The English Teaching and Learning Process for the First Grade Students in SMP Negeri 2 Nogosari

FINAL PROJECT REPORT
Submitted as Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letter and Fine Arts
Sebelas Maret University

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Final project report:

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iii
MOTTO

“Have we not expanded for you your breast and taken off from you your burden which pressed heavily upon your back and exalted for you your esteem. Surely with difficulty is ease” (Al- Insyirah: 1-5)

“And make your Lord your exclusive object’’(Al- Insyirah:8)

“Do it as you can do, and then you can say you cannot after the end of your spirit”

( The writer)

“Do it now or never” (The writer)
DEDICATION

I DEDICATE THIS FINAL PROJECT TO:

- My Almighty god, Allah SWT
- Bapak and ibu
- My sisters, my brothers and my beloved family
- All of my friends in class A English diploma program
- And all people in the hard path who are loving Allah, Rosul and Da’wah especially in SKI FSSR
In this memorable moment that I never forget, I would like to say Alhamdulillahi robbi ‘Alamin to Allah SWT who makes everything easier, possible, and strenghtensme. Thanks you for guiding me in every step of my life, for giving me blessing, lesson, and amazing love. Also listening me when I was happy and sad. Thank you for making my life wonderful, making me understands about life and let me see the world and giving me opportunity to complete this final project. sholawat and salam to the last prophet Muhammad SAW who has tought all human beings in this world to follow his risalah

However, this final project could not be accomplished without some help from several kinds of people. Therefore, in this occasion the writer would like to express her sincere gratitude to:

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7. My father and my mother I dedicate this final project especially for my mother. Thank you for being the mother, you always give me wonderful life and adventure, I am sorry for making you angry with behaviors and no word that can express my felling to you.

8. Thank to my brother and sister, you are my spirit in my life. Thank for the knowledge about anything in this life that leads me to learn that life is colorful with many kinds of behaviors.

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11. Thank to my friend Aris Jatmiko (thank to be my friend, believing me to give me advice in Islam, thank for your support and thank for help me in every lesson that I cannot understand. Evi & Nana (thanks for finishing the final project together, without you maybe everything is difficult). Dewi (thank for the joke you always make me smile) thank for Erick, Didit, Angoro, Pakde, Cuprit, Marco, Wawan (Stay healthy friends). Pandu
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12. All my friends in Faculty of Letter and Fine Arts, Especially in English Diploma Program and thanks to my friends in another faculty in UNS thank for happy and sad day.

Finally, I am aware that this final project report is far from being perfect; therefore, all suggestions and criticism are kindly accepted to improve this final project report and I hope that this report will be meaningful and useful for all Readers

Boyolali, June 29, 2010

Arif Choirul Bashir
PREFACE

First of all, the writer wants to thank for god for his blessing and guidance during finishing the study in English diploma program Faculty of letter and fine arts Sebelas Maret University.

Secondly, the writer wants to thank for all persons who have given supports and helps to finish this final project report entitled “The English Teaching and Learning Process for the first grade students in SMP Negeri 2 Nogosari”.

The writer is interested in discussing the topic because he wants to know how the process of the English Teaching and Learning Process for young learner especially in junior high school. In this case, the writer chose SMP Negeri 2 Nogosari as the place to do the job training.

This report is relatively far from being perfect, so the writer needs suggestions from many sides in order to improve this final project. Hopefully, this final project is able to give beneficial for everyone.

Boyolali, June 29, 2010

Arif Choirul Bashir
ABSTRACT


This final project was written based on the writer’s job training as an English teacher in SMP Negeri 2 Nogosari, which was done for two months. The objectives of this final project were to knowing and to understanding the teaching and learning process in the school including the problems faced by the writer.

During the job training, the writer took some activities such as observation in the class and teach the English lesson. In observation, he observed the condition of class includes the condition of students, making lesson plan, and seeing the teaching learning process in SMP Negeri 2 Nogosari. During the teaching process the writer gave some books that have been adjusted to the competency based curriculum (CBC). After the all material was given to the students, he also gave test in order to know that the students comprehend of the topic given.

