TEACHING READING TO THE SIX GRADE STUDENTS OF SD NEGERI LANGENHARJO 01
GROGOL SUKOHARJO

FINAL PROJECT REPORT

Submitted as a partial fulfillment of requirements in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts,
Sebelas Maret University

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The purpose of human life is to pray to Allah SWT
Do the best for your life
If there is a will, there is a way
Make your life meaningful
I would like to dedicate this final project report to:

1. My beloved father and mother, without you I am nothing
2. My beloved brothers
3. My best friends in class B, English Diploma Program
4. All my friends who support me
PREFACE

First of all I would like to say Alhamdulillahi rabbil ‘alamin to express my highest gratitude to Allah SWT who gives a chance to finish this final project report. This final project report is entitled Teaching Reading to The Six Grade Students of SDN Langenharjo 01 Grogol Sukoharjo. This report is written by me as a partial requirement in obtaining a degree in The English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. This report describes teaching reading activity to the six students in SDN Langenharjo 01 while I had done the job training.

I realize that this paper is far from perfect. Therefore, I appreciate and accept any advices and criticisms. Finally, I hope this final project report will be useful for all readers.

Surakarta, June 2010

The writer
ACKNOWLEDGEMENT

Thank to God for giving me everything in my life.

I would like to say my deepest thank to these following person:

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7. Nurisma W. Y. S.Pd, the English teacher of SDN Langenharjo 01 Sukoharjo 01 thank for guiding me.
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Surakarta, June 2010

Agustina Dwi R.
ABSTRACT

Agustina Dwi Ratnaningsih. 2010. Teaching Reading to The Six Grade Students of SD Negeri Langenharjo 01 Grogol Sukoharjo. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report is based on the job training, which has been done by me on January 11, 2010 until February 22, 2010 at SD Negeri Langenharjo 01 Grogol Sukoharjo. The aims are to describe the teaching reading at SD Negeri Langenharjo 01 Grogol Sukoharjo including the problems of teaching reading and to find out the solutions of those problems.

The writer collected the data by observing the sixth grade classes. In teaching reading, the writer used some procedures. They covered greeting, reviewing the last material, introducing and explaining the new material, doing exercises, and ending the lesson. The writer checked the students’ progress by doing exercises on Sportive, the work sheet.

There are some problems related to the teaching reading. The problems are the limited materials, the students’ condition, and problem in understanding the text. The writer also presents the solutions of the problems. It is necessary to pay attention in teaching English in the elementary school, because children have great ability to learn new language.
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CHAPTER I

INTRODUCTION

A. Background

In globalization era, English becomes one of international languages. Many sectors use English as the main language for communication. Free trade that is developing, Tourism industry and other conditions need mobilization especially in relationship between one country to other countries, for a bilateral or a multilateral relationship.

In education field, Indonesian government has policy to create high quality human recourses. It is aimed to prepare Indonesian in competition era. One of the policies is to recognize English as one of the subjects that must be given in every level of school starting from elementary school up to college. Even, some kindergartens and playgroups have introduced English to the children early.

According to Sarah Phillips, the years at primary school are extremely important in children’s intellectual, physical, emotional, and social development (Phillips, 1993). In Indonesia context, primary schools can be associated with elementary schools. The years at
elementary school are appropriate time for children to get many new things. They absorb everything much better than adult. In these ages, children have more curiosity to know about new things.

    English has four skills; they are reading, writing, speaking and listening. In elementary level, reading becomes basic skill in teaching English and it is related to other skills. By reading English, students can decode, decipher, identify, articulate, speak, pronounce, and understand, response and meaning of catching a text. Reading in English is still difficult to the students because English is a foreign language different from their mother tongue. Teaching reading in elementary school is very important to the students for anticipating the future condition. It will help them in facing difficulties in English if they are in higher level of school.

    One of the government elementary schools that includes English in its curriculum is SD Negeri Langenharjo 01 Grogol Sukoharjo. The writer had chosen SD Negeri Langenharjo 01 in doing job training for the Final Project Report as one of the requirements to graduate from English Diploma Program. In choosing the institution, the writer has a related background of study, especially the subject Method of English Language Teaching. In the institution the writer did the job training as an English teacher and focuses in Reading. Based on the job training’s experience, the writer presents discussion and
report entitled “Teaching Reading to the 6th grade students of SDN Langenharjo 01 Grogol Sukoharjo”.

B. Objectives

The objectives of this final report are:

1. To describe the teaching reading process that is conducted for six grade students of SD Negeri Langenharjo 01 Grogol Sukoharjo.
2. To find out the problems and the solutions that are faced in teaching reading

C. Benefits

The writer hopes that this final report can be useful for:

1. The English Teacher
   
   This final project report can be used as reference to increase the students’ ability in reading skill by using problem solving in this book.

2. The Students of English Diploma Program
   
   This book can be used as an additional knowledge for the students who take teaching class.
3. The Readers

It is also hoped that this final project report can give information of teaching reading for the readers especially at SD Negeri Langenharjo 01 Grogol Sukoharjo.
In Oxford learning pocket dictionary, teaching is a practice of giving education to somebody. According to Kimble & Garmezy in Brown, teaching is giving or guiding someone to learn something causing to know or understand. Meanwhile, Brown (2000:7) defines that teaching is a process of guiding and facilitating learner to learn.

Based on the definitions above, it can be concluded that teaching activity can be related to learning and it cannot be separated with learning because teaching activity includes learning activity itself. Thus, Brown defines learning as acquiring or getting knowledge of a subject or skill by studying experience or instruction. Furthermore, the definition is stated by Kimble & Garmezy: Learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice (2000:133).
In learning activity, students are active because they should work hard and do many efforts to acquire or to get knowledge of a subject. While in teaching process the teacher is active in giving the lesson materials, responsible in planning, directing student’s activities and deciding what activities should be done, how it should be done and who should do it. Jeremy-Harmer (2001:6) describes the characteristics of a good teacher as follows:

- Having ability to give interesting classes.
- Using the full range or their personality.
- Having desire to entertain students in a positive sense not a negative sense.
- Treating the students all equally.
- Knowing all students’ names.

