

**THE PROBLEMS ENCOUNTERED IN ENGLISH
TEACHING OF SECOND GRADE STUDENTS OF
SMP NEGERI 12 SURAKARTA**



FINAL PROJECT REPORT

Submitted as a Partial Requirement in obtaining Degree in the English
Diploma Program, Faculty of Letters and Fine Arts
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MOTTO

The human must try to do the best...

but let the God decide the rest.



DEDICATION

I want to dedicate this final project to:

My Beloved Parents

My Naughty Little Brother

My Beloved Man

My Best Friends

My New Family in Jaten

PREFACE

At first, the writer wants to thank to Allah SWT for the blessings and the guidance. The writer also gratitude to everybody who has supported in finishing the final project entitled “The Problems Encountered in English Teaching of Second Grade Students of SMP Negeri 12 Surakarta”.

The final project contains of information about the job training activities, the problem which appeared in the teaching process and the solutions that is taken to deal with the problems in English teaching as the subject matter. The writer hopes that this final project can be useful for the readers.

Finally, the writer realizes that this final project is far from perfect. So the writer is opened to the criticism and suggestion from the readers for the betterment of the final project.

Surakarta, July 2008

The Writer

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ABSTRACT

Nungki Septiana Furi. 2009. The Problems Encountered in English Teaching of Second Grade Students of SMP Negeri 12 Surakarta. English Diploma Program. Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is intended to describe the problems encountered in English teaching of Second Grade students of SMP Negeri 12 Surakarta. The objectives of the final project report are describing the English teaching, knowing the problems appeared in English teaching and giving solutions of problems in English teaching to the second grade students of SMP Negeri 12 Surakarta.

This report is arranged based on the data which are taken from the observation that is done inside the class. The observation is done in order to know the method that used in the class, the facilities that support the English teaching activities, and the materials that is given to the students.

In the English teaching process, the writer used Grammar-Translation method. It is done since it the most suitable method for the students which is demanded to be more active in the Education Unit Level Curriculum which is applied. The problems appear during the English teaching process such as the difference of used method, the students' attention are hard to be focused, limited facilities, limited time provided by school, and the topic development are too broad. To deal with the problems, the writer are implied some solutions such as familiarizing the new method, giving games and interesting materials, using alternative facilities, giving additional class and making priority list of the topics which will be given.

It is suggested to the school management to complete the existed facilities so that it can fully support the students in English teaching and learning activities and to the English teacher to be more strict to the students.

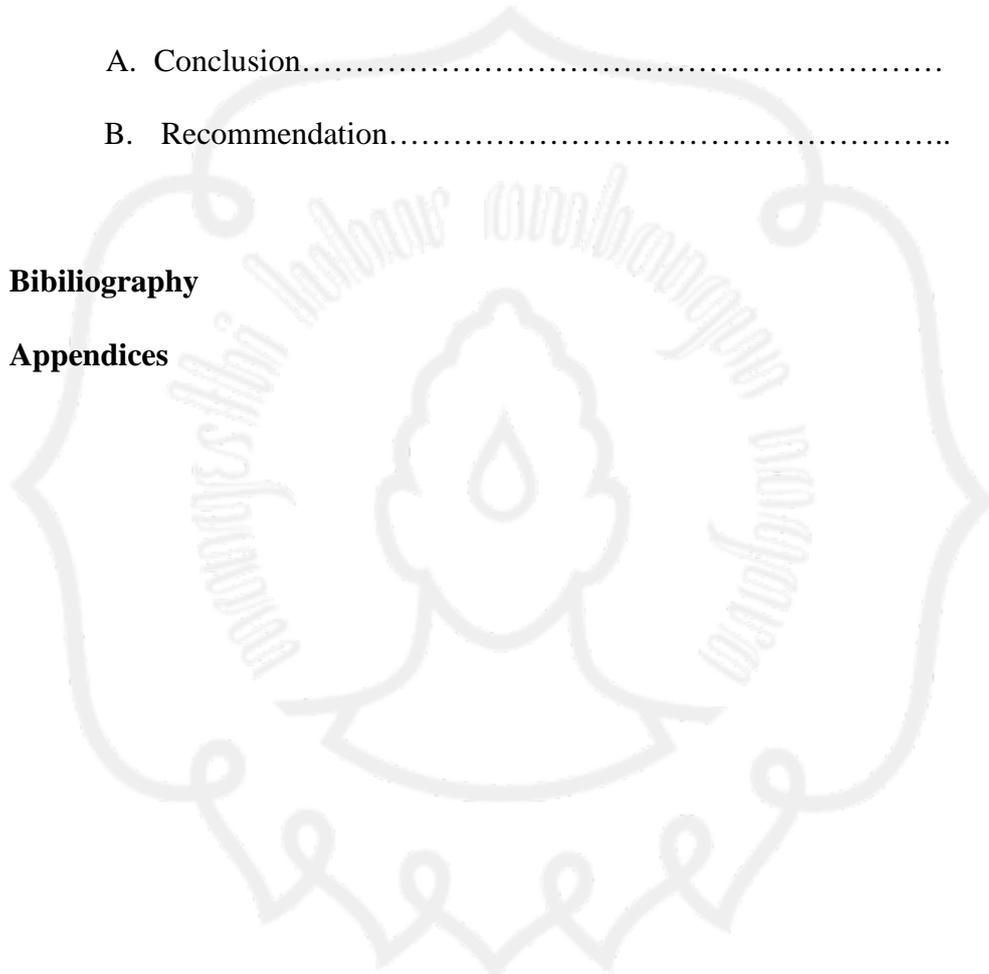
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CHAPTER I

