

**THE ENGLISH TEACHING AND LEARNING PROCESS IN  
THE 5<sup>th</sup> GRADE CLASS OF SDN SANGGRAHAN JEBRES  
SURAKARTA**



**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**

**Dalsugi**

**C9306113**

**ENGLISH DIPLOMA PROGRAM  
FACULTY OF LETTERS AND FINE ARTS  
SEBELAS MARET UNIVERSITY  
SURAKARTA**

**2010**

**APPROVAL OF CONSULTANT**

Final Project report : **THE ENGLISH TEACHING AND LEARNING  
PROCESS IN THE 5<sup>th</sup> GRADE CLASS OF SDN  
SANGGRAHAN JEBRES SURAKARTA**

Name : Dalsugi

NIM : C9306113

**Approved to be examined before the Board of Examiners,  
English Diploma Program, Faculty of Letters and Fine Arts  
Sebelas Maret University**

Supervisor:

Ida Kusuma Dewi SS, MA

(.....)

Supervisor

NIP.19710525199802 2 001

## APPROVAL OF THE BOARD OF EXAMINERS

Report Title : **THE ENGLISH TEACHING AND LEARNING  
PROCESS IN THE 5<sup>th</sup> GRADE CLASS OF SDN  
SANGGRAHAN JEBRES SURAKARTA**

Student's name : Dalsugi

NIM : C9306113

Examination Date : February 11, 2010

**Accepted and Approved by the Board of Examiners English Diploma  
Program, Faculty of Letters and Fine Arts  
Sebelas Maret University**

The Board of Examiners:

1. Yusuf Kurniawan SS, MA (.....)  
Chairperson NIP. 197111301999031001
2. M. Farkhan Mujahidin S.Ag, M.Ag (.....)  
Secretary NIP. 197007162005011003
3. Ida Kusuma Dewi SS, MA (.....)  
Main Examiner NIP. 197105251998022001

Faculty of Letters and Fine Arts  
Sebelas Maret University,  
Dean

Drs. Sudarno, MA

NIP. 19530314198506 1 001

## **MOTTO**

*“Whatever comes our way, we always have a choice. It’s the choices that make us who we are and we can always choose to do what right” (Peter Parker)*

**“Nothing successful without discipline”**

## DEDICATION

*This final project is proudly dedicated to:*

☺ *My beloved Father*

☺ *My beloved Mother*

☺ *My beloved Brothers and sisters*

## **PREFACE**

This final project report was written by the writer to fulfill the requirement in obtaining the English Diploma Degree. This final project was based on the job training conducted by the writer in SD N Sanggrahan Jebres Surakarta.

This report is entitled THE ENGLISH TEACHING AND LEARNING PROCESS IN THE 5<sup>th</sup> GRADE CLASS OF SDN SANGGRAHAN JEBRES SURAKARTA. In this report, the writer describes the teaching and learning activities and finds out the problems and solutions of teaching English.

Finally, the writer nicely welcomes any criticism, comments and suggestions from all the readers for the betterment of this final project. The writer wishes this final report will give some contributions to the readers.

Surakarta, January 2010

The writer

## ACKNOWLEDGMENT

Finally I completed this final project report. I would like to express my highest gratitude to Allah SWT who has the authority for everything in this world. Due to His mercy and blessings, the writer can accomplish his final project report entitled "THE ENGLISH TEACHING AND LEARNING PROCESS IN THE 5<sup>th</sup> GRADE CLASS OF SDN SANGGRAHAN JEBRES SURAKARTA" as the requirement to be fulfilled to graduate from English Diploma Program.

The writer realized that this final project cannot be finished without other people's help, so that the writer would like to say thank those who have supported during the making of this final project, they are :

1. Mr. Drs. Sudarno, MA, the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University.
2. Mr. Yusuf Kurniawan, SS, MA, the head of English Diploma Program.
3. Mrs. Ida Kusuma Dewi SS, MA, my supervisor, thanks for the time, the guidance and the advices.
4. All of the lecturers in the faculty of Letters and Fine Arts, thank you for the guidance and knowledge that have been given to me.
5. Mrs. Sri Idayati A. Ma.Pd, the headmistress of SDN Sanggrahan, Jebres, Surakarta. Thank you for the permission given to me to have job training in the school.

6. All the staff teachers in SDN Sanggrahan, Jebres, Surakarta thanks for the guidance.
7. All of the students in SDN Sanggrahan, especially to the fifth grade students. Thank you for being nice students. Keep your spirit.
8. My Parents the ingredient of my existence, you are the best. Thank you for the love, care and guidance.
9. My sisters and brothers for supporting me to finish this final report.
10. My close friends, Nova, Ulin, Dwi, Dika, Echi....thanks for everything. Because of you all, i got new inspiration in finishing this final report.
11. My best friends, Weka, Harun, Ganang.....especially, *Cabe Rawit Group*; Maya, Devi, Erna, Lilis, Niswah and Tyaz, who have helped me, so that i could finish this final project
12. My Special friend Dyka who cares with me and thank for your support,....Do not ever give up to reach your dream, finish your final report quickly
13. Mbak Heny TU, thank you for being patient
14. All people who cannot be mentioned one by one. Thanks for everything.

