PROBLEMS IN TEACHING TENSES
TO THE 5TH GRADE STUDENTS OF SDN JUWORO IV
GROBOGAN

FINAL PROJECT REPORT
Submitted as a Partial Requirement in Obtaining Degree in the
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CHAPTER I

INTRODUCTION

A. Background

In globalization era, many people in many countries use English to communicate. English makes people easier to communicate with foreign people. Moreover, people know in this era, almost all aspects of human life such as: economy, social, lifestyle and education get many influences from other countries mostly Europe countries. Therefore, people must know and speak English. It is a way to follow globalization era.

For this reason, Indonesian government has decided that English is one of the compulsory lessons for the students. English is taught for the students of elementary school, junior high school and senior high school to university. The purpose is to prepare Indonesian people in order to be ready to work.

In elementary school, students are given just basic materials. They learn vocabulary such as transportation, profession etc. They also learn simple grammar. The materials are given with simple questions and simple explanations.

Basically, teaching English in elementary school is accentuated in teaching vocabulary, but grammar is an important part to teach. People realize that without learning grammar, people would not be able to speak English correctly. Although people know that grammar has an important role in learning English, people feel
that grammar is a complicated part. It can be serious problem for the learners if they do not understand about grammar.

Grammar teaching has an important place in the English teaching – learning process. The writer believes that the progress in language teaching will happen if the teacher makes grammar understandable for their students.

This report is written based on the job training at SDN Juworo IV Grobogan. The writer focused on problems in teaching grammar for students of year five. The writer used present continuous tense as a material for the students.

After finishing the job training, the writer wrote the final project as a requirement of training degree in English Diploma Program Faculty of Letters and Fine Arts Sebelas Maret University. In this report of final project, the writer reports about the problems that are faced in teaching grammar for students of year five of SDN Juworo IV Grobogan.

Based on job training experience above, the writer would like to decide the title
“Problems in teaching tenses to the fifth grade students of SDN Juworo IV Grobogan”
B. Objectives

Based on the background above, the objectives are:

1. To describe the method used in teaching English grammar to the 5\textsuperscript{th} grade students of SDN Juworo IV Grobogan
2. To find out the problems of teaching English grammar to the 5\textsuperscript{th} grade students of SDN IV Juworo Grobogan
3. To find out the solutions of the problems in teaching English grammar to the 5\textsuperscript{th} grade students of SDN Juworo IV Grobogan

C. Benefits

The benefits of this report are:

1. The English teachers of elementary school
   The writer hopes this final project can be new reference for the teachers in teaching English grammar in elementary school. The teachers can find out the best method for the students to get maximal result in learning and improve the method of teaching English grammar.

2. The students of SDN Juworo IV Grobogan
   The writer hopes that this final project is useful and gives some advantages for the students. The students can find out a better way to learn English grammar.
CHAPTER II

LITERATURE REVIEW

A. Definitions

1. Teaching

Teaching is the most important part in learning process. Teaching has important roles to help the learners in order to understand the materials. According to H. Douglas Brown, “teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2007:7). Brown also says “Teaching may be defined as 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 understand.

From the statement above a teacher should show the materials clearly, help the students to solve their difficulty, give some instructions to guide the students in the classroom, providing any knowledge in order to the students know or understand.

In teaching process, teachers have an important role in doing teaching activities. They are the leader in the classroom. They must have good behavior and attitude because they are guide for the students. According Jeremy Harmer, “The behavior and the attitude of a teacher is perhaps the single most important factor in the classroom and thus can have a major effect on discipline” (Harmer, 1991:249)
In teaching, a good teacher is needed to make the students understand new topic easily. There are some issues to be a good teacher:

1) A teacher should make his/her lesson interesting
2) A teacher must love his/her job
3) A teacher should have his/her own personality
4) A teacher should have lots of knowledge not only of his/her subject
5) A good teacher is an entertainer in a positive sense not in a negative sense (Harmer, 1998:1-2)

In conclusion teaching is an activity to give the knowledge and manages the students in order that they can be discipline. In this activity the good teacher is needed to achieve the successful teaching.

