefits to the readers. At last, the writer would like to say thank you to everyone who helps the completion of this project.

Surakarta, June 2010

Weni Esthya Sena
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10. My lil’ big Bro Arga and my lil’ Sist Ayas. I promise, you’re my next intentions.

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Finally, I realize that this report still have many mistakes and errors, I do apologize for it.

Surakarta, June, 2010

Weni Esthya Sena
ABSTRACT

Weni Esthya Sena. 2010. The Effectiveness of Using Simple Text in Teaching English For IV Grade Students in SDN Bulakan 1 Sukoharjo. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project was written based on the writer’s job training as an English teacher in SDN Bulakan 1 Sukoharjo which was done for one and a half month. The writer took two classes in IV A and IV B as the subject to be observed. This final project discusses the effectiveness of using simple text in teaching English in elementary school.

During the job training, the writer did some activities by observing and analyzing the behavior of the students to collect the data.

The text used in the process of teaching and learning is very simple. The text could be planned for all of the skills (listening, reading, writing, and speaking). The writer used six steps in teaching using simple text. First, the writer wrote the text in the white board while students were practising to read it. Second, the writer erased some words and asked the students to fill in the blanks by listening to the teacher. Third, after filling the blanks, the students were asked to read the whole text and answered some questions related to the text. Fourth, the teacher taught the vocabularies by drilling some new words. Fifth, the students were asked to copy the whole text and they were guided to make the same text which was similar to the example. And the last, the writer asked the students to make the same text in their own words without guidance anymore (independent writing) and retell their writing. But, those skills did not have to be given in those sequences. The best steps just followed the mood of the students without ignoring the purpose of the activities. The teacher gave some test to prove the effectiveness of the method. And the result is most of the students got good mark and understood the material well, it means that the goal of the process was complete. Most of the students got some difficulties such as vocabularies, pronunciation, and grammar. During the process, the writing, speaking, reading, and listening skills of the students are improved. It was proven by looking at the student’s writing in the end of the meeting.
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CHAPTER I

INTRODUCTION

A. Background

Nowadays, English becomes the most important language in the world. Almost all of the media use English, for example electronic media, internet, and mass media. People in the world have demanded to master English to know the world, especially in understanding the text and oral communication that most used in many media.

Education in Indonesia has also demanded the people to master in English so that they know what is going on in the world. But, not all of them master English, especially in understanding the text. Although they have been taught English from elementary school, but many of them are very lacking in understanding the text.

The method of education in Indonesia, especially education for elementary school children is not very effective in delivering the materials. The method too much dictates the students and demands them to do the tests, as well as in English subjects. Thus, students are difficult to communicate, both orally and in written. They tend to be passive and unusual in applying it in written communication. So even though they have been given a theory of grammatical patterns and sentence structure, but nonetheless they are still strange when faced with the text. In the old method, students are not given guidance to write a structured text.
Whereas the text is very important and effective to be used in teaching language. Through text, people can learn all of the skills; reading, writing, pronunciation, listening, and even speaking skill.

The writer chooses the object is the IV grade elementary students because the materials are still simpler than the V grade students and the vocabulary they master is much more than the III grade students. And after the observation in SD Bulakan 1, the writer sees that the IV grade students of this elementary school are more perceptive in learning English, especially using the text.

During the observation and job training in the SDN Bulakan 1, the writer found a lot of problems faced in teaching English to elementary school students although with any commonly used method (drilling) and using simple text. Grammatical, vocabulary, and sentence structure still become the most important problems in the teaching of written communication to them. Finally, in this final project, the writer presents discussion and reports entitled “The Effectiveness of Using Simple Text in Teaching English for IV Grade Students in SD Negeri Bulakan 1 Sukoharjo”

**B. Objective**

The objectives of making this final project are:

1. To describe the general activities in teaching English to the IV Grade students in SDN Bulakan 1 Sukoharjo.

2. To describe the teaching process using simple text for IV Grade Students of SDN Bulakan 1 Sukoharjo
3. To describe the effectiveness of using simple text in teaching English of IV Grade Students of SDN Bulakan 1 Sukoharjo.

