

The English teaching and learning activities in SDN Banmati  
03 Sukoharjo



FINAL PROJECT REPORT

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

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ENGLISH DIPLOMA PROGRAM  
FACULTY OF LETTERS AND FINE ARTS  
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2007

## **APPROVAL OF CONSULTANT**

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

Final Project Report:

**THE ENGLISH TEACHING AND LEARNING ACTIVITIES IN SDN  
BANMATI 03 SUKOHARJO**

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## MOTTO

❧ *Do the best, pray, and convinced you can reach it.*

❧ *Allah is the best leader and rescuer.*

*(Qs. Al Anfal: 40)*

❧ *Chase the world as if you live forever, and chase the beyond as if you will die tomorrow.*

# *DEDICATION*

*With all of my heart, I dedicated this final project to:*

- ❧ *My beloved father and mother*
- ❧ *My beloved sister and brother*
- ❧ *My beloved future*
- ❧ *My beloved sister in law*
- ❧ *My wonderful little nephew*

## **PREFACE**

First of all, the writer wants to say thank to Allah SWT for his blessings and the guidance during finishing her study in English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. During her study, the writer got much knowledge and many experiences which will be useful for her.

To finish the study in English Diploma, the writer made a final project report which is entitled “English Teaching and Learning Activities in SDN Banmati 03 Sukoharjo”. This final project report was written based on the job training that she did. It discusses the teaching and learning activities, the problems of teaching and learning, and the solutions to handle the problems.

The writer realized that she still needs suggestions and criticism as an evaluation.

## **ACKNOWLEDGEMENT**

*Alhamdulillahirrabil'aalamiin.* I would like to express my highest gratitude to ALLAH SWT, the lord of the universe, who gives me so much blessing and gifts in my life. Finally, I have finished this final project report. I realized that project report cannot be conducted successfully without any helps from others. Therefore, in this opportunity I would like to express my deepest gratitude and appreciation to:

1. Drs. Sudarno, MA, Dean of Faculty of Letters and Fine Arts, for approving the report.
2. Drs. Bathoro M.S., MA, The chief of English Diploma Program.

3. Dra. Zita Rarastesa, MA, my supervisor, thanks for the time, valuable, guidance, advice, and patience during the process of writing this project report.
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6. Dra. Michtiyas Afifah, The Headmaster in SDN Banmati 03 Sukoharjo, who has given opportunity to do the job training.
7. All the teachers in SDN Banmati 03 Sukoharjo for the information and suggestion.
8. My beloved Mom, thank you Mom for all the things that you give. Don't stop praying for me. My beloved Father, Don't worry Dad, I will try to always be your best daughter. I won't forget your advice and guidance forever.
9. My sisters, brother, and nephew, thanks for care and love addressed to me.
10. To My Future and My best brother, thanks you for your care, advice, prayer, guidance, and support.
11. My best friends (Nhiken, Retna, Yuli, Keni, Pipit, Rika) and all of my friends in English Diploma, who always help me whenever I need. Thanks guys for everything that we have done together.
12. Mbak Devi, thanks for your help and advice.

Finally, I expect some criticisms and suggestions to develop my limited knowledge. I hope this final project report will be useful for readers especially who are interested in English education.



Surakarta, June 7, 2007

Siti Handayani

### **ABSTRACT**

**SITI HANDAYANI, 2007. ENGLISH TEACHING AND LEARNING ACTIVITIES IN SDN BANMATI 03 SUKOHARJO. English Diploma Program Faculty of Letters and Fine Arts, Sebelas Maret University.**

This final project was written based on job training, which has been done by the writer on January until March, 2007 in SDN Banmati 03 Sukoharjo. The purposes of this final project are to describe the English teaching and learning activities in SDN Banmati 03 Sukoharjo, to show the difficulties of English teaching and learning faced by the teacher and the students, and also to give the solutions for those problems.

By observing the class, interviewing the students and directly teaching at the third grade class, the writer could write the final project report completely. The writer uses some procedures in English teaching and learning process. The procedures are greeting, explaining the materials, giving exercise and ending the lesson. The materials were taken from “English Friendly” and a student worksheet “Challenger”. Completing the material, the writer also took some tasks from other books.

During the teaching and learning process, there are some difficulties. The difficulties are related to the problems of both the teacher and students. The

problems of the students are memorizing English words, spelling, pronouncing, and writing. Meanwhile, the problems of the teacher are uncooperative students and no handbook for the students.

