ENGLISH TEACHING & LEARNING
ACTIVITIES AT SDN TEGALREJO SURAKARTA

FINAL PROJECT REPORT

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

by

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MOTTOES

- Nothing impossible if you try and pray

- Do not let your dream disappear before you try to reach it
DEDICATION

I would like to dedicate this final project to:

❤️ My beloved father and mother

I’m truly proud to have such as wonderful parents like you

❤️ My big sister…Dessy

Thanks for your advice

❤️ My little sister and brother

My life is so silent without you

❤️ The beautiful future
ACKNOWLEDGEMENT

Alhamdulillahirabbil ‘Alaamin.

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Finally, the apprentice is aware that this final project is far from being perfect and it still has several mistakes and errors. She apologizes for those mistakes and needs comments, feedbacks and corrections from the readers.

Surakarta, June 6, 2007

Dewi Retno Pratiwi
ABSTRACT

This final project is written based on the job training that the writer has done as a temporary English teacher in SDN Tegalrejo Surakarta. This final project is a report of the writer’s English teaching and learning activities there. All of the activities in the class are done based on the lesson plans that are made before. They are: warming up to get the attention of the students, presentation to give the materials to the students and evaluation to evaluate the result of the activity. Besides, the writer includes some activities, such as playing games and singing songs. It is useful for students in order that they can practice and more familiar to English. During the English teaching and learning activities, there are some problems faced by the students and the teacher. The students’ problems are: their opinion, lazy students, uncooperative students. Meanwhile the teacher’s problems are: the limited time and teaching materials. The solutions for the students’ problems are: motivating the students to learn English more diligently, giving some exercises and homework, giving special attention to uncooperative students. The solutions for the teacher’s problems are: hold an extra English class and lends the handbooks to the students. From the discussion in this project report, we can know the importance of teaching English language to the primary level especially elementary students, because English is a basic asset for them to prepare to the next stages of education.

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CHAPTER I
INTRODUCTION

A. Background

As an international language, English has gained its popularity all over the world, including Indonesia. It plays a very important role in Indonesia. As a developing country, we need to learn more new things from the developed countries, such as new advanced ideas, research findings, and experiments. It is undeniable that these things are very important for the national development. English happens to be the native language of the developed countries, definitely the UK & the USA, whose economy, technology and politic are influential. English mastery, therefore, is necessary for many people, because it is the agent of change and transformation. Besides, English becomes the media of communication with other peoples in the world in different backgrounds, different nations and different cultures. Because English is very important, it must be taught in every school.

Therefore, teaching English in school has the importance role to increase the quality of Indonesian people by mastering English. Because of that reason, the government of Indonesia gives big attention to it in education field. Government has decided that English is one of the compulsory subjects that should be taught in every level of education starting from elementary school up to junior high school, and senior high school. The aims are to motivate and to prepare the students in order to be ready and confident in learning English to the higher level.
Teaching English at elementary school is different from teaching English at junior high school, or senior high school. Students at elementary school are children who are still mobile and very active, and they enjoy having fun. Because of that, the role of teachers is really needed. This is the big challenge for the teacher to create some ways or methods suitable with their students in order that the students understand the lesson well.

Interested in teaching English to the young learners, the writer considers choosing elementary school institution to have job training. The writer had the job training as English teacher at SDN Tegalrejo Surakarta that is located at Jln. Bengawan Semanggi, Rt 6, Rw 12, Surakarta. The writer chooses this school as the place to do the job training as an English teacher because English is taught there as one of the compulsory subjects. SDN Tegalrejo Surakarta has provided the English teaching and learning activities from the 4th up to the 6th grade. Besides completing the data for final project report, the writer also wants to improve her skills abilities in teaching students. The writer taught the students of the 4th and 5th grade at SDN Tegalrejo Surakarta.

From the job training the writer has done in SDN Tegalrejo Surakarta, the writer finds a topic which is interesting to discuss, i.e. the activity of English teaching and learning in SDN Tegalrejo Surakarta. The writer is also curious about the problems and the solutions to handle them.

Based on the explanation above, the topic that will be discussed in this final project is “English Teaching & Learning Activities at SDN Tegalrejo Surakarta.”
B. Objectives

Based on the background, the problem statements are formulated as follows:

1. To find out the English teaching and learning activities at SDN Tegalrejo Surakarta.
2. To find out the problems in teaching and learning activities at SDN Tegalrejo Surakarta.
3. To find out the solutions for the problems in teaching and learning activities at SDN Tegalrejo Surakarta.