4. To describe the problems of using simple text in teaching English of IV Grade Students of SDN Bulakan 1 Sukoharjo.

5. To describe the solutions of using simple text in teaching English of IV Grade Students of SDN Bulakan 1 Sukoharjo.

C. Benefits

They writer expects this final project gives some benefits to the following parties:

1. The English teacher of elementary school students.

   The writer expects this final project can be reverences for English teachers in teaching the elementary school students in using simple text in increasing the skills of the students in reading, writing, listening, and even speaking. The writer also expects that this method can be effective in teaching and learning proccess.

2. The English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

   The writer expects that this final report can be useful for the readers and can be used as reverence for those who are interesting in English teaching and learning field, especially English Teaching using simple text.

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CHAPTER II

LITERATURE REVIEW

In chapter II, the writer is going to discuss some literature review related to the topic of discussion in this report. Here, the writer presents some topics, covering teaching and learning, teaching for children, the effectiveness of using simple text in teaching English, and the connection between some skills, covering listening, reading, writing, and speaking connected by a text used in teaching English.

All of the parts as mentioned above will be explained in details as follows.

1. Definition of Teaching and Learning

Teaching can not be separated from learning because it is considered as a part of learning activity where there is an interaction between the teacher and students. A teacher delivers the knowledge/skills to the students and the students give feedback to the teacher.

In the book of *Principal of Language Learning and Teaching, Third Edition*; Brown explains, “Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” (Brown, 2000:7).

And also the explanation of learning ; “Learning is acquiring or getting of knowledge of subject or a skill by studying, experience or instruction. Learning is
acquisition or getting, learning is refension of information skill, and learning involves some forms of practice, perhaps reinforced practice. (Brown, 2007:7).

2. **Teaching for Children**

The forth grade of elementary school students is in eight to ten years old. They have general characteristics and the language development. Wendy A. Scott and Lisbeth H. Yterberg (1990) in their book “Teaching English to Children” explained about this topic. Here are the explanation about the topic from the book:

3. **General Characteristics**

Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. Many of the characteristics listed above will be things of the past.

- Their basic concepts are formed. They have decided views of the world.
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and don’t like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions.
- They are able to work with others and learn from others.
4. Language Development

Eight to ten years old have a language with all the basic elements in place. They are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language. By the age of ten children can:

- Understand abstracts
- Understand symbols (beginning with words)
- Generalise and systematise

This refers to children’s general language development. When it comes to learning a foreign language, there is still a lot we do not know. There are many similarities between learning one’s mother tongue and learning a foreign language in spite of the differences in the age, the time available. So far nobody has found a universal pattern of language learning which everyone agrees with. Much seems to depend on which mother tongue the pupils speak and on social and emotional factors in the child’s background. What is clear here is the most eight to ten year olds will have some sort of language awareness and readiness which they bring with them into the foreign language classroom. (Scott & Ytreberg. 1990:4)

5. The Effectiveness of Using Simple Text in Teaching English

Some explanation below, present some definition of The Effectiveness, Simple, and Text; to help the readers understand clearly about this report.
1. **Definition of Effectiveness**

   Degree to which **objectives** are achieved and the extent to which targeted **problems** are resolved. Effectiveness means "doing the right thing." (www.businessdictionary.com)

2. **Definition of Simple**

   Single; not complex; not infolded or entangled; uncombined; not compounded; not blended with something else; not complicated. (http://www.brainyquote.com/words/si/simple219811.html)

3. **Definition of Text**

   It needs to be made clear here how the word text is normally used in the profession and in this book, especially to distinguish text from textbooks. Texts are any of a wide variety of types or genres of linguistic forms. Texts can be spoken or written. Among written texts, the range of possibilities extends from labels and forms and charts to essays and manuals and books. Textbooks are one type of text, a book for use in an educational curriculum. (Brown.2001)

   - **Balance Authenticity and readability in choosing texts.**

   By now, the importance of authentic language should be more than clear. But in teaching reading, one issue that has invited some controversy is the advisability of what are called “simplified texts”, in which an otherwise authentic text is edited to keep language within the proficiency level of a set of students. In order for you to make a decision on this issue, it is important to distinguish between (a) simple texts and (b) simplified texts and to understand sources of complexity in reading material.
Authentic simple texts can either be devised or located in the real world. From ads to labels to reports to essays, texts are available that are grammatically and lexically simple. Simplifying an existing potential reading selection may not be necessary. Yet if simplification must be done, it is important to preserve the natural redundancy, humor, wit, and other captivating features of the original material.

