METHODS USED IN TEACHING ENGLISH TO THE FIFTH GRADE STUDENTS IN SD N 3 BABADAN SAMBI BOYOLALI

FINAL PROJECT REPORT

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

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APPROVAL OF CONSULTANT

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MOTTO

😊 Our main business is not to see what lies dimly at a distance,
but to do what lies clearly at hands 😊

(Thomas Carlyle)

😊 An optimist sees an opportunity in every calamity, a pessimist
sees a calamity in every opportunity 😊

(Winston Churchill)

😊 It's never too late to be what you might have been 😊

(George Elliot)
DEDICATION

I would like to dedicate this final project report to:

- My Beloved Parents
- My Beloved Sister
- My Beloved Supervisor
- My Beloved Friends
- Myself
PREFACE

I would like to give thanks to Allah SWT who is always blessing me in finishing this final project report entitled “Methods Used in Teaching English to the Fifth Grade Students in SD N 3 Babadan Sambi Boyolali”.

The writer did the job training as an English teacher and the writer taught the third, fourth, and fifth grade students, but the writer used only the fifth grade as the focus of this final project report. This report discussed about the methods used in teaching English to the fifth grade students in this Elementary School including the difficulties that the writer found in applying those methods.

Finally, this final project report is still far from being perfect. So, some suggestions are welcomed. The writer hopes that this final project report can be benefits for all the readers especially who are interested in teaching English to young learners.

Surakarta, January 2012

Happy Purnamasari
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Surakarta, January 2012

Happy Purnamasari
ABSTRACT

Happy Purnamasari. 2012. Methods Used in Teaching English to the Fifth Grade Students in SD N 3 Babadan Sambi Boyolali. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report was written based on the job training done by the writer in SD N 3 Babadan Sambi Boyolali. The objectives were to describe the methods used in teaching English to the fifth grade students and to explain the difficulties encountered by the writer in applying those methods.

During the job training, the writer taught English to the fifth grade students by using some methods, they were grammar translation method, direct method, and communicative approach. The writer used grammar translation method to teach reading and writing skills because by using this method, the students will be easy to understand the material because they were taught by using bilingual language and they were allowed to speak in their mother tongue. The direct method was used to teach vocabulary and to teach listening and speaking to the students. This method was useful because it helps students to habituate their tongue in spelling English words. The communicative approach was used to improve student’s capability in English conversation.

In applying those methods, the writer found some difficulties. When applying grammar translation method, the writer found it difficult to teach grammar to the students because the students of this class were still hard to understand the grammar rules. To solve the problem, the writer gave more examples and exercises to the students. In applying direct method, the writer found difficulties because the writer’s pronunciation was still not good enough. So, the writer tried hard to pronounce the words clearly, and sometimes the writer used pictures to help the students understand the vocabularies. In applying communicative approach, the writer found it difficult to improve student’s confidence when they were asked to practice the dialogues in front of the class. So, the writer tried to give some gifts to the students who dare themselves to practice the dialogues.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL OF CONSULTANT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL OF THE BOARD EXAMINERS</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>PREFACE</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Objectives</td>
<td>2</td>
</tr>
<tr>
<td>C. Benefits</td>
<td>3</td>
</tr>
<tr>
<td>CHAPTER II: LITERATURE REVIEW</td>
<td>4</td>
</tr>
<tr>
<td>A. Teaching</td>
<td>4</td>
</tr>
<tr>
<td>B. Young Learners</td>
<td>6</td>
</tr>
<tr>
<td>C. Teaching English to Young Learners</td>
<td>7</td>
</tr>
<tr>
<td>D. Teaching Methods</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER III: DISCUSSION</td>
<td>12</td>
</tr>
<tr>
<td>A. School Description</td>
<td>12</td>
</tr>
</tbody>
</table>
B. Job Training Activities ................................................. 13
   1. Class Observation .................................................. 13
   2. Teaching ............................................................. 14
   3. Making Lesson Plan ............................................ 15

C. Methods in Teaching English to the Fifth Grade Students
   in SD N 3 Babadan Sambi ......................................... 16

D. Difficulties in Applying the Methods ......................... 23

CHAPTER IV : CONCLUSION AND SUGGESTION ............ 25
   A. Conclusion ........................................................... 25
   B. Suggestion ........................................................... 28

BIBLIOGRAPHY

APPENDICES
CHAPTER I
INTRODUCTION

A. Background

In Indonesia, English as a second language is taught early in the level of elementary school. It means that in Indonesia, there is an effort to introduce English to children from the early age. It is inline with what Lenka (2006) says that the sooner children start learning foreign language, it will be better for them. When they are still children, their brain and memory is ready for learning. As a result, they can learn language quite well.

