THE DIFFICULTIES IN TEACHING AND LEARNING ENGLISH TO THE 5th GRADE STUDENTS AT SDN SANGGRAHAN JEBRES SURAKARTA

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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MOTTO

“If we become patient and pray to GOD as you’re helping. And so that its really hard except people devout” (QS. AL Badarah : 45)
DEDICATION

I would like dedicate to this final project for:

ALLAH SWT

My Beloved Mamah and Papah

My Big Family

My Best Friends
First, I would like to say thank to ALLOH SWT for all the blessing and the chance given to me. I would also like to say thank to all people who support and encourage me in writing and finishing this final research report entitled “THE DIFFICULTES IN TEACHING AND LEARNING ENGLISH TO THE 3rd GRADE STUDENTS AT SDN SANGGRAHAN JEBRES SURAKARTA”.

In this final project, the writer is interested in discussing the difficulties faced by both the teacher and the students during English Teaching Learning activities. The writer also gives the solutions to solve those problems.

Finally, the writer realizes this final project is far from being perfect. So, the writer needs suggestion from many sides to make this report better. And the writer hope this final project will be useful as a reference for the readers.

Surakarta, July 2012

Yani Suryaningsih

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Surakarta, July 2010

Yani Suryaningsih
ABSTRACT

YANI SURYANINGSIH, 2012, THE DIFFICULTIES IN TEACHING AND LEARNING ENGLISH TO THE 5th GRADE STUDENTS AT SDN SANGGRAHAN JEBRES SURAKARTA. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the job training as an English teacher in SDN Sanggrahan Jebres Surakarta. By observing in the class and teaching directly at the 5th grade class. The aim this final project is to describe the English teaching learning activities conducted in SDN Sanggrahan Jebres Surakarta. Beside, the writer also discussed solutions to the problems faced by both the teacher and the students during teaching learning activity.

Many problems were found during the teaching learning activities for 5th grade students in SDN Sanggrahan Jebres Surakarta. The difficulty faced by the teacher was class management, lazy students, and passive students. The difficulty faced by the students was lack of vocabulary.

In this final project, the writer presented the solutions to those problems. These solutions were expected to be able to make the process study run well and better again.
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KESULITAN DALAM MENGAJAR DAN BELAJAR BAHASA INGGRIS UNTUK KELAS 5 DI SDN SANGGRAHAN JEBRES SURAKARTA

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ABSTRAK


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THE DIFFICULTIES IN TEACHING AND LEARNING ENGLISH TO THE 5th GRADE STUDENTS AT SDN SANGGRAHAN JEBRES SURAKARTA

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ABSTRACT

2012. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. This final project is written based on the job training as an English teacher in SDN Sanggrahan Jebres Surakarta. By observing in the class and teaching directly at the 5th grade class. The aim this final project is to describe the English teaching learning activities conducted in SDN Sanggrahan Jebres Surakarta. Beside, the writer also discussed solutions to the problems faced by both the teacher and the students during teaching learning activity. Many problems were found during the teaching learning activities for 5th grade students in SDN Sanggrahan Jebres Surakarta. The difficulty faced by the teacher was class management, lazy students, and passive students. The difficulty faced by the students was lack of vocabulary. In this final project, the writer presented the solutions to those problems. These solutions were expected to be able to make the process study run well and better again.

1 Mahasiswa Jurusan D III Bahasa Inggris Dengan NIM C9309086
2 Dosen Pembimbing
CHAPTER 1

INTRODUCTION

A. Background

In the globalization era we need to learn another language, especially English. English is one of the languages used as international language in many countries, including in Indonesia. The government encourages elementary school in Indonesia to teach English to their students.

As we know that school is one of the government facilities and the right place to introduce English language to the learners, students can learn English easily. They will get the English language skills for example writing, speaking, grammar, and listening skills.

The school in villages rarely teach English lesson in the class, because class capacity and the facilities are very insufficient compared to those in the town.

Teaching English in elementary school is different from teaching English in junior high school or senior high school. In the elementary school; the students just want to play, so the teacher must be creative in making the material, and energetic in managing the classroom to make children more interested in the materials. Moreover in the junior high school many students are passive because sometimes students do not understand the materials they have.
The writer as one of English Diploma Program students held the job training as teacher English in the elementary school at SDN Sanggrahan Jebres, Surakarta. There were some difficulties faced by the teacher in class management. Meanwhile the students had difficulties in mastering vocabulary. Thus, the teacher explains solution to solve the problems.

