TEACHING SIMPLE PRESENT TENSE FOR THE FIFTH GRADERS OF SDN TANGKISAN 03 SUKOHARJO

FINAL PROJECT REPORT

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

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APPROVAL OF CONSULTANT

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MOTTO

- Don’t give up, until you get what you want
- We can do everything, let’s try our best
- Keep smile and spirit, even though it is difficult
- Don’t ever forget to pray, because pray is the strength of life
DEDICATION

I dedicate this final project to:

- My beloved parents: Abi and Umi
- My sister
- My grandmother
PREFACE

All praise and thanks to Allah SWT, who has given the writer easiness to finish the job training and this final project report. This final project consists of the writer’s activities as an English teacher on job training that has been done in SDN Tangkisan 03, Sukoharjo. The job training was done from January 2nd until February 14th 2012 and this final project was finished by the writer for about four months.

In this final project, the writer reports the writer’s activities on teaching simple present tense for the fifth grader of SDN Tangkisan 03, Sukoharjo. The writer taught from fourth to sixth grader, but the writer focused to teach simple present tense for the fifth grader. Simple present tense was only an introduction of studying tense. Thus, the writer just introduced the form and simple examples of it. There were many problems and mistakes in teaching simple present tense. But the job training has been done well because the English teacher of SDN Tangkisan 03, Mr. Alex Warsito, S. Pd, helped the writer. Also, this final project finishes because of the supervisor of the final project, Drs. Riyadi Santosa, M. Ed, Ph. D who has guided the writer patiently.

Finally, the writer thanks and apologizes to all friends and people who have helped in finishing this final project. Hopefully, this final project will give benefits for the readers.
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Certainly, there are still many people that can not be mentioned one by one. The writer just says thank you for everything.
ABSTRACT


This final project describes the teaching process of simple present tense for the fifth graders of SDN Tangkisan 03 Sukoharjo and the problems that were faced in teaching. Also, it describes the solutions of problems in teaching simple present tense.

Observation of the class was done in the first meeting. Then, explaining materials were restarted in the second meeting. Teaching simple present tense actually was not too difficult, because the examples can be taken from the learners’activity. So, they can remember that easily. In giving exercises, the writer gave various exercises to make the learners not bored. The exercises were written and oral.

Using this method, the learner would be interested in learning simple present tense and they would memorize the material well. The goal could be achieved by introducing the form and giving examples of simple present tense.
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CHAPTER I

INTRODUCTION

A. Background

Nowadays, English has been an international language. It has been used as the first or second language in many fields, such as in science, politics, tourism, and others. Therefore, mastering English language well will make people easy to communicate with others, to express themselves and to get things done with other people from different nations, cultures, and religions.

Viewing how English is important, Indonesian government puts it as a subject in schools from kindergarten to college. Kindergarten and elementary schools are the first and good places to study English. Actually, young learners are not interested in studying English, but they want to know everything. Thus, teachers should make pleasant situations. For instance, teaching English using games, pictures, songs, and videos. Also, the materials that are given to students should be interesting and not too difficult.

Scott and Ytreberg (1990) say that when children are 5-7 years old, they understand situations more quickly than they understand the language used. When children are 8-10 years old, they have a language with all the basic elements in
place and say something in their own language. They want people to understand what they say but actually they do not know how to use language.

In teaching simple present tense, the writer tries to make the learner understand about the simple pattern of English language. So, they can apply it in their daily activity with others. At least, they understand verbs that are used in simple present tense.

The writer was interested in doing job training in SDN Tangkisan 03 Sukoharjo, because the writer wanted to help the students in studying English. In some schools, English lesson has been given from first graders, but in this school, English lesson was given at fourth until sixth graders.

During job training, the writer introduced the definition of tenses. The writer focused in teaching simple present tense. The writer tried to make English lesson fun and can be learned easily by using games and pictures. Based on the explanation above, the writer arranges this final project entitled “Teaching Simple Present Tense for the 5th Graders of SDN Tangkisan 03 Sukoharjo”.
B. Objectives

The objectives of this final project report are:

1. To describe the teaching and learning process of simple present tense to the fifth grade students of SDN Tangkisan 03 Sukoharjo.

2. To find out the solutions of the problems in teaching simple present tense to the fifth grade students of SDN Tangkisan 03 Sukoharjo.

