

**The english teaching and learning activities at SD Al-Irsyad
Surakarta**



FINAL PROJECT REPORT

**Submitted as a Partial Requirement in Obtaining Degree in the English
Diploma Program, Faculty of Letters and Fine Arts,
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**ENGLISH DIPLOMA PROGRAM
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APPROVAL OF CONSULTANT

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Final Project Report
THE ENGLISH TEACHING AND LEARNING ACTIVITIES AT SD AL-IRSYAD
SURAKARTA

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MOTTO

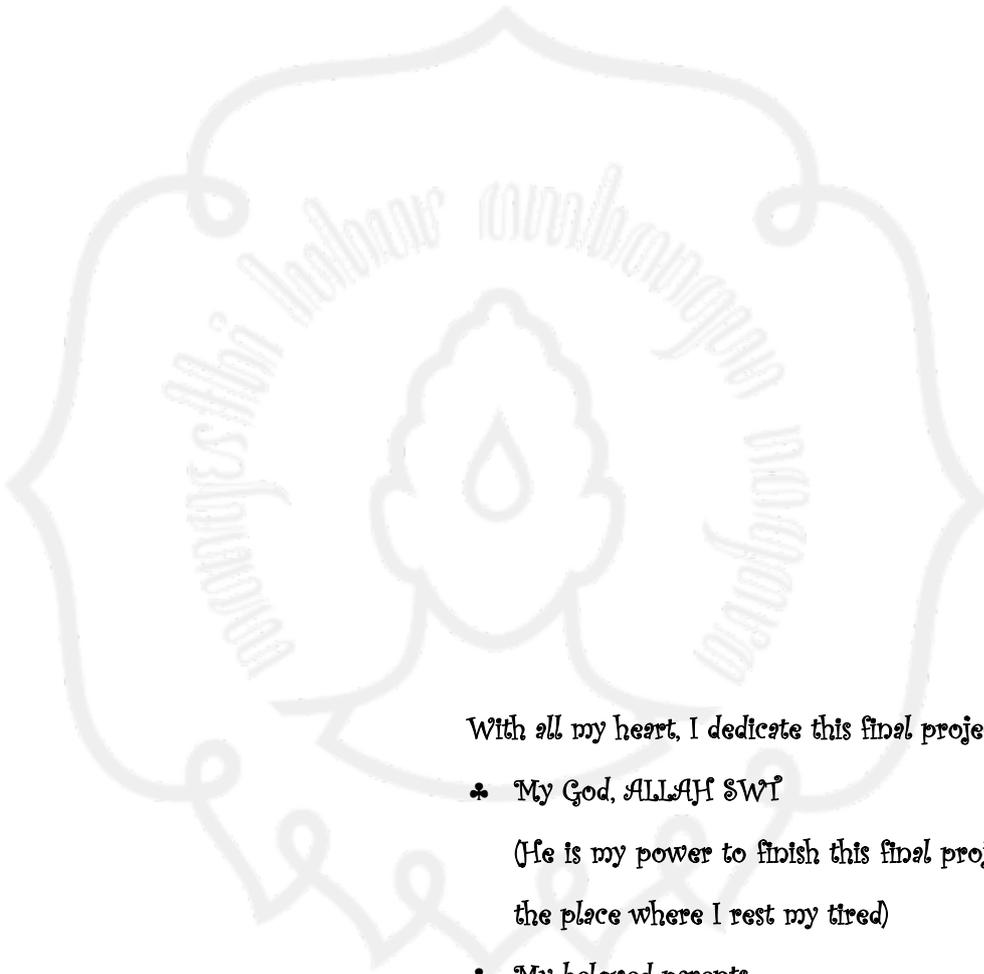
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

- *Only education can open the mind and heart of man, to save happiness, welfare, and peace full life.*
- *Studying without thinking is useless works, thinking without studying is danger*
- *A great man would appreciate justice, policy, and humanity.*
- *One who takes everything easy should not have difficulties*
- *Intansurullah yan surkum*
- *Inna'akromakrum indallah akrokum*

-  قَالَ كَلَّا فَاذْهَبَا بِآيَاتِنَا إِنَّا مَعَكُمْ مُسْتَمِعُونَ

15. Allah berfirman: "Jangan takut (mereka tidak akan dapat membunuhmu), maka pergilah kamu berdua dengan membawa ayat-ayat Kami (mukjizat-mukjizat); sesungguhnya Kami bersamamu mendengarkan (apa-apa yang mereka katakan),

DEDICATION



With all my heart, I dedicate this final project to:

- ♣ *My God, ALLAH SWI*
*(He is my power to finish this final project and
the place where I rest my tired)*
- ♣ *My beloved parents*
(You are the greatest things I ever have)
- ♣ *My beloved brother and sisters*
- ♣ *My self, me, and I*

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Keep our friendship ya!!!!!!