2. Learning

People need a lot of information to share their opinion to the other people. The information can be acquired by learning. Learning can make people get any knowledge, improve their skill and get any experience.

H. Douglas Brown stated “Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instructions” (Brown, 2000:7)

In the explanation below, there are some understanding about learning, they are:

1. Learning is acquisition or getting
2. Learning is retention of information or skill
3. Retention implies storage system, memory, and cognitive organization

4. Learning involves active conscious focus on and acting upon events outside or inside the organism

5. Learning is relatively permanent but subject to forgetting

6. Learning involves some form of practice, perhaps reinforced practice

7. Learning is a change in behavior (Brown, 2001:7)

From the opinions above, learning is an activity that is done by the learners, to get knowledge and improve their skill. The learners are not only dependent on the teacher but also active persons.

3. Young Learners

First year students of elementary school are categorized as young learners. Young learners mean children from the first year of formal schooling (five or six years old to eleven or twelve years old of age), (Philips, 1993:5)

Young learners are divided into two groups. They are:

1. Five to seven years old

2. Eight to ten years old

The two groups above have different abilities. Based on Wendy A. Scoot and Lisbeth H Ytreberg the abilities of the two groups above are:

1. The five to seven years old
   - They can talk about what they are doing
   - They can tell about what they have done
   - They can plan activities
• They can use logical responding
• They can understand direct human interaction

2. The eight to ten years old
• They can understand abstract
• They can understand symbol (beginning with words)
• They can generalize and systematize. (Scoot and Ytreberg, 2000:1-30)

On the other hand, the children like to play more than study. But the children will learn best when they are enjoying with their fun activities in learning. This is related to the Wendy A. Scoot and Lisbeth H Ytreberg. They state, “Young children love to play and learn best when they are enjoying themselves. But they also take themselves seriously and like to thing that what they are doing is real work”. (Scoot and Ytreberg, 2000:1-2)

Based on the statements above, the young learners are the children in elementary school, who love to play and learn best. Because they still have childish character. They are easy to absorb new input, because their brain development grows fast.

The young learners have some characteristics to differ between young learners and adult learners. That characteristics can be defined into five parts, they are:
a. Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of live in school.

b. As a group they are potentially more differentiated than secondary or adult learners

c. They tend to be keen and enthusiastic learners, without the inhibitions, which older children sometimes bring to their schooling

d. Their learning can be closely linked with their development of ideas and concepts

e. They need physical movement and activity as much as stimulation for their thinking. (Brumfit, Moon and Tongue 1995:v)

Based on the statement above, it can be concluded that young learners start studying in the school, therefore they need more attention from the teacher. The young learners have more potential than adult learners, because they are diligent and active, they also need physical movement and some activities to stimulate their thinking.

4. Grammar

Grammar is an important part in learning the new language. Without grammar, the students cannot make the sentence correctly and they feel difficult to analyze the structure of the sentence.

There are many definitions about grammar that are suggested by some experts, they are:
“Grammar is partly the study of what forms (on structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rules that govern how a language’s sentences are formed” (Thornbury, 1996:1)

Cross adds “The body of rules which underlies a language is called its grammar. This grammar includes rules which govern the structure of word to form clauses and sentences that are acceptable to educated native speakers”. (Cross, 1995:26) Similarly, Ur states “Grammar is sometimes defined as the way words are put together to make correct sentences” (Ur, 1996:75)

From the definitions above, it can be concluded that grammar is the study of rules to control the structure of words and make correct sentence.

B. Teaching English grammar

The process of teaching English grammar needs appropriate teaching strategies in order to be successfully taught in the classroom. In the learning process the teacher usually applies three steps to teach in the classroom. This purpose is to make maximal result.

