THE PROCESS OF ENGLISH TEACHING AND LEARNING OF THE 5TH GRADERS AT SD NEGERI 1 PULUTAN KULON WURYANTORO, WONOGIRI

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:

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MOTTO

Success consists of going from failure to failure without loss of enthusiasm.

(Winston Churchill)
DEDICATION

I would like to dedicate this final project report for:

My beloved parents
PREFACE

I would like to say *Alhamdulillahi robbil ‘alamin* to Allah SWT for the opportunity and guidance in finishing this final project report. This final project report entitled “The Process of English Teaching and Learning of the 5th Graders of SD Negeri 1 Pulutan Kulon Wuryantoro, Wonogiri” had been finish by the writer. It is submitted as a partial requirement in obtaining degree in English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report describes the writers’ job training experience in teaching English to the fifth graders of SD Negeri 1 Pulutan Kulon Wuryantoro, Wonogiri. The writer explains the detail of process teaching and learning English, from opening until closing the class. The writer also discussed the problems and the solutions while the job training process.

This final project report is far from perfect and there are some faults inside. However, the critics and suggestions are expected for the improvement of report. Hopefully, this final project report will be beneficial to the readers.

The writer

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8. For all people whom I cannot mention here, thank you.

Finally, I realized that this final project report still has many mistakes, so I do apologize.
ABSTRACT


This final project report is written based on the writers’ job training experience which has been done for three months at SD Negeri 1 Pulutan Kulon Wonogiri. The data of this report is collected from the observation and teaching experience at the school. The objectives of this report are to describe the process of English teaching and learning and to describe the problems and solutions found out during the job training.

In the process of English teaching and learning, the writer gave a number of activities. First, the students were given a warming up to attract the students’ attention to focus on the lesson. After that, the material was taught directly in front of the class. The writer gave the copies of materials to the students as a reference. The writer also provided the materials with the exercises related to the topic.

In the job training process, the writer found four problems. The first problem was the writers’ difficulty in handling the students in the classroom. The second problem was the students’ difficulty in learning English — in mastering vocabulary, spelling the words and pronouncing the words. The third problem was limited time of teaching. The last problem was the students’ difficulty in using English as a means of communication. The process of teaching and learning of SD Negeri 1 Pulutan Kulon Wonogiri was successfully done. Its’ shown that the students had a good mark for the assessment.
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CHAPTER I

INTRODUCTION

A. Background

As an international language, English has gained its popularity all over the world, including Indonesia. English is used in many aspects of life, especially things that related to international relationship. The people need to use English in communication fluently, both oral and written forms. Moreover there are many companies or institutions which require employees who have English competency. Therefore, teaching English at the beginning is the important thing to increase the quality of the people.

By considering that case, our government decided that English should be taught in every level of education; from the elementary school, junior high school, senior high school, and college. The government of Indonesian applies English as a curriculum in the aspect of education. Curriculum consists of many material sequences which are provided for the students in teaching and learning activity. Therefore, the students are able to attain the knowledge by using variety of learning sites.

English is new lesson for Elementary school. It has different sentence structure which makes the students get the difficulties in understanding English. From the writers’ observation, there are some problems from the students. As the students read a sentence, their pronunciation is false. When they are asked to write
a word, they write it incompletely. They also tend to keep silent when they are asked to mention a word. It can also be concluded that the students’ grammar mastery must be improved. In addition, the students are also afraid in making mistakes. Their motivation in learning English is not good. In sum, it can be said that their motivation and performance in learning English are still low.

Teaching English at the elementary school is different from teaching English at junior high school, or senior high school. Students at the elementary school are still mobile and very active, and they enjoy having fun. Besides, English is different from Indonesian in terms of words and sentences structure. The students need to learn and use it in real communication. In this case, the role of the teacher is really needed. The teachers have to manage the best way in conveying the material and encourage the students to learn English. Besides, the teachers must be patient in handling the students during the teaching and learning process. The achievement of the students’ understanding becomes great challenge for the teacher.