Surakarta, January 2010

The writer



## ABSTRACT

**Dalsugi. 2010. The English Teaching and Learning Process in the 5<sup>th</sup> Grade Class of SDN Sanggrahan Jebres Surakarta. English Diploma Program, faculty of Letters and Fine Arts, Sebelas Maret University Surakarta.**

This final project is written based on the job training which has been done by the writer in SDN Sanggrahan, Jebres, Surakarta. The objectives of this final project are to describe the English teaching and learning process in the fifth grade students of SDN Sanggrahan and to find out the problems and solutions during the job training.

The class activities consisted of four steps based on the lesson plan that was made before. They are warming up, explanation, the exercises and ending the lesson. In the exercises activities, there are four basics language skills such as: listening, writing, speaking and reading. The writer found some problems during the job training such as: class management, students' motivations, and language problems. The teacher should have an effective technique to handle the classes, motivate the students to learn English and teach using repetitive drills are needed to solve these problems.

To improve the quality of English teaching and learning in SDN Sanggrahan, Jebres, Surakarta, it is suggested that the English teacher be responsible with her role effectively in teaching and learning process. She should build students' motivation to learn English by giving new alternatives in teaching and learning. Besides, the school should provide more time for the English lesson. Therefore, the English teaching and learning process will be more attractive to the students

## TABLE OF CONTENTS

<b>TITLE</b> .....	i
<b>APPROVAL OF CONSULTANT</b> .....	ii
<b>APPROVAL OF THE BOARD OF EXAMINERS</b> .....	iii
<b>MOTTO</b> .....	iv
<b>DEDICATION</b> .....	v
<b>PREFACE</b> .....	vi
<b>ACKNOWLEDGMENT</b> .....	vii
<b>ABSTRACT</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	x
<b>CHAPTER I : INTRODUCTION</b> .....	1
A. Background .....	1
B. Objectives.....	2
C. Benefits.....	3
<b>CHAPTER II : LITERATURE REVIEW</b> .....	4
A. Teaching .....	4
B. Learning .....	5
C. Young learners .....	6
D. Method of Language Teaching .....	8
<b>CHAPTER III : DISCUSSION</b> .....	10
A. The description of SDN Sangrahan Jebres Surakarta .....	10
B. Job Training Activities .....	13

C. Discussion .....	16
D. The problems during the job training .....	22
E. The solutions of the problems .....	24
<b>CHAPTER IV : CONCLUSION AND SUGGESTION. ....</b>	<b>25</b>
A. Conclusion.....	25
B. Suggestion .....	28
<b>BIBLIOGRAPHY .....</b>	<b>30</b>
<b>APPENDICES</b>	

**THE ENGLISH TEACHING AND LEARNING PROCESS IN  
THE 5<sup>TH</sup> GRADE CLASS OF SDN SANGGRAHAN JEBRES  
SURAKARTA**

Dalsugi <sup>1</sup>  
Ida Kusuma Dewi, SS, MA<sup>2</sup>

**ABSTRACT**

**2010. English Diploma Program, faculty of Letters and Fine Arts, Sebelas Maret University Surakarta.**

This final project is written based on the job training which has been done by the writer in SDN Sanggrahan, Jebres, Surakarta. The objectives of this final project are to describe the English teaching and learning process in the fifth grade students of SDN Sanggrahan and to find out the problems and solutions during the job training.

The class activities consisted of four steps based on the lesson plan that was made before. They are warming up, explanation, the exercises and ending the lesson. In the exercises activities, there are four basics language skills such as: listening, writing, speaking and reading. The writer found some problems during the job training such as: class management, students' motivations, and language problems. The teacher should have an effective technique to handle the classes, motivate the students to learn English and teach using repetitive drills are needed to solve these problems.

To improve the quality of English teaching and learning in SDN Sanggrahan, Jebres, Surakarta, it is suggested that the English teacher be responsible with her role effectively in teaching and learning process. She should build students' motivation to learn English by giving new alternatives in teaching and learning. Besides, the school should provide more time for the English lesson. Therefore, the English teaching and learning process will be more attractive to the students

---

<sup>1</sup> Mahasiswa Jurusan D III Bahasa Inggris dengan NIM C 9306113

<sup>2</sup> Dosen Pembimbing

**PROSES PENGAJARAN DAN PEMBELAJARAN BAHASA  
INGGRIS DI KELAS 5 SDN SANGGRAHAN JEBRES  
SURAKARTA**

Dalsugi<sup>1</sup>  
Ida Kusuma Dewi, SS, MA<sup>2</sup>

**ABSTRAK**

**2010. Program Diploma Bahasa Inggris. Fakultas Sastra dan  
Seni Rupa, UNS.**

Tugas akhir ini ditulis berdasarkan praktek kerja lapangan yang telah dilaksanakan oleh penulis di SDN Sanggrahan, Jebres, Surakarta. Tujuan tugas akhir ini adalah untuk menggambarkan proses pembelajaran dan pengajaran bahasa Inggris siswa kelas 5 di SDN Sanggrahan Jebres Surakarta dan untuk menyelesaikan masalah dan memberikan solusi selama praktek kerja lapangan.