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ABSTRACT

Ria Agustri Wulandari, 2007, The English Teaching and Learning Activities at SD Al- Irsyad Surakarta, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report is intended to describe the English teaching and learning activities at SD Al-Irsyad Surakarta, and to find out the raised problems with the solutions in the English teaching and learning activities at SD Al-Irsyad Surakarta. It is written based on the job training that has been done from February until April 2006 at SD Al-Irsyad Surakarta. SD Al-Irsyad Surakarta has given the English lesson from first class until sixth class. The English teaching and learning activities at SD Al-Irsyad Surakarta is held every Monday and Wednesday.

The methods used in collecting the data in this final project were observation, participation, and interview. The English teaching and learning activities at SD Al-Irsyad Surakarta consist of greeting, explaining materials, exercising, ending the lesson. It is held in the class and LRC room, the activities at the LRC room are watching video and games.

The raised problems at the English teaching and learning activities at SD Al-Irsyad Surakarta are uncooperative student, unenthusiastic student, limited facilities, and uncompleted English syllabus. Solution of problems are applying the game method, making the interested of the English teaching and learning activity.

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CHAPTER I

INTRODUCTION

A. Background to the problem

English as the foreign language has important roles in many countries. It becomes the International language used to communicate frequently. The science and technology in the country where English is mother tongue are advancing rapidly now, so that the developing country must equalize to it. Indonesia as one of the largest countries in South East Asia has been affected by the fast growing demand of English. Indonesia government realizes that English has become one of the important ways in mastering science and technology to equalize with the strong country.

In this case, the Indonesia government gives more attention to mastery of the English. They have made effort in some sectors to realize that. One of the most crucial sectors is education. It is essential thing, which is basic element of many fields and it is able to prepare qualified generation including those who master foreign language. The effort of Indonesia government in education sector is introduction the study of the English language in formal education starting from fourth grade of elementary school since 1994. Although the study of the English language in Indonesia has been given at junior and senior high school, the result is unsatisfactory. Furthermore, Dr.Brian George of the Education Support and Inspection Service (ESIS) states that children have a natural curiosity towards other languages and are

generally eager and receptive even as they laugh and make fun of differences in pronunciation or grammatical mistakes (George, 2003). It is the reason of the government to make the policy that English has to be taught as a local content in the Elementary School recently.

In the framework of the application of the government policy and to introduce English as the foreign language to the student beside their mother tongue and Indonesia language as the second language, SD Al-Irsyad Surakarta includes English as the local content in its curriculum. As one of the private elementary school in Surakarta, which is located in Jl. Kapten Mulyadi 167 Ps. Kliwon Surakarta, SD Al-Irsyad Surakarta wants to introduce the basic of English to the children and to prepare the students in continuing to Junior High School. It gives English to the student starting first grade up to sixth grade in an hour once a week. The English teaching and learning activity of SD Al-Irsyad Surakarta covers reading, writing, speaking, listening, singing games, and watching audio-visual.

Related to the description above, SD Al-Irsyad Surakarta becomes appropriate institution as the place of job training. Job training is one of the subject and final project that becomes one of the requirements to graduate for the student of English Diploma Program Faculty of Letters and Fine Arts Sebelas Maret University Surakarta. The writer is interested in teaching, so she chose SD Al-Irsyad Surakarta to hold the job training for a hundred an hour. Based on the job training in the SD Al-Irsyad Surakarta, the writer wants to know about the English teaching and learning

activities of SD Al-Irsyad Surakarta, the raised problems, and the solutions in the English teaching and learning activities of SD Al-Irsyad Surakarta.

B. Objectives

The objectives in this final project are:

1. To explain the English teaching and learning activities of SD Al-Irsyad Surakarta.
2. To find out the raised problems and the solutions in the English teaching and learning activity of SD Al-Irsyad Surakarta.

C. Benefits

This final project is expected to be beneficial for:

1. The English Diploma Program Faculty of Letters and Fine Arts Sebelas Maret University

The writer hopes that this final project can be used as an additional aid and as a reference for those who are interested in teaching and learning field.

2. The readers of English Department

The writer hopes this final project can be reference for the next generation and the writer give some advantages to the readers who want to know about teaching and learning activity on primary school.

3. The English teacher at SD Al-Irsyad Surakarta

The writer hopes that it will give contributions to the teachers. It is hoped that the teacher will have their own method of teaching suitable with their students, so the students will be motivated to learn English.

CHAPTER II

LITERATURE REVIEW

A. English Language

As described in the previous sections, English has many roles, it as a foreign language and it as an international language. Indonesia considers English as a foreign language in the education context, and as an international language in the business context. According to Richards in Longman Dictionary of Language Teaching and Applied Linguistics, the English as a foreign language / EFL is the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication within the country. It is usually taught as a required secondary school subject and almost always one of some foreign language options in EFL country, Indonesia for example but it has been required in elementary school since 1994. English as an International language has become a tool for language communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 1994). It is used when the mother tongue of the people speaking is varying, for example, when an Indonesian and a Japanese businessman use English to negotiate a business contract, so that English is chosen as the language of International communication.

