

THE ACTIVITIES OF ENGLISH TEACHING AND LEARNING TO THE FOURTH GRADE STUDENTS IN SDN SERENAN 1 KLATEN



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:

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ENGLISH DIPLOMA PROGRAM
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**Title : THE ACTIVITIES OF ENGLISH TEACHING AND LEARNING
TO THE FOURTH GRADE STUDENTS IN SDN SERENAN 1
KLATEN**

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LEARNING TO THE FOURTH GRADE STUDENTS IN
SDN SERENAN 1 KLATEN

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MOTTO

**Manéh mun rék hirup terus tong ngadéngékeun omongan batur!
(Ivan Scumbag)**

**Who said there will be quiet after the storms?
(Kimung; My Self Scumbag)**

**Bangkitlah! Untuk tidur terentang keabadian didepan kita..
(Omar Khayyam; Samarkand)**

DECICATION

I dedicate this final project report especially for:

Allah SWT

My parents

My little brother

Mé

All of my family

PREFACE

First of all the writer wants thank to Allah SWT for His blessing and the guidance during finishing the study in English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

Secondly, the writer wants to thank to all people who have given supports and helps to finish this final project report entitled “The Activities of English Teaching and Learning to the fourth Grade Students in SDN Serenan 1 Klaten”.

The writer interested in discussing the topic because she wants to know how the process of the English teaching and learning in elementary school. In this case, the writer chose SDN 1 Serenan as the place to do he job training.

The activities in English teaching and learning for the fourth grade are simple and fun activities so that they can enjoy the English. The activities can be form in game or speaking practice with friends. Besides, the writer also uses pictures to make the lesson more fun.

And finally, the writer believes that this final project report is lack of prefect, thus the writer will be grateful to suggestions and critics as an evaluation.

Klaten, June 2010

The Writer

ACKNOWLEDGEMENT

Firstly, I would thanks to God for giving me everything in my life. I would like to say thankfulness to these following people:

1. Drs. Sudarno,M.A, the Dean of Faculty of Letters and Fine Arts for giving the approval for this final project report.
2. Yusuf Kurniawan,S.S,M.A, the Head of English Diploma.
3. Drs. Agus Hari Wibowo,M.A, my Supervisor, for giving me guidance to finish this final project report.
4. Fitria Akhmerti Primasita,S.S.M.A, my Academic Consultant, for the guidance during study in English Diploma Program, Sebelas Maret University.
5. My parents, thank you for all, you are people I care the most in my life.
6. Suprapti,S.Pd, the Headmaster of SDN Serenan 1 Klaten, for the guidance, advices and helps.
7. All family of SDN Serenan 1 Klaten, especially Mr. Budi Nugroho, the English teacher, for the guidance during the job training.
8. Pong-pong, my little brother, for giving me helps every time.
9. Surya, Geta, Ulfah, Mahda, Lilis, Weni, Virgin, Yulius, Nining, Fery and all friends in English Diploma Program 2007, especially for C Class that I can not mention it one by one for helps and supports.

Finally, I would like to appreciate some criticisms and suggestion from readers for the improvement of this report. I hope this report will be useful for readers.

The writer

ABSTRACT

Febriani Indah Pratiwi, 2010. The English Teaching and Learning Activities of the fourth Grade Students in SDN Serenan 1 Klaten. English Diploma Program, Faculty of Letter and Fine Arts, Sebelas Maret University.

This final project is written based on the job training which has been done from January until February, 2010. The objectives of this final project report are to describe the activities in English teaching and learning of the fourth grade students in SDN Serenan 1 Klaten, to know the problems of English teaching activities faced by English teacher and to find out the solutions to solve the problems.

The data were collected by observing class and interviewing the English teacher and the fourth grade students. The writer used handbook from the school to teach the students and the book is, "Kreatif Berbahasa Inggris" published by Saudara.

There were five steps in the activity of English teaching and learning, namely: warming up, presentation, skill practices, closing and assessment. During the process of English teaching and learning, the writer faced some problems, such as the difficulties of the students in memorizing English words, the problems of students in writing and pronouncing English, classroom management, and limited facilities. However, there are some solutions to solve the problem, namely: using pictures and games and adding more facilities.