The result showed that the problems that were faced in teaching and learning process were caused by the student’s motivation and interest in studying English language, and the student problems in understanding grammar also the limited time and facilities. There were some solutions to solve the student’s problems in teaching and learning English. Some of them were giving exercises and homework, teaching the material clearly and easily something used games and song to prevent the boredom. To solve the limited times and facilities, the teacher tried to manage the time as well as possible and to used time with optimum in order to finish the materials. Besides, the teacher also adds the facilities to support the materials.
TABLE OF CONTENTS

TITLE ........................................................................................................ i
APPROVAL OF CONSULTANT ................................................................ ii
APPROVAL OF THE BOARDS OF EXAMINERS ................................ iii
MOTTO ...................................................................................................... iv
DEDICATION ........................................................................................ v
ACKNOWLEDGEMENT ........................................................................ vi
PREFACE ................................................................................................ ix
ABSTRACT ........................................................................................... x
TABLE OF CONTENTS ........................................................................ xi

CHAPTER 1 : INTRODUCTION

A. Background.................................................................................... 1
B. Objectives .................................................................................... 3

CHAPTER II : LITERATURE REVIEW

A. Teaching and Learning.............................................................. 4
   1. Definitions of teaching ................................................. 4
   2. Definitions of learning .............................................. 5
B. Teaching method................................................................. 6
   1. Definitions of method ............................................... 6
   2. The kinds of method ................................................ 7
CHAPTER III : DISCUSSIONS

A. SMPN 2 Nogosari ................................................... 9
   1. Description of SMP N 2 Nogosari ................. 9

B. The activities during job training in SMP N 2 Nogosari
   1. Class observation ............................................. 10
   2. Making lesson plan .......................................... 12
   3. The process of teaching and learning
      in SMP N 2 Nogosari ........................................ 13

C. English teaching and learning process for
   the first grade student in SMP N 2 Nogosari........... 15
   1. The components in
      Teaching and learning process.......................... 15
   2. The steps in English teaching learning process.... 17
   3. The problems which arose in English teaching
      and learning process for the first grade students
      in SMP N 2 Nogosari ........................................ 22
   4. Solutions to the problems ............................... 24

CHAPTER IV : CONCLUSION AND SUGGESTION

A. Conclusions.......................................................... 27
B. Suggestions.......................................................... 29

BIBLIOGRAPHY................................................................................ 31

APPENDICES

xii
CHAPTER I
INTRODUCTION

A. Background to the Problem

English is one of the languages in the world and becomes the international language. It is used as the main language when the people communicate with other people from different nations, with different cultures and habits. English makes people easier to communicate with foreign people when they interact with them. Moreover, now we are living in the globalization era where almost all of the aspects in our life such as education, knowledge, economy, or institutions, need employers who have English competency. They are not only professional but also communicative in English fluently, both oral and written expression.

For this reason, Indonesian Government pays attention to English Education seriously. Government has decided that English is one subjects that should be thought in every level of education starting from elementary schools, junior high schools, senior high schools until universities. The purposes are to motivate and to prepare the students, in order to make them ready and confident in studying English in the higher level.

A teacher has an important role in teaching English to the students and young learners. The way to make the students understand about the lesson becomes great challenge for the teachers. The teachers must be able to encourage the students so they are able to understand thoroughly. This can be done by giving them more practice and exercise. The teachers give the material suitable with the syllabus that
is based on curriculum. The method or technique of teaching must be practical in class. During the lesson, the teachers not only explain the materials but also give exercises suitable with the materials to the students. The teachers also must have preparation.

The writer is interested in teaching English to students of junior high school. The writer had job training as English teacher at SMP Negeri 2 Nogosari. The purposes of the writer are not only to complete the data for final project report but also to improve skills and abilities in teaching students. The writer teaches the first grade and second grade, but the writer focuses project in first grade class.

The process of teaching and learning English is the topic that the writer discusses in this final project report. The writer is interested in discussing the topic because the process of English teaching and learning, particularly in the first grade class in SMP Negeri 2 Nogosari is challenging and interesting to be discussed. The title of this final project is: The English Teaching and Learning Process for the first grade Students in SMP Negeri 2 Nogosari.
B. Objectives

Based on the background description above, the objectives in this final project report are:

1. To describe the English teaching and learning process for the first grade students at SMP Negeri 2 Nogosari

2. To find out the problems which arose and gave solutions to the problems in the process of English teaching and learning for the first grade students of SMP Negeri 2 Nogosari

C. Benefits

This report is expected to be beneficial for:

1. The English teachers at SMP Negeri 2 Nogosari
   
The writer expects the result of this final project could give contributions to the teachers. It is hoped that the teachers will have their own method of teaching suitable for their students, so the students will be motivated to learn English

2. Students of English diploma program Faculty of Letter and Fine Art Sebelas Maret University.
   
The writer hopes that this final project report can be used as an additional aid and as a reference for those who are interested in teaching and learning field
CHAPTER II
LITERATURE REVIEW

A. Teaching and learning

1. Definitions of teaching

Education is a combination of teaching and learning. Therefore, teaching is part of learning process. An important activity is very helpful for the students in their understanding in what they are learning. Teaching is a part of learning activity that delivers the material to the students. According to H. Douglas Brown’s definition, “teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or to understanding” (Brown, 2000: 7) Teaching can also be defined as “the way that learning happens and the process of transferring the knowledge”(Harmer, 1998:31)

Based on the statements from Brown and Harmer, the writer can conclude that teaching is an activity carried out by the teachers. Here, the teachers have an important role. The teachers are the bridge connecting between the students and the materials. The teachers give all the materials, knowledge, and information to the students. The teachers also help the students to know and to understand about subject matter. According to Harmer, teaching is the process of transferring the knowledge. Therefore, in teaching activity, there must be an interaction between the teachers and the students. Moreover, their relationships should be friendly, cooperative and conducive too, so that the intention of teaching can be successfully achieved.
2. Definitions of learning

Learning is an activity or work, which is done by the learner during the teaching and learning process to get the knowledge. (Brown, 2000: 18)

According to Harmer, learning can be defined as “the process of accepting the knowledge” (Harmer, 1998:33)

While Kinsley concludes that” learning is a process of the change of behavior by the experience and practices” (Kinsley, 1970:15). Moreover, the oxford learner’s pocket dictionary explains, “learning is a process of gaining knowledge or skill in a subject or activity” (Manser, 1995: 237)

Based on the statement above, we can describe that in learning process; the learners not only accept the materials given by the teachers in the classroom but also get the knowledge or skill by practicing the exercises. The learners must try to learn effectively and be active in class to get the expected outcomes. The active learners do not depend on the teachers, but they can look for the other resources or study by her/him self.

B. Teaching Method

1. Definitions of Method

The book teaching by principles: an interactive approach to language pedagogy, written by H. Douglas Brown explains that “ a generalized set of classroom specifications for accomplishing linguistic objectives, methods tend to be concerned primarily with teacher, student rules, behaviors and secondary with such features as linguistic and subject matter, sequencing, and materials” (Brown, 2000: 16)
Meanwhile, according to Jack Richard and Theodore Rodgers, “*method is an umbrella term for the specification and interrelation of theory and practice*” (Richard and Rodgers, 1989:154)

Jack Richard and Theodore Rodgers explain that there are three concept of method, namely *approach, design and procedure*. An *Approach* defines assumptions, beliefs, and theories about the nature of language and language learning. *Designs* specify the relationship of those theories to classroom material and activities. *Procedure* is the techniques and practices that are derived from one’s approach and design.

2. **The kinds of method**

According to the H. Douglas Brown in his book entitled teaching by principles: *an interactive approach to language pedagogy*, seen from the historical perspective, there are five kinds of language teaching method, such as:

1. **Grammar translation method**

There are several characteristics of grammar translation method listed by Proctor and Celce-Murcia (1979:3)

   a. Classes are taught in mother tongue, with little active use of target language
   
   b. Many vocabularies are taught in the form of lists of isolated words
   
   c. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
2. **Direct method**

   There are several principles of the direct method by Richards and Rodger (1986: 9-10)
   
   a. Classroom instruction was conducted exclusively in the target language
   
   b. Correct pronunciation and grammar were emphasized
   
   c. Grammar was taught inductively
   
   d. Concrete vocabulary was taught through demonstration, objects, and pictures

3. **Communicative language teaching**

   a. Classroom goals are focused on all of the component
   
   b. Students have to use the language productively and receptively outside the classroom
   
   c. Students are given opportunities to focus on their own learning process

4. **Oral-aural approach**

   a. The learning process is using modern equipment
   
   b. Performing pattern drills

5. **Electric approach**

   a. This method is combination among other methods
   
   b. The use of the method is dependent on the condition and the purpose of learning second language (Brown, 2001: 18-40)

   From the explanation above, it can concluded that the most suitable language teaching method, which is used to teach the first grade junior high
school students in SMP Negeri 2 Nogosari was the grammar translation method. To explain the material based on the grammar translation method, the writer uses the first language (Indonesian language). Using the first language will be helpful for the first grade students to comprehend the English subject, because English is a new language for them.
CHAPTER III

DISCUSSION

A. SMP NEGERI 2 NOGOSARI

1. Description of SMP Negeri 2 Nogosari

SMP Negeri 2 Nogosari is located in Mangurejo, Guli, Nogosari, Boyolali. It was established on January 14, 2001 and was operated on January 14, 2002. The building of the school is the permanent building, which stands on a piece of land about 5430 meter square.