B. Teaching

Teaching and learning are related each other in the education system and they cannot be separated. People must go through learning process before they do teaching process. As the statement of Hills “Teaching and learning are process in the education of a student, which require interaction between the teacher and the student (Hill, 1982). According to Wright, Teaching and learning are essentially social activities, implying role relationship between teacher and learner, learner and learner (Wright, 1987:10). Teaching itself has many definitions, Brown in his book Principles of Language Learning and Teaching says, Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1993). Gage gives statement; Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Nathan Gage, 1964:269). Based on the Wright’s statement, the role of teacher and learner is very important. In the teaching and learning process, a teacher can be father, mother, judge, salesman, technician, librarian, and more within the role, but essentially teachers have to major roles in the classroom:

1. To create the conditions under which learning can take place: the social side of teaching.
2. To impart, by a variety of means, knowledge to their learners: the task-oriented side of teaching.

Beside that the primary function of teacher is to motivate the learners who are demotivated and to nurture those who are already well motivated to the task of learning a foreign language (Wright, 1987:53)

C. Learning

Definition of learning based on Brown is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 1994:1). Learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimble and Garmecy, 1963:133). So we can conclude that learning process involve getting and acquiring knowledge, experiential process. In the learning process, practicing the exercises is one of ways to get experience, so that her/his self demands the learners to be active. There are two ways in which people learn a foreign language:

1. Consciously, through formal learning

In this situation learners study the language in the sequence in which it is presented to them, usually following an organized syllabus.

2. Subconsciously, by “picking it up”

This is typically the case when the learners are in a situation where they are exposed to lots of natural language use.

According to Edge, a good language learner has to fulfill the characteristic of typical of good language learners:

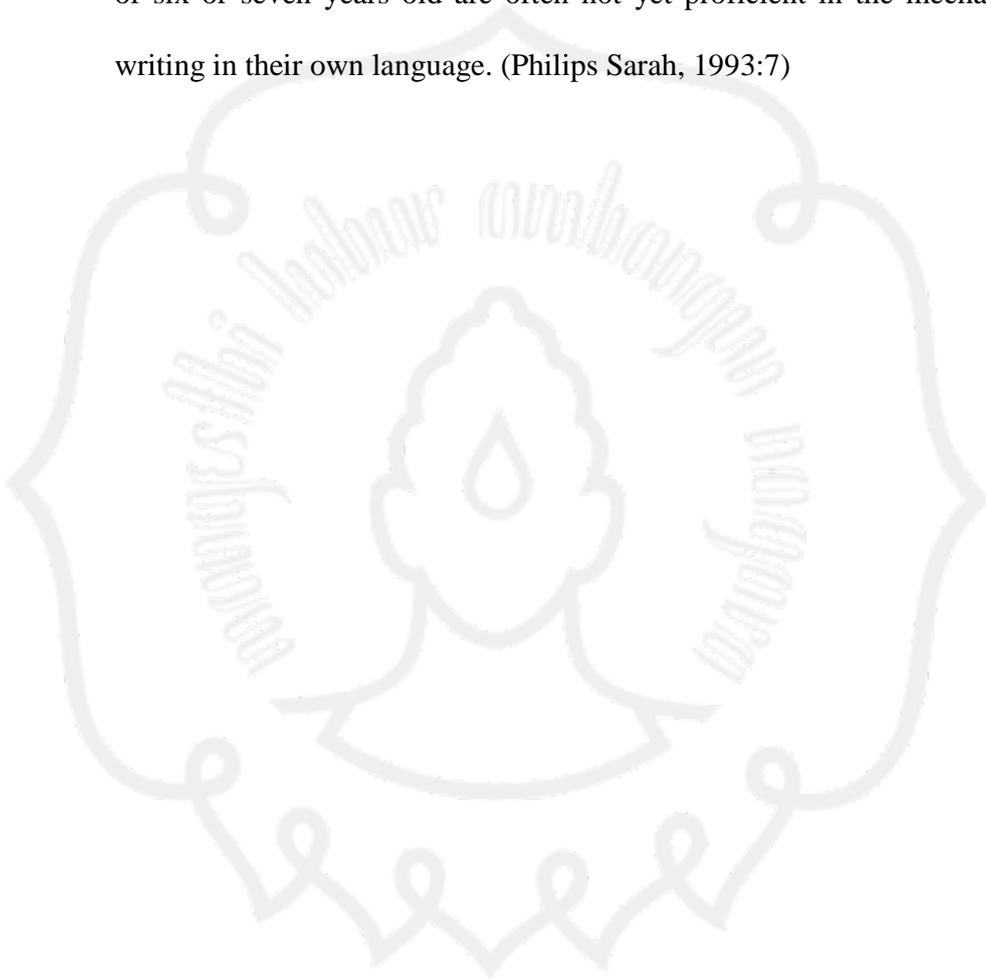
- a. They have a positive attitude about the language they want to learn and about speakers of that language.
- b. They have a strong personal motivation to learn the language because the key to learning is motivation.
- c. They are confident that they will be successful learners.
- d. They are prepared to risk making mistakes and they learn from the mistakes that they make.
- e. They like to learn about the language.
- f. They organize their own practice of the language.
- g. They find ways to say things that they do not know how to express correctly.
- h. They get into situation where the language is being used and they used the language as often as they can.
- i. They work directly in the language rather than translate from their first language.
- j. They think about their strategies for learning and remembering and they consciously try out new strategies.

