

**THE ENGLISH TEACHING AND LEARNING
PROCESS TO THE FOURTH GRADE STUDENTS OF
SDN 03 GEMOLONG SRAGEN**



FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English Diploma
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THE APPROVAL OF CONSULTANT

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MOTTO

*Something you scared most,
is something priceless if you do it*

DEDICATION

From the Deepest of my heart, this Final Project is dedicated to :

- Allah SWT
- My beloved Father and Mother
- My Brothers and Sisters
- My Lovely Friends

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Alhamdulillahirabbil 'alamin....

Firstly, I would like to present the enormous' thanks to Allah SWT for blessing me during the writing of this report as a partial requirement in obtaining degree in The English Diploma Program, Sebelas Maret University.

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14. All my friends in English Diploma, thanks for being my friends..

Finally, I would appreciate some criticism and suggestion from the readers for the improvement of this report. I hope this final project report will be useful for readers.

Surakarta,

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ABSTRACT

Epik Tri Rahayu. 2008. The English Teaching and Learning Process to The Fourth Grade Students of SDN 03 Gemolong, Sragen. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This report is written based on the job training done by the writer as an English teacher in SDN 03 Gemolong for a month. The purpose is to know and to understand the English Teaching and Learning process at SDN 03 Gemolong, including the difficulties faced by the students and the teacher and also to find the solutions for those difficulties.

The data of this report is obtained from the writers' observation and experience when she taught English lesson. During conducting the job training, the writer used some steps to make the English teaching and learning process run smoothly. The steps covered greeting, warming up, presentation strategies, skill practice, assessment and ending the lesson.

The result shows that there are some difficulties faced by the writer. The difficulties are related to the problems of the students and the teacher. The problems of the students are the students' condition and the students' motivation. Meanwhile, the teachers' problems are limited source books and in handling the students. The writer also presents the solutions to solve the difficulties from the discussion in this report. To solve the students' problem about the students' condition, the writer explained the material using loud voice and often reminded them to be silent and listened to the explanation. Besides, to motivate the passive students' the writer gave extra explanation to them and gave reward. Furthermore, to solve the teachers' problem in limited source books, the writer create another exercise to develop the students' ability in facing the test that is not provided in the source books. To solve the problem about handling the students, the writer make the students busy by giving them tasks done in pairs.

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CHAPTER I

INTRODUCTION

A. Background

In facing the globalization era, we have to prepare ourselves with skills or competences needed in the business field, so that we have enough ability to compete each other. One of the skills that we should master well is English, which now becomes the most important language to be mastered as the communication tool to communicate through the world.

English is an International language accepted in the whole of the world. It is a media of communication in interacting with different people from different countries, creating relationship and exchanging information. That is why every country has their people to learn English as their second language. Nowadays, mastering English becomes a necessity. Many people try to learn and master English. It is aimed to make them easier in communicating and reducing the number of misunderstanding.

Realizing the importance of English, the government of Indonesia includes it in the curriculum of formal education. Learning English is not easy, it takes time and process. Therefore, it should be given as early as possible. As a result, the interest of teaching English to adult increases rapidly. This situation is giving a wide chance for those who have ability and want to be a good English teacher.

Elementary schools have become the first place where the children start to learn English. In this age, the children are easier to learn something, but it is

normal if they found difficulties in learning English. It happens because the children used to use their mother tongue and never study English before. Besides, English and Indonesian language has different form, structure, accent and pronunciation. It makes their level of difficulties in speaking, memorizing and writing every English words high.

Learning English applies in four basic skills: Listening, speaking, reading and writing. All of the skills are supporting each other. Using an appropriate method will be beneficial for teacher to help students accept the explanation easily.