Based on the statement above, it can be known that a teacher has important rule in teaching and learning process. Especially in elementary school, a teacher becomes the key in making good atmosphere and how he or she teaches the students in order to make them understand the lesson. A teacher needs to understand the students not only as a student but also as a child. In other words, the student can share with the teacher not only about study but also about his or her private problem.
B. Teaching English to Children

Young learners mean children who are from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Phillips, 1993:5). In other words, in Indonesia young learners are the students of kindergarten until elementary school.

The characteristics of young learners are complex, so it is difficult for the teacher to handle them. Before a teacher teaches young learners, she should understand the characteristics of her students. The understanding of a teacher to her students will be easier for the students’ learning process in mastering the language.

According to Wendy A. Scott (1990), “There are some characteristics of young learners that must be learnt by the teacher:

1. They understand situations more quickly than they understand the language used.
2. They have understanding ability through hands and eyes and ears.
3. They have very short attention and concentration span.
4. They are often happy playing and working alone.
5. They love to play, and learn best when they are enjoying themselves.
C. Reading

There are many definitions of reading. According to Oxford Advanced Learner’s Dictionary, reading is the particular way where you can understand a book, situation, etc. A reader is a person who reads, especially one who reads a lot or in a particular way (2005:1254). Moreover, Dawson (1960:2-3) gives description of reading as follows:

a) Reading is a process

It means that by reading, the readers are asked to master the specific skills, such as moving eyes from side to side following lines of paragraph, hearing and seeing the difference words, selecting main points and the major supporting details, etc.

b) Reading is thinking

It means that the readers are asked to follow what the author has expressed. Some stages that must be studied by the reader are:

1) Sum up relevant previous experiences and already learned facts that can help him understand the printed materials.

2) Follow the writer’s development and organization ideas.

3) Evaluate the accuracy and appropriateness of information and conclusion.
4) See how the printed data can be applied to solve a problem.

5) Select the important facts for his purpose.

c) Reading becomes shocking experience.

   It means that a person enjoys literature and books dealing with biography and travel.

d) Reading is a form of communication.

   It means that a writer states his ideas in writings or printing material in order that the reader may read it. Here, a writer defines a problem, prove it, share new information and entertain the reader.

   In conclusion, reading is a complex process. It is an act of communication between author & reader in a written form and to get outline of thought which the author has expressed, to follow the writer’s organization idea and to see how the printed data can be applied to solve a problem by the reader.

D. Types of Reading Materials

   When people read, they read for a purpose. They may read the instructions on a jar of instant coffee because they need to know how much coffee to put in the cup of hot water. They may glance at the newspaper headlines to see if there are any major news items that they should know. They may notice a sign announcing a new store; they
may read it because they want to find out what it sells. In addition, in the school curriculum there are also many kinds of reading materials in order to familiarize students with the text that is often found in daily life. Jeremy Harmer (1991:190) states that there are many types of reading materials based on the purpose of reading such as:

- Reading is to confirm expectations
  
  In this type of reading material, the students are given opportunity to verify their expectations about the information in the text. This type places great emphasis which make the students are interested of a subject in the text, encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

- Reading to extract specific information
  
  In this type the students are asked to read a text to extract specific information. The students should see the questions or tasks before reading the text. They answer the questions without reading the whole text.

- Reading for communicative tasks.
  
  The reading here is purposeful and communicative. Persons who read the text know that they will have to answer real questions in communication.
• Reading for general understanding.

Reading for general understanding is a skill that looks for only the main points of the text. The reader just looks for general points of the text than specific one.

• Reading for detailed comprehension.

This type of reading material gives detailed comprehension. This type gives a valuable opportunity for the students to study written English in detailed and to learn more about the topic and about how language is used. Here, the students can understand about structure of a text and recognize the functions.

Based on the definitions above we can see that many types of reading materials for the students. The students can be categorized to use one of them or all of them. In reading comprehension, the students use reading for detailed comprehension purpose.
E. Method in Teaching English Reading

Anthony in Brown states that method is an overall plan for systematic presentation of language based upon a selected approach. Meanwhile, approach is a set of assumptions dealing with the nature of language, learning, and teaching (2000:14)

Based on Prator and Celce-Murcia in Brown the major characteristics of Grammar Translation Method are:

1. The teacher teaches the students by using mother tongue with little active target language, namely English.
2. The students are often given much vocabulary in the form of list isolated words.
3. The teacher emphasizes explanation about grammar.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Give reading of difficult classical text is early begun.
6. Little attention in understanding the content of texts, which are exercises in grammatical analysis.

7. The teacher often gives drills as exercises in translating disconnected sentences from the target language into the mother tongue.

8. Little or no attention is given to pronunciation.

Based on the characteristics above, it can be known that this method focuses on grammatical rule, memorization of vocabulary, translations of texts and doing written exercises (Brown, 2000:18)
CHAPTER III

DISCUSSION

A. General Description of SD Negeri Langenharjo 01 Grogol Sukoharjo

SD Negeri Langenharjo 01 Grogol Sukoharjo was built in 1955 as Government school (SR/ Sekolah Rakyat) namely SR Grogol 2 located in Grogol Sukoharjo. Because of the government rule, the school changed into SD Negeri Langenharjo 01 which is located at Pesanggrahan street, Langenharjo No. 16 Solo Baru, Sukoharjo until now. It stands on a piece of land about 2,560 square meter area.

SD Negeri Langenharjo 01 Grogol Sukoharjo is under the supervision of Ministry of Education. SD Negeri Langenharjo 01 Grogol Sukoharjo has 11 classrooms. Besides, it has a headmaster’s room, a health center room, two libraries, a teacher’s room, a computer room, a guardian house, a mosque and four toilets.

SD Negeri Langenharjo 01 has large number of students. Totally, there are 300 students that are divided into 6 classes. It is from the first up to the sixth grade. Each of grades has two parallel classes namely class A and B, but for the second grade, it only has one room because the school area is narrow enough.
The school is located in a factory area so that it is very noisy and crowded. When I did the job training in this school, there was being built of a Sutet factory. The building materials were in the school so that it disturbed the students in conducting a flag ceremony every Monday and teaching learning activities.

SD Negeri Langenharjo 01 is led by a headmaster who is responsible to handle the school activity. It has eleven class teachers, two teachers for religion namely Islamic and Christian teacher, a teacher for physical exercises, an English teacher, and a school guardian. The class teacher is responsible to handle the teaching and learning process according to the curriculum and the lesson unit. He or she teaches all subjects except physical exercises, religion, and English subject. English subject is given to the first until sixth grade students once a week. It is held on Monday up to Wednesday. It is taught by an English honorary teacher.

