

# **ENGLISH TEACHING AND LEARNING ACTIVITIES FOR SECOND GRADE STUDENTS IN SD NEGERI 2 JOHO, SUKOHARJO**



## **FINAL PROJECT REPORT**

Submitted as a Partial Requirement in Obtaining Degree in the English  
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**ENGLISH DIPLOMA PROGRAM  
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**Approved to be examined before the Board of Examiners,  
English Diploma Program, Faculty of Letters and Fine Arts  
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Final Project Report:

**ENGLISH TEACHING AND LEARNING ACTIVITIES FOR  
SECOND GRADE STUDENTS IN SD NEGERI 2 JOHO,  
SUKOHARJO**

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FOR SECOND GRADE STUDENTS IN SD NEGERI 2  
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## **MOTTOES**

✦ If you dream it, you can do it  
(Walt Disney)

✦ God doesn't create dream, except to become true  
(Dr. Atha Barakat)

✦ Take your chance when you have chance  
(Imah Dani. S)

## DEDICATION

This final project is dedicated to:

- ♥ My Almighty God, Allah SWT
  - ♥ My beloved parents
  - ♥ My dearest younger sister
    - ♥ All of my friends
    - ♥ All of my students

## **PREFACE**

The writer gives thanks to Allah SWT, The most Gracious, and The most Merciful. Praise is just for Allah SWT for His great blessing to the writer in accomplishing this final project report. Blessing and Salutation are for Prophet Muhammad SAW, the best man in the world who has lightened the world with his *risalah*.

The report entitled “English Teaching and Learning Activities for Second Grade Students in SDN 2 Joho, Sukoharjo” is arranged for a partial requirement in obtaining degree in English Diploma Program. This report discusses about the teaching learning activities in second grade of elementary school in SDN 2 Joho, Sukoharjo; supporting factors and problems faced in teaching learning activity in SDN 2 Joho, Sukoharjo. The writer would like to express her sincere gratitude to all of kind people who have helped her in accomplishing this final project report.

The writer realizes that the report is still far from being perfect. Therefore, the constructive criticism and suggestions are needed to make it better. Hopefully, this final project report will be useful for the readers.

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Surakarta, June, 2010

Imah Dani Susilowati



## ABSTRACT

**IMAH DANI SUSILOWATI, 2010, ENGLISH TEACHING AND LEARNING ACTIVITIES FOR SECOND GRADE STUDENTS IN SDN 2 JOHO, SUKOHARJO, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.**

This final project report is written based on the writer's experience as an English teacher in SDN 2 Joho, Sukoharjo. The purposes are to know and to understand the English teaching and learning activities for second grade students in SDN 2 Joho, Sukoharjo, including the supporting factors, problems faced in teaching and learning activities, and the solutions for those problems.

The class activities consist of warming up to get students' attention and preparing their readiness to follow the lesson; presenting the materials to the students; and evaluating the result of teaching and learning activity. The material consists of reading, writing, speaking, listening, new vocabularies and simple grammar.

The writer finds the supporting factors and problems faced in teaching and learning activities in SDN 2 Joho, Sukoharjo. The supporting factors are English lesson's schedule, students' curiosity, and time for English lesson. Meanwhile, the problems are writing English, uncooperative students, inactive students and big class.

Based on the discussion, the writer tries to present the solutions to solve the problems in teaching and learning activities and suggestions to improve the quality of the English class in SDN 2 Joho, Sukoharjo.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

English is an international language which is spoken by people all over the world. It has important role in many aspects in our life, such as in economics, communications, social, politics, and others.

In Globalization era, everybody must be able to have communication in English to foreigners because there will be a free trade among countries. Consequently, there will be no boundaries among the countries.

To make Indonesia citizens understand and know English well, its government has decided that the students of junior and senior high school must be able to communicate in English and it becomes one of three subjects examined by central government.