The number of the students is 261 and the school has 31 teachers in the latest three years. As a state school, it is led by a headmaster. There are many kinds of extracurricular activities held for the students, such as boy scouts and Al-Qur'an learning center for the Muslim students. These activities are followed by the students in accordance with the schedule and are supervised by the teachers who are responsible for the activities.

The building of SMP Negeri 2 Nogosari consists of twelve classrooms, a teacher room, a headmaster room, a medical room, guidance and counseling room, an administration room, a student organization room, six bathrooms, a warehouse and so on. This school has field used for ceremony and parking area behind the teacher room.

The vision of SMP Negeri 2 Nogosari is to create the next generation who is religious, intelligent, and good personality for the future. The mission of SMP Negeri 2 Nogosari is to create the next generation to be pious to God with form a sound body and sound mind.
Beside the vision and mission, SMP Negeri 2 Nogosari also has some goals such as; the students must be successful in learning and good in personality.

Curriculum used in SMP Negeri 2 Nogosari is competency based curriculum. The application of this curriculum is taken by integrating National Education Curriculum.

B. The activities during job training in SMP Negeri 2 Nogosari

1. Class observation

Before the writer taught the students, the writer took an observation in SMP Negeri 2 Nogosari. The writer carried out the observation on January 20, 2010 until January 30, 2010. Because the English lesson in junior high school begins to be taught in the first grade classes, the writer chose the first grade class as the focus of observation and the class is VII A.

Physically, the condition of the classroom observed in class VII A was good enough and conducive for teaching and learning activities. The class has doors and some wide windows. It was also provided with some lamps, some pictures of Indonesian patriot. It also has some brooms, a feather duster to clean the classroom and there were two garbage cans that one puts in the classroom and the other puts in outside. If the classroom was very dirty because of the rubbish, the writer would ask the picket attendants on duty to clean the classroom for five minutes until ten minutes, and the other students were still in their desk. The clean and tidy classroom would make the teaching and learning process in class more comfortable, so that all of the students could concentrate more to the lesson, and the teacher was more enthusiastic to deliver the materials.
In class VII A, there were 16 desks with their chairs. Besides, there were 30 students, consisting of 20 male students and 10 female students. During the class activity, sometimes the class was noisy because the students did their own activity and they were talking to each other when the writer presented the materials.

The students who usually made noisy and did the other activity were the male students. But, when the writer reminded them, they were silent and back to listen to the writer’s explanation. So, it can be said that the writer’s control played an important role to make the class conducive.

In the class VII A. The students liked the activities that could make them happy like learning language through games. They were very enthusiastic when the writer gave the games with the riddle or game of guessing. The writer gave the games taken from the handbook or additional books. The students always cooperated with the writer especially in answering question or doing the writer’s commands.

Besides, the students also obeyed the tight rules applied in the school for example, hearing bells ring, the students entering their classroom. After that, none of the students stayed out of the classroom and they could not disturb their friends from other classes. When the writer came, they sat in their desks. From this observation, it was hoped that the purpose of teaching and learning could be reached.
2. Making lesson plan

In teaching, the teacher had to prepare the plan in order that the materials given could be controlled and they were appropriate with the curriculum. Therefore, the teacher had to prepare the lesson plan for each topic before teaching. Lesson plan was arranged in order to make the process of delivery of the materials can be easily accepted by the students.

In preparing the lesson plan, a teacher had to give attention to the arranging structure of the material, and a teacher had to be able to develop every material which has been planed based on the lesson plan.

The writer prepared the lesson plan based on the material that is given by the English teacher of class VII A, and the lesson plan based on the syllabus of CBC (Competency Based Curriculum). This curriculum consisted of four basic skills of language, namely listening, speaking, writing and reading. One topic in the lesson plan could be divided into two sessions in order that students can accept all of the topics in the materials.