D. Teaching English as a foreign language to children

Teaching English to children is not easy work, because it needs special skills. According to Maley, teachers of young learners need special skills, many of which have little to do with the language, which becomes a by-product of learning activities rather than a centerpiece (Maley in young learners, 1993). Beside that, children are still in an intellectual stage, so that there are many limitations of them. The way children learn a foreign language, obviously depends on their developmental stage, their respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system (Philips, 1993), so to successfully teach children a foreign language requires specific skills and intuitions that differ from adults teaching. When children learned a foreign language at school, they used skills and instincts to help them understanding the new language. The skills of children are already very good at interpreting meaning, have a ready imagination and creating fun in what they do, meanwhile the children's instinct is the enormous capacity for finding and making fun. Because of the children's characteristics, the teacher has to able to find the suitable of teaching and learning activities method. There are some points to make the English class an enjoyable and stimulating experience for the children according to Philips:

- a. The activities should be simple enough for the children to understand what is expected of them
- b. The task should be within their abilities; it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.

- c. The activities should be largely orally based-indeed, with very young children listening activities will take up a large proportion of class time.
- d. Written activities should be used sparingly with younger children. Children of six or seven years old are often not yet proficient in the mechanics of writing in their own language. (Philips Sarah, 1993:7)



CHAPTER III

DISCUSSION

A. The General Description of SD Al-Irsyad Surakarta

1. The Profile of SD Al-Irsyad Surakarta

SD Al-Irsyad Surakarta is one of the Islamic private elementary schools in Surakarta. It was established in 1939 and it coincides with the establishment of Surakarta Al-Irsyad Al-Islamiyyah Foundation. SD Al-Irsyad Surakarta is located in Jl. Kapten Mulyadi No 167 Kedunglumbu, Ps.Kliwon Surakarta, which is built on the area of 2068 square meters and its building width is 902 square meters. The building consist of a headmaster's room, a teacher's room, six class rooms, a computer room, a library room including the LRC (Learning Resource Center) room, a karawitan room, a UKS (School Health Center), a warehouse, canteen, a school guard house, four toilets, and a mushola. Beside, SD Al-Irsyad has some facilities which can support the teaching and learning activities, namely a school yard used to hold the flag ceremony and support the sport lesson, small garden used to introduce the kinds of plants to the students, audio visual equipment to support the English and Science lessons, a sands box for sport lesson, and two parking areas that one for keeping the students bicycle, and other for keeping the teacher vehicles.

SD Al-Irsyad Surakarta is one of the excellent elementary schools in the Ps.Kliwon sub district, which is led by Mr. Abdussomad, S.Pd as the headmaster.

There are six class teachers, five religion teachers, a sport teacher, an English teacher, a skill teacher, two computer teachers, a science teacher, and six administrations. Each of the class teachers handles one class, meanwhile the religion teacher, each of them teaches the different materials of Islamic religion subject. In the holding the teaching and learning activities, SD Al-Irsyad Surakarta has two kinds of subjects; that are the general subjects namely Mathematics, Indonesian, Social studies, Science studies, etc and religion subject are like Al-Quran, Fiqih, Aqidah, Akhlak, Hadist doa, Tahfidz, Arabic, etc.

