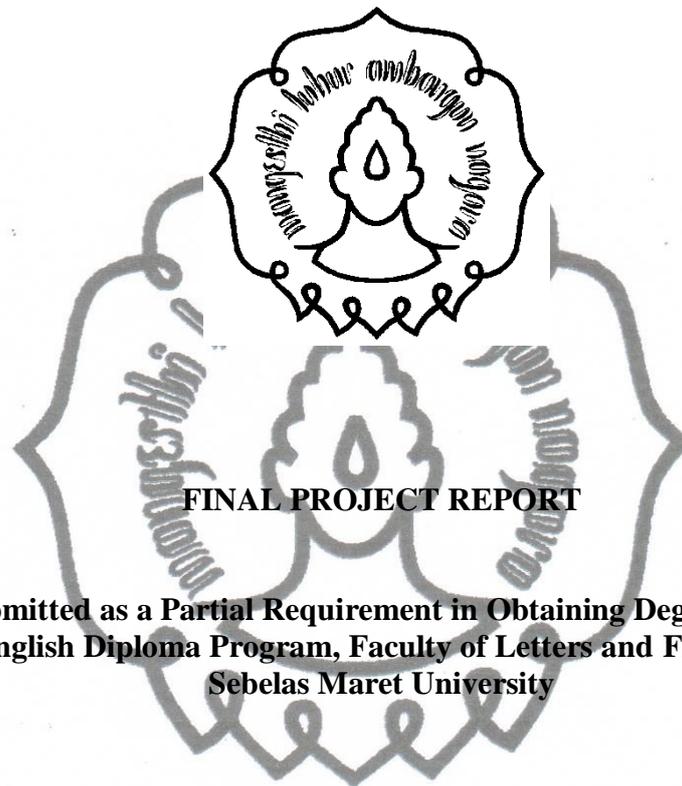


**ENGLISH TEACHING AND LEARNING ACTIVITIES FOR 4TH GRADE
STUDENTS OF ELEMENTARY SCHOOL
IN SD NEGERI NGORESAN NO. 80 SURAKARTA**



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**

**By:
Yoepi Sushanto
C9309089**

**ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2012**

APPROVAL OF SUPERVISOR

**Approved to be examined before the board of examiners,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University**

Final Project report:

**ENGLISH TEACHING AND LEARNING ACTIVITIES FOR 4TH GRADE
STUDENTS OF ELEMENTARY SCHOOL IN SD NEGERI NGORESAN NO.
80 SURAKARTA.**

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Title : ENGLISH TEACHING AND LEARNING ACTIVITIES
FOR 4TH GRADE STUDENTS OF ELEMENTARY
SCHOOL IN SD NEGERI NGORESAN NO. 80
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MOTTO

“Never give up till the end”



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DEDICATION



I dedicated this final project to:

My beloved parents

My beloved older brother and sister

My beloved girlfriend and family

All of my friends

commit to user

PREFACE

I would like to say thank to Allah SWT for all the blessing. I would like also to say thank to all people who support me in writing and finishing this final research report entitled “English Teaching and Learning Activity for Fourth Grade Students of Elementary School in SD Negeri Ngoresan 80, Surakarta”

The main purpose of this final project report is to describe activities of teaching learning English in SD Negeri Ngoresan 80, Surakarta done by the writer. The writer also gives solutions of the problems from the students and from the teachers that the writer got during the job training.

The writer hopes that his final report can be a good reference for the reader and gives information about the activities of teaching-learning to young learners.

Surakarta, June 4th 2012

Yoepi Sushanto

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ACKNOWLEDGEMENT

Bismillahirrahmannirrahiim

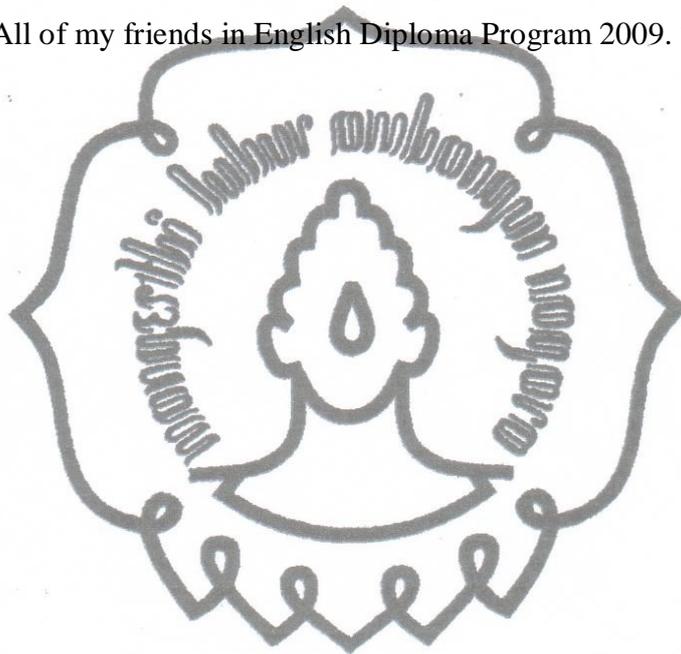
Alhamdulillahirobbil'alamin, first I would like to say thank to Allah SWT for blessing and giving chance for me. Thanks for your guiding, support, strength, and inspiration given to me in writing and finishing this final project report.

Moreover, it is hard for me to finish this final project report without some hands from either the individuals or institution. Therefore, I want to say my highest appreciation to:

1. Drs. Riyadi Santosa, M.Ed., Ph.D., the dean of Faculty of Letters and fine arts, Sebelas Maret University for approving this report.
2. Yusuf Kurniawan, SS, MA, the head of English Diploma Program, for the highest dedication for the English Diploma Students.
3. Drs. Mugijatna, M.Si., Ph.D., my final project report supervisor, thanks for the time and guidance during the writing process of this final project.
4. M. Farkhan, MD,S.Ag,M.Ag., my academic supervisor, thanks for the guidance and motivation.
5. All the lecturers of English Diploma Program, thanks for your support and knowledge.
6. The family of SDN Ngoresan 80, Surakarta. Thanks for the guidance and chance.

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7. My beloved parents, thanks for everything given to me, I will make you proud of me. My older brother and sister, it's nice to be your younger boy.
8. My classmates, Tyo, Ucup, Syahril, Adit, Risky, Shokib, Indra, and the other. Thanks for support and happiness.
9. My beloved girl friend, Eca, thanks for your support and motivation.
10. All of my friends in English Diploma Program 2009. Thanks.



ABSTRACT

Yoepi Sushanto, 2012, English Teaching and Learning Activities for 4th Grade Students of Elementary School in SD Negeri Ngoresan No. 80 Surakarta, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final report project is written based on the job training activities in SDN Ngoresan 80, Surakarta. The purpose of this final project is to describe the English teaching-learning activities, the problems and their solutions.

The writer did class observation during the job training. In this activity, the writer checked the class condition, the students and the equipment in the class. He also made a lesson plan to guide his English practice. The teaching learning activity consists of warming up, explanations, practice and assessments.

The writer found some problems during the job training. They came from the students and the writer as teacher. The students' problems were indiscipline, laziness, English spelling and pronunciation. The teacher's problems were lack of time, big class and lack of additional materials.

The problems were overcome as follows. The problems of laziness and in discipline were overcome by giving appreciation to them who got the best score or could answer the question and making the teaching learning English more interesting. The problems of pronunciation and English spelling were overcome by correcting them to read many vocabularies and giving writing test such as filling missing words. The problems of lack of time and materials were overcome by setting the time schedule effectively and providing new materials from internet or the other books. The problem of big class was overcome by making group which consists of four students or more.

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**AKTIVITAS BELAJAR DAN MENGAJAR BAHASA
INGGRIS
UNTUK KELAS 4 SEKOLAH DASAR
DI SD NEGERI NGORESAN 80 SURAKARTA**

**Yoepi Sushanto¹
Drs. Mugijatna, M.Si, Ph.D²**

ABSTRACT

2012. Program Diploma III Bahasa Inggris, Fakultas Sastra dan Seni Rupa, Universitas Sebelas Maret.

Tugas Akhir ini ditulis berdasarkan kegiatan praktek kerja lapangan di SD Negeri Ngoresan 80 Surakarta. Tujuan dari penulisan Tugas Akhir ini untuk menjelaskan tentang kegiatan belajar dan mengajar Bahasa Inggris, kendala yang dihadapi dan solusi untuk kendala tersebut.

Penulis melakukan kegiatan observasi kelas selama praktek kerja lapangan. Dalam kegiatan ini, penulis memeriksa keadaan kelas, siswa- siswi dan perlengkapan yang terdapat di dalam kelas. Penulis juga membuat rencana pelaksanaan pembelajaran untuk mengarahkan praktek mengajarnya.

Penulis menemukan beberapa kendala selama melakukan praktek kerja lapangan. Kendala tersebut berasal dari siswa dan penulis sebagai pengajar. Kendala dari siswa antara lain malas dan tidak disiplin, mengeja kata Bahasa Inggris dan pelafalan. Kendala dari penulis diantaranya waktu yang terbatas, jumlah siswa yang banyak dan materi yang terbatas.

Kendala- kendala tersebut bisa diselesaikan dengan cara berikut ini. Rasa malas dan tidak disiplin diselesaikan dengan memberikan apresiasi kepada siswa yang mendapatkan nilai tertinggi atau bisa menjawab pertanyaan dan membuat kegiatan belajar mengajar lebih menarik. Pelafalan dan mengeja kata Bahasa Inggris diselesaikan dengan cara memberikan latihan tertulis tentang kosakata Bahasa Inggris seperti latihan mengisi huruf yang hilang dan membetulkan para siswa ketika membaca kosakata Bahasa Inggris. Waktu dan materi yang terbatas dapat diselesaikan dengan mengatur waktu seefektif mungkin dan menyediakan materi baru dari internet atau buku lain. Jumlah siswa yang banyak dapat disiasati dengan membuat kelompok yang terdiri dari 4 siswa atau lebih saat mengajar.



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² Dosen Pembimbing

CHAPTER I INTRODUCTION

A. Background

Nowadays, English is one of international languages. Some countries use English as national language. In this globalization era, English is important language for all countries, including Indonesia. Everything uses English language as introduction, such as technology, education, books, information etc.

Government of Indonesia has determined English as one of the compulsory subjects to learn in schools and universities. Some years ago, English was given only to the students of junior high school and senior high school. But nowadays, English has been taught to the students starting from elementary school. Moreover, some kindergartens also taught English to their students. The elementary school is appropriate place to introduce English language to the students as early as possible to make them familiar with English Language.

Commonly, the students of elementary school are introduced to lists of vocabularies, for example kinds of colours: red, white, black, grey, green, yellow etc. From this method, the students can memorize the vocabularies and spell or try to say correct pronunciation.

Elementary students have different ability to learn English well. They didn't know that the spelling and the pronunciation are different. The students still consider that English language is the same as Indonesian language. They need to

study hard to improve their skill in English such as listening, reading, speaking and writing.

The writer was interested to have the job training in SDN Ngoresan 80, Surakarta. He chose it because in this school English has been taught to the students starting from first until sixth grade. The writer not only focused on the fourth grade for the final project, but also taught English to the other grades. Based on the class observation, the fourth grade students are more active in learning English than the other grades. Moreover, the fourth grade students still get difficulties to understand the materials from the English teacher.

Based on the explanation above, the writer presents a final project report entitled “English Teaching and Learning Activity for Fourth Grade Students of Elementary School in SD Negeri Ngoresan 80, Surakarta”

B. Objectives

Based on Based on the background, the objectives of this final project are:

1. to describe the English teaching and learning activities in SD Negeri Ngoresan 80, Surakarta done by the writer.
2. to describe the problems of English teaching and learning activities in fourth grade class of SD Ngoresan 80, Surakarta done by the writer.

3. to describe the solutions of the problems of English teaching and learning activities in fourth grade class of SD Ngoresan 80, Surakarta done by the writer.

C. Benefits

The writer hopes that this final project will be beneficial to:

1. SD Negeri Ngoresan 80, Surakarta.
This final project can help the teacher to find out the acceptable and appropriate solutions for teaching English problems in SD Negeri Ngoresan 80, Surakarta.
2. Students of English Diploma Program.
This final project report can be used as reference for English Diploma students and additional knowledge about English teaching learning activities.
3. Other readers.

It is also expected that this final project report can give more knowledge and information to other readers reading this final project report.

CHAPTER II

LITERATURE REVIEW

A. Teaching

Teaching is part of education. It is an activity which delivers or transfers knowledge from teacher to students. It usually takes place in formal class. According to Douglas Brown, "Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand." (Brown, 2000: 7). He adds, "Teaching is guiding, facilitating, learning, enabling the learner to learn, and setting the condition for learning."

"Teaching is giving lessons or helping someone learns about something by giving them information in a school or college in university." (*Longman Contemporary English Dictionary*, 2003: 1700). It means that teaching is a method to give or help someone to get new information in formal class.

Based on the statements above, teaching is an activity of giving lessons or helping someone to know new information or knowledge from the teachers to the students. The teachers not only give or help the students to do their tasks, but also facilitate the students in materials and guide them to find mistakes then give solutions to correct their mistakes.

According to Alvin W. Howard, "Teaching is an activity that tries to help someone to acquire, change, or develop skills, attitudes, ideals, appreciations, and knowledge." (Howard, 1968: 18). He says about some fundamentals of successful teaching in his book *Teaching in Middle School* (1968: 19):

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1. Teacher must know the subject well enough so that he/she can conduct unit plans and assignments, research activities, a variety of lesson, problem solving, and can locate material and guide students.
2. The teacher must also like what he/she teaches and like teaching as a profession.
3. The teacher knows the children, their previous experiences, abilities, and achievements.
4. Use a variety of methods in teaching.
5. Cover all the materials in all subjects.
6. Build previous learning and experience and strive continually for more student independence and creativity in work habits.

Based on the statements above, it can be concluded that teaching is an activity where the teacher delivers the lesson and helps or gives new information to the students depending on the ability and experiences of the students. It is better for teacher to have some aspects which can make students interested in the activity given by their teacher.

B. Learning

Learning is important basis which supports education activities. It is a process to get information or knowledge. "Learning means gaining knowledge of a subject or skill by experience, by studying, or by being taught." (*Longman Contemporary English Dictionary*, 2003: 916). Meanwhile H. Douglas Brown

states that learning is acquiring or getting knowledge of a subject or skill by study, experience, or instruction. (Brown, 2000: 7).

Based on the statements above, it can be concluded that learning is gaining knowledge of a subject by studying or experiencing which happens in daily life. Learning can happen every where such as in the formal class, family, society, etc.

Here are some understandings of learning according to Douglas Brown in his book *Teaching by Principles* (2000: 7):

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

Based on the statements above, it can be concluded that learning is activity or process to get knowledge or skill by the learner, not only mental process but also physical process. Learning produces new information for the learner which can save in storage systems.

C. Young Learners

According to Christopher Brumfit, “Young learners are people who begin their schooling, so that teachers have a major opportunity to mould their expectations on life in school.”(Brumfit, 1984: v). It means that young learners are elementary school or first grade of junior high school students where they are moulded by the teacher.

Wendy A. Scott and Lisbeth H. Ytreberg state in their book entitled *Teaching English to Children* that young learner love to play and learn best when they are enjoying themselves. But they also take themselves seriously and like to think what they are doing in real work. (Scott and Ytreberg, 2000: 1-2).

They also define young learner’s ability in each group of age:

1. five to seven years old
 - a) They can talk about what they are doing,
 - b) They can talk what they have done or heard,
 - c) They can plan activities,
 - d) They can use logical reasoning,
 - e) They can understand direct human interaction.
2. eight to ten years old
 - a) They can understand abstracts,
 - b) They can understand symbol (beginning with words),
 - c) They can generalize and systematize.

(Scott and Ytreberg, 2000: 1-4).

Based on the statements above, young learners have differences of ability based on their age. Each group of age has its own ability. Teacher is easier to know student's ability from the age group of students.



CHAPTER III

DISCUSSION

A. SD Negeri Ngoresan 80, Surakarta.

1. General description of SDN Ngoresan 80 Surakarta.

SD Negeri Ngoresan 80 is one of public elementary schools in Surakarta. It is located at Jl. Kartika 36 Jebres, Surakarta. This school was established on August 1st 1954. It is residential area, so the environment around SDN Ngoresan 80 is very crowded. More than half of the students come from the area around this school.

The public school covers an area of 1256 m². The total area which is used for the building is 452 m². It consists of classrooms, teacher's room, library, school, health unit room, canteen, toilet and the other rooms which support teaching and learning activities.

SDN Ngoresan 80 Surakarta is led by Rimaharti Dyah Astuti, S.Pd. She is ninth headmaster of SDN Ngoresan 80 Surakarta replacing Enie Jatmikaningtyastuti, S.Pd, the previous headmaster. She was chosen by The Mayor of Surakarta, Joko Widodo, on February 8th 2012 to lead this school.

SDN Ngoresan 80 has fourteen teachers, one staff and one caretaker. Six teachers are classroom teachers. They handle and teach most of the subjects in their class. Three teachers are responsible for teaching Islam, Christianity, and

Catholic. Four teachers are responsible for teaching art of dance, draw, sport, and English.

The total of the students in SDN Ngoresan 80 Surakarta is 295 students. It consists of 160 male students and 135 female students. It is divided into six classes. Every classroom has 40-51 students. English is taught in the first grade up to six grade students once a week.

2. Visions and missions of SDN Ngoresan 80 Surakarta.

The school has vision and missions in improving the education system. It is also to motivate the teachers and the students.

a. The vision is:

conducting the education and teaching based on religion and science in order to get smart, competent, and responsible graduates with good personality.

b. The mission are:

- 1) developing potentials, talents, and interests possessed by the learners so that they become citizen that are responsible to God, society, and nation.
- 2) providing learners with sufficient knowledge and basis competence in order that they become citizen who has wide knowledge, capability, competence, and psychical and spiritual health.

- 3) accompanying students towards excellences in academic as well as non academic fields so as to make them ready for higher level of study and well prepared for social life.
- 4) involving all people to be actively responsible for producing graduates who are smart, skilful, and good in personality.

3. Extracurricular Activities.

SDN Ngoresan holds some extracurricular activities to develop skill's students outside the academic skill. The extracurricular activities are:

- a. scouting which is handled by C. Sumiyatun, A.Ma.
- b. traditional dance which is handled by Sukeksi Ambarsari, S.Pd.
- c. volley ball which is handled by Sukirno, A.Ma.

B. Job Training Activities

The job training activity was done from January 24th2012 to March 3rd, 2012. For six weeks during job training, the writer did some activities. They were school observation, class observation, lesson plan process and also teaching activity.

1. School Observation.

School observation was done by the writer on January 24th 2012. The purpose of the activity was to introduce and to know the condition of the school. There were some steps of school observation activities. First, the writer

introduced himself to the teacher in the office accompanied by the headmaster. Then, the writer accompanied by one of the teachers observed the condition of the school by walking around the school. After that, the writer set the schedule of job training activity. Puji Asri Iswati, S.Pd, the English teacher gave the writer the materials and schedule of English which is used in this school. She also asked the writer to handle the second, fourth and sixth grade in job training activity.

2. Class Observation

The writer did class observation during the job training activities. The writer observed fourth grade classroom. The room has two doors, tables, bookshelf, chairs and many posters of nation's heroes. The room is also provided by additional facilities, such as two big fans, one whiteboard, eraser, marker, dust bin and also broom stick.

The fourth grade class has 44 students. It consists of 23 boys and 21 girls. They were more interested in English than the other class. The boy students were more difficult to handle than the girl students. They had high curiosity. It made the students always spoke with the other when the teaching-learning activity was running.

English was taught in fourth grade for two hours once a week. An hour of the lesson was about 30 minutes. It is on Thursday at 11.30-12.30 after the second break.

Most of students were happy know they will get the English lesson from the student of university when the writer observed the classes for the first time.

The teacher asked the writer to introduce himself to the students in front of the class. Some of the students asked to the writer about his identity such as age, address, hobby etc. Then, the teacher asked the writer to watch how to handle the class.

3. Lesson Plan Process

The writer made lesson plan after doing class observation, in Indonesian it's called *RPP (Rencana Pelaksanaan Pembelajaran)*. It was one of important tools to succeed in English teaching. A good teacher usually makes a lesson plan before she/he starts to give materials to their students. It helps the teachers to prepare the materials which will be given to the students based on the topic, how to explain the materials and also to reach the aim of the topic for the students in the end of the teaching learning activity. It also can make the students more active in the teaching- learning activities. Actually, the function of the lesson plan is to guide the teacher in giving the materials to their students based on the topic that they will discuss.

The writer chose a topic about Family. The writer chose the topic from the hand book named *PAKEM*. It consists of four skills; they are speaking, listening, reading and writing. The writer divided it into two-three meetings. (The lesson plan is attached).

C. Discussion

1. Teaching and Learning Process.

In SD Negeri Ngoresan 80, Surakarta, English lesson is given from the first grade to the sixth grade. The lesson is given once in a week for two hours lessons. English lesson still becomes an additional lesson in the elementary school. English is included in *Mulok (muatan lokal)* with Javanese and traditional dance subject. It is not the same as mathematic, Indonesian language, and science that have become compulsory subjects.

The writer did job training activity handling the fourth grade. The writer taught English lesson to the class every Thursday at 11.30 to 12.30. The writer went to the class after the bell to end the second break rang. The writer greeted the students and then checked the students' attendance to begin the lesson. Then, the writer asked the students whether there were homework or not. After that the writer reviewed the last material that they had learned before in order to refresh the students' memory. The writer asked some questions about the materials that would be discussed.

The writer used English languages and then repeated it into Indonesian language in explaining the materials. It was difficult for fourth grade students if they were explained using English language only. The writer got difficulties when the students talked to the other students and ignored his explanation about the materials. The boy students usually made the situation of the class became noisy.

The writer gave some exercises after explaining materials in order to measure the students understanding about the material which they had got. The writer drew a family tree in the whiteboard and wrote some questions based on the picture. He asked the students to answer the questions based on the picture of family tree. He gave the example how to do exercises. Then the writer moved around the class to check the students' work one by one. After the students had finished their work, the writer asked one by one of the students come in front of the class to write down the answer. Then the writer checked and gave the correct answers. He also asked the students to change the wrong answers with the correct answers. It could make the students understand.

2. Teaching Procedure

The writer had some procedures in doing the job training in SDN Ngoresan 80, Surakarta. The teaching procedures consisted of warming up, explanation, exercises and ending the lesson.

a) Warming up

The first step is warming up. The writer usually greeted the students after entering the class to make the situation relaxed and fun. The greeting is below:

The writer : “good afternoon students.”

Students : “good afternoon, sir.”

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The writer : “how are you today?”

Students : “I’m fine and you?”

The writer : “I’m fine too, thanks.”

After giving a greeting, the writer checked the attendance list to know who was absent and to know the students’ personality.

The writer : “who is absent today?”

Students : “no one, sir?”

The writer introduced new materials before starting the teaching-learning activity. He asked some questions related new materials. The questions were below:

The writer : “do you know the family member?”

Students : “yes sir”

The writer : “what is it?”

Students : “father, mother, son, aunt, uncle, etc.”

The writer : “good, now we will learn about family”

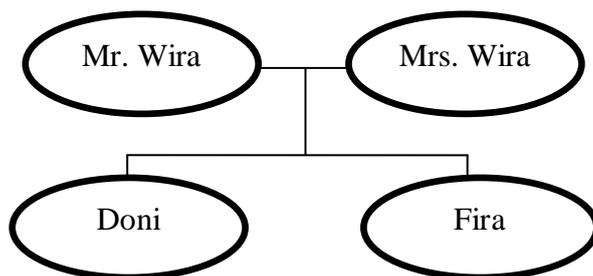
b) Explanation

After giving greeting, the writer explained the materials to the students. The writer asked the students to open the book which discusses the topic. He used a hand book named *PAKEM*. The writer explained the

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materials based on the book. There were two ways explanations given by the writer. They were oral and written form. The writer gave oral explanations by speaking loudly in front of the class. He wrote some words in the white board and explained every word to the students. When the writer explained orally in English, he repeated it in Indonesian.

In explaining the materials, the writer did not only present the explanations about what family are. The writer also gave picture of family tree. Then, the writer asked some question to students about the family members based on the picture. It aims at making the students focus on the explanation, not only listening to what the writer explained.



This is Mr. Wira's family.

Doni is Mr Wira's son.

Fira is Mrs. Wira's daughter.

Mr. Wira is Mrs. Wira's husband.

c) Skill Practice

The next step is exercise. After giving explanations, the writer gave the exercises to the students. The writer asked the students to do some exercises in individual or group in order to make the students discuss it with their friends. The exercises were taken from the handbook. The writer divided the exercises into several activities.

1. Listening activity.

In this activity, the writer used “listen and repeat”. The writer asked the students to listen the sentences which were read by the writer. He repeated the sentences two times. Then they had to remember what the writer had said to answer the question in their hand book. For example:

The writer : father, mother, grandfather, grandmother, parents

The students :

On the other listening activity, the writer gave the names of family members incompletely. The students had to fill the missing letters by listening what the writer said. For example:

1) **U...C...E** :

2) **...A...G...T...R** :

3) **N...P...E...** :

2. Speaking activity

In this activity, the writer asked the students to practice the dialogue in pairs in front of the class. The writer listened to every word which was said by the students. Then, the writer corrected the mistakes and gave the correct pronunciation. It made them be familiar to speak and hear English word.

For example: Doni : Hi, Andi!

Andi : Hi, Doni!

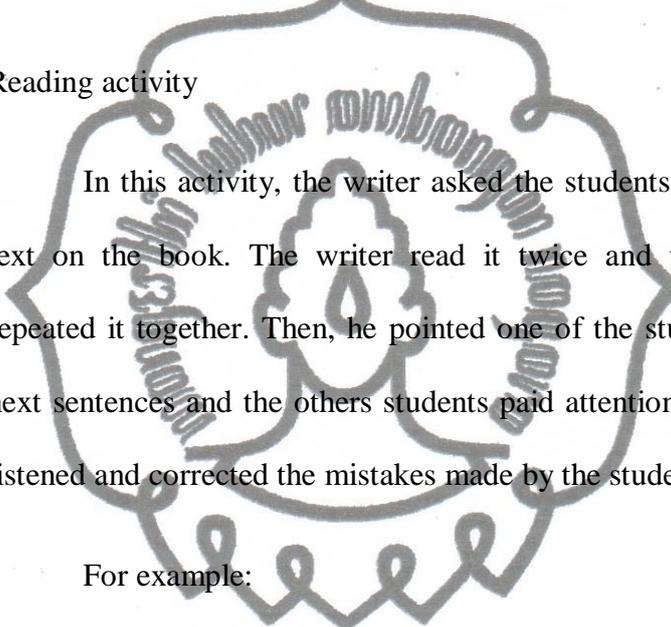
Doni : Who is the lady, Andi?

Andi : Oh, she is my grandmother?

Doni : Is she your mother's mother?

Andi : No, she isn't. She is my father's mother.

3. Reading activity



In this activity, the writer asked the students to read a reading text on the book. The writer read it twice and then the students repeated it together. Then, he pointed one of the students to read the next sentences and the others students paid attention on it. The writer listened and corrected the mistakes made by the students.

For example:

Mariana Aunt

Mariana is my aunt. She lives with my grandfather in Bandung. My aunt has not married yet. She is the youngest child in her family. She has an elder brother and elder sister. My brother and I are her nephew and niece. My aunt's elder sister also has a child. It is a son.

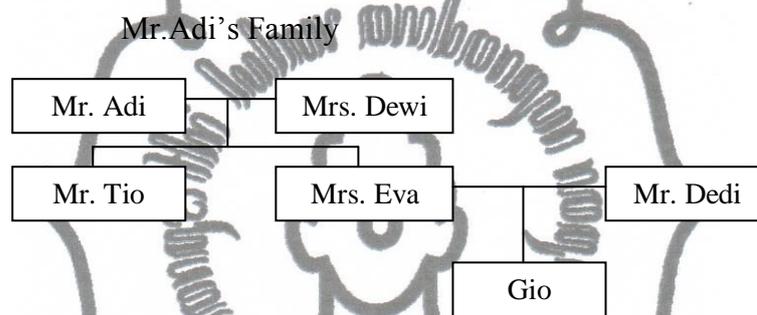
Aunt Mariana is a very nice and beautiful aunt. We like her so much. She can cook deliciously. She learns

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cooking from grandmother. My mother often asks about a recipe to her. My mother loves her little sister in law very much.

4. Writing activity.

The writer asked the students to fill in the blanks with the name of family members. The writer guided the students to fill the blanks by providing the picture of family tree. For example:



- Mr. Adi is Mrs. Eva's
- Mrs. Eva is Mr. Tio's
- Mr. Dedi is Gio's
- Gio is Mrs. Dewi's
- Mr. Tio is Mrs. Eva's

d) Assessment

The next activity was assessment. The writer gave it in order to measure the students' understanding based on the topic which was given by the writer. The assessment was given after the topic had been done in third meeting. The writer made the assessment himself.

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D. Problems and Solutions of English Teaching and Learning Activities in SDN Ngoresan 80, Surakarta.

1. The problem faced in the activity

a. Problems from the students

1. Indiscipline and laziness

The fourth grade students were indiscipline, especially the boy students. They sometimes ignored the writer when teaching-learning was running. Some of the students did not do their homework given by the writer and forgot to bring their book.

2. Writing English spelling

The students always did mistakes in writing English word because they have difficulties to remember the spelling. Thus, they wrote the unusual word such as kausin, nepew, dauter, ankle, etc.

3. Pronunciation

The students were still wrong in pronouncing English words. The students often pronounced English incorrectly. The students were already familiar with Javanese and Indonesian which has different pronunciation and spelling from English.

b. The problems from the teacher

1. Lack of time

The writer needed a lot of times to control the class. The writer not only taught and delivered the materials, but also tried to control the class. Thus, it took a lot of times to make the class conducive.

2. Big class

The class of fourth grade consists of 44 students. It made the class sometimes noisy. The writer couldn't control them well. Other students talked when one of them are warned by the writer. Therefore, it made the class not conducive.

3. Lack of additional material

The source book used to teaching English in the 4th grade students are taken from "PAKEM" only. There were not additional sources hand book. The writer faced the problems because the materials which were provided in the hand out book were too short and the exercises were not various.

2. Solutions to the problems

a. Solutions to the student's problems.

1. Indiscipline of the students can be decreased by presenting materials in interesting way. The writer should always bring picture or other tools, so that it could attract the students' attention. He should give appreciation to the students who got the best score or could answer the question. It made the students feel proud with them self.
2. The mistake of writing English spelling can be overcome by asking students to write many vocabularies in every meeting. It can be like filling missing words. It is such a vocabulary practice which can develop the students' skill in writing.
3. Students' pronouncing problems can be solved by always correcting them to read many vocabularies. The writer asks the students to repeat what he says. It can make the students understand what they should pronounce the words by repeating the writer's pronunciation.

b. Solutions to the writer's problems.

1. Lack of time in presenting material can be solved by using time efficiently. The writer should set time schedule in transferring the material and not to waste his time. The writer should plan it before teaching the students.

2. Big class can be solved by making group which consists of four students or more. Thus, the writer can control the class effectively.
3. Lack of teaching media can be overcome by using some additional tools such as picture. The writer can get it by searching in the internet or getting from the other books. It can make the teaching-learning activity more interesting.



CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the discussion, some conclusions from this final project can be drawn as follows.

1. The English teaching-learning activities of SDN Ngoresan 80, Surakarta.

English lesson in SDN Ngoresan 80, Surakarta has been taught from first grade up to sixth grade. The fourth grade students were taught English lesson on Thursday at 11.30 until 12.30. The English teaching-learning activity for fourth grade in SDN Ngoresan 80, Surakarta done by the writer consisted of some steps. The steps are as follow.

a. Warming up

The writer gave warming up to the students before starting the English lesson. There were greeting, checking attendance list of the students, and reviewing the last materials.

b. Explanation

The writer explained materials from the book which relates with the topic. He explained materials to the students in oral and written form. He explained materials orally using English and then repeated them in Indonesian. He also drew or brought some pictures when explained the materials.

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c. Practice

The writer asked the students to do exercises. The exercises involved four activities. They were listening, speaking, reading and writing.

d. Assessment

The writer gave individual test to the students. The test materials were related to the topic that had been discussed. He gave a test to the students in third meeting.

2. Problems and the solutions of English teaching-learning activities

There are some problems in English teaching-learning activity faced by the writer in SDN Ngoresan 80, Surakarta. The problems came from the students and the writer as a teacher. The solutions to solve the problems are as follows.

a. Problems from students and the solutions

1) Indiscipline and laziness

The fourth grade students had indiscipline. They often ignored the writer when teaching-learning activity was running and some of the students did not do their homework. The solution was presenting the materials in interesting way, such as using pictures as teaching media and giving appreciation to the students who got the best score or could answer the question.

2) Writing English spelling

The students used to doing mistakes in writing English spelling. They used to writing unusual word because they forgot one or two letters. To solve this problem, the writer gave writing vocabulary test such as filling missing word. Then, he discussed the correct vocabulary with the students.

3) Pronunciation

The students used to doing mistakes in pronouncing English words. They were usually influenced by Indonesian or Javanese language. The solution of this problem was asking the students to repeat what the writer said. It made the students understood why they should pronounce the correct pronunciation.

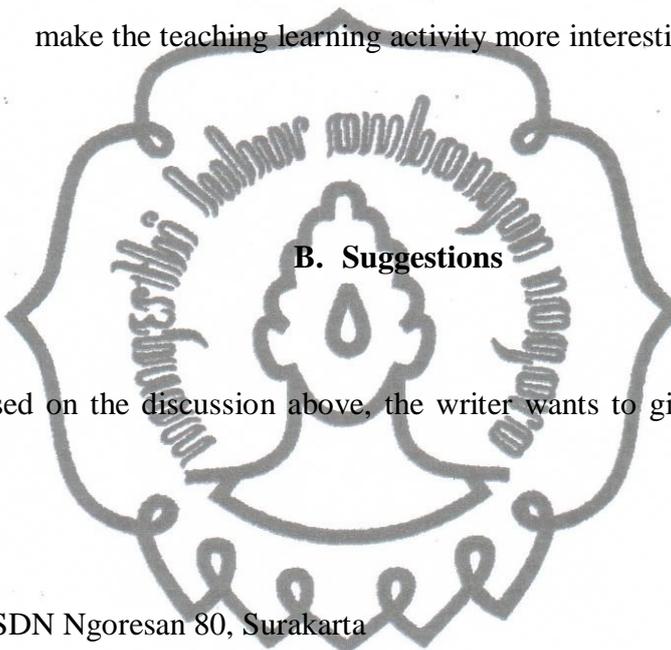
b. Problems from the teacher and the solutions.

1) Lack of time

The writer needed a lot of time to handle the class. Besides, the writer had to present the material effectively. It could be overcome by setting the time of teaching as efficiency as possible.

2) Big class made the situation noisy. It also made the writer couldn't control the students well. To solve this problem, the writer made the class into several groups which consist of four students or more. So, he could control the class effectively.

- 3) Lack of additional materials is one of main problems to make English teaching-learning activity successful. The writer could not present materials effectively. To solve this problem, the writer searched the additional materials himself on the internet or got from the other books. It could attract the students' attention and make the teaching learning activity more interesting.



B. Suggestions

Based on the discussion above, the writer wants to give suggestions as follows.

1. To SDN Ngoresan 80, Surakarta

To improve the students' interest in their daily teaching-learning activity, especially for English, the elementary school has to provide additional times and facilities needed for the students and the teacher. It can help the teacher to transfer materials more interestingly and make the students will be more active and interest.

2. To the English teacher of SDN Ngoresan 80, Surakarta

The English teacher of SDN Ngoresan 80, Surakarta has to use some techniques to make teaching learning more interesting. He/ she can use picture, games, video or song to teach English in the class. It can make the students more active and interested.

3. To English Diploma Program

The writer suggests that English Diploma Program has to provide two semesters to prepare job training for the English Diploma students. It can help the students get more knowledge and practice about the job training. It also can help the students to do their job training successfully.