According to the reason above, the government has decided to make English as a compulsory school subject to the children early at formal education, at 4<sup>th</sup> grade elementary school students - up because learning new language is better done in the early age. It also becomes the first foreign language introduced to the students in school, either formal or informal school. The students are introduced with basic and simple thing such as vocabulary around them and simple expression used in daily activity.

The writer is interested in teaching English to elementary school students. Therefore, the writer held job training in Elementary school at SDN 2 Joho as an

English teacher from 1<sup>st</sup> to 6<sup>th</sup> grade and had a project focused in second grade as the source of the data used in this final project report. The writer is interested in discussing the activities of English teaching and learning in SDN 2 Joho, Sukoharjo. It is an interesting topic because there are many questions appearing related to the topic. The writer is curious about how the activities go on, what supports the activities, and what problems faced in the activities. Moreover, the writer will also give the solution to solve the problems that appear in teaching and learning activities.

Based on the rationale above, the writer would like to report

**“English Teaching and Learning Activities for Second Grade Students in SDN 2 Joho, Sukoharjo”**

### **B. Objectives**

According to the background above, the objectives are:

1. To describe English teaching and learning activities for second grade students in SDN 2 Joho, Sukoharjo.
2. To describe supporting factors, the problems faced in English teaching and learning activities in second grade students of SDN 2 Joho, Sukoharjo and the solutions.

### **C. Benefits**

Hopefully, this final project report can give benefit to:

1. SDN 2 Joho, Sukoharjo

This final project and the job training done by the writer is hoped to bring positive impact for SDN 2 Joho. It can increase students' interest in studying English. It can also indicate the problems faced by young learners in learning a new language, and give some feed back and worth experience for her. Moreover, it can solve the problems faced in teaching and learning English to make the quality of teaching English in SDN 2 Joho better.

## 2. The students of English Diploma Program

It is hoped this final project report can give contribution for the students of English Diploma program to add knowledge about teaching and learning activities at elementary school, the problems in English teaching and learning activity, and the solutions.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. English Language Teaching and Learning**

##### 1. Definition of Teaching English

In general, Oxford Advanced Learner's Dictionary (1995:1225) explained to teach means to show somebody how to do something so that they will be able to do it themselves. Meanwhile, H. Douglas Brown (1994:7) stated more specific that teaching means showing or helping someone to learn how to do something, giving instruction, guiding to the study of some thus, providing with knowledge, and causing to know or to understand. According to Kenneth D. Moore (1998:20), "Teaching is the action of someone who is trying to assist other to reach their fullest potential in all aspects of development".

In other words, teaching is guiding and facilitating the learners for learning. In this point of view, teachers are responsible to teach and to guide their students in learning process and to fulfill the goal of learning.

Nana Sudjana (1996: 7) stated that in education system, there are two kinds of teaching. They are teacher-centered and learner-centered. In teacher-centered activity, the teacher has the main role to control the whole teaching activity. The students are considered as objects who just receive what the teacher says without having any feedback. On the other hand, teaching activity which depends on the students is called learner-centered. This is the condition

when the students play the main role in the whole teaching activity and teacher only teaches what the students want. He also explained that recently teaching activity has not been a teacher-centered any longer. It is combination both teacher-centered and learner-centered. In this combination, the teacher's role is not as a teacher but as a learning guide and a learning facilitator. Teacher is a learning guide because she/he helps the learners to learn. As a learning leader, teacher determines the activity which will be done by the learners. Moreover, as a learning facilitator, teacher has to provide facilities and to create atmosphere for the learners to do learning activities (Nana Sudjana, 1996: 7)

## 2. Definition of Learning English

Teaching and learning are one unity of activity that is related each other. They can not be separated. Here are some meanings according to the experts.

Oxford Advanced Learner's Dictionary (1995:671) explained that to learn means to gain knowledge or skill by study, experience or being taught. According to Brown (2000:7), learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. Learning is acquisition as getting, learning is retention of information on skill and learning involves some form of practice, perhaps reinforced practiced.

