

**THE ENGLISH TEACHING METHODS FOR THE 4th GRADE
STUDENTS IN SDN 03 PENDEM, MOJOGEDANG**



FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the

English Diploma Program, Faculty of Letters and Arts

Sebelas Maret University

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in SD N 03 Pendem Mojogedang

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MOTTO

"The Man who says He never has time is
the laziest Man"

(Lichterberg)

"The worst in the business world is the
situation of no decision"

(Napoleon)

"A medical doctor makes one healthy, the
nature creates the health"

(Aristoteles)

DEDICATION



I dedicate this final project to:

- ✓ My beloved Mother and Father
- ✓ My sister and My Niece
- ✓ My dearest friend
- ✓ All peoples in my heart

PREFACE

Firstly, I would say thank to God for all the blessing given to me. I would also say thank for all people who support me and give inspiration in writing this final project report antitled “The teaching methods used in teaching and learning English of 4th grade in SDN 03 Pendem, Mojogedang”.

The main reason that attracts the writer mind to write this final project report is to give motivation for the students majoring in Teaching. The writer also tries to give good methods in teaching and learning English.

Finally, the writer hopes that this final project report will be useful reference for the readers and will give more information about methods in teaching and learning English.

Surakarta, Februari 2010

Rini Supartini

ACKNOWLEDGMENT

First of all I would like to say thank you to Allah SWT for blessing and guiding me in my activities I do. Thanks for giving me motivation and inspiration to finish this final project report You are the most gracious and the most merciful.

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11. All the students in SDN 03 Pendem, Mojogedang, Rahmad, Isnaini, Rosita, Andika, Rani, Imam, Aldi, Kristina and the other students, I know that all of you have ability in English, be confident okey!!

Surakarta, Februari 2010

Rini Supartini

ABSTRACT

Rini Supartini, 2010, The English Teaching Methods for the 4th Grade Students in SDN 03 Pendem, Mojogedang, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report studies about the English teaching methods applied in 4th grade of SDN 03 Pendem, Mojogedang. The writer wants to know The English teaching methods and tries to find the appropriate method to create a possible environment for students getting good lesson.

In collecting the data the writer had interviewed the Headmaster, the teacher and the students. The result from the analysis the English teaching method applied in 4th grade of SDN 03 Pendem, Mojogedang has still a number of problems during the teaching, not only from the teachers but also from the students. The writer chose Direct method and Communicative method to encourage students to use English in daily conversation. As a result, those methods are very good to teach English.

Based on the description above, the writer wants to give suggestion to SDN 03 Pendem, Mojogedang. To support the students in learning, it will be better if the teacher has good method to teach English.

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CHAPTER I

A. INTRODUCTION

In globalization era, English becomes important language. English lesson is important in our education. Now everything uses English in the global era. Industry sector and trade grow very fast, so we need modern technology and sciences. We also adopt sciences from abroad. All of the technology is usually operated by using English as direction, for example computer, machine for industry, electronic tools, etc. This condition makes English very important to learn, because English is one of the international languages. Most Indonesian people do not understand English, so the government insists on English teaching and learning for Elementary school.

There are many methods in English teaching. Therefore, teachers should select a suitable method for students. A suitable method to teach can help the student in understanding the materials easily. A suitable method is very effective for situation and condition of the teaching and learning process in Classroom. Using the suitable method is hoped that the teacher can deliver the materials clearly and the students can understand the lesson easily. Beside that, the teacher should also be able to make students active in the classroom. In addition, suitable method will make the process of teaching and learning in the classroom effective, finally the purpose of the teacher and students can be achieved.

Considering this case, in teaching-learning process, the teacher must pay attention to the method used. The teacher must make English class joyful. It means that students feel fun in learning teaching process. Monotonous activities

make the children bored. The teacher must make English method in joyful such as singing and games in the classroom. Managing a big class is not as easy as anybody thinks. It needs patient and high motivation for teaching. Beside that, also need a good preparation for teaching, such as media and facilities.

There are many reasons why the writer chooses the 4th grade elementary students. As young learner, children have great talent in learning new things, including language. The children are able to receive new language easily. The only apparent acceptance to this is pronunciation, which is learned more easily by young learners (Children) as state by Penny Ur (Penny, 1996:286). Moreover, they have good memory. They can memorize new vocabularies better and faster than adult. Beginning, the teachers have to arrange the activities as well as possible to get their attention because they usually get bored fast.

Based on the explanation above the writer chooses Pendem 03 Mojogedang as an institution for job training. The writer wants to improve skills and abilities in teaching students. The writer teaches students of the 3th grade up to the 6th grade, but the writer focuses on 4th grade.