B. Vision, Mission of SD Negeri Langenharjo 01 Grogol Sukoharjo

1. The Vision of SD Negeri Langenharjo 01 Grogol Sukoharjo
   - Preparing human resources in achievement, good behavior and attitude based on faith.

2. The Mission of SD Negeri Langenharjo 01 Grogol Sukoharjo
• Preparing clever, competent, creative human resources and good behavior and attitude with perspective of science and technology

C. Job Training Activities

C.1. Class Observation

I observed the sixth grade including the class and students’ condition. These are the description of the result of observation.

Totally the sixth grade consists of 40 students that are classified into 2 classes. Class six A consists of 19 students namely 7 males and 12 females and class six B consists of 21 students namely 9 males and 12 females.

During the teaching learning process, the class was quite calm. The teacher started the teaching learning process by greeting the students. The teacher asked questions related to the material that they had. The teacher asked the questions related to the material that would be given. After that the teacher explained new material.

When the teacher gave explanation, the students paid attention to the teacher. Meanwhile, the students who sat in the back of classroom did not pay attention to the explanation and instruction of the teacher. They chatted with
their friends and the others were busy with their own activities, like doing other lesson or speaking each other.

The teacher explained the new material. After that, she gave time to the students to ask questions if they did not understand the explanation. Then, the teacher continued the lesson by giving exercise. The teacher reviewed the material and then closed the session when the time was up.

C.2. Preparation for The English Teaching Class

1. Material

Teaching learning process cannot be done without prepared material. The material is one of the teaching facilities in order that teaching process run well. When I did the job training, the teacher did not give the syllabus of English. In teaching English, the teacher does not use certain reference book, but she uses Work Sheet Paper (LKS) namely Sportif, produced by CV. Harapan Baru. For semester II, the topics discussed in that book were government, order and request, earth and the planets, feelings, vacation, myth and legend. The materials above are suitable with the students’ need.

2. Lesson Plan

Before I started to teach, the teacher asked me to make a lesson plan. In teaching learning process, a lesson plan is important. It was aimed to help
me in teaching learning activities in order to run well. The lesson plan consists of warming up, reviewing, presentation, production, and follow up.

This is an example of lesson plan as follow,

**LESSON PLAN**

Class/Smt. : VI/II

Theme/Sub theme : Government

Time : 2x35 minutes

Objectives :

1. The students can answer the questions based on the text.

2. The students can pronounce the words correctly.

3. The students can understand grammar of simple present tense.

**Procedure:**

I. Warming up

   a. By greeting

      The teacher : “Assalamu’alaikum warahmatullahi wabarakatuh”.
The students: “Wa’alaikumsalam warahmatullahi wabarakatuh”.
The teacher : “Good morning students”.
The students : “Good morning, Miss”.
The teacher : “How are you today?”
The students : “I’m fine, thank you and you?”
The teacher : “I’m fine too, thank you”.

b. By asking some questions to the students related to the material

For example:

1. Who are we? We are students of SD Negeri Langenharjo 01
2. When do we learn English? We learn English every Tuesday.

II. Reviewing

The teacher will review the last material they had.

The teacher asks questions to the students as follow,

1. Did you still remember about the material last week? Yes, we did.
2. What was the material? The material was about animal.

III. Presentation

a. The teacher will read the passage titled ‘The Indonesian Country’
then the students repeat it loudly. During this activity I correct the
students’ pronunciations if the students make mistakes in
pronouncing the words.
The Indonesian Country

Indonesia is our country. The form of our country is Republic Indonesia. It is located in Southeast Asia. It lies between two oceans, Pacific and Indonesia Ocean. It is between two continents, Asia and Australia.

Indonesia is lead by a president. The president and the vice president must cooperate together. They are elected once within five years. They are elected by Indonesian in general election directly. They must be responsible to the People Consultative Assembly of the Republic of Indonesia. They have some assistants. They are ministers. The minister’s job is to assist the president. The ministers are chosen and appointed by the president. They lead their own department and responsible to the president.

b. The teacher asks the students to answer some questions related to the text as follows,

Fill in these blanks with the correct answer!
(Isilah titik-titik ini dengan jawaban yang benar!)

1. What is the English for MPR?

2. Arrange these words into a good sentence!

   Governor-province-leads-a

3. Where is our country located?

4. Is Indonesia a republic?
5. The wife of a king is a…….

6. Who is the president of Indonesia?

7. Who is the Prime Minister of Australia?

8. Who is the king of Brunei?

9. Who help president in doing his job?

10. A president is responsible to…….

c. The teacher asks the students to look for positive sentence from the passage.

For example:

Indonesia is our country.

S P O

The form of our country is Republic Indonesia.

S P O

They have some assistants.

S P O

From the sentences above we conclude that these are a form of simple present tense.

Its form is: \( S + P(\text{Verb/kata kerja}) + O \)
### Language Features

<table>
<thead>
<tr>
<th>Singular</th>
<th>Be</th>
</tr>
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<tbody>
<tr>
<td>I</td>
<td>Am</td>
</tr>
<tr>
<td>You</td>
<td>Are</td>
</tr>
<tr>
<td>He/she/it</td>
<td>Is</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
<th>Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>We/you/they</td>
<td>Are</td>
</tr>
</tbody>
</table>

(+)$S + V$s/es/is, $am$, $are + O$..........

e.g. Indonesia lies between two oceans.

e.g. Indonesia is our country.

(-)$S + do/does/am/are/is not + V1$..........

e.g. Indonesia does not lie between two oceans.

e.g. Indonesia is not our country.