C. Benefits

The writer hopes that this final project report can give benefits to:

1. English teacher in SDN Tangkisan 03 Sukoharjo:
   It is hoped that this report can be an additional reference to the teacher in teaching simple present tense.

2. The students of SDN Tangkisan 03:
   The writer hopes that this report can be additional information in learning simple present tense.

3. The students of English diploma program UNS:
   The writer also hopes that this final project report is useful and gives some advantages to the readers who want to know about the method of teaching and learning simple present tense.
CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning

1. Definition of Teaching

According to Brown (2000:7) teaching is guiding and facilitating, enabling the learners to learn, setting the conditions for learning. This definition explains that teaching means guiding the students in learning in the first meeting. Teaching also means facilitating the students in getting the knowledge. So, the teacher should be ready to answer and explain the learner’s questions. Teacher also should be able to create the pleasant condition in teaching, so it will make learners feel comfortable and easy in learning.

Based on Oxford dictionary (2005:1574), teaching is the idea of a particular person or group, especially about politics, religion or society that is taught to other people. From this definition, we know that teaching is an activity to give information and knowledge to other people that are meant in order to they will know about something, for example, about politics, religion, and society.
2. Definition of Learning

Brown (2000:7) suggests that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. This definition explains that knowledge can be got by many experiences and the teacher’s instructions. So, learning is not always from studying.

David Nunan (1992:11) states that learning is the most often figuring out how to use what you already know in order to go beyond what you currently think. Based on Nunan’s definition, learning is the process to figure out something that you have known and to improve your mindset.

Meanwhile, based on Oxford dictionary (2005:874), learning is knowledge that you get from reading and studying. So, the definitions above show that learning is the way to get knowledge, the way to make us think and know about something from the experiences, and also by reading and studying.

B. Teaching Grammar for Young Learners

1. Definition of Grammar

There are many opinions about the definition of grammar. First, Penny Ur (1988:4) emphasize grammar is the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. This definition describes that grammar is the way how to make language. Grammar also combines words into a sentence and people know the meaning of that sentence.
Jeremy Harmer (1987:1) in his book, *Teaching and Learning Grammar*, explains that grammar is the way in which words change themselves and group together to make sentences. It means that grammar is the way how to make sentences. He also says that the grammar of language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence.

2. **The function of Grammar**

Harmer (1987:4) gives explanation about the function of grammar, when some people felt that teaching the grammar of the language did not necessarily help people to use the language. This is because, when somebody knew the verb to be, it did not mean that he or she would be able to use it to introduce themselves or others. So, based on this explanation, we know that learning grammar is enable us in using language to describe something happen.

He (1987:5) also states that language is used, the argument went, actually to do things, to perform certain function, like inviting, apologizing, introducing, suggesting, expressing like, and so on. It means that grammar helps us to interact with other people when we need to do something using language.
3. The Organization of Grammar Teaching

According Penny Ur (1988:7) in her book, *Grammar Practice Activities*, there are four stages that are included the organization of grammar teaching. They are:

a. Presentation

Presentation is something that should be showed with the goal to get the learners to perceive the structure-its form and meaning-in both speech and writing and to take it into short-term memory.

b. Isolation and Explanation

The teacher should focus on grammatical items like; how the pronunciation, the meaning, and the function of grammar. The objective of this stage is to make the learners understand these various aspects of the structure.

c. Practice

This practice stage explains that exercises are done in the classroom and in the home as assignment. Giving various exercises aims to make the learners absorb the structure thoroughly; or, to put it another way, to transfer what they know from short-term to long-term memory.
d. Test

The learners are given a test. It aims to know the learners’ understanding. Test has an objective, that is to provide feedback, without which either teacher or learner would be able to progress very far.

4. Tense as a Part of Grammar

According to Stern (2001:179), tense indicates the time (such as present or past) of whatever is expressed by the verb. This definition explains that tense is the way to show or express something by the verb.

a. Verb

Dr George Stern (2001:183), in *Learners’ Grammar Dictionary* he defines that verb really is the word. It is engine of the sentence. Traditionally, he defines that verb as a ‘doing word’ “.

b. Simple present tense

Hilman Fariz Mukti (2002:182) states that the simple present tense is used to explain event or situation that is happened in simple form. Simple present tense also explains the activity that becomes habitual. Adverb of frequency and time that are used in simple present tense, such as, always, usually, often, sometimes, everyday, now, etc.
1. Form of the Simple Present Tense

- $S + V1 \ s/es$
- $S + is/am/are + N/\ adj/\ adv$

Examples:

a. He eats bread every morning.
b. We play football every afternoon.
c. She is beautiful.