In this lesson plan, one topic can be presented more than once depending on the length of the time, the topic itself and the student’s understanding. The material used by the teacher in making the lesson plan is taken from the “LKS COMPACT”. However, in presenting the materials, sometimes the writer also took the materials from the handbook published and arranged by national education department. It was borrowed by the English teacher and only owned by
the teacher because the number of the books was not enough for students. Besides, the writer took from the additional book.

3. The process of teaching and learning in learning in SMP N 2 Nogosari

Teaching and learning process are the most substantial parts in the education system. Education will succeed if the teaching and learning process run well. The teaching and learning process can run smoothly if the three components are fulfilled. They are teachers, students, and materials. If the three components can support and cooperate each other, the teaching and learning process will run successfully.

In class VII A the writer got opportunity to teach English lesson on Monday, Wednesday, Thursday and Friday in each day, English class began at 07.15 a.m. until 01.00 p.m. Before teaching and learning process begun, the writer had prepared the lesson plan and the materials in order to make the process of teaching and learning run well. In English class, to open the class, the writer greeted the students in English, and then the students answer it in English too, then the writer checked the student’s attendance before beginning the class by calling the names of the students one by one, in order to know each student. After that, the writer asked the students whether there was homework or no before starting the lesson.

The writer usually started the lesson by giving a little warming up or brainstorming, informing the topic which would be learned and then moving to the main materials. During teaching and learning process to the first grade class, especially class VII A, the writer found the important points about the using of
language. The using of English language was not effective because the majority of the students just got the English lesson in junior high school. During the English class, the language used was approximately fifty percent, and it was used together. To explain the material especially about the grammar, the writer usually used the Indonesian language more often than English language. Moreover, the English language was usually used in the form of communicative expression, such as greeting, order, command and so on.

In explaining the material, the writer always repeated it more than once in order to make the students understand the materials better. Then, the writer gave the exercises about the materials. Before it, the writer gave some examples in the blackboard as the guidance for the students in doing exercises or just explained about what the student had to do. Exercises that were done by the students would be discussed in front of the class in order to make them active. To know how far the student’s comprehension of the materials and to train the students to think, the writer asked the students to do their worksheets or “LKS”

To make the students interested in English lesson and to prevent the boredom, the writer used games as the media. Games given to students were fun, and they made the English subject more interesting, especially the games related to a certain topic. In general, the English teaching and learning at class VII A was active enough, although there were some students who were still passive in English class.
C. English teaching and learning process for the first grade student in
SMP N 2 Nogosari

1. The components in teaching and learning process

In the teaching and learning process, there are some important things such as the materials, length of time, and the methods. The teachers and the students need them in order that the process of teaching and learning can be well run

a. Material

The book are the famous important thing in the teaching and learning process in SMP N 2 Nogosari. they will be helpful for the students to understand the lesson. If there are more books as references in the teaching and learning process, there will be more progress in student’s ability.

The material that was given to the students was taken from the handbook English In Focus, published and arranged National Education Department. The teacher also made Scripts by his own to make the students understand the material easily.

To make the students familiar with the materials, the students had to have the student’s worksheet LKS COMPACT Published by GHARA PUSTAKA UTAMA KARTASURA. The student’s worksheet is used to make the students familiar with the test semester.

The teacher used the worksheet because it contained the exercises about the materials, which were appropriate for the curriculum of the English lesson at the first grade class in the junior high school. This book contained topics and
exercises that would build the student’s skill in reading, writing, speaking, listening, and grammatical item focus. The variations of the task forms were true/false, matching, completion, multiple choice, short answer, and essay.

Here, the teacher applied the tasks in classroom and adjusted with the four language skills, such as reading, writing, speaking, and listening. The last, the teacher discussed the tasks which were done by the students and gave the correct answer if there are some mistakes made by the students.

b. Length of time

Based on the curriculum issued by the government, the junior high school students in SMP N 2 Nogosari get the English subject twice a week, 90 minutes per meeting.