A teacher uses some various books for the resources in teaching the students. They uses two handbooks; the course book as a resource book, and students’ worksheet as a compliment book. It is aimed to complete the material which is appropriated with the curriculum. By realizing that English is a new language for the students; the book’s contents have to be more interesting so that the students will not get bored. By giving the activities in the English book, teacher hopes the students can be active and enjoy learning the materials. Therefore, the students will be easier in mastering English. Recently, to make the
students active, many English books provide several activities. Nevertheless, some books are not suitable to be used because the contents are not appropriate with the curriculum. In this case, the purpose of book as a guide and facilitator in teaching and learning English has not been fulfilled yet.

By considering that case, the writer chooses to do the job training at SD Negeri 1 Pulutan Kulon Wuryantoro Wonogiri. The writer has an opportunity to teach the 4th up to 6th graders. Here the writer focuses in teaching the 5th graders because he guessed that there would be many challenges since the students have less knowledge about English.

Based on the experience during the job training, the writer makes the report entitled "THE PROCESS OF ENGLISH TEACHING AND LEARNING OF THE 5TH GRADERS AT SD NEGERI 1 PULUTAN KULON WURYANTORO WONOGIRI".

B. Objectives

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

1. To describe the English Teaching and Learning process of the 5th graders of SD Negeri 1 Pulutan Kulon Wuryantoro Wonogiri.

2. To describe the problems found out and the solutions during teaching and learning process at SD Negeri 1 Pulutan Kulon Wuryantoro Wonogiri.

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C. Benefits

The writer hopes this final project report gives more beneficial for many sides among the others. It is shown as follows:

1. SDN 1 Pulutan Kulon Wuryantoro Wonogiri

   This final project report is expected to give more reference for the English teacher at SD Negeri 1 Pulutan Kulon Wuryantoro Wonogiri in teaching and handling young learners.

2. English Department, Faculty of Letters and Fine Arts, Sebelas Maret University.

   It is hoped that this final project report can be used as an additional information and as a reference for those who are interested in teaching and learning. Therefore, it also can be an input to overcome the obstacles in teaching and writing final project report.
CHAPTER II
LITERATURE REVIEW

A. Teaching

Teaching is a part of learning process, both teaching and learning are related one another. Teaching can be done at least two people. Usually it is done in a formal occasion, where the teacher delivers a knowledge or skill to the students. Brown gives an argument, “teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2000:7). According to this argument, it can be concluded that teaching is a process accompanying and helping the students finding new knowledge. A teacher should make the condition of teaching and learning enable enough to the students in understanding material i.e. by using real objects to support the teaching and learning process. The teacher must be creative in modifying the method to deliver materials.

In relation to the previous statement, Jack C Richards and Charles Lockhart also give statement in their book which is entitled Reflecting Teaching in Second Language Classroom, “Teaching is very personal activity, and it is not surprising that individual teacher brings it to teaching in very different beliefs and assumptions about what constitutes effective teaching” (Richards and Lockhart, 1994:36). Based on this statement, it can be concluded that teachers have their own way in teaching the students. They modify new ways in delivering material to make the students understand. A teacher needs a plan to apply the various ways in teaching the students. It is aimed to achieve the best result in teaching process.
From those statements above, the writer concludes that a teacher covers many significant roles in teaching and learning process. The teacher has to plan his or her ways in delivering material to the students before teaching and learning process begin. A teacher has to construct the class activity and let the students be creative in learning. In addition, the teacher has to control the class for instance to make the class be conducive. The teacher also becomes a facilitator to success the teaching and learning process. It is also supported by facilities of learning both verbal and non-verbal.

**B. Learning**

Knowledge can be achieved by learning. Learning is not only in a formal occasion but also informal occasion. A learner can learn new knowledge from reading the book, from their family at home and from their experience in society. Learning is still related with teaching. According to Brown, there are some definitions about learning;

1. Learning is acquisition or "getting".
2. Learning is retention of information or skill.
3. Learning is a change in behavior (Brown, 2000: 7).