Based on the background above, the writer presents a report entitled "The Difficulties in Teaching and Learning English to the 5th Grade Students at SDN Sanggrahan Jebres Surakarta".

B. Objectives

According to the problem statements mentioned above, the objectives of this project are:

1. To describe Teaching and Learning English activities for fifth grade students of SDN Sanggrahan Jebres, Surakarta.
2. To describe the difficulties of Teaching and Learning English to the 5th grade students at SDN Sanggrahan Jebres, Surakarta.
3. To find out solutions for the teacher and the students of SDN Sanggrahan Jebres, Surakarta.
C. Benefits

There are some benefits which can be obtained by doing this study. The benefits are:

1. English teacher
   It is hoped that this report can help improve the method of English teaching-learning in elementary school.

2. School students
   It is hoped the students can learn English better.

3. The readers
   It is hoped that the final project can be an additional reference for the readers who are interested in English teaching learning in the elementary school.
CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning

1. Teaching

There are several definitions of “teaching” that have several types. There are the six sequential steps in a model of effective teaching:

1. Diagnose the learning situation.
2. Plan the course.
3. Plan the instruction.
5. Evaluate learning.
6. Follow up.

According to Brown (2000:7), “Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques”.

According to Moore (1998:6), “Defines teaching as the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development.

Beside on the explanations above we will have a change if we teach. What we get from teaching will change behavior in ourselves.
2. Learning

Learning is a social and cultural activity in which learners construct meaning that influenced by the interaction of prior knowledge and new learning events, from a constructivist perspective, “learning should focus …… not only on the manner in which an individual attempts to make sense of the phenomena, but also on the role of the social in the mediation of learning.” (Tobin, 1992: 3).

According to Gagne (1965; 58-59), “Types of learning vary according to the context to be learned but complex task such as language learning involves types of learning from simple signal learning to problem solving”. There are eight types of learning:

1. **Signal learning.** The individual learns to make a general diffuse response to a signal. This is classical conditioned response of Pavlov.

2. **Stimulus-response learning.** The learner acquires a precise response to a discriminated stimulus. What is learned is a connection or, in Skinnerian terms, a discriminated operant, sometimes called an instrumental response.

3. **Chaining.** What is acquired is a chain of two or more stimulus-response connections. The conditions for such learning have also been described by Skinner.

4. **Verbal association.** Verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other (motor) chains. However, the presence of language in human being makes
this a special type because internal links may be selected from the individual’s previously learned repertoire of language.

5. *Multiple discriminations.* The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree. Although the learning of each stimulus-response connection is a simple occurrence, the connections tend to interfere with one another.

6. *Concept learning.* The learner acquires the ability to make a common response to a class of stimuli even though the individual the individual members of that class may differ widely from each other. The learner is able to make response that identifies an entire class of objects or events.

7. *Principle learning.* In simplest terms, a principle is a chain of two or more concepts. It functions to organize behavior and experience. In Ausubel’s terminology, a principle is a “subsume” a cluster of related concepts.

8. *Problem solving.* Problem solving is kind of learning that requires the internal events usually to as “thinking”. Previously acquired concepts and principles are combined in a concussions focus on an unresolved or ambiguous set of events.
The conclusions from the explanations above we should have the different style or characteristic for the learning because learning is an activity which is done by learner during teaching and learning process.

B. Teaching Vocabulary

The first thing studied by someone is vocabulary. Vocabulary teaching is as important as the teaching of structure.

According to Richards,(1976:77), “Vocabulary is central to language and of critical importance to the typical language learner. Nevertheless, the teaching and learning vocabulary have been undervalued in the field of second language (SLA) throughout its varying stages and up to the present day”.

West (1930: 514) stated, “The Primary thing in learning a language is the acquisition of a vocabulary, and practice in using it (which is the same thing as ‘acquiring’). The problem is what vocabulary and none of these ‘modern textbooks in common use in English schools’ have attempted to solve the problem”.