2. The Vision and Mission of SD Al-Irsyad Surakarta

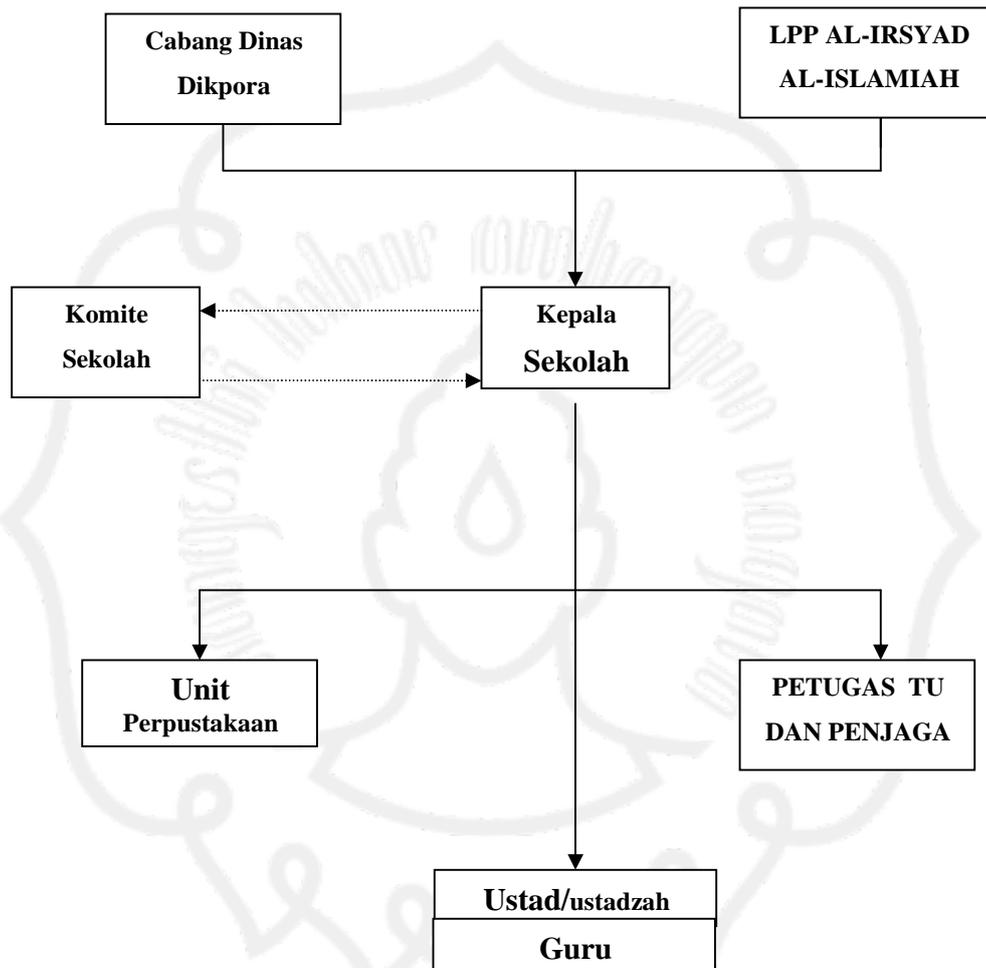
a. The Vision

Al-Irsyad Education Institution is a dakwah institution which has pure tauhid concept, noble morals, and large knowledge.

b. The Mission

- 1.** To increase the students' faith qualities based on Al-Quran and Sunnah Nabi Muhammad SAW
- 2.** To form the quality generation having noble morals appropriate with the Dienul Islam
- 3.** To create a perfect nation and to increase the students' intelligent and spiritual life. The students are capable of doing good command and preventing the disavowal.

3. The Organization Structure of SD Al-Irsyad Surakarta



B. Job Training Activities

1. Class Observation

a. The English class at SD Al-Irsyad Surakarta

English is one of the local content subjects in SD Al-Irsyad Surakarta. It has been introduced to the students since 1999. SD Al-Irsyad Surakarta gives the English lesson from first until sixth grade. It is taught two times a week, every Monday and Wednesday an hour a week. The English teacher is Mrs. Kus Bashirotnun, S.Pd, who graduated from University of Widya Darma Klaten. In holding the English teaching and learning activities, she uses the different teaching method in every grade. In the first until third grade, the students are taught vocabulary more and the fourth until sixth grade are given the basic grammar materials. The English lesson is held at the classroom, but sometimes it is in the LRC room.

b. The classroom condition

SD Al-Irsyad Surakarta has six classrooms for the teaching and learning activity. They are very enjoyable and comfortable enough. Each of them is completed with many facilities supporting the teaching and learning activity, such as chair and table for the student and the teacher, two blackboards, a cupboard, fan, the infaq box, picture of the president and vice president, pictures of heroes, etc. The third class particularly does not have the permanent class yet,

they do the teaching and learning activities in the hall which is separated by the plywood. Nevertheless the teaching and learning activity is going along smoothly. SD Al-Irsyad Surakarta is the Islamic school, so the seat position between the boy and the girl is separated. The boy sits on the left side and the girl sits on the right side, they do not sit side by side, but they determine their seat classmate freely.

c. The student condition

In 2005/2006 academic year, the total of student number of SD Al-Irsyad Surakarta is 163 students. It consists of 90 boys and 73 girls. The student number of first class is 32 students with 17 boys and 15 girls. The second class is 30 students, consisting of 15 boys and 15 girls. The third class is 23 students with 16 boys and 7 girls. The fourth is 18 students, consisting of 10 boys and 8 girls. Fifth class is 30 students with 18 boys and 12 girls, and sixth class is 30 students with 14 boys and 16 girls. They come from the different background, so they have the ability and intelligence different too.

2. Making the syllabus and lesson plan

The syllabus and lesson plan are the important thing, it becomes the reference of the teaching materials. The syllabus is made one time but it can be used for the long time, in the making syllabus the writer must formulate the learning experiences, so that the student can apply it. The lesson plan is made based on the topic of the syllabus, and it is usually made before the teacher gives

the materials to the student. The syllabus of SD Al-Irsyad Surakarta has been made by the Committee of Education and Instruction of Al-Irsyad Foundation, so that the teacher only applies it in the teaching and learning activity. The syllabus of English lesson consists of four things, namely: topic or situation, language functions, language forms, and key words. Meanwhile the lesson plan is made by English teacher self based on the topic of the syllabus.

3. Extracurricular Activities

Besides holding the academic activities, SD Al-Irsyad also gives the extracurricular activities to the students. The kinds of the extracurricular activities are computer lesson, traditional dance, karawitan, boy scouts and girl scouts, and TPA (Al-Quran Education Course). Especially TPA and Computer, the schedule of extracurricular activities is in the outside of lesson time.

1. TPA is held everyday (Monday until Saturday)
2. Computer is held on Thursday and Tuesday
3. Traditional dance is held every Saturday
4. Karawitan is held every Saturday
5. Boy scouts and girl scouts is held every Friday

The extracurricular activities are usually used as the medium to develop the talent of the student beside the academic abilities. Every student has the different talent, so they choose the extracurricular activities freely.