The writer got a chance to hold a job training in SDN 03 Gemolong, Sragen. In this school, English is taught since the first class up to the sixth class. The job training is conducted to observe and describe the English teaching and learning activity in SDN 03 Gemolong. Besides, it is also the way for the writer to apply her knowledge from English Diploma to the real working field. The data of this final project report was obtained from the writers' observation and experience when teaching in the fourth grade students of SDN 03 Gemolong. Based on the description above, the writer described her experience in a report entitled "THE TEACHING AND LEARNING PROCESS TO THE FOURTH GRADE STUDENTS OF SDN 03 GEMOLONG, SRAGEN"

B. Objectives

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

1. To explain the English teaching and learning activity in SDN 03 Gemolong, Sragen.
2. To find out the difficulties in the English teaching and learning activity in SDN 03 Gemolong, sragen
3. To find out the solution for the difficulties in English teaching and learning activity in SDN 03 Gemolong, Sragen.

C. Benefits

The writer hopes that this report will be beneficial for:

1. SDN 03 Gemolong

The writer hopes that this report will give useful input to SDN 03 Gemolong in increasing the quality of teaching English and also the facility to support the English teaching and learning activity.

2. The English teacher in SDN 03 Gemolong

It is hoped that this report and job training done by the writer will become additional values to the teacher in teaching English and a reference to face the difficulties which emerge in teaching and learning activity.

CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning

1. Teaching

Teaching is an activity when the teacher delivers the message, information, or knowledge to their students. Brown says “Teaching is guiding, facilitating, enabling the learner to learn and setting the condition for learning (Brown, 2000;7). As the learning facilitator, the teacher has to provide facilities to help the students accept the knowledge and to create atmosphere for the learners to do the learning activity.

It can be said that teaching is giving someone knowledge or information they do not know before. This activity will be successful if it is supported by three main components: teacher, learner and material. Besides, the teacher should have an appropriate method that will give a good result in teaching.

To be a good teacher, there are some suggestions that should be highlighted for the teacher as stated by Harmer:

1. The teacher should make their lesson interesting, so the students do not feel asleep in them
2. A teacher must love his/her job. If they really enjoy their job, it will make the lesson more interesting.
3. The teacher must have his or her own personality.
4. The teacher must have lots of knowledge, not only of their subject.
5. A good teacher is an entertainer in a positive sense not a negative sense.

2. Learning

Nana Sudjana states that learning is a process shown in a various form such as change in knowledge understanding behavior and attitude, skill, ability, habit, and other aspects of change that is studied by the learners. (Sudjana, 1996:5). Moreover, *Oxford Learner's Pocket Dictionary* defined learning as gain knowledge or skill by studying

Learning is an activity or work, which is done by someone during the teaching learning process to get the knowledge. Both of them are essential in accepting new language. Harmer says, "Learning is the process of accepting the knowledge (Harmer, 1998:237). Moreover, the writer concludes that learning is the process of getting knowledge that results in the change of knowledge understanding behavior, attitude, and other aspects of change that is studied by the learner.

B. Factors Affecting Language Acquisition Process

There are two factors that may affect a new language in the second language acquisition. Those factors come from the internal factors and external factors.

1. Internal Factors

Internal factor is the factor that comes from the learner himself or herself.

Those factors are:

a. Motivation

Motivation is some kind of internal drive that encourages somebody to pursue a course of action.

b. Intelligent

Intelligent is related to capability, cognitive development, and language development.

c. Age

The best age to learn and study second language is fourteen years old.

d. Previous knowledge

Previous knowledge is related to culture and language background.

2. External Factors

External factor is the factor that comes from outside the learner. Those external factors are:

a. Macro and Micro Environment

Macro is informal class, while micro is formal class.

b. Facilities

Facilities are essential to support the running of teaching and learning process.

c. Methodology

Methodology that is used in the teaching and learning activity.