(?) $Do/does/is/am/are + S + V1$..........

e.g. does Indonesia lie between two oceans?

e.g. Is Indonesia our country?
IV. Production

a. The teacher will give assignment to the students:

- Rearrange these sentences below!

b. Adi-eat-to-bread-wants
c. Learn-we-English-today
d. Have-many-they-books-home-at
e. Hobby-swimming-his-is
f. Every Monday-a flag ceremony-the-students-do
g. Classroom-the-tables-has-20
h. Go-we-home-the school-from-at 12 o’clock
i. Has-Ani-sisters-2
j. Dewi-to-the school-go-Ratih-and-foot-on

C.3. Teaching Learning Process

After writing a lesson plan, I started to teach class VI A and VI B based on the following schedule,

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00-07.35</td>
<td>Flag Ceremony</td>
<td>VIA</td>
<td></td>
<td>IA</td>
</tr>
<tr>
<td>07.35-08.10</td>
<td>VA</td>
<td>VIA</td>
<td>IIIB</td>
<td>IA</td>
</tr>
<tr>
<td>08.10-08.45</td>
<td>VA</td>
<td>IB</td>
<td>IIIB</td>
<td>IIA/IIB</td>
</tr>
</tbody>
</table>
The teaching learning process that I had done can be described as the following:

Firstly, I said “Assalamu’alaikum wr. wb. Good morning students? How are you today? After that, she asked whether they had homework or not. If there was homework, I discussed it. Then, I reviewed the last material to know whether the students still remembered or not.

Secondly, I started to explain the new material. Before I explained the new material, I motivated the students by asking some questions related to the material would be given. It was aimed to give short description about the topic and to know how far the students had background knowledge of the topic.

Thirdly, I explained the topic, after that I asked the students some questions whether they understood or not. If the students still did not understand yet, I repeated the explanation. After all students have understood, I gave exercises to the students. The exercise was given to the students to measure students’ ability in mastering the material.
If the students’ exercise was finished, I discussed together with the students. The students were asked to come in front of class and then they wrote the answer on the whiteboard. After that, she checked the exercise. If there were some wrong answers, she corrected them without erasing the wrong answer. It was aimed to ease the students in doing exercise next time. Sometime, if the time was up while the exercises had not yet finished, I asked them to do the exercise at home.

Finally, before closing the teaching learning activity, I reviewed the material. And I gave the exercises as their homework. Then, I closed the teaching learning activity when the time was up by saying “Wassalamu’alaikum wr. wb. See you next time.”

D. Method in Teaching English Reading

Actually, I used Grammar Translation Method when I taught reading to the six students of SD Negeri Langenharjo 01 Grogol Sukoharjo. I thought this method was suitable for the students because one of the characteristics of Grammar Translation Method is classes are taught in the mother tongue, with a little active use of the target language. By using this method, the students could understand my explanation and could do my instruction correctly. Especially for the elementary students, English lesson is the newest lesson for them and most of them did not have background about English before so that I should implant the lesson from the base.

Besides, this method that focuses on grammatical rules, memorization of vocabulary, translation of texts and doing written exercises (Brown, 2000:18) was
suitable for the student’s need. The students need to master grammatical rules in order to understand and comprehend the English reading text in simple sentences. Memorizing of vocabulary was important to the students because it could be used to enrich their vocabulary. I taught English Reading once gave them new vocabulary based on the text or dialogue. Although in Grammar Translation Method stated that little or no attention is given to pronunciation, the teacher emphasized it in order that the students were usual in pronouncing the English reading text.

E. The Problems in Teaching English Reading to The Six Students of SD Negeri Langenharjo 01 Grogol Sukoharjo

During conducting teaching reading activity, I faced some problems as bellow,

1. The limited materials

   When I did the job training, I just gave the worksheet and especially for English lesson, there was not syllabus in curriculum. I looked for the additional material in other books related to the material which should be given to the students based on the objective competent. In this case, the limited facilities for English lesson could not develop the students’ ability and they just concerned to their worksheet.

2. The students’ condition

   When I gave explanation, the class condition was quite calm but most of the students did not focus on the lesson. For example, when I asked
questions and asked feedback, the students did not pay attention and they could not answer the questions. Some students sitting on the back often chatted with their friends. Thus, I asked them to pay attention. They usually stopped chatting but they continued their own activity by doing homework in the class and did not pay attention to my explanation. When I gave them exercises, some students did not do the task. I spent much time to handle and to manage the class.

3. Problems in understanding the text

    Students’ vocabulary was limited and they were passive students. When they read a text, they never complained. I tried to ask question about new vocabulary and they could not answer the questions. I asked to open their dictionary but only some students brought the dictionary. I asked them whether they understood the text or not, they were just silent.

F. The Solutions to Solve The Problems in Teaching English

Reading

According to the problems above, I tried to solve the problems. The solutions are described as follow:

1. The limited materials
The school should have the syllabus in curriculum so that the teacher could prepare the English material well and in order. The teacher could concentrate what material should be given for the students. It could give ease for the teacher to look for the English material. The school should provide the handbook for the students so that they could learn more effective in English lesson. The students did not have to concern with their worksheet only. It could enrich their ability in English lesson especially.

2. The students’ condition

The teacher should understand the students’ characteristics. It means that every student has different ability in learning process. In this ages, most of students like playing. When they look bored, the teacher should act it, such as doing attractive activity like singing. It was aimed to refresh their brain and it could motivate them to continue the lesson. If the students are happy and fun, the lesson could be accepted well.

3. Problems in understanding the text

The students should be given motivation during the learning process. It is to increase their ability and to build willingness to learn English, such as the teacher should not often point the students to do the exercises. The teacher should appreciate the students’ wrong answer. Then, the teacher should give motivation to them.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the chapter III, I can describe the teaching reading process that I had done as follow:

a. I greeted the students and reviewed the last material.

b. I started to explain the new material.

c. I explained the topic and gave the exercise to the students.

d. I discussed the exercise together with the students.

e. Finally, I reviewed the material and closed the lesson.

The problems which are faced by the writer when she had the job training as follows,

a. The limited materials

The English teacher just gave me the worksheet and there were not syllabus for English lesson and the handbook for the students.

b. The students’ condition

The class was quit and calm when I gave explanation but most of the students did not focus on the lesson.

c. Problem in understanding the text

When they read the text, the student never complained. They were just silent.
According to the problems above, the writer tried to solve the problems. The solutions are described as follow:

1. The limited materials

   The school should have the syllabus in curriculum and should provide the handbook for the students.

2. Problem in understanding the text

   The students should be given motivation during reading process, such as the teacher should not often point the students to do the exercises. The teacher should appreciate the students’ wrong answer.

B. Suggestions

Based on the result of this final project report, the writer gives suggestions to:

1. SD Negeri Langenharjo 01 Grogol Sukoharjo

   To increase the quality of the English lesson at SD Negeri Langenharjo 01 Grogol Sukoharjo, the school should give innovation in teaching English so that the students are familiar with English and already to competed in a Junior High School.