INTRODUCTION

A. Background

In this globalization era, English plays essential role as an international language. English is needed in almost all of work fields. People who mastered English have bigger opportunities in getting job as it is required in most of job vacancy. It is one of the reasons why people ought to learn and master English well. On purpose of making skilled and qualified graduates, English Diploma program of Faculty of Letter and Fine Arts of Sebelas Maret University is divided into four different majors which oriented to some work fields. The four majors are Teaching, Broadcasting, Hotelier, and Public Relations. The students can choose their own major based on their talent and interest. Its aims are to help the students to sharpen their skill and to get a job easily. In the last year of study in English Diploma, the students must carry on a job training in order to prepare them before they do a real work.

The writer is one of the English Diploma students who chooses teaching as her major study. The writer has also carried on job training in SMP Negeri 12 Surakarta. The writer chooses SMP Negeri 12 Surakarta because it is a National Standard School and it is a good school to search for experiences on teaching English. On the job training, SMP Negeri 12 Surakarta decides that the writer have to teach the second grade students.

The students of Junior High School are demanded to learn English since their first grade. They must learn four basic skills i.e. listening, writing, speaking, and reading. There are also grammar and vocabulary materials which are not learnt by students directly at school. It is because grammar and vocabulary are not taught in the KTSP curriculum. Some of the students have ever learnt English in elementary school even in kindergarten. But some others have never learnt it before. The different level of English learning experience makes some problems. The teacher must solve the problems so that the students are able to learn all of those skills well. And there should be a balance in giving the materials of those skills. It would be very difficult in the real practice. We can not give the materials separately because all of the skills are related each other. It needs a hard work to make a good teaching method to gain maximum result in the students' ability of English learning.

The teacher's difficulties in English teaching are not only material mastery but also the students themselves. Besides teaching materials, the teacher must try to gather and hold the students' attentions and excitements in English learning. The lacks of awareness to review the lesson at home and do the given homework are the other problems. Last but not least, the class atmosphere and the facilities also have roles in teaching and learning process. It is clear that there must be solutions for those problems to reach the success in the result of Teaching English.

After finishing the job training, the writer is going to report her experience in teaching the second grade students of SMP Negeri 12 Surakarta in her final

project as a part of obtaining degree in English Diploma program Sebelas Maret University. The writer will report about how the English teaching of the second grade students of SMP Negeri 12 Surakarta, what the problems encountered of the second grade students of SMP Negeri 12 Surakarta, English teaching process, and the solutions of those problems. The title of the project is THE PROBLEMS ENCOUNTERED IN ENGLISH TEACHING OF SECOND GRADE STUDENTS OF SMP NEGERI 12 SURAKARTA.

B. Objectives

The objectives of the final report are :

1. To describe the English teaching to the second grade students of SMP Negeri 12 Surakarta.
2. To know the problems appeared in English teaching to the second grade students of SMP Negeri 12 Surakarta.
3. To give the solutions of problems in English teaching to the second grade students of SMP Negeri 12 Surakarta.

C. Benefits

This report is expected to be the beneficial for :

1. Junior High School Teacher

The writer hopes this final project can help the teacher to find out the better method to teach in purpose of gaining the maximum result in improving the students' English skill.

2. Junior High School Students

The writer expects the result of this final project can help the students to find a better way to learn English and improve their English skill maximally.

CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning

Teaching and learning are the main part of education system. Teaching and learning can not be separated because they support each other. That is why we can not define teaching closely apart from learning.

