

**THE ACTIVITIES IN ENGLISH TEACHING AND LEARNING  
OF THE 4<sup>th</sup> GRADE IN SD NEGERI 2 JETISWETAN PEDAN  
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**

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SEBELAS MARET UNIVERSITY  
SURAKARTA  
2008**

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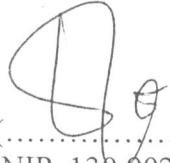
Final Project Report: THE ACTIVITIES IN ENGLISH TEACHING AND  
LEARNING OF THE 4<sup>th</sup> GRADE IN SD NEGERI 2 JETISWETAN PEDAN  
KLATEN

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LEARNING OF THE 4<sup>th</sup> GRADE IN SD NEGERI 2  
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## Motto

Do the best, pray to Allah, and sure you can do that.  
(the writer)

## Dedication

This final project is dedicated to:

My lovely parent  
My big Family  
Me

## PREFACE

The writer wants to say thank to Allah SWT for blessing her. Thank to my parents, all of lectures, all of friends and every one who support the writer in order to finish the final project report which is entitled “THE ACTIVITIES IN ENGLISH TEACHING AND LEARNING OF THE 4<sup>th</sup> GRADE IN SD NEGERI 2 JETISWETAN PEDAN KLATEN”.

The activities in English teaching and learning for the 4<sup>th</sup> grade are simple and fun activities so that they can enjoy the English lesson. The activities can be form in game or practice speaking with friends. Besides, the writer also uses pictures and song to make situation more fun.

The writer is aware that this final project report is lack of perfect, thus the writer will be grateful to suggestion and criticisms as an evaluation.

## ACKNOWLEDGMENT

I would like to express my highest gratitude to ALLAH SWT who gives me so much blessing and gift, helps me every time and every where and gives me the support to do the final project. Finally, I can finish the final project. I realized that the final project can not succeed without helping from the others. In this opportunity, I would like to express thank and appreciation to:

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8. My beloved mother and father, you give me love so much. I love both of you.
9. My ex-boyfriend, thank for loving and caring me
10. My fiancé (Ipung, Adit and Sirul) keep our friendship. All of you gave me wonderful friendship. Thank for helping me when I need you.
11. For Rini and Afif, Sorry if we did not have good relationship recently.

12. My roommate Whindy, thank a lot, we have passed our life in a room. Keep your relationship with Abi. For Abi, keep your crazy and make the others always smile.
13. Thank you mbak lukita, for helping me when I need you.
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15. For Rasyida, ulfa, and all of my friends in English Diploma, thank for every things that we have done together.
16. For every one that I can not mention one by one, thank to support and help. Finally, I expect some criticism and suggestion to develop my limited knowledge. I hope this final project can be useful for readers especially who are interested in English Diploma.

Surakarta, August 2008

The writer



## ABSTRACT

**NURUL FITRIA SARI**, 2008. The Activities in English Teaching and Learning of the 4<sup>th</sup> Grade in SD Negeri 2 Jetiswetan Pedan. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project was written based on job training which has been done on February until March, 2008 in SD Negeri 2 Jetiswetan Pedan. The objectives of this final project are to describe the activities in English teaching and learning of the 4<sup>th</sup> grade in SD Negeri 2 Jetiswetan Pedan and to show the difficulties of English teaching faced by the English teacher also to give the solution to solve the difficulties.

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

There are 4 steps in the activity of English teaching and learning, they are: warming up, presentation and skill practices, assessment and ending the lesson. During the process of English teaching and learning, the writer faced some difficulties, such as; the wrong opinion of the students about the English lesson, the difficulties of students in remembering the previous lesson, and the uncooperative students. However, there are some solutions to solve the difficulties; using pictures, review the previous lesson, and using song.

The result of this final project that the pictures can catch the students' attentions, make them focus more on the lesson, and help the students understanding the materials easier. Besides, using song can make the students more fun and enjoyable during the lesson. It made the students did not feel bored.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

English is an International language that most learned in many countries all over the world. It is used in many fields of job, for example; computers, banking, companies, etc. Thus, English is necessary to reach successfully in many fields of job. People are demanded to be able to communicate in English fluently, both in oral and written. Moreover, many companies and institutions which require employees having English competency. In education area, English has been given in elementary school.