C. Benefit

The writer hopes that this final project report can give benefit to:

1. SDN Tegalrejo Surakarta.
   The writer hopes it can be useful contribution to the teacher at SDN Tegalrejo Surakarta in teaching English and share the difficulties and solutions she has experienced. In additional, this final project can give useful inputs to SDN Tegalrejo Surakarta to improve the quality of teaching English.

2. The Diploma Program, Faculty of Letter and Fine Arts Sebelas Maret University.
   It is hoped that this final project can be used as additional information and as a reference for those who are interested in teaching and learning fields, especially in teaching English.
CHAPTER II
REFERENCE REVIEW

A. Teaching

Teaching is a part of learning process, involving active communication and interaction between teacher and students in conveying the message, information or knowledge during study. According to Mouly, “Teaching is a complex phenomenon, involving teacher, pupils and subject matter in dynamic interaction” (Mouly, 1986:15). Similarly, Douglas Brown says “Teaching is showing or helping some one to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or to understand” (Brown, 2001:7). While Narthan Gage said “Teaching means guiding and facilitating learning, enabling the learner to learn and setting the condition for learning” (Gage, 1964:269). Based on statements above we can conclude that teaching is process of guiding and giving knowledge or skill from the teacher (some one) to learner (another person) in whatever condition.

In addition teaching can be one of the key activities in teaching learning process. Teaching is an activity which is led by a teacher. In teaching learning activities, a teacher plays important roles in holding the learning activity. The teacher is the leader of the class management and the students are the objects who receive what the teacher says with having any feedback. The teaching materials are also a key component in teaching learning activities because without good materials, the teaching activities can’t run well. According to Soekartiwi, “There
are three components in teaching process; teacher, learner and the lesson materials” (Soekartawi, 1995:1). So, the teacher as the center of teaching and also one of components inside, the teacher must be the controller in determining what the students do.

From several kinds of literature mentioned the profile of teacher is required to be proficient. Some points mentioned bellow are requirements should be had by a teacher to be a good teacher:

1. The teacher must have skill of knowledge to give to students.
2. The teacher must have skill in giving learning.
3. The teacher should give motivation to the students.
4. The teacher can control the situation of the classroom in order to make the students to be active in following the lesson well.

(Soekartawi, 1995:1)

From the statements above we can conclude that the teacher is one of the important factors that can determine the success of the teaching learning activities. There must be an interaction between the teacher and the students and the relationship between them should be friendly, cooperative too, so that the intention of teaching can be successfully.

**B. Learning**

Learning is an activity which is done by the students during the process of study. According to Stephen B. Klein, “Learning can be defined as an experimental process resulting in a relatively permanent change in behavior that
can not be explained by temporary states, maturation, or innate response tendencies” (Klein, 1987:2). Similarly with Stephen B. Klein that learning can change the behavior, according to Nana Sudjana, “Learning is a process signed with the presence of some one’s changes. The change as a result of study can be shown in various forms, such as change in knowledge, understanding behavior and attitude, skill, ability, habit and the other aspects of change that is studied by the learner” (Nana Sudjana, 1996:5).

Meanwhile Kimble and Garmezy (1986:133) states “Learning is relatively permanent change in a behavioral tendency and result of reinforced practice” (Kimble and Garmezy, 1986:133).

Here some understandings of learning according to Douglas Brown in his book *Teaching by Principles* (2001:7):

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage system, memory, cognitive organization.
4. Learning involves active, conscious focus and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
7. Learning is a change in behavior.

(Brown ,2001:7)

From the opinion above, we can conclude that in learning there would be a process of getting knowledge through practices or reinforced practice.
C. English Teaching to Children

English teaching is needed to prepare young learners in the future. According to Sarah Philip, young learners are children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Philip, 1993:5). While Hibawa S. Rahman said “At the age 6 up to 8, children’s brain grows faster compared to the ages after it. This period is generally considered to be golden age for children” (S. Rahman, 2002:17). Based on those two experts’ explanation above, it can be concluded that young learners are students in the age six to twelve on first formal schooling.

According to Brumfit, there are many reasons why English teaching is important to be given at an early age:

1. The need to expose children from an early age to an understanding of foreign cultures, so that they grow up tolerant and sympathetic to others.