After finishing this job training the writer will report how English teaching at SDN 03 PENDEM and the title of project is “THE ENGLISH TEACHING METHODS FOR THE 4th GRADE STUDENTS IN SDN 03 PENDEM MOJOGEDANG KARANGANYAR”.

B. PROBLEM STATEMENTS

Based on the background above, the problem statements are:

- a) What methods are used by the teacher to improve students' ability of 4th grade in SDN 03 PENDEM MOJOGEDANG?
- b) What are the weaknesses of the methods teaching-learning English of 4th grade in SDN 03 PENDEM MOJOGEDANG?
- c) What are alternative methods used in teaching and learning English of 4th grade in SDN 03 PENDEM MOJOGEDANG?

C. OBJECTIVES

- a) To know the methods used in learning and teaching of 4th grade in SDN 03 PENDEM MOJOGEDANG?
- b) To know the weakness of the methods used in teaching and learning English of 4th grade in SDN 03 PENDEM MOJOGEDANG?
- c) To find the alternative methods used in teaching and learning of 4th grade in SDN 03 PENDEM MOJOGEDANG?

D. BENEFITS

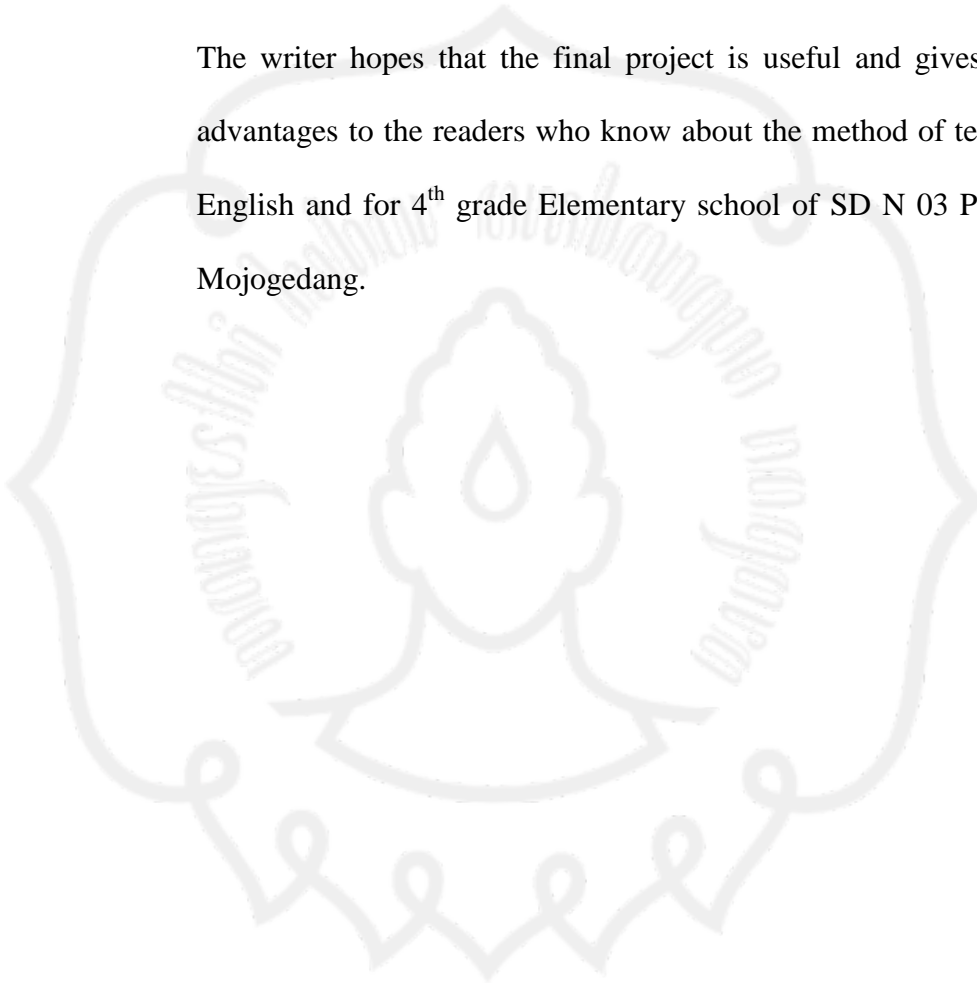
The Writer hopes that this final project can give benefits to:

1. The teacher in SDN Pendem 03, Mojogedang, Karanganyar.

The Writer hopes the final project can be useful for the teachers in Pendem Elementary School especially English teacher, to raising the student's ability in learning English and to finding the best method in teaching English class.