- Chrisyine Nuttal (1996) offered three criteria for choosing reading texts for students:

1. suitability of content: material that students will find interesting, enjoyable, challenging, and appropriate for their goals in learning English;

2. exploitability: a text that facilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, and that is integratable with other skills (listening, speaking, writing);

3. readability: a text with lexical and structural difficulty that will challenge students without overwhelming them.

(Brown. 2001: 314)

6. The Connection Between Listening, Reading, Writing, and Speaking

In his book, “Elementary School Curriculum”, Jeff Passe said about the average citizens about the goals of an elementary school language arts program, the answers are usually simply stated. They will say that children should be able to do the following:
- Read
- Communicate their ideas orally
- Listen and understand what they hear
- Write clearly and legibly

(Passe.1999:118)

Brown also said in his book, a theory of language must include some accounting of separation of two types of competence. In fact, linguistic competence has several modes or levels, at least as many as four since speaking, listening, reading, and writing are all separate modes of performance (Brown.1994:34)

The writer will present about each skill and their relations among others from some books has read by the writer. However, talking about text is always identical with reading. Reading also has some connection between other skills. So, by reading a text, the students can learn some skills in the same time.

1. **Reading – Writing Connection**

How do readers construct meaning? How do they decide what to hold on to, and having made that decision, how do they infer a writer’s message? These are the sorts of questions addressed by what has come to be known as **schema theory**, the hallmark of which is that a text does not by itself carry meaning. (Brown.2001.299)
Closely linked to schema theory is the idea that reading and writing are integrally connected. All student writers read; they read about writing, they read the writing of others, and most important, they read and re-read their own writing as they write: they outline, they summarize, they respond to, and they synthesize their reading.

First, research in the writing–reading connection has demonstrated that the two skills are cognitively similar: both writer and reader construct meaning from text and interpret meaning from text (Folman, 1998; Janopolous, 1986; Sarig, 1988). In addition, both reading and writing are multifaceted, complex, interactive processes that involve many subskills, and both depend on individual past experience (Horowitz, 1986c; Rosenblatt, 1988; Spivey, 1990, Sternglass, 1986).

As Martin Nystrand (1990) and Roger Shuy and David Robinson (1990) point out, teachers need to see writing and reading not merely as cognitive, constructive processes but also as social, communicative processes between writers and readers.

2. Listening – Reading Connection

Learning activities require listening more than any other means of communication. Therefore, as expected, listening is linked to school achievement (Devine, 1978)

Consider some of these listening subskills: attending to cues, identifying the main idea, considering the speaker’s intent. They are all significant cognitive
factors in the process of comprehending speech. Of course, these skills are also crucial in reading comprehension, thus supporting the concept that whole language cuts across the various language arts. Despite this overlap, specific focus on listening is the best way to promote achievement in that area (Pearson & Fielding, 1982).

In other words it is up to the reader to decide how fast he or she wants to (or can) read a text whereas listeners often have to do their best with a text whose speed is chosen by the speaker. The fact that reading texts are stationary is clearly a huge advantage.

It is often difficult to convince students of English as a foreign language that texts in English can be understood even though there are vocabulary items and structures the student has never seen before.

Because reading, like listening comprehension, is totally inobservable (we have to infer comprehension from other behaviour), it is as important in reading as it is in listening to be able to accurately assess students’ comprehension and development of skills.

3. Listening – Speaking Connection

From a communicative, pragmatic view of the language classroom, listening, and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labeled as “Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular
discourse category in the profession. And, in the classroom, even relatively unidirectional types of spoken languages input (speeches, lectures, etc) are often followed or preceded by various form of oral production on the part of students. (Brown.2001:271)

Types of classroom speaking performance. With the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.

