THE ACTIVITIES OF ENGLISH TEACHING AND LEARNING
IN THE 3rd GRADE OF SDN 1 WONOSAREN 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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ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2012
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Approved to be examined before the board of examiners

English Diploma Program, Faculty of Letters and Fine Arts

Sebelas Maret University

TITLE : “THE ACTIVITIES OF ENGLISH TEACHING AND LEARNING IN THE 3rd GRADE OF SDN I WONOSAREN SURAKARTA”

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MOTTO

“Nothing Venture Nothing Have”

“Possible Thing is Usual, Usual Thing is forced”
DEDICATION

I dedicate this final project to:

A. ALLOH S.W.T

B. My beloved parents and my family

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PREFACE

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 ACTIVITIES OF ENGLISH TEACHING AND LEARNING IN THE 3rd GRADE OF SDN I WONOSAREN SURAKARTA”.

The main reason that attracts me to write this final project report is to know the activities of English teaching and learning in the school. I think that it is interesting to present the activity to the readers. Problems and solutions are also discussed in this final project.

I realize that this final project report is still far from being perfect so that advice and criticism are openly acceptable for being better in the future. Finally, I hope this final project will be useful as a reference for the readers.

Surakarta, May 29th, 2012
Siska Azhari

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ACKNOWLEDGEMENT

Bismillahirrohmanirrohiim.

Alhamdulillahi robbil’alamin, all praise is to the lord “ALLOH SWT” for the wonderful blessing and guiding me from begining. Thanks for giving me confidence, strength and and the inspiration to finish this final project you are the truly god.

Moreover, it is hard for me to finish this final project report without some hands from either the individual or institutions. To all concerned who assisted me directly or indirectly in establishing this report. Therefore, I offer my sincerest gratitude to:

a. Drs. Riyadi Santosa, M.Ed., Ph.D, the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University for approving this report.

b. Yusuf Kurniawan, S.S., M.A, the Head of English Diploma Program, Sebelas Maret University for the highest dedication for the English Diploma Students.

c. Yuyun Kusdianto, S.S., M.A, as my supervisor for the highest patience in guiding me until this report had done.

d. Ardianna Nuraini, S.S., M.Hum, as my academic supervisor for the motivation and lecture.
e. All of the lecturers of English Diploma program for guidance, motivation and lecture.

f. Mr. Sunarno S.Pd, the Head Master, Mrs. Tutut as an English Teacher of SDN 1 Wonosaren and all teachers and students, thanks for the chance.

g. My beloved parents, my mom, Legi and my dad, P. Andi Azhari. It is great to have you as my parents. To my brother and my sisters, probably you know how much I love you.

h. Mrs. Siti Muzdaliffah, S.S, M.Hum. (Mrs. Iffah) thanks for guiding me and bringing me until this step.

i. To all my friends in English Diploma program `09, Especially for Class C.

j. Winda Putri A, Yani Suryaningsih, Dian Ratna Sari, Fitriana Wulan ingrum, Ei May Zin, Khin Thi Da, Justyna Anna Dworak thanks for unforgettable moments.

k. I am especially thankful to Miftahul Bilal Huda and Family, thanks for all supports.

l. KMF (Komunitas Musik dan Film) thanks for unforgettable moment. It makes me understand what an organization really means.

commit to user

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m. To all people who guide me and whose name I cannot put here one by one, I offer many thanks.

Surakarta, May 29th, 2012

Siska Azhari
ABSTRACT


This final project is written based on the job training in SDN I Wonosaren, Surakarta. The aim of this final project is to describe the teaching and learning activities as well as to describe the problems and their solutions.

The activity in the English teaching and learning includes pre-activity, while-activity and post activity. The pre-activity consists of greeting, checking attendance, brainstorming and preview. While-activity involves explanation, practicing, and doing exercises. In the post-activity, review and closing are done.

Many problems are found during the teaching and learning such as vocabulary and pronounce native language, students’ low motivation, allocated time, big class and limited materials as well as facility.

To overcome those problems, I gave several solutions and suggestions. To solve the vocabulary, I taught a song about vocabulary related to the topic. To solve the pronounce native language problem, I involved students used to pronounce English. Dealing with the students who do not have a big motivation to learn English, I gave rewards for the students who could answer the questions well and I also invited a native speaker to make a short conversation with the students to motivate them how important of using English Language. I changed the misconception about a good pronunciation by teaching very patiently. I also gave activities that involved the students actively to teach and learn English optimally. To overcome limited material and facility, I made appropriate material and search materials from many resources.
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KEGIATAN BELAJAR DAN MENGAJAR BAHASA INGGRIS KELAS 3
SDN I WONOSAREN SURAKARTA

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ABSTRAK

Tugas akhir ini ditulis berdasarkan hasil magang saya di SDN 1 Wonosaren, Surakarta. Tujuan dari tugas akhir ini adalah untuk menggambarkan kegiatan belajar mengajar serta untuk menggambarkan masalah dan solusi yang saya temukan ketika magang.


Banyak masalah ditemukan selama pengajaran dan pembelajaran seperti kosa kata dan mengucapkan bahasa asli, motivasi siswa rendah, waktu yang dialokasikan kurang, kelas yang cukup memiliki banyak siswa dan bahan yang terbatas serta fasilitas. Untuk mengatasi masalah tersebut, saya memberikan beberapa solusi dan saran. Untuk mengatasi kosa kata, saya menyanyikan lagu tentang kosa kata yang berhubungan dengan topik. Untuk mengatasi masalah mengucapkan bahasa asli, saya terlibat siswa untuk membuat percakapan singkat dengan siswa untuk memotivasi mereka betapa pentingnya menggunakan Bahasa Inggris. Saya mengubah kesalahpahaman tentang pengucapan yang baik melalui media mengajar yang sabar. Saya juga memberikan kegiatan yang melibatkan siswa secara aktif untuk mengajar dan belajar bahasa Inggris secara optimal. Untuk mengatasi materi terbatas dan fasilitas, saya membuat material yang sesuai dan mencari sumber dari berbagai sumber.

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² Dosen Pembimbing

untuk membuat percakapan singkat dengan siswa untuk memotivasi mereka betapa pentingnya menggunakan Bahasa Inggris. Saya mengubah kesalahpahaman tentang pengucapan yang baik melalui media mengajar yang sabar. Saya juga memberikan kegiatan yang melibatkan siswa secara aktif untuk mengajar dan belajar bahasa Inggris secara optimal. Untuk mengatasi materi terbatas dan fasilitas, saya membuat material yang sesuai dan mencari sumber dari berbagai sumber.

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THE ACTIVITIES OF ENGLISH TEACHING AND LEARNING IN THE 3RD GRADE OF SDN 1 WONOSAREN

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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 in SDN 1 Wonosaren, Surakarta. The aim of this final project is to describe the teaching and learning activities as well as to describe the problems and their solutions. The activity in the English teaching and learning includes pre-activity, while-activity and post activity. The pre-activity consists of greeting, checking attendance, brainstorming and preview. While-activity involves explanation, practicing, and doing exercises. In the post-activity, review and closing are done. Many problems are found during the teaching and learning such as vocabulary and pronounce native language, students’ low motivation, allocated time, big class and limited materials as well as facility. To overcome those problems, I gave several solutions and suggestions. To solve the vocabulary, I taught a song about vocabulary related to the topic. To solve pronounce native language problem, I involved students used to pronounce English. Dealing with the students who do not have a big motivation to learn English, I gave reward for the students who could answer the questions well and I also invited a native speaker to make a short conversations with the students to motivate them how important of using English Language. I changed the misconception about a good pronunciation by teaching very patiently. I also gave activities that involved the students actively to teach and learn English optimally. To overcome limited material and facility, I made appropriate material and search materials from many resources.

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CHAPTER I

INTRODUCTION

A. Background

English is an international language which is used by almost everybody to communicate in the global interaction. English becomes a very important need to cover global necessity. English is also something essential which is used by most countries around the world. Whether they are rich or poor countries, the language has a special position as their second language. This globalization era forces a country to have a relationship with other countries. In other words, a country must be involved in the international community. Thus, English is totally necessary because everybody in the world has to deal with the globalization era.

Realizing that English is very important, the government of Indonesia takes a step to introduce English in early education level. Through the educational system, Indonesian government makes curriculum or syllabus to help the young learners in mastering English. Some elementary schools become the first place where young learners start learning English.

It is not easy to learn a language which is not their mother language. But, it is reasonable to introduce English first to young learners. They are still flexible with knowledge especially language.
Teaching English to young learners is not easy as it seems. It needs patience. It is a fact that young learners tend to be active and noisy. They have difficulties to concentrate on the lesson while they are studying. Good strategies are completely needed in this case. A good teacher must be good in strategies dealing with controlling the students. It means that the teacher delivers the lesson in a friendly and acceptable way to manage the students.

SDN 1 Wonosaren is one of public schools in Surakarta. This school has a lot of potential students and qualified teachers, I wanted to know the activity of English teaching and learning through my job training in this school.

I would also reveal some problems and solutions in the activity of English teaching and learning. The examples of the problems that I found when my job training was held, such as the students’ low motivation, misconception about a good pronunciation, etc. I also gave solutions for its problem such as applied several strategies to overcome the lack of students’ motivation, gave correction by giving the clue to reduce the misconception about a good pronunciation, etc. So, I decided “The Activities of English Teaching and Learning in the 3rd Grade of SDN I Wonosaren” as the title of my final project report.

B. Objectives

The two objectives of my final project report as below:

1. To describe the activities of teaching and learning English in the 3rd Grade of SDN 1 Wonosaren.
2. To describe problems and solutions in the activities of teaching and learning English in SDN 1 Wonosaren.

C. Benefits

1. This final project report can help the teachers to find out appropriate and acceptable solutions over the problems in SDN 1 Wonosaren.

2. This can be used as an additional reference for teachers to improve their skill in teaching English.

3. This can be used as a reference for the English Diploma Students.
CHAPTER II

LITERATURE REVIEW

A. Teaching

Teaching is an activity which enables people to know skill and knowledge through the process of giving instruction from other people. According to Howald (1968:18), teaching is an activity that tries to help someone acquire, charge, or develop skills, attitudes, idea`s, appreciations and knowledge. Teaching helps someone because it has an interaction between teachers and their students. One to another is closely tied. It involves the characteristics of personal (learners), skill of profession of teacher and bases of knowledge.

Hall (1961:180) states that teaching is the indirect guidance of the problem-solving process. Hall also states that teaching is an action to help others increase their problem in term of learning materials. The aim of teaching is to develop learners` responsibility on how they behave in the classroom. Teacher should create comfortable atmosphere in teaching learning activity and inspire learners to improve their abilities to make them learn effectively and efficiently. Teaching activity should involve an interaction between teacher and learners. Interactions between them will encourage learners` braveness to say their opinions.
B. Learning

Learning is an activity that can improve learners’ knowledge. Learning can be acquired from learners’ experiences in their daily life. It is important activity that can built learners’ creativity by developing their thinking ability.

According to Hamilton (1994: 9), learning is relatively permanent change in behavioral that results from previous experience. Meanwhile, Brown (2000:7) describes that “learning is acquiring or getting of knowledge through practicing continually in order to have learned in their daily life. For example, students acquire experience from teaching learning activities, when the teacher gives them an instruction to perform a task in group discussion, it means that they have studied how to share their idea and appreciate others’ opinions.

From the two explanation above, it can be concluded that learning is a process of gaining knowledge or skill or experiences which causes understanding of something and permanent change in a behavioral tendency. Learning does not always happen in a formal class, but it can happen anywhere in daily activities. Brown (2001:7) said that there are some understandings about learning. They are :

1. Learning is acquisition or “getting”
2. Learning is retention of information or skill
3. Retention implies storage system, memory, cognitive organization
4. Learning involves active, conscious focus on and acting events outside and inside of the organism
5. Learning is relatively permanent but subject to forgetting
6. Learning involves some from practice, perhaps reinforced practice
7. Learning is a change in behavior

From Brown’s opinion above, it can be said that learning has several meanings depending on what side it is seen.

C. Young learner

Young learners are elementary school students and first graders of junior high school. Children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Philips, 1993:5)

Scott and Ytreberg (1990:2) said on their book of Teaching English to Children that there are characteristics of young learners such understanding the language used, having a very short attention concentration span and using language skills long before they are aware of them.

Based on the statement above, it can be said that young learners are children who are flexible for any influences from the outside. It is important that the teacher knows the characteristics of the young learner before she teaches them.

Young learners have more opportunities than adults do (Brumfit, Moon and Tounge, 1997:vii). They learn all the time without having the feeling of burdens like adults usually do. They also have more time to learn the knowledge. It is a fact that young learners have longer time of study since they are still young.

The main explanation for better learning that has been suggested are as follows:

a. That the brain is more adaptable before puberty than after and that acquisition of languages is possible without self-consciousness at an early age.
b. That the children have fewer negative attitudes to foreign languages and culture than adults, and that consequently they are better motivated than adults.

c. That the children’s language learning is more closely integrated with real communication because it depends more on the immediate physical environment.

d. That the children devote vast quantities of time to language learning, compared to adults, and they are better because they do more of it.

Young learners learn better than the adults do. They learn everything around them and they feel fun when they learn something.
CHAPTER III

DISCUSSION

In this chapter, I present four sub chapters: description of SDN 1 Wonosaren, job training activities, problems and solutions in teaching and learning activity.

A. General Description of SDN 1 Wonosaren

SDN 1 Wonosaren is one of public elementary schools in Surakarta. This school is a favorite school for students who live in the area around the school. More than a half of students are children from the area around the school.

The school is located on Jl. Ir. H. Juanda 280 Pucang Sawit Surakarta. It lies on the main street of Pucang Sawit. It makes the condition and situation unconducive for teaching and learning activities.

The public school covers an area of 4427 m2. It is divided into three parts: building, yard, and others. The building consists of classrooms, teacher`s room and other rooms supporting the teaching and learning activities. The yard is usually used for sports activities, flag ceremony and special occasion celebrations. The others are parking area and mosque.

The facilities to support teaching and learning activities are complete enough. There are library and dancing room. Those facilities help students improve their knowledge. They also help teachers to deliver the lesson more clearly and easily.
Map of SDN 1 Wonosaren, Surakarta

The headmaster of SD Negeri 1 Wonosaren is Mr. Sunarno, S.Pd. He has responsibility to handle and manage everything related to the school. Total of the teachers are 14 who educate the students in teaching and learning activity. Tutut Reanodiasih as the English teacher there. This is the organization structure of SDN 1 Wonosaren;
Like other elementary schools, SDN 1 Wonosaren has six grades; grade I until grade VI. Those grades have different number of students. The number of student is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>27</td>
</tr>
<tr>
<td>II</td>
<td>30</td>
</tr>
<tr>
<td>III</td>
<td>39</td>
</tr>
<tr>
<td>IV</td>
<td>40</td>
</tr>
<tr>
<td>V</td>
<td>46</td>
</tr>
<tr>
<td>VI</td>
<td>33</td>
</tr>
</tbody>
</table>

Total students of the whole classes 215
B. Job Training Activities

1. Class Observation

Class observation was the first activity of the job training. It was to help me know the situation of the class and the characteristics of the students. It also helped me analyse the best strategy that can be applied during teaching and learning activity. Class observation was performed in the first week from 5 January until 10 February during the job training.

I joined the teacher into the class, and then observed her how to teach the students during teaching and learning activity. I also observed the facilities supporting the teaching and learning activities. The teacher asked me to make an observation report. The observation report explained the condition of the school, the school extraculicular activities, the facilities and the infrastructures of the school, the duty of school’s employees, and the school organization structure. The aim of the observation report was to make the writer familiar with the school’s environment.

I started teaching the students from 5 January until 10 February 2012. I focused my observation on the third grade students. I conducted my observation every Monday to Saturday. I taught six classes. Every class had 35 minutes for English lesson in a week. English lesson was taught every Thursday and Friday.

The classroom was taken care by the students itself. Every class had a small organization which manages the class. The class organization consisted
of chairman, secretary, treasure, and the other section who took responsibility for room cleaning, students’ health, and security.

The seat arrangement was set up in traditional classroom pattern. This condition included rows, individual seats, or desks with all the students facing in the same direction. The teacher’s desk was in front of the class and faced the students. This arrangement was also suitable for individual seatwork. But this arrangement had weaknesses.

The students who sat at the back position did not pay attention to the lesson. They were usually daydreaming or talk active with their friends. To handle this situation, I should have thought about a strategy to control the students at the backside. The teacher might walk around the class every time to control the student’s activities. The pattern was like the following.
Picture`s explanation;

1. White board
2. Cupboard
3. Reading Desk
4. Door
5. Door
6. Teacher`s Desk
7. Student`s Desk

2. **Lesson plan making**

A good teacher should prepare and think every thing well before I teach the class. I should determine what should be reached by the students in the end of the teaching and learning activity. That is why a good teacher needs a lesson plan. Lesson plan is general illustration about teaching learning activity.

Lesson plan is a kind of the teaching and learning scenario which is made by the teacher as a reference when the teacher teaches. To be a good teacher, I should prepare everything before I taught the class. The lesson plan contained the sequence of teaching learning activities, the time allocation from the beginning until the end of the lesson, the goals that should be reached by the students in the end of the lesson, and the assessment to the students in order to evaluate their understanding.
I made lesson plan based on the syllabus which was given by the teacher during job training. The lesson plan which I taught in SDN 1 Wonosaren was vocabulary. I taught the vocabulary of parts of body by using simple present tense, how to pronounce the vocabulary, how to ask and give information related to the topic. The lesson plan consisted of three main parts. They were pre-activity, while activity and post-activity. Kind of these activities were arranged in order to get a better result in the end of the class activity.

The first step was pre-activity. Building knowledge of the field was the first activity to start the class. I greeted her students and ask their feeling. She gave them motivation by encouraging their motivation that English was not difficult to learn. I reviewed last material by giving related question or discussion their take home task. I also made them familiar with the new material by providing some illustration or picture so that they could guess what they would learn.

The next step was while-activity. It consisted of modeling, joint construction and independent construction. Modeling was performed by explaining the new material to the students. I presented the material by taking notes on the whiteboard. I explained the material by using bilingual language, English and Indonesian. Simple explanation was easier to be accepted by the students than long-explanation. Joint construction contained the assignment that should be done by the students to improve their comprehension toward the material. I guided them how to do the exercises which were provided in...
the handout. Exercises were given to improve their understanding about the new material. They did the assignment with their ability. I also gave them take home task in order to make the students as independent learners.

The last step was post-activity. In the end of the class, I gave them post test. Post-test contained of the questions about the material which had been learned during teaching and learning activity. It was provided to evaluate about their understanding whether they could comprehend the material or not.

3. Teaching and Learning Activity in the Class

I had to work hard to control the students. I often spoke loudly to manage them. Because of my loud voice, I could get their attention and the noise decreased.

In the middle until the end of their lesson, I still needed to control the students as some of them spoke too much. To attract their attention, I spoke more loudly or knocked the whiteboard. Some of the students also did not prepare the material which was going to be learned. They did not bring their worksheet.

There were steps that the writer did during the class:

The first step was “pre-activity”. I greeted the students first.

\[
\begin{align*}
I & : \text{“good morning, students?”} \\
Students & : \text{“good morning, miss}
\end{align*}
\]
I “how are you today?”  

Students “I am fine, thank you”.

After greeting my students, I inquired the students’ attendance, after that I briefly reviewed the lesson which they had learned before. Some questions about the material which was going to be learned were asked by me. This was something which was called “brainstorming”. It was aimed at setting the mind of the students so that they could be ready for the lesson.

I “class, class, class!”

Students “yes, yes, yes!”

I “please, open your handbook on page 38! Can you tell me what the picture is?”

Students “parts of body, miss.”

I “ok, good! Now, we will learn about parts of body. Are you ready to learn about the material, class?”

Students “yes.”

Then I told to the students about the objective of the lesson to encourage students in learning the material.

The second step was “while-activity”. During the explanation session, I explained the instruction using English and then repeated it using Indonesian if the students looked confused. In this step I explained the material in a communicative way. I read text related of the topic aloud from the handbook three times. At the first time, I read the text and the students only listened carefully. The second time, I guided the students to read the text
word by word. The third time, the students read the text carefully together. This was aimed at improving their reading, speaking and listening skill as well. Reading aloud trained the students to pronounce the word correctly. After that, I asked question based on the topic and the students who answered directly would get points. Giving point would encourage the students` attention to the lesson because they wanted to get the best mark.

The students paid attention to me because of my loud voice. It was successful to decrease the noise in the class. I also explain the material by writing some sentences in the whiteboard. It helped me emphasize the material. I wrote an example as follows:

Our hand is used to hold something
My eyes is used to see the painting
Your ears is used to listen a music
His nose is used to smell many foods

I showed the visual object related to the topic and I asked the students to read the sentences loundly. I also explained the sentence in terms of their meaning. It helps students understand the material easier. After that, I asked whether they understand or not. The students could also be given chance to ask questions related to the topic. After they understood with the material, I also taught them sing a song related to the topic. It is very useful for them to remember the English word easily.

Head, Shoulders, Knees and Toes, Knees and Toes
Head, Shoulders, Knees and Toes, Knees and Toes

And Eyes and Ears and Mouth and Nose

Head, Shoulders, Knees and Toes, Knees and Toes

To find out how well the students understood the topic that had been given, I gave them two kinds of exercises. They were joint construction and independent construction. Some assignments should be done individually or group. When the students worked their tasks, I walked around the class to monitor the students’ activity and guided them to do their tasks.

The last step was post-activity, I gave them post test contained of the questions about the material we had during teaching and learning activities. It was evaluated about their understanding whether they comprehend the material or not. In the end of the session, I also gave them take home task in order to remind about the material which had been given previously and ordered them to study the next material at home. I also reviewed and concluded all the material by giving students several questions.

Reviewing the activities, it had a goal to determine whether students understood the material or not. I also closed the class before I went.

I: “well, this is enough for our lesson today. Thanks for your attention, do not forget to do your take home task and we will discuss it in the next meeting. See you class”.

Students: ”see you, miss!”

Those were aimed at improving the students’ skill in English including writing (making sentences on their paper, understanding the
grammar), listening (paying attention to what I said), speaking (responding to my questions), and reading (reading at the text, finding the meaning of words).

C. Problems in English Teaching and learning activity in the 3rd Grade of SDN 1 Wonosaren

All teachers must encounter some problems. Those problems came from some aspects stumbling upon the process of teaching and learning activity. I found the obstacles in SDN 1 Wonosaren and I also classify the obstacles into 2 Problems, there are:

1. Linguistic Problems
   a. Vocabulary
      
      They thought that English was not important for them. Because they thought that they would never go to England or the other country. Thus, they do not need to learn English as well. Especially in the learning of vocabulary.

   b. Pronunciation
      
      The students have a misconception about a good pronunciation. The previous English teaching process did not concern about the accuracy of pronunciation. When the writer observed the English teacher of SDN 1 Wonosaren, she did not pay special attention to the errors made by the pupils. Thus, it made an assumption that mispronouncing word could be tolerated.
Besides the misconception, the learners were not used to practicing how to pronounce word correctly. They only enriched their vocabulary by remembering the meaning, but they did not try to pronounce words correctly.

2. Non Linguistic Problems

a. Students’ Low Motivation

The entire students did not have a big motivation to learn English. It is because of misunderstanding about the importance of learning English. They thought that English was not important for them, because they never used English for their daily activities. They also thought that English is just for those, who will study abroad and want to visit other countries. They never thought that they could study abroad or have a conversation with foreigner. I also identified that the low motivation would affect the students’ behavior. Those who had big motivation would achieve more than those who did have a big motivation.

b. Inappropriate Schedule

The behavior of students was affected a lot by when the class took place. Unfortunately, the English class for third grade students took place at the last period. All students were tired with long day of study. The students tended not to pay much attention as the end of class approached. They asked the writer to end the class early, moreover, if they saw other classes had come home. Although there
were still a few minutes to highlight the materials that had been learnt, they could not stay longer in the class.

Thirty-five minutes for English class was far from adequate to teach and learn English optimally. The big numbers of students made one activity take much time. Most of the time was used to control the class because they were so noisy and disordered.

c. Big Class

There were thirty nine students occupying this third grade class. It was not absolutely ideal for teaching and learning process. Moreover, eight to ten-year-olds were incredibly unruly and noisy. It often made the class get out of hand. A big number of students required a bigger class, but the class was too small for thirty nine students. The edge was so narrow that made the writer difficult to walk around in the class to supervise the entire students` activities in the class. If the writer just stood in front of the class then the students sitting at the back would not pay attention to the writer`s explanation.

Sometimes, that class was often out of control. Many students talked each other and the class was not conductive for teaching and learning. It was difficult for the writer to decide which activity was appropriate for such a big class.

d. Limited Material and Facilities

Materials and facilities are important factors to support the successful English teaching and learning. The materials available in
the book they use were not interesting. It is actually required more audiovisual aids like tape recorder, cassettes, televisions, video player, and many others. The class was not supported with that all. Those aids were useful to introduce the way how to pronounce words by target language speaker. Presenting by tape recorder might be more exiting rather that by the teacher.

D. The Solutions in English Teaching and learning activity in the 3rd Grade of SDN 1 Wonosaren

Facing many problems, I as the writer presented above, it was extremely important for me to take an action. Any punishment that hurt a student physically or emotionally was probably harmful in many ways. I tried to control my emotion so that I would not do such a thing.

Moreover cruel punishment did not bring any positive effect for the improvement of their learning. On the contrary, it only hurt feeling and discouraged motivation. For the reason above, I solved the emerging problem such as the followings:

   a. Vocabulary

   I provided the students with clues that were repeated for many times. Besides, I also gave an overview how to remember word in a simple way. I also give them sing a song related to the topic to make them easier in remember about vocabulary.
b. Correcting pronunciation

I tried to reduce the misconception about a good pronunciation. I teach very patiently about it. If the students made a mistake in their pronunciation, I gave correction by giving the clue. If the students made wrong pronunciation, I gave an example and the students should imitate that. If the students made a mistake again, I only provided the correct pronunciation without asking the students to imitate that again. Asking the students to repeat about the vocabularies related to the topic over and over again that made atmosphere in the class informal but they still focus on the topic they had at that time.

2. Solutions for Non Linguistic Problems

a. Motivating the Students

I had applied several strategies to overcome the lack of student motivation. In the beginning class, I explained the importance of learning English to communicate around the world. It is used to improve the students’ motivation in learning English.

Giving reward for the students who could answers the questions well. The reward is not something like giving them ice cream, many candies or many more. This is the traditional way to make them get more spirit in learning English. I just gave them plus (+) marks and appreciated them like; excellent!, good job!, brilliant!, etc in their paper tasks.
In the end of my job training, I invited a foreigner from other country (Poland) to make a conversation with the students. It is very helpful because they were very happy that they could speak with native speaker of English. Now, They have awareness how important learning English for their futures.

b. Adjusting the activity with the students` mood to solve the limited time.

It was impossible to me to choose the most beneficial time to teach. The only action that I could do was adjusting the activity with the students` mood. In general, schedule at the end of class was not an effective class. The students paid more attention to other distractions because they did not focus. The students had been through a long day of study and they were tired. If I asked the students to pay attention to the long and bit complicated explanations or to make a note, the students were grumbling. To solve that problem, I gave exiting activity that involved the students actively. So, the students would not get sleepy, bored, and in hurry to come back to their home.

Because of the limited time, I changed the activity that took a long time. I gave the students a task that could be possibly finished by all students on time.

c. Creating a simple and communicative activity to manage big class

Many people appeared because of the big number of the students. I worked so hard to control the class. I made a simple and
communicative activity that gave the students chance to use the language in interaction with others. So, I made group consisting two students so that the students could work with friends next to them. It did not need to move the chairs because there was no available large space, besides it took much time.

If the spoken activity was out of control. I change of activity would restore order. Changing the spoken activity into written activity often settled the students down. Listening tasks or reading exercises were useful to create a controlled atmosphere.

d. Making such new and fresh activities to reduce limited material and facilities

I made such new and fresh activities because the writer could not find appropriate activities in students` activity paper that could support the teaching and learning English. I had made the exercise in a lesson plan. I also browsed some materials and exercises from other handbooks and internet.

Because there were no audiovisual aids in the class, I made appropriate activities and exercises. To present the way how to pronounce words, I acted as a model. I made “listen and repeat” activities. Here, I read aloud a word then the students repeated it more and more. I also used the real object around the class to support communicative their teaching and learning process.
CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusion

I was performed in first week from 5 January until 10 February during the job training. I focused my observation on the third grade students. I conducted to do my observation every Monday to Saturday. I taught six classes. Every class had 35 minutes for English lesson in a week. English lesson was taught every Thursday and Friday. Teaching and learning activity was the main part in my job training.

The Problems in English Teaching and learning activity in the 3rd grade of SDN 1 Wonosaren are: 1. Linguistic problems include: a) vocabulary, b) the students have a misconception about a good pronunciation. 2. Non linguistic problems include : a) the entire students did not have a big motivation to learn English, b) thirty-five minutes for English class was far from adequate to teach and learn English optimally, c) there were thirty nine students occupying this third grade class, d) the materials available in the book they use were not interesting.

Facing many problems, I presented above, it was extremely important for me to take an action. The solutions for its problems in English Teaching and learning activity in the 3rd grade of SDN 1 Wonosaren are : 1. Linguistic problems: a) tough sing a song about vocabulary related to the topic, b) teaching very patiently and creating an activity that involved all of the students got used to
pronounce English words. 2. Non linguistic problems : a) giving reward for the students who could answered the questions well, b) adjusting new activity that involved the students actively, c) creating a simple and communicative activity that gave the students chance to use the language in interaction with others, d) making “listen and repeat” activities.

B. Suggestions

Based on the job training experience, I want to give some suggestions as follows:

1. SDN 1 Wonosaren

   In order to improve the students’ ability in English, SDN 1 Wonosaren should provide more resources and facilities dealing with the English teaching and learning activity. It will help the students and teacher to improve their skill in English. The school should seriously solve indiscipline problems by seeking students` parents because it is exceedingly important for parents to be involved in their children`s education and also provide a good and conductive situation to make the teaching and learning activity runs well.

2. The English Teacher

   The English teacher should vary activities in the class to attract students’ motivation.

3. English Diploma Program
I suggest English Diploma program to provide a subject dealing with the job training to help the students to get more knowledge about the job training. It will be very helpful to the students during their job training and should provide native language speaker to give lectures in English Diploma Program to develop student’s pronunciation proficiency.

4. Students of English Diploma Program

Students of English Diploma Program should look for more information about the job training from students who have done the job training in previous year. It will be very useful for them. I also suggest them to consult the job training to their supervisor so that they can get more knowledge about what they have to do during the job training.