From those statements, learning means a process of accepting knowledge from experience or instruction and keeping the information on mind to be applied in real act. Nowadays, learners can get the information and knowledge from many different ways. The learners can also decide their way in improving their ability and achieve the result of study eventually.
In another words, learning means a process of understanding something. According to Lee Rademacher, “learning is more than memorizing, doing well on a test or spitting out the “right” answer. It is also involves knowing your needs and goals, how you might go about fulfilling those needs and what drives your motivation to learn” (Rademacher, 2004:1). According to this statement, learning is not only remembering something to finish an examination, but it is becoming a requirement to get the goal. Besides giving a new knowledge, learning also gives motivation to get something. Therefore, many people learn a new knowledge to achieve their dream.

Based on those statements above, the writer concludes that learning is an activity to get knowledge, it takes a process to understand and it is done in formal or informal occasion. It may also give an influence for the attitude. It is because after getting the newest information the people might practice it.

C. Teaching Language

Teaching and learning process is still related each others. In learning language, the teacher has to design the activities to promote the use of specific language. It is aimed to make the students understand the language both structure and function. Harmer states that “in approaching teaching and learning of English, classroom activities can divide into two broad categories; those that give the students language input and those which encourage them to produce language output” (Harmer, 1998:40).
This means that the process of teaching English needs two steps; input and output. The teachers teach new knowledge to the students and then provide opportunities for them to active this knowledge. In accepting material, the students will decide whether or not they want to receive it. Moreover they adjust their perceptions of the language input they have receive, such as by practicing language in different context.

In his book entitled *Teaching Language as Communication*, H. G. Widdowson states that "the aims of language teaching course are very often defined with reference to the four 'language skill': understanding speech, speaking, reading, and writing" (Widdowson, 1996: 1). Based on this statement, teaching language is means conveying four skill of language; speaking, listening, reading and writing. Four language skills are integrated to achieve in communication.

Teaching language is applied step by step. It aims to make people enable to communicate accurately. As J. B. Heaton in his book *Writing English Language Tests* states that “In many teaching situations it is desirable that areas of the language are first presents orally before reading and writing are practiced” (Heaton, 1977:3). Therefore, in teaching language ‘speaking skill’ usually taught first. The children are easier in accepting English orally such as; mentioning the name of something, memorizing or responding the teacher’s command. In this case, question tests are able to build the student’s ability in manipulating sentence structure encountered in spoken language.

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Julian Edge in *the Essential of English Language* suggests two ways to teach people using language;

1. Moving step by step from form to meaning, adding together different bits of the language which have been isolated for learning.

2. Moving from meaning to form. (Edge, 1998)

From those statements mean that teaching language is applied step by step. It aims to make people use language in communication accurately. Moreover, the ability of the teacher in designing and explaining material will influence to the result of teaching language process.

**D. Learning Language**

In transferring all lessons, teachers use language. Therefore, the center of learning is language usage. J. B. Heaton states, “Successful communication in situations which stimulate real-life is the best test of mastery of a language” (Heaton, 1977:6). On the other word, in mastering language, a person needs to practice it in real communication, for example; expressing the facts, ideas, felling and attitudes clearly both speaking and writing, and also the ability to understand what they hear or read.

Moreover, Lynne Cammeron has similar quote related to the previous statement. She adds that “Language learning is a goal for all language teaching” (Cammeron, 2005: 28). This means that language is used by the teacher to deliver knowledge. It becomes the important part for teaching and learning process.
Nowadays, people learn language from the early age. In addition, foreign language has been taught at elementary school. Foreign language is not only taught in a formal occasion (class), but also in outside the class. According to Julian Edge, there are two examples of the way people learn a foreign language;

1. Consciously, through formal learning.

This means that learning foreign language needs a formal situation with a teacher as a guidance and corrector the grammatical mistakes. In this case, the students learn foreign language step by step based on the syllabus for each level.

2. Subconsciously, by “picking it up”.

This means that learning language is not only in formal situation, but also an informal situation. People are able to learn foreign language from television, family and another else. In this case, they do not need to learn foreign language based on the syllabus.

Through explanation above, a person is able to learn language everywhere, in formal or an informal occasion. Both of the ways are used for developing the learners’ fluency, correctness and accuracy of language. The learners’ language skills can be measured from their performance in using or practicing the language in real communication.