There are three steps to teach English grammar in learning process, they are:

- Presenting
- Practicing
- Testing

These statements are also supported by Ur who states:

In the classroom, it is the teacher’s job to promote these three learning processes by the use of appropriate teaching acts. Thus, he or she: presents and
explains new material in order to make it clear, comprehensible and available for learning: give practice to consolidate knowledge, and tests, in order to check what has been mastered and what still needs to be learned or reviewed.

The three learning processes are explained as follows:

1. Presentations and Explanations

Presenting and explaining grammar is introducing the grammar rule to the students. The teacher explains the materials must be clearly, in order that the students are not confused.

   This statement is supported by Ur who states:

   This is a place where clear thinking and speaking are of paramount importance: although you may elicit suggestions from the learners and encourage their participation in the presentation, it is essential for you to know how to present the structure’s form and meaning your self in a way that is clear, simple, accurate and helpful.

2. Practice activities

Grammar practice is usually carried out by giving some exercise. Giving exercise is used to train the student’s ability in order that they are ready to do the tests. The students must understand the explanation from the teacher, so that they can apply the grammar rule into the sentences. “The aim of grammar practice is to get students to learn the structures so thoroughly that they will able to produce them correctly on their own” (Ur, 1996:83)

3. Tests

Tests are the exercises that are given to the students in order to measure their ability after teaching and learning process. As stated by Ur “A test may be defined as an activity whose main purpose is to convey (usually to the tester) how well the tastee knows or can do something” (Ur, 1996:33)
Tests are defined into two groups, they are written test and spoken test. Written test consists of multiple choice test and essay. While, spoken tests are given only in speaking. In conclusion, giving the tests are the last steps in teaching process to decide the successful of teaching process.

C. Method of Teaching Grammar

1. Grammar – Translation Method

Teaching grammar using grammar - translation method is effective. In this method the teacher teaches to the students about: the rules of grammar, conjunction, and vocabulary. The teacher teaches vocabulary to the students in order that they translate the sentences more easily.

Grammar translation method focuses on writing exercise, the students can make a correct sentence. According to Brown, “Grammar translation method is a method that focuses on grammatical rules, memorization of vocabulary and several of declensions and conjunctions translation of text, doing written exercise”.

This method is applied by giving some texts to the students and then they translate into target language. Using grammar translation method, they can translate correctly, they also know the structure of the sentence such as: location of subject and class of word.

2. Deductive Method
In deductive method, students are given a grammatical rule with example before practice. The teacher has 3 steps that are used in deductive method. They are:

The teacher writes and draws attention to example in textbook, explains the rules with the mother tongue, and finally gives exercise.

The statement above is related with this opinion from Cross. He states that there are three steps used in deductive method:

a. The teacher writes an example on the blackboard or draws an attention to example in textbook

b. The underlying rules explain nearly always in the mother tongue and language of grammar

c. The students practice applying rules, orally and in writing

(Cross, 1995:27)

Similarly, Thornburry states, “A deductive method starts with presentations of a rule and is followed by examples in which the rule is applied” (Thornburry, 1999:29)

3. Inductive Method

In inductive method, the teacher invites the students together to study grammar rules. The teacher not only explains grammar rules specifically, but also the students analyze the grammar rule with their ability.

The inductive requires the students to identify the rule for themselves. It has the advantage of involving the students much more. This is probably the better
approach for grammatical regularities, which are easily perceived, understood and applied (Cross, 1995:28)

In conclusion, the teacher who uses the grammar translation method starts her or his explanation by teaching rules grammar, conjunction, and vocabulary. It is an effective method, because in one session the teacher can explain 3 materials. These materials are needed by the students to understand grammar quickly. But sometimes, the students feel difficult to understand these materials, because the students need long time to analyze them. So the teacher must have good strategies in order that the students can understand the materials quickly.