Aktivitas kelas terdiri dari 4 tahapan yang berdasarkan rencana pembelajaran yang telah dibuat sebelumnya. Antara lain pemanasan, penjelasan, pelatihan dan pembelajaran akhir. Di tahap pelatihan ada 4 kemampuan dasar berbahasa seperti: mendengarkan, menulis, berbicara dan membaca. Penulis menemukan beberapa masalah selama praktek kerja lapangan berlangsung seperti: Pengaturan kelas, Motivasi siswa dan permasalahan bahasa. Guru sebaiknya memberikan sebuah teknik yang efektif untuk mengendalikan kelas, memotivasi siswa untuk belajar bahasa Inggris dan mengajar menggunakan pelatihan berulang yang mana diperlukan untuk menyelesaikan semua permasalahan tersebut.

Untuk meningkatkan kualitas dalam pembelajaran dan pengajaran Bahasa Inggris di SDN Sanggrahan Jebres Surakarta, disarankan bahwa guru bahasa Inggris harus lebih bertanggungjawab dengan tugasnya dalam proses pembelajaran dan pengajaran. Guru bahasa Inggris tersebut seharusnya membangun motivasi siswa untuk

belajara bahasa Inggris dengan memberkan alternative baru dalam proses pembelajaran dan pengajaran. Disamping itu sekolah seharusnya menyediakan lebih banyak waktu untuk mata pelajaran bahasa Inggris. Sehingga, proses pembelajaran dan pengajaran akan lebih menarik bagi siswa.

---

<sup>1</sup> Mahasiswa Jurusan D III Bahasa Inggris dengan NIM C 9306113

<sup>2</sup> Dosen Pembimbing

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

In Indonesia, English is one of foreign languages taught in formal education in all level, starting from Elementary school. Young learners usually have more motivation and curiosity to learn English. They learn English not only at school but also at home by watching English television program, reading book and also asking their brothers and their parents. Those activities can give the young learner preparation to face English in their higher level of education.

Teaching English in Indonesia especially for elementary school needs more effort, because English is a foreign language that young children learned after their mother tongue Indonesian language. Teaching English for Elementary school has some activities different from other subjects such as: game, sing a song, using pictures, telling stories etc. The writer has big chance to teach English in Elementary school. The writer can share knowledge about English to students and get more experience to do it. Therefore, the writer held job training as a teacher in SDN Sanggrahan Jebres Surakarta.

In SDN Sanggrahan Jebres Surakarta, English is given for the students beginning at the 1<sup>st</sup> up to 6<sup>th</sup> grade. In this occasion the writer had been given a challenge to teach from 2<sup>nd</sup> up to 5<sup>th</sup> by the headmistress. The writer gave simple material to the students such as: vocabulary to the 2<sup>nd</sup> to 3<sup>rd</sup> grade. The writer chose the 5<sup>th</sup> grade as main observation because they have learned English from

the 1<sup>st</sup> up to 4<sup>th</sup> grade. The writer gave simple structure for creating the sentences and practice speaking on order to give the preparation and knowledge to face the examination for the next 6<sup>th</sup> grade. The writer also wants to know how far the 5<sup>th</sup> grade's attention in English teaching and learning process.

Based on the job training, the topic of this final project is about the process of learning English in primary level students and this final project entitled "The English Teaching and Learning Process in the 5<sup>th</sup> Grade Class of SDN Sanggrahan Jebres Surakarta".

## **B. Objectives**

Based on the background above, the objectives of this final project are:

1. To describe the English teaching and learning process at the fifth grade class of SDN Sanggrahan Jebres Surakarta
2. To find out the problems and solutions in teaching and learning English in the fifth grade class of SDN Sanggrahan Jebres Surakarta.

### **C. Benefits**

This final project is expected to give benefit to:

1. The English teacher in SDN Sanggrahan Jebres Surakarta

The writer hopes that this final project can be used as a reference for the English teacher in SDN Sanggrahan Jebres Surakarta.

2. The English Diploma student

The writer hopes that this final project gives information the English Diploma students who take English teaching for their references when they arrange the final report.



## **CHAPTER II**

### **LITERATUR REVIEW**

#### **A. Teaching**

There is considerable debate about the definition of teaching process. Teaching is an activity of transferring knowledge and information between the teacher and students. It involves the teacher's act to teach his students. According to Douglas in his book *Principles of Language Learning and Teaching*, "Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning" (Brown, 2000: 7). Teaching also means a process of giving instructions, knowledge, skill, etc, as explained by Oxford Learner pocket Dictionary.

In addition, teaching influences characteristic and development process of someone's IQ. Cole and Chan state that "Teaching is a complex phenomenon that takes into account a wide range of a personal characteristic, profession skill and specialized bases of knowledge" (1994:5).

Jeremy Harmer defines teaching as "the activities done by someone to give knowledge or to help someone else to understand something". Harmer continues that to be a good teacher, some are should:

1. make an interesting lesson.
2. love his or her job.
3. have his or her own personality.
4. have a lot of knowledge.

5. be an entertainer in a positive sense, not in a negative sense.

(Harmer, 1998:1-2)

From the opinion above, we can conclude that teaching is a process of guiding someone to learn about something. This activity demands the teacher to be more attractive and more interested in learning process. Young learners need a something different in their learning English. This can be done by teacher teaching with fun activities in their learning. Both teacher and students are responsible to the successful of learning process.