Moreover, teacher in the classroom should choose the suitable methods to teach English for children. They can use the direct method to introduce English directly to the children. It is important to make children familiar with the English words. If the students are familiar with the words, they will understand the meaning soon. The direct method will help them to speak English fluently. Their pronunciation skill will be improved because they always use English in their daily conversation, both at home and in the class.

Besides direct method, there are many other methods that can be used such as grammar translation method, direct method, communication approach, etc. A good teacher should be able to choose the most effective methods that will be applied to teach their students.
In teaching English to the fifth grade students in SDN 3 Babadan Sambi, the writer used some methods to make students achieve their goals. Therefore, the writer decided to write a final project report entitled, “METHODS USED IN TEACHING ENGLISH TO THE FIFTH GRADE STUDENTS IN SD N 3 BABADAN SAMBI BOYOLALI”.

B. Objectives

The objectives of this report are:

1. To describe the methods used in teaching English to the fifth grade students in SD N 3 Babadan Sambi Boyolali.
2. To explain the difficulties encountered by the writer in applying the methods.
C. Benefits

The writer hopes that this final project report can be benefits for:

1. English Diploma program
   The writer hopes that this report can give an input that can improve the quality of English Diploma program.

2. English teachers in SD N 3 Babadan Sambi Boyolali
   The writer hopes that this final project report can give additional information about the suitable methods in teaching English to the fifth grader, and can be useful to help improving the quality of English teaching and learning process in the classroom.

3. The readers
   The writer hopes that this final project report can give additional information to improve the readers’ knowledge, and can be used as a reference about teaching English to the fifth grade students.
CHAPTER II

LITERATURE REVIEW

A. Teaching

Teaching is the important part of education. It must be conducted well to achieve the teachers and students goal in learning language.

According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 2000: 7).

Teaching may also 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 (Brown, 2000: 7).

According to Harmer, teaching can be defined as “The way that learning happens and the process of transferring the knowledge” (Harmer, 1998: 31).

While Cole and Chan state that teaching is a complex phenomenon that takes into account a wide range of personal characteristic, professional skill and specialized based of knowledge (Cole and Chan, 1994: 2).

From those definitions, it can be concluded that teaching is an activity to make the learner understand about something, and it is conducted in a structured situation in some ways to achieve the objectives of the teaching.

There are some commandments to create a good teaching; as follows:

1. A teacher should know the materials well.
2. A teacher should be willing to teach.
3. A teacher should respect the students.
4. A teacher should not make a tedious learning.
5. There is an emphasize understanding in teaching.
6. A teacher should take responsibility for what is covered.
7. A teacher should not try to cover the material.
8. Encouraging interruptions in class.

(http://users.ece.utexas.edu/~patt/ten.commandments).

While according to Richard Leblanc (2008), there are some requirements for a good teaching. The requirements are:

1. Good teaching is about substance and treating students as consumers of knowledge.
2. Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different.
3. Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances.
4. Good teaching is about humor. It's about being self-deprecating and not taking yourself too seriously.
5. Good teaching is about caring, nurturing, and developing minds and talents

(http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/topten.htm).

B. Young learners

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Young learners are children from the first year of formal schooling (five or six years old to eleven or twelve years old) (Philips, 1993: 5). It can be said that young learners are children in kindergarten or elementary school. In their age, they tend to want to know about anything and their brain grows fast.

From those definitions above, we can conclude that young learners are children at the age of less than fifteen years old who study in the kindergarten, elementary school, or junior high school.

According to Suyanto (2007), there are some characteristics of young learners, they are:

a. Children at the age of 5-7 years old have egocentric behavior. They like to learn about things around them or their house. They also still find it difficult to differentiate between abstract or real things.

When introducing English to children, it will be better if the teacher start with real things first, before the abstract ones.

b. Children is full of imagination.

c. They have low level of concentration and attention. Therefore, the teacher should give a variation of teaching and learning activities.

d. Children at the age of 8-10 years old have awareness and language ability. They can understand the meaning of a text or conversation although they do not understand word by word.

e. Children in elementary school is an active thinking. They love to learn by doing. Consequently, the teacher not only have to teach them by using
c

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words but also by physical activity to ease students in understanding the words.