E. Young Learner

Teaching young learners is very different from teaching adult. It is looked from their attitude. Young learners are difficult to handle, they tend to play outside and chat each others. Brown suggests that “the difference between
children and adults (that is persons beyond the age of puberty) lies primarily in the contrast between the child’s spontaneous, peripheral attention to language forms and the adult’s overt, focal awareness, and attention to those form” (Brown, 1994:90).

It means that the learners have their characteristic which is depended on the age level of the learners itself. Therefore, the teacher has the important role in achieving of the teaching and learning process of the students. The teacher has to understand the students’ characteristic first before delivering material. It is aimed to look for the best way to make students understand.

Wendi A. Scoot and Lisbeth H. Ytreberg) describe some characteristics of young learners at this level of age;

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They ask question all the times.
- They rely on the spoken word as well as physical world to convey and understand meaning.
- They are able to make some decision about their own learning.
- They have definite views about what they like and don’t like to do.
- They are able to work with others and learn from others.

(Scoot & Ytreberg, 1990:3-4)

According to the statement above, the writer concludes that young learner is in the active level. More than anything else, they tend to be curious and
interested for knowing something new. At the same time their span of attention or concentration is less than adult. Children will often seek teachers’ approval; the fact that the teacher notices them and shows appreciation for what they have done is vital importance.

As Harmer states that “

children

need frequent changes of activity: they need activities which are exciting and stimulate their curiosity, they need to be involved in something active, and they need to be appreciated by teacher as an important figure for them” (Harmer, 1998:7).

It means that to get the children’s attention, a teacher has to organize the class as interesting as possible. The teachers should make teaching and learning process be more attractive. The teacher also should motivate the students to learn. It is not possible that they will have any motivation outside these considerations, because almost everything for them will depend on the attitude and behavior of the teacher.

Teaching English for young learners, the teacher has to consider the students’ characteristic and the students’ condition. In this case, the teacher also has to recognize the students’ background first. Moreover the teacher also gives motivations to catch the students’ attention. Therefore in teaching the children, a teacher has to find the activities which are adjusted to the children’s level and give facility of learning which can support them in teaching and learning process.
CHAPTER III

DISCUSSION

In this chapter, the writer will describe the experience based on the job training activity. There are three points discussed in this chapter; general description of SD Negeri 1 Pulutan Wuryantoro Wonogiri, the teaching and learning process, and problems and solutions in teaching and learning process.

A. General Description of SD Negeri 1 Pulutan Kulon Wuryantoro, Wonogiri

SD Negeri 1 Pulutan Kulon Wuryantoro is one of the state-owned elementary schools in Wonogiri. It is located at Putuk Pulutan Kulon Wuryantoro, Wonogiri. It was established in 1956. SD Negeri 1 Pulutan Kulon Wuryantoro is one of National Standard School in Wonogiri. This school has a wide area (1493 m²).

SD Negeri 1 Pulutan Kulon faced to the south and it had one gate in front of the school. The first building faced south and it consisted of six rooms; three rooms for class of VI, V, IV, and one for teachers and headmaster room. On the right side of the first building was a computer laboratory room, and parking area. West of class VI was toilet. The second building faced east and consisted of two rooms; School Health Unit and library. The third building faced west, it consisted of three rooms for class I, II and III. At the middle of the buildings, there was a

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schoolyard used for sport activity and ceremony. All of the rooms were in good condition. The detail description could be seen through the sketch below.

The Sketch of SD Negeri 1 Pulutan Kulon Wonogiri Building

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class I</td>
<td>Class II</td>
<td>Class III</td>
<td>Parking Area</td>
<td>Computer Lab</td>
<td>Teacher room</td>
<td>Class IV</td>
<td>Class V</td>
<td>Class VI</td>
<td>Toilet</td>
<td>School Health Unit</td>
<td>School library</td>
</tr>
</tbody>
</table>

In the academic year of 2010/2011, there were 76 students, 9 teachers, one librarian, and a school keeper. SD Negeri 1 Pulutan Kulon Wuryantoro applied the education system based on the concept integrated curriculum and activity, which was meant that all the program and the students activities were packed into
a fixed education system which was appropriated to the education level system of the government.