Learning is an activity done by learners during teaching learning process. As stated by Brophy (1998:12), "Learning refers to the information



processing, sense making and advances in comprehension or mastery that occur when one is acquiring knowledge or skill”.

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

According to Philips (1993:5) young learner is children from the first year of formal schooling (five/ six years old) to eleven years old. Children brain in age 6 up to 8 grows faster. Similarly, C. Brumfit (1995:220) stated during the early years in school, learning generally goes a head more quickly and progress in learning a second language is sustained.

It means that young learners of English are the children who learn English from five to twelve years old and it is considered as golden ages for children.

Jarolimek (2001:3) stated that teaching to young learners is different from teaching to the adult. It requires the teachers to use teaching strategies and tactics. In harmony with Jarolimek, Wendy A. Scott and Lisbeth H. Ytreberg (1998: 3) explained that children have certain characteristics: first, they understand situation more quickly than they understand the language used. Second, their own understanding comes through hands, eyes, and ears. Third, they are very logical – what you say first happened first. Fourth, they are a very short attention and concentration span. Fifth, young children sometimes have difficulty in knowing what is in fact and what fiction is. Sixth, young children are often happy playing and working alone but in the company of others. Seventh, young learners can not decide for themselves

what to learn. Eighth, young children love to play, and learn best when they are enjoying themselves. The last, young children are enthusiastic about learning.

From the statement above, it means that the teacher should understand the characteristics of the students first before they teach them. They also should pay attention to the students because it is important to know the condition of the students, to find out the best solution in increasing students' motivation, and to make them interested in studying English.

### **C. Technique in Teaching English to Young Learners**

Edward Antony (1963) in Brown's book (2001:14) entitled *Teaching by Principles* explained that techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

There are some techniques that are usually used in teaching English to young learners:

#### 1) Picture

Wendy A. Scott and Lisbeth H. Ytreberg (1990:5) stated that most activities for the young learners should include movements and pictures to work with. Brewster (1992:91) explained that visual support helps pupil understand the meaning and helps to make the word more memorable.

#### 2) Song

According to Scott and Ytreberg (1990:28), “Songs are a form of “listen and repeat”. All children love rhymes and like to repeat them again and again”. Brewster (1992:178) stated that song and rhymes are useful for practicing new grammatical pattern or vocabulary once they have been presented.

### 3) Games

According to Brumfit (1995:142), children play and want to play. Children learn through playing. In playing together, children interact and in interacting they develop language skill.

According to Scott and Ytreberg (1990:5), children have an amazing ability to absorb language through play and other activities which they find enjoyable.

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

According to Brown (1994:51), method is generalized set of a classroom specification for accomplishing linguistics, objectives methods tend to primary concerned with the teacher and the students roles and behaviors and secondarily and material. They are almost always thought of as broadly, applicable to a variety of audiences in variety of contexts.

There are some kinds of teaching methods which are suitable for teaching and learning activity for second grade students, such as grammar translation method and direct method. Both of them will be discussed in this sub chapter.

a. Grammar Translation Method

The primary purpose of this method is to help students read and appreciate foreign language literature. According to Larsen and Freeman (1998:126), “The primary skill of grammar translation method is to be developed are reading and writing “. Therefore, there is a little relation to communicate orally and the students have a few opportunities to listen and to speak in classroom practice. They also stated the characteristics of this method. First, it uses mother tongue in medium instruction. Second, the primary skills to be developed are reading and writing. Third, the ability to communicate in the target language is not the aim of foreign language instruction. The last is an important goal is for the students to be able to translate each language into the others. (Larsen and Freeman, 1998:126)

According to Richard and Rogers (1993:122), there are several types of classroom activities that can be applied in grammar translation method. They are:

1) The role of teacher and students.

The teacher is the authority in the classroom and the students do what the teacher say to them. Therefore, the students can not have much initiation and interaction in the class.

2) Translation of literally passage.