The Indonesian National Education Department has included the English into curriculum in elementary school. The purposes of giving English since elementary school are to motivate the students in learning English and to prepare their English skill.

Learning English in elementary school is basic of English. It means that the students study English from simple things. In elementary school, the students start to develop their English skill by learning vocabulary and many kinds of activities closely related with four basic skills in English, they are writing, reading, speaking and listening.

The writer did job training in SD Negeri 2 Jetiswetan Pedan. In the school, English is given from the 3<sup>rd</sup> grade until the 6<sup>th</sup> grade. The writer was given

opportunity by headmaster to teach class 4 until 6 but the writer only focus in the project on the 4<sup>th</sup> grade.

Teaching English to elementary school's pupils is not easy because English as the foreign language is different from mother tongue in words and sentence structure. The writer taught the English lesson based on the curriculum and used the book from school. The students were interested in learning English but they faced the problems such as; pronunciation and understanding the meaning of materials that was given.

Based on the job training that writer did, the final project report is written to describe the English teaching-learning in SD Negeri 2 Jetiswetan Pedan and it is entitled, "THE ACTIVITIES IN ENGLISH TEACHING AND LEARNING OF THE 4<sup>th</sup> GRADE IN SD NEGERI 2 JETISWETAN PEDAN KLATEN".

## **B. Objectives**

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

1. To describe the activities in teaching and learning of the 4<sup>th</sup> grade in SD Negeri 2 Jetiswetan.
2. To find the difficulties of teaching and learning of the 4<sup>th</sup> grade

### **C. Benefit**

1. The English teacher

This report is hoped to be the reference so that she/he can motivate their students to learn English.

2. The institution

The writer expects this final project can give useful input to the SD Negeri 2 Jetiswetan so that the school would pay attention in English lesson.

3. The students of English Diploma

The writer hopes it can be reference for the students who are interested in teaching English for children.

## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching English to Children

English as the second language, for children is foreign language. They usually communicate using their mother tongue (such as; Indonesian, Javanese) because their environment such as parent, brothers, sisters use it in daily conversation. As stated by Jack. C. Richards, “*children’s language development before they come to school takes place largely through conversations that they hear and have with members of their family*”. (Richards, 1994, 16).

As mentioned before, English is a second language for children. It is not easy to give the English lesson for children. It needs constant process, not instant process. They need more practices to be able to use it in communication. Therefore, English has been given in elementary school. It is possible for children to be able to master English if they learn it earlier.

As learning mother tongue, children generally make errors as the first learners. In learning English, the problem will come to children even English is a second language. According to Richards (1994), “*children who are acquiring a second language typically “try out” the language with the equal creative fervor. Many of the errors made by children acquiring English as a second language are exactly the same errors made by young monolingual speakers of the language. Beginning students are as likely to say goed and foots as first language learners of English. They are using a process described as “creative construction*”.

(Richards, 1994, 17). It means that for beginning students, it is common that children make many errors because they are in process to create and try their new language with great motivation in order to master the second language. The situation is the same with the learners who are from native speakers. They make errors when learning their mother tongue at the first time. It opens opportunity for children who are interested in English mastering it with the help from their teacher.

For children, learning new language is hearing what people said, processing for understanding and speaking based on what they heard. This process is called imitation because they imitate everything in their environments. As stated by Brown (2000), "*it is a common informal observation that children are good imitators*". (Brown, 2000, 38). It explains that children can imitate everything in their environments. If they learn English, they will imitate everything that related with the English lesson, from simple things first such as; things in their environments until sentence structure that they will use in communication.

Teaching English to children needs process. In the process, they create and try to learn English as second language by imitating from their environment with helping from their teacher. The teacher also gives the motivation to learn and practice it so that it can be their habit. It is expected that the children will master English.