1). Imitative

Imitation of these kind is carried out for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2). Intensive

Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3). Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher– or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4). Transactional (Dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiative nature to them than does responsive speech.
5). Interpersonal (Dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6). Extensive (Monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summarizes, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

(Brown.2001:274)
CHAPTER III
DISCUSSION

In this chapter, the discussion is based on the activities done in the job training. The Chapter III is divided into four main points. They are school, job training activities, problem, and solution using simple text in teaching the fourth grade of SD Negeri Bulakan 1 Sukoharjo.

The four main points above will be presented in this chapter.

A. General Description of SDN Bulakan 1 Sukoharjo

SDN Bulakan 1 Sukoharjo is located in Tegalsari village RT 01 RW 01 Bulakan Sukoharjo or approximately 7 km west of Sukoharjo. This school is the first state elementary school in Bulakan village. It had been built in 1956. This school becomes the prime school in the village. SDN Bulakan 1 has 3200m² area, it has two main buildings and three separate buildings. The first building is letter L type and it consists of 8 classrooms and 6 toilets. The second building consists of a skill-room, a teachers room, a headmaster room, a classroom, and a library. While the three separate buildings are a study resource room, a special room for inclusive program, and a canteen. In the front of the building, there is a wide yard, it’s used for sport activities and ceremony.

SDN Bulakan 1 has six grades. In this year (2009/2010), SDN Bulakan 1 has three parallel classes, those are the 1st grade A which has capacity 32 students,
the 1st grade B has 33 students, the 2nd grade A has 25 students, the 2nd grade B has 27 students, the 4th grade A has 21 students, the 4B has 20 students, the 3rd grade has 37 students, the 5th grade has 30 students, and the 6th grade has 39 students. The total of students in SDN Bulakan 1 is 264 students.

This school has 17 staffs that can be divided into: a headmaster, nine class teachers, a special teacher for inclusive program, three subject teachers, a librarian, an administration staff, and a school security.

Although SDN Bulakan 1 is in the village, but its facilities are quite complete and it can support the teaching and learning activities. Two of the facilities which are owned by SD Bulakan 1 are the library and the skills room with supporting facilities inside. In the library, students can read and borrow the books. In the skills room, there are some sewing machines, two computers, practical work tools for science lesson, some globes and maps, and two keyboards and many other music instruments.

B. Job Training activities

1. General Activities

The job training activities was done from February 1, 2010 up to March 13, 2010. For one and a half month, the writer did some activities including preparing the lesson plan (the lesson plan will be presented in the appendices) and teaching and learning process. The writer also divided the amount of time that each activity would take. They are explaining the activity, performing the activity, and correcting the activity.
Actually, before the writer did the job training, the writer has been the real English teacher in SDN Bulakan 1 as the Wiyata Bhakti teacher or non-permanent teacher for eight months (since June 2009). When the writer told to the headmaster about the duty of job training from the campus, the headmaster allowed the writer to do the job training in the school. So, the writer has felt comfortable with the condition of the school.

The writer has taught all of the classes in the school, from the first grade until the sixth grade. But for this final report, the writer only used the fourth grade as the object in writing this report.

As the students of elementary school, the children have been unusual or have not understood in speaking English, even there were some students who did not know at all about English. So, the writer used three languages during the teaching and learning process, they were Bahasa Indonesia, Javanese, and English. This way made the students was comfortable and had fun with the condition. The writer used full English in greeting and giving the simple command and using Bahasa Indonesia or even Javanese for explaining the difficult words. Besides, teaching the children had to have the extra patience. The teacher must be able to be the part of the class as their friends. It made the teaching and learning process became fun as playing. From the beginning until the end of the activities, the teacher had to endure the condition of the class as fun as possible, so that the students could understand the lesson and felt fun and comfortable in the class.
There are some methods in teaching the children. One of them is using simple text. Actually, this was a new method used by the writer besides some previous method such as games, songs, pictures, etc. The purpose of using text was in the end of teaching and learning process, besides the students could read and listen to the text, they also could write, communicate and catch the meaning of the text in English (the relation of some skills linked by the text have described in the previous chapter in this report)

In the beginning, the students felt difficult with this method, but as time goes by, they could understand and the final purpose of the teaching learning activities could be reached, the students could listening to the text, reading clearly, writing short text, and communicating in the very simple dialogue.