2. The English teacher

   The English teacher has important role for teaching English so that she should be creative in teaching English. She should choose appropriated way to transfer the material to the students in order that the students could accept the material well.
BIBLIOGRAPHY


APPENDICES
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS SEBELAS MARET
FAKULTAS SAstra DAN SENI RUPA
PROGRAM STUDI DIPLOMA III BAHASA INGGRIS
Kampus: Jl. Ir. Satami 36 A Keningan Surakarta 57126 Telpon: (0271) 7082172 / 7977045

Surakarta, 14 Desember 2009

Nomor : NOTA KHUSUS
Lampiran : 
Perihal : PERMOHONAN IDIN PRAKTEK KERJA LAPANGAN MAHASISWA

Kepada : Yth. SD N 1 Langenhargo Grogol Sukoharjo
Di Tempat

Dengan hormat,

Dengan ini kami, Pengelola Program D.III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret, memohon kesediaan dan bantuan Bapak/Ibu kiranya dapat memberikan kesempatan kepada mahasiswa kami untuk melaksanakan Job Training atau Praktek Kerja Lapangan (Magang) di Instansi/Lembaga/Perusahaan yang Bapak/Ibu pimpin.

Praktek Kerja tersebut merupakan kegiatan kurikuler yang sangat diperlukan untuk memajukan ketrampilan mahasiswa dalam bidang kerja yang akan mereka hadapi kelak dikemudian hari. Praktek kerja yang diwajibkan kepada mahasiswa yang berlangsung selama 100 (seratus) jam.

Perlu kami tambahkan bahwa mahasiswa telah dibekali dengan kemampuan berbahasa inggris, tetapi Praktek Kerja yang mesti mereka jalani tidak harus secara langsung sesuai dengan bidang Bahasa Inggris. Selain itu, mahasiswa kami masih mengikuti perkuliahan, sesuai jadwal, sehingga mereka tidak bisa memenuhi jam kerja secara penuh.

Adapun rencana pelaksanaan tugas yang perlu dipenuhi oleh mahasiswa diantaranya: penalaran, ketrampilan, disiplin, rutinitas kehadiran, penampilan, pergaulan dan tanggung jawab.

Kami mohon agar mahasiswa selesai melaksanakan Praktek Kerja, Bapak/Ibu berkenan memberikan nilai pada formulir yang kami lampirkan. Nilai diberikan secara Kumulatif dan dikirim kepada kami dalam sampul tertutup.

Adapun mahasiswa yang akan melaksanakan Praktek Kerja adalah:

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</table>

Atas kesediaan Bapak/Ibu dalam memberikan kesempatan dan bimbingan kepada mahasiswa kami, kami mengucapkan terimakasih. Bersama ini kami lampirkan formulir penilaian.

Ketua Program D.III Bahasa Inggris

[Signature]

Yusuf Kurniawan SS, MA
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Nama : Agustina Dwi Ratnaningsih
NIM : C9507100
Semester : V (LIMA)

Untuk melaksanakan praktek kerja di :

SDN 1 Langenharjo Grogol Sukoharjo

Dalam rangka memenuhi salah satu syarat akademik untuk menyelesaikan studi pada Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret Surakarta.

Demikian agar tugas ini dapat dilaksanakan sebaik-baiknya.

Surakarta, 16 Desember 2009

Ketua Program
Penilaian Praktek Kerja
Mahasiswa Program Diploma III Bahasa Inggris
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78

*Angka 10 - 100
Model penilaian tidak mengikat

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Jurusan / Semester : D3 Bahasa Inggris/V1
NIM : C9307100

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Sukoharjo, 22 Februari 2010

Mengetahui,

a.n. Kepala SD Negeri Langenharjo 01

Guru Pembimbing

Nurisma W. Y, S.Pd

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SURAT KETERANGAN MELAKSANAKAN PKL
Nomor : 424.1/93/SD.02/II/2010

Yang bertanda tangan di bawah ini, Kepala Sekolah Dasar Negeri Langenharjo 01, menerangkan bahwa:

Nama : AGUSTINA DWI RATNANINGSIH
NIM : C 9307100
Program/Jurusan : D3 BAHASA INGGRIS
Universitas : UNS SURAKARTA

Benar-benar telah melaksanakan kegiatan PRAKTIK KERJA LAPANGAN (PKL) di SD Negeri Langenharjo 01 Grogol Sukoharjo UPTD Pendidikan Kecamatan Grogol, Kabupaten Sukoharjo.
Dimulai dari tanggal 11 Januari 2010 s/d 22 February 2010 sebagai Guru Bahasa Ingris dari Kelas I-VI selama 100 jam.
Adapun dalam melaksanakan tugasnya benar-benar aktif dan sangat membantu pelaksanaan kegiatan belajar mengajar di SD Negeri Langenharjo 01 Grogol Sukoharjo.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya dan semoga dapat dipergunakan sebagaimana mestinya.

Sukoharjo, 22 Februari 2010
a.n. KEPALA SEKOLAH

[Signature]
NIP. 195008181977011003
LESSON PLAN

Class/Sint. : VI/II
Theme/Sub theme : Government
Time : 2x35 minutes

Objectives :

1. The students can answer the questions based on the text.

2. The students can pronounce the words correctly.

3. The students can understand grammar of simple present tense.

Procedure:

1. Warming up

   a. By greeting

      The teacher : “Assalamu’alaikum warahmatullahi wabarakatuh”.
      The students: “Wa’alaikumsalam warahmatullahi wabarakatuh”.
      The teacher : “Good morning students”.
      The students : “Good morning, Miss”.
      The teacher : “How are you today?”
      The students : “I’m fine, thank you and you?”
      The teacher : “I’m fine too, thank you”.

   b. By asking some questions to the students related to the material

     For example:
1. Who are we? We are students of SD Negeri Langenharjo 01

2. When do we learn English? We learn English every Tuesday.

II. Reviewing

The teacher will review the last material they had.

The teacher asks a question to the students as follow,

1. Did you still remember about the material last week? Yes, we did.

2. What was the material? The material was about animal.

III. Presentation

a. The teacher will read the passage titled ‘The Indonesian Country’ then the students repeat it loudly. During this activity I correct the students’ pronunciations if they make mistakes in pronouncing the words.