2. The Readers

The writer hopes that the final project is useful and gives some advantages to the readers who know about the method of teaching English and for 4th grade Elementary school of SD N 03 Pendem Mojogedang.



CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning

A.1. Teaching

Education consists of teaching and learning. Teaching is done by someone to give knowledge to others. The success of education depends on teaching and learning process. Brown (2000: 7) states in *Principles of Language Learning and Teaching* that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, knowing or understanding. This activity involves active communication and interaction between students in information during study. As stated by Wright in his book entitled *Roles of Teacher and Learner* “Teaching is essentially social activities implying relationship between teacher and learner”. (Wright, 1987: 10).

In teaching activities, teachers absolutely have significant roles and close relationship with students in delivering messages or knowledge. According to Stephen N. Elliot (1999: 369) “Teacher acts as Curriculum facilitator and not Curriculum planners”. It can be concluded that teacher as the center of education is faced by a number of decisions to be made in the classroom. As a manager classroom, a teacher must control the student in determining what the students suppose to do and acquire. The responsibilities of teacher in managing favorable atmosphere and media to support learning are important.

According to Thomas J. Lesley, II in her book *Strategy for effective teaching* (2000: 18) the strategies and methods for motivating students are:

1. Be sure students can fulfill their basic school needs.
2. Make sure the classroom is comfortable, orderly and pleasant.
3. Help students perceive classroom as valuable.
4. Be sure that the tasks are suitable for students.
5. Help students set reasonable goals.
6. Provide variety in learning activities.
7. Use cooperative learning methods.
8. Monitor students work: provide feedback.

In teaching activity, there must be an interaction between teachers and students and their relationship should be friendly, cooperative and conducive too, so the intention of teaching can be successfully achieved.

A.2. Learning

Learning cannot be separated from teaching. According to Douglas Brown (2001: 7), learning is “acquiring or getting of knowledge of a subject or a skill by study, experience or instruction” meanwhile Kimble and Garnezy (1963: 133) states, “Learning is relatively permanent change in a behavioral tendency and result of reinforced practice”. Learning does not always happen in formal class, but it can happen in our daily life as experience.

Here are some understandings of learning according to Brown in (2001: 7):

1. Learning is acquisition or “getting”
2. Learning is retention formal of information or skill
3. Retention implies storage system, memory, cognitive organization
4. Learning involves active, conscious focus and acting upon events out side 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)

To achieve success in the learning English language, the students must have high motivation. This motivation will support them to try their ability in practicing exercise and also getting knowledge. We can conclude that learning is activity to get knowledge through complex processes, not only mental process but also physical process.

B. Young Learners

In Indonesia, young learners can be categorized as students of Elementary School. In their ages, their brain development grows fast. That’s why learning language from earliest time is very important. According to Wendy A Scott and Lisbeth H Ytreberg (2000: 1) in their book *Teaching English to children*, young learners are divided into two main groups:

1. The five to seven years old (beginner stage)
2. The eight to ten years old

Furthermore, Wendy A. Scott explained that there are some characteristics of young learners that are relevant to language teaching and learning:

- a) Young learners use language skills long before they are aware of them.
- b) Young learners understand situations more quickly than they understand language used.
- c) Young learners have very short attention and concentration.
- d) Young learners cannot decide for themselves what to learn.
- e) Young learners love to play, and learn the best when they are enjoying themselves.
- f) Young learners are enthusiastic and positive about learning

(Scott, 1990:3)

From the statement above it is true that young learners have their own ability to know and appreciate new things around them, like new sounds and new words. They love playing and learning something which are enjoyable for them.

C. Teaching and Learning Methods

According to Brown, H. Douglas in his book *Teaching by Principles* (1994: 16), Method is “a generalized set of classroom specifications for

accomplishing linguistic objectives. Method tends to be concerned with teacher and student role and behaviors and secondary with such features as linguistic and subject-matter objectives, sequencing and materials”.

Larsen and Freeman in his book *Techniques and Principles in Language Teaching* (1986: 4), states that there are eight methods of teaching:

1. The Grammar-Translation method

- Grammar is studied deductively that is, Students given the grammar rules and examples,
- The ability to communicate in the target language.
- The students are taught to translate from one language to another.
- The teacher is authority in the classroom, and the students do as the teacher says.
- Emphasizing vocabulary and grammar.
- Primary skills at the reading and writing,
- The teacher supplies the students with the correct answer in facing the student's errors.
- The students and teacher use native language.