The result of this final project report is that pictures can catch the students' attention, makes they focus and interesting more on the lesson, and help the students understand the material easier. Besides, using pictures and games can make the students more fun and enjoy during the lesson. It makes the students do not feel bored.

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**THE ENGLISH TEACHING AND LEARNING ACTIVITIES
OF THE FOURTH GRADE STUDENTS IN SDN SERENAN
1 KLATEN**

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ABSTRACT

2010. English Diploma Program, Faculty of Letter and Fine Arts, Sebelas Maret University.

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² Dosen Pembimbing

CHAPTER I

INTRODUCTION

A. Background

As social creature, we can not live without others. We have to share and to get information from each other. We call it communication. To have a communication we need a media that we call it language.

English as the main language for international communication has an important role as a media of communication in interacting people, creating relationship and exchanging information. English has become the most widely-used language in business sectors in every country. English is highly required to face the world's globalization. It is also often needed to fulfill the requirement of English capability in the world of work. So we need to learn to master English, because with English we can successfully have a good communication with other people around the world.

A good preparation is needed in learning English. English should be learned as early as possible. In Indonesia, English has been taught since the early period of elementary school.

There are many reasons why we must prepare the children as early as possible. As young learners, children are able to learn something new easily, even a language. They have a good memory. So they can memorize the vocabularies better and faster than adult. In the beginning, it is possible if they feel strange with English, because English is different from Indonesian as their native language.

As we know, English can not to be learnt instantly. So, it needs process to learn it well. English appears very difficult for the students, because it has many differences from their mother tongue, especially in grammar and pronunciation.

For the one reason above, elementary school is the first place for the students to be familiar with English. In the introductory level, they have to be familiar with English covering simple things that are considered understandable. So, they will not face many difficulties in studying basic theory of English. They start through learning vocabulary. Through vocabulary, they study about names of animals, fruits, vegetables, drinks, colors, things and other. Beside, the students also learn many kind activities closely related to four English basic skills, such as, speaking, listening, writing, and reading. It becomes the first steps of the students to develop their skills to learn English.

The writer is interested in examining teaching English to elementary school students. The writer had job training as an English teacher in SDN Serenan 1 Klaten. Besides completing the data for the final project report based on her observation, the writer also wants to improve her skills and abilities in teaching English to students. The writer teaches students of the 2nd grade up to the 6th grade, focusing project in on the fourth grade students.

In the beginning, most of the students are still passive. They often find problems in understanding materials given. Only few of them understand about the meaning. As a teacher, the ways to make the students understand about the lesson becomes the great challenges. So, the role in improving the student's ability is needed, especially in giving them knowledge.

Based on the job training experience and finding above, this final project report is written to describe the English teaching and learning activity in SDN Serenan 1 Klaten in supporting process of teaching learning English to the fourth grade students and this final project is entitled **”The Activities Of English Teaching And Learning To The Fourth Grade Students In SDN Serenan 1 Klaten”**

B. Objectives

Based on the background above, the objectives of this report are formulated as follow:

1. To describe the teaching and learning activities of English to the fourth grade students in SDN Serenan 1, Juwiring, Klaten.
2. To find out the problems of the English teaching and learning activities in SDN Serenan 1.
3. To find out the solutions for those problems.

C. Benefits

The writer hopes that this final project report will be beneficial for:

1. SDN Serenan 1 Klaten

It is hoped this project report and job training done by the writer will become additional values to the English teacher in SDN Serenan 1 Klaten in teaching English and also know the problems that are faced by young

learner in learning English. In addition, this final project report can give useful input to the English teacher and the students of SDN Serenan 1 in improving their quality of teaching and learning English.

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

It is hoped that this final project report can be used as an additional aid and as reference for who are interested in teaching and learning field.

3. Students of English Diploma Program

It is hoped that this final project report can give contribution to the students of English Diploma Program as additional knowledge about the English teaching and learning activities in elementary school.

4. Other readers

It is also hoped that this final project report can give more knowledge to other readers reading this final project report.