The writer also gave the solutions to solve the difficulties. The solutions consist of solutions to solve the student's condition and the problems of the teacher. Besides, the writer included some activities such as playing games and singing a song. It is useful for the students to motivate the students to practice English

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the problem**

Recently, the technology development has a good impact on the human life. The technology development becomes more and more progress, for example the technology of communication. It produces many kinds of equipments that can help people to communicate easily. The technology of communication facilitates us to communicate with other countries all over the world. Besides the communication equipment, we also need language which is easy to understand throughout the world. English is the language that is used as an international language. Therefore, Indonesians must be able to master and understand English. That is why, it is important to give English to the students in early age, kindergarten and elementary school.

English is one of the compulsory subjects which are taught in the elementary, Junior and Senior High school in our country. Besides that, the informal education such as English course institution also gives English as their subject. Both of formal and informal educations have purpose to help the students in understanding and mastering English.

During the process of learning English, the teacher must have a good teaching plan and suitable material to teach their students and make the activities of learning successful. The teacher must motivate the students to be active. High motivation in learning and studying English will give the students enthusiasm to focus on the lesson when the learning activities happen.

When the students learn English as a new language, they will feel that English is a strange and difficult language. It is a common problem. As children, they use their mother tongue in daily life. In this case, they add new words that are almost different from their mother tongue. The pronunciation and the spelling of English that are different also give more difficulties to the students in understanding, memorizing, writing and speaking in English. Moreover, elementary students are difficult to be handled so the teachers must be able to manage the class. Teachers should have a good solution in handling every problem that comes out in teaching and learning activities.

Because of the reason above, the writer is interested in teaching English for the elementary students. The writer did job training as English teacher at SDN Banmati 03 Sukoharjo. The writer taught students of 1<sup>st</sup> grade up to 3<sup>rd</sup> grade which have never got English. The students of SDN Banmati 03 Sukoharjo begin to learn English in the 4<sup>th</sup> grade. That is why the writer wants to introduce English to the students of the 1<sup>st</sup> to 3<sup>rd</sup> grade of SDN Banmati 03 Sukoharjo. The writer focused on teaching in the 3<sup>rd</sup> grade to improve skills and abilities of teaching and get the result to complete the data for final project report.

Based on job training, the writer found an interesting topic to discuss in this final project. The writer wrote about the activity of English teaching and learning in 3<sup>rd</sup> grade students and this final project is entitled **The English Teaching and Learning Activities in SDN Banmati 03 Sukoharjo.**

## **B. Objectives**

Based of the background of problem above, the objectives in this final project report are:

1. To report English teaching and learning activities in SDN Banmati 03 Sukoharjo.
2. To find out the problems of English teaching and learning activities in SDN Banmati 03 Sukoharjo.
3. To give the solutions to the problem of English teaching and learning activities in SDN Banmati 03 Sukoharjo.

## **C. Benefits**

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

1. The writer

From the beginning until the end of the job training, the writer got many experiences in teaching English such as how to teach the students and how to handle the class.

2. The students

It is hoped that this final project report will give references and additional information to the students about English teaching and learning activities in the elementary school.

## **CHAPTER II**

## **LITERATURE REVIEW**

### **A. Teaching**

There are many definitions of teaching. Every expert has their own statement about teaching although their ideas are similar. The writer will mention some of teaching definitions in this sub chapter according to many scientists and psychologists opinions. In general, Teaching is extending the information, training the attitudes and controlling the activities in class.

According to Douglas Brown, “teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge causing how to know and understand” (Brown, 2000:7). Brown stated that teaching process is controlled by the teacher. It is called teacher centered. This kind of teaching method is less appropriate because it does not motivate the students to be active. The students are too dependent to their teacher when the teaching activities happen. The teaching method that is appropriate for students is learner centered. The condition in the learner centered is that the students are active to gain the information and learn by them self. The teacher is a motivator and facilitators who help the students understand the materials.

Brown also said that teaching cannot be defined apart from learning. “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning” (Brown, 2001: 7). There is a relationship between teaching and learning that supports each other.

Based on Soekartiwi, there are three components in teaching process; teacher, learner and the lesson materials (Soekartiwi, 1995:1). So, the teacher is one of components that has important role in teaching process. As a teacher, someone should have some requirements such as:

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

(Soekartiwi, 1995: 1)

From those several kinds of requirements, the job of a teacher is not easy. A teacher must be professional if they want to be a good teacher. They must be able to handle every problem that comes out in the teaching process.