2. Teaching using Simple text

In this sub chapter, the writer will explain and present the example of text used in the teaching and learning process in SDN Bulakan 1 Sukoharjo.

Based on “Teaching by Principles” (2001), Brown explained that “in our highly literate society, there are literally hundreds of different type of written texts, a much larger variety than found in spoken texts. Each of the type listed below represents, or is an example of, a genre of written language”. Consider the following non exhaustive list: (the writer have chosen some types of text which appropriate with the elementary school curriculum).

- Nonfictions : reports, editorials, essays and articles, reference
- fiction : novels, short jokes, jokes, drama, poetry
- letters: personal, business
- greeting card
- diaries, journals
- academic writing: short answer test responses, reports
- directions
- labels
- signs
- maps
- menus
- schedule
- invitations
- comic strips, cartoons

(Brown, 2001:302)

Jeremy Harmer also explained in his book “The Practice of English Language Teaching” (1991), there are two types of text. There are authentic and non-authentic text.

One aspect of reading and listening that concerns many teachers and methodologist is the difference between authentic and non-authentic texts.

A non-authentic text in language teaching terms is one that has been written especially for language students. Such texts sometimes concentrate on the language they wish to teach and we end up with example like:

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Friend : Hello, may I have your name?
Sandra : My name is Sandra.
Friend : Where are you from?
Sandra : I am from Solo.
Friend : What is your address?
Sandra : Pinang Street no. 14 Cemani Estates.
Friend : Ok. It’s nice to see you.
Sandra : It’s nice to see you too.
Friend : See you next time.
Sandra : See you.

In teaching the fourth grade of elementary school students, the writer used the following example and will explain the teaching process using the text and each of the skill related to the texts.

After praying and greeting, the writer asked the students about the previous material. This activity was purposed to refresh the students’ mind before going to the farther activities. After that, the writer introduced the new material, for example, the writer wanted to present about Things in My House. The writer asked to the students what things in their house are. After they answered, the writer wrote the following text in the whiteboard as the modelling of the text:

My House

Hello, my name is Ani. This is my house. There are sofa, table, and vase in my living room. In my bedroom, there are bed, wardrobe, and mirror. I usually eat
in the dining room. I take a bath in my bathroom. There are shower, soap, and towel in the bathroom. There are shower, soap, and towel in the bathroom. My mother cooks in the kitchen. It is big and clean. I love my house.

After the writer wrote the text, the writer did some following activities to the students:

a. Listening

This exercise would involve the students listening to the writer and performing some sort of task. The tasks might involve a physical response or filling in something in their activity books. They might be required to answer some questions about the text they have heard, usually orally.

The writer gave the chance for the students to read the text written in the whiteboard for five to ten minutes. And then the writer erased some words in the text. While the writer reads the text, the students fill in the blanks of the text.

My House

Hello, my name is Ani. This is my ... . There are sofa, ... , and vase in my ... . In my ... , there are bed, ... , and mirror. I usually eat in the ... . I take a bath in my ... . There are shower, ... , and towel in the bathroom. My mother cooks in the ... . It is big and ... . I love my ... .
After doing the listening task, the writer checked the students’ work. And then the students were asked to correct and practise reading the text that has been done before.

b. Reading

There are two skills of reading:

1.) Decoding

This is the correct pronunciation and sounding out of the word and should always be done aloud and always following a model from the teacher or the tape when the language is first being presented.

2.) Reading with understanding

This is when the students read sentences or phrases and understand, preferably simultaneously. They will usually need to read the sentence or phrase more than once and should read in silence in order to concentrate on the meaning.

The writer asked to the students to read the text. The most of elementary school students, especially the fourth grade, they must not understand the whole text yet. There must be some words that they did not know. Children are sometimes put off reading because they are faced with words that they do not understand and assume, often wrongly so, that these words are obstacles to their overall understanding of the text. If the students are likely to be faced with examination work which requires them to do comprehension exercises, it is essential that the writer taught them how to deal with this problem.