C. Methods

Methods are sets of plan, strategies and techniques used to organize classroom practice (Cole and Chan, 1994: 4). In his book “Principles of Language

Teaching and Learning, Brown H. Douglas states that there are some kinds of language methodology, one of them is Grammar Translation method. The characteristics of this method are:

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of lists of isolated words.
- Long, elaborated explanations of the intricacies of grammar are given
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- Little attention is paid to the content of text, which are treated as exercises in grammatical analysis.
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

D. Teaching Young Learner

1. Young learner

Young learners are very interested in new things they have never known before. They have a sense of curiosity, as stated by Harmer” More than anything else, children are curious and sometimes their span of attention or concentration is less than of that of adults (Harmer, 1991: 77). The term ‘young learners’ refers to children aged from seven to twelve. Similarly,

Furthermore, the parents should give as much background knowledge as possible to their children in the early childhood, as known by golden age (from the

first year to five years old). In this age, if the parents success in teaching their children, it will give a good result in the next stage of children's growth.

2. Teaching Young Learners

The teaching of English goes through a lot of changes and level. Now it is considered well if the teaching started at the younger level. In connection with the adage "The younger the better". In the younger level, the children are easier to learn something. Teaching English to young learners is different from teaching English to adult. Their characteristic and their abilities are quite different, and these differences lead to different ways of teaching

CHAPTER III

DISCUSSION

School Description

General Description of SDN 03 Gemolong

SDN 03 Gemolong is one of the high quality schools in Gemolong, Sragen. This school is a state owned school of elementary school level. The school was established in 1954 and rebuilt by the local government in 2000. SDN 03 Gemolong is located at Yos Sudarso Street No. 04 Gemolong, Sragen. It was built on an area of 4.195 m² wide and was divided into three main buildings. The first building is located next to the teacher's parking area and it consists of headmaster and teacher's room, a computer room and health room. The second and the third buildings are divided into seven classrooms used for the teaching and learning activity. In the middle of the school, there is a yard used for flag ceremony, sport and other activities. Behind the second building, there are mosque, used for religion activity, a parking area for the students and a canteen.

SDN 03 Gemolong has one headmaster, twelve teachers and a school guard. Mr. Parno as the headmaster has the responsibility to handle the school matter and manage the school to make it run well. Because of the sixth class is divided into two classes. SDN 03 Gemolong has seven teachers. Besides, there are also five subject teachers. They are a sport teacher, two religion teacher, an English teacher and a computer teacher. The teacher has the responsibility to

teach the students based on the syllabus used and develop the student's behavior.

The Vision and Mission of SDN 03 Gemolong, Sragen

As one of the educational institution, SDN 03 Gemolong not only focusses on making their students smart, but also adds the behavioral side as one of its visions. These are the vision of SDN 03 Gemolong :

1. Excellent in achievement
2. Polite in behavior
3. Advance in skills

Moreover, the missions of SDN 03 Gemolong are:

1. Holding the active, creative, existence, and cheerful learning
2. Developing the willingness of excellent
3. Encouraging and helping the students to find self potential
4. Developing the full comprehension to the beliefs followed
5. Developing the conductive school's atmosphere by applying the participative management
6. Improving the welfare by fulfilling the school's facilities and infrastructure.

Extracurricular

SDN 03 Gemolong has many extracurricular activities that could be enjoyed and followed by the students. The extracurricular are divided into 5 kinds, namely:

1. Computer

The computer course is held every Monday, Friday and Saturday. The course is guided by Mrs. Hanesti. This course is purposed to improve the student's skill in mastering computer.

2. Drum band

In this extracurricular, the students are trained to master musical instruments. The drum band is held every Tuesday, and guided by Mr. Sutarja. SDN 03 Gemolong ever won the drum band competition. They have been winning the best fourth of Marching Band Competition in Sragen.

3. Dance

This extracurricular is optional. It can be joined by the students interested in dance. In this activity, the students are taught to learn and practice traditional dances. It is also one of the ways to conserve the Indonesian cultures.

4. Qiro'

Qiro' is one of the extracurriculars which is aimed to teach the students read Qur'an correctly. Qiro' is held every Friday as an obligatory activity and guided by Mrs. Ngulyati and Mr. Hasan Hariri. All of the students

from the fourth grade up to the sixth grade who are Moslems must join this activity after the end of the lesson.