C. English Teaching and Learning Activities at SD Al-Irsyad Surakarta

As the previous description, the English teaching and learning activities at SD Al-Irsyad Surakarta are held every Monday and Wednesday in the classroom and the LRC room. English lesson in SD Al-Irsyad Surakarta is conducted by Mrs. Kus Bashirotnun S.pd. In teaching of English, she uses the handbook from *Erlangga, Grow with English* and the complement books other. The English teaching and learning activities at SD Al-Irsyad Surakarta covering Greeting, Explaining materials, Exercising, and Ending the lesson

1. Greeting

Before starting lesson, the teacher says *Salam* and following by greeting expression to the student. It is usually done in order to the students practicing the English expression commonly.

The teacher: “Assalamualaikum Warrahmatullahi Wabbarakatu”

The student: “Waalaikumsalam Warrahmatullahi Wabbarakatu”

The teacher:” Good morning student!” How are you today?”

The student:” Good morning mom, we are fine. Thank you, and you?”

The teacher:” I am fine too and thank you.”

Then the lesson is continued by checking the last materials and submitting the homework.

2. Explaining materials

After checking the last material and homework, the teacher continues the lesson by giving the new material. In the first until third class the teacher focuses to enrich the student's vocabulary. The method of teaching vocabulary used by the teacher is TPR (Total Physical Respond). The teacher writes new vocabulary in the blackboard, then the student copy it in their book. Beside writting the meaning, the teacher also writes the way of reading.

For example:

- | | |
|-----------------------------------|------------------------------------|
| 1. Apple = Apel (Eipel) | 4. Bag= Tas (Bek) |
| 2. Chair= Kursi (Ceir) | 5. Buffalo= Kerbau (Befalo) |
| 3. Pencil= Pensil (Pensel) | 6. Tall= Tinggi (Tol) |

Then the teacher says it and the students follow the teacher's said, and the next meeting the teacher will check the vocabularies that are given by asking the student mention it in front of class one by one. Meanwhile in the fourth until sixth class, the student has been taught the basic grammar.

For example:

NOTE:

- | | |
|--------------------|---------------------|
| ⊙ I + am | ⊙ She + is |
| ⊙ You + are | ⊙ We + are |
| ⊙ He + is | ⊙ They + are |

1. **I** *am* cooking
2. **She** *is* sleeping
3. **They** *are* studying
4. **Andi and Dewi** *are* singing
5. **We** *are* reading
6. **Toni** *is* writing

The teacher uses games and watching video method to explain the basic grammar, it is in order to make the student interested in studying grammar.

3. Exercising

The teacher always gives the student exercises to check the student comprehension of the materials. The exercise is usually given after the teacher explaining materials. It has included the four language skills, namely: Speaking, Listening, Reading, and Writing activities. The method of giving exercises in every class is different. In first and second class, the teacher usually gives exercises by asking the materials have been given to the student one by one. The students go forward in front of class, and the teacher asks about the material if the student can not answer the teacher's question, he/she must go forward again next meeting. In third class, the teacher gives the exercises by writing the question in the blackboard and the student copying it in their books, and then they must do it in the class, if they have not finished yet, the work will be continued at home and next meeting it will be corrected. Meanwhile for the fourth until sixth class, the exercises are given based on the handbook and sometimes from the other

books. The exercises of fourth until sixth class are more complicated than the first until third class.

4. Ending the lesson

Before closing the English teaching and learning activities, the teacher gives homework to the student. The homework is related to materials has just been given, and it must be submitted in the next meeting. The end of the English teaching and learning activities is closed by saying *Salam* and “See you”.

D. Discussion to the problem

In this subchapter the writer will explain the raised problems and the solutions in the English teaching and learning activities, when the writer did the job training in SD Al-Irsyad Surakarta.

1. The raised problems

a. Related to the student

During the job training in SD Al-Irsyad Surakarta, the writer got the problems faced in the English teaching and learning activity. The problems faced by the writer are:

i. The uncooperative student

In the English teaching and learning activities, the student make noise, especially in the first and second class. The student of first and second class like to play, they always play with their friend, run over the class, and ignore the teacher's explanation when the English teaching and learning activity. The teacher must often teach them by loud voice, but the voice of the student is louder than the teacher's voice. Meanwhile the problems in the third and fourth class are the student often ignores the teacher's explanation and instruction, they do the other activities during the English lesson like playing the card, toys, and sometimes doing the homework of other lessons. The problem in fifth and sixth class when the English lesson is the student doesn't concentrate. They are unconcerned with the teacher's explanation and instruction, so that the teacher must explain the materials repeatedly.

ii. The unenthusiastic student about English

Most of the student of SD Al-Irsyad Surakarta considers the English as the unimportant lesson, especially the student of sixth class. They consider English is not the subject in the UAN (Ujian Akhir Nasional) National School Final Exam, so that they disparage it and unserious in English lesson.