2. Direct method

Direct method has one rule that is no translation allowed

- The grammar is taught inductive that is: the students are presented with an example and figure out the rule or generalization from the examples.
- The teacher and the students are more like partners in teaching and learning process.
- Reading in the target language should be taught from the beginning instruction.
- The syllabus used is based upon situation or topics.
- Primary skills at spoken language.
- Vocabulary is emphasized over grammar.
- The native language should not be used in the classroom.

3. Audio-lingual method

This methods focus on pronunciation, pattern drills and conversation practice. The characteristics of this method are:

- The teacher is a leader, while the students are imitators.
- The aim is to use the target language communicatively.
- Pronunciation is taught from beginning, often by students working in language laboratories on discriminating between members of minimal pairs.
- The narrative language and the target language has separate.

- The habits of the students' native language are taught to interface with students attempt to master the target language.
- The students should learn to respond to either verbal or non-verbal stimuli.
- Speech is more basic to language than the written form.

4. Communicative approach

This method involves in real communication. The characteristics of these methods are:

- Teacher is facilitator of the students in learning English.
- The target language is a vehicle for classroom communication.
- The goal is to enable students become communicatively competent.
- Language is for communication.
- Emphasizing in language function.
- Students should be given an opportunity to express their ideas and opinions.
- The students' native language has no particular role.
- The teacher evaluates students' accuracy and fluency.

5. Community language learning

The purpose from community language learning is to make students learn how to use the target language communicatively.

The characteristics of these methods are:

- Building relationship with and between the students is very important.
- The students depend on the teacher.
- Any new learning experience can be threatening.
- The teacher responds to the students' feeling.
- The students' native language is used to make the meaning clear.
- The teacher encourages the students' initiative and independences.

6. The Total Physical Respond Method

- The students are imitators of the teacher.
- The teacher interacts with the whole group of the students and with individual student.
- The methods are introducing to the students' native language the meaning is made clear through body movements.
- The teacher is director of all students' behavior.

- Formal evaluation is conducted simply by commanding individual students to perform a series of action.

7. Suggestopedia

The purpose of suggestopedia is to accelerate the process by which students learn to use a foreign language for everyday communication. The characteristics of suggestopedia are:

- The teacher initiates interactions with the whole group of students and with individual's right from the beginning language course.
- Emphasizing vocabulary and speaking communicatively.
- Students' native language translation is used to make the meaning of the dialogue clear.
- Evaluation is usually conducted on the students' normal class performance not formal test.

8. Silent way methods

The purpose of silent way is to be able to use the language for self expression, perceptions and feelings. The characteristics of silent way methods are:

- The role of the students is to make use of what they know, to free themselves of any obstacles and to actively engage in exploring the language.
- The teacher sets up situation that focus student attention on the structure of the language.
- Vocabulary is somewhat restricted at first.
 - The meaning is made clear by focusing the students' perception
 - The students' native language is used to give instruction when necessary.
 - The teacher never gives a formal test.

The writer chose Direct Method and Communicative Approach Method in teaching and learning to children. There are many reasons why the writer chooses Direct Method and Communicative Approach:

- ∇ Suitable methods with the condition in the classroom
- ∇ Students are more joyful because the teacher is partners in teaching and learning process
- ∇ Enable students to give an opportunity to express their ideas and opinions in communication or spoken language.

CHAPTER III

DISCUSSION

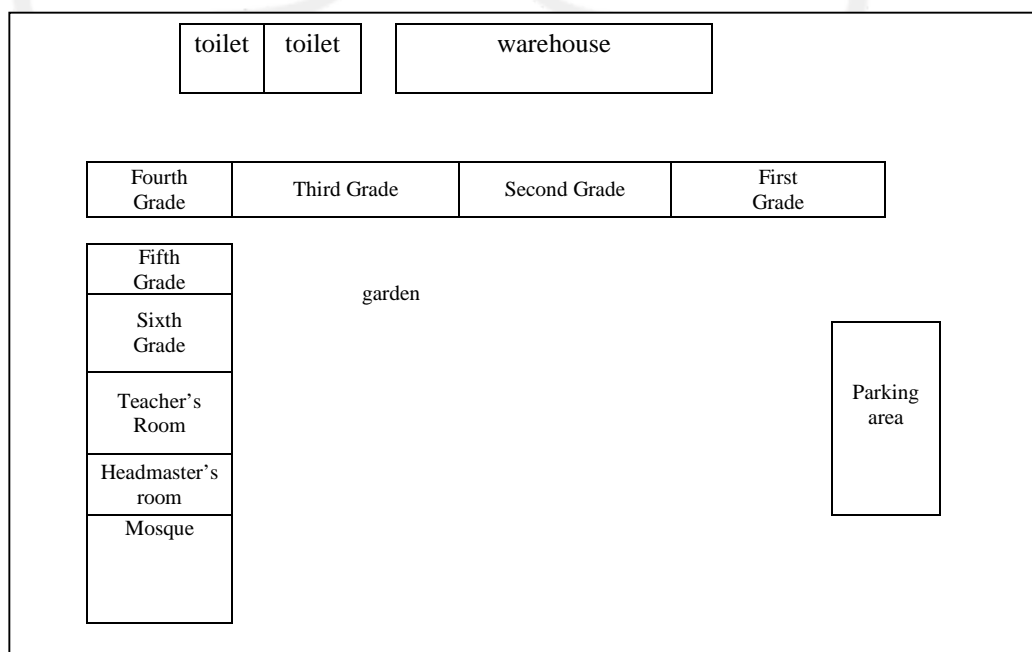
A. Description of SDN 03 Pendem, Mojogedang