5. Sport

Sport is an optional extracurricular. This activity is held every Thursday and guided by Mr. Sutarja. It can be joined by the students who interested in sport.

They often win the competitions like volleyball, football and gymnastic competition hold in district of Gemolong.

Job Training Activity

Class Observation

The writer was given a chance to observe the classroom condition and the teaching learning activity first, before she holds the job training. The English teacher also showed the English syllabus that is used to teach English in SDN 03 Gemolong. Therefore, the writer could know the material on the semester. The class observation would be beneficial for the writer to have adaptation with the students, the class condition and the teaching learning activity. These are the result of the observation.

Totally, SDN 03 Gemolong has 261 students consists of 124 male students and 137 female students. They are classified into six different grades. The first up to fourth class get English lesson every Friday, but the time allocated is different. The first up to third class only get English lesson for 35 minutes, while the fourth class got English lesson as long as 90 minutes.

Moreover, the fifth and sixth class get English lesson every Tuesday as long as 90 minutes.

The condition of the classroom is comfortable enough and supports the teaching learning activities. The fourth class consists of 43 students; 26 of them are female and 17 are male. There are 23 tables and 45 chairs for teacher and students. There is one big blackboard and one cupboard to keep the classroom's tools. The class is provided with some pictures, like the picture of president and vice president, animals, fruits and vegetables, a map, and other pictures to support learning activity.

Furthermore, the writer had also observed the teacher's activity when she taught. The teacher started the lesson by greeting the students as the warming up. She also reviewed the last lesson and discussed the student's homework. After that the teacher explained the material. When the teacher gave explanation, some students paid attention, but some were not. They were talking with their friends and busy with their own activity. To handle this situation, usually the teacher reminded them, and then they were silent and paid attention to the teacher's explanation.

The teacher gave time to students to ask questions, if they did not understand the explanation. Then the teacher continued the lesson by giving exercises to measure the student's understanding about teacher's explanation. Before the teacher close the meeting, usually she gave homework to students.

Making Lesson Plan

To be able to teach smoothly, and to avoid as many obstacles as possible, it is essential to have a complete preparation. The preparation starts from planning a lesson. To plan a lesson, many things should be considered; the materials to be produced, the classroom interaction and management. Besides, the teacher should decide the way to present the materials and also the task that should be done by the students.

The curriculum used in SDN 03 Gemolong as the basic reference is “Kurikulum Tingkat Satuan Pendidikan 2007 (Curriculum of Education Unit Level 2007). The source of material used by the teacher is “grow with English 4” published by Erlangga. This book is purposed to help students develop the four language skills; listening, speaking, reading and writing. Besides, to make the students enjoy learning English, this book is also completed with the game and songs related to the topic.

In lesson plan, one topic can be presented more than once depending on the topic, the length of time and the student’s ability to understand the explanation. The writer was given a duty to teach Unit 7 about “Put on Yours Cap”. This topic is talking about clothes. The writer developed the topic into 4 subtopics. After the end of the lesson, the students should be able to read, memorize and practice the dialogue about clothes.

The Teaching and Learning process in SDN 03 Gemolong Sragen

The English teaching and learning process to the fourth grade students in SDN 03 Gemolong is held every Friday started at 09.30 a.m until 11.00 a.m. After making lesson plan, the writer starts to teach fourth class. The teaching learning process that the writer had done can be described as follows:

Firstly, the writer greets the students and asked whether they have any homework or not. If they have homework, the writer discussed it together. This activity will teach them to be more active and be confident to use their English.

Secondly, the writer gave the students some questions related to the topic as the warming up before giving them the main material. It was aimed to give the students a short description about the topic that they were going to learn. After that, the writer told the students the objectives of the lesson. The purpose is to make the students know why they learn the lesson. Without knowing the purpose of learning the lesson, the students will easily forget it.