   The Indonesian Country

   Indonesia is our country. The form of our country is Republic Indonesia. It is located in Southeast Asia. It lies between two oceans, Pacific and Indonesia Ocean. It is between two continents, Asia and Australia.

   Indonesia is lead by the president. The president and the vice president must cooperate together. They are elected once within five years. They are elected by Indonesian in general election directly. They must be responsible to the People Consultative Assembly of the Republic of Indonesia. They have some assistants. They are ministers. The minister’s job is to assist the president. The ministers are chosen and appointed by the president. They lead their own department and responsible to the president.
b. The teacher asks the students to answer some questions related to the text as following.

Fill in these blanks with the correct answer!
(Isilah titik-titik ini dengan jawaban yang benar!)

1. What is the English for MPR?
2. Arrange these words into a good sentence!
   Governor-province-leads-a
3. Where is our country located?
4. Is Indonesia a republic?
5. The wife of a king is a……..
6. Who is the president of Indonesia?
7. Who is the Prime Minister of Australia?
8. Who is the king of Brunei?
9. Who help president in doing his job?
10. A president is responsible to………

c. The teacher asks the students to look for positive sentence from the passage.

For example:

**Indonesia** is **our country**.

   S   P   O

The form of our country is Republic Indonesia.

   S   P   O

They have some assistants.

   S   P   O
From the sentences above we conclude that these are a form of simple present tense.

Its form is: $S + P(\text{Verb/kata kerja}) + O$

**Language Features**

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(+)$ S + \text{V}s/es/is, \text{am, are} + O \ldots \ldots \ldots$

e.g. Indonesia lies between two oceans.

e.g. Indonesia is our country.

(-)$ S + \text{do/does/am/are/is not} + \text{V1} \ldots \ldots \ldots$

e.g. Indonesia does not lie between two oceans.

e.g. Indonesia is not our country.

(?) $\text{Do/does/is/am/are} + S + \text{V1} \ldots \ldots \ldots$

e.g. does Indonesia lie between two oceans?
e.g. Is Indonesia our country?

IV. Production

a. The teacher will give assignment to the students:

- Rearrange these sentences below!

  b. Adi-eat-to-bread-wants
  c. Learn-we-English-today
  d. Have-many-they-books-home-at
  e. Hobby-swimming-his-is
  f. Every Monday-a flag ceremony-the-students-do
  g. Classroom-the-tables-has-20
  h. Go-we-home-the school-from-at 12 o’clock
  i. Has-Ani-sisters-2
  j. Dewi-to-the school-go-Rat’ih-and-foot-on
Government

Task 1
Listen and practice these dialogues!

And who leads our country?
A president leads our country, Mr. President!
Where is the capital of Indonesia?
The Capital of Indonesia is Jakarta.

Is West Java a district?
A governor leads a province.
Who leads a province?
No, it is not. It is a province.
Task 2
Listen and repeat after your teacher! (Dengar dan tiru'lan setelah guru mu!)

Subdistrict Office
President Palace

Task 3
Dictation! (Dikte!)

High Court - Mahkamah Agung
Vice President - Wakil Presiden
Ministry Department - Menrist
Municipality - Kota
Regency - Kabupaten
Subdistrict - Kecamatan

Task 4
Listen and repeat after your teacher! (Dengar dan tiru'lan setelah guru mu!)

1. The President
   (Presiden)
2. The Vice President
   (Wakil Presiden)
3. The Minister of Education
   (Menteri Pendidikan)
4. The Minister of Home Affairs
   (Menteri Dalam Negeri)
5. The Minister of Justice
   (Menteri Kehakiman)
6. The Minister of Foreign Affairs
   (Menteri Luar Negeri)
7. The Minister of Communication
   (Menteri Perhubungan / Komunikasi)
8. The Minister of Defence
   (Menteri Pertahanan)
9. The Minister of Social Affairs
   (Menteri Sosial)
10. The Minister of Information
    (Menteri Penerangan)
11. People Consultative Assembly of the Republic
    of Indonesia
    (MPR)
12. The House of Representative of the Republic
    of Indonesia
    (DPR)
13. Governor
    (Gubernur)
14. Regent
    (Bupati)
15. Subdistrict Head
    (Camat)
16. Village Chief
    (Kepala Desa)
17. General Election
    (Pemilu)
18. Attorney General
    (Jaksa Agung)
19. The Minister of Research and Technology
    (Menteri Riset dan Teknologi)
20. The Minister of Mine and Energy
    (Menteri Pertambangan dan Energi)
21. The Minister of Finance
    (Menteri Keuangan)
22. The Minister of Health
    (Menteri Kesehatan)
23. The Minister of Religious Affairs
    (Menteri Agama)
24. The Minister of Trade
    (Menteri Perdagangan)
Task 1
Practice this dialogue!
(Praktekkan dialog ini!)

TATA: Tian, how long does a President lead our country?
TIAN: A President leads our country for five years. He is helped by ministers.
TATA: Does a Minister also work for five years?
TIAN: Normally yes, but if his or her work is not satisfying, the President might diminish him or her.
TATA: Can a President diminish the minister if he or she is guilty of something?
TIAN: Of course he can.
TATA: What about the Vice President?
TIAN: Can he diminish minister?
TATA: No, he cannot. Only a President who can do that. Ministers are responsible to the President.
TATA: Tian, how many ministry departments are there?
TIAN: The newest report says that there are twenty departments ministry.
TATA: And what about the House of Representatives?
TIAN: The Duty of House of Representatives is to supervise the work of the government.
TATA: Do we choose all of the member of House Representative?
TIAN: No, we do not. Not all members are chosen by the people. About thirty-eight of Military National Indonesias are given right to be the member of House of Representative.

Language Corner:
1. Untuk menanyakkan tempat atau asal seseorang, digunakan kalimat tanya:
   (arti nya: Dari mana kamu berasal?)
   Contoh: A: Where are you from?
   B: I am from Jakarta.
A: Where do you come from?
B: I come from Bali.

2. Kalimat tanya digunakan untuk menanyakkan pejabat/pemimpin suatu wilayah adal ah:
   What is the leader of .................? atau Who is .................?
   Contoh: A: What is the leader of province?
   B: The leader of a province is a governor.
A: Who leads a regency?
B: A regent leads a regency.