In improving the education system, SD Negeri 1 Pulutan Kulon Wuryantoro, Wonogiri had vision, mission and purpose to motivate the students and teacher. The vision of SD Negeri 1 Pulutan Kulon Wuryantoro, Wonogiri was “becoming a human who is always faithful to Allah SWT, smart and independent”.

Meanwhile, the missions of SD Negeri 1 Pulutan Kulon Wuryantoro, Wonogiri were shown as follows:

- Improving the quality of education based on the new era and technological development.
- Educating the students to have strong faith feeling in God
- Optimizing the teaching and learning process be discipline on time, discipline on administration and discipline on quality.
- Developing and improving the student’s creativity.
- Growing up the responsibility sense of the students.
- Increasing the management of the school.

The purposes of SD Negeri 1 Pulutan Kulon Wuryantoro, Wonogiri were in detail below:

- Preparing the students to have skills in field of technology and cultural art.
- Developing the sense of confidence and independence of the students.
- Preparing the students to be a champion in both academic and non-academic championship.
- Growing the tolerance sense of the students and educating them to be diligent in worshiping God.

B. The Activities During the Job Training

In this chapter, the writer will explain the activity during the job training. There are three points will be discussed: the observation, lesson plan making and the process of teaching and learning.

B. 1. The Observation

The job training was done on February 8, 2010 to May 13, 2010. The writer did the observation on February 8, 2010. It was aimed at knowing the students characteristic and the school condition. First, the writer observed the condition of the school by walking around the school. The classroom’s condition was still good enough for teaching and learning process. Each room had a door, some windows, a bookshelf, seventeen tables and chairs for a teacher and students. The room was also provided by additional facilities, such as a white board, an eraser, some chalks, a duster and also a stick. Moreover this school had a computer laboratory to support the students’ ability in using technology.

Second observation was joining the class activities. The writer joined the fifth grade classroom. Physically, the classroom was good and comfortable enough. There was a door, some windows, and an air circulation. Every morning,
the students always swept and cleaned the room. Therefore the classroom was quite clean and neat to support the teaching and learning process. The students’ sit positions were changed every week. Each students got different position, sometimes they sit at front, at the middle, or at the back.

The fifth grade class consisted of 16 students there were 7 female and 9 male. The class situation was so noisy. The students were difficult enough to handle; they tended to speak to each others, played around and made the class very noisy. The fifth grade class had two hours in one week for English lesson.

After observing the school’s appearance and the students’ behavior, the writer set the schedule of job training activity. The teacher gave the writer an opportunity to teach the 4th up to the 6th graders. Before teaching the students, the teacher asked me to prepare the lesson plan as the teaching report. The teacher showed me the example of lesson plan and explained the lesson plan making.

B. 2. Lesson Plan Making

After doing class observation, the writer made the lesson plan. It was one of the important instrument to succeed in teaching the students. A teacher makes a lesson plan before she / he starts giving materials to their students. It helps the teacher to organize the teaching process. Actually, the function of the lesson plan is guiding the teacher in giving the materials to their students based on the topic they will discuss.
The English teacher was the supervisor at the school. She gave the writer an opportunity to choose the topic which would be given to the students on his own. The writer was also given an opportunity to make a simple material to the students. In making lesson plan, the writer checked on the syllabus to make sure that the topic which would be taught was suitable with the syllabus in second semester.

In teaching the fifth grade students, the writer chose the topic based on the textbook entitled “SPORTIF” and “Let’s Make Friends with English”. The writer chose a topic based on the syllabus of the fifth grade, it was about parts of body. In teaching and learning process, the writer taught four language skills, i.e. speaking, listening, reading and writing. The writer divided into two – three meetings.

One day before teaching the students, the writer consulted the lesson plan and material which was made by the writer to the supervisor. After checking the lesson plan and the material, the supervisor asked me to prepare my readiness for practicing teaching in the following week.