## **B. Learning**

Learning and teaching have essential role in accepting knowledge for students. According to Jerome Burner, “learning is most often figuring out how to use what you already know in order to go beyond what you currently think” (Nunan, 1992: 11). Meanwhile, Brown stated, “Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction” (Burner in Brown, 2001: 7). Learning does not only happen in class but also outside the class for example at home and surrounding.



Learning is the acquisition and development of memories and behaviors, including skills, knowledge, understanding, values, and wisdom. It is the goal of education and the product of experience. According to Kimble and Garnezy “Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice” (Kimble and Garnezy in Brown,2001:7).

There are 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 systems, memory, cognitive organization.
4. Learning involves active, conscious focus and acting upon events out side 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 behavior.

### **C. Young Learners**

In our country, we can categorize that Young Learners are the students in kindergarten and elementary school. Usually, they are still five to ten years old. As stated by Philips “Young Learners are children from the first year of formal schooling (five or six years old) to eleven years age” (Phillips, 1993:5). They

grow fast including their brain that develops every time. That is why it is easy for them to learn language in their ages.

According to Wendy A Scott and Lisbeth H Ytreberg in their book *Teaching English to Children*, there are 2 main groups of young learners that are the five to seven years old (beginner stage) and the eight to ten years old. (Scott and Ytreberg, 2000:1)

Wendy A Scott also says, “there is a big difference between what children of five can do and what children of ten can do, some children develop early some later, some children develop gradually other it leaps and bounds” (Scott and Ytreberg, 2000:2)It means that children have their own characteristic in accordance with their age.

Children usually like to play with everything and are interested in new things around them like new language. Wendy A Scott and Lisbeth H Tyreberg define the young learner’s abilities in each group of age:

1. The five to seven years old.
  - They talk about what they are doing.
  - They can tell about what the have done.
  - They can plan activities.
  - They can use logical reasoning.
  - They can understand direct human interaction.
2. The eight to ten years old.
  - They can understand abstracts
  - They can understand symbol (beginning with words)

- They can generalize and systematize.

From the statement above it is true that young learners have their own ability to know and respect the new things around them like new sound and new word. They love playing and learning something that is enjoyable for them.

#### **D. Teaching English to Young Learners**

Teaching English to young learners is not easy. It is different from teaching adult which is easier to be handled because they know that learning is their need. Children are usually incapable to assume every lesson given by the teacher. It is caused by their immature intelligence.

Jarolimek stated that teaching young learners is different from teaching adults, since children differ in physical characteristic, social skill, home life, intellectual ability, learning capability, ideas, attitude, needs, ambition, hopes, and dream. It requires teachers who use teaching strategies and tactics (Jarolimek, 2001: 3). It means that children have their own characteristic and several abilities in accepting and learning the lesson given by their teacher.

Teaching can be said successful if the students understand and master the knowledge given by the teacher. Teacher must have good ability and skill to gain many strategies in teaching process. They must know how to handle the class, make the class enjoyable and how to attract the students.