## **B. Teaching and Learning Process**

Teaching and learning can not be separated from each other in education system. It is one of unity activities related to each other. Without learning activity, teaching activity will not happen. Teaching and learning will happen well if the both sides do their duties well too. As said by Freeman and Richards (1996) that, *“the two parties in the teacher-student relationship have their own responsibility, their own contributions to make to the learning process. Teachers contribute their knowledge, pedagogical skills, and dedication to the students and to their profession. Students contribute by being motivated to learn and by being curious and interested in seeking knowledge. Both the teacher and students contribute to a positive learning environment by respecting each other and by being committed to doing their best”*. (Freeman and Richards, 1996, 20 in Allwright and Bailey 1991: 23-28). It meant that to make good atmosphere in teaching and learning process, teacher and students should respect each other. Each side has duties and they should do their duties well in order to create good atmosphere in teaching and learning. The teacher duties are delivering knowledge, loving their job and of course, loving their students, as well. However, the students’ contribution is needed. Without their contribution, learning process will not happen well. The students’ contributions have good motivation to learn and big motivation to get knowledge. The participation of both sides will create a positive environment in teaching and learning process.

Teacher as main factor in creating a positive teaching and learning process. Students will be motivated to learn if the teacher can make the teaching and

learning process lively. As said by Freeman and Richards (1996, 21) that, “*when teachers cared about their students and communicated high expectations, the language learning experience was judged to be successful*”. (Freeman and Richards, 1996, 21). From this statement, we know that teacher can make good situation if they care with the children. The children will feel comfortable with the teacher and it will make good relationship between them. The children can ask about their difficulties to the teacher without being afraid or hesitant.

A good relationship between teacher and students will support teaching and learning process. Their contributions in this process are needed. The students will be motivated to learn if the teacher can help them and have friendly attitude. They will enjoy the lesson but in teaching and learning process, the students' contribution is needed. They can help the process to be positive process if they are cooperative with their teacher. It will make the process easier. Moreover, the relationship between students is good. It can add a positive atmosphere because they feel comfortable to share each other. To create a good environment in teaching and learning process, the contributions of two sides are needed by respecting each other and doing their duties.

## **CHAPTER III**

### **DISCUSSION**

#### **E The Profile of SD Negeri 2 Jetiswetan Pedan.**

1. The location of SD Negeri 2 Jetiswetan Pedan.

SD Negeri 2 Jetiswetan, Pedan is at Jembangan hamlet, Jetiswetan village, Pedan sub district and Klaten district while the position of school is at the edge of Pedan-Semin Street or 500 m heart of Pedan sub district.

2. The Vision and Mission of SD Negeri 2 Jetiswetan Pedan.

SD Negeri 2 Jetiswetan Pedan has a vision to develop the education quality, that is:

“To create the students who has good personality, smart, competent, pious to God, and useful for family, society, nation and religion”.

Meanwhile, the missions of this school are:

- a. To do the teaching and learning activities effectively and efficiently based on the education curriculum which has been decided.
- b. To hold the extra activities in religious and skilled education through the teaching and learning activities and extra curricular activities.
- c. To increase a good relationship with the other institutions and the other schools that related to education and the learning process.
- d. To do the school's management and administration transparently.
- e. To create a good relationship between the teachers and the students also among the students for keeping the solidarity and family relationship.

### 3. The Objectives of SD Negeri 2 Jetiswetan Pedan.

Based on the vision and mission above hence the school's objective is to improve the professionalism of the teachers so the teaching and learning activities can run well, safely, and smoothly. As a result, the students of SD Negeri 2 Jetiswetan Pedan can get achievement in academic and non-academic. SD Negeri 2 Jetiswetan Pedan also does not ignore to increase the education in posing to God and having good behavior to their students.

### 4. The Teachers and the Students of SD Negeri 2 Jetiswetan Pedan.

The leader in SD Negeri 2 Jetiswetan Pedan is Mrs. Warsini A.ma.Pd. In this school, there are 11 teachers, 1 security, and 1 janitor school. The teachers are divided into 6 class teachers and 5 supporting teachers. The class teachers or 6 teachers teach first grade until sixth grade. Every teacher handles one class and teaches the major lesson, they are: mathematic, science, social, Indonesian language and (civvies) PKN. The other teachers teach the supporting lesson such as; 1 English teacher, 1 sport teacher, 1 religion teacher, 1 skilled teacher and 1 SSD teacher. The duties of janitor school are to clean the school's environment every morning and after finishing lesson and to serve the headmaster and the teachers. The headmaster of SD Negeri 2 Jetiswetan Pedan (also teaches Javanese) besides handling the school, she also teaches Javanese language.

In this academic year, SD Negeri 2 Jetiswetan Pedan has 123 students, 63 boys and 60 girls.