Considering the above points, in teaching young learner, teachers need to know what the student’s characteristics to determine what materials and methods that is suitable for the students.

C. Teaching English to Young Learners

According to Kerstin Klein (2011), teaching young learners is different from teaching adults. Young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them (http://www.marmaraelt.net/teaching-very-young-learners-by-kerstin-klein).

Cameron also states that the differences between teaching English to young learners and adults lay on the linguistics, psychological and social development of the learners, and that, as a result, we need to adjust the way we think about the language we teach and the classroom activities we use (Cameron, 2001: 6)

According to Philip Sarah (1993: 7), there are some points to make class an enjoyable and stimulating experience for the children according to Philips in her book “Young Learners”. They are:

1. The activity should be simple enough for the children to understand what is expected from them.

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2. The task should be within their abilities, it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.

3. The activities should be largely orally-based indeed, with very young children listening activities will take up a large proportion of class time.

4. Written activities should be used sparingly with younger children. Children of six or seven years old are often yet proficient in the mechanics of writing in their own language.

D. Teaching Methods


According to Brown, there are some methods used in teaching English in the classroom, they are Grammar Translation Method, Direct Method, and Communicative Approach.

Those methods are explained as follows:
1. The Grammar Translation Method

This method was also called as Classical Method. The Grammar Translation Method is a teaching method which is focused on translation texts, understanding the grammar, remembering the vocabularies, and doing written exercises.

Prator and Celce Murcia (1979: 3) stated by Brown (2000: 15) list the major characteristic of this method as follows:

a. Classes are taught in mother tongue, with little active use of the target language.

b. Much vocabulary is taught in the form of lists of isolated words.

c. Long elaborate explanations of the intricacies of grammar are given.

d. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

e. Reading of difficult classical texts begins early.

f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

h. Little or no attention is given to pronunciation.

2. The direct method
The Direct Method is a method that refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900.

In applying this method, the teacher must be a good native English teacher that has a good ability in pronouncing the words.

This method is popular in the nineteenth and twentieth century, but by the end of the first quarter of the twentieth century, this method had declined both in Europe and in the United States because it was revived and redirected into Audio-Lingual Method.

Richard and Rodgers (1986: 9-10) summarized the principles of the Direct Method:

a. Classroom instruction was conducted exclusively in the target language.

b. Only everyday vocabulary and sentences were taught.

c. Oral communication skills were built up around question-and-answer between teachers and students in small.

d. Grammar was taught inductively.

e. New teaching points were introduced orally.

f. Concrete vocabulary was taught through demonstration, objects, and pictures.

g. Both speech and listening comprehension were taught.

h. Correct pronunciation and grammar were emphasized.
3. Communicative approach in language teaching

According to Jack C. Richards and Theodore S. Rodgers (1986: 66), communicative language teaching is an approach aims to make communicative competence of language teaching.

This approach has some characteristics as follows:

a) Language learning is learning to communicate.
b) Translation may be used while students need or benefit from it.
c) Communicative competence is the desired goal.
CHAPTER III
DISCUSSION

A. General Description of SDN 3 Babadan Sambi Boyolali

SDN 3 Babadan is an Elementary School in Sambi district, Boyolali. This Elementary school was built in 1975 in the area of 1,350 m². This school lies in a strategic location. It makes this school easy to reach by using any transportations. This school is like the other elementary schools which have six classes from one to six.

SDN 3 Babadan has some visions and missions. The vision is to develop good character, to encourage student’s achievements, to broaden student’s global knowledge which is based on the cultural value and the religion. While the missions are:

1. Building beliefs through the implementation of the religion.
2. Optimizing the learning and counseling process.
3. Developing knowledge in Science and Technology, language, sport and cultural art agree with the talent, interest, and student’s potency.
4. Creating a good cooperation between the school and the society.

This Elementary School has 72 students, with 45 male students and 27 female students in 2010/2011 and 8 teachers with one headmaster.
SDN 3 Babadan is now led by a headmaster who controls all of the school activities. He also has responsibility to coordinate everything related to the school. The headmaster is Mr. Darah Susilo, S.Pd.