## **B. Learning**

Learning means process of getting information and knowledge as a result of teaching. Both of them are the keys to accept new knowledge. According to Douglas Brown, learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction (Brown, 2001:7). Meanwhile, Kimble and Garmezy stated “learning is relatively permanent change in a behavioral tendency and is the result of reinforce practice” (Kimble and Garmezy, 1968:133). Learning process is not only taught in formal education but also in informal education starting from family and everywhere in our daily life.

In his book *Principle of language Learning*, Douglas Brown points out that there are some understandings about learning.

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, 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.
6. Learning involves some form of practice, perhaps reinforced practice
7. Learning is a change in behaviour (Brown Douglas, 2001: 7).

Nana Sudjana states that learning is a process sign with the presence of someone changes. The change as a result of study can be shown in various forms, such as change in knowledge, understanding, behaviors and attitude, skill ability and the other aspect of change that is studied by the learner (1996: 5).

From the opinion above, it can be concluded learning process has big role for development young learner's IQ, characteristics, ability to do something, change in behaviour and so on.

### **C. Young Learners**

Young learner can be categorized as students of kindergarten and students of elementary school. Young children can accept the material faster than adult. They have big motivation to learn. Penny Ur states that "the only apparent acceptance to this is pronunciation, which is learned more easily by young learner children" (1996:286).

Wendy A. Scott and Lisbeth H Ytreberg state, "young children love to play and learn best when they are enjoying themselves. But they also take themselves seriously and like to thing that what they are doing is real work (1998).

Wendy A. Scott and Lisbeth H Ytreberg in their book *Teaching English to Children*, define the young learner's ability in each group of age the five to seven year olds and the eight to ten year olds (1998).

The five to seven year olds can be assumed as a beginner stage. For the five to seven year olds, young learners can talk with us about what they are doing. For example when the young learners do not pay attention to the teacher, then the teacher ask them they will talk whatever they are doing including that they do not pay attention to the teacher. In this stage, the young learners use their logical reasoning to tell us about what they have done. They are very logical. It means that they will do what they have heard first. For example, the teacher says "before you write down the materials, open your book on page 20" can mean that they will write down the materials and then open the book. They also have a very short attention and concentration span. The five to seven years old easily get bored when they are following the learning process. The teacher needs more variety in teaching process.

For the eight to ten year olds, this stage may also be beginners or they may have been learning the foreign language for some time. The eight to ten year olds are relatively mature children with an adult side and childish side. They have decided their world. It means that they do something that they want such as: talking to each other, moving around the class, singing a song or even joking when the learning process was going on. The eight to ten year old students always ask question all time when they do not know about something. For this stage, the young learners are able to make decision about their own learning. They are also

able to work with other and they can learn from other. They are competent users of their mother tongue and they are aware of main rules of sentences in their language. The most eight to ten year old students will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

Young learners are children who learn in high motivation and grow fast at kindergarten and elementary school. They can learn everything including English when they are enjoying themselves.

#### **D. Method of Language Teaching**

Method of language learning is a generalized set of classroom for accomplishing linguistic objectives. There are various methods in teaching and learning activities to young learners. Some of them are grammar translation method, direct method, and audiolingual method. According to the book *Teaching by Principles* by Douglas Brown some methodologies in teaching and learning process are:

##### 1. Grammar Translation Method

The use of grammar translation method makes the students grasp the materials easily. In grammar translation method, classes are taught in the mother tongue, with little active use of target language because English is the foreign language and it is very uncommon for the young learners. The students are given long elaborate explanations of the intricacies of grammar. Little attention is paid to the content of texts,

which are treated as exercises in grammatical analysis. Reading of difficult classical texts is begun early. Little or no attention is given to pronunciation. The students are given the explanation especially for the content of the text. The students were also taught English in fun activities which should differ from other lessons

## 2. Direct Method

Classroom instructions are conducted to give the instruction and command to the students. Using English are conducted for greeting, warming up, instructions, and command. The explanation of the materials uses English first then translates it in Indonesia. The students are given some new vocabularies and applying it for sentences. The teaching process uses object, pictures and also demonstration to give concrete vocabulary. The materials are taught in four activities. They are reading, listening, speaking and writing activities. In speaking activities, sometimes the writer emphasized the correct pronunciation and grammar.

## 3. The Audiolingual Method

New material is presented in a dialogue. The explanations use equipment such as tapes, language labs, and visual aids. Great importance is attached to pronunciation. Structure patterns are taught using repetitive drills. The students are given a little grammar or even no grammatical in explanation. Grammar is taught by inductive analogy rather than by deductive explanation.

## **CHAPTER III**

### **DISCUSSION**

#### **A. SDN Sanggrahan Jebres Surakarta**

##### **1. Description of SDN Sanggrahan Jebres Surakarta**

SDN Sanggrahan is an elementary school located in Ngoresan village, Sanggrahan, Jebres, and Surakarta. It was established in 1981. The building consists of six classrooms, a headmistress's room, a teacher's room at once as a guest room, a library, unit health room, and administration room. Besides, there is a mosque in the school area and a schoolyard used for doing sport.

SDN Sanggrahan consists of 202 students and 12 teachers. SDN Sanggrahan Jebres, Surakarta is lead by Mrs. Sri Idayati, A. Ma.Pd as a headmistress.