The chart of students 2007/2008 academic year.

No	Class	Students		The Number of Students
		Male	Female	
1.	I	14	16	30
2.	II	4	13	17
3.	III	11	5	16
4.	IV	14	10	24
5.	V	9	6	15
6.	VI	11	10	21
Amount		63	60	123

5. The Building of SD Negeri 2 Jetiswetan Pedan.

The building of SD Negeri 2 Jetiswetan Pedan is permanent building. It stands on a piece of land about 1.350 m<sup>2</sup> and this school was built on the area of about 600 m<sup>2</sup>. There are five buildings in SD Negeri 2 Jetiswetan. The first building is six class rooms and a medical room. The sixth grade room is near the teaching staff room so that the teachers can watch them out because they are in last year. The second building is teachers' room. In this room, the teachers prepare the materials and take a rest after teaching. The guest room is next to this room so the headmaster or the teachers can receive their guest quickly. The third building is the official house. It is behind the teaching staff room. The sixth grade teacher is staying in the official house with his family. This house also is used to canteen. The

fourth building is rest room and parking area. There are 2 toilets and a large parking area. The last building is canteen. There are 2 canteens in this school in order that the students can buy food without getting out from the school.

### **B. Observation Class.**

The writer did observation class in SD Negeri 2 Jetiswetan Pedan during the time of job training. The writer did observation class in fourth grade because the focus of the final project is fourth grade.

Physically, the condition of the fourth grade class is good enough. The class has a door and some windows. It is provided with a blackboard, some lamps, a picture of president and Vice-president and two cupboards. The first cupboard is used to keep the books that used as materials and the second is used to keep the chalks, erasers and cleaning tools, such as; a feather duster. There are also some brooms, a bucket and wastebaskets.

The classroom has been cleaned before the lesson started. The clean and tidy classroom will make the teaching and learning process in this classroom more comfortable.

In the fourth class, there are 12 students' desks with their chairs. There are 24 students that consist of 14 boys and 10 girls.

### **C. Preparing Materials.**

Before starting the class, the writer arranged the lesson plan. Lesson plan was a teaching plan that would be used to deliver the lesson. The lesson plan consisted of 4 steps in teaching and learning process, they are warming up, presentation, skill practices, and assessment and purposes of teaching.

With the lesson plan, it is hoped that the students could understand the materials easily and it is as a guide for teacher to deliver the materials. However, the lesson plan could not run well because of some factors, such as the students' condition or class condition.

The source of materials given to students was “Kreatif Berbahasa Inggris 4” by Saudara. The book is from the school and the writer used the book to teach the students.

### **D. The Description of the Activities in English Teaching and Learning of the 4<sup>th</sup> grade.**

The Teaching and Learning Process is the activities of English teaching and learning.

After preparing the materials by making a lesson plan, the writer started to teach English. The writer had two hours for teaching fourth grade class on Tuesday from 07.00 until 09.00 am. When the class started, the writer greeted the students, for example, the writer said, “good morning students”, and the students answered loudly, “good morning miss”. After greeting, the writer checked the students' name one by one. The students responded by saying “present” if

students were present to class and say “absent” if the student did not come to class. The purpose of this activity is to make the students using English. Then the teaching and learning process would begin. The process of teaching and learning process consisted of 4 steps, as follows:

1. Warming up.

The first activity in teaching and learning is warming up. In this step, the writer presented new materials. Because the students have not known with new materials yet, the writer introduced new materials by asking some questions related to the materials to get their attention. For example, if the topic was about farm animals, the writer asked the students some questions such as:

T: Can you mention the name of farm animals?

S: Yes miss!!!! Cow, Chicken, Duck.

T: Good students. O.K Heri, can you mention one of farm animals?

S (heri): Cow.

T: Good, how about Adi, can you mention one of them?

S (Adi): Goat.

T: One more Gita, can you mention one of them?

S (gita): Yes miss, chicken.

The purposes of this activity were to attract the students so that they could express their opinion and to make the students paying attention to the materials discussed in class.