In addition, Rivers (1968/1981:254) said “Excessive vocabulary learning early in the course gives students the impression that the most important thing about learning a language is accumulating new words as equivalents for concepts which they can already express in their native language. They often fail to realize that meaning is expressed in groups of words and in combinations of language
segments, and that the meaning of an individual word is usually difficult to determine when it is separated from a context of other words and phrases”.

From explanations above, vocabulary is very important in teaching and learning language because we use vocabulary to get the information or get new words from the reading comprehension, writing, speaking, and listening skills.

C. Classroom Management

According to Moore (2000:416) definition of classroom management is the process of organizing and conducting the business of the classroom relatively free of behavior problems; classroom management is often perceived as related to the preservation of order and the maintenance of control.

In the classroom the interaction occurs among teacher, learners, and materials are foundations of the classroom. When a learner is interacting naturally with a fully competent speaker, they try to use language to accomplish actions. Related to the role of classroom interaction second language development according to Corder, (1976:95) statement said that “The traditional view of classroom second language development is that different from naturalistic second language development. The difference which is envisaged is that between a ‘free’ learner who uses language as if it is a formal puzzle.”

Meanwhile based on Gremmo, Holec and Riley (1978:63) said “……..when we analyse classroom discourse it becomes clear that the very presence and participation of the teacher distorts the interaction to such an extent that it no
longer provides even the basic raw materials from which a learner can construct his competence.”

Black and Butzkamm (1978: 101) said, “Normally, in the foreign language classroom, organization of classroom activity is used as a framework to achieve performance by the pupils in formal language exercises. The exercises are considered the core of the language teaching.”

Therefore, in my opinion classroom management is the teacher interaction with the children more effective and applied in the classroom.
CHAPTER III

DISCUSSION

A. SDN SANGGRAHAN JEBRES SURAKARTA

1. Description of SDN Sanggrahan Jebres Surakarta

The research was conducted at SDN Sanggrahan Jebres Surakarta. This elementary school is located at Jl. Kartika number 6 Jebres, Surakarta. It was established by Indonesian government in 1982 as stated owned school.

SDN Sanggrahan Jebres Surakarta has experience of changing the headmaster. There are five headmasters who already lead of this school. First Mr. Suwahyo S.Pd, Second Mr. Sugeng S.Pd, Third Mrs. Yuni Tri Hastuti S.Pd, Fourth Mrs. Sri Idayati S.Pd, and the last Mrs. Dyan Budiyarti S.Pd. M.Pd who leading SDN Sanggrahan Jebres until now.

SDN Sanggrahan Jebres Surakarta consists of many rooms. They are six classrooms, parking space for students and teachers, a teacher’s room, a headmaster’s room, a school guard’s room, a canteen, a school health center or UKS, three toilets, and a library.

Teaching and learning process in SDN Sanggrahan Jebres Surakarta usually begin at 07.30 am until 12.30 am, except on Friday it begins 07.30 am until 11.00 am.
SDN Sanggrahan Jebres Surakarta has extracurricular such as Scout, Football, and *Dokter Kecil*. The activities are conducted every afternoon until 3:00 pm, especially *Dokter Kecil* every Monday begins at 07.30 am until 2:00 pm.

2. Vision and Mission

- **Vision**

  “Superior of performance, intelligent, and variety of skill educate.”

- **Mission**

  1. To apply the teaching-learning active, creative, and happiness.
  2. To activate teacher in activity intra and extracurricular.
  3. To do teaching-learning in activity student become optimize.
  4. To do religious activity with the continuity three programs.
  5. To teach student to have good behavior.
  6. To optimalized the participate management the entire student.
3. Organization Structure

1. Committee structure organization

- **Head of Village**
  - Drs. Tamso, MM

- **Head of Committee**
  - Darsono

- **SDN Sanggrahan**
  - **Headmistress**
    - Dyan Budiyarti, S.Pd.M.Pd.

- **Secretary 1**
  - Rosyid, Amd

- **Secretary 2**
  - Risma

- **Treasurer 2**
  - Prisyani S.Pd.