Task 2
Complete the dialogues, then practice them!
(Lengkapilah dialog-dialog berikut, kemudian praktekkan!)
1. A: What is the leader of a kingdom?
   B: The leader of a kingdom is a ................ (king)

Bahasa Inggris Kelas VI - Smt. Genap.M2.HB
Task 3
Complete and practice these short dialogues based on the map!
(Lengkapi dan praktekk kan dialog-dialog pendek ini berdasarkan peta!

1. A: "Where is the capital of East Java?"
   B: "The capital of East Java is ... Surabaya..."

2. A: "Where is the capital of Bali?"
   B: "...Kuta...

3. A: "Where is the capital of South Sulawesi?"
   B: "The capital of South Sulawesi is ... Makasar..."

4. A: "Where is the capital of North Sumatra?"
   B: "...Sibolga...

5. A: "Where is the capital of West Java?"
   B: "...Bandung...

Task 1
Read the text carefully!
(Baca lah teks ini dengan hati-hati !)

THE INDOONESIAN COUNTRY

Indonesia is our country, and the form of our country is Republic. Indonesia is located in Southeast Asia and it lies between two oceans, Pacific and Indonesia ocean. It is between two continents, Asia and Australia.

Indonesia is lead by the President. The President and the Vice President must cooperate together. They are elected once within five years and elected by the citizen of Indonesia in general election directly. They must be responsible to the People Consultative Assembly of the Republic of Indonesia. They are Ministers. The Ministers job is to assist the President. The Ministers are chosen and appointed by the President. They lead their own department and responsible to the President.

Task 2
Read the text carefully!
(Baca lah teks ini dengan hati-hati !)

THE DISTRICT GOVERNMENT

Indonesia consists of some islands. Every island is divided in some provinces. The head of a province is called governor. The province is divided again into some regencies. The head of a regency is called regent. A regency consists of some subdistricts. A subdistrict is led by a subdistrict head. Finally a subdistrict is divided into some villages. A village chief leads a village. The village is the last government on district.
Task 3
Answer the following questions!
(Jawablah pertanyaan-pertanyaan berikut ini!)
1. A province consists of some ...
   Answer: ...
2. Who leads a province?
   Answer: ...
3. Does regent lead a regency?
   Answer: Yes
4. Who leads a subdistricts?
   Answer: Subdistrict head
5. What is the last government on district?
   Answer: (Fill in)

Task 4
Find these English words in the box!
(Cari kata-kata bahasa Inggris ini dalam kolom!)
1. President 5. Republic 9. General election
3. Minister 7. Regent
4. Village chief 8. Subdistrict head

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| P W N A M O J F A R G Y I S E O J D B |
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| W Y I H D K A O F I E L F O S E F C E |
| G E N E R A L E L E C T I O N N W K Z A |
| Z F K R I L M O S V U X A K O L C D |
| R V I C E P R E S I D E N T A F E D Y |
| O T A U J I X O L R E P U B L I C K O |
Task 1
Translate the text above into Indonesia!
(Terjemahkan teks di atas ke dalam Bahasa Indonesia!)

NEGARA INDONESIA


Task 2
Arrange these sentences into a good paragraph!
(Susunlah kalimat-kalimat ini menjadi sebuah paragraph yang baik!)

a. A president works for five years.
b. Indonesian people choose President from the election.
c. Sometimes he works in President palace or goes outside the country.
d. Every year the President makes a report about his job to this assembly.
e. President responsible to the People's Consultative of the Republic of Indonesia.
f. The election is held once every five years.
g. Someone may become a president if he gets the majority voice from the election.

Answer:


Memorize!
(Ingatlah!)

<table>
<thead>
<tr>
<th>No</th>
<th>COUNTRY</th>
<th>CAPITAL</th>
<th>No</th>
<th>COUNTRY</th>
<th>CAPITAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indonesia</td>
<td>Jakarta</td>
<td>6</td>
<td>Australia</td>
<td>Canberra</td>
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<tr>
<td>2</td>
<td>United State</td>
<td>Washington DC</td>
<td>7</td>
<td>United Kingdom</td>
<td>London</td>
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<tr>
<td>3</td>
<td>Singapore</td>
<td>Singapore</td>
<td>8</td>
<td>Netherlands</td>
<td>Amsterdam</td>
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<tr>
<td>4</td>
<td>Malaysia</td>
<td>Kuala Lumpur</td>
<td>9</td>
<td>Vietnam</td>
<td>Hanoi</td>
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<tr>
<td>5</td>
<td>Thailand</td>
<td>Cambodia</td>
<td>10</td>
<td>Japan</td>
<td>Tokyo</td>
</tr>
</tbody>
</table>

Task 3
Fill in the blanks with the correct words in the box!
(Isilah titik dibawah ini dengan kata-kata yang benar dalam kolak!)

1. Japan is an empire. An empire... leads an empire.
2. Bali, South Sumatera, and Central Java are the names of... in Indonesia.
3. Jumapalo is a village. The leader of a village is a...
1. Thailand is a kingdom. A __________ leads a kingdom.
2. A king has a daughter. We call her __________.
3. Indonesia is a Republic. A __________ leads a republic.
4. The leader of a regency is a __________.
5. North Sulawesi is a province. A __________ leads a province.
6. A __________ is the wife of a king.
7. The son of king is a __________.

<table>
<thead>
<tr>
<th>a. Village Chief</th>
<th>c. Regent</th>
<th>e. King</th>
<th>g. Province</th>
<th>i. Queen</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Prince</td>
<td>d. President</td>
<td>f. Princess</td>
<td>h. Emperor</td>
<td>j. Governor</td>
</tr>
</tbody>
</table>

**NOTE**

Memorize!
(Ingatlah!)

1. Indonesia is a republic.
2. A president leads a republic.
3. A king leads a kingdom.
4. An emperor leads an empire.
5. A governor leads a province.
6. A mayor leads a municipality.
7. A regent leads a regency.
8. A head of district leads a district.
9. A head of subdistrict leads a subdistrict.
10. A village chief leads a village.

**Exercise**

A. Choose the correct answer by crossing (x) a, b, c or d!

( Pilih jawaban yang benar dengan memberi ianda silang (x) pada huruf a, b, c atau d !)