1. Teaching

Harmer notes that teaching is the way that learning happens and the process of transferring knowledge (Harmer, 1998: 31).

Teaching is not only the process of transferring knowledge from one (teacher) to another (student/learner). As H. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown,2000: 7).

Meanwhile, Kimbley and Garmezy define that teaching is showing or helping someone to learn how to do something, providing knowledge, causing to know or understand. (Kimbley and Garmezy, 1963: 133)

According to Battle and Shannon, teaching is a process of arranging conditions under which the learner changes his ways consciously in the direction of his goals. (Battle and Shannon, 1968 : 19).

Kenneth D. Moore states that teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development.” (Moore, 1998 : 6)

Based on the statement, teacher plays important roles in the teaching process. Teacher, who carries out the teaching activity, does not only have task to deliver the materials to the learners but also has responsibility to create the suitable atmosphere for learner to obtain maximum result.

2. Learning

In the broadest sense, ‘to learn’ means to make a change in the behavior of the learner. Learning frequently consists of strengthening old behavior or patterns or acquiring new ones. Again, it may mean the weakening or the complete elimination of old response patterns. Learning includes changes our thinking, knowledge, information, habits, attitudes, appreciations and understanding. (Lueck, et. al. ,1968 : 72).

Meanwhile Klein states that learning can be defined as an experimental process resulting in a relatively permanent change in behavior that can not be explained by temporary states, maturation, or innate response tendencies. (Klein, 1996 : 2)

H. Douglas Brown notes that learning is acquiring or getting knowledge of a subject or a skill by study, experience or instruction. Learning is acquisition or getting, learning is retention of information skill, and learning involves some forms of practice, perhaps reinforced practiced. (Brown, 2000 : 7)

The conclusion of all statements above, learning is a process of acquiring information, knowledge or skills from someone that makes changes in some aspects of our life as the effects of the learning process itself.

B. Components of Teaching and Learning

There are many components which support the education system process in teaching and learning. “The components of teaching and learning process are teachers and students or learners.” (Edge, 1993 : 1) Without teacher and learner, the process will not run well because they are the main part of the process.

1. Teacher

Concise Macquirie dictionary defines that teacher is one who teaches or instructs. (1983 : 1328). Teacher has important roles and has to work hard to make a good teaching. “A good teaching is a multifaceted quest to help students achieve mastery of a subject.” (Moore, 1999 : 64)

To make a good teaching there are six sequential steps to be done by a teacher :

1. Diagnose the learning situations
2. Plan the course
3. Plan the instruction
4. Guide learning activities
5. Evaluate learning
6. Follow up

(Moore, 1999 : 64)

Those steps are needed to make an effective and successful learning. But to be a good teacher, someone must fulfill some requirements. The teacher should point out these following things :

- a. A teacher should make her / his lesson interesting.
- b. A teacher must love her / his job.
- c. A teacher should have her / his own personality.
- d. A teacher should have lots of knowledge.
- e. A good teacher is an entertainer in a positive sense not in negative sense.

(Harmer, 1998 : 7)

2. Learner or Students

A student is one who engages in a course of study and instructions, as at college, university, or professional or technical school. In the other words, the definition of student is one who studies a subject systematically or in detail. (Macquirie, 1998 : 1279)

The Middle School is probably classified as transitional level of education –neither elementary nor secondary in philosophy, structure or operation. (Moore, 1999 : 8)

Kenneth D. Moore has also noted that Middle School years are the period of diversity and change. Middle School students are developing more complex thinking skills, considering life goals, and mastering new responsibilities since their 10-to-14 years old students. (Moore, 1999 : 58)

Students within those ages are also called adolescence. They need teachers who have a good understanding of the teaching of teaching-learning process.

C. Factors Affecting Language Acquisition Process

There are two factors which may affect a new language. Those are internal factor and external factor in second language acquisition. (Harmer, 1998 : 39)

1. Internal Factor

The factors included in Learner's personal condition are called by internal factor. In other words, internal factor can be defined as the factors which come from or within the learners.

a. Age

The second language acquisition's success will be more guaranteed if the process is done since the learners are on linguistic age or critical age. The older the learner, the harder the second language acquisition will be.

b. Motivation

The learners need high motivation to get success in English learning. Motivation will affect the learner's attitude. Every learner has different motivation in learning. The learner which has high long-term goals will be easier to gain the success than those who have no goals at all. Long-term goals may have something to do in the future such as good mark, good achievement even good job.

c. Intelligent

Learner's intelligence has big effect in learning process. Their intelligence will affect the learner whether they are able to face the challenge in learning process or not. Every learner has different intelligence. A learner who has high intelligence rate will be easier to understand the lesson given for them and tend to achieve better than those who have low intelligence rate.

d. Personality

Learner's personality shows that they have a talent or not in learning something. Each learner has different personality and different talent in doing something. If the learner has talent in language field, it will be easier for them to learn than they who have no talent on it.