- **Treasurer 1**
  - Aryadi

**Sectors**

- **Sector Disenterment**
  - Resource of School
  - Ari Cahyono

- **Sector Management**
  - Resource of School
  - Suprapto

- **Sector Controller**
  - Service Quality of School
  - Supriyanto

- **Sector Tool and Infrastructure of School**
  - Ari Wibowo

- **Sector Cooperation of System Information**
  - Suparno

- **Sector of Effort**
  - Fajar
2. Structure Organization of SDN Sanggrahan Jebres

**Headmistress**
Dian Budiyarti, S.Pd. M.Pd.

**Unit Library**
Sri Sudarsih

**Class 1**
Sumiyani

**Class 2**
Sri Nurjanah, S.Pd

**Class 3**
Prisyani, S.Pd

**Class 4**
Rosyid, S.Pd

**Class 5**
Suprapto

**Class 6**
Supriyanto

**Christian Teacher**
Suparno

**Catholic Teacher**
Agustin Erni. P

**Moslem Teacher**
Wahyu. B

**English Teacher**
Erna Titis, S.Pd

**Sport Teacher**
M. Ari. W, S.Pd

**Dance Teacher**
Sri Hartatik, S.Pd

**Gardener**
Darmaji
3. Map of SDN Sanggrahan Jebres

- Class 6
- Class 5
- Class 4
- Headmaster’s Office
- Teacher’s Office
- Class 3
- Class 2
- Class 1
- Religion room
- Canteen
- Parking area
- Mosque
- Yard
- Library
- Toilet
B. Teaching and Learning During the Job Training in the SDN
Sanggrahan Jebres Surakarta

In this section, the writer will explain about teaching and learning during the job training in the SDN Sanggrahan Jebres Surakarta as follows, class observation, arranging the lesson plan, teaching and learning the activities, difficulties in English teaching and learning, and solutions for the difficulties in English teaching and learning activities.

1. Class Observation

When the writer had done the job training, the writer did observation about activities in the class. The writer did the job training activity since February 2nd until March 30th, 2012 in SDN Sanggrahan Jebres Surakarta, especially for fifth grade students. In the schools there are 138 students, the students of the fifth grade are 31 students. It consists of 17 girls, 14 boys. The writer taught 1st, 3rd, and 5th grade students twice a week. The writer taught on Thursday at 07.30-08.15 for 1st grade, 10.40-11.15 am for 3rd grade, Friday at 07.30-09.15 am for 5th grade. One lesson period is about 45 minutes.

On the first day of job training, the class situation was very uncomfortable for the writer, the students were very afraid because they thought English lesson was very difficult. The writer had been able to adapt her self to the class and students. But, after several days, they felt enjoyable and comfortable.
2. **Arranging the Lesson Plan**

Before the writer taught the class made lesson plan. The writer got the material from English teacher of SDN Sanggrahan Jebres Surakarta. Arranging lesson plan is very important to avoid mistake in teaching. The writer tried to make an easy and good lesson plan for the teaching and learning activities.

Here is the example of the lesson plan:

**LESSON PLAN**

Learners : 5\(^{th}\) grade

Topic : Food and Drink

Time : 45 minutes

Teaching Aids : Blackboard and course book

Skill : Listening, Reading, Writing, and Speaking

Objectives :
- The students know the name of kinds of food and drink in English.
- The students can pronounce the name of food and drink.
- The students can understand how to express like and dislike.
- The students can identify kinds of food and drink.

Procedure :

1. Greeting

   “Good Morning, students.”

   “How are you today?,”

   After that the teacher asked the preview material

   “Do you remember our last material?.”

2. Giving the model and asking the students (after reviewing the last material, the teacher introduced the new material by giving some questions), Example:

   - Do you like food?
   - What is your favorite food?
   - What is your favorite drink?
   - What would you like to eat?

3. Looking at the course book about food and drink (student listened and repeated).

Example:  

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- Bread (bred)
- Meat (mi:t)
- Fish (flʃ)
- Milk (mlIk)
- Tea (ti:)
- Coffee (ˈkɒfi)

4. Teacher gives exercise in the course book

5. Evaluation

Teacher gives command to students to practice and gives more vocabularies as homework.

3. English teaching learning Activity in SDN Sanggrahan Jebres Surakarta

After making or arranging the lesson plan, the writer applied it in the class. To begin class, the writer did not only greet the students but also checked students’ attendance. Then the writer asked the students whether there was homework or not.

The writer usually gave a warming up, because the students had to know the last material before teaching learning process. In explaining the material, the writer often used Indonesian language because it was easier for the students to learn and to understand the material than English language was used.