There are some extracurricular activities in SDN Sanggrahan Jebres Surakarta, they are:

##### **1. Scouting**

The students are taught about the leadership in the school. This extracurricular is held on Wednesday starting from 15.00 pm until 17.00 p.m. and followed by students of 3<sup>th</sup> grade up to 6<sup>th</sup> grade.

##### **2. Drum band**

Drum band is an extracurricular activity in SDN Sanggrahan to train students music for national celebration such as for the day of independent. This extracurricular is held on Saturday starting from 11.00 am until 12.00 pm and followed by third grade up to sixth grade.

### 3. An extra lesson

An extra lesson was given for the student after the formal classed end. Every student needs to follow this extracurricular to give more knowledge about the materials. Students of the third grade up to the sixth grade follow an extra lesson.

### 4. Sports

SDN Sanggrahan has an extracurricular in sport activity. The students of the fourth grades up to the sixth grade follow this extracurricular. This extracurricular was focused on volleyball and held on Thursday at 15.00 p.m. until 17.00 p.m.

### 5. Reading and Writing Quran

BTA is an extracurricular which is done specially for Moslem students. This extracurricular was held on Friday before finishing the lesson, at 10.30 am until 11.30 a.m.

## 2. Vision and missions of SDN Sanggrahan Jebres Surakarta

SDN Sanggrahan Jebres Surakarta has vision and missions in improving the education system and giving motivation to the student and teacher in teaching learning process.

The vision of SDN Sanggrahan is excellent in achievements, smart, skill, cautious and virtuous.

The missions of SDN Sanggrahan are :

1. Activating the teacher's role in intra and extracurricular.
2. Implementing active learning, creative and fun.

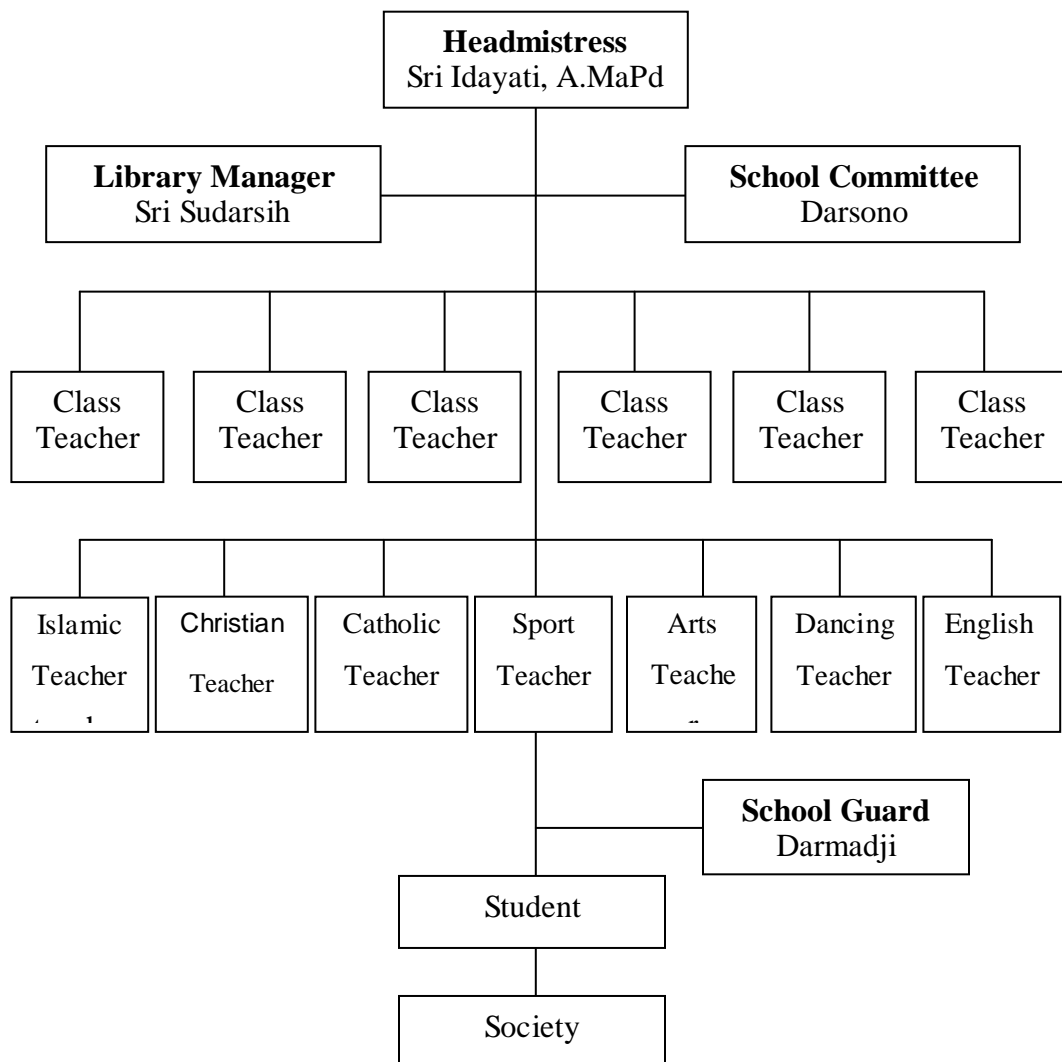


3. Pattern teachers to seek in behave and think.
4. Optimize student learning activities.
5. Optimize the participatory management involving all of school.
6. Conduct religious activities in a sustainable tri program.
7. Guide the students in order to have a noble moral character