B. The job training activities

During the job training activities, the writer do these following activities:

a. Observation

The writer did the job training activities from February 7 until March 23, 2011. The writer did the observation on February 7th until February 9th, 2011. The writer sat and observed how the English teacher taught the students and the teaching material used. From the observation, the writer found that the English teacher used student’s exercise book entitled “MAESTRO”. The teacher just depended on the material in the exercise book when teaching the students.

Besides that, the writer also observed the classrooms condition. The condition before the teacher entered the class was very noisy. After the teacher entered the class, the students kept silent and sat on their own desk. It seemed like they were ready for the lesson. The teacher started the lesson by greeting students. When the teacher explained the lesson, some students were still very noisy. They talked to their friends without paying any attention to the teacher’s
explanation. The teacher then warned students by hitting the desk to attract their attention.

The classrooms were always clean every time the writer entered the class. It seemed that the students always keep their class in a good condition. Every classroom has some facilities such as blackboard, cupboard, wall-clock, lamp, map, and some wall pictures which were appropriate for teaching and learning process. Physically, the condition of the building was good.

b. Teaching

After doing the observation for three days, the writer began to teach the class. The writer taught three classes, they are the third, fourth, and fifth grades. The writer taught the fifth grade on Monday for about 70 minutes. It was after the first break (9.30 – 10.40 a.m). The materials for fifth grade was about Profession. At the first day of teaching, the writer introduced herself first, and then the writer asked each students to introduce themselves.

The writer taught the fourth grade on Tuesday for about 70 minutes too. The time was after the first break. The materials for the fourth grade were about family and ‘toys and games’.
While the third grade was taught on Wednesday after the second break, or at about 10.30 – 11.40 a.m. The materials for the third grade was about clothes, parts of body, and time.

The writer used the fifth grade as the focus of this project report. The material that the writer used to teach the fifth grade students was taken from the student’s exercise book as what the English teacher told to me. The English teacher asked me to teach about Profession.

c. Making lesson plan

Before teaching the students, the writer were asked by the English teacher to make lesson plan. The material for the fifth grade was about Profession. The writer made two lesson plans for this topic. Those two lesson plans covered four basic skills of teaching. They were listening & speaking, and reading & writing. The lesson plan was very helpful for the writer because it made the teaching process be organized and conducted well. The sources of making the lesson plan was from the student’s exercise book. The writer made the lesson plan by taking and developing the material according to the syllabus.
C. Discussion

1. The Methods Used in Teaching English to the Fifth Grade Students

1.1. Grammar Translation Method

Grammar Translation Method is a teaching method which is focused on translation texts, understanding the grammar, remembering the vocabularies, and doing written exercises.

The writer used this method to teach reading in order to make the students be able to translate sentence and text. The writer gave some texts to the students, and asked them to translate the texts into their native language. For example:

Mr. Joko

Mr. Joko is my father. He is a farmer. He works in the field. He goes to the field every morning, and goes home in the evening. My father always brings his hoe when he goes to the field. He looks very happy when he works in his field. I love him so much. He is really a good father.

The writer read alone the text, and the students had to listen carefully. Then the students read the text together with their friends, or sometimes the writer asked them to read the text individually. After that, the writer gave some explanations about the words or vocabularies that were considered new by committing...
students. The students learned the words to ease them in translating the text. The writer also gave a list of vocabulary related to the topic. For example, when the writer taught about Profession, the vocabulary given to the students are as follows:

- farmer: petani
- teacher: guru
- doctor: dokter
- fisherman: nelayan
- sailor: pelaut
- carpenter: tukang kayu
- tailor: penjahit
- nurse: perawat
- chef: koki/juru masak etc.

In explaining new material and giving instruction to the students, the writer used student’s native language in order to make them understand easily (Richard and Rodgers, 1986: 4).

Before asking students to translate the text, the writer explained about the sentence structure including the grammar structure. As we saw in the text above, the sentence are all in simple present tense form, because it is a descriptive text.

The writer explained the simple present tense to the students by explaining the formula and by using it in a sentence to let the students know how to use the tense in a sentence. To check if the students understood the material well, the writer gave some exercises related to simple present tense.
For example:

1. Dinda ........ (go) to school by motorcycle.
2. Ryan and Joko ........ (be) in the library.
3. I ........ (buy) some oranges in the market.
4. My sister ........ (make) a delicious cake.
   etc.