- Choose a text from a textbook, or sometimes the writer makes a text herself.
- Tell the students to read it quietly and underline the words they do not understand.

- Tell them to read the text again and see how many of the words that they originally underlined they can now understand.

- Tell them to work with a partner and try to help each other to work out the meaning.

Fraida Dubin and David Bycina (1991) suggest that students need pre-reading activities to stimulate and extend schema, while-reading activities that allow students to interact with text and author, and post-reading activities that investigate the links between writing and reading to help students discover how to write within the discourse demands of academic writing.

The writer used that method in teaching reading with the text. “And a good rubric to keep in mind for teaching reading is the following three-part framework”: (Brown.2001:315)

i. Pre-reading / Before reading

The writer asked to the students to prepare theirselves before reading the text. Students can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage.

ii. While reading

The writer gave students a sense of purpose for reading rather than just reading because they were ordered. The writer asked the students to understand the meaning of the text.
iii. Post-reading / After reading

After reading, the students are given some questions based on the text. Comprehension questions are just one form of activity appropriate for post-reading. Also the writer considered vocabulary study, examining grammatical structures, and steering students toward a follow up writing exercise.

After reading, the writer explained (by drilling) the vocabularies related to the material that showed in the text. For example:

- House = rumah
- Living room = ruang tamu
- Bedroom = kamar tidur
- Dining room = kamar makan
- Bathroom = kamar mandi
- Sofa = sofa
- Table = meja
- Vase = vas bunga
- Bed = kasur
- Wardrobe = almari pakaian
- Shower = sower
- Soap = sabun
- Towel = handuk
- Big = besar
- Clean = bersih,
- etc.

This is the question after reading.

My House

Hello, my name is Ani. This is my house. There are sofa, table, and vase in my living room. In my bedroom, there are bed, wardrobe, and mirror. I usually eat in the dining room. I take a bath in my bathroom. There are shower, soap, and towel in the bathroom. My mother cooks in the kitchen. It is big and clean. I love my house.
1. Whose house is that?

2. What are there in the living room?

3. Where is the bed?

4. Where does mother cook?

5. Is Ani’s house big and clean?

c. Writing

There were some skills of writing: copying, filling in, writing to a model, writing comprehension and free writing. Actually, there were some skills of writing used in the previous skill (listening and reading). In the beginning, students have been asked to copy the text written by the teacher in the whiteboard. After that, in the listening skill, students asked to fill in the blanks. Writing comprehension has also done by the students in reading stage (read then answer the questions). Initially they would be “lifting” the answer from the passage and copying it as their answer. As the exercise became more sophisticated, they would have to use “their own words”. But, at primary level this should mean no more than re organising the words from the text.

The two last skills are writing to a model and free writing. Students were asked to read the passage about Ani’s house and then they ordered to write about their selves. But, before they did free writing, the writer guided them by giving some clues from the previous text and the students continued writing about theirselves. It showed in this following example:
My House

Hello, my name is ... . This is my house. There are ... , ... , ... in my living room. In my bedroom, there are ... , ... , and ... . I ... ... in the dining room. There are ... , ..., ... in my dining room. I take a bath in my bathroom. There are ... , ..., and ... in the bathroom. ... .... etc.

d. Speaking

Speaking exercises were identified by the title and often by a symbol representing the skill, e.g. a pair of lips or a speech bubble. Most teachers wondered how they could get their students talking more in class. But, we must remember that children at primary level were usually extremely limited in amount of language they know. Free conversation was simply not possible, so all oral tasks have to take place in a very well defined framework, e.g. drills or simple roleplays.

1). Drill

The writer used this method to teach speaking. Drilling is the easiest way in giving the material, especially for studying vocabularies.

Here are the example of drilling.