The students read passage from the target language into their native language. The teacher writes a passage carefully by including particular grammar and vocabularies.

3) Reading comprehensive Question.

The students answer the question in the target language based on their understanding of the reading passage.

4) Fill the blank.

The teacher gives a series of sentence with word missing. Then, the students fill the blank.

5) Memorization.

The teacher gives lists of target language vocabularies and the students are asked to memorize them.

6) Use word in sentence.

In order to know the students' understanding in the meaning of new vocabularies, they must make sentence by using the new words.

b. Direct Method

The goal of this method is to make students learn to communicate because the teacher speaks in foreign language and only uses mother tongue for explaining new word or new grammar points. Therefore, the students should learn to think in target language.

According to Diane Larsen-Freeman (1998:126), there are characteristics of direct method. First, the native language should not be used in the class. Second, grammar should be taught inductively. Third, the purpose of language learning is communication. The last is reading in target language should be taught from the beginning.

According to Richard and Rogers (1993:122), there are several types of classroom activities that can be applied in direct method. They are:

1) Reading a lot

The teacher reads the passage or dialog loudly as example and asks the students to read the passage or dialog loudly. The teacher can use pictures, gestures or examples to make the students be clear in meaning.

2) Question and answer exercises

The teacher gives questions and students are asked to answer in full sentence. They also have opportunities to ask questions. It is as the practice of new word and grammatical structure.

3) Conversation practice

The teacher asks students a number of questions in the target language. Then, the students have to understand and to be able to answer the question correctly.

4) Dictation

The teacher reads very short passage three times. In the first time when the teacher reads the short passage, they just hear carefully. The second time, the students write what they have heard. In the last time, the students check their work while the teacher reads it for them.

5) Paragraph Writing

The teacher gives a topic and asks the students to write a paragraph in their own words.

## **CHAPTER III**

### **DISCUSSION**

#### **D. SDN 2 Joho, Sukoharjo**

##### **1. Description of SDN 2 Joho, Sukoharjo**

SDN 2 Joho, Sukoharjo is a formal education institution owned by local government to support the education system in Sukoharjo. It was built in 1970 at Joho Rt1/Rw IV, Mojolaban, Sukoharjo, on the area of 1950 square meters.

SDN 2 Joho Sukoharjo has seven classrooms to hold teaching and learning activities. Each classroom is 42 square meters and handled by a class teacher who has responsibility to teach thirty children on average and teach all lessons except English, religion, sport and computer.

In SDN2 Joho, there are two offices; teachers' office and headmaster's office. Teachers' office is located next to headmaster's office. It is 35 square meters. It is a place for preparing teaching material and meeting among teachers. The other office is headmaster's office. It is used for working of headmaster and welcoming guests.

In supporting teaching and learning activities, SDN 2 Joho has provided mosque, library, computer laboratory, parking area, yard, and UKS (School health center). For the sanitary, it has two toilets for students and two toilets for teachers. They are located behind the headmaster's office.



SDN 2 Joho, Sukoharjo has a headmistress whose duty is handling all of school activity and making decision for school needs. There is also a vice headmistress. She has responsibility to help the headmistress in doing her job. To teach students, SDN 2 Joho has seven class teachers, a religion teacher, a sport teacher, a computer teacher and an English teacher. There is also a school guard who has responsibility in school security.

## 2. Vision and Mission of SDN 2 Joho, Sukoharjo

SDN 2 Joho, Sukoharjo has visions and missions in order to increase the quality of the students, teachers, and staffs.

### a. Visions:

- To be faithful, smart, and competent.
- To be dynamic in sport, art and culture in prestigious personality.

### b. Missions:

- 1) To organize intensive and effective teaching learning activity using students' centered, learning approaches, multi method, and multimedia.
- 2) To extend and stimulate students' awareness in order to recognize, to explore and to develop more their potential skill.
- 3) To develop the orderliness, discipline, responsibility, and modesty in speaking and behavior.
- 4) To create conductive, save and comfortable school atmosphere for all teaching and learning activities.