The students had to fill the blank with a verb in present tense form. Then, the students were asked to write their answers on the blackboard. After that, the teacher gave some questions related to the text to check whether or not the students understood the material.

Here are the example of the questions:

1. What is Mr. Joko?
2. Where does he work?
3. When does he go to the field?
4. Is he really a good father?

In teaching writing, the writer read some English sentences, and the students had to write them in English, and then translate them into Bahasa Indonesia. The purpose of teaching writing in this elementary school is to improve the students’ capability in writing english sentences with correct spelling.

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1.2. Direct Method

In applying the direct method, the writer always use English in class activity. The writer used English directly to talk to the students, especially in teaching vocabulary. The writer spoke in English from the beginning of the lesson until the end of the lesson. The writer introduced new vocabulary and taught students about how to pronounce the words well.

According to Richard and Rodgers (1986: 10), this method is suitable to the teacher who wants to teach speaking and listening. By using this method, the writer can drill students’ pronunciation. Before teaching the students, the writer learn much how to pronounce the words correctly to avoid mispronunciation.

In applying this method, the writer began the lesson by greeting students and gave some questions to create good situations before explaining the material such as asking about their daily activities.

The writer spoke English when presenting the new material. In the application of direct method, the writer trained students to speak English to habituate student’s tongue in spelling English words. There were always some errors in spelling or pronouncing English words and sentences, but after some correction, students will have good pronunciation. The students also understood the meaning because the writer demonstrated the vocabulary by pictures, actions, or face expressions which can help students in considering the meaning of the English words and sentences. By using commit to user
nonverbal expression, the students will be able to understand the meaning of English words easily.

In explaining vocabulary, the writer read a text and the students repeated the words and sentences as what the writer said. If there was still some error in pronouncing the words, the students had to repeat to pronounce the words until they got correct pronunciation.

To improve students’ listening skill, the writer gave some gap-filling exercises. In the exercises, the writer gave students some sentences with a picture. Then the writer read the full sentences. The students’ task is to fill the missing words with the correct words. The words were vocabulary that they’ve learned before. They had to write as what the writer read.

The writer increased the difficulty level from words to sentences. Here, the students had to write sentences that the writer read. It could help students improving their listening and also writing skills.

1.3. Communicative approach

In applying this method, the writer trained students to use English to communicate. Achieving student’s competence in communicating is the main goal (Richards and Rodgers, 1986: 67).

First, the writer gave the students some simple questions like what’s your name; where do you live, etc. Some students seemed understand about the questions, but some of them were still confused. Most
of them could answer the questions well when the writer asked them one by one. Then, the writer asked the students to make a conversation with their friends.

The writer used dialogues to teach about expressions that are usually used in daily conversation.

Here is an example of dialogue:

Lala is in the market. She wants to buy some apples.

Lala : Good morning
Seller : Good morning.
Can I help you?
Lala : Yes please.
I want to buy some apples.

Seller : How many apples do you want?
Lala : Two kilograms, please.

Seller : OK. Wait a minute.

Here are the apples. They cost 20,000 rupiahs.

Lala : Can I bargain it?
Seller : Sorry, that is the fix price.
Lala : OK. Here is the money. Thank you.
Seller : You’re welcome.
There were some sentences or expressions that made students confused about the meaning. The writer translated it into student’s native language to make them understand easily.

After reading and practicing the dialogue, the students had to answer some questions related to the dialogue.

The writer also asked students to write a dialogue based on the keywords given. The writer gave an example first to ease the students in doing the tasks.

For example:

Uncle / bank manager / bank

A : What is your uncle?
B : My uncle is a bank manager.
A : Where does he work?
B : He works in the bank.

The students had to do these following exercises like the example above.

Father / butcher / market

A : What is your uncle?
B : ...........................................
A : Where does he work?
B : ...........................................

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2. The difficulties encountered by the writer when applying the methods

When applying those methods, the teacher encountered some problems. In the application of grammar translation method, the writer found it difficult to teach grammar to the students because the students of this class were still hard to understand the grammar rules. The writer should explain in such a way that could make students understand the materials and also gave more examples and exercises.