### **CHAPTER III**

## **DISSCUSION**

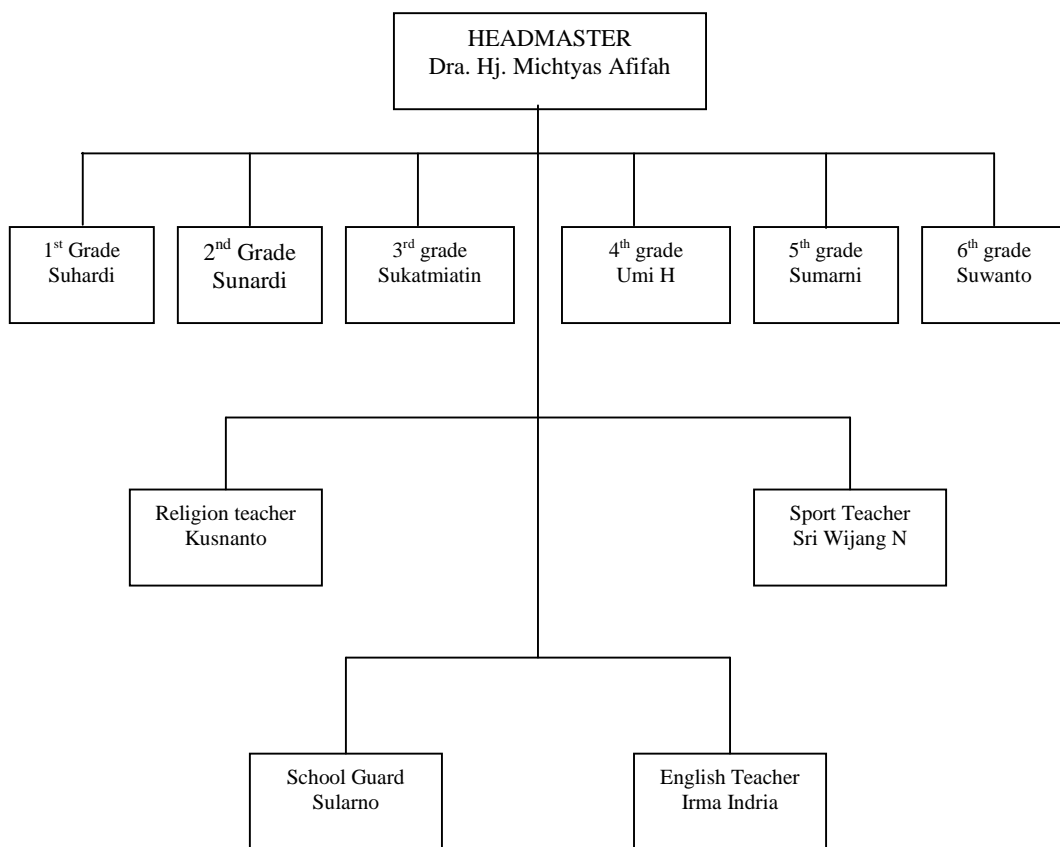
### **A. The Description of SDN Banmati 03 Sukoharjo**

SDN Banmati 03 is one of elementary schools in Sukoharjo. It is located on Sukoharjo - Tawang Sari Street, Sukoharjo. This school was built since 1 July 1983 by the government on the area about 1402 square meters. It is public elementary school under the Office Department of Education. As the other state elementary school, SDN Banmati 03 Sukoharjo has six grades. Actually, SDN Banmati 03 is located in one area with SDN Banmati 01 Sukoharjo and TK Banmati but each of them has their own leader. The building of SDN Banmati 03 Sukoharjo is divided into two places, the west side and the east side. The building of SDN Babmati 03 is separated by the building of SDN Banmati 01. SDN Banmati 01 Sukoharjo is in the center of SDN Banmati 03 Sukoharjo. There are three classrooms (4<sup>th</sup> grade until 6<sup>th</sup> grade), an office, a guest room, a school health center, a parking area and toilets in the west side. In the east side, there are three classrooms (1<sup>st</sup> grade until 3<sup>rd</sup> grade), a canteen and a library. Although the building is located in two places, it does not disturb the teaching and learning activities of SDN Banmati 03 Sukoharjo. It is proved by the achievement of SDN Banmati 03 Sukoharjo which is better than SDN Banmati 01 Sukoharjo.

SDN Banmati 03 Sukoharjo is led by headmaster. At this time, it is led by Dra. Hj. Michtiyas Afifah. Besides being responsible for operating the school, she also teaches Agriculture to the 3<sup>rd</sup> until 5<sup>th</sup> grade. There are six class teachers, an English teacher, a religion teacher, a sport teacher and a school guard. Teachers do not teach only one class, they also teach the major which is appropriate with

their skill and the ability. Every teacher must be responsible in guiding the students, giving material, supervising the student's development and handling the problem.

### **Organization Structure SD N Banmati 03 Sukoharjo**



The vision of SDN Banmati 03 Sukoharjo is “intelligent, competent, faithful, and pious”. SDN Banmati 03 also has mission that is to create intelligent and faithful students. SDN Banmati 03 Sukoharjo uses two curriculums. While the 3<sup>rd</sup> and 6<sup>th</sup> grade of SDN Banmati 03 Sukoharjo use Competence Based Curriculum (CBC).

## **B. The Job Training Activities**

### **1. Class Observation**

Before doing the job training, the writer held a class observation in SDN Banmati 03 Sukoharjo on January 29, 2007 until February 10, 2007. English is taught as compulsory subject in the 4<sup>th</sup> grade. Since the writer taught the 1<sup>st</sup> until 3<sup>rd</sup> grade so the writer chose the third grade class as the focus of observation to prepare the students facing English lesson in the fourth grade. The class teacher gave the writer two hours a week on Tuesday to teach English.