To make more enjoyable and fun activity, the writer asked the students to sing “Mc. Donald has a farm” together. Beside that, this song was used to introduce the name of farm animals so that the students were familiar with the English language. This is the song:

**OLD Mc. DONALD HAS A FARM.**

Old Mc. Donald has a farm

E...I...E...I...O

And on his farm he has some \*cows

E...I...E...I...O

In the \* moooh, moooh here

And the \* moooh, moooh there

Here \*moooh, there \*moooh

Everywhere \* moooh, moooh

Old Mc. Donald has a farm

E...I...E...I...O

\*can change with the other animals, pig (oink, oink, oink) etc.

2. Presentation

The second step is presentation. In this step, the writer began to explain the materials. The materials that would be given consisted of 4 skills in English, they are: listening, speaking, writing, and reading.

a. Teaching listening

Learning a language for children is imitation. They listen to what people say and process the meaning. After understanding, they try to imitate what they listened.

In teaching listening, the writer asked the students to listen what the writer said and repeated after her. For example, the topic of material was about farm animals. The writer showed the farm animal pictures and mentioned those names, and then she asked the students to repeat the name of farm animals after her.

T: (showing a cow picture) cow.

S: Cow

T: (Showing a hen picture) hen

S: Hen!!

T: Good, (Showing a cock Picture) cock!

S: Cock.

After finishing all the pictures, the writer did little exercise to the students to check whether they understood the lesson or not. It is called skill practices. Skill practices included presentation. It is related to the topic of material. For listening, the writer used a game to do the skill practice. Based on the topic hence the writer did *skill practice* as follows:

Here is an example of game:

Name of the game : “Kata Bersambung” game

Objective : To introduce the name of farm animals  
To check the students' listening skill

Participant : all of the class

Rule of the game :

1. The writer asked the students to make a group. Every group consisted of 4 students.
2. The writer gave number to the group of students and called one of students of each group.
3. The writer mentioned a name of farm animals and she/he had to tell to her/his friends what the writer said.

After every group has got the name of animal, the writer checked whether they listened well or not. The writer asked every group one by one:

Teacher : what is the animal?

Students (Group 1): hen!


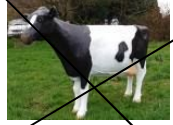

Teacher : good! Etc.

The group who could answer correctly, they would get point.

b. Teaching speaking

Speaking is one of skills in English that need practice. For beginning students, they need more time to practice speaking in class because in outside the class, they rarely practice English. However, the students loved to practice English. They had great motivation in practicing English with their friends.

In speaking activity, the writer led the students speaking after they understood the materials. For example, the writer explained about like and dislike and the writer used the coloring picture to make them understanding the material easily. In the handbook, like and dislike was presented in interrogative sentences. However, it made the students did not understand the material well. Thus, the writer made three pictures to explain like and dislike.

 <p>I like cow (it is a sentence that express like cow)</p>	 <p>I do not like cow (it is a sentence that express dislike cow)</p>	 <p>Do you like cow? Yes, I like cow or No, I do not like cow. (it is a sentence that ask someone like cow or not and the answer)</p>
--	--	--

The writer asked the students to repeat after her and gave the meaning of three sentences. The writer explained that those sentences are the examples of like and dislike sentences so they can express what they like or dislike.

*Skill Practice:*






After the students understood, the writer asked them to practice speaking in pairs using the pictures.

c. Teaching Writing

Besides speaking, writing is one of skills that need practice because the spelling is different with the pronunciation so they need to practice writing. Writing material was given by asking the students to fill the box.

*Skill practice:*

**WRITE THE NAME OF FARM ANIMALS BASED ON THE PICTURES**

1. 
2. 
3. 
4. 
5. 

d. Teaching Reading

Reading material is always related to a reading text. The writer used the handbook to explain the reading material. The writer read the simple text slowly and asked the students to read it together. To make the students understand the material easier, the writer asked them to sing together and it would make them more concentrated and focused on the lesson. After that, the students were asked to answer some questions related to the text to check whether they could understand the content of the text or not. The following is an example of the text given.

Study the Expressions!

There are seven days in a week:

The first day is Sunday.

The second day is Monday.

The third day is Tuesday.

The fourth day is Wednesday.

The fifth day is Thursday.

The sixth day is Friday.

The seventh day is Saturday.

And the song is:

- |             |
|-------------|
| • SUNDAY    |
| • MONDAY    |
| • TUESDAY   |
| • WEDNESDAY |
| • THURSDAY  |
| • FRIDAY    |
| • SATURDAY  |

*Skill practice:*

The writer asked the students to answer the question that is in the handbook, as follows:

Answer the question!