CHAPTER II

LITERATURE REVIEW

In chapter II the writer is going to present literature review related to the title of this report “The Activities of English Teaching and Learning to the fourth Grade Students in SDN Serenan 1 Klaten”. They are the definition of teaching and learning, young learner, and teaching English to young learner. All the parts mentioned above will be explained in greater detail.

A. Teaching

Teaching and learning are the two aspects of education concept that can not be separated from each other. Teaching is the most significant part in learning process that is very helpful for the students in their understanding and capability what they are learning. There are many definitions of teaching. Generally, the definitions of teaching have same characteristics and meaning, but they have different statements, because the psychologists have their own opinion toward the meaning of teaching. As stated by Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning (Brown, 2000:7). According to *Longman Active Study Dictionary*, teaching is to give lessons in a subject at a school or college and to show someone how to do something “(Addison Wesley Longman, 1998:685).

In addition, *Oxford Learner's Pocket Dictionary* defines teaching as “a process of giving instruction, knowledge, skill, etc (1991:425). Based on statements above, in teaching is a process of translating information and experience into relevant knowledge that students are able to understand. They are also able to receive considerable knowledge and skills desired and use it to interact with others. In teaching, the person who practices the teaching activity is called teacher.

Teaching is the main activity in the teaching and learning process that is led by the teacher that is delivering the material to the students. Teaching is the main way of achieving the students to understand what they are learning.

In teaching activities, the teacher has significant roles in delivering information or knowledge to the students and in holding the learning activity. A teacher was also expected to act as a substitute parent who has responsibility toward the students' discipline.

B. Learning

According to *Longman Active Study Dictionary*, there are three definitions of learning: “to get knowledge of a subject or skill by studying or doing it; to find out information or news by hearing it from someone else; to realize that something is important, and change the way you behave because of this and get to know something so well that you can easily remember it” (Addison Wesley Longman, 1998:380). While according to *Oxford Elementary Learner's*

Dictionary, learning means “to find out something, or how to do something, by studying or by doing it often.”

Brown states that “learning is acquiring or getting of knowledge of a subject or a skill by study, experience and instruction” (Brown, 2000:7).

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 on and acting upon events outside or inside the organism
5. Learning relatively permanent but subject to forgetting
6. Learning involves some form of practice, perhaps reinforced practice
7. Learning is a change in behavior

Meanwhile Kimble and Garnezy cited by Brown suggest that learning is relatively permanent change in behavioral tendency and is the result of reinforced practice. Learning does not always happen in formal classes, it can happen in our daily life. In addition, learning is a process of acquiring modifications in existing knowledge, skills, habits, or tendencies through experience, practice, or exercise. (www.britannica.com).

Based on the statements above, it can be concluded that learning is an activity of gaining knowledge or skills done by learner in the teaching learning process, such as studying or practicing something so that the learners know more about it.

Learning is also essential to change the way we behave. The learners supposed to be active to achieve the advantage offered from it.

C. Young learner

Scott and Ytreberg state that young learners are divided into two main groups. They are the five to seven years old (beginners stage) and the eight to ten years old (Scott and Ytreberg, 2000:1). They define young learner's abilities in each group of age:

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

Scott also says that 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).

From the statements above, it is true that young learners have their own characteristic and ability to know and to respect the new things around them like new sound and new word in accordance to their age.

D. Teaching English to Young Learner

Teaching English to young learners is different from teaching adult. Children are able to learn something new easily. They are usually incapable to assume every material given by the teacher.

Brumfit and Tongue states that children learning their first language are generally free to express their own meanings and initiate social interaction (Brumfit and Tongue, 1992:7). Similarly, young children do not come to able the language classroom empty-handed. They bring with them an already well-establish set of instincts, skills and characteristic which will help them to learn another language (Halliwell, 1998:3). Children who learn English when they were still young will get advantages in their future. The earlier they start to learn English; the stronger the foundation they will have. This will be an advantage for their later studies (<http://www.cambridge-esol.org/exams/young-learners/yle.html>).