2. External Factor

The factor outside of learner's condition which may affect the learning process is external factor.

a. Environment

The environment around the learner can support them in English learning process. If the environment around the learner gives positive support, the learner will have bigger opportunities to success.

b. Teacher

Many people still have a paradigm that teacher have a full responsibility in determining the success of language acquisition. Nowadays, this paradigm has changed from teacher-centered to learner-centered. Teacher's role has also changed to be motivator, facilitator, guide, resources, organizer, and evaluator which help the learner in second language acquisition process.

c. Resources

The material and the topic will give influence to student's attitude in learning activity. So the resources for the learner should be interesting and appropriate with the learner. It is also demanded to increase the quality of the resources to support the learning quality.

d. Facilities

The facilities will help and support the learner in second language acquisition. The more complete the facilities, the more successful the learner will be. By using the complete facilities, the learner has possibilities to improve their skill. Those facilities make the students able to learn and sharpen their skill in more various ways since they got more media.

D. Brief History of the SMP Negeri 12 Surakarta

SMP Negeri 12 Surakarta was established in 1979 based on the Decision Letter of the Ministry of Education and Culture No. 03/4/1979 dated on 1 April 1979. SMP Negeri 12 Surakarta is located on Jl. Letjend. Suprpto No. 1

Surakarta (now Jl. A. Yani 370 Surakarta). It was built on area 7.274 m² SMP Negeri 12 Surakarta has 18 classrooms and 20 for other rooms. Also, there are some supporting facilities such as volleyball court, basketball court, warehouse, etc. in the academic year of 2008/2009 SMP Negeri 12 Surakarta has 726 students, 47 teachers and 16 official workers. There are many extra curricular activities held for the students, such as: students' organization, students' scout, ensemble music, English conversation club, wall magazines, Batik, vocal group, basketball, volleyball, etc. SMP Negeri 12 Surakarta's slogan is "Tomorrow must be better than today". It also has vision and mission of the school. The vision of the school is "intelligence and competence in work, well mannered and cultured based on the faith and piety". The twelve mission of SMP Negeri 12 Surakarta are :

1. Doing the development of study equipment
2. Doing the development of studying model
3. Increasing the graduation quality
4. Doing the development of the medium, infrastructure and study media
5. Increasing human resources of education
6. Doing the development of committee function
7. Doing the development of school management
8. Doing School autonomy
9. Doing School financing
10. Doing the development of academic and non-academic activities
11. Doing the development of sensibleness
12. Doing the development of local contents curriculum

CHAPTER III

DISCUSSION

A. Job Training Activity

During the job training, the writer focused on the second grade students of SMP Negeri 12 Surakarta as the main object of the observation. This observation includes the facilities and the lesson plan that used by the teacher. The aim of the observation is gathering the information needed to help the writer teaching English for the students.

1. Class Observation

The second grade students of SMP Negeri 12 Surakarta consist of six classes (VIII A-VIII F). Each of the class consists of about 40 students. English lesson is taught twice a week for every class. Each meeting is 90 minutes or two lesson hours.

The writer herself handled two classes they are VIII A and VIII B. Each class consists of 40 students. 20 students are boys and 20 others are girls. The English class of VIII A held every Monday and Friday. Both of them are at the first and second sessions. It is started from 7 a.m. until 8.30 a.m. Meanwhile, VIII B has English class every Tuesday at the first and second session. It is started at 7 a.m. until 8.30 a.m. And it is also held on Saturday, at the forth and fifth session. It is started 9.30 a.m. until 11 a.m. It means that those students get 180 minutes of English lesson per week.

Each student is demanded to have English workbook, and borrow package books from the school library. They also have an option to buy English handbook that is provided by school. However, not all of the students buy the handbook. The numbers of students who have the handbook are less than they who don't have the handbook. So, not all of the students can follow the lesson that is held if the material is taken from the handbook.