Physically, the condition of the classroom observed (third grade class) is suitable and good enough for teaching and learning activities. There are 19 students that consist of 9 boys and 10 girls. The class is provided with facilities which support the teaching activities such as blackboard, pictures, brooms, desks, chairs, map, etc. There are some pictures such as kinds of fruits, animals and vegetables which are completed by English – Indonesia word. Automatically, it made English teaching activities in class enjoyable.

During the teaching and learning activities, the writer tried to control the class because sometimes the students were uncooperative. Some of the students did not pay attention to the writer's explanation. They were busy with their own activities when the writer explained the material. It is normal because they are children. They are active, have strong motivation and like to play in their age. So, they were very enthusiastic when the writer taught them by giving games or singing a song.

The writer introduced the Basic English to the students because it was the first English lesson for them. When teaching English the writer focused on the identification of English words. Introducing English to the students is the main purpose of the teaching. It is hoped that the students will be ready to face English in the next grade.

## **2. Making Lesson Plan**

The writer made a lesson plan before starting the teaching and learning activities. The writer arranged the lesson plan in order to make the process of teaching and learning organized. The writer must make the lesson plan as perfect as possible for them. So the students can easily accept the material and understand the entire teacher's explanation. The lesson plan consists of four skills that are writing, listening, speaking, and reading.

The materials used by the teacher in making the lesson plan were taken from *English Friendly* book and a student worksheet *Challenger*. The writer also looked for some materials from other books that were appropriate with the condition of the students that are beginner.

The lesson plan consist of four steps they are building knowledge of the field, modeling of the text, joint construction of the text , and independent construction of the text.

## **3. The Teaching Learning Process**

There are three components in learning process that are teacher, students, and the materials. All of them must support each other to make the teaching and learning process successfully. The success of education depends on the teaching and learning process so it is important to arrange lesson plan. The lesson plan is as the reference to run the teaching and learning process. The writer usually made lesson plan before taught English to the students.

The writer taught English in SDN Banmati 03 Sukoharjo on Tuesday (90 minutes). It began at 09.30 a.m. until 11.00 a.m. Before entering the class, the student marched beside the class. They entered the class one by one and sat in their own chair. Before the lesson is started, the writer greeted the student and called the name of the students to check the presence. The writer usually gave warming up at first to inform the topic that would be learned. After they got enough warming up, the writer moved to the main material. The students were very enthusiastic with the writer's explanation because they learned many new words. The writer did not use English all the time during the teaching and learning process. The writer still used Indonesian language because it was the first English lesson for the third grade. If the writer used English all the time, the students would not accept and understand the teacher explanation clearly.

The writer gave explanation about the material twice to make the students more understand. In giving the exercises, the writer must give the guidance at first. The teacher gave the example how to do the exercises. The teacher moved around the class to check the student's work. The task would



be discussed together. Some students did the task in front of the class. It would make the students active because there were still passive students.

The students were very interested when the teacher brought some pictures which related to the material. Some students were being able to memorize many English words from the cartoon film that they watched. They even asked the teacher about many English words that they ever heard from the television.

### **C. Discussion**

#### **1. English teaching and learning activities**

The writer taught the 1<sup>st</sup> until 3<sup>rd</sup> grade to introduce English to the students and prepare them to face English lesson in the 4<sup>th</sup> grade. Before the writer taught English to the third grade, the writer observed the class and interviewed the class teacher and English teacher. Although English lesson is given to fourth, fifth, and sixth grade, the writer shared with English teacher to find out the topics or materials which are suitable to the third grade. It would make the writer easier in making the Lesson Plan. The writer had 2 x 45 minutes each meeting on Tuesday to taught English.

The writer used four steps in teaching English that are greeting, explaining the materials, giving exercise and ending the lesson. Those procedures have a purpose to make the English teaching and learning activities successful. The procedures are based on the Lesson Plan that the writer made before teaching. These are the procedures:

## **1. Greeting**

The writer started the lesson with greeting the students. It was the basic step to attract the students in English lesson. The writer thought that the students would be enthusiastic with English if the teacher attracted their attention as good as possible. The greeting also was one of the ways to introduce English to the students especially how to greet someone in English and how to pronounce it. The greetings which are usually done between the teacher and the students are as follows:

- 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, thank you!”

After the greeting, the teacher checked the presence list first. The teacher called the name of the students one by one then asked some questions to know a lot about them. It would make the relationship between the teacher and the students closer. The writer also gave them some examples how to greet other people in different times and situations.