### 3. The Organization structure of SDN Sanggrahan Jebres Surakarta

The Organization structure of SDN Sanggrahan Jebres Surakarta

Year 2009/2010



#### 4. Description of English Class in SDN Sanggrahan

The English lesson in SDN Sanggrahan was taught for the student beginning from first grade up to sixth grade. The English lesson is included in local content. Every grade gets English lesson once a week including the fifth grade and 35 minutes for each meeting. The English teaching and learning on SDN Sanggrahan is taught on Tuesday until Saturday. The materials were taken from the book *PAKEM*. It was published by CV TEGUH KARYA. The curriculum in this book refers to “KTSP 2006”. Mrs. Farida L. Mustofa is the English teacher in this school. She graduated from the national university as Bachelor of Arts. There are some facilities which are provided by the school to support the English lesson.

#### **B. The activities during the job training in SDN Sanggrahan Jebres Surakarta.**

##### 1. Class Observation

The writer did a class observation at SDN Sanggrahan Jebres Surakarta as the first activity to do in the job training on February 7<sup>th</sup>, 2009 in an English class. The writer observed four classes from the second grade up to the fifth grade. The observation was about one week. During the observation, the writer was allowed to follow the teaching process done by Ms. Farida L. Mustofa the English teacher of the school.

Physically, the classrooms are good enough for teaching and learning process. Each classroom consists of some tables and chairs, some

air circulations, and facilities for teaching and learning process such as a blackboard, some pictures, and a cupboard for schoolbook.

In English teaching and learning process, the teacher was more active than the students. Sometimes the teacher asked the students to collect the homework and checked them. The students were still making noise when the teaching and learning process was in progress. They walked to other friend's seat or to another place beside them. The teacher reminded them repeatedly in order that the students pay attention to the materials. This meant teacher and students were responsible to make the teaching and learning process more conducive.

After doing the observation, the writer knew how to teach the students, how to handle the situations, and how the situation during the teaching and learning process was going on.

## 2. Making lesson plan

Lesson plan is an important thing needed by the teacher to control the teaching process. It was needed to prepare the teaching process. Before presenting the materials, teacher needed to make a lesson plan. Lesson plan was arranged in order to make a teaching process easier as the processes are planned in advance. It was arranged in line the material that will be taught. It was conducted for managing the time and material. The allocated time for lesson plan could be adjusted with the determined schedule.

Therefore, the writer made a lesson plan suitable with the material given by SDN Sanggrahan. The lesson plan was arranged for a topic of each

meeting. One topic can thought for 2 or 3 meetings in accordance to the competence based curriculum which focused on reading, listening, speaking, and writing comprehension.

### 3. Teaching English Class.

The writer taught English the students of grade five and once a week. The allocated time for each meeting is 35 minutes. This made the writer find it difficult to handle the class, because it needed the time to handle the situation before the teaching and learning process was going on. The writer used *PAKEM book* to teach the students, which is provided by the school. To begin the lesson, the writer prepared lesson plan of materials. At the beginning, the writer greeted the students and then warmed them up for starting the lesson. The writer also asked the students whether or not there was homework. The writer then moved to the main materials. The fifth grade students paid attention for the writer's instruction but sometime they still talked to each other or even moved to another seat.

In this English teaching and learning process, the writer used mother tongue or Indonesian Language to explain the materials, because if the writer used English language fully the student would not understand the explanation of the materials. The writer used English language especially for the greeting, warming up, showing expressions, and giving instructions.

### **C. Discussion**

1. The English teaching and learning activities in the fifth grade student of SDN Sanggrahan Jebres Surakarta

The writer focused the job training report on teaching and learning process of the fifth grade students. The writer chose the fifth grade students because the fifth grade students were easier to handle in the class than those of the grades the writer taught. The writer taught using the materials given by the teacher. The materials consist of about introduction the topic, the tasks, activities and other tests. It was published by CV TEGUH KARYA.

The writer reported the job training in fifth grade of the first and the second meeting. The topic of the materials was about family. The writer used the grammar translation method to make the teaching and learning process effective. By using mother tongue, Indonesian Language, the English lesson can be understood easily by the students. As we know, English is the foreign language and the new language for them. Sometimes the writer also taught with the direct method especially by giving some new vocabularies, this was done in order to show the right pronunciations.

## 2. The teaching Procedure

The English teaching and learning process in the fifth grade students of SDN Sanggrahan had some procedures as follows:

### 2.1 Presentation

#### 2.1.1. Greeting

The writer greeted the students before the teaching and learning process. This was done to give the student a habit to use English language in their daily activities or even when they met someone. For example when the writer greeted the students, the writer usually used the following expressions:

Teacher: “Good morning students”

Students: “Good morning sir”

Teacher: “How are you today?”

Student: “I am fine. Thank you, and how are you too?”

Teacher: “I am fine too, thank you.”

The students were enthusiastic when answering the writer questions. After greeting, the writer asked them who were absent that day.