### **E. Class Observation**

The writer did class observation in SDN 2 Joho at the time of the job training started on February 1<sup>st</sup> until March 25<sup>th</sup>, 2010. During the job training, the writer came to SDN 2 Joho on Monday to Thursday.

Before explaining and discussing the activity during job training, knowing condition of second grade of SDN 2 Joho was necessary because it was used as the source of data collected.

There were thirty-eight students which consisted of twenty-four boys and fourteen girls. They were about eight years old. They had very strong motivation to learn something new and were very active, but they were hard to control and uncooperative with the teacher.

The classroom had supporting teaching and learning facilities. There were a blackboard, a clock, a cupboard, and a teacher's desk. There were also nineteen students' tables and thirty-eight students' chairs which arranged in four rows. On the wall, there were some pictures about multiplication, animals' and plants' pictures, and motivation words to make them study hard.

### **F. Making Lesson Plan**

When doing job training in SDN 2 Joho, the writer had to make lesson plan before doing teaching and learning activity. Lesson plan was used to help the writer to have good time allocation and focus on the material taught that day. Lesson plan was also arranged in order to make the delivery process of the material could be easily accepted by the students because of well organized.

The writer arranged lesson plan based on a book published by CV. Harapan Baru entitled *Enjoy your English II* as the source of the material and supported by English book published by Tiga Serangkai entitled *Active English 2*. The lesson plan had to be approved by the English teacher in SDN 2 Joho as the writer's supervisor. The example of lesson plan is enclosed in the appendix of the last chapter of this final project report.

### G. Teaching and Learning Activities

Before teaching in the classroom, the writer had interview with the English teacher and class teacher about the condition of the class. It helped the writer to arrange lesson plan.

Based on the lesson plan, the writer taught English systematically as follows:

#### 1. Warming Up

Before beginning the class, the writer used to greet the students as warming up activity. Warming up was the basic step to make the students were interested in the lesson and to prepare their readiness to follow the lesson. The example of the conversation to open the lesson was:

The writer : "*Good Morning students*"

Students : "*Good Morning, Mom*"

The writer : "*How are you today?*"

Students : "*I'm fine, thank you and you?*"

The writer : "*I'm fine, thank you.*"

After that, the writer asked the students some questions related with the material or the topic being discussed and attracted them to give their opinion in order to catch their attention. For example the topic was toy. The writer asked:

The writer : “*What is it?*”(The writer showed a picture)

Students : “*Bola*”

The writer : “*Yes....It is a ball*”

Students : “*a ball*”

The writer : “*Do you like ball?*”

Some of the students : “*Yes*”

The writer :” *Who likes playing ball?*”

## 2. Presentation

In this section, the writer explained the material step by step. The material consisted of reading, writing, speaking, and listening. Vocabularies and simple grammar were also introduced during the lesson.

### a. Reading

Reading material was given in sentence. Students were asked to open their book, *Active English 2*, on page twenty-four. There were six sentences. The writer read sentence by sentence slowly and clearly and then the students read it together. They had to repeat the sentences after the writer. A student was asked randomly to read a sentence. Therefore, all the students would concentrate to the lesson.

### b. Writing

Writing material was given by asking students to write down simple words about toys in their English book published by Tiga Serangkai entitled *Active English II*. In this part, the writer asked students to thicken the words that are on the book *Active English II* on page twenty-eight.

### c. Speaking

To increase students' ability in speaking, the writer asked students to practice very short dialog on their English book entitled *Enjoy Your English 2*. First, the writer asked students to open their book entitled *Enjoy Your English 2* on page eighteen and nineteen. There were short dialogs. After that, the writer read and explained the examples of the short dialog. Then, the students were asked to do the exercise and practiced the short dialog. They worked in pair. One student asked his/her partner whether he/she had toy appropriate with the picture given in their book or not and the other student answered with appropriate condition given in the book.