1. Description and brief history of SDN 03 Pendem, Mojogedang

SDN 03 Pendem, Mojogedang is one of formal Elementary School in Karanganyar. It is located in Sukorejo, Pendem, Mojogedang, Karanganyar. SDN 03 Pendem, Mojogedang was established in 1979. Since it was established, the headmaster has been replaced for 7 times. Today, the headmaster of SDN 03 Pendem, Mojogedang is Hartini, S.Pd.

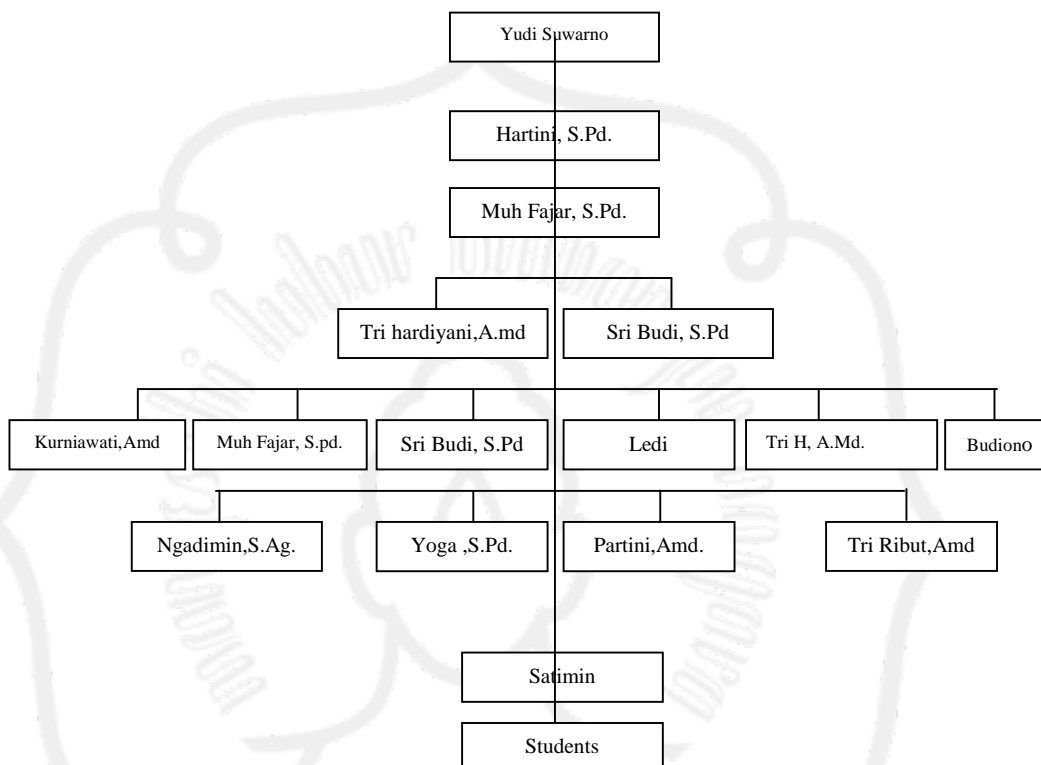
SDN 03 Pendem, Mojogedang was built on government land. The school building consists of the headmaster's room, teacher's room and six classrooms. There are also other rooms such as school medical unit room, library, mosque, parking area, gardener room and two bathrooms.

The map of SDN 03 Pendem Mojogedang



SDN 03 Pendem, Mojogedang has 12 teachers. It is divided into two groups, ten fulltime teachers and two part time teachers. Each of them has responsibility to handle the class. Two part time teachers teach Sport and Computer.