2. The need to link communication to the understanding of new concept.

3. The need for maximum learning time for important language—the earlier you start the more time you get.

4. The advantages of starting with early second language instruction, so that later the language can be used as a medium of teaching.

(Brumfit, Moon, Tongue, 1995:vi)

Related to the statements above, English teaching is important to be given at the early age. This period is an effective time to teach them a foreign language.
because children naturally have a big curiosity to know and understand something in their environment.

**D. Method**

According to Edward Anthony in the book *Approaches and Methods in Language Teaching*, arranged by Jack C. Richards and Theodore S. Rodgers, “Method is overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach” (Anthony, 1963:63-7) While Cole and Chan said, “Methods are sets of teaching plans, strategies and techniques used to organize classroom practice” (Cole and Chan, 1994:4)

According to the book *Approaches and Methods in Language Teaching* written by Jack C. Richards and Theodore S. Rodgers, there are nine kinds of language teaching methodology, they are:

1. Grammar Translation Method

   - The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study.
   - Reading and writing are the major focus.
   - Vocabulary selections are rarely used, words are taught through bilingual language.
   - The sentences are the basic unit of teaching and language practice.
- Accuracy is emphasized.
- Grammar is taught deductively.
- The student’s native language is the medium of instruction.

2. Direct Method
- Classroom instruction was conducted exclusively in the target language.
- Only everyday vocabulary and sentences were taught.
- Oral communications skills were built up in question-answer communication.
- Grammar was taught inductively.
- New teaching points were introduced orally.
- Concrete vocabulary was taught through demonstration, object, and pictures.
- Both speech and listening comprehension were taught.
- Correct pronunciation and grammar were emphasized.

3. Oral Approach
- Language teaching begins with the spoken language.
- The target language is the language in the classroom.
- New language points are introduced and practiced situationally.
- Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

4. Audiolingual Method
- Foreign language is the basic process.
- Language skills are learned more effectively.
- Analogy provides a better foundation for language learning than analysis.
- The native speaker words can be learned only in a linguistic and cultural context.

5. Communicative Language Teaching
- Language is a system for the expression of meaning.
- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.

6. Total Physical Response
- It is emphasized in speech.
- Comprehension abilities precede productive skills in learning a language.
- Skills acquired through listening transfer to other skills.
- Teaching should emphasize meaning than form.

7. The Silent Way
- Teaching of initial reading which sounds are coded by specific colour.
- Learning theories and educational philosophies.
- Using code such as rods and colour-coded pronunciation charts.
- Using structural syllabus with lessons planned around grammatical items and vocabulary.

8. Communicative Language Learning
- Classroom goals are focused on all of components.
- Students have to use the language productively and receptively outside the classroom.
- Students are given opportunities to focus on their own learning process.

9. Natural Approach
- The focus teaching should be listening, reading and speaking.
- Input should be interesting and so contribute to a relaxed classroom atmosphere.
- Comprehension is important.

From the explanation above, we can conclude that the suitable teaching method for the 4th and the 5th grade students of Elementary School are Grammar Translation Method.
CHAPTER III
DISCUSSION

A. School Description

1. General Description of SDN Tegalrejo Surakarta.

SDN Tegalrejo Surakarta is one of the formal educations in Surakarta. This school is located in Jl. Bengawan Semanggi, Surakarta. Like other state elementary schools, SDN Tegalrejo Surakarta consists of six grades; first, second, third, fourth, fifth and sixth grade. SDN Tegalrejo Surakarta was built in 1958 on the area of about 710 m². The building of SDN Tegalrejo Surakarta divides into three sections, there are classroom, offices and facilities. Teaching and Learning activities are held in the classroom. There are six classrooms beginning from the first grade to the six grade. Each classroom is handled by a class teacher who teaches fourty-five children on average. There are two offices in SDN Tegalrejo Surakarta; the teacher’s office and the headmaster’s office. The teacher’s office is a place where administrative activities are held. Besides, the teachers also prepare their teaching materials and have a meeting among them in this office. The other office, that is the headmaster’s office, is a place for the head master to work and welcome the guests.

To support teaching and learning activities, SDN Tegalrejo Surakarta has five facilities. They are a mosque, a library, a school health center, a canteen and a parking area. The library and the school health center are in the same building.
with the teacher’s office and the headmaster’s office. For the sanitary, the school has three bathrooms.