In order to increase the students ability in learning English, SMP N 2 Nogosari gives the additional time or extra class that was “BBI” (Bimbingan Belajar Intensif). The extra class or BBI was held once a week in an hour meeting. In the class, the students could consult the difficulties that were found in learning English and the lesson that they might not understand yet.

c. The method

The English teaching process at the first grade class in SMP N 2 Nogosari generally used “grammar translation method”. The teacher chose “grammar translation method” because this method was the most suitable method that could be applied in classroom. According to Brown, “grammar translation method is a method that focuses on grammatical rules, memorization of vocabulary and of
For the practical application of the grammar translation method, during the English class, the teacher not only used English but also used Indonesian language, so in the English class, sometimes the students were taught the materials in Indonesian language. Before continued in English language, the teacher also explained about the English grammar rules to the students. Then, the teacher gave them exercises that were related to grammatical rules, which were explained previously. Besides, the teacher also explains about the translation rules or translation of text to them, especially the teacher gave the materials which were the “reading text” with some questions and “language focus”. Language focus was usually given in the end of every session about the grammar. Here, the teacher read the text from the English story or the English book, then the teacher explained the sentences by sentences, and finally they discussed the contents or meaning of the text. After that, the teacher gave some tasks and asked the students to do them.

2. **The steps in English teaching and learning process**

From the observation done during the job training, the writer concluded that the teaching and learning English for the first grade students in SMP N 2 Nogosari could be presented as follows:
a. **Presentation**

In presenting the materials, the writer used English daily lesson plan prepared before presenting the material. The lesson plan helped the writer to manage the time efficiently. To present the materials, the writer used the deductive method in which he approached the students first then led to the topic. The activities could be described as follows:

1. **Brainstorming**

In brainstorming, the writer would lead to the topic. He would warm the students up by brainstorming, refreshing their mind, remaining them to the previous material, and he tried to make the students interested in the material which would be given. In other words, the writer approached the students and led them to the next materials. These were steps applied by the writer in class:

a. **Greeting**

In order that the students were interested in English, the writer greeted the students in English after he entered the class by saying “Assalamu’ alaikum warohmatullahi wa barokatuh” and the writer ask the condition of the students.

Then, he asked them about their activities in the previous day. For example, “what were you doing yesterday?” or “Did you help your mother?” those questions make the students habitual with English simple dialog.
b. Reviewing

After the writer gave the greeting, he asked the students to remember the previous material by discussing the homework given or gave some questions related to the previous lesson to the students. Reviewing was done in order that the students would not forget about the last lesson.

D. Warming up

In this section, the writer tried to lead to the topic which would be discussed. The purpose was to make the students ready to take the next materials and to make them interested in following the lesson of materials at the beginning.

For example, the writer discussed about the hobbies. Before, entering into the substance of material, the writer would give some questions related to the material “Hobbies”. The writer would ask for some questions, such as” Do you know what hobbies mean Ayu?”

In other words, the writer tried to attract the students to be involved in the topic before he explained the topic related so the student would be interested and enjoyable.

2. Explanation

The explanation was given after the writer had tried to make the students attracted to the next material by the warming up. The writer explained the topics based on the textbook. In this stage, the role of the teacher was to make the explanations shorter and more relevant for the students. The presentation was
demanded to be clear and efficient, lively and interesting, appropriate and productive. The writer explained the materials to the students in English first then he translated it into Indonesian. In presenting the material, the writer usually explained first about the topic which would be learned.

During the explanation the writer also gave the games to prevent the boredom and made the students interested in English lesson. The games were usually related to a certain topic.

3. Tasks

After the writer explained and presented the lesson, he continued by giving the task to the students. The teacher gave the task taken from the textbook or additional book that was copied and related to the materials given. Teacher also gave the exercises to the students from the task in “LKS” or student worksheet, and then the teacher discussed the right answers with the students. The homework given was taken from the student’s worksheet too. For the task in a group, the teacher asked the students to make a short conversation, then they had to present it in front of the class or to retell the text or story from the books by their own sentences. The teacher also still had to give the students some exercises that focused on the use of English grammar. The exercises given to the students in the form are:

a. Fill-in the blank exercises with the correct answer

The student has to fill the blank by changing the verb into simple perfect tense or past tense.
b. Write the sentences according to the form required

The students are asked to make sentence according to the form required such as positive, negative, or interrogative sentence.

c. Choose the correct answer

The students choose the correct answer of the multiple choices.