#### 2.1.2. Warming up

After greeting the student, the writer gave warming up in order to give a preparation for the student about material would be taught in that day. A simple question was needed to warm them up related to the materials and the student should answer it orally. For example, in the

first meeting when the writer taught about family, he asked these questions:

“Do you have brothers or sisters?”

“How many brothers or sisters do you have?”

They were very happy in answering the question showing that they were ready to follow the explanations. Every student had different answer. They were very active in answering the writer’s questions. After doing warming up, the writer explained them that the material taught in that day was about family. It was done in order that the student imagine they would learn about family.

The writer asked them whether or not they had homework. They answered it together. When there was a homework, they said “*yes, sir*” but there was some students who did not do the homework. The writer guided them to do the homework on the front of class.

### 2.1.3. Explanation

After doing the homework, the writer focused the teaching and learning process on the main materials talking about family life and he asked to do something by giving a command “*open your book on page 33*”.

The writer tried to control the situation first before giving the explanation. The explanations were clear enough in order to make the student understand or even the writer repeated it more than once. The writer explained the materials used mother tongue, and English at the

first then translated it into Indonesian language to make the students understand the materials easily.

The writer used pictures as guidance in order to make the student more interested to the materials. Besides, the student could imagine what they were learning about. The writer always allowed the students to ask questions related to the materials.

#### 2.1.4. Exercise

Giving an exercise after explanation was always given by the writer in order to know how far the students acquired the materials and how far they understood the materials. The exercises were taken from the handbook. Sometimes the writer also made the questions for exercises by himself. The exercises given to students could be divided into several activities, they are:

- Speaking Activities

In this activity, the writer asked the students to practice a simple dialogue. The writer guided at the first and then students repeated it. The dialogues could be practiced one by one, in pairs and in a group. The writer listened to every word from the students and corrected it if they made a mistake. Most of the students were not brave enough to pronounce the words. Some of them could pronounce the word correctly and the others could not. For example, in the first meeting the materials was about the family, the word “brother” and “mother” should be read /brΔ óə(r)/ and /



mΔ óə(r)/ but they often read /bro ter/ and /mo ter/. In these activities, the writer pronounced the word slowly with a correct and accurate pronunciation.

- Listening Activities

In the listening activities, the writer taught students orally by giving instructions and the students wrote it in their books. The writer told the story about pictures on the handbook. The stories were repeated more than once to make the students understand the words. For example, after finishing the explanation about the family, the writer gave the students listening exercises. The writer pronounced the word clearly, and the students wrote the answer on their notebook and then they submitted it to the teacher.

- Reading Activities

The writer guided the students in this reading activity. The writer asked them to read the book individually but students felt afraid reading it. They felt afraid of making mistakes, that is why the writer guided students first and the students repeated after the writer. The writer read the text loudly to make the students sitting in the back catch what the writer said clearly. He translated the text in Indonesian and the students wrote it. In the last session of reading activities, the writer asked them whether or not there was a difficult word.

- Writing Activities

Writing exercise can be divided into some activities. The followings are some writing activities:

1. Writing sentences

The writer gave an example first by writing on the blackboard and then the students should make sentences with a vocabulary or expression which has been determined.

For example:

- Make a sentence with the word “father”.

2. Jumbled sentence

The students had to arrange the jumbled sentence into correct form. For example, in the second meeting the material was about family life, the students should rearrange the sentence into correct form:

Desta-floor-the mops-every-afternoon

\* Desta mops the floor every afternoon.

3. Completing sentences.

The students have to complete the sentences with the word that suitable for the sentences.

#### 2.1.5 Ending the lesson

Before ending the lesson, the writer reviewed the materials learned and ensured that the students understand with the materials. The writer also gave chance the students to ask if

there were difficult materials for them. The writer informed about the materials which will be learned on the next meeting and gave a homework to lead the students study at home and to review the materials. Finally, the writer closed the lesson by saying, “*thank you very much for your attention, we will meet next week, and good bye*”.

## 2.2 Test

The last procedure was testing activities. These activities were conducted in order to know the students’ achievement and competence. The writer gave the test for the materials that have been taught. It could be taken from the book or could be made by the writer.

### **D. The Problems of the English Teaching and Learning in fifth grade of SDN Sanggrahan Jebres Surakarta**

During the job training in SDN Sanggrahan Jebres Surakarta, the writer found some problems in English teaching and learning process as follows:

#### a. Class management

SDN Sanggrahan has classrooms that some of them have more than 30 students for each class. The allotted time for English lesson is 35 minutes. The writer found difficulties when the English lesson was going on. The students moved around and talked to each other when the writer explained the materials. It made the other students disturbed.

Some of the time should be spent for directing the students. Consequently, the materials could not be transferred optimally. The writer found it difficult to control the students especially who were sitting in the back rows.

b. Students' motivation

Young learners were active person in learning process. Students' motivation in learning English is variuos. Some of the students were highly motivated, but most of them liked to play and talked to each other when the learning process was going on. They did not realize that the English lesson was important for them. They considered that English lesson was the most difficult lesson and a monster for them. They felt scared to learn the English lesson. Moreover, English is the second language and becomes foreign language in Indonesia.

c. Language problem

English as the second language for young learners makes the students difficult to accept the English lesson. The Indonesian young learners use mother tongue for studying and in their daily life. They are very familiar with Javanese and Indonesian language. It required the writer use Indonesian language for teaching process and especially the pronunciation the student will pronounce with the Indonesian idiom.