SDN Tegalrejo Surakarta is led by a headmaster. Firstly, it is led by Yudo Prasonto and now it is led by Sumari Prawiro Admojo. It has 13 teachers consisting of 11 permanent teachers and 2 assistance teachers, and one gardener. Each of the class teachers teaches one class. The sport and religion teacher teaches the whole classes. The English teacher teaches the 4th grade up to the 6th grade.

All of the teachers are responsible for giving the material to the students and supervising the student’s development including education, social, attitude and culture. The school activities are held six days in a week and it starts from 07.00 a.m. until 12.40 p.m. but on Friday the school time finishes at 11.10 a.m. and on Saturday until 10.30 a.m. In holding the teaching and learning process, SDN Tegalrejo Surakarta uses two curriculums. The 1st, 2nd, 4th and 5th grade use the Competence Based Curriculum. The 3rd and 6th grade use the 1994 Curriculum.

SDN Tegalrejo Surakarta always gives attention for the quality of education. For improving the school’s quality, this school has a vision, “Create the students who is pious the God and has good personality”. Besides, SDN Tegalrejo Surakarta has also missions. One of them missions is creating the next generation who is religious, intelligent, and have good personality to the future.

2. The School Structural Organization.

SDN Tegalrejo is one of schools in Surakarta owned by the government. There are some divisions in the school organization. Each division has responsibility to their
duties. The structural organization chart of SDN Tegalrejo Surakarta can be seen in the following picture.

![Structural Organization Chart of SDN Tegalrejo Surakarta](image)

**Picture 2.1 The Structural Organization Chart of SDN Tegalrejo Surakarta**

From the structural organization chart above, we can know the duties of each division in SDN Tegalrejo Surakarta. They are:

1. **SCHOOL COMMITTEE**

   It has responsibility to help the school to complete the facilities that are needed to support the school activities, both academic facilities and physical facilities of the school. Its position is in the same line as the head master, but the committee is not responsible for the head master as well as to the committee forum because it is an independent one that comprises of the student’s parents.

2. **HEAD MASTER**

   He is responsible for all parts of the school activity. One of his duties is coordinating and managing everything in the school in order to meet the school’s goals.
3. SCHOOL ADMINISTRATION

It has responsibility for the head master about the school administration.

4. LIBRARY UNIT

The officers who are holding the library have the duties to keep the facilities in the library.

5. TEACHERS

The teacher is responsible for the headmaster to do the teaching learning activities effectively and efficiently. Besides, the teacher also makes report about the result of student’s learning.

6. STUDENTS

The students have the duty to follow the teaching and learning process in class.

B. The Activities During Job Training in SDN Tegalrejo Surakarta

1. Class Observation

In the teaching learning activity in SDN Tegalrejo Surakarta, the writer taught fourth grade and fifth grade. Because the fourth grade class is a primary level in learning English, so it becomes the focus of observation object. The condition of classroom was essential for accelerate the teaching learning activities. The classes were wide and comfortable. The number of the table and chair were fit with the number of the students. The equipment in each class was suitable to
support the teaching learning process, such as, a whiteboard, a cupboard, a map, and some pictures.

In the job training activities, after the writer observed the classroom, she also observed the English teacher activity in teaching English. The English teacher started the learning process by asking the students about the material given on the last meeting. The purpose was to know how far the students understood and memorized the material that had been given. If the students did not answer the teacher’s questions fluently, the teacher repeated the last material. If the students can answer the question, the teacher continued to the next material. The English teacher sometimes gave a homework to make the students study at home before studying at school. In the teaching activity, the English teacher tried to communicative with the students. She asked the students one by one about the material being taught. By asking questions, the teacher would know whether the students understood or not about the material. If she had finished explaining a material, he asked the students to do the task in the book. It was done individual or in pairs. At the end of teaching and learning process, the teacher reviewed the material given by asking the students about the material. Sometimes, if the students fell bored, he asked the students to sing a song. After the students sing a song then they will interest again to continue the lesson. In this observation the writer find the students who were active and the students who were inactive in accepting the material. The active students were very interested in learning English. They were active in answering questions given by the teacher. They also
accepted the material fast. The inactive students played with them selves or they were just quiet during the learning process.