In teaching young learner, it is important that the teacher should be familiar with the various characteristics of childhood. Teacher must have good ability and skill to gain many strategies to solve any problem in teaching process. They must know how to handle the class, how to attract the students, and make the class fun and enjoyable.

CHAPTER III

DISCUSSION

A. Description of SDN Serenan 1 Klaten

SDN Serenan 1 Klaten is an elementary school located in Badran, Serenan, Juwiring, Klaten. This school was built in January 1964 based on Decision Letter of Local Government No. 33.10.14.2007. This school has Vision and Missions in improving the education system and also motivating to the teacher and the students. The Vision of SDN Serenan 1 is “Training the students to be excellent person in getting achievement based on the faithfulness”.

Meanwhile the Missions are:

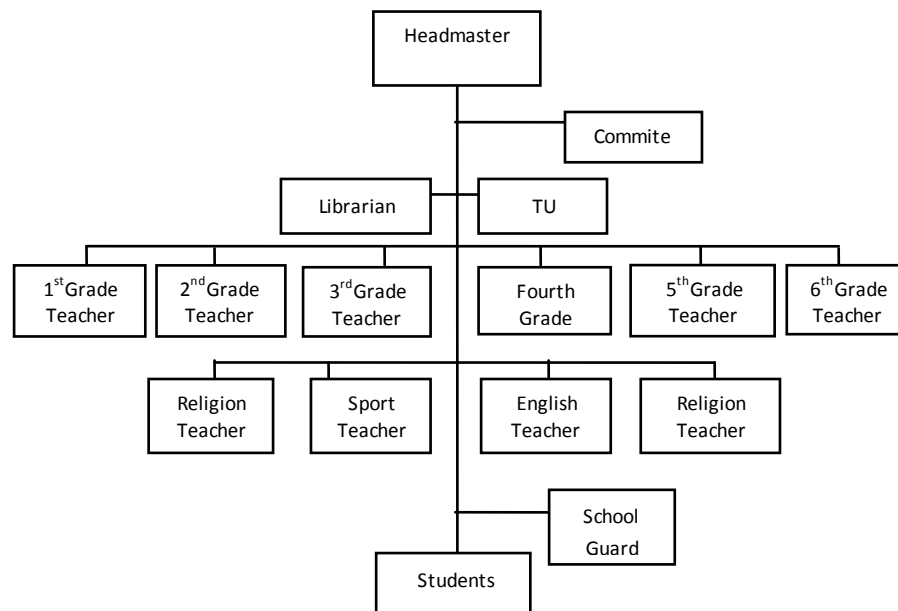
1. “Providing the effective guidance of learning in optimizing the students’ ability.”
2. “Preserving and developing the students toward sport, arts and culture.”

The building of this school was built on area of around 836 meters square. There are twenty one rooms, one headmaster room, one teacher room, one living room, seven classrooms, two teacher restrooms, two student restrooms, one kitchen, one garage, one library, one mosque, one UKS, one canteen, one parking area, one kindergarten room, and one playing area.

In this academic year, SDN Serenan 1 Klaten has 95 students that consist of 46 boys and 49 girls. SDN 1 Serenan is led by the headmaster that has duties as a leader, an educator, a manager, an innovator, and a motivator in the school. There

are six class teachers, an English teacher, two Religion teachers, and a Sport teacher. Two of them are temporary teacher. In addition to it, there is also one school guard. Every teacher must responsible for the success of teaching-learning process, especially in guiding the students, giving learning material, and supervising the students' development.

The Structure Organization of SDN Serenan 1



B. The Activities during the Job Training in SDN Serenan 1 Klaten

1. Class Observation

Class observation at SDN Serenan 1 Klaten was done by the writer at the time of job training from January 11 to February 20, 2010. English lesson was thought in the second grade to sixth grade, and the writer chose the fourth grade class as the focus observation. Before going further in explaining the activities during the

job training, it is necessary to describe the physical condition of the fourth grade classroom.

Physically, the condition of the classroom observed for the fourth grade class is good enough and conducive for teaching and learning activity. This room is located between sixth grade class and fifth grade class. There are twelve tables and twenty three chairs for the students and one table and one chair for teacher, one cupboard, and one o'clock. The classroom has two doors, five windows with very good air circulation. It is also has some brooms and a duster.