The teachers' structure SDN 03 Pendem, Mojogedang



Notes:

1. Yudi Suwarno : Head of school committee
2. Hartini , S.Pd : Headmaster
3. Muh. Fajar, S.Pd : Vice headmaster and Fifth grade teacher.
4. Sri Budi Utami, S.Pd : Financial and Fourth grade teacher.
5. Tri Hardiani, A.Md : Secretary and Third grade teacher .

6. Kurniawati, A.Md : Sixth grade teacher.
7. Ledi Sunarto : Second grade teacher.
8. Budiono : First grade teacher.
9. Ngadimen, S.Ag : Islamic religion teacher
10. Ribut Triyono, A.Md : Sport teacher
11. Partini : English teacher
12. Yoga : Computer teacher
13. Satimin : Gardener

The total number of Students in SDN 03 Pendem, Mojogedang are 122 Students. 76 students are boys and 48 girls. Most of them are native villagers. The teaching and learning process in SDN 03 Pendem, Mojogedang is held six days in a week. From Mondays to Saturdays, it begins from 07.00 to 10.00 for first grade and second grade students, from 07.00 to 12.00 for third grade to sixth grade students.

The curriculum used in SDN 03 Pendem, Mojogedang is Competence-based curriculum. This school gives ten subjects for the first and second classes, twelve subjects for third until sixth classes. The subjects are general ones, religion, sports, English and some extracurricular subjects such as Scouting, Traditional dance.

2. Vision and Mission of the school

a) Vision

- To be an intelligent in the thinking, attitude and glorious morals
- Excellent in academic achievement

b) Mission

Based on the vision above, the mission of the school are:

- To increase devout the ones and only God
- To produce the human resources who are intelligent, discipline and good morals
- To create education which has good quality

3. Extracurricular

SDN 03 Pendem, Mojogedang is holding some extracurricular activities to increase students potentials outside the academic potential. The extracurriculars are:

- Camping
- Art dances consists of traditional and modern dances.
Traditional dance are Jaranan and Lesungan
- Volleyball.

B. Job training activities

1. Class observation

The class observation was focused on the Teaching method of English lesson in the teaching and learning process. Before doing the teaching practice, the writer observed the English lesson in the class fourth of SDN 03 Pendem, Mojogedang.

The writer would also know the facilities supporting the teaching and learning activity. There are tables, chairs, blackboard, information board, chalks, rulers, pictures of heroes, alphabets, brooms and dustbin. The classroom is always clean because each classroom makes cleaning in a group.

There are 35 students, consisting of 25 boys and 10 girls. English lesson is taught for 70 minutes once a week for every class. It is taught on Friday from 07.00 to 08.10.

When the teacher entered the class they suddenly sat down. After that, the teacher greeted the students and then asked one student to pray. The teacher began the lesson by reviewing the previous lesson and correcting the homework if there was. After that, the teacher gave new material. When the teacher explained in front of the class sometimes students were busy with their own activity and became noisy. The teacher wrote some new vocabularies related the materials' theme on the blackboard. The teacher discussed and told the meaning of the word then the teacher asked the students to listen the way the writer pronounced the words and to repeat after the teacher.

In observing the way the English teacher taught English, the teacher used “Grow with English book 4” published by Erlangga as the source book.

2. The English class activities

Before entering the classroom, the writer prepared the lesson plan first, the writer will get a good class management. The lesson plan consists of four basic stages. They are; warming up, presentation, production and follow up. By doing those steps orderly, the teacher can estimate the time needed accurately.

In teaching English the writer included one of the reading, writing, speaking or listening skill. As the skill focus, in the teaching and learning activity the process of teaching English consists of some activities, they are:

- a) Warming up
- b) Presentation
- c) Production
- d) Follow up

Lesson plan

Learners : 4th grade Students of Elementary School

Topic : Clothes

Theme : My favorite clothes

Genre : Description

Text : Monologues

Procedure

1. Warming up

- a. By greeting
- b. By asking questions to the students related to the material

For example:

▽ What kind of clothes do you know?

▽ What kind of clothes do you like?

2. Presentation

- a. The writer introduces the material of clothes. The students are taught how to pronounce the new words by repeating after the teacher.
- b. The teacher explains about the clothes.
- c. The teacher shows the example of clothes.

For example:

A: What is this?

B: This is clothes.

3. Production

- a. Make a small group consisting of two students
- b. The students are asked to complete some dialogues. They must discuss with their friends (partner). Then they write the answer on the blackboard.

For example:

A: What is he wearing to school?

B: school uniform.

4. Follow up

The students are asked one by one to memorize clothes.

3. Teaching and learning in the classroom

Procedure:

a) Warming up

Before beginning the lesson, the writer greeted the students. The greeting usually done between the writer and the students are as follow:

The writer : good morning, students?

The students : good morning, miss.