The task is given to train the students to think, to improve the students understanding in the materials given and to familiarize the students with the test semester.

b. Test

The last stage was test. After all the materials were explained to the students, the teacher gave the test to know the student’s progress in English lesson. There were categories of test applied in SMPN 2 Nogosari. The first category of test was held at the end of every month, usually called, daily test. The daily test consisted of the items of materials that have been taught during a month. The other test is final test or final exam it held by educational department, the materials consist of all the materials during 6 months. There were many types of test such as multiple choices, true-false, fill in the blank, answer the question based on the text, essay, etc
4. The problems which arose in English teaching and learning process for the first grade students in SMP N 2 Nogosari

Based on the observation, it was known that the problems that were arose in English teaching and learning process could be classified as follows:

a. The student’s problems

The first was about the wrong opinion given by the students that they consider English was a complicated lesson and often find difficulties to catch the teachers explanation well. Moreover, English language was not their daily language and as the new language, that had different system from Indonesian language for the students in the first grade class in SMP N 2 Nogosari.

The second was the average students will not study if there was no homework. It could be seen from their activities in the English class. They did not prepare the material that will be taught by the teacher. The majority of students also did not try to do the exercises from the student’s worksheet or “LKS”. If there was no command from teacher, there was only one or three students do it while the other copy their answers.

The third was that some students did not have desire and willingness to improve their knowledge. It also could be seen in teaching and learning process in classroom. They did not understand about the materials. Then when the test about the materials was given to them they cannot answer it well. Sometimes some of them try to copy their friend’s dictionary. In addition, average students were passive to following the lesson and improving their knowledge.
They did not try to look for other resources or activities that could support and improve their competences.

The next was about the students speaking skill in English. They were afraid to speak English and they were ashamed if their vocabularies were wrong. Like in the statement above that English language was not their daily language and as the new language, that had different system from Indonesian language, that they regarded that they absolutely could not speak English.

The last problem was about the student’s problem in understanding grammar they often find difficulties and did not understand about the English materials especially in using to be (is, am, are, was, were) that was used in a sentence. The students were still confused when they were asked to translate the Indonesian sentences into English sentences. They still often used *to be* in the sentences although they have to make active sentences.

Besides, the students often found difficulties to apply the tenses in English sentences because they were still influenced by the Indonesian language system. In Indonesian language, there was no verb change in different situation (present, past, future)

b. The limited time and facilities

The first was that the teacher had a limited time to deliver the materials in the classroom. The time for English lesson was four hours every week. This problem influences the teacher in delivering the material. The teacher explained the materials so fast, because they had to finish the materials before final exam.
Because of this problem, the teacher forgot the purpose of each material, but they only paid attention to the completion of the material.

The last problem was about the limited facilities such as, English magazine, English storybook, and visual aids to support the delivered of materials and to make students interested and enjoyed studying English. Here, the teachers only used examples or pictures from the school handbook. The school did not provide enough textbooks based on the curriculum but the number of books was limited and not enough for all students. Because of that, the school decided to put the textbooks into the library, so the students could just borrow them there when they get English subject or get the assignment. Therefore, the students share the books available while the subject was taught whereas the books with variation will help the students to learn English. By interviewing the headmaster and English teacher, the writer found that the books were expensive, and the government just could provide the books for other schools, which were more advanced than SMP N 2 Nogosari.

5. Solutions to the problems

The problems in the English teaching and learning process for the first grade class in SMP N 2 Nogosari could be solved by these solutions, such as:

a. Solution to the student’s problems

The first solution was by motivating the students to learn English lesson more diligently and explaining about the importance of English language to their future and lives. To increase the student’s ability in learning English, SMP N 2 Nogosari
should gives additional time or extra class. The extra class can be held after the school class, in this class, the students can consult the difficulties in learning English and the lesson that they might not understand yet. The extra class is not only for English subject but also for other subjects for junior high school.

To overcome the lazy students, a teacher can activate them by giving some exercises and homework after the teachers have finished explaining the materials. The exercises should be appropriate for the student’s ability. In addition, it will be better if the student do the exercises before the teacher asks them.

The third solution to the students with no dictionary at every English class, a teacher can suggest that the student look for other resources related to the material. They could ask their teacher about the materials that they do not understand yet or they can try to follow the English course to improve their knowledge.

The teacher has to excite the students to speak by guiding the students if they find the difficulties. The teacher always invites the students to speak in English although just simple conversation like command, greeting, order, and so on.