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C. Discussion

1. Teaching and Learning English to the 5th Grade students.

In SDN Sanggrahan Jebres Surakarta, the writer and the students use course book “TERAMPIL”. It consists of 6 units and 6 different themes. Every unit or theme contains vocabularies, pictures, dialogues, and exercises. The picture could help the students understand the material. In the course book, the students could also learn vocabulary by reading pictures dialogue. The exercises are provided in the form of multiple choices, jumbled words, matching, arranging sentences and completing sentences.

2. The teaching procedure

There are some procedures in teaching and learning activities as follows:

2.1. Greeting

Before starting the class, the writer always greeted the students. The greeting was usually done between the teacher and the students as follows:

Teacher: “Good morning students.”

Student: “Good morning miss.”

Teacher: “How are you today?”

Student: “We are fine, thank you and you?”
Teacher: “I’m fine too. Thanks.”

After the greeting, the writer usually asked the students whether there was any student who was absent or not.

2.2. Warming up

Before starting new material in the class, the writer gave warming up related to the new material and reviewed the last material. The writer introduced new material and reviewed last material by giving some questions, such as:

Teacher: “Ok students, Do you remember our last material?.”

Student: “Yes, Miss.”

Teacher: “Ok, What about that?.” (ask one of student )

Student: “About hobbies.”

Teacher: “Ok, Good job, Now I explain about food and drink, you know means in Indonesia about food and drink?.”

Student: “I know miss, Food means in Indonesia is makanan and drink means in Indonesia is minuman.”

Teacher: “Ok, Good. And what do you like to eat?.”

Student: “I like meat balls very much.”

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Teacher: “why you like meat balls very much.”

Student: “because it is delicious, miss.”

Teacher: “Ok, What is your favorite drink?.

Student: “My favorite drink is ice cream, miss.”

2.3. Explanation

After a warming up, the teacher continued to explain the new material. The writer used course book to explain new materials and usually asked the students “Ok, open your book and open page .... “. After that the writer started to explain the new material to the students.

After explaining about the new materials, the writer gave a clear explanation. When the writer gave explanation orally, if the students did not understand new material, the writer would explain again so the students could accept the materials easily.

2.4. Exercise

In teaching and learning English the writer focused on four skills, which are listening, speaking, reading, and writing.
a. Listening

In the listening section the writer gave instruction to the students to practice and ask questions during the lesson then the students identified and responded played by the teacher. The instructions given were simple because those instruction were needed every meeting in the class. The example of instruction “Ok students, please open your book “TERAMPIL” page 17 listen carefully and repeat.” and the writer see the students’ response.

b. Speaking

Speaking is one of the most difficult skills for students. Most of the students were passive to speak English. The writer also gave example how to pronounce English words. Some of the students are correct in pronouncing the words. But several of them are incorrect in pronouncing the words, for example:

<table>
<thead>
<tr>
<th>Word</th>
<th>student pronunciation</th>
<th>Correct pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>meat balls</td>
<td>miit bols</td>
<td>/miːt /boːl/</td>
</tr>
<tr>
<td>Bread</td>
<td>Brid</td>
<td>/bred/</td>
</tr>
<tr>
<td>Butter</td>
<td>Buuter</td>
<td>/bʌtə/</td>
</tr>
</tbody>
</table>
c. Reading

Another skill to be correctly practiced by the students was reading. The students use dialogues in the course book to practice. First the writer read the dialogues and the students followed it. Then the writer wrote on the blackboard then read it. The writer asked the students to read the vocabularies.

d. Writing

Writing is the other difficulty for the students. This was because since Indonesian and English languages have different pronunciation and grammar. The writer wrote on the blackboard and the students should write down on their notebook. The purpose of this action was to increase student vocabularies so that the students also write easily.

D. Difficulties in English Teaching and Learning Activities

During the job training, the writer had some difficulties in English teaching and learning in the class, difficulties are:

1. Difficulties faced by teacher in class management

The writer found difficulties in teaching English in the class. Many students moved around and talked to each other when the writer
explained the material or the writer wrote the materials on the blackboard, while some students did not pay attention to the teacher, it made the other students disturbed and the material could not be delivered optimally. The writer also had another difficulty; the students sitting in the back row could not be controlled and did not pay attention to the teacher.