## **2. Explaining the materials**

Before the teacher continued the lesson, the teacher gave the students warming up. The teacher asked some questions related to the topic that will be discussed. It had a purpose to know their background knowledge. The examples of question about the topic are as follows:

- Who has pets at home? Raise your hand!
- Do you love your pets?
- Mention the kinds of animals that you know!
- What are the characteristics of that animal?

These questions would be not answered by the students immediately because they did not know the meaning of those questions. The writer explained them twice or three times. The writer wrote the e questions in the blackboard, gave some clues, and let the students guessing the meaning of those questions. If there was no one who knew the meaning, the teacher translated them into Indonesia to make the students more understand about the questions.

Then, the writer started the main lesson. She wrote some of animal's name in the blackboard and the students copied them in their own book. She also brought some animal pictures to help the student guessing the meaning of the words without explanation from the writer. If the students knew the meaning of the words, they immediately mentioned without being asked.

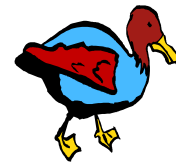
For example:



Cats



Dog



Duck

They usually were enthusiastic when they saw these pictures. After the students saw the pictures, the teacher mentioned the name in English. The teacher repeated twice or three times to help the students memorizing the pronunciation and asked the students to follow it aloud. The writer also asked the students mention it one by one in correct pronunciation and gave the meaning of the words.

The writer did not want the class getting bored so she asked the students to play games and sing a song. The game was done in groups which consist of two up to three students. It was a guessing game. The teacher prepared some pictures and asked the leader of the group to choose one of the pictures. Then, the leader gave some clues to his/her member and asked them to guess what kind of animal is it. For example: The leader chose a dog picture.

The clues are:

- Hewan ini mempunyai empat kaki (It has four leg)
- Hewan ini bisa menggonggong (It can bark)
- Hewan ini suka makan daging dan tulang (It likes to eat bones and meats)

The students also could give the clues by doing movement or imitating their sound.

The writer also taught the students by singing a song when she taught about alphabet. The writer wanted the students easy to remembering how to spelling English by singing a song below:

*ABC*

*A B C D E F G H I J K L M N O P*

*Q R S T U and V, W X Y and Z*

*Now I know my ABCF*

*Tell me what you think of me*

### **3. Exercising**

The teacher always gave exercises to the students to check how far their comprehension about the material given. This would be done after explaining the materials. It is included the four basic skills that are speaking, reading, listening, and writing. The writer copied some tasks from the *LKS “Challenger”*, *hand book “English Friendly”* or other books because the students did not have it.

#### **A. Speaking activities**

- Practice the Dialogue

In this activity, the writer asked the students to practice the dialogue in front of the class in pairs. The writer listened the pronunciations and corrected them if there was a mistake. For example:

Fajar : “Do you have a pet?”

Amalia : “Yes, I have a dog.”

Fajar : “How do you call it?”

Amalia : “Nelli”

▪ Listen and Repeat

The students listened and repeated what the writer said. The writer read the words twice up to three times first then the students repeated it correctly. For example:

The writer : “That is a cat”

The students : “That is a cat”





B. Writing activities

1. Matching

In this exercise, the writer asked the students to match the pictures and the words in column A to column B.

For example:

Match the pictures in column A with the words in column B!

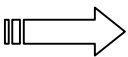




A	B
	Dog
	Bird
	Duck
	Cats

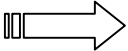




2. Arranging the alphabets

The writer asked the students to arrange the alphabets into correct word then asked them to write the answer in the blackboard and tell the meaning.

For example:

Arrange these alphabets into correct word!

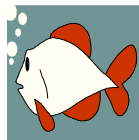
1. c - u - d - k                    

2. b - r - d - i                    

3. Completing the sentences

In this exercise, the writer asked the students to complete the sentence like the example.

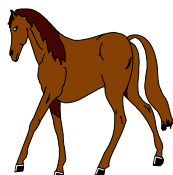
For example:



Rudy : “What is this?”

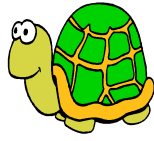
Mei : “This is a fish”

Do like the example !



1. Ann : “What is this?”

Siska : .....



2. Aldy : .....

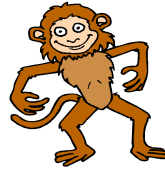
Fina : “This is a turtle”.

4. Filling the missing words

The teacher asked the students to write the letters so that the words could read perfectly.