There are twenty three children studying in the fourth grade class. They are eight boys and twelve girls. Based on the writer's observation, almost students in the fourth grade were active.

During the teaching and learning activities, the students were still talking with each other or busy with their own activities when the writer presented the materials. The writer had to have good ability to maintain the interest of the students in the class because whatever level motivation the students brought to the classroom also depended much on what happened in the classroom. It also can be said that the writer control is very important to have conducive environment.

2. Making Lesson Plan

The teaching material is an important component in the teaching and learning process. The material preparation was making a lesson plan for each topic and each meeting. Making lesson plan has to be done before the lesson. A lesson plan is very useful to guide the teacher toward what material to teach, how to teach it,

and how to ensure what material being taught are learned by the students. It is also the key of the effectiveness of teaching and to avoid the students from becoming bored.

In making the lesson plan, the writer must give attention not only in arranging structure of the material that has been planed. The writer is supposed to be creative in arranging lesson plan and applying various activities to be used to teach English for the students. The lesson plan begins with a brief material for example, the topic, the name of the class, the time allotment, the objectives, and so on.

The writer made the lesson plan based on the material that is given by the English teacher in SDN Serenan 1 Klaten. In the lesson plan, one topic can be presented more than one. It depends on the topic itself, the length of the time and students understanding. The material used by the teacher in making lesson plan was taken from “Kreatif Berbahasa Inggris”, a book published by Saudara for the fourth grade elementary students. This lesson is pointed at the competency based on curriculum that purposed to make the students understand. So they can practice English in daily communication.

C. English Teaching and Learning Activities in SDN Serenan 1

In SDN Serenan 1 Klaten, English lesson is taught once a week. The writer did the teaching practice in the fourth grade class every Monday. The allotted time to English teaching and learning process at the fourth grade class in SDN Serenan 1 Klaten was 70 minutes. It is began at 11.00 am and finished at 12.10 pm.

The teaching and learning process moved on step by step just like what the writer had made in the lesson plan as follow:

1. Warming up

In this stage, the writer began the lesson by greeting the students and giving brainstorming related to the new material to the students.

a. Greeting

In the beginning of the class, the writer greeted the students. Greeting is used to make the students applied their English ability in their daily life and their habit. In this activity, they also practiced both listening skill and speaking skill automatically. The example is as follow:

Writer : “Good Morning, students?”

Students : “Good Morning Mom?”

Writer : “How are you today?”

Students : “I am fine, and you?”

Writer : “I am fine too, Thank you.”

b. Brainstorming

In introducing the new material, the writer wrote up the theme on the board such as “Animal” and gave them some simple questions related to the new material orally. This way is used to motivate the students to

think the ideas of the topic. It is also makes them easy to comprehend the new material. The example is as follow:

Writer : “Did you ever go to the zoo?”

Student : “Yes, I did.”

Writer : “What did you see there?”

Student : “Animals, Mom.”

2. Presentation

Presentation done by explaining the topic would be explaining. However, the writer should be able to make the explanation easily understood and avoid using difficult words to keep the students' interest and motivation toward the material. The writer explained the material to students by using both English and Indonesian language. The presentation was about 75% using Indonesian language and 25% using English. The writer gave explanation more than once to avoid the students still could not understand. In giving explanation, the writer pointed at the material including vocabulary. Vocabulary is the most important lesson to introduce English words for the students. The writer gave vocabulary to the students by showing pictures. The writer picked up picture one by one and said the word clearly a number of times. The students should repeat the word. This method was effective to attract students' attention. Pictures also make the students remember each word easily. The writer reviewed

the material by picking up one picture and asking some questions related to the picture. The example is as follow:



Writer : Look at the pictures! Is it a giraffe?

Student : No, it isn't.

Writer : What animal is it?

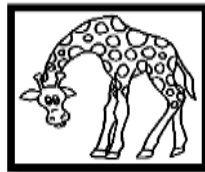
Student : It is butterfly, Mom.

Writer : Show me the giraffe.