The teacher who uses the deductive method teaching the rules then gives some examples. It is an appropriate method, because the teacher teaches in the class clearly step by step. The teacher starts by writing the materials and giving examples on the blackboard and the student’s book. The students can always remember the materials that are given by the teacher. Then, the teacher explains the rules in their mother tongue. Therefore, the students absorb the materials more easily. The teacher gives the practice after he or she explains all materials in the class, the students do the writing practice. However, sometimes some students are lazy to write the materials in their book. They do not have any notes in their book. If the teacher always explains the materials in the mother tongue, the student’s knowledge of English vocabulary is limited. Therefore, the teacher must have good methods in order that the students want to write seriously.

In the inductive method, the teacher gives some examples to begin the teacher explanation about grammar rule. This method has advantages. In
explaining the grammar rules, the teacher involves the students to study together. Therefore, this method is easily to apply in the class. This method also has disadvantages. The teacher invites the students to be active in the class. The other students usually do not listen to the teacher, because they like to play with their friends. It is caused by they do not understand the materials, they more like to play with their friends. The teacher must have good strategies to solve the problems.
A. The Description of SDN Juworo IV Grobogan

1. The History of SDN Juworo IV Grobogan

SDN Juworo IV Grobogan is one of many elementary schools in Grobogan. It is located in Kedung Ampo, Juworo Grobogan. It was built in 1979. Its location is strategic so it makes SDN Juworo IV Grobogan easy to reach.

SDN Juworo IV has some rooms. There are six classrooms, a teacher room, a headmaster room, a school health unit (UKS), a warehouse, and three toilets. It also has a canteen and a big yard for a flag ceremony on every Monday or for sport activities. SDN Juworo IV has a headmaster, 10 teachers and a school guard. The teachers in SDN Juworo IV are grouped into two parts, they are: class teachers and specific teachers. The class teacher is the teacher who teaches the general lesson. The specific teacher is the teacher who teaches lessons such as English, religion or sport.

As an elementary school, SDN Juworo IV Grobogan has vision and missions.
The vision of SDN Juworo IV is to improve the student’s skills to reach the achievement.

The missions are:

1) Increasing the quality of the school

2) Increasing the discipline for the teachers and the students

3) Doing active, creative and effective teaching

4) Doing the extracurricular activity

Based on the vision and missions above, SDN Juworo IV Grobogan tries to be the best elementary school especially in Grobogan.
2. Chart Organization of SDN IV JUWORO Grobogan

Headmaster

School Committee

Position

Teacher of 1st Grade
Teacher of 2nd Grade
Teacher of 3rd Grade
Teacher of 4th Grade
Teacher of 5th Grade
Teacher of 6th Grade

Teacher of Religion
Teacher of English
Teacher of Religion Language
Teacher of Sport

Students

Society

--- = Coordination line
--- = Command line
The headmaster is the leader of SDN Juworo IV Grobogan. This position is same level as the school committee. The headmaster supervises the teachers and the students. The teachers supervise the students. The last position in the chart organization is the society. They are people living around SDN Juworo IV Grobogan.

B. Activities during the job training in SDN Juworo IV Grobogan

1. Class observation

In order to get enough data, the writer observed the condition and situation of teaching and learning process in the 5th grade students of SDN Juworo IV Grobogan. The writer did a class observation from February 9th until April 6th 2009. The writer chose the 5th grade students, because in this level English grammar is started to be taught.

The 5th grade of SDN Juworo IV consists of 9 boys and 11 girls. There are 10 desks, a teacher table, and a bookcase to keep things of teaching such as: chalks, books, rulers, etc. This class also has a clock, cleaning tools, and pictures. The condition of this class is good enough. The location of this class is the middle of the 4th grade and 6th grade. When the writer was doing the observation, the writer hoped that she could help the students if they had any difficulties.

2. Making the lesson plan

Before teaching the English lesson, the writer made a lesson plan. A lesson plan is a plan made by the writer to organize the teaching and learning process. It has a function to make the writer easy to teach the English lesson. The lesson plan is divided into four parts, they are:
• Building

In this stage, the writer introduced the materials to the students. It is to prepare the students readiness. This stage can be done by asking the questions related to the materials and by giving short explanation.