2. Lesson Plan

In teaching the students of SDN Tegalrejo Surakarta, the writer had to prepare everything. One of them was lesson plan. By making the lesson plan, it can make the material that was given for the children can be controlled and appropriate with the curriculum. The function of the lesson plan is also as guidance for the teacher in teaching based on the topic discussed. He will not go from one topic to another. Usually the teacher made the lesson plans before teaching them and it had to be agreed and signed by the headmaster. In a lesson plan, one topic can be presented more than one meeting, depending on that topic itself, on the length of time and on the students understanding. Every lesson plan consists of four basic skills, speaking, writing, reading and listening. The material that is used by the teacher in making lesson plan is taken from “Grow with English Book 4”.

3. Extracurricular Activities

SDN Tegalrejo Surakarta holds the extracurricular activities as the additional activity besides the daily teaching and learning activities, such as Youth Scout, dancing class, and English class. The Youth Scout is done to train students’ independence and cooperate in a team work. It is hoped that after joining this positive thing, students will be able to work together and be responsible to
everything that he/she has done before. This activity is done on Friday in the evening. Meanwhile, the dancing class is held on Sunday. The aim is that the students will be more familiar with their original culture and arts. Moreover, they will be able to promote those culture and arts as their self identity. In conducting this program, the headmaster asks a professional dance teacher to teach them. In order to develop students’ competency more at learning English, the students do the English intensive class after ending the lesson at 01.00 p.m. unfortunately, this extracurricular is only available for sixth grade class.

C. Discussion

1. The English Teaching and Learning Activities in SDN Tegalrejo Surakarta

During the job training, the writer practiced to teach the students of SDN Tegalrejo Surakarta. The teaching learning process could be described as the following:

1. Warming Up

Warming up was the basic step to make the students interested in the lesson. The students must be directed, guided, and focused on the lesson in order to control the activities in the class. It was important because one the students feel confused and bored with the lesson they would ignore it during the lesson.

Before beginning the class, the writer always greets the students. The greeting, which is usually done between the writer and the students, as follow:

Teacher : “Good morning students?”
Students: “Good morning Miss!”
Teacher: “How are you today?”

Students: “I am fine. Thank you, and you?”

Teacher: “I am fine too.

After that, the writer reviewed the last material that was given in last meeting. It was done by giving question orally. The purpose was to know how far the students learnt the material given.

Before the new material is given and taught, the writer gives brainstorming related to the material, it is useful before introducing the topic. Brainstorming was needed to catch the students’ attention. In this step, the teacher asked the students some questions related with the material or the topic being discussed. For example, the topic was about Fruits, and then the teacher would ask the students their opinion about fruits as follows:

Do you like fruits?

What fruits do you like?

Can you mention the kinds of fruits do you know?

2. Presentation

After the students were interested in the class, the teacher started in the real activity called presentation. In presentation the writer gives the new materials. In explaining the new materials, the writer gives a clear explanation about the topic discussed by oral and written form in the blackboard. When the writer gives the explanation orally, she reviews the explanation again, because the students cannot catch the explanation only one times. Because of that, the writer also uses Indonesian language in teaching English. During the presentation the writer also
gave the games and the songs to prevent the boredom and make the students interesting in English lesson.

The material given in presentation consists of speaking, listening, writing, and reading. New vocabularies and simple grammars were also introduced during the lesson.

a. Speaking

1. Dialogue

Most of the students like study English through a dialog. The example of the short dialog was:

Mira : Excuse me, what is your name?
Dedi : My name is Dedi.
Mira : Hi, Dedi. I am Mira. How do you do?
Dedi : How do you do?
Mira : Where are you from, Dedi?
Dedi : I am from Bandung.

In this activity, the writer reads this dialog first and then asks the students to repeat it together. After that, the teacher asks two students to read this dialog and practice it in front of the class. The writer listens every word and also correcting if they do any mistakes.

2. Song

Practicing sounds and spelling was also very important in learning English. To make the class fun, the teacher taught Alphabets by singing a song as follows:
b. Listening

There are many activities that were done by the writer in teaching listening.

1. Instruction

The writer gave instruction to the students orally. It was used to know whether the students understood the message or not. The example is the teacher gives instruction to open the book. If the students open their own book, it means that they get the message. Doing the English teaching, the writer gave commands in English.

Example: Read the dialog carefully!

Write down these words on your book!