Thirdly, the teacher explained the lesson for about 20 minutes. When the writer presented the material, she used to use Indonesian more than English. It makes the students easily accept the lesson. Besides, English is a new language that they learned. Therefore the level of their understanding is very low. The writer usually uses English in the context of greeting, command and order.

Realizing that the student's ability are different, the writer always repeat the material more than once in order to make them acquire the explanation. Some children will get the lesson quickly but some are slowly.

That is why the teacher always gave time to students to ask if they still did not understand the lesson.

In giving exercise, the teacher must give example as the guidance for the students in doing the exercise. The writer divided the exercise into 2 stages. First, they have to do it with their partner and then do the exercise individually. While the students did the task, the writer moves around the class to check the student's task. After that, the writer discussed it together and pointed some students to do it in front of the class.

Finally, the writer closed the teaching learning activity when the time was up after giving the students exercise as the homework.

Discussion

The English Teaching and Learning Activities in SDN 03 Gemolong, Sragen

SDN 03 Gemolong gave English lesson from the first class up to the sixth class. Even English is not a major lesson but it is very important to be given since earlier to prepare the students facing English lesson in higher level.

In the teaching learning activity, the writer used grammar translation method. The focus of this method is on memorization of vocabulary, grammatical rulers and doing written exercise. This method is suitable to be applied for the students because the language used as the medium in presenting the material was native language.

The goal of teaching a foreign language is to help the students to master the language so that they are able to use it fluently and confidently. By

using this method, it is hoped that the students could understand the writer's explanation easier and practice their English in their daily life. Every students have different background knowledge, different motivation and different ability in learning English. There are some students who will be able to acquire the explanation quickly, but some of them need much time to understand the explanation. That is why the writer used grammar translation method which is suitable with the student's need.

Based on the explanation above, it is necessary for the writer to discuss the English teaching and learning activity to the fourth grade students at SDN 03 Gemolong, Sragen in detail.

The Teaching Procedure

The teaching procedure done by the writer is covering greeting, warming up, presentation strategies, skill practice, assessment, and ending the lesson. The activities can be explained below:

1. Greeting

The first thing done by the writer before starting the teaching learning activity was greeting the students. This activity was done to make the students apply their English and tried to give example, so that they can practice it outside the class, when they meet someone. The greeting which is usually done between the writer and the students is as follows:

Teacher : Good morning students?

Students : Good morning Miss Epik

Teacher : How are you today?

Students : I'm fine. Thank you and you?

Teacher : I'm fine too, thank you. Ok let's start our meeting by saying basmallah together.

Then, after the greeting, the writer reviewed the last lesson. Reviewing can be done in the terms of discussing the student's homework or asking some questions related to the previous lesson. Reviewing is done in order to reminds them and make them not to forget the last lesson.

2. Warming Up

In the warming up activities, the writer tried to arise the student's interest to the material which will be discussed before she gave the main material. The writer gave some questions related to the topic.

For example:

1. What do you wear every Monday and Tuesday to school?
2. What is the colour of your shoes?
3. What is the colour of my shirt?
4. Do you know the English word of "topi"?
5. Do you know the meaning of "dress"?

After giving some questions, the writer told the objectives of the lesson.

3. Presentation Strategies

After warming up, the writer explained the material. The writer gave both written and oral explanation. Because of the different ability of the students, the writer always repeats her explanation more than once. In

explaining the material, the writer pointed to the real media around the classroom. For instance the student's uniform, shoes, or socks. By giving them the real example, it is hoped that the students can get the explanation and memorize the vocabulary easily.

Moreover, the writer also involved the students in giving example when she taught how to practice the dialogue in front of the class. The writer asked a student to come forward and accompanied her read the dialogue. After that, the students read it together and the writer checked their pronunciation.