Each class has basic facilities to hold teaching and learning activity such as a blackboard, a pair of teacher's desk and chair, and also 40 pairs of students' table and chair. The additional facilities are :

- the pictures of President and Vice President
- the picture of Garuda Pancasila
- School rules
- Lists of work group, lesson schedule, calendar, and class management
- Announcement board
- Ruler, chalk box and eraser
- Flower vase
- Rubbish basket, brooms, and feather duster
- Students' attendance book

2. Lesson Plan

To support the English teaching activity, teacher arranges the lesson plan before teaching the students based on the syllabus. By making lesson plan, the writer can adjust the given material with the time well. So that teacher can finish

on giving materials before the exam. Lesson is made by the teacher by looking the chapter on the book. It means that the contents of the lesson plan are according to the chapter of materials. The lesson plan is made by the teacher and assigned by the headmaster.

B. Teaching and Learning Activity

The important components of teaching and learning activity are the materials and the methods.

1. The materials

In teaching and learning process, the materials have essential role. The teacher must choose the best materials which are suitable for the syllabus and the competence of students. The writer taught the second grade students of Junior High School that she had never known before, so the writer taught them with the materials that taken from their workbook. After knowing the students capability, the writer developed the materials by herself outside of the workbook. The writer has taken the materials from the internet or the other source books. The goal is that the students are expected to have good quality of writing, reading, listening, and speaking skills. In this Education Unit Level Curriculum or called KTSP in Bahasa Indonesia, students are required to think critically, logically and also creatively. They also have to be able to work as a member of the group and work by him/herself.

2. The method

During the job training in the SMP Negeri 12 Surakarta, the writer had to teach the second grade students. She had to teach them well and keep their attention in teaching and learning process. The writer used grammar-translation method. The communications at the class mostly use mother tongue, although in giving instructions the teacher always uses English. By using both of the language, the writer expected that the students can understand the lesson better.

C. English Teaching to the Second Grade Students of SMP Negeri 12

Surakarta

English is a tested subject on the final national exam. And English is being the decisive factor in the graduation of Junior High School and the consideration in entering High School. English is an important subject and need much effort to make the students master the English well. The teacher must prepare the materials that will be given properly, use suitable method and exploit the facilities that are provided by school.

1. The Material Preparation

The media that used by SMP Negeri 12 Surakarta's students consist of handbook, package book, and students' workbook. Material book becomes the important part of successful teaching. If the teacher can choose the suitable materials for her students, the teaching process will be easier because the students can learn step by step from the lower grade up to higher grade without facing

many difficulties. In giving materials, the teacher must not only understand but also give the materials as interesting as they can to keep the students' attention.

According to the situation above, the second grade students of SMP Negeri 12 Surakarta use a workbook that is appropriate for the students. The handbook and the package book are rarely used because not all of students have it. The handbook that is used is *English on Sky 2*, published by Erlangga. It is adjusted to the Education Unit Level Curriculum or in Indonesia called by KTSP (*Kurikulum Tingkat Satuan Pendidikan*). The package book that used is *Functional English for Grade VIII Junior High School* and published by MEFI CARAKA. And the workbook which often used is *Metode Belajar Efektif Bahasa Inggris* from New Star Publishing Company and it is based on Education Unit Level Curriculum.

Each chapter of the workbook is divided into several skills such as listening, speaking, reading, writing, functional text, assignment and competency test.

a. Listening skill

The students have to complete the missing words, answering questions from the read text, matching the correct description spoken by the teacher with the picture, etc. SMP Negeri 12 Surakarta also has a language laboratory to support listening learning process. But the teachers often do it manually, the teacher read the text by themselves and students should catch what the teacher already read.

b. Speaking Skill

The activity that done is presenting some dialogue, conversation or drama, that they have found in the workbook or made it by themselves and memorized it, in front of the class.

c. Reading Skill

The reading materials which are given consist of structural text, dialogue or functional text. The given text that supported with pictures is more helpful to students in the way to understand the text than the text without pictures. The teacher usually gives instruction and example first. Then the students had to follow the instruction in order to avoid mistakes.

d. Writing Skill

The students are directed to learn writing skill by producing the text. The students usually have to write a simple paragraph about their daily life, retell past experience, describe pictures, make dialogue, make letter and so on.

e. Functional Text

In this section, the students are explained about using the speech acts and the correct expression on certain situation. Firstly, the students read the example of dialogue in a certain situation. Then the students asked to try the other expression beside the mentioned before. It usually consists of questions and its responds from a certain situation.

f. Assignments

The part consists of students' assignments that they have to do. Mostly, it consists of observation and interview. The assignments which usually given to the

students are related to the materials that they have learnt at school. Because of the limited time, the students have to make it as their homework sometimes.

g. Competency Test

This section consists of questions which are related to the materials of each topic given to the students. It is done to measure how far the students mastered the materials and evaluate their weakness to improve their skill.