### **E. The Solution of the Problems**

#### **a. Making Good Class management**

To teach the young learner, the teacher should have an effective technique to handle the class. The teacher explained the materials loudly in order to make the students catch the materials easily especially those sitting in the back rows. The teacher should move around the class and check around while the students do the exercises.

#### **b. Motivating the students in learning English**

Every student has different characteristic. Most of the students have the habit move around and play with the other students when the learning was going on. Therefore, the teacher should keep reminding the students to pay attention to the lesson. The teacher should give the motivation to students and explained that English is not difficult to learn by giving various activities in teaching and learning English. For example, when the teacher taught about family he gave the song about family to enable the students memorize the vocabularies easily.

#### **c. Language problem**

The teacher can use mother tongue in explaining the materials, but for introducing the new vocabularies, it should be taught using drill repetitively. It was done to make the students get used to practice English word in speaking or even in the listening session.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the discussion in the previous chapter, there can be concluded :

1. The English Teaching and Learning Activities on the Fifth Grade of SDN Sangrahan Jebres Surakarta

This report focused the English teaching and learning process to 5<sup>th</sup> grade students. The English teaching and learning process for these students was conducted once a week and 35 minutes per meeting. It began on Friday at 9.10 am up to 9.45 am. The writer tried to explain the materials as clearly as possible. The writer used simple expression to explain simple grammar. The students are very enthusiastic to learn the materials. They always did the exercises given by the teacher well by doing in the front of class and even in their book. Besides, most of the students always did the homework.

In the English teaching and learning activities, there were some procedures done by the writer and the students in order to make it run well. The procedures were:

- a. Greeting
- b. Warming up
- c. Explanation
- d. Exercises

e. Ending the lesson

The applications of four skills to the students based on the materials are:

a. Speaking activities

The students practiced a simple dialogue guided by the teacher. They should practice the dialogue with accurate pronunciations.

b. Listening activities

The students listened to the teacher's stories and they should write some words from the stories.

c. Reading activities

The students practiced reading the texts on the handbook guided by the teacher or practiced reading it individually.

d. Writing activities

The students practiced the writing skills through writing sentences, rearrange the jumbled words, and completing sentences.

2. Problems and solutions in teaching and learning activities in the fifth grade students

a. In teaching and learning process, the writer found some difficulties, they are:

1) Class Management

The allotted time for English lesson is 35 minutes. The writer found difficulties when the English lesson was going on. The students moved around and talked to each other when the writer

explained the materials. Some of the time should be spent for directing the students. Consequently, the materials could not be transferred optimally.

2) Student's motivation

Young learners were active person in learning process. Students' motivation in learning English is variuos. Some of the students were highly motivated, but most of them liked to play and talked to each other when the learning process was going on. They did not realize that the English lesson was important for them.

3) Language problem

English as the second language for young learners makes the students difficult to understand the English lesson. They are very familiar with Javanese and Indonesian language.

b. Solutions of those problems.

1) Making class management well

The teacher explained the materials loudly in order to make the students catch the materials easily especially those sitting in the back rows. The teacher should move around the class and check around while the students do the exercises.

2) Motivating the students in learning English

The teacher should keep reminding the students to pay attention to the lesson. The teacher should give the motivation to student and to explain that English is not difficult to learn.



### 3) Language problem

The teacher can use mother tongue in explaining the materials, but for introducing the new vocabulary, the teacher should teach using drill repetitive.

## **B. Suggestions**

Based on the conclusion, the writer wants to give some suggestion as follows:

### 1. The English teacher in SDN Sanggrahan, Jebres, Surakarta

The teacher should responsible with her role effectively in teaching and learning process. She should more concern to teaching process especially giving motivation to the student. She should build the students' motivation to learn English by giving new alternatives in teaching and learning. Besides, the teacher can also use the object provided by the school such as pictures, flash cards, magazines, storybooks etc. It can help her to make the teaching and learning process work conductively.

### 2. SDN Sanggrahan Jebres Surakarta

Using the library provided by the school effectively can also make the interesting students to study increase. Besides, there are some magazines or storybooks in English version will make the students more interested to the English lesson. The school can also use simple command hanging on the wall of library in English. It will make the students get used with English.

The school should provide more time for the English lesson. It can be divided into two meetings for each class in a week. Therefore, the English teaching and learning process will more attractive to the students.



## BIBLIOGRAPHY

Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching Fourth Edition*. New York: Pearson education

------. 2001. *Teaching by principles*. An Interactive Approach to Language Pedagogy. New Jersey: Prentice Hall

Cole, Peter G and Chan, Lorna. 1994. *Teaching Principles and Practice*. New York: Prentice Hall

Harmer, Jeremy. 1998. *How to Teach English: A Introduction to The Practice of English Language Teaching*. London: Longman

Kimble, Gregory A and Garnezy, Norman. 1968. *Principles of Psychology*. New York: Ronald Press Co

Scott, Wendy A and Ytreberg, Lisbeth H. 1998. *Teaching English to Children*. Harlow: Longman

Sudjana, Nana. 1996. *Cara Belajar Siswa Aktif Dalam Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo

Ur, Penny. 199. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press