In applying the direct method, the teacher found difficulties because the writer is not a good English speaker. In the application of direct method, the writer must be able to pronounce the English words accurately. To anticipate this situation, the writer had to learn much to pronounce English words like a native speaker. The intonation had to be considered too. The good intonation was not too quick but also not too slow. The teacher also had to be patience because if the students did not understand the instruction, the writer had to repeat it many times with signs or expression that can help the students to understand the meaning. The writer also felt that using this method is difficult because the students were still lack of English vocabulary. The writer had to explain the material more than once. It was time and energy consuming. The students also still found it difficult to spell English words. There were some students who always spoke in their mother tongue when
talking to their friends. Thus, the writer concluded that direct method was still
difficult to be applied in this level of elementary school.

In applying communicative approach, the writer found it difficult to
build student’s self-confidence. The writer saw that the students were still shy
when they were asked to practice the dialogue in front of the class. So, the
writer tried to give some gifts to the students who dare themselves to practice
the dialogue.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion above, the writer can draw some conclusions as follows:

1. The methods used in teaching English to the fifth grade students in SD N 3 Babadan Sambi Boyolali are Grammar Translation Method, Direct Method, and Communicative Approach.

   a. Grammar translation method

   Grammar translation method was used to teach writing and reading. In applying the method, the writer read an English text for the students. Then the students read it together. After that, the writer explained the words that were new for students. Then the teacher asked the students to translate the text, sentence by sentence in order to make them understand the content of the text. It is important to help them to answer the questions about the text. In grammar translation method, questions and answers can be used to check student’s understanding of the text.

   In teaching writing, the writer read some English sentences, and the students had to write them in English, and then translate them into Bahasa Indonesia. The purpose of teaching writing in this elementary
school is to improve the students’ capability in writing English sentences with correct spelling.

b. Direct method

The writer used direct method to teach vocabulary. In applying this method, the writer always used English to teach the students, and rarely used Indonesian language. The writer used nonverbal expression to help the students understand the meaning easily because the writer mime out the vocabulary. Sometimes the writer used pictures.

There were always some errors in spelling or pronouncing English words and sentences. After some correction, students will have good pronunciation.

In teaching listening, the writer used gap-filling exercises by using some sentences which contained some pictures, and the students had to write the missing words according to what they heard from their teacher.

c. Communicative approach

The writer used this method to teach speaking. In applying this method, the technique used by the writer was giving students some questions in English, and then the students had to give their answer in English too. The purpose was learning English to communicate.

The writer also gave students some simple dialogues and then asked them to practice the dialogues. The dialogues were provided with pictures to commit to user
help students in understanding the dialogues. The dialogues also contained some expressions that are usually used in daily conversations.

2. The difficulties encountered by the writer in applying the methods

When applying those methods, the teacher encountered some problems. In the application of grammar translation method, the writer found it difficult to teach grammar to the students because the students of this class were still hard to understand the grammar rules. The writer should explain in such a way that could make students understand the materials.

In applying the direct method, the teacher found difficulties because the writer is not a good English speaker. In the application of direct method, the writer must be able to pronounce the English words accurately. To anticipate this situation, the writer had to learn much to pronounce English words like a native speaker. The intonation had to be considered too. The good intonation was not too quick but also not too slow. The teacher also had to be patience because if the students did not understand the instruction, the writer had to repeat it many times with signs or expression that can help the students to understand the meaning. The writer also felt that using this method is difficult because the students were still lack of English vocabulary. The writer had to explain the material more than once. It waste time and energy consuming. The students also still found it difficult to spell English words. There were some students who always spoke in their
mother tongue when talking to their friends. Thus, the writer concluded that direct method was still difficult to be applied in this level of elementary school.

In applying communicative approach, the writer found it difficult to build student’s self-confidence. The writer saw that the students were still shy when they were asked to practicing the dialogue in front of the class. So, the writer tried to give some gifts to the students who dare themselves to practice the dialogue.

B. Suggestion

After doing the job training activities, the writer has some suggestions as follows:

1. SD N 3 Babadan Sambi Boyolali
   The school needs to add some facilities to improve the quality of the teaching and learning process, such as an English laboratory or tape player which are needed in listening activities. It will also be better if the school has an effort to provide some dictionaries which can be borrowed by the students from first grade to sixth grade.

2. English teachers of SD N 3 Babadan Sambi Boyolali
   The English teachers should improve the quality of English teaching in class. The teachers should try to apply the English language to communicate in class, because it will help students to be fluent in speaking English.
3. English diploma program

The English diploma program should also improve the quality and the facilities in teaching and learning activities. The English diploma program should also give more guidance to the students in order to make their job training run smoothly.
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