To solve the student’s problem in understanding grammar, the teacher should explain the material clearly and systematically especially in explaining to be sentences and verb sentences, the differences between them and how to use them in sentence. In addition, the teacher also gives the students more practices about the use of to be, verb sentences and tenses in English sentences.
b. Solutions to the limited time and facilities

To solve the limited time, the teachers should be able to manage the time as well as possible and uses the time optimum in order to finish the materials. They also have to try to make the materials understandable for the students and increase their capabilities of teaching in classroom.

To overcome the number of limited textbooks SMPN 2 Nogosari decides to put the textbooks into the library, so the students can just borrow them there when they get English subject or assignment. Therefore, the students share the books available while the subject is taught. The first grade students just have the worksheet “LKS COMPACT” they bought in the school. The teachers also copied the materials for the students. The copied materials will be given to the students, before the class begins. Besides, the teacher asks the students to borrow the books from the library, and then the students will return the books back to the library after the English class is over. Besides, the teacher should try to add the facilities to support their materials. The teachers can use English magazine, English storybook, and visual aids such as videocassette, cassette recorder, flash card, chart, etc. because of that the teacher are hoped to create the learning process more interesting, friendly and relaxed.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, the writer summarizes some important points of the English teaching and learning process for the first grade students in SMPN 2 Nogosari, Namely:

1. The writer used the grammar translation method in the process of teaching and learning English for the first grade students SMPN 2 Nogosari. By this method, students had much opportunity to improve their memorization of vocabulary and to increase their comprehension about the grammatical rules.

2. The teacher gave the task and the homework from the student’s worksheet “LKS COMPACT”.

3. To know the students progress in learning English, the test was held at the end of every month called daily test whereas the final test or final exam that was held every 6 months. There were many kinds of test, such as multiple choices test, true false item test etc.

4. The problems which arose in English teaching and learning process for the first grade students in SMPN 2 Nogosari were as follows:
   a. Students often fell confused about the using to be and verb sentences and about the pattern of past tense. Besides, the students considered that the English was the difficult subject and they lack of the
motivation to improve their knowledge. The students did not try to do
the exercises from the student’s worksheet. During the English class,
some of them were passive; they found difficulties about the materials.
Besides, some of them were lazy to bring or borrow the dictionary.
They were also afraid to speak English because they were afraid to
make mistakes.

b. The problems that appear from the limited time and facilities

The teacher had limited time to gave explanation the material.
They had to do their own lesson plan as well as possible to reach their
target lesson on time. Therefore, the teacher often forgot the purpose of
each material. It makes the teacher did not care whether the materials
were acceptable for the students or not.

The teacher needs the English magazine, English book and visual
aids to support the delivery of materials and to make the students
interested, and enjoyed studying English. They were lack of the
textbooks. The books with variation made the students knowledge
improved.

5. The solutions to the problems found in English teaching and learning
process for the first grade students in SMPN 2 Nogosari were as follows:

a. The teacher should explained more about the use of to be and active
sentences and tenses, and their implementation in the sentences clearly
and systematically. In addition, the teacher gave more practices about
the using to be and active sentences and tenses in sentences.
The teachers motivated their students to improve their English language to their future and their life. SMPN 2 Nogosari should give additional time or extra class, it was held after school class. This extra class was held to add the lesson time that limited. The teachers always giving some exercises and homework after the teacher had finished explaining the materials appropriated with student ability. In addition, the students have to bring the dictionary every English lesson and they should active in English class.

b. Solutions to the limited time and facilities

The teachers tried to make the material acceptable for the students without ignoring their needed. Sometimes the teacher copied the material for their student and they asked their student to borrow the textbook from the library. Then, students had to return it back to the library after the English class was over. Besides, the teacher should try to add the facilities to support their materials. The teachers could use English magazine, English storybook and visual aids.
B. Suggestion

Based on the discussion in the previous chapter and the problems arose, the writer presented some suggestions as follows:

1. English teacher of SMPN 2 Nogosari

   The teacher should make the teaching and learning situation more enjoyable and interesting by the playing games or singing the song together. In order that the students who considered that English lesson was the difficult subjects could more like it so, the students more motivate to follow the English class. Besides, the providing of proper materials and books with variation also would motivate the students to study.

2. The students of SMPN 2 Nogosari

   The students should be more active in class by the paid attention the teacher’s explanation, doing the assignment that had given by the teacher and asked to the teacher if there were materials that not understand yet.
BIBLIOGRAPHY