2. The Methods

In teaching second grade students of SMP Negeri 12 Surakarta, the English teacher gives many tasks and assignments to do. He rarely gives explanation about the materials to the students. It is related to the teacher's health condition. His health is usually disturbed and there is no one who can replace his place to teach the students, so he gives tasks and assignments to the students. This method is not suitable for students, especially for those who have low capability of learning English.

Meanwhile, the writer used Grammar Translation method in teaching second grade students of SMP Negeri 12 Surakarta. The writer cannot use English all the time to explain the materials. So sometimes she used Bahasa Indonesia to make students understand about the explanation. For some topics, the writer used pictures, dialogue, or simple text to explain the materials.

In using text, the students have to read the text loudly at first. Then the writer asked them whether they found difficult words that they do not understand yet or not. If so, the writer helps them to find the meaning of the words. After that,

the writer asked them some questions to measure how far they understand the content of text. The students are allowed to interrupt whenever they could not understand the explanation. Then the writer gave them exercise to be done.

Students are given an assignment that may be done in groups at the first time. Then they have to do the similar exercise by themselves individually. Due to the limited time, the writer usually gives homework to evaluate the students' competence.

3. The Facilities

In SMP Negeri 12 Surakarta, there is some facilities that can support the English teaching and learning activities. There is language laboratory, multimedia room, and library.

a. Language Laboratory

There is a language laboratory in the SMP Negeri 12 Surakarta's building. The laboratory consists of 24 booths with its earphone and recorder, a 29 inch television, a set of computer, a DVD player, a projector, a package of learning VCD. The language laboratory is comfort enough to learn because of its Air Conditioner, bright and soundproof so that the students can concentrate on learning.

b. Multimedia Room

Multimedia room is a multifunction room that supports some subjects in the school. It can support English teaching and learning process too. There is a big screen that almost covers the room's wall. It also provides a projector to play

video and supported by excellent audio sets spreading at each corner of the room. The multimedia room also provides a DVD player, a set of computer, and a radio. Multimedia room is a soundproof room. There is no chair inside so that the students have to sit down on the floor that covers by carpet.

c. Library

Library in the SMP Negeri 12 Surakarta's building is on the corner near the canteen of school. It provides some story books in English. It also provides some dictionaries, Indonesia-English or English-Indonesia and also an Oxford dictionary.

The library is managed by a librarian that helps the students to borrow or return the books. The library is open every break time.

D. Discussion

There are some problems that appear in the job training where the writer carried on. And there are solutions for the problems that are expected by the writer can improve the quality of teaching English process for the second grade students of SMP Negeri 12 Surakarta.

1. The Problems Encountered in Teaching English of Second Grade Students of SMP Negeri 12 Surakarta.

In teaching English, the writer faced some difficulties that the writer has never learnt before. The problems are methodology, students' attention, limited facilities, limited time, and the topics.

a. The Method

The method that used by the writer is different from the method used by the former English teacher of SMP Negeri 12 Surakarta. The students have to adapt with the new method that is carried by the writer.

The former method that used by the teacher is learning by doing method. It means that the teacher gives many exercises to the students with little or minimum explanation about the materials. This method is not suitable for the second grade students of SMP Negeri 12 Surakarta because some students did not understand the materials but they have to do many exercises. They might memorize the answers that they have answered before but actually they did not understand the materials that given for them.

This method is done related to the health condition of the teacher. He has problems with his health so that he was often absent from teaching but there was no one who replaced him to teach the students.

The method carried by the writer is Grammar Translation method. Sometimes, this method had to make the students more active in speaking, listening, reading and writing than before. Since this method is far different from the former method, they are too shy to show out their opinion in active skill.

b. Students' attention

Students' attentions are very hard to draw since the students look down on the writer because the writer is still young. They tend to speak with their

tablemates, draw pictures in the book or table, or teased their friends who seemed to concentrate on the lesson.

There was a moment when the writer can draw the students' attention to the lesson, but they were quickly ignorant it again because of various reasons such as listening the explanation before, breaking the concentration because someone passed in front of the classroom, and so on. The students liked to talk the other things than the lesson.

c. Limited Facilities

The facilities in the SMP Negeri 12 Surakarta are complete enough to support the English teaching process. But there are some weaknesses that obstruct the teaching process. The problems appear in the language laboratory and library.

In language laboratory, the boots are not enough for all of the students. It is only 24 boots within the language laboratory and the total numbers of students are 40. So the other 16 children cannot use the boots and it means the students cannot study equally one another. Because of this problem, the teacher rarely used the language laboratory and prefers to do it manually. The teacher read the text and the students listened to it.