The writer : How are you today?

The students : I am fine, thank you.

After greeting, the writer checked the students name attendances' by calling the names of the students one by one.

To begin the lesson, the writer asked the students some simple questions related to the topic. This activity aims to know the students background knowledge about the material.

The examples of the questions for warming up with the topic clothes are as follows:

- Do you have clothes?
- Do you have a short?
- Do you like wearing T-shirt?
- What color do you like?
- Mention other clothes that you like to wear?
- What are they?

When the writer asked to the students the first question, they do not answer that because they did not know the meaning. So, the writer repeated the question in Indonesia while a little bit insert some familiar English word in the question. By using the mixed language, the students can answer the question by using mixed language too.

b) Presentation

The writer introduced some vocabularies related the topic. The writer shows the pictures of the things in the topic. The students are taught how to pronounce the new words by repeating after the teacher.

The writer made some interaction with the students the interaction are:

The writer : what is it (pointed the picture)

The students : Baju Hem panjang

The writer : in English is “Shirt”! Now repeat me!

The students : it is a shirt.

The writer wrote in the blackboard, and explains about clothes. The writer asked the students to mention the object that writer pointed. This activity would be done until the students has understood most of the vocabularies and pronounce correctly.

The writer tried to encourage the students to be active. Picture was very useful to support for students. The writer will re-explain, if the students are sill confused about the material.

c) Production

The students work in group. The writer makes some activities like a game. The students will cooperate in their own groups. This activity can make students learn English automatically. Beside that, the teacher can also ask the students to practice dialogue with their partners. Then they have to present it in front of class. This session sometimes is not used because of limited time.

d) Follow up

The teacher can review all of the material generally. Then the writer give the students time for ask what they not understood. The teacher closed the lesson by saying” enough for today and See you...” and the students answer “See you Miss...”

C. Discussion

1. Teaching method in SDN 03 Pendem, Mojogedang

For 4th grade students SDN 03 Pendem, Mojogedang has used the main English material from a book. Now, the title of the book is “Grow with English 4” published by Erlangga. “Grow with English 4” is the main source book in English teaching.

English teaching in this school focuses on increasing of vocabulary, as much as possible in order that the students can use in the daily activity.

There are four skills for the support of the teaching and learning English process, they are Listening, Reading, Speaking and Writing.

1.1. Teaching Listening

Listening is important for the students. This activity will improve their capability in learning English. In fact, the students are as Listeners. They listen to the greeting and what the teacher says in the class though the teacher does not explain the whole material in English.

Teaching listening in this school never uses audio or audio visual media because the time is not enough. Listening can also be applied though it is not included the material that is being taught. For example, the teacher asks some students to do something such as:

- Close the door, please!
- Open your book on page sixty!
- Clean the blackboard, please!

After do the activities, the other students will suppose to understand the command.

1.2. Teaching Speaking

Teaching speaking in the basic level is the formal people do in English course. But, teaching speaking emphasizes on the students bravery to express something in English. The teacher usually asks students about simple question such as:

- Good morning my students....?
- How are you?
- What's your name?
- What time is it?
- What day is today?
- Where do you live?
- Have you have breakfast?
- What date is it today?
- What is the lesson now?

The writer does the same activities like the teacher, but the writer adds an activity. The writer asks the one student to come in front of class to practice discussions based on the book used. The writer concludes that this method is similar to audio-lingual method.

1.3. Teaching vocabulary

The direct method is used to teach vocabulary. To apply this method, vocabulary is taught with pictures and reality. There is no translation.

The book used by the students provides picture with English label. The pictures are familiar objects for the students, so they will recognize the names of the things directly.

Repetition is needed in teaching vocabulary. By repetition the students will be easier to memorize new vocabularies. The students are asked to repeat the word in the picture after the teacher.

1.4. Teaching reading

Teaching reading comprehension here in 4th grade is explaining the meaning of a text of reading passage sentence by sentence. So, then it will develop full a paragraph. But, if there are students asking something about the meaning that is not known yet, then the writer will answer the meaning of the word.

Then, if there is no question from students about the meaning, students are asked to answer question teacher gives.

For example:

Allisa's Uniform

Allisa is an Elementary student. She wears her uniform when she goes to school. Her shirt is white and her skirt is red. Her hat is red and white. She wears white socks and black shoes. Her bag is blue. She goes to school by bicycle. Her bicycle is pink.

- ∇ Who is Allisa?
- ∇ What does she wear to school?
- ∇ What color is her bag?
- ∇ Does she wear red and white hat?

Here the writer does the same activities with the teacher when the writer is asked to teach in the classroom. The writer gives the translation of passage orally. Then, the students are asked to answer the question.