1. Is Sunday the first day?

Answer: Yes, it is

2. What is the next day?

Answer: .....

3. Is Monday the second day or the third day?

Answer: .....

4. What is the fifth day?

Answer: .....

5. What is the last day?

Answer: .....

### 3. Assessment

Assessment was used to check the students' ability in absorbing the lesson that has been explained before. The writer did some exercises to the

students. The exercises could be in form of games, practice in front of class or written assessment given in group or individually. The assessment consisted of 4 skills in English, they are: listening, speaking, writing and reading.

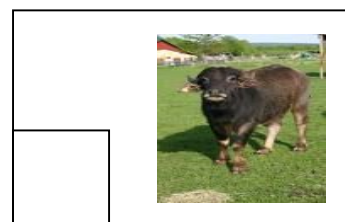
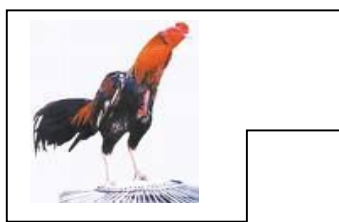
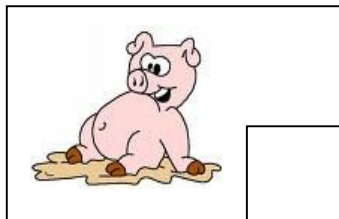
a. listening assessment

For this assessment, the writer used a written assessment. For example; the topic was about farm animals and the writer used an exercise to check their listening skill. Here is the writer's instruction:

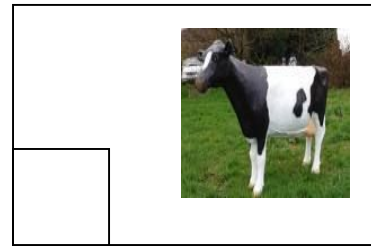
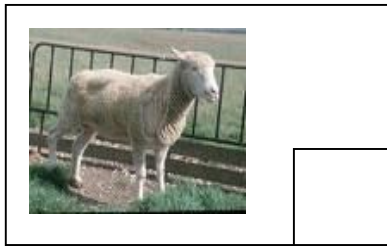
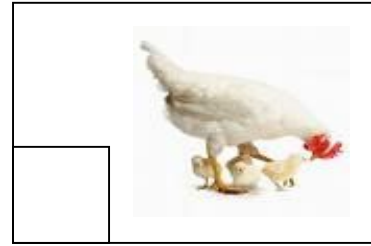
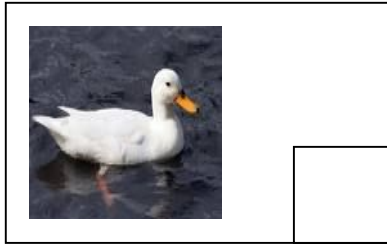
(1).The writer gave a paper to every student that contained the pictures of farm animals and boxes.

(2).The students had to write the number in the boxes based on the writer's instruction. This is the example:

**WRITE THE NO. IN THE BOX**







#### b. Speaking Assessment

In this assessment, the writer asked the students to practice speaking in front of class in pairs. It was done to know their brevity performing to other students and to practice their speaking skill. For example the topics was about like and dislike. The following was the writer's instruction:

1. The writer asked the students to practice in front of class and in pairs.
2. Every student brought the picture and the pictures were different from the others.
3. The writer asked each pair one by one.
4. The students practice like and dislike sentences based on the lesson that has been taught.

c. writing assessment

In writing assessment, there were some models that the writer used to help increasing their writing skill. For example, the writer gave an exercise that contained picture and some sentences; no.1 was as example for students.

**COMPLETE THE SENTENCES!**

1.



I like rabbit  
I don't like rabbit  
Do you like rabbit?

2.



I.....dog  
I..... dog  
Do.....dog?

3.



I.....  
I.....  
Do.....?

4.



.....  
.....  
.....?

d. reading assessment

To give assessment in reading skill, the writer asked the students to read a text. The writer read first slowly and then the students repeated after her.

This is the reading text:

My name is Anggraeni. Mr. Martono is my father. My mother is Mrs. Astuti. My parents have three children. My brother, Arwadi, is the first child in my family. I am the second child, and my sister, Anita, is the third child.