b. Related to the Institution

SD Al-Irsyad Surakarta is established under Al-Irsyad Al-Islamiyyah Foundation. In the determination of school policy, SD Al-Irsyad Surakarta depends on the institution, including the teaching and learning activity's policy. In the English lesson, the institution gives few concerns to it. During job training the writer finds the problem related to it. It seems in the equipping the facilities in English lesson and the compiling of English lesson's syllabus.

i. The limited facilities

Facility is one of the supported media in the English teaching and learning activity, moreover in the teaching English to children. In the process of teaching English to children, we must use the media to transfer materials to them. It will make the children able to accept the materials easily; the kinds of that media are electronic media, print media, etc. SD Al-Irsyad Surakarta as one of the education institution including English as the one of the local content subject ought to complete the facility in the English teaching and learning activity. As the previous chapter, SD Al-Irsyad Surakarta has audio-visual equipment to English lesson in LRC room. It is used when the teacher will teach the vocabulary and basic grammar to the student, but the problem is the use of the audio-visual equipment is not efficient, the size of LRC room is not adequate; because it is still one with the library, so the teaching and learning activities uncomfortable enough. Besides that, the English books in library of SD Al-Irsyad Surakarta are

very few, so the student can not add their English knowledge by reading the English books.

ii. The uncompleted English syllabus

The compiling of English's syllabus SD Al-Irsyad Surakarta is done by Al-Irsyad foundation. The problem is the English's syllabus of SD Al-Irsyad Surakarta is only for fourth until sixth class, while for the first until third class, the syllabus must be made by English teacher herself.

c. Related to the student's parents

The role of parents in the learning of English is very important, because the student needs motivation from the close persons, such as their parents. But most of the parents of SD Al-Irsyad Surakarta's student do not motivate their children studying English at home.

2. The solution to the raised problems

a. Related to the student

i. The uncooperative student

The student of the first and second class have characteristic like to play, so the teacher must use the teaching method which can interest them in the teaching and learning activity, such as using games method and in order to make the student not feel bored, the teacher can teach English song too, like *Happy birthday; If you're happy; Noodle, ice cream and cake*. The

students of third and fourth class often do the other activities during the English lessons. The solution is making the English lesson interesting for the student, like watching video in LRC room. The student will enjoy the lesson and focus in the English teaching and learning activity. The solution of student fifth and sixth class is making the condition of classroom enjoyable and comfortable enough, so the students can study well. The teacher can start the English lesson by warming up or brainstorming session, so the students are ready to study English and the teacher must make the student actively.

ii. The unenthusiastic student about English

The solution of this problem is by giving the information of the importance of English. Besides, the English teaching and learning activity has to be made interesting. The English teacher can use creativities by herself to make the lesson enjoyable, and she must have many reference sources to develop her creativity in English teaching.

b. Related to the institution

i. The limited facilities

SD Al-Irsyad Surakarta has had audio-visual equipment in LRC room for the English and Science lesson. It consists of Television 30 inch, VCD player, DVD player, double speakers. The problem is the limited

place, so that the teaching and learning activities can not run well and the limited of the English books collection of the SD Al-Irsyad Surakarta's library. The solution of the limited place of LRC is Separating LRC and library; and building the new place for LRC. The size of new place must be big enough and is provided with the voice muffler and the speaker room, so the student can listen to the material clearly. While the solution of the limited of English books collection library is the institution should have budget for English books and English lesson facilities other, like the picture of fruits, alphabet, English dictionary, etc besides the Islamic books.

ii. The uncompleted English syllabus

The English's syllabus of SD Al-Irsyad Surakarta is made by the Al-Irsyad Surakarta, but the problem is unavailable English's syllabus for first until third class there, the solution is the institution should make the English's syllabus for first until third class, considering that English lesson in SD Al-Irsyad Surakarta is given from first class.

c. Related to the student's parents

The solution is giving understanding of the importance of English for their children's future to the student's parents, so they can motivate their children studying English hard. Beside that from the institution holds the events where introduce the English lesson to the student's parent, like English day.

CHAPTER VI

CONCLUSION AND SUGGESTION

A. CONCLUSION

According to the discussion of the problems in the chapter III, the conclusion can be drawn as follows.

1. The English teaching and learning activities at SD Al-Irsyad Surakarta

The English teaching and learning activities at SD Al-Irsyad Surakarta are held every Monday and Wednesday in the classroom and LRC room. The English teacher is Mrs. Kus Bashirorun S.pd. The materials are taken from the *Erlangga, Grow with English* handbook. The English teaching and learning activities at SD Al-Irsyad Surakarta includes Greeting, Explaining materials, Exercising, and Ending the lesson.

2. The problems in the English teaching and learning activities at SD Al-Irsyad Surakarta

a. Related to the student

- i. The uncooperative student
- ii. The unenthusiastic student about English

b. Related to the institution

- i. The limited facilities
- ii. The uncompleted English syllabu

c. Related to the student's parents

3. The solutions to the raised problem in the English teaching and learning activities at SD Al-Irsyad Surakarta

a. Related to the student

1. The uncooperative student

1.1 To the student of first and second class is applying the game method and teaching the English songs, like *Happy birthday; If you're happy; Noodle, ice cream and cake.*

1.2 To the student of third and fourth class is making the English lesson interested for the student, like watching video in LRC room.