T \_ \_ G \_ \_ R



\_ O N \_ \_ K \_ Y

C. Listening Activities

Listen and repeat

The writer read the words first then the students repeated it. The writer read twice up to three times until the students can say the English correctly.

For example: The writer : “The turtle is funny”

The students : “The turtle is funny”

D. Reading activities

The write read a short text related to the topic and then asked the students to read it.



For example:

Loki is the name of Frank's pet. It is a dog. Frank and his brother love it very much. They always play together when they have spare time. Sometimes, they bring Loki to go to the park especially on holidays. They spend their time and enjoy their holidays with Loki.

#### **4. Ending the lesson**

Before closing the lesson, the writer reviewed all the materials that have been discussed. The writer also gave opportunity for the students to ask about the lesson that they did not understand. Then, the writer gave some homework so they could review the lesson at home. After that the writer closed the lesson by saying "Good Bye!" and the students replied it with the same answer.

#### **5. The test**

The test materials given to the students contained of objectives test, and essay test. The writer did not just take the test materials from *English Friendly* and *Challenger* but also from other books. The test was related to the topic that had been discussed. The test usually was given to the students when the writer finished discussing one topic.

## **2. The difficulties of English teaching and learning activities**

During the job training in SDN 03 Sukoharjo, the writer found some difficulties in teaching and learning process. The difficulties are:

### **a. The students condition**

The problems faced by the students are:

- **Memorizing the English words**

The students often had a problem in remembering the English words. They felt that English words are complicated, difficult to be understood, and confusing.

- **Spelling**

Although the writer had explained them about alphabet several times, the students often said the wrong sentences and repeated the same mistakes.

- **Pronouncing**

The students got difficulties in pronouncing English. They often made mistakes in pronouncing unfamiliar words and the sentences that have been discussed.

- **Writing English**

They made mistakes in writing sentences. They were still confused because the spelling and writing of English is different. Most of them think that English words are same with Indonesia words.

b. The problem of the teacher

- Uncooperative students

Sometimes the students were busy with their own activities. They often talked with their friends about something that was not related to the lesson given. When the teacher asked them to do the task in front of the class, some of them refused it by giving many kinds of reason.

- There is no hand book or *Lks* for the students

The students had no hand book or *Lks* so the writer tried to find the books by herself. The writer also must copied the materials every meeting. And the students often did not bring the last materials or omitted the materials.

**3. The solution to handle the problem of English teaching and learning activities**

The writer gives some solutions to solve the problem occur during the process of teaching and learning activities as follows:

a. Solutions for the student condition

- Memorizing the English words

The writer asked the students to write and read the English words several times in order to help them memorize the English words. She gave some words to be memorized as homework.

- Spelling

The writer wrote down the English words with its spelling in the blackboard. The writer taught them about alphabet by singing a song.

She asked the students to practice at home. It would make the students easier in memorizing.

- Pronouncing

The writer read some words or short text and the students repeated aloud several times. The writer hoped the students would be familiar pronouncing English words. Making the students more understand, the writer repeated the explanation.

- Writing English

The teacher wrote some words in the blackboard and asked the students to copy in their own book. She gave tasks related to writing such as filling the missing words and completing sentences.

b. Solutions for the teacher's problem

There are many solutions to solve the problem that the teacher faced:

- Uncooperative students

The teacher can give the students games or sing a song to attract the student's attention and make the class fun. Giving the students praise like "good student" or gift like pictures is also one of the ways to make the students enthusiastic with English lesson. The other solutions, the teacher should keep eye contact with the children to keep their attention focused on the lesson and make the students busy by giving them activities related to the lesson.

- There is no hand book or *Lks* for the students

The teacher should look for some books and student worksheets then copied the materials for the students. The students always forget to bring the materials or omitted them so the writer should keep reminding them to taking care the materials given.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

According to the discussion in chapter III, there are some conclusions that can be drawn from this final project. The conclusions are as follow:

1. The English teaching and learning activities at SDN Banmati 03 Sukoharjo

The English teaching and learning activities at SDN Banmati 03 Sukoharjo are held every Tuesday (90 minutes) starting from 09.30 up to 11.00 a.m. The third grade is became the focus of observation because preparing the student to face English in the next grade. Before taught English, the teacher made lesson plan and prepared the materials. The teacher took some materials from *English friendly*, *Challenger*, and other books.

The teaching and learning activities at SDN Banmati 03 Sukoharjo includes 4 steps they are:

- a. Greeting
- b. Explaining the materials
- c. Giving exercise
- d. Ending the lesson.