4. Skill Practice

After presenting and explaining the material, the writer continued the lesson by giving exercise. The exercises consist of four basic skills such as: listening, speaking, reading and writing. The exercises are as follows:

1. Listening activities

- Listen and chant

In this activity, the writer reads the words or a sentence at first and then asked the students to repeat it. The writer read the words or the sentence more than once until the students pronounce it correctly. Sometimes, the writer pointed some students to read it loudly and checked his/her pronunciation.

2. Speaking activities

- Practice the dialogue

The writer gave example reading the dialogue followed by students. After that she asked the students to practice it with their friends in front of the class. While the students practice the dialogue, the writer listened to the words they said and corrected if they mispronounce the words.

3. Reading activities

The writer reads the text loudly; therefore the students can hear it clearly. The writer read the text until three times followed by the students. Then, the writer asked the students to read it together. Moreover, the writer also asked some questions orally related to the topic in order to help them understand the text.

4. Writing activities

- Fill in the blank exercise with the correct answer

The students have to fill in the blanks with the words provided in the box. After they finished it, the writer asked them to read their answer and told the meaning.

- Arrange the sentences into a good dialogue

The writer provided some sentences and the students should arranged these sentences to be a good dialogue. This activity was done in pairs.

- Write the sentence according to the form required

The students are asked to make sentences according to the form required. The writer asked some students to write their answer in the blackboard and discussed it together.

5. Assessment

- The students asked to make a dialogue or sentences with their own words as the homework.

6. Ending the lesson

The writer gave some time to the students to ask if there are many materials they still do not understand. Before ending the lesson, the writer always gave homework so that they can practice their understanding. At last, the writer closes the meeting

The Test

The teacher gives test in order to know the students comprehension in the English lesson. It also the way to measure how well the teacher's ability in teaching and the student's ability in acquiring the language There are some categories of test that is applied in SDN 03 Gemolong. The first is held at the end of a topic explained, usually called as preview or daily test. The other test is final test. It is held by national education department where the material consists of all materials that have been discussed during one semester.

The problems in English Teaching and Learning at SDN 03

Gemolong

During conducting teaching and learning activity, the writer found some difficulties. The problem not only faced by the students but also the teacher. The writer describes it based on observation and experience when the writer hold the job training at SDN 03 Gemolong, Sragen. The writer also explains the way to solve the problems:

The student's problem and the solutions

The class condition

The writer faced the difficulties when she explained the lesson or wrote the exercise on the blackboard. The students sit in the back often talking each other and also screaming. It caused the class becomes noisy. Therefore some students complain that they did not hear the writer's voice, because their friend's voice disturbs their concentration.

This situation also caused the students difficult to understand the writer's explanation. For the result, some students pronounce the words incorrectly. They also make a mistake in doing the exercise.

To solve this problem, the writer explained with loud voice in order to make the students hear the explanation clearly. Moreover, the writer often reminded the students to be silent and listened to the writer's explanation so that they can do the exercise or practice the dialogue well

The student's motivation

Motivation is one of aspects affecting the student's willingness to study. There are some students in the fourth class who are very interested in English lesson. They seem very excited when the writer asked them to practice the dialogue. But there are also some students who are passive. When they were asked to come forward and practice the dialogue, they did not want to do the writer's instruction. They feel unconfident enough with their ability in English and afraid of making a mistake.

To solve this problem, the writer pointed those students, guiding them reading the dialogue, after that they have to read it without being followed. The writer also gives them reward like "great/that was good", to make the students having self confident so that they have a brave to show their answer or opinion.

The Teacher's Problem and the solutions

Limited source book

The source book used to teach English in the fourth class is taken from Grow with English 4 only. There are no additional sources such as exercise book to develop the student's ability in facing the test. Besides, the school does not obligate the students to buy the hand-out book because of financial problem. The writer faced the difficulties because the material provided in the hand-out book was too short and the exercises were not various.

To solve this problem, the writer has to be creative in developing the material that is served in the source book. Besides, the writer can create another exercise to increase the student's ability. The writer also giving the

students additional material based on the syllabus. Because sometimes, the material on the syllabus do not provided in the hand-out book.