For explanation above, it can be concluded that this method is similar to grammar translation method.

2. Learning method in SDN 03 Pendem, Mojogedang

Elementary students are no longer beginners and are able to communicate in a basic way. They can arrange some sentences together, construct a simple story or take part in predictable speaking interactions.

In the classroom, the teacher had difficulty to make students always concentrate, they often made noises in teaching activities. They chatted when the teacher give examination to the students. Sometimes they did not want to sit, but they sometimes ran to their friend's seat and disturb the others. This condition automatically disturbed the class activities. It made the teacher think about what kind of method that was appropriate for them to learn English well.

The focus of the teaching English in SDN 03 Pendem, Mojogedang was vocabulary and pronunciations. Then the writer changes with new methods, the English teaching methods used were direct method and communicative approach method.

D. The effectiveness of teaching and learning method

For an efectiveness in the class, we must have good method in teaching and learning. It can be seen from the product of the outcome from teaching and

learning process between the student and the teacher. Sometimes, students are ashamed when they want to ask to the teacher about the difficult material, so the teacher must give high motivation for them.

For effectiveness, the writer used 2 methods they are Direct method and Communicative approach method. It is suitable for teaching and learning English of elementary school.

The application of Direct method was simplified by using pictures, charts and labelled object. In this method, the students were given pictures of the object such as, Fruits, Vegetables and Animals with the English under the pictures. The pictures given were the familiar object for the students, so they can directly recognize the names of objects by their own language.

With the picture and the name below it, students were asked to read it by using this method, students can directly know the name of the things in their native language.

The communicative approach method used by the writer is quite effective for increasing the students' ability in the English conversation. For example, the teacher asked the students to practice dialouge with their partner. The writer instructed the students to say in the right expression, for example pray to start or finish the the lesson. The writer also gave command and instruction in English for example, asking the students to clean the blackboard, raising their hand. The teacher has to mix English and Indonesian language in communication with students. It is useful for the students who have lack English vocabulary.

The aim of using 2 methods is to train and build english speaking skills, to give motivation to the students with understandable communication.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

This report discusses the teaching method used in teaching and learning English of the 4th grade SDN 03 Pendem, Mojogedang, where the writer had the job training for a month.

Based on the discussion, the writer can conclude about the strategies, the weakness and the alternative method of teaching and learning English at SDN 03 Pendem, Mojogedang. Some conclusions are:

1. The methods used in learning and teaching English of 4th grade in SDN 03 Pendem, Mojogedang.

The strategy used by the teacher in SDN 03 Pendem, Mojogedang is explaining the material for the students only. The students were given on exercises by the teacher. The strategies are vocabulary and pronunciation methods. This condition is monotonous and makes the students bored and not enjoyable. The teacher does not make a good relationship and communication with the students.

2. The weakness method used in teaching and learning English of 4th grade in SDN 03 Pendem, Mojogedang.

The weakness of teaching and learning English in SDN 03 Pendem, Mojogedang is that the teacher had the difficulty to make the students always concentrate. They often make noises during teaching class activities. They also move from one seat to another seat. This disturbs the other students.

The teaching method that is used by the teacher makes the students confused, because the teacher does not combine the method with the other method properly.

3. The alternative method used in teaching and learning English of of 4th grade in SDN 03 Pendem, Mojogedang.

The alternative method of teaching and learning in SDN 03 Pendem, Mojogedang is Direct method and Communicative approach method. The application of Direct method was simplified by using pictures, charts and labeled object. The picture that was given were familiar with the students, so they can directly recognize the names of object by their own language. By the picture and the name, students can directly know the names of things in their native language.

The communicative method is effective for increasing the student's ability in English conversation. The writer gave command and instruction in English for example, asking the students to clean the blackboard, raising their hand. The writer has to mix English and Indonesian language in communication with students. It is useful for the students who have lack of English vocabulary.

B. SUGGESTION

1. SDN 03 Pendem, Mojogedang

SDN 03 Pendem, Mojogedang should complete more source books, pictures or artificial object to help the students in explaining the material.

2. The English teacher of SDN 03 Pendem, Mojogedang

Teaching English to young learner is different from teaching English to adult since children are different in characteristic: Learning capability and attitudes. The teaching strategies of the teacher are needed. The teacher is suggested to be creative and should be patient in facing the student's behaviors.

3. The students of SDN 03 Pendem, Mojogedang

The students must pay attention to the teacher when the teacher explains the material. The students should be more diligent and active in classroom. They should practice the exercises everyday in order to improve their capability in learning English. The students must also motivate themselves to be active students so, the students will accept the material easily.

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