4. Ending the lesson

Before ending the lesson, the writer reviewed the entire lesson generally and asked the students to ask questions related to the lesson.

**E. The Difficulties in English Teaching and Learning Activity of the 4<sup>th</sup>**

**Grade and the Solution.**

During the job training in SD Negeri 2 Jetiswetan Pedan, the writer has found some difficulties in teaching and learning activities. The writer described the difficulties based on experience during the job training as an English teacher and interviewed with English teacher of SD Negeri 2 Jetiswetan Pedan, as follow,

1. The wrong opinion of the students about the English lesson

Most of the students considered that English is a complicated lesson. They often got the difficulties such as, pronunciation, reading, and sentences building so it makes them afraid with the English lesson. It is because the

English lesson is foreign language for them and it is rarely used in their daily conversation.

2. The difficulties of students in remembering the previous lesson.

The students felt that the English lesson is difficult. It made them often forgot the previous lesson. It was difficult for students to remember words and pronunciation because they were different. It discouraged them to learn more English without their teacher. They prefer to playing than studying so they forgot about English lesson that was taught in the school.

3. The uncooperative students.

The students of elementary school are still children so they like playing anytime. In the classroom, they could not sit and listen to their teacher. They looked for something that made them happy, especially the boys. They are difficult type to sit down calmly. They run anywhere in the classroom, made noise, and did something in class.

**F. The Solutions to the Difficulties in English teaching and Learning of the 4<sup>th</sup> Grade in SD Negeri 2 Jetiswetan**

There are some solutions to solve the difficulties in the English teaching and learning activities, for the fourth grade in SD Negeri 2 Jetiswetan, they are as follows:

## 1. Using Pictures

The students felt the English lesson is complicated lesson because English is foreign language for them. They learned new words and automatically they did not know the meaning. They also learned sentence building and pronunciation that those are differ from their mother tongue. They discouraged to learn English and felt afraid. The English teacher tried to change their opinion about English lesson by using pictures. By using pictures, the teacher could attract their attention. Beside that, using pictures could deliver the lesson, for example, the topic was farm animals. She showed a hen picture and mentioned the name of animal also gave the meaning. The students were interested in hen picture so they could know the name of animal.

## 2. Review the Previous Lesson.

The students often forgot the previous lesson, thus the English teacher reminded the previous lesson before starting the new lesson. The English teacher reminded the previous lesson by giving questions related to the previous lesson, for example, the previous lesson was about colors so the English teacher gave question about colors. The English teacher asked to students, "what is the color of the table?". The students answered, "Brown".

### 3. Using song.

Song could make the lesson enjoyable and fun. They would pay attention to their teacher and of course to the lesson. The English teacher sang with the students if the students seemed getting bore or made noise. It also helped the English teacher to deliver the lesson. The song “Mc. Donald has a farm” had the name of animals with their voice. For example, cow with its voice moooh, moooh and pig with its voice oink, oink. The students were happy in repeating the animals’ voice, so automatically they could know the name of animals.

## CHAPTER IV

### CONCLUSIONS AND SUGGESTIONS

#### C. Conclusions

Based on the discussion in the chapter 3, there are some conclusions that could be drawn from the final project report, those are:

1. The description of activities in English teaching and learning of the 4<sup>th</sup> grade.

The activities in teaching and learning English is the process of English teaching and learning process that consisted of 4 steps, they are:

- a. Warming Up.

In this step, the writer introduced the new materials to the students and tried to get their attentions so that they pay attentions to the lesson by asking some questions related to the materials.

- b. Presentation.

In this step, the writer began to explain the new materials that consisted of 4 skills in English, they are; listening, speaking, writing, and reading. The writer used the pictures to catch the students' attentions, to make them focus more on the lesson, and to help the students understanding the materials easier. The writer also used song to make the students feel more fun and enjoyable during the lesson. It made the students did not feel bored. In presentation, the writer also

did skill practices or little exercises. In the skill practices, the writer used game, written exercise, or practice speaking.

c. Assessment.

Assessment was used to check the students' ability in absorbing the lesson well or not. This was divided into 4 skills in English, they are; listening, speaking, writing, and reading. Assessment could be in form written exercises or practices speaking and it was done individually or in pairs.

d. Ending the Lesson.