## 2. The difficulties of English teaching and learning activities

### a. The student's condition

- Memorizing English words
- Spelling
- Pronouncing
- Writing

### b. The problem of the teacher

- Uncooperative students
- There is no hand book or *Lks* for the students

## 3. The solution to handle the problem of English teaching and learning activities

### a. The student's condition

- The teacher asked the students to write and read the words several times.
- The teacher wrote down some words with its spelling in the blackboard.
- The teacher repeated the materials over again.
- The teacher read some words and the students repeated.

b. The problem of the teacher

- The teacher gave games and taught by singing a song.
- The teacher should keep eye contact with the children.
- Giving the students praises or gifts.
- The teacher should look for the materials by herself.
- The teachers keep reminding the students to take care the materials given.

### **B. Suggestion**

Base on the conclusion above, the writer would like to give some suggestions as follows:

1. SDN Banmati 03 Sukoharjo

SDN Banmati 03 Sukoharjo should give English lesson in the earlier time. It is better if the first, second, and third grade class is taught English. The students will learn a lot about English so they are ready to face English in the fourth grade. SDN Banmati also should have many kinds of Medias related to English like pictures, game equipments, and imitated things to attract the students studying English.

2. The English teacher

The teacher should concern with the teaching and learning activities. She should be able to manage and control the class in order to make the class conducive. The teacher also should be active to motivate and attract the students learning English. Using games or singing a song will make the students easily accept and memorize the materials.

3. The students of SDN Banmati 03 Sukoharjo

The students should be more active in learning English. They can ask some questions to the teacher about the materials if they do not understand and confuse with the teacher's explanation. The last but not the least the students should practice to write and read English words every time.

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# APPENDICES

## **Lesson Plan**

Class : 3<sup>rd</sup> grade of Elementary school

Theme : Animal

Time : 90 minutes

Skill : Listening, Reading, Writing, Speaking

Objectives:

- the students are able to mention many kinds of animal's name
- the students are able to write many kinds of animal's name

## **I. Building Knowledge of The Field**

### a. By greeting

Teacher : “How are you today?”

Students : “fine, thank you”

Teacher : “today, we are going to talk about animal”

### b. By asking the students many questions related to the topic, such as:

- Do you like animals?

- What animals do you like?

- Do you have pet at home?

## **II. Modeling text**

### a. The teacher shows to the students some pictures of animals. The teacher read the name of animal and the students repeat after the teacher.

Example : Teacher : “turtle”

Students : “ turtle”

### b. The teacher writes the name of animal in the blackboard and asks the students to write down in their book.

### c. The teacher gives some characteristics of animals, and the students guess what animal it is.

Example: Teacher : It has four legs. It's sound “meong”, what is it?

Student should answer : it is cat.

## **III. Joint Construction**

The teacher asked the students to make a group, a group consist of 3 students. Each student writes her/his favorite animal in the blackboard. Then they read that words together.

## **IV. Individual Construction**

The teacher asked the students to do some the exercises individually such as completing the sentence and arranging the alphabet into correct word.

## **V. Closing**

- a. Reviewing all of the material generally
- b. Giving the students some homework
- c. Saying thanks and goodbye

## **Lesson Plan**

Class : 3<sup>rd</sup> grade of Elementary school

Theme : Numbers

Time : 90 minutes

Skill : Listening, Reading, Writing, Speaking

Objectives:

- the students are able to mention the number corectly
- the students are able to write the number

## **I. Building Knowledge of The Field**

### a. By greeting

Teacher : “How are you today?”

Students : “fine, thank you”

Teacher : “today, we are going to talk about numbers”

### b. By asking the students many questions related to the topic, such as:

- How many fingers do you have?

- How many rulers do you have?

- How many table in this class?

## **II. Modeling text**

### a. The teacher shows the numbers to the students by fingers and says it in English. The students repeat after the teacher.

Example : Teacher : “ONE”

Students : “ONE”

### b. The teacher writes the number in the blackboard and asks the students to write down in their book.

## **III. Joint Construction**

The teacher ask the students to make a group, a group consist of 3 students. Each group writes three numbers. One of students writes in the blackboard. Then all of member read it together.

## **IV. Individual Construction**

The teacher asked the students to do some the exercises individually

## **V. Closing**

### a. Reviewing all of the material generally

b. Giving the students some homework

c. Saying thanks and goodbye