Handling the students

The fourth class consists of 43 students which are considered as a big class. It is not easy for the writer to make all of the students to be silent and listen to the explanation. They like to play with their friends rather than studying. Even though the class is quite, but the writer even found a student reading a comic, while the teacher explained the lesson.

To solve this problem, the writer tried to give the students much task and they have to do it with their partner. This activity will make the students busy and have no chance to play with their partner. The teacher also move around the class to check the students' task and make them paid attention to the teacher.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion, there are some conclusions that can be drawn from this final project report. The conclusions are as follows:

1. The English teaching and learning activity in SDN 03 Gemolong is started from the first class up to the sixth class. The data of this final project report was taken from the writers' observation and experience when she hold the job training in the fourth class of SDN 03 Gemolong Sragen.
2. The method used by the writer in the process of teaching learning English for the fourth class is grammar translation method. By using this method, the students will easily accept the explanation. Besides, the students can increase their ability and comprehension about grammatical rule.
3. There are some activities that always done by the writer and the students in the English teaching and learning process to make it run smoothly. The activities are as follows:
 - a. Greeting
 - b. Warming up
 - c. Presentation strategies
 - d. Skill practice
 - e. Ending the lesson

4. In the English teaching and learning activity, there are application of four basic skills related to the material given, there are:

a. Listening activity

In this activity, the students practice listen and repeat. They listen to the sentences or words read by the writer then they repeat it. The listening activity is purposed to improve the students' ability in listening

b. Speaking ability

The students' ability in listening will influence the students' ability in speaking. In the speaking activity, usually the students practice the dialogue. The writer read the dialogue first and then the students practice it with their partner. By this activity, the students can practice the English language orally. Besides, they also learn about pronunciation.

c. Reading activity

The students practice reading skill through read a short text, after they practice reading the text, the writer together with the students translate the meaning so that the students can comprehend the text.

d. Writing activity

The students practice to fill in the blank exercise, and write the sentence according to the form required. By this activity, the students can produce a sentence and answer the questions based on the command.

The problems arise in the English teaching and learning process to the fourth grade students of SDN 03 Gemolong are:

- The students' problems:
 - a. the class condition
 - b. the students' motivation
- The writers' problems:
 - a. Limited source book
 - b. Handling the students

The solutions of the problem are:

- The student problems
 - a. The writer explained the material using loud voice and often reminded the students to be silent and listen to the explanation.
 - b. The writer gave extra explanation to the passive students and gave them reward to motivate them learn more about English.
- The writer's problems:
 - a. The writer creates another exercise to develop the students' ability which is not provided in the source book.
 - b. The writer makes the students busy by giving them tasks done in pairs.

B. Suggestions

Based on the result of the final project report, the writer presents some suggestion as follows:

a. SDN 03 Gemolong

SDN 03 Gemolong should complete the facilities needed for the teaching and learning activity. The facilities needed is exercises book (LKS) for students. They will not waste the time for writing the exercises from the teacher. Furthermore, the students will get a lot of exercises that can develop their ability in facing the test.

b. The English teacher in SDN 03 Gemolong:

Considering that the fourth class is a big class, the teacher should give more attention to all of students especially those sitting in the back, because they rarely listened to the explanation. Besides, the teacher should give more exercise to help the students face the test.