Then the writer picked up some pictures and asked a student to point which picture the writer asked about.



A



B



C



D

Writer : Which picture of the giraffe is?

Student : Picture B, Mom.

3. Evaluation

In this stage, the writer gave practices and activities to be done by the students. It was purposed to give more opportunities for the students acquire more language skills from the lesson given. It done by giving them

some exercise and games that is related to the material. It also can be done individually or in groups.

a. Exercise and Game

After explaining the material, the writer continued the lesson by giving exercises. The exercises were taken from the additional English book for the fourth grade level. The material of the book consists of our basic skills in English languages, such as reading, writing, listening, and speaking. Every unit was completed with some pictures that make more interesting to study, and improving their desire in learning the activities.

From the material of the book taught, the exercises were divided into several activities, they are:

1. Reading Activities

In this activity, the writer gave words search exercise to the students. They have to find and to circle the words in the box. The example is as follow:

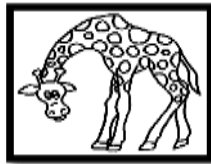


2. Writing Activity

The writer gave exercise to the students by asking them to arrange the jumble letters based on the information and the pictures.

For example:

Look at the picture! Arrange these letters in the correct word!



f-e-r-f-i-g-a=

3. Listening and Repeat

In this exercise, the writer read the words at the first time and then she asked the students to repeat it. The writer read the words for several times until the students could pronounce the words correctly. After they could pronounce the words correctly, the writer asked them to repeat it again without being followed by the writer.

4. Speaking Activity

In this activity, the writer asked the students to practice the dialogue with their friends. After that, the writer asked some students to practice it in front of the class. The writer corrected the incorrect pronunciations pronounced by the students.

b. Games

Games that related to the topic are helpful to avoid the students being bored toward the lesson. Games can make the lesson be fun for the students, so it can increase students' motivation to learn higher knowledge. The application of a game in teaching and learning process can be done through many ways such as puzzle, words search, snake and ladder, and so on.

4. Closing

In the end of the lesson, the writer gave opportunity for the students to ask about the material they did not understand. The writer reviewed all materials that had been discussed in order to make the student understand the material more. Then, the writer gave some home works to the students so they could review the lesson at home. After that, the writer closed the lesson by saying "Good Bye".

5. Assessment

After all materials were explained to the students, the teacher gave assessment to know how far the students' progress in English lesson. Assessment is used to asses the final outcome of the lesson and to what extents the learning objectives were achieved. It is also always useful to be used to determine the lesson for the next session. It could be done through quiz and usually done by independently performed worksheets.

D. The Problems of English Teaching and Learning activities in SDN Serenan 1 Klaten

During the job training in SDN Serenan 1, the writer as the English teacher found some problems in teaching and learning process. The writer describes the problems based on the observation and experiences during the job training as an English teacher in SDN Serenan 1, as follow:

a. The problems faced by the students

1. Memorizing the English words

The students often had a problem in remembering English words.

They learn and forget new word very quickly. They felt that English words were complicated and difficult to be understood.

They were often confused how to write it.

2. Writing English

They made mistakes in writing words and sentences. They were still confused how to write it, because the spelling and writing of English is different. Most of them thought that English words were same with Indonesian words. For example, when the teacher said “tea”, the students wrote “ti”.

3. Pronouncing

The students got difficulties in pronouncing English words. They often pronounced English word like their mother tongue language.

They often made mistakes in pronouncing unfamiliar words and the sentences that have been discussed.

b. The problems faced by teacher

1. Classroom management

The student that still belongs to children loves playing than studying. They often did something that was not related to the lesson in the classroom. For example: the students talked with other students and did activities which not related to the lesson. The writer found difficulties to make them concentrate and focus the lesson.

2. The limited facilities

Facility is important factor supporting the success of English learning attainment. In SDN Serenan 1, there were only the additional English books and students' worksheet available to deliver the materials. Materials available were not interesting enough and have some mistakes in grammar. That was what made the students bored easily. The writer found that other facilities to support the English teaching and learning activities, such as English magazine, English story book, video cassette, cassette recorder, etc. are lacking.

