

**TEACHING ENGLISH PRONUNCIATION TO THE  
FIFTH GRADE STUDENTS OF SDN TEMPURAN I,  
SIMO, BOYOLALI**



**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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SURAKARTA  
2009**

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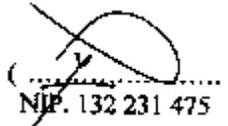
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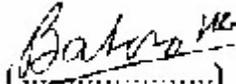
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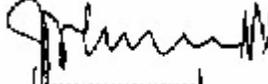
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## **MOTTO**

For with God nothing shall be impossible.  
(Luke 1:37)

Eliminate the impossible and whatever remains,  
however improbable, must be the truth.  
(Oliver Wonder Holmes)

Life is a battle. Face it and win it.  
Live a life victoriously.  
(The writer)

## DEDICATION

This final project report is proudly dedicated to:

- ✓ My Lord, Jesus Christ
- ✓ My Parents
- ✓ My Brother
- ✓ My Relatives
- ✓ Myself

## **PREFACE**

This final project report is entitled “Teaching English Pronunciation to the Fifth Grade Students of SDN Tempuran I, Simo, Boyolali. It is submitted as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. The reason for choosing the title was because there were many mistakes made by the students when pronouncing English words. So, the writer thought that it would be crucial and beneficial to teach them the basics of English pronunciation.

In short, this final project report tries to describe the process of teaching English pronunciation, to find out the problems faced by the students, and to give solutions to the problems. By doing those, it is hoped that the English pronunciation mastery of the fifth grade students can be achieved or at least can be improved.

The writer realizes that this final project report is far from being perfect. Therefore, the writer widely accepts any suggestions and criticisms given for the sake of betterment.

Finally, the writer is grateful to all people who have contributed to the making of this final project report and hopes that it will be useful for all readers.

Surakarta, May 18, 2009

The Writer

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17. All parties helping me with the making of this final project report.

Surakarta, May 18, 2009

The Writer

## ABSTRACT

**Dewi Kusumawati. 2009. Teaching English Pronunciation to the Fifth Grade Students of SDN Tempuran 1, Simo, Boyolali. English Diploma Program, Faculty of Letters and Fine Arts, UNS.**

This final project report is written based on the job training that has been done by the writer for 100 hours in SDN Tempuran 1, Simo, Boyolali. This final project report tries to describe the process of teaching English pronunciation to the fifth grade students, to find out the problems faced by the students, and to give solutions to the problems.

The data of this final project report were collected through observation, interview, and library study. The observation was done in class while the process of teaching and learning was taking place. The interview was done to the English teacher and the fifth grade students. The library study was emphasized in some documents such as teaching materials and books from the library. The methodology used by the writer was the Audio-lingual method which was thought to be the most appropriate method because it relied heavily on drills to form habits. The drills were by repeating words or sentences after the teacher. Consequently, students got accustomed to pronouncing English words correctly. Moreover, the writer taught them systematically based on the lesson plan containing four steps, namely Motivating Strategy, Presentation Strategy, Skill Practice, and Assessment. Motivating Strategy was used to arouse the students' motivation toward the material. Presentation Strategy was used to give explanations concerning the day's lesson. Skill Practice was used to give more opportunities for students-centered learning such as playing games. Assessment was used to assess the final outcome of the lesson.

The writer found out that the teaching of English pronunciation using Audio-lingual method and lesson plan were quite successful. From her observation, it could be concluded that the problems faced by the fifth grade students in learning English pronunciation were from the students' difficulties in pronouncing English sounds and words, from the limited materials and facilities, and from the low student's interest and motivation. The solutions on the students' difficulties in pronouncing English sounds and words are by memorizing and practicing pronouncing English sounds and words as many as possible. The solutions on the limited materials and facilities are by providing more interesting materials and more facilities such as tape recorders and televisions to support the process of teaching and learning English, especially in learning English pronunciation. While the solutions on the low students' interest and motivation come from the teacher who should have the ability to make interesting classes and the students who should be highly motivated for the sake of their own success in mastering English pronunciation.

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# CHAPTER I

## INTRODUCTION

### A. Background

English as the main language for international communication has an important role in Indonesia and many other countries. It is also the main language of many books, newspapers, airports, science, technology, films, and so on. English has become the most widely-used language in the world. People who do not understand English can be left behind because it is highly required to face the world's globalization and it is often needed to fulfill the requirement of English-speaking capability in the world of work. Therefore, people should learn to communicate in English because it has become an international language.

Considering the importance of English, English should be learned as early as possible. The government of Indonesia has made the right decision to pay attention to this case intensively by having English curriculum taught to students since the early period of elementary school. The plausible reason is because the younger a child learns a foreign language, the easier and the better the child will master it. So, elementary school is the right place to begin the teaching of English.

In learning a new language, elementary students are usually introduced to lists of vocabularies. At the same time, vocabulary is always related to pronunciation. So, it can be said that vocabulary and pronunciation are one package to learn. In the process of teaching and learning English, a teacher needs to be sure that his or her students can be understood when they speak and the

students need to be able to say what they want to say if they want to be understood. Students who are not taught to use correct pronunciation in elementary school tend to make many mistakes in pronouncing English words until they turn adult. So, it is very important for students to master the basics of pronunciation which is made up three areas namely sound, stress, and intonation.

The writer was interested to have the job training in SDN Tempuran 1 Simo, Boyolali because in this school, English lesson has been given to students from the first until the sixth grade. Although she taught English to the fourth, fifth, and sixth grade students, she wanted to focus on the fifth grade students for the final project because based on her observation, the fifth grade students made many more mistakes in pronouncing English words rather than the fourth and the sixth grade students. So, it would be challenging to apply the pronunciation teaching to them.

In teaching English to the fifth grade students of SDN Tempuran 1, Simo, Boyolali, the writer found that many students made mistakes in pronouncing English words, even for easy vocabularies they have already known and memorized in their mind from their previous lesson such as *mango* and *orange*. The writer noticed that the major problem was from their incorrect teacher's pronunciation. It was obvious that the students imitated the way their English teacher pronounced English words. So, it was possible that their English teacher did not have sufficient pronunciation skill. If the teacher and the students are not aware of the problem, mispronouncing English words can become a habit for both the teacher and the students and can end up as a fossilized error which is hard to

be corrected. Therefore, it was thought that it would be very beneficial to teach the basics of English pronunciation to the fifth grade students of SDN Tempuran 1, Simo, Boyolali.

Based on the job training experience and findings above, this final project is entitled “**Teaching English Pronunciation to the Fifth Grade Students of SDN Tempuran 1, Simo, Boyolali**”.

### **B. Objectives**

Based on the background above, the objectives of this report are formulated as follows:

1. To describe the teaching of English pronunciation to the fifth grade students of SDN Tempuran 1, Simo, Boyolali.
2. To find out the problems faced by the students in learning English pronunciation.
3. To give solutions to the problems faced by the students in learning English pronunciation.

### **C