In order to help the students spelling the word that was related with the topic that day, the writer gave an alphabet song. It helped the students much. It also was able to make the class fun.

*My ABC's*

*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 Z*

*Now I know my ABC's*

*Next time won't you sing with me?*

d. Listening

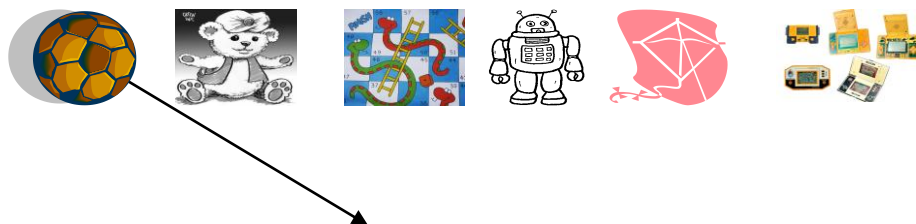
The writer gave listening material by asking the students to listen to the writer. One of listening activity was *listen and draw line*. The writer asked students to open their English book, *Enjoy Your English II*, on page eighteen. There were numbers on the left side and toys' pictures on the right side. Students had to match the numbers and toy pictures. The writer read the sentence slowly and clearly twice.

e. Simple grammars and new vocabularies

Grammar taught in second grade elementary school students was only a simple grammar such as singular and plural form. For example: the writer asked the students to open their book published by CV. Harapan Baru on page seventeen. There were examples of singular and plural form. After reading the sentences, the writer explained that singular words were begun with a, an, or one, and followed by the noun. Meanwhile, plural words were begun with the quantity and followed by noun plus "s".

New vocabularies were given in every topic. The writer asked the students to match the picture with the words. The example:

*Match the picture with the words*



Teddy Bear    Robot    Ball    Kite    Game watch    Snake and ladders

### 3. Evaluation

The function of evaluation was to know how far the students can understand and catch the materials. It was indicator whether the teaching and learning activity success or not. As evaluation, the writer gave exercises after presentation and a test in the third meeting. For the test, the writer made twenty questions in a piece of paper by herself and had to be approved by the English teacher of SDN 2 Joho first. Then, students had to do the test individually. The example of the questions for the test is enclosed in the appendix of the last chapter of this final project report.

## **E . The Supporting Factors and Problems Faced in Teaching and Learning Activities**

During doing job training in SDN 2 Joho, Sukoharjo as an English teacher for two months, the writer found supporting factors and hampering factors in English teaching and learning activities of second grade students. These factors came from the students (internal factors) and environment; outside the students (external factors).

### 1. Supporting factors

There were supporting factors in English teaching and learning activities:

- a. English lesson's schedule.

The schedule of English lesson was at a half past seven, after flag ceremony, every Monday. It brought positive points for both the students and the teacher. The teacher had an opportunity to prepare the material on the day before she had to teach, on Sunday. Moreover, it made the students easier to accept the material because they were still fresh and energetic to follow the lesson.

b. Students' curiosity.

The second grade students of SDN 2 Joho were very curious about something new, including in English. They wanted to know English more. They were interested in English, especially the name of things around them in English.

c. Time for English lesson.

The school gave ninety minutes for English lesson. Therefore, English teaching and learning activities were long enough. The teacher had enough time in transferring the material to the students. The students could study English longer.

## 2. Problems

The writer found problems faced during doing job training as an English teacher in SDN 2 Joho. They were:

a. Writing English

The second grade students had difficulties in writing English word. For example they made mistake in writing the word "teddy bear". Some of them wrote "teddi bear"



b. Uncooperative Students

Sometimes the second grade students of SDN 2 Joho did not pay attention to the teacher. They chatted with their friends while the teacher explained the lesson. The teacher got difficulty to control them and made them concentrate on the lesson. These conditions automatically disturbed the class activity.

c. Inactive students

There were some very active students, but there were also students who did not want to talk and not focused on the lesson. They seemed to think something else and did not listen to the teacher during the class.

d. Big class

There were thirty-eight students in a class. It was a big number. In a big class, the teacher had difficulty to make contact with all the students. It was also difficult for the students to ask for the lesson that they had not understood and receive individual attention from the teacher.