2. Look and Listen

In this activity, the writer read the vocabulary and the students were asked to see the pictures on the book while listening to the teacher. They tried to guess the meaning after the teacher had finished reading the words. By numbering the pictures, the students knew the meaning by matching the words to the pictures. So, they could understand the meaning of the words that have been said by the teacher.
3. Listen and fill the blank

One of the listening activities is listen and fill the blank. The topic was Time. After following the lesson the students were hoped to understand, write and read the time in English. In this activity, the students were asked to listen to the writer carefully and they had to write down the time that the writer said correctly. For Example:

*Listen and fill the blank!*

1. Andi wakes up every morning at ......a.m.
2. Valen goes to school at .......a.m.

c. Writing

Writing material was given by asking the students wrote down simple words and simple sentences. It was hoped that after joining the lesson, the students would able to express the meaning of the words in the written text. In one lesson, the topic was Age. The writer asks the students to write the friends’ name, their age, and their father’s and mother’s age in the blank box as follows:
<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>AGE</th>
<th>FATHER’S AGE</th>
<th>MOTHER’S AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tono</td>
<td>Ten</td>
<td>Fourty</td>
<td>Thirty five</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After the students write the writer’s instruction then the teacher asks the students to write the sentence from the information given. For example:

1. Tono is ten years old. His father is forty years old. His mother is thirty five years old.

2. ..............................................................

3. ..............................................................

d. Reading

Reading materials was always related to the text. For the beginners, the writer used the short text. The writer reads the text slowly and then asked the students to read it together. A student was also asked randomly to read the text, so that all of the students will concentrate to the lesson. It was hoped after the lesson, the students would be able to get information from the text, and understood the vocabularies of the text. The example of the text given was:

**My School**

This is my school. There are eleven rooms in my school. They are six classrooms, one headmaster’s office, one teacher’s office, one library and two bathrooms. There is also one parking area. The library is beside class six. The bathrooms are beside the class rooms. The headmaster’s office is beside the teacher’s room.
e. Simple grammar and new vocabularies

In fourth grade, the grammar taught was only a simple grammar such as Singular and Plural Nouns. Firstly, the writer gave the example of the singular and plural words as follows:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a cat</td>
<td>cats</td>
</tr>
<tr>
<td>a lion</td>
<td>lions</td>
</tr>
</tbody>
</table>

After giving the examples, the writer was explained when they use the singular words began with a, an, one and when they use the plural words began with the quantity and followed with the noun”s”.

New vocabularies were always given in every topic. For example the topic was about Animals.

*Match the pictures with the words*

1. A HORSE
2. A DOG
3. A TIGER
4. A CAMEL

The writer also used games to teach vocabulary. The games were very useful to get students attention and make the class fun. One of the games
that the writer used called “Jumbled Words” and the topic was *Animal*. In this activity the students were divided into each groups, and each group contained of four or five students. Each group was given a list of words and the letters in each word are jumbled. The object of the game is to correctly rewrite the jumbled words, the winner is the group with the most correct words within the allotted time. The examples of jumbled words are:

1. GIRTE
2. PNTHALEE
3. RESOH
4. INOL

3. Evaluation

Evaluation was carried out to know how far the learners can understand and catch the materials. It was important as an input to decide how the teacher should teach in the next lesson. In this session the teacher gave the exercises, test and also home work after explaining and presenting topic.

Exercises were one of the processes of teaching learning. Usually, the teacher gave the exercise taken from the textbook or an additional book related to the material given. The students are given the time to do the exercises, then the teacher discusses the right answer with the students. These exercises were to see whether the students understood or not to the lesson. From the result the teacher could evaluate how far the students accept the lesson. The teacher also gave
homework as evaluation. When the time was not enough to give all materials, the lesson was stopped by giving the students tasks to do at home.

The last stage in evaluation is test. In SDN Tegalrejo Surakarta, the test is held once in every two weeks. The test consists of the item materials that have been taught during two weeks. There are many types of test, such as multiple choices, true-false, fill in the blank, answer the question based on the text, essay, etc.

2. Problems in Teaching and Learning Activities

During the job training in SDN Tegalrejo Surakarta, the writer has found some problems in teaching and learning activities, such as:

a. The students’ problems

The first is about the wrong opinion by the student that consider English is a complicated lesson and make them often find difficulties to catch the teacher’s explanation well. It can be seen from the students that do not try to do the exercises when the writer give it to them. During the English class some of them are passive, they do not have desire to ask the question to the teacher when they find difficulties about the materials. It is a classic problem that appears because English is a subject that they never learn before. Therefore, they only have a little motivation to learn English.