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APPENDICES



DEPARTEMEN PENDIDIKAN NASIONAL
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Penilaian Praktek Kerja
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Surakarta

Nama : Epik Tri R

NIM : C9305113

Atas dasar **penalaran, ketrampilan, kedisiplinan, rutinitas kehadiran, penampilan, pergaulan dan tanggung jawab**, nilai ditetapkan :

.....⁸⁰.....*

*Angka 10 – 100

Model penilaian tidak mengikat

Pembimbing di Perusahaan Swasta/

Instansi Pemerintah



PARNO
NIP. 130 455 993



PEMERINTAH KABUPATEN SRAGEN
UPT. DINAS P dan K KECAMATAN GEMOLONG
SD NEGERI GEMOLONG 3

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IZIN PRAKTIK KERJA LAPANGAN

Nomor : 421.2 / 18 / 742 / 2008

Yang bertanda tangan di bawah ini, Kepala Sekolah Dasar Negeri Gemolong 3 memberi izin praktik kerja lapangan bagi mahasiswa :

Nama : EPIK TRI R.

NIM : C 9305113

Jurusan : Fakultas Sastra dan Seni Rupa

Prog. Studi : D. III Bahasa Inggris, Universitas Sebelas Maret.

Bahwa mahasiswa tersebut di atas telah melaksanakan praktik kerja lapangan dari tanggal 1 Februari s.d. tanggal 29 Februari 2008 dalam rangka menerapkan ilmu yang diperoleh di Perguruan Tinggi sebagai bekal kelak di kemudian hari.

Demikian surat izin praktik kerja lapangan ini dibuat untuk menjadikan periksa dan maklum adanya. Selain itu kami sertakan lembar penilaian seperti yang dikehendaki dari Ketua Program D.III. Bahasa Inggris Fakultas Sastra dan Seni rupa Universitas Sebelas Maret Surakarta

Gemolong, 29 Februari 2008



Kepala

Parno, A.Ma.Pd
NIP. 130455993

LESSON PLAN

- Day / Date : Friday / 1st February 2008
- Level : fourth grade
- Topic : Put on your cap, please
- Subtopic : It's a red dress
- Source book : Grow with English 4 page 75
- Skill : Speaking and writing
- Time : 2 x 40 minutes
- Objectives : - Students can add their vocabularies about clothes
- Students can mention kinds of clothes
- Students can answer the question related to the topic
- Students can pronounce the words correctly

A. Motivating strategies

- Teacher greets the students
- Teacher asks some questions related to the topic
 1. What do you usually wear to go to school?
 2. What is the color of your shoes
 3. What do you usually wear when you feel cold?
 4. Etc
- Teacher writes the answer on the blackboard
- Teacher tells the objectives of the lesson

B. Presentation strategies

- Teacher explains the lesson by giving the vocabularies to the students.

The Vocabularies

- | | |
|-------------|------------|
| 1. Trousers | 6. Shorts |
| 2. Shirt | 7. T-shirt |
| 3. Shoes | 8. Jacket |
| 4. Socks | 9. Cap |

5. Dress

10. Uniform

- Teacher reads the vocabularies and asks the students to repeat after her.
- Teacher explains how to make a phrase using clothes and color.
 - Green trousers : celana panjang hijau
 - A blue shirt : Sebuah kemeja biru
 - A pairs of shoes : Sepasang sepatu
 - Etc

C. Skill Practice

1. Translate these phrases into Indonesian!

1. A pairs of socks.
2. A pairs of brown trousers.
3. Black shorts
4. A yellow cap
5. White shoes

2. Translate these phrases into English!

1. Sepatu hitam
2. Kaos kaki putih
3. Sebuah topi merah
4. Celana panjang cokelat
5. Kemeja kuning
6. Celana pendek biru
7. Sebuah kaos biru
8. Sebuah gaun pink
9. Sebuah jaket abu-abu
10. Seragam merah dan putih

D. Assessment

Teacher asks the students to make phrases using their own words.

Put on your cap, please

Five

5
unit

It's playtime.

Yeah. Let's go to the yard.



This is fun!



But it's hot.

Put on your cap, please.



OK.

You will learn:

- Meilin is wearing a red dress.
- Meilin looks beautiful.
 - I agree with you.
 - I disagree with you.
- Let's make a paper sun cap.
- It's like this.
- May I borrow your cap?
 - This one?
- May I help you?
 - Yes, please. I'm looking for a green T-shirt.