2. To express general truth

Examples:

a. Sugar is sweet
b. A day has seven days

3. Exclamatory sentences that are started with here and there.

Examples:

a. Here goes!
b. There are many things to be finished.

4. To explain an action that is done in the future. It is part of plan or arrangement.

Example:

They go to Surabaya next month.
5. The definition of young learners

“Young children are able to understand what is being said to them even before they understand the individual words.” (Halliwell, 1992:3)

“Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have an activity even when they do not quite understand why or how. “(Cameron, 2001:1)

Children have an ability to absorb and to explore language through play and other activities or games that make them feel enjoyable. They are also able to find and make many fun activities. According to Scott and Ytreberg, the general characteristics of eight to ten years old are:

a. Their basic concepts are formed. They have very decided views of the world.
b. They can tell the difference between fact and fiction.
c. They ask questions all the time.
d. They rely on the spoken word as well as the physical world to convey and understanding the meaning.
e. They are capable to make some decisions about their own learning.
f. They have definite views about what they like and don’t like doing.
g. They have a developed sense of fairness about what happens in the classroom and begin to ask the teacher’s decisions.
h. They capable to work with others and learn from others.
CHAPTER III

DISCUSSION

A. Description of The School

1. General Description of The School

SDN Tangkisan 03 is located in Tanjungsari, Tangkisan, Tawangsari, Sukoharjo. It was built in 1982 in Tangkisan. When it was in Tangkisan, the total number of students dropped. In 2004, SDN Tangkisan 03 only has one class. Finally, it was moved to Tanjungsari village in 2005. This school was built on the area of 1300 square meter. The first time, it was built in Tangjungsari, it just consisted of three classrooms. SDN Tangkisan 03 has 82 students which consist of 46 boy students and 36 girl students.

SDN Tangkisan 03 is chaired by a headmaster who has responsibility to control and manage the school activities. It has 12 teachers. They are a religion teacher, two sport teachers, an English teacher, mathematics teacher, an Indonesian language teacher, a Javanese teacher, an IPS teacher, and an IPA teacher. It also has a school yard which is used for doing flag ceremony and sport. This school faces south and has woods fence. It has thirteen rooms which can be divided into six classrooms, one library, one teacher room, two toilets, two parking areas, and one warehouse.
2. **Vision and Missions**

   a. **Vision**

       To develop educational quality, SDN Tangkisan 03 has a vision: To educate and pursue students to be able to think, have sport skill and cultural arts in perspective of faith and devotion (IMTAQ).

   b. **Missions**

       There are some missions of SDN Tangkisan 03 Sukoharjo, as follows:

       1. Doing learning process and guiding effectively.
       2. Increasing excellence spirit intensively.
       3. Improving the quality of education.
       4. Increasing the children’s faith and devotion (IMTAQ).
       5. Applying participative with society.
B. Class observation

To get appropriate data, the writer observed the condition and situation during teaching and learning process in the 5th graders of SDN Tangkisan 03 Sukoharjo. This class observation was done from January 2nd until February 14th, 2012.

1. Class Arrangement

The writer has chosen the class 5th for job training. In this class, the seats were arranged orderly enough. The position of teacher was in front of the class. Sometimes, in order that the students did not get bored, the writer asked them to stand up or sit circle. Besides, the writer also asked them to work in pairs and group. It was evidenced that they could enjoy English.

The class arrangement of 5th grader in SDN Tangkisan 03 Sukoharjo, can be seen as follows:

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2. Classroom Condition

The 5th class of SDN Tangkisan 03 is located between the 4th and 6th class. The 5th class has 13 students. There are 14 desks, a calendar, some science pictures, a schedule board, a cupboard, and cleaning tools. The condition of this class is good and comfortable. The classroom is not too large and not too small. So, it makes teacher be able to explain the material easily and control the students.

3. Lesson Plan

Before the writer teaches, the writer makes lesson plans. Lesson plan is plan to prepare the material and to manage the time in teaching. With lesson plan, the writer can teach and manage the classroom easily.