## **F. Suggested Solutions**

In order to solve the problems appears in English and teaching activities of second grade students of SDN 2 Joho, the writer gives some solutions. They are:

1. Solution for difficulty in writing English

Writing English word is difficult for the students because they must memorize the letters of the word. In order to make the students easy to memorize the letters of the word, the teacher should train them continually.

Therefore, they will have become accustomed to the word. The teacher can also give students' assignment like jumbled word or puzzle.

#### 2. Solution for uncooperative students

Some of the students do not pay attention because they get bored easily. They are also difficult to have concentration to the lesson for a long time. To solve these problems, the teacher can use different techniques in teaching English. Technique in teaching English makes the students not bored and they will be attracted to learn English. Pictures, games, song and drawing are very useful activity to make teaching and learning activity interesting.

#### 3. Solution for inactive students

The teacher can hold a competition during teaching and learning activity to solve this problem. The students who are active will get additional mark. The teacher can also ask the students to work in small group.

#### 4. Solution for having big class

In order to have a good class management, the teacher should move around the class to make contact with them, listen to what they say and respond it. "Most successful teachers move around the classroom to some extent" (Harmer: 16)

## CHAPTER IV

### CONCLUSION AND SUGESTION

#### 3. Conclusion

In SD Negeri 2 Joho, Sukoharjo, English is taught from first grade until sixth grade. It is as *mulok* (additional lesson from school). Before teaching, the writer had class-observation, prepared the material, and made lesson plan. Then, the writer taught English systematically as follows:

1) Warming up

The purpose of warming up is to make students interested with the lesson and prepare their readiness to follow the lesson. The writer greeted the students and continued with asking some questions about last material and introducing new material.

2) Presentation

The writer gave materials including reading, writing, speaking, and listening with simple grammar and new vocabularies. To make the class fun and help students understand the material, the writer used pictures and song.

3) Evaluation

In order to know how far the students understood the lesson, the writer did evaluation by giving exercises after presentation and a test in third meeting.

There are both supporting factors and problems faced in English teaching and learning activity. The supporting factors are English lesson's schedule, students' curiosity, and time for English lesson. Meanwhile, the problems faced during doing job training as an English teacher are writing English, uncooperative students, inactive students and big class.

To solve the problems, the teacher should train the students continually and gives students' assignment like jumbled words or puzzles to make them easy to write English words. The teacher can use different techniques in teaching English such as using picture, games, song or drawing to help students. The teacher can hold a competition during teaching and learning activity to make the students active. Finally, the teacher should move around the class to make contact with them, listen to what they say and respond it.

#### **4. Suggestions**

Based on the result of this final project report from the writer's experience on job training in SDN 2 Joho, Sukoharjo, the writer presents the suggestions to:

1) SDN 2 Joho, Sukoharjo

SDN 2 Joho, Sukoharjo should increase the facilities to support English teaching and learning activity such as electricity, pictures, English story book, cassettes and games equipments.

2) English teacher of SDN 2 Joho, Sukoharjo

The English teacher of SDN 2 Joho, Sukoharjo should use some techniques for making teaching learning process not monotonous. By using some techniques, the students will be interested in learning English and understand the material easily. The English teacher of SDN 2 Joho, Sukoharjo should be more active in motivating the students to study hard and to love English because English is fun and not sophisticated lesson.

### 3) English Diploma Program

English Diploma Program, Faculty of Letter and Fine Arts, Sebelas Maret Surakarta should give teaching subject more than one semester because there are a lot of techniques and methods that must be deeply learned in a longer time. The addition of the time will give the students of English Diploma more preparation and use some techniques in job training.

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