In library, there is only a few numbers of books in English. It makes the students have less choice of books since their interests are different from one another. Some of the books are not suitable for the students because the stories are too hard to understand.

d. Limited time

The time of one lesson hour is only 45 minutes. Every week the students get two session meetings, and each meeting is two lesson hours. It means that every week the students only get 3 hours English lesson. This amount of time is not enough to learn English since the materials are very wide and must be learnt continuously for a long time.

Each hour lesson is not purely full to learn. But there are many obstacle that reduce the time to learn in the 90 minutes per meeting such as :

- greeting
- waiting for the students to be ready to learn
- discipline the students who make mistakes and carelessness
- waiting for the students to do their exercises
- etc

e. Topics in Lesson

In the second semester, students have to learn three themes such as Teenage Life, Recreation and Season. Within each of the theme, there are too many topics included. With the students' intelligence rate, those topics are too many. It may make the students confused when the students have not mastered the materials well but they have to continue to the next new materials. This problem can make chaos in the students' mind.

2. The Solutions for the Problem Encountered in Teaching English Second Grade Students of SMP Negeri 12 Surakarta

The problems appeared in teaching English have solutions. To gain the successful learning, the teacher must work hard to solve the problems encountered.

a. The Method

The writer continues the Grammar Translation method during the job training to explain the materials until she has done there. But the writer tries to provoke the students to speak and to be active in teaching learning process by giving them simple questions. Sometimes, the writer gives them game to make them compete.

At first, they feel strange to do the activity that they do not usually do before. But little by little, they were enthusiastic to follow the game and more concentrate to the lesson since the materials of the games are taken from the lesson.

This method is suitable for the students to make them be more active and motivated them to compete since they have high motivation to be the best among their friends.

b. Students' Attention

Draw and keep the students' attention is hard to do even for the senior teacher. It is related to how to make students interested and focus to the lesson

without forcing them to do it. It is very difficult problem to be solved to gain the successful learning and teaching process.

To solve this problem, the writer searched for the interesting materials, some of them with pictures. And other else is drawing students' attention by giving games.

Games can keep the students' attention in the related lessons that are carried on. But we have to control the students well in doing the games so that it surely educate for them.

c. Limited Facilities

The facilities may support the teaching and learning process. But we are better to not too dependent on the facilities. As long as we can do it by ourselves, we are better to do it.

The problem of limited number of booth is related to the problems of practicing listening skill. So it can be solved by playing the video on the central TV or playing the listening materials on the loudspeaker on the language laboratory so that the all of students can practice their listening skill evenly.

If the students want to answer the questions given and their voices are not loud enough, they can use the wireless microphone so that all of the students can hear his/her voice.

The problem of limited number of book can be solved by the school management in the way of providing the book that can attract the students'

interest. It is better to provide the different type of English book so that the students may choose their favorite book which is appropriate with their interest.

d. Limited Time

Two lesson hours twice a week is not enough to the students to learn English. The students need more time to master English better.

To solve the limited time that officially ruled by the National Education Department to each school, the teacher can hold an additional class after school hours in order to give more opportunities to learn English more often. The additional class can be hold after school and managed by the English teacher of each class, who understand well the competence of her/his students.

The other solution is inviting the students to join the English Conversation Club that existed as an extracullicular activity after school. This club can help the students to practice their speaking skill and make them familiar to use English actively.

e. The Topics of Lesson

Too many topics on the lesson may cause chaos in students' mind. It can be avoided by making priority list of the topics starting from the most important and the most effective to explain the materials. We have to choose which one is the most important so that it must be given as soon as possible, and which one is the less important.

We can also search or develop the materials by ourselves that may be included by some topics related each other. It needs many efforts than usual but it works better than giving the materials one by one without considering time.



CHAPTER IV

CONCLUSION AND RECOMMENDATION

A. Conclusion

This final project report discussed the English teaching of second grade students of SMP Negeri 12 Surakarta where the writer carried on the job training as an English teacher. Based on the discussion, there are three conclusions that can be drawn by the writer. The conclusions are such as follows:

1. In teaching second grade students of SMP Negeri 12 Surakarta, the writer realized that the chosen materials, the suitable method and the completeness of facilities are playing essential role in successful English teaching and learning. Moreover, the students are demanded to master the active skill in the application of Education Unit Level Curriculum.
2. The problems encountered in teaching English of second grade students of SMP Negeri 12 Surakarta.
 - a. The difference of the method which is applied to the students between the former English teacher and the writer.
 - b. The students' attention was hard to be focused in the lesson.
 - c. Limited facilities provided by school management did not support the English teaching activities.
 - d. The English teaching time is too short since English had many things to be learnt.
 - e. The topic development of each theme is too broad.