According to Brown (2000:149), “Lesson is popular considered to be unified set of activities that cover a period of classroom time”. Meanwhile, based on Jeremy Harmer (1991:258), “The good lesson planning are variety and flexibility”. Variety means introducing the material and various activities to the students. Flexibility means that teacher has capability to arrange and manage the classroom. Also, it is the teacher’s ability to change the lesson plan, because sometime the lesson that has been planned may not be appropriate for the class.
Lesson Plan

Subject title : English

Date      : February, 7\textsuperscript{th}.2012

Students  : Fifth grade

Material  : Healthy habits

Teaching aids : Blackboard, action cards.

Time      : 60"

Aims : 

- To make the students understand the form of simple present tense.
- To make the students can express and say sentences using simple present tense correctly.

Resources : Handbook “Grow With English”.

Activity :

1. BKOF (Building Knowledge of Field)
   - Greeting the students
   - Reviewing the last material
• Introducing the new material

2. Activities

• The teacher asks the students to open the book and read.

• The teacher asks the students to practice the dialogues in pairs.

• The teacher explains simple present tense.

• The teacher checks the students understanding.

• The teacher gives exercises: speaking and listening exercise.

• The teacher asks the students to play game: action cards.

3. Closing

• Giving more explanation

C. Material Preparation

On the job training, the writer used handbook in teaching the students. The title of handbook was “Grow with English Book 5”. This handbook was completed with many pictures, exercises, texts, and short dialogues. It helped the writer to explain the material.
D. Teaching and Learning Activity

1. Teaching Activity

Before explaining the material, the writer prepared teaching activity. It is usually started by warming up. Then the students are introduced with the material and doing exercises.

a. Warming Up

Before the writer explained the material, the writer greeted the students. Greeting is very important thing to know whether they are ready to study or not. The greeting for the students was:

The writer : Assalamu’alaikum Wr.Wb

The students : Waalaikum salam Wr. Wb

The writer : How are you, the students?

The students : I’m fine, Miss, and you?

The writer : I’m fine, too, thanks.

So, are you ready to study English today?

The students : Yes, Miss.

After the writer greeted the students, the writer asked the students to practice dialogues with their partner. Then, the writer tried to ask
simple questions. The questions were related with the topic that will be discussed.

The writer : Rian, do you like sport?
Rian     : Yes, Miss. I like football.

The writer : Good. Do you like fruits or vegetables, Roni?
Roni     : Yes, Miss. I like apple.

b. Delivering material

During the teaching and learning activity, the writer used English and Indonesian language. This was because they did not understand if the writer tried to speak in English too much.

The lesson was started by introducing what simple present tense is, how to use simple present tense and what verbs that should be used. In introducing simple present tense, the writer asked the students about their habits.

The writer : Indah, what do you do after you get up in Sunday morning?
Indah    : Watch television, Miss.

The writer : Good. How about you, Tyo?
Tyo      : Play football, Miss.
The writer: Good. So, today we will study about simple present tense. Simple present tense is used to express our daily activities or habits. For example, like what Miss asks Indah and Tyo, watching television, playing football. Can you mention again what our daily activity or habits?

Roni: Eat, drink, cook.

The writer: Good. What else?

Rian: Sleep, take a bath, sit.

The writer: Yes, excellence.

After the writer explained what simple present is and how to use it, then the writer continued to explain what verbs that should be used in simple present tense.

The writer: Verb is kata kerja. Verbs that should be used in simple present tense are Verb1.

To make the students more understand, the writer wrote the form and examples on the blackboard.

He / She / It + V1 s/es

They / I / You / We + V1
Example:

1. Indah brushes her teeth twice a week.
2. Aldi plays football every Sunday.
3. Ayu and Shofa comb their hair every day.
4. Wisnu and Alvin eat cake together.

He / She / It  +  is
They / We / You  +  are
I    +  am

Example:

1. Nanda is a student.
2. Ervin and Lendi are handsome.
3. I am in the school.

2. Learning activity

The students enjoyed learning English very much. Moreover, the learning was combined with playing games, singing songs, telling stories, and others. Sometimes they did not heed the lesson, because English was the last lesson. They also felt bored and lazy. Thus, the writer tried to catch their attention by playing games, singing songs and telling stories.
In playing games, the writer prepared some action cards. The writer wrote some action verbs on it. So, every student put one of it and then they did an action based on the card they got. The writer also asked to sing some songs, such as, twinkle-twinkle little star, hokey pokey, head shoulders knees and toes, and five little ducks. Besides, the writer told a story, the title was “laskar pelangi”.