E. The solutions of the problems

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

a. Solutions for the students problems

1. Memorizing the English words

Using an object or picture often help the students in memorizing the English words. The writer asked the students to write and draw the object of the English word, and read the English words several times in order to help them memorize the English word. The writer also gave some words as homework and she asked the students to practice at home. Giving them a lot of practice of vocabulary can help the students remember the words.

2. Writing English

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

3. Pronouncing

The students must hear correct pronunciation of the target vocabulary in order to organize the words. The writer repeated the explanation to make the students more understand by reading some words or short text and the students repeated them aloud several times. Pronouncing practice as many as possible will help the students to memorize the English sound so that their tongue got accustomed by saying them. By doing

those efforts, the proficiency of the pronunciation can gradually be achieved and also help their memorization automatically.

b. Solutions for problems faced by the teachers

1. Classroom management

The writer should make the material interesting for the students to keep their attention focused on the lesson and make the students busy by giving the activities related to the lesson. Using pictures is one of the ways to make the students enthusiastic with English lesson. The teacher can also give the students games to attract the students' attention and make the class fun.

2. The limited facilities

Facilities should be provided in order to sake the better achievement that the students can get from those. SDN Serenan 1 Klaten should buy other more interesting and qualified additional English books, English cassette, and pictures. They will help the students more understand about the English. The English book will help the students in listening English, and the pictures will help the students in memorizing the English words.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the discussion in the chapter III, there are several conclusions that can be drawn from this final project report, they are as follows:

1. The English Teaching and Learning Activities at SDN Serenan Klaten

The English teaching and Learning at SDN Serenan 1 Klaten start to be taught from the 2nd grade class to 6th grade class. The focus observation object is the fourth grade class. The English lesson for the fourth grade class is taught every Monday for 70 minutes start at 11.00 am to 12.10 pm. The teacher gave the materials from “Kreatif Berbahasa Inggris”, a book published by Saudara.

In English teaching and learning, there were some activities done by the teacher and the students in order to make English teaching and learning activities run well. These activities can be divided in the some procedures, they are: warming up, presentation, evaluation, closing, and the assessment. Focus basic language skills for the students were based on the material used in every lesson. They are reading, writing, listening, and speaking. Other activity done in supporting the English teaching and learning activities was giving games related to the lesson.

2. The Problems of English Teaching and Learning Activities

- a. The problems faced by the students were memorizing English words, writing English, and pronouncing.
- b. The problems faced by the teacher were classroom management and the limited facilities.

3. Solutions

- a. Solution for problem faced by the students. For memorizing the English words, the writer used pictures and asked the students to write and draw the object of the English word, and read the English words several times. For Writing English, the teacher wrote up some words in the blackboard and asked the students to copy in their own book. For pronouncing, the teacher read some words or short text and the students repeated aloud several times.
- b. Solutions for problems faced by the teacher. For classroom management, the writer made the material interesting for the students to keep their attention focused on the lesson. The teacher gave the students some activities, such as playing games to make the students enthusiastic with English lesson and make the class fun. For the limited facilities, it could be done by buying more other more interesting and qualified additional English books, cassette recorder, and pictures supporting the English teaching and learning activity.

B. Suggestions

Based on the conclusion above, the writer would like to give some suggestions as follow:

1. SDN Serenan 1 Klaten

SDN Serenan 1 should give English lesson in the earlier time. It is better that English is taught for the students at first grade. Learning English by games is good for them, so that they are familiar with learning English words in the beginning. SDN Serenan 1 should have many kinds of media related to English like pictures, English book, English magazine, and English cassette to attract the students studying English.

2. The English Teacher

The English teacher should concern with the teaching and learning activities. He should be able to manage and control the class conducive. Besides, the teacher should be active to motivate the students learning English by making the lesson more interesting for the students.

3. English Diploma Program

The teaching program is very useful especially for students of English Diploma Program who want to be teacher. Yet, actually, the students only accept this subject in one semester, it will be better if this subject is given more than one semester, because there are a lot of technique and methods in teaching that must be deeply learned. The students should have a good preparation before holding the job training in order to make the job training run well.

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