After all activities in English teaching and learning were done, the writer reviewed the lesson and gave the students time to ask about the lesson that was taught.

2. The Difficulties in English Teaching and Learning of the 4<sup>th</sup> Grade in SD Negeri 2 Jetiswetan Pedan.

The writer found some difficulties in English teaching and learning of the 4<sup>th</sup> grade in SD Negeri 2 Jetiswetan Pedan. The difficulties are:

a. The wrong opinion of the students about English lesson.

English is complicated lesson for the students because they often faced some difficulties in learning English such as; pronunciation, reading, and writing.



b. The difficulties of students in remembering the previous lesson

The students did not want to learn more English because it is difficult so they often forgot the previous lesson and they did not want to review the lesson that was taught in the school.

c. The uncooperative students.

The students liked playing in the class, making noise or doing some things that make them happy. They did not want to pay attentions to their English teacher.

3. The Solutions to the Difficulties in English Teaching and Learning of the 4<sup>th</sup> Grade in SD Negeri 2 Jetiswetan Pedan.

There are some solutions to solve the difficulties, as follows;

a. Using Pictures

By using pictures the English teacher could attract the students' attention and help the teacher to deliver the lesson. The students wanted to learn English because they enjoyed it.

b. Review the Previous Lesson.

The English teacher reviewed the previous lesson because the students forgot about it. The English teacher reminded it by asking some questions related to the previous lesson.

c. Using song.

The English teacher used song to make the students feel more fun and can enjoy the lesson. It was used also to avoid the students' boredom or it was used especially when the students made noise.

#### **D. Suggestion**

Based on the result of this final project, the writer presents suggestion to:

1. The School (SD Negeri 2 Jetiswetan Pedan)

Supporting factors are important for teaching and learning process. It is hoped that the school provides picture series of object, flash card, and picture and colored book to help the teacher teaching English and makes the students more motivated to learn. Besides, the teacher is expected to be creative and to be able to make the activities of teaching and learning fun and enjoyable.

2. The English Teacher

The English teacher should play her roles effectively during the class. She has to be able to manage the class and control the students well in order to create the class to become conducive. Besides, the English teacher should be more active in motivating the students to use English language during the English class.

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# APPENDICS



COW



**RABBIT**

Nama :  
Kelas :  
No :

**Complete the words!**

1.



	i		d
--	---	--	---

2.



	a	
--	---	--

3.



d		
---	--	--

4.



	a				t
--	---	--	--	--	---

## LESSON PLAN

Topic : Animals (Farm animals)  
Class : 4<sup>th</sup> grade of elementary school  
Language skills : Vocabulary, listening  
Meeting : I  
Time : 2x30 minutes  
Objectives : Students can mention the name of farm animals  
Students can listen the teacher's instruction well

Warming up (5 minutes)

1. Teacher greets the students.
2. Teacher checks the students' name.
3. Teacher writes on the blackboard "Farm Animals = binatang ternak".
4. Teachers asked question about farm animals:
  - a. Do you know the farm animals?
  - b. Can you mention the farm animals?
5. Teacher says, "Today we will learn about farm animals?", "Before starting the lesson, we will sing the song "Mc. Donald Has a farm".

Presentation and skill practices (40 minutes)

1. After singing together, teacher shows the animals pictures.
2. Teacher mentions the name of farm animals and the students repeat.
3. Teacher mentions once again and students repeat.
4. Teacher shows some pictures and points some students to mention the name of farm animals.
5. Teacher and the students sing together.
6. Teacher brings two animal pictures in her right and left hand, she mentions one of name of the farm animals, and then the students should mention the right answer.
7. Teacher and students sing together.



Skill Practice:

Name of the game : “Kata Bersambung” game

Rule of the game :

1. The writer asked the students to make a group. Every group consisted of 4 students.
2. The writer gave number to the group of students and called one of students of each group.
3. The writer mentioned a name of farm animals and she/he had to tell to her/his friends what the writer said.

Assessment: (15 minutes)

- (1).The writer gave a paper to every student that contained the pictures of farm animals and boxes.
- (2).The students had to write the number in the boxes based on the writer’s instruction and it should be done individually.

**WRITE THE NO. IN THE BOX**