E. Giving Exercise

To check the students understanding, the writer gave exercises. But the writer asked the students whether they have understood or not first. There were some students who still did not understand. So, the writer explained again slowly. After the explaining finished, the students did the exercises. First exercise was written exercise. There are ten statements. There were two verbs in each statement. The students should choose one of the correct verbs.

Choose the correct verb below!

1. Andika make/makes a kite on Sunday morning.
2. Mita eat/eats bread every day.
3. Dewi and Dian usually wrinkle/wrinkles their face.
4. He bend/bends his knees on Friday morning.
5. Lucy brush/brushes her teeth twice a day.
6. We comb/combs our hair every day.
7. I always wash/washes my face three times a day.

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8. Riska and Nia always drink/drinks chocolate milk.

9. Nindi and putri take/takes a bath twice a day.

10. They always sleep/sleeps at 9 pm.

   In oral exercise, they worked in pairs. They read dialogues in the book. Then, they practiced it in front of the class. In listening section, the writer invited the students to play games. So, the students were divided into two groups, group A and group B. The writer whispered an action verb to the leader of each groups. Then the leader would whisper to other members until the last member. The last member should do an action like what he or she has heard.

F. Problems and Solving in Teaching and Learning

a. Problems

   During as a teacher on job training, the problems that were faced by the writer are:

   1. The students always behave, such as, standing on the chair, bringing a frog to the class and playing with it.

   2. The students are very noisy. They like to shout loud and walk around the class.
3. For the writer, the duration of English lesson in the 5th grade is only one hour. Before the English lesson, there is Indonesian lesson. Indonesian teacher likes to use a few minutes of English lesson.

b. Solutions

To solve the problems above, the writer did things, such as:

1. Making some attentions, such as, if the writer says “class”, the students will reply “yes”. If the writer says “sugar”, they reply “sweet”.

2. Inviting the students to sing some songs, such as, twinkle-twinkle little star, hokey pokey, head body knees and toes, and five little ducks.

3. Writing dome attentions words on the blackboard, such as, sit down, be serious, and keep silent.
CHAPTER IV

CONCLUSION

A. Conclusion

Based on the presentation and giving exercise of teaching simple present tense above, there are some conclusions that can be summarized as follow:

1. There are four steps in teaching simple present tense. Those are:
   a. Warming up
      In this first step, the writer greeted the students. As introducing the new material, the writer asked the students some simple questions.
   b. Delivering material
      In this step, the writer explained simple present tense. The material was explained by writer the form of simple present tense on the blackboard.
   c. The third was practice section. The students did written practice that has been given by the writer. They also did oral practice by reading the dialogues in the book. Finally, they did listening practice by playing games.
d. To make the students more understand about simple present tense, the writer gave exercise and homework. The exercise and homework were in the handbook.

2. There are some problems that were met by the writer during taught in SDN Tangkisan 03, for examples, the students were noisy and always missbehave. The writer also had limited time to teach in the 5th grade. The writer found the solutions to solve the problems, such as, making some attentions to catch the students’ attentions and inviting them to sing songs together.

B. Suggestions

Based on the previous explanation, I encourage some suggestions to for 3 parties:

1. The English teacher of SDN Tangkisan 03 Sukoharjo
   - The teacher knows how to handle the students. He also asks the students to sing some songs and count from one to ten in warming up. It is evident that he has used some techniques to motivate the students.
   - In teaching English, the teacher often teaches vocabulary. I recommend that he should try to introduce grammar and verbs that are
used. Besides, he should also teach how to make sentences and how to express something using grammar.

- Finally, the English teacher should make some variations in teaching English. There are various games that can be played with the students. Also, because English is the last lesson in the 5th grade, he should make pleasant situation in order that the students still keep the spirit to study.

2. To the students of SDN Tangkisan 03 Sukoharjo
The students are interested and curious in learning simple present tense. They know how to respond and do the teacher instructions. I recommend that they do not only learn simple present tense in the school, but they should practice it in their daily activities.

3. To the students of English diploma program UNS,
English diploma program is hoped giving more references about the methods of teaching and learning simple present tense. So, when the students do job training, they will have ability how to teach in elementary school or junior high school.