The writer found lazy students when the writer gave the materials to them. The students sometimes said that the material was difficult and they did not want to focus on the materials. And also they felt bored with the class and were not interested in the material. They also did not ask permission if they went out of the class.

The writer also found difficulties in English lesson like passive students. There were passive students who did not pay attention during lesson in the class. They just looked at the book but did not understand the lesson. They sometimes did not respond when the teacher explained the materials. But they just answered “yes, understand”. They did not want to ask the teacher about the materials.

2. Difficulties faced by the students

The writer found that the main difficulty faced by the students was vocabulary. The students found several difficulties in vocabulary.
There were many of the vocabularies in teaching English and when they found difficult words in English and they did not understand the meaning. They had to bring dictionary but they felt lazy to open the dictionary or try to find the meaning in the dictionary. Some students were still confused to differentiate between the meanings of verb and noun. They just knew the only one meaning of words, for example drink can be a noun but the students think adjective.

E The Solutions for Difficulties in English Teaching and Learning

The writer also gave the solutions to the problem.

1. the teacher

The teacher had the difficulty in class management

The teacher had an effective technique to handle the class. The teacher explained the materials loudly in order to make the students catch the materials easily. The writer moved around in class and checked whether the students did the exercises or not. The writer also asked them to answer questions and asked them to do their work.

For the lazy students, the writer made the students become active by giving more exercises. The exercises were related to the materials discussed before. The exercises made students able to remember the materials. The writer made some jokes or sang a song related to the
material during lesson in the class. The students felt more relax, enjoy, did not get bored and accepted the materials.

To make passive students more active the teacher read the dialouge and asked to students to practice it.

2. the students

The solution for the student problems of SDN Sanggrahan Jebres Surakarta especially in vocabulary problem is asking the students to bring the dictionary. It was very important because many students were lazy to bring the dictionary and several of them did not have dictionary. Besides, the writer gave a song related to the material in order to make the students easier in memorizing vocabularies that they studied about.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the writer draws conclusions as follows:

1. **English Teaching Learning Activity in SDN Sanggrahan Jebres, Surakarta**

   The writer arranged the lesson plan before giving the lesson and checked students’ attendance. The writer did warming up by reviewing the last materials, and introducing a new material. Then the writer usually spoke Indonesian language because it made the students understand the lesson easily.

2. **Difficulties in English Teaching and Learning Activities**

   1. Difficulties faced by teacher in class management

   In the class, the students still moved around in the class and talked to each other when the writer explained the materials and some students did not pay attention to the writer, especially students sitting in the back rows.

   The lazy students felt bored to accept the materials and they did not pay attention to the materials.
The passive students did not respond what the writer had taught; they just looked at the book and did not understand about the lesson. And they just kept silent without saying anything.

2. Difficulties faced by the students

Lack of vocabulary was the difficulty faced by the students. Because they were confused in determining verb and noun, and also they felt lazy to bring dictionary.

3. The Solutions for Difficulties in English Teaching Learning

1. the teacher

There are some solutions for difficulties in the class management.

The writer walked and checked around the class while the students were doing exercises. When the students were moving around the class, the writer gave them some exercises.

For lazy students, the writer made jokes or sang a song during the lesson. The writer made the students more active by giving some exercises or homeworks.

For passive students, the writer made students more active, for example by asking them to read text or practice dialogue.
2. for students

To develop the vocabulary of the students, the writer usually asked the students to bring dictionary, because it is very important for the students in doing the exercises.

B. Suggestions

Based on the result of the final project during the writer’s job training in the SDN Sanggrahan Jebres, Surakarta, the writer presents some suggestions to:

1. The English teacher in SDN Sanggrahan Jebres, Surakarta

The teacher should make the students happy and more enjoyable before starting English lesson. It made the students more interested in following the lesson or the English teacher should use catechizing.

2. SDN Sanggrahan Jebres, Surakarta

Headmaster and the teachers n SDN Sanggrahan Jebres Surakarta should complete the facilities especially in the library such as English book, newspaper, magazine, etc to support in English lesson.

3. The English Diploma Program of Sebelas Maret University

The English Diploma Program should give more references of final project to help in arranging the next final project.

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