1. The head of our country is the __________
   a. president  b. minister  c. governor  d. regent
2. A __________ leads a subdistrict.
   a. village chief  b. mayor  c. head of subdistrict  d. head of district
3. A president do his job in __________
   a. high court  b. president palace  c. subdistrict  d. regency
4. The assistant of the president is __________
   a. governor  b. minister  c. village chief  d. regent
5. The capital of West Java is __________
6. A __________ is the head of a province.
   a. governor  b. subdistrict head  c. vice president  d. minister
7. A regent leads a __________
   a. village  b. subdistrict  c. province  d. regency
8. A subdistrict is divided into some __________
   a. provinces  b. subdistricts  c. villages  d. countries
9. "Menteri Dalam Negeri" English is __________
   a. The Minister of foreign Affairs  b. The Minister of Health
   c. The Minister of Home Affairs  d. The Minister of Trade
10. Lampung is a province. It is led by a __________
    a. regent  b. president  c. governor
11. A: "Where do you come from?"
    B: "I come from China."
    A: "Is China a kingdom?"
    B: "No, it is not. It is a __________".
       a. republic  b. municipality  c. empire  d. district
12. The leader of an empire is __________
    a. an emperor  b. a king  c. a prince  d. a queen
13. Where is the capital of Myanmar?
14. United state is led by __________
    a. president  b. king  c. queen  d. prime minister
15. A municipality is lead by _____________.
   a. mayor  c. village chief
   b. regent   d. subdistrict head

16. A: "What is the capital of North Sulawesi?"
   B: "It is ____________."
   a. Samarinda  x. Ujung Pandang
   b. Manado  d. Pelu

17. Now, our Vice President is _____________.
   a. Megawati
   b. Susilo Bambang Yudhoyono
   c. Abdurrahman Wahid
   X. Yusuf Kalla

B. Fill in the blanks with the correct answer!
   
   (Isilah titik-titik ini dengan jawaban yang benar!)

1. What is the English of MPR?
   \textit{Answer:} 

2. Arrange these words into a good sentence:
   Governor - province - leads - a
   \textit{Answer:} 

3. Who is our country located?
   \textit{Answer:} 

4. Is Indonesia a republic?
   \textit{Answer:} 

5. The wife of a king is a _____________.
   \textit{Answer:} 

6. Who is the President of Indonesia?
   \textit{Answer:} 

Who is the Prime Minister of Australia?
   \textit{Answer:} 

7. Who is the Prime Minister of Australia?
   \textit{Answer:} 

8. Who is the king of Brunei?
   \textit{Answer:} 

9. Who help president in doing his job?
   \textit{Answer:} 

A president responsible to _____________.

\begin{center}
\textbf{PERBAIKAN}
\end{center}

\begin{center}
\textbf{(Jodohkan!)}
\end{center}

1. Emperor
2. Kingdom
3. Regency
4. Empire
5. Governor
6. Queen
7. Government
8. Country
9. Vice President
10. Prime Minister
11. Ambassador
12. Municipality

\begin{center}
\begin{tabular}{ll}
   a. Kabupaten & f. Perdana Menteri
   b. Kekaisaran & g. Pemerintah
   c. Gubernur & h. Ketumadiya
   d. Negara & i. Ratu
   e. Duta Besar & j. Waki President
   l. Kaisar & k. Kerajaan
   \end{tabular}
\end{center}
Fill in the blanks!
(Isilah titik-titik dibawah ini!)

Prokon
Mr. Susilo Bambang Yudhoyono is the ........ of the ........ of Indonesia. The ........ Mr. Juissul Kalla helps him do his job. The president forms ........ who are responsible directly to the president. Both of them work for ........ Years. They are chosen on the ........ But they can be diminished sometimes by ........ if his jobs fail.

### Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Presiden</td>
</tr>
<tr>
<td>Vice president</td>
<td>Wakil Presiden</td>
</tr>
<tr>
<td>Minister</td>
<td>Menteri</td>
</tr>
<tr>
<td>High Court</td>
<td>Mahkamah Agung</td>
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<tr>
<td>Governor</td>
<td>Gubernur</td>
</tr>
<tr>
<td>Regency</td>
<td>Kabupaten</td>
</tr>
<tr>
<td>Regent</td>
<td>Bupati</td>
</tr>
<tr>
<td>Municipality</td>
<td>Kotamadya</td>
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<tr>
<td>Mayor</td>
<td>Walikota</td>
</tr>
<tr>
<td>Village Chief</td>
<td>Kepala desa</td>
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<tr>
<td>Province</td>
<td>Propinsi</td>
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<tr>
<td>Monarchy</td>
<td>Monarki</td>
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<tr>
<td>Head of State</td>
<td>Kepala Negara</td>
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<tr>
<td>Capital</td>
<td>Ibu kota</td>
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<tr>
<td>Lower</td>
<td>Lebih rendah</td>
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<td>Head of Subdistric Office</td>
<td>Kantor Kecamatan</td>
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<tr>
<td>Official language</td>
<td>Bahasa resmi</td>
</tr>
<tr>
<td>Head of Government</td>
<td>Kepala Pemerintahan</td>
</tr>
<tr>
<td>How many</td>
<td>Berapa banyak</td>
</tr>
<tr>
<td>Royal Palace</td>
<td>Istana Raja</td>
</tr>
<tr>
<td>Ambassador</td>
<td>Duta Besar</td>
</tr>
<tr>
<td>Premier Minister</td>
<td>Perdana Menteri</td>
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<tr>
<td>Area</td>
<td>Wilayah</td>
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<tr>
<td>Son</td>
<td>Anak laki-laki</td>
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<tr>
<td>The house of representative</td>
<td></td>
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<tr>
<td>Regional house of representative</td>
<td></td>
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<tr>
<td>People Consultative of The Republic of Indonesia</td>
<td>MPR</td>
</tr>
</tbody>
</table>

Called : Disedebut
Correct : Benar
Statement : Pernyataan
King : Raja
Queen : Ratu
Prince : Pangeran
Genel : Tandur
Government : Pemerintahan
Govern : Memerintah
Leader : Pemimpin
Republic : Republik
Vice : Wakil
Help : Membantu
Central : Pusat
Chef : Kepala / Pemimpin
What : Apa
Who : Apa
Person : Orang
Home Affair : Urusan di X negeri
Justice : Keadilan/kekhaliman
National : Nasional
Emperor : Kaisar
Empress : Kaisar Wanita
World : Dunia
Diminish : Menterah }

Bahasa Inggris Kelas VI - Smt. Genap: M2.11B