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>House</td>
<td>rumah</td>
</tr>
<tr>
<td>Living room</td>
<td>ruang tamu</td>
</tr>
<tr>
<td>Bedroom</td>
<td>kamar tidur</td>
</tr>
<tr>
<td>Dining room</td>
<td>kamar makan</td>
</tr>
<tr>
<td>Bathroom</td>
<td>kamar mandi</td>
</tr>
<tr>
<td>Sofa</td>
<td>sofa</td>
</tr>
<tr>
<td>Table</td>
<td>meja</td>
</tr>
<tr>
<td>Vase</td>
<td>vas bunga</td>
</tr>
<tr>
<td>Bed</td>
<td>kasur</td>
</tr>
<tr>
<td>Wardrobe</td>
<td>almari pakaian</td>
</tr>
</tbody>
</table>
Drilling was usually given after the students reading the text. First, the writer said the word in English and the students followed saying it, and then the writer said the meaning in Bahasa Indonesia, and the students followed again.

2). Roleplays

Another way to teach speaking is roleplay. Roleplaying is the practise of situational speech. There consists typical situation for students, e.g. asking information, asking permission to do something, greeting, inviting a friend, etc. These are small dialogues for practising a particular structure/function. Some roleplays are simple repetitions of dialogues and others require the students to replace key words.

The writer used these following steps in teaching speaking.

- Students read and familiarise themselves with the (example) dialogue.

  Ani  : What are the things in the living room, Dona?
  Dona : There are sofa, table, and vase.
  Ani  : Is there a bed in the bedroom?
  Dona : Yes, there is.
  Ani  : Where do we take a bath, Dona?
  Dona : We take a bath in the bathroom.

- Divide the class into pairs, A and B. Give A and B roles from the dialogue.

  commit to user
- Let the students act out their roleplays, not just say them. Students should read / prepare each line and then look up say it, not just read it aloud.
- Walk around correcting and checking
- Students swap roles and repeat. Those who finish first can be asked to make up their own roleplay, using different words to fill the gaps.

Those skill didn’t have to be given in such that sequence. Which one was the first and so on was appropriated by the condition of the class and the material.

C. The Effectiveness of Using Simple Text

After doing all of the activities by using and combining all of the skills, the teacher had to know whether the method is effective or not. Based on the meaning of effective – degree to which objectives are achieved and the extent to which targeted problems are resolved – the teacher did some test to prove the objectives of teaching and learning process are achieved and the extent which targeted problems are resolved.

Teacher did the reading test by asking the students to read the text carefully and pronounce it correctly. The result was many of the students could read well. For listening test, teacher asked to the students to fill in the blanks of a text while teacher read the complete text. Almost all of the students could fill in the blanks correctly. The main test was written test, teacher gave the written test contained functional text, questions about the text, grammar, and vocabulary test. Because the goal of this method is students are able to write down a text independently, so teacher also asked students to write down a similar text with
their own words and in their real conditions. Many of students got good mark of this test. While in the speaking test, teacher asked the students one by one orally about their writing.

The entire test done above has proved that teaching using simple text is effective. It doesn’t only cover all of the skills in one meeting and can achieve the target, but also can be another method in teaching English that makes the students feel curious and don’t feel bored in the class because of the various skills.

D. Problems

There are some problems faced by the writer in doing the job training, they will be present below:

1. Linguistic Problems

a. Vocabularies

Generally, the fourth grade students haven’t understood about the contain of the text, moreover in English. They lack in the vocabularies. There were only a little of students who have understood some words, even in the most simple word. The writer had to take any effort to teach them vocabularies by doing that previous method.

b. Pronunciation

Because of the spell of word in English is different with Bahasa Indonesia, it’s often made the students were difficult to read and understanding a word or a text. Sometimes, they could spell it correctly, but their written was wrong. Here are some examples:

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**Kitchen** – the spell is /kɪtʃən/ – they wrote kicen.

**Table** – the spell is /ˈteɪbl/ – they wrote tebel

c. Grammar

The fourth grade students have not taught many grammatical structures, so that they often write the wrong structured in writing sentences in English. Here are the examples:

- Halo, nama saya Ani
- It should be: Hello, my name is Ani
- But, the students wrote: Halo, name I Ani.