3. The solutions of the problem encountered in teaching English of second grade students of SMP Negeri 12 Surakarta.
 - a. Familiarizing the new method which is more suitable for the students than the old one.
 - b. Giving games and interesting materials including many pictures inside.
 - c. Using the alternative facilities and giving book recommendation to the school management.
 - d. Giving additional class outside of the school hours or giving advice for the students to join English Conversation Club.
 - e. Selecting the topics and then making priority list of the topics.

B. Recommendation

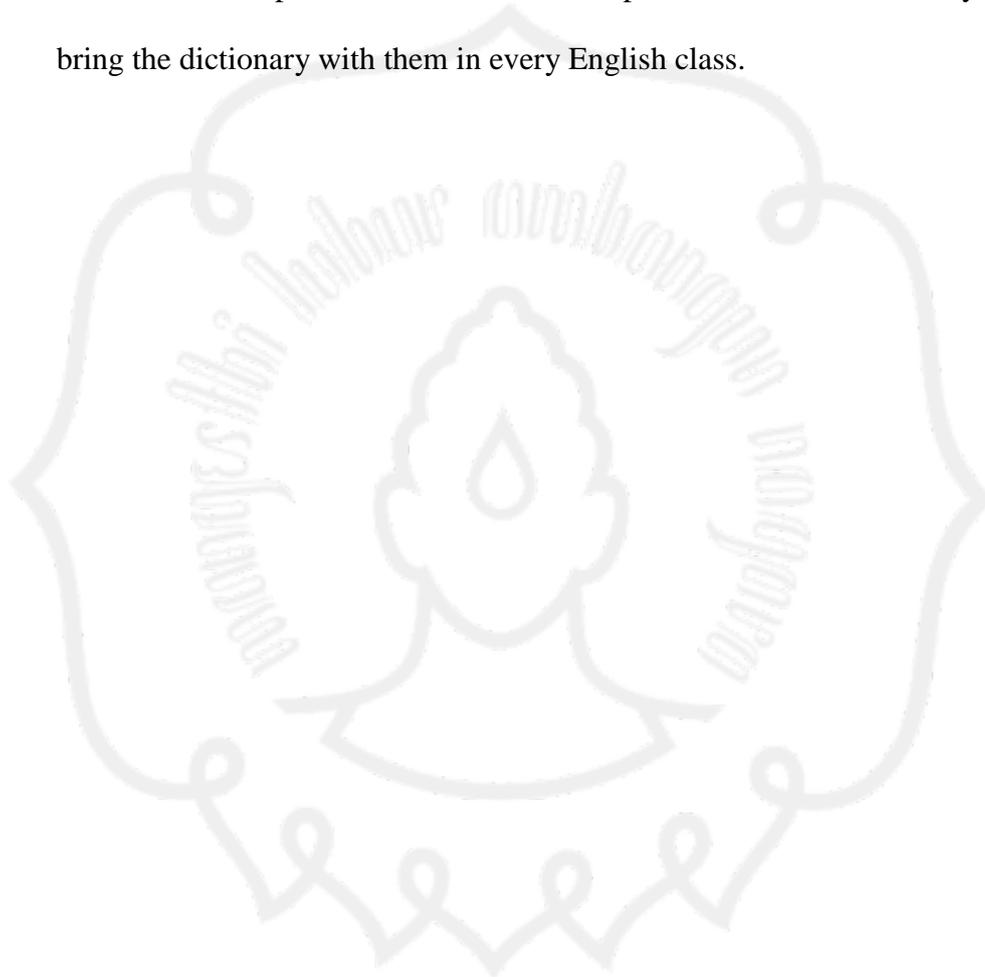
Based on the conclusions above, the writer wants to give some recommendation such as follows:

1. To the school management of SMP Negeri 12 Surakarta
SMP Negeri 12 has various facilities which may be not owned by other school. It will be better if the school management complete the equipment of those facilities so it will be more effective in supporting English teaching and learning in SMP Negeri 12 Surakarta.
2. To the English Teacher of SMP Negeri 12 Surakarta
The teacher should be more discipline to the students in giving sanction of the ignorance of task. And the teacher should give more explanation to the

students even the students did not asked for it because sometime they were too shy to ask.

3. To the students of SMP Negeri 12 Surakarta

The students should be more active and focus in learning English. They also have to do more practice and exercise to improve their skills. And they should bring the dictionary with them in every English class.



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