The second is the average students will not study if there is no homework. It can be seen from their activities in the English class. They do not prepare the
material that will be taught by the teacher. Also the majority of students do not try to do the exercise that was given by the teacher.

The third problem is the uncooperative students. They usually interrupt the other students that try concentrate to the lesson. It makes the class very noisy.

b. The teacher’s problems

The first is that the teacher has a limited time to deliver the materials. The school only gives one hour a week for English. This problem influences the teacher in delivering the material.

The last problem is about the limited material. The students only use one book as the source of the material to study English.

3. Solutions to the Problems

In order to solve the problems appear in English teaching and learning process, the writer give some solutions that can be applied as follows:

a. The students’ problems

The first solution is by motivating the students to learn English lesson more diligently and explain about the importance of English language to their future. The teacher also gives the students the understanding that English is not difficult subject. To make learning English fun, the teacher can apply some games during the teaching and learning activities so that the students can enjoy the lesson.
To overcome the lazy students, a teacher can give some exercises and homework after the teacher has finished explaining the materials. The exercises should be appropriate with the students’ level of ability.

To solve the uncooperative students, the teacher should give special attention to him/her during the class. He/she can be asked to sit in the front row of the class so that the teacher can control him/her easily. The teacher can also give questions to him/her so that the/she can focus on the lesson.

b. The teacher’s problems

To solve the limited time the teacher should be able to manage the time as well as possible and use the time optimally. The school should add an extra English class besides the ordinary class hour.

The solution for the limited material is that the teacher lends the handbooks to the students and asks them to return them back after the class is over. The school also provides some other additional books that are similar to the handbooks, magazines, and storybook in English in the library.
CHAPTER IV

CONCLUSION AND SUGGESTION

Conclusion

From the discussion in the previous chapter, the writer draws a conclusion as follows:

I. The English teaching and learning activities

The English teaching and learning in SDN Tegalrejo Surakarta starts to be taught from the fourth grade class until sixth grade class. Because the fourth grade class is a primary level in learning English, so it becomes the focus of observation object.

In English teaching and learning, there are some activities that are always done by the teacher and the students in order to make English teaching and learning activities run well. Before teaching English, the teacher prepared the material and made the lesson plan. Then the teacher taught English systematically as follows:

1. Warming up

The activity is done to make the students interested in the lessons. After the teacher said greeting and reviewing the last material, he continued on the lesson with the brainstorming.
2. Presentation

In this activity the teacher gave the material prepared to the students. To get the students' attention and make the class fun, the teacher also used games and songs.

3. Evaluation

In order to know how far the students understand the lesson, the teacher did some evaluation by giving exercises, homework after the presentation and tests.

II. The problems in English teaching and learning activities

1. The students’ problems

a. The wrong opinion

The students’ opinion that English is a difficult subject to learn. Therefore, they only have a little motivation to learn English.

b. The lazy students

The average students will not study if there is no homework.

c. The uncooperative students

They usually interrupt the other students that try to concentrate on the lesson. It makes the class very noisy.

2. The teacher’s problems

a. The limited time

The school only gives one hour a week for English lesson. This problem influences the teacher in delivering the material.
b. The limited material

The students only use one book as the source of the material to study English.

III. The solution to the problems

1. The students’ problems

   a. Motivating the students to learn English more diligently and explaining about the importance of English language to their future. The teacher also gives the students the understanding that English is not difficult subject to learn.

   b. Giving some exercises and homework after the teacher has finished explaining the material.

   c. Giving special attention to uncooperative students during the class.

2. The teacher’s problems

   a. The teacher should be able to manage the time as well as possible and use the time optimally. The school should add an extra English class besides the ordinary class hour.

   b. The teacher lends the handbooks to the students and asks them to return them back after the class is over.

Suggestion

1. SDN Tegalrejo Surakarta

   To introduce English more to the students in SDN Tegalrejo Surakarta, it is better if English is taught in the earlier time. English is introduced not only in
the fourth grade class until six grade class but also in the first grade class until six grade class.

2. The teacher of SDN Tegalrejo Surakarta

   The teacher should play her roles effectively during the class. He has to be able to manage the class and control the students well, in order to make the conductive class.

3. The students of SDN Tegalrejo Surakarta

   The students should be more active in accepting the material given by the teacher.
BIBLIOGRAPHY