1.3 To the student of fifth and sixth class is starting the English lesson by warming up or brainstorming session, so the student ready to study English and the teacher must make the student actively.

2. The unenthusiastic student about English

By giving the information of the importance of English and making the interested of the English teaching and learning activity.

b. Related to the institution

1. The limited facilities

1.1 Separating LRC and library; and building the new place for LRC.

1.2 The institution should have budget for English books and English lesson facilities other

2. The uncompleted English's syllabus

The institution should make the English's syllabus for first until third class

c. Related to the student's parents

The English teacher gives understanding of the importance of English for their children's future to the student's parents.

B. SUGGESTION

Based on the conclusion above, the writer would like to give some suggestion as follows:

1. To the student of SD Al-Irsyad Surakarta

Considering English is very important recently, the students of SD Al-Irsyad Surakarta should learn it and be more active and creative in the English teaching and learning activity. Besides they should respect their teacher, by giving attention to the English teacher when she explains the materials.

2. To the Institution

In determining of school policy, including the English teaching and learning activity, the institution should give the same concerns to English lesson. It can be realized by completing the English lesson facilities, so that make the student easier studying English.

3. To the student's parent

The student's parents should give the motivation to their child, in order to study English hardly moreover the key of learning is motivation. Considering the parents have an important role in the process of English learning.



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APPENDIX

LESSON PLAN

Topic : Fruit and Vegetables

Class : Four

Duration : 2 x 30 minute

Activities :

1. Greeting

Assalamualaikum warrahmatullahi wabbarakatu

Good afternoon, student?

How are you today?

2. Brainstorming

a. Ask to the student the fruit or vegetables that they like

Ex: - What is the fruit you like?

- Buah apa yang kamu sukai?

b. Ask to the student to open their book on page 89 or unit 10

Ex: - Open your book on page 89!

-Buka buku halaman 89!

c. Say the pronunciation of the words and ask the student to repeat it

Ex: - Mango => menggow

- Star fruit => star fruwt

- Papaya => pepaye

- Guava => gwave

- Watermelon => wotemelen

- Cabbage => kaebij

- Cucumber => kyuwkembers

- Bean sprouts => bien sprawt

- Pumpkin => pumpkin

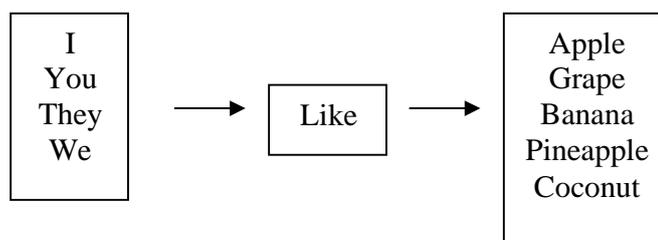
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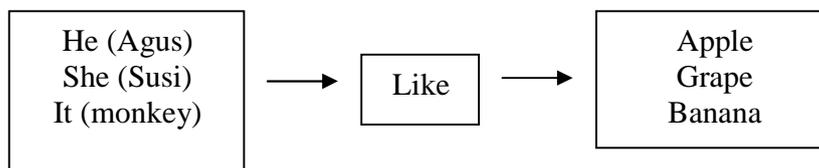
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d. Give a note about like and dislike

Ex:

1. Expressing like

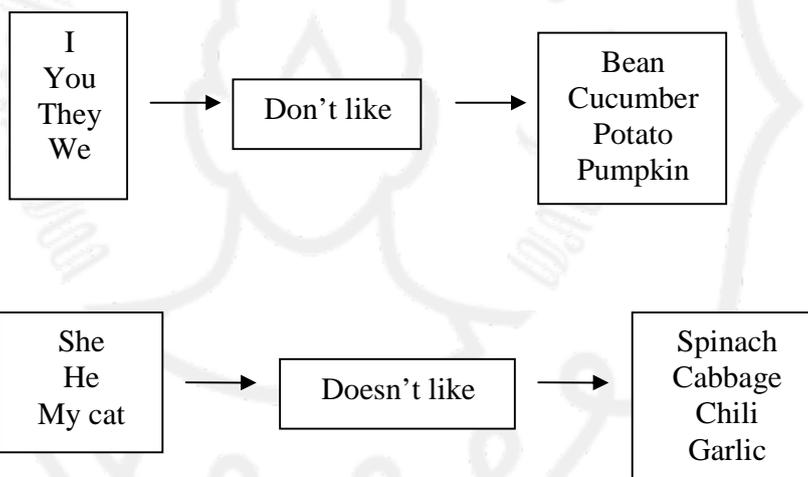




The structure of sentence

1. I like apple
2. You like grape
3. He likes apple
4. She likes grape

2. Expressing dislike



1. I don't like pumpkin
2. My cat doesn't like chili
3. Rani doesn't like spinach
4. You don't like cabbage



SD Al-Irsyad Surakarta



The English teaching and learning activities at class fourth



The class activities at class fifth



The library and LRC room



Children's garden of SD Al-Irsyad Surakarta

The Map of SD Al-Irsyad Surakarta