2. Non Linguistic Problems

a. Process

The process sometimes became the main problem in teaching and learning. The lack of time is the biggest problem. Because of English is just local region lesson, so it just given once a week for 2x35 minutes. Besides, the management of the class during the process such as the noise, movement, flexibility, consistency, fairness of the teacher could be the problems too.

b. The students

The quality of the students could be one of the problem in teaching and learning process too. In a class, there were some clever students, but there were many students who were difficult to receive the lesson. Besides, the students’ behaviour sometimes commit to user
became the main problems, such as boredom, passivity, aggressive behaviour, stealing, lying, and bullying.

c. The facilities

The facilities was very important to support the successful of teaching and learning process. But, as long as the writer did the job training, there weren’t any facilities that could support the writer in doing the process of teaching and learning.

E. Solutions

The solutions for facing the problems above for the Linguistic problem that was the writer have tried the best effort to give some tasks and exercises to the students about vocabularies, pronunciation, and grammar. The writer gave more simple and attractive text, drilling dan repeating to the students in the process of teaching and learning.

The solutions for Non linguistic problem was the writer got closer with the students by more asking with the simple expression, besides, sometimes the writer gave a song or games in the process of teaching and learning, so the students could be familiar with English and they never felt bored in the class. Sometimes, change the order of the activities in the lesson plan to take into account the mood of the students is necessary.

The lack of the activities could be over by making the tools by my self, for example : pictures or action figure which attracted the students, so that they didn’t get bored and always had fun in learning English.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the discussion in chapter III, some points could be drawn and arranged as follows:

1. Teaching and learning process to the IV grade in SDN Bulakan 1 Sukoharjo is quite difficult because the ability of the students is different. There are many students who can’t accept the material well. Besides, the school is in the village, so there are not many students who took English course to support their abilities in English. For the writer, although she is the teacher in this school, but she still feels difficult in teaching the students. In teaching English, the writer used three languages: English, Bahasa Indonesia, and Javanese. The writer used English for the simple command and Bahasa Indonesia or even Javanese for explaining the difficult words.

2. The teaching process using text to the IV grade students in SDN Bulakan 1 is the first new method which is used in the school. Before using it, the teacher (who is also the writer), used everything told by the textbooks, so the process seems boring. The writer tries another method to change the mood of the students and to improve the students’ abilities in writing and communicating in English.

3. The writer gives a simple text or a dialogue as the subject of the lesson. The students are asked to read the text carefully while they find the meaning of new
words, and then they’re asked to fill in the blanks of the text by listening to the writer while the writer reading the whole text. Then, they’re asked to copy the whole texts, and answer the questions following the text. After that, they’re asked to write the text identically with the example, but they change some blanks with their own words. They’re asked to write independently and they tell their writing orally. The purpose of the teaching and learning process is complete. Besides, the writer did a written test to know the result of the whole activities. Most of the students got good mark. And it proves that teaching using simple text is effective.

4. Some linguistic and non-linguistic problems influenced the process of teaching using simple text to the IV Grade students. Those linguistic problems, which came from the students, are: lack of the vocabularies, many mistakes in spelling, pronunciation, and grammar. While the non-linguistic problems are: limited time, the noise, flexibility, consistency, and fairness of the teacher could be the problems too. Besides, the difference skill of the students and the students’ behaviour, such as boredom, passivity, aggressive behaviour, stealing, lying, and bullying sometime became the main problems.

5. The solutions for the Linguistic problem was that the writer tried the best effort to give some tasks and exercises to the students about vocabularies, pronunciation, and grammar. The solutions for Non-linguistic problem was that the writer got closer with the students and giving variation in teaching by changing the order of the activities in the lesson plan to take into account the mood of the students. The lack of the activities could be over by making the tools by my herself, so that the students didn’t get bored and always had fun in learning English.
B. SUGGESTION

Based on the job training experiences, the writer wants to give some suggestions for some parties, as follows:

1. SDN Bulakan 1 Sukoharjo

   The teaching and learning process need some supporting facilities, such as the appropriate books and more English story books for children in the library to support them to understand and familiarize with texts. Because of the curiosity of the children in the new things, it is hoped, if there are more new English books in the library, they will be attracted to read and enrich their skill, especially communicating in English.

2. The English Diploma Program of Sebelas Maret University

   The English Diploma Program should prepare all of the things needed by the students in doing the job training, such as providing more references and literatures, especially in the teaching mainstream. So far, the theoretical materials given in the class are not enough to contribute the skills in doing job training activity in the real field.