C. 3. Teaching and Learning Process

English lesson still becomes an additional lesson in elementary school. It is not same as mathematic, Indonesian and science that have become a curricular lessons. At SD Negeri 1 Pulutan Kulon Wuryantoro, Wonogiri, English lesson was given from the 4th grade. It was given once for a week.
Based on the job training experience, the writer had an opportunity to teach the 4th up to the 6th graders. Here the writer focused in teaching the 5th graders to complete this final project report. The writer taught English lesson to the fifth grade every Saturday from 09.00 to 10.10. Before teaching the students, the writer made RPP (Rancangan Proses Pembelajaran) or lesson plan to manage the teaching and learning process.

1. BKOF (Building Knowledge of the Field)

After doing the observation and making the lesson plan, the writer started to teach the students. Before, I taught the students directly, the English teacher introduced me to the class first. On that moment, the students looked confused of my attendance, and then I introduced myself to the students. After introducing himself, the writer began the lesson. The writer greeted the students to make the students curious. The greeting shown as follow;

The writer : Good Morning students.

Students : Good morning sir.

The writer : How are you today?

Students : I am fine, and you?

The writer : I am fine too. Thanks.

After giving a greeting, the writer checked the attendance whether there was any absent students or not. The next step, the writer asked the students whether there was any homework or not. If there was no homework, the writer reviewed the last material had been learned to refresh the students’ understanding. If there was no question, the writer continued to the next material.

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First teaching practice at the 5th grade did not run well. The class situation was so noisy during the process of teaching and learning. The supervisor gave some advices to the writer of how to manage the class and the time used during the teaching and learning process. Besides, the supervisor also gave some advice of how to deliver the material well.

Teaching and learning process had divided into two parts. Speaking – listening skill and reading — writing material. Both were related each others. Therefore, the writer started to teach the speaking and listening material to the students first. In teaching parts of body, the writer had arranged the activities in the copy of material. The process of teaching and learning of the fifth grade students at SD Negeri 1 Pulutan Kulon Wuryanto, Wonogiri, shown in detail below:

1. Listening and Speaking

In explaining the materials, the writer gave oral explanations by speaking loudly in front of the class. The explanation was done bilingually both English and Indonesian. Hence, the students had to bring dictionary to help them to learn English in the class. There were the activities in teaching listening and speaking material;

Listen and repeat

In this session, the students learnt to pronounce and wrote the name parts of body. The writer distributed the copies of material for the students’ note. First, the students listened to the writer about the pronunciation of the words and then repeated the word after the writer. It was done in several times. The writer also
asked the students to write the words on the white board. If there was any mistake, the writer helped the students to repair it. Moreover, the writer also taught the functions of each the body parts by matching the name parts of body and the functions. To build the students’ ability in speaking English, the writer drilled them with the next activities.

Let’s listen and answer.

To know the students’ understanding, the writer drilled their ability again. The writer invited the students to touch the body parts that the writer said, for example;

1. Touch your knee.
2. Touch your friend’s ear.
3. Touch your head.
4. Touch your nose.
5. Touch your neck.

The next activity, the students answered the writers’ question by mentioning the name parts of body. The questions were done twice, both oral and written. It was to make the students knew the sentence structure. The writer asked the students to write the answer on the white board. First, the writer translated the question in Indonesian, and the next question the students translated it by themselves. Moreover, the writer always asked the students to make a note of the material was not written on the reference book. There are some example questions of this activity;
1. What do you use for smelling?
2. What do you use for hearing?
3. What do you use for tasting?
4. What do you use when you eat?
5. What do you use for seeing?
6. What do you use for chewing and biting?

In this session, the students looked attractive. In spite of the class was very noisy, the students were able to do the instruction. It showed that the students had understood enough of the material.

**Let’s speak**

To know the students’ ability, the writer asked the students to practice a short conversation. In this activity the writer wrote the dialogue on the whiteboard. The dialogue was consisted of instruction and question. And then the writer asked the students to practice the dialogue in pairs. The example dialogue was as the following:

Tina : What is this?

Dini : It is your nose

Tina : What is it function?