• Modeling of text

In this stage, the writer is a resource. The writer explained the materials clearly in the class. The writer also gave some examples related to the materials. If her/his explanation was not clear enough the students may ask the questions to the writer.

• Joint construction and individual construction

These stages are used to measure the student’s progress in understanding new materials. The writer gave commands to the students to do some exercises related to the materials. Joint construction is division where the students were given an exercise and the writer gave instructions to do the exercise more than one student or in group. Meanwhile, individual construction is a division where the students must do the exercise in their own or personal.

3. Teaching and Learning process

The writer arranged the class into four sessions, they are: opening, reviewing, explaining, exercise. These sessions were applied in teaching English grammar. Meanwhile, the exercise is held after all materials have been taught.

• Opening

In the opening session, the writer asked to the students to pray together. After that, the writer said greeting to the students.
Teacher : “Good morning students”

Students : “Good morning miss”

Teacher : “How are you today?”

Students : “I am fine, and you?”

Teacher : “I am fine too, thank you”

After the greeting, the writer asked to the students about their presence. Asking the presence was used to know the students absent or present.

Teacher : “Who is absent today?”

If there is no student absent. The students say “No one, miss”

- Reviewing

In this stage, the writer reviewed the last materials by asking some questions to refresh their memory. Then the writer corrected the homework. The writer always gives the homework to make the students remember the materials. In correcting the homework, the writer chose one of students. The students should write the answer on the blackboard. If the answers are incorrect, the writer explained the correct answer clearly.

- Explaining

The writer started to explain the new materials. The writer usually needs 20-30 minutes to explain the materials. During the explanation, the students must be silent and they are not allowed to speak to their friends. Therefore, they should pay attention to the writer. In the end part, the students were hoped to respond to the new materials by asking the questions.
• Exercise

The exercise was used to measure their understanding about the new materials. The exercise is taken from the book "Speed up English". Sometimes, the writer also made some exercises related the theme.

C. Discussion

1. English Grammar Teaching in SDN Juwuro IV Grobogan

The 5th grade is the grade where English Grammar is started to be taught. In this grade, the writer usually teaches something around the students by using grammar present tense or present continuous tense. In this final project, the writer presents the teaching of present continuous tense.

The teacher of SDN Juworo IV Grobogan, applied the deductive method in the class. The teacher taught the rules of grammar and then gave some examples. Usually the teacher wrote the rules on the blackboard and asked the students to write on the student’s book. If the students did not understand the materials, the teacher the teacher explained using some examples. In the job training, the writer applied the grammar translation method. The writer used some pictures in order that the students are easily to remember the vocabulary. The writer chose some students to do the exercise on the blackboard then the students and she translated together into Indonesia language.

Presentation and Explanation

The writer began the explanation by asking questions to the students. The writer asked them to mention one of their activities in Indonesia language. The
writer wrote the answers on the blackboard. Then, the writer divided her explanation into three sessions.

Firstly, the writer explained the materials in Indonesia language, but sometimes also spoke English. This is to introduce English language to the students. Then the writer started to explain the present continuous tense. This sentence was used to show that we are doing the activities now. According to the student's answers written on the blackboard, the writer translated into English. Here are the examples:

- Makan : Eat
- Bermain : Play
- Mandi : Take a bath
- Menulis : Write
- Berangkat sekolah : Go to school
- Berbicara : Talk
- Menonton TV : Watch TV
- Berjalan : Walk
- Belajar : Study
- Membaca : Read

Secondly, the writer writes kinds of subject on the blackboard. She explain that English has 3 parts of subject, they are:

- He, She, It
- I
- They, We, You, (two or more persons)
The subjects of the sentence are followed by to be. The subjects above have differences “to be”. He, She, It are followed by is and subject I is followed by am. Meanwhile, They, We, You, Two or more persons are followed by are.

Then, she continued her explanation about the rule of present continuous tense and wrote on the blackboard. In present continuous has 3 parts, they are: Positive, Negative, and Interrogative. She wrote the rule as follows:

\begin{align*}
(+ \text{ S } &+ \text{ to be } + \text{ Ving } + \text{ O} \\
(- \text{ S } &+ \text{ to be } + \text{ not } + \text{ Ving } + \text{ O} \\
(?) \text{ To be } &+ \text{ S } + \text{ Ving } + \text{ O}
\end{align*}

Yes, S + to be

No, S + to be + not

Then, she explained to the students about the positive sentence. It is a simple rule, because we just put “to be” before “Verb”. In present continuous tense, Verb must be ended by ing, because the present continuous tense was used to show the activities that happen now. Then, she explained about negative sentence. This sentence is different from positive sentence. We must put ‘not’ after ‘to be’. After explaining positive and negative, she explained interrogative sentence. In interrogative began by “to be” then followed by subject, Ving, object. If the students answer the question, they must write yes or no.

It is must be followed by subject and to be. In this rule, to be are related by the question. When they put no, it is followed by subject, to be, and not.
Thirdly, the writer gave some examples based on the rules available on the blackboard. She showed the difference between positive, negative, and interrogative sentence. These are the examples:

(+) Agung is writing a letter
   Agung sedang menulis surat
(-) Agung is not writing a letter
   Agung tidak sedang menulis surat

(?) Is Agung writing a letter?
   Apakah Agung sedang menulis surat?
   Yes, he is
   No, he is not

In this session, the writer just repeated her explanations about the rules of present continuous tense. The writer also translated the sentence so that the students easy to analyze the grammar rules easily. Then, the writer asked to the students whether the explanation is clear or not. If the students asked questions, the writer gave explanation again until the students understand. If there are no questions from the students, the writer continued to give exercises for the students.

Exercise

In this stage the students applied the explanation from the writer. The writer has two kinds of exercises. Firstly, the writer made 5 sentences written on the blackboard. The writer made two positives, two negatives, and one interrogative
sentence in Indonesia language. The students must translate them into English.
Secondly, the writer made five sentences in English and the students must change
them into the rules of present continuous tense. The aim of the exercise is to know
weather the students are understand the rules of present continuous tense or not,
and to try to the students to make correct sentence.

Example:

The students must translate the sentences below into English.

1. (+) Roni sedang makan hamburger
2. (+) Mereka sedang belajar bahasa inggris
3. (-) Deni dan Agus tidak sedang menonton TV
4. (-) Ria tidak sedang berjalan di taman
5. (?) Apakah kita sedang bermain basket?

The students must change the sentences below into present continuous
tense.

1. (+) She is reading a magazine
   (-) ........................................
   (?) ........................................
2. (+) A cat is sleeping now
   (-) .................................
   (?) .................................
3. (+) ........................................
   (-) They are not speaking English
4. (+) ……………………………………

(-) Tom and Jerry are not fighting now

(?) ……………………………………

5. (+) ……………………………………

(-) …………………………………….

(?) Are you swimming in the river?

2. The problems in teaching English grammar

1. The grammar rules

The students are confused with the rules written on the blackboard. The writer presents the rules as below:

(+) $S + tobe + Ving + O$

(-) $S + tobe + not + Ving + O$

(?) $tobe + S + Ving + O$

The rules made the students confused to change the positive into negative and the negative into the interrogative sentence. They are still confused to apply the rules to the sentence.

2. The students felt difficult to answer the interrogative sentence

In interrogative sentence the students must answer by putting yes or no. The writer presents the rules below:

$tobe + S + Ving + O$

Yes, $S+$ tobe
No, S+ to be + not

This rule is not clear enough for the students. They are still confused to answer the question. The students not only analyze the question but also must apply the rule above. They felt difficult to apply this rule in the sentence.

1. (+) Romi sedang makan hamburger
2. (+) Mereka sedang belajar bahasa Inggris
3. (−) Deni bagus tidak sedang menonton TV
4. (−) Ria tidak sedang berjalan di taman
5. (−) Apakah kita sedang bermain basket?

Answer:
1. Romi is eating hamburger
2. They are studying English
3. Deni and Agus are not watching TV
4. Ria is not working in the park
5. Are we playing basket?
3. The solution to the problem in teaching English grammar

1. The rules problem

It is better for the writer to add the rule written on the blackboard with other information’s about the present continuous tense. The writer could add examples for each part of the rule as bellow:

(+) She is playing the guitar
- She is not playing the guitar
(+ She is reading a magazine
- She is not reading a magazine
(+ Yes, she is
- No, she is not
(+ A cat is sleeping now
- A cat is not sleeping now
(+ Yes, is
- No is not
(+ They are speaking English
- They are not speaking English
(+ Are they speaking English?
- Yes, are they
- No are they
(+ Tom and Jerry are fighting now
- Tom and Jerry are not fighting now
(+ Are Tom and Jerry fighting now?
- Yes, Tom and Jerry
- No, Tom and Jerry not
(+ You are swimming in the river
- You are not swimming in the river
(+ Are you swimming in the river?
- Yes, are you
- No are you not
This rule made the students easily identify each part of the sentence. Therefore, they could remember it quickly. It made the students easily translate the sentence.

2. The problem of answering the interrogative sentence

In this problem, the writer must add the rule and the example. Adding the information could help the students analyze the sentence clearly. The rule as below:
3. The problem of answering the interrogative sentence

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<th>SUBJECT</th>
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<td>He</td>
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The writer could use pictures in teaching process, because the young learners like to play with pictures. The example uses the picture as below:

![Student writing](image_url)

A: Is he reading?
B: No, he is not reading.
   He is writing a book.

Using example and picture like this could help the students identify the rule of grammar. They could answer the question correctly by looking the picture and reading the conversation.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the analysis in the previous chapter, the writer writes some conclusions about teaching English grammar to the 5th grade students of SDN Juworo IV Grobogan. They are:

1. The method used in Teaching English grammar to the 5th grade students in SDN Juworo IV
   - The teacher’s method in SDN Juworo IV
     The teacher used deductive method in teaching English grammar to the 5th grade students. The teacher explained the rule and then gave some examples.
   - The writer’s method
     The writer used grammar translation method in teaching English grammar to the 5th grade students in SDN Juworo IV. It can be seen from the fact that the writer explained the grammar and vocabulary at the same time.

2. The problems that arise in teaching English grammar
   In this final project, the writer just focuses the student’s difficulties. Some of them felt difficult to understand the grammar
rules for example change the positive sentence into negative or interrogative and answer the interrogative sentence.

3. The solutions of the problems in teaching English grammar to the 5th grade students

a. The students felt difficult to understand the grammar rules

The writer should add the rules of present continuous tense written on the blackboard with other information’s about these rules. The writer should explain clearly how to change the positive sentence into negative or interrogative sentence. Beside that, the writer gave example for each part.

b. The students felt difficult to answer the interrogative sentence

The writer should give various examples such as using pictures and many exercises to the students. The writer should explain clearly how to answer the interrogative sentence. This could improve the students understanding to answer correctly.

B. Suggestions

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

1. The English teacher of SDN Juworo IV Grobogan

The teacher of SDN Juworo IV should be more concerned with the activities of the English teaching and learning. The teacher
should have good strategy to attract the student’s attention during the class. The teacher can know the student’s condition. So that she knows the progress of the students. Increasing the student’s attention, can be done by improving the materials. The teacher can take the materials from the internet or other references.

2. The students of SDN Juworo IV Grobogan

The students of SDN Juworo IV are active students. They like asking and answering the questions to the teacher. During explanation, the students should pay attention the teacher’s explanation in order that they understand the grammar rules more easily. The students should do the exercise by themselves. So they can ask their difficulties to the teacher and the teacher can explain clearly until they understand.
BIBLIOGRAPHY


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