Dini : It is to smell.
2. Reading and Writing

Teaching reading and writing material, the writer provided a short text and some exercises on the copies had been distributed. Therefore the students did not need to write the material by themselves. The activities in reading and writing material shown as below;

Let’s read and do the exercise

In this activity, the writer guided the students to read a short text related to the topic. It was done many times to make the students speak English fluently. Next, the writer asked the students to read it by themselves. In this session, the writer also corrected the students’ pronunciation. Finally, the students were invited to translate the text and then answer the questions which appropriated below the text.

Let’s do the crosswords

To make the students more interested, the writer drilled the students’ reading skill by asking them to fill the crossword based on body parts were shown by the symbol.

Let’s learn and answer

For the last activity, the students were asked to complete a conversation based on the pictures was provided. The writer also taught personal pronoun and noun group to the students. It was to make the students were able to use it.
In the end of teaching and learning process, the writer reviewed the material given and asked the students whether there was any difficult material or not. When the students still did not understand, the writer explained the material again. After that, the writer gave the conclusion of the topic and ended the class by saying:

The writer: "Well, this time is over. Thank for your time today. Nice to see you and good bye!"

The students: “Bye”

The teaching and learning process to the fifth grade students could be concluded run well. The students looked interested with the writers’ teaching method and they had a good mark for the exercise. It showed that the students had understood of the material given.

C. The Problems and Solutions During the Job Training

During the job training as an English teacher, the writer finds four problems in teaching and learning process of the fifth grade students at SD Negeri 1 Pulutan Kulon Wuryantoro, Wonogiri. The problems and the solutions were presented in following detail;

1. The writers’ difficulty in handling the students in the classroom and the solution

The fifth grade students were less discipline, especially male students. They did not pay attention to the writer during the process of teaching – learning. They tended to speak to each other, played around and made the
class so noisy. Sometimes, they also did not do their homework given by the writer. It showed that the students had low motivation to learn English.

To solve the problem, the writer took the students’ attention by making the material more interesting. Such as by using pictures as the media, the students looked attracted. They would pay more attention to the writer. Besides, the teacher also helped them to understand the importance of English language. Therefore, the writer gave them an encouragement to learn English.

2. The students’ difficulty in learning English and the solution

The students were still difficult in learning English such as; mastering vocabulary, pronouncing the words and spelling the words. They forgot the previous material when the writer taught new material. They also tended to keep silent when the writer asked the students to mention the words. The students also still made mistake in writing the words/sentence. They wrote it incompletely.

For example; coking, reding, dencing.

It should be; cooking, reading, dancing.

All of the problem might because the students were still influenced by Indonesian or even Javanese language.

The writer solved the problem by drilling the students with many exercises, such as by asking them practicing speaking, reading and writing English many times. If there was any mistake, the writer helped the students to repair it.
3. The limited time of teaching

The writer only had (2 x 35 minutes) to deliver the material. Actually, it was enough to deliver the material, but the writer still needed a lot of time to control the class. Controlling the class was so difficult for the writer. The writer needed around 15 minutes to make the class conducive. In brainstorming session the writer needed approximately 20 minutes. The writer opinion, 35 minutes was not enough to deliver the material.

To solve the problem, the writer managed the time by arranging the copies of material and distributed to the students for the students’ note. Therefore, the students did not spend much time to make a note by themselves and the material could be delivered optimally.

4. The students’ problem using English as a means of communication

Some of the students had a problem in understanding what the writers said. It was because English was new language for them. They got the difficulties in understanding the writers’ instructions. They kept silent when the writer delivered the material by English.

To solve the problem, the writer delivered the material bilingually. Besides, the writer asked the students to bring a dictionary in English lesson to teach them translating the sentence by themselves.
CHAPTER IV
CONCLUSION & SUGGESTION

A. Conclusion

A. 1. Teaching and Learning Process

Teaching English in SD Negeri 1 Pulutan Kulon Wonogiri was the first experience of the writer in teaching the students. The writer did the job training from February 8, 2010 to May 13, 2010. Before teaching the students, the writer had to do some activities. The writer did twice observations, first by walking around the school to know the school appearance and the second by joining the English class to know the students’ characteristic. The writer also learned the lesson plan making or RPP (Rencana Pelaksanaan Pembelajaran) to be a report of the teacher in teaching and learning process. Besides, it was also made to help me to manage the class.

The writer taught the materials based on the English syllabus, for the fifth grade, and especially for this report the writer focused on teaching parts of body. In teaching and learning process, the writer taught four language skills which consist of speaking, listening, reading and writing. First, the writer tried to make the students’ curious by asking some questions about the materials that would be discussed. The writer explained the materials twice i.e. by using English and then repeated in Indonesian. The writer taught in Indonesian to help the students understand the materials.
It was very difficult to teach the students at this age. Besides, they were easy to forget the materials had been taught. They were really difficult to handle. Therefore, the writer drilled the students to practice English in speaking and writing in front of the class, and asked them to make a note if the material discussed was not written in the worksheet or copies of the material. The students at this age were difficult to keep focusing on the lesson. The writer needed 30 minutes to make the class conducive. In teaching the students, the writer used copies of material to help him manage the time.

In teaching parts of body, the writer gave some activities based on the teachers’ book entitled “Let’s Make Friends with English”. The writer had arranged copies of material with the exercises based on the topic and distributed to the students to drill the students’ ability. To attract the students’ attention, the writer also used pictures to teach them.

The writer managed the process of teaching and learning with some activities. The writer taught four language skills namely; speaking, listening, reading and writing. It was divided into two parts. First the writer taught speaking – listening skill and then reading – writing material.

In teaching speaking – listening material, the writer introduced parts of body by mentioning the name of body parts. The writer also asked the students to mention them by themselves. It was aimed to make the students master the vocabularies. The writer also taught the functions of each body parts. To build the students’ speaking skill, the writer asked some simple questions related to the
topic. First the writer had to translate the each word to make the students understand. Therefore, the students were able to use the words by themselves in practicing the speaking exercise.

In teaching reading and writing material, the writer asked the students to read a short text. First, it was read by the writers, and then the writer asked the students to read by themselves. The writer also asked them to translate the text and answer the exercise. The writer gave many exercises. It is intended to make the students understand English.

A. 2. The Problem and the Solution During the Job Training Process

My job training at SD Negeri 1 Pulutan Kulon Wonogiri did not run very well. I found four problems. The first problem was the writer got the difficulties in handling the students in the classroom. The students tended to speak to each other, played around and made the class noisy. To solve the problem, the writer tried to attract them by making the lesson more interesting. The writer also gave them motivation to learn English by telling the importance of English language.

The second problem was from the students. They were difficult in learning new language especially English. They got difficulty in mastering vocabulary, spelling the words and also pronouncing the words. Therefore, the writer solved the problem by drilling the students with many exercises. The writer also asked them to practice speaking and writing in front of the class.
The third problem was the limited time of teaching. The teaching and learning process was too short. Hence, I prepared them by giving copies of note to the students. Therefore, the students did not need more time to make a note by themselves and the writer was able to convey the material optimally.

The last problem was using English as means of communication. English was a new language to the students. Moreover it has different sentence structure from the mother tongue. To solve the problem, the writer taught the students bilingually. Sometimes the writer also asked them to translate the words by themselves to make them familiar with the words.

B. Suggestion

Based on the writer’s experience during the job training, the writer presents three suggestions;

1. To SD Negeri 1 Pulutan Kulon Wonogiri

Nowadays students were difficult to handle. It will be better to provide facilities which can attract the students’ attention, such as using pictures. It can make the students attracted to the lesson. For improving the students’ abilities in English such mastering vocabularies, speaking and writing skill, the school should also provide English magazines or English books in the library. Therefore, the students were able to use them to improve their English skill.

commit to user
2. To the English Diploma Program, Sebelas Maret University

   It would be better if the English Diploma Program gives more knowledge to the students to face the job training, such as giving a seminar or trainee, especially for the teaching mainstream. Besides, the theoretical materials given in the class, the institution should also give more practices of teaching simulation so that the students of teaching mainstream are ready enough in facing the real experience during the job training.

3. To the students of English Diploma Program

   The students of English Diploma program has to keep the name of the college during the job training by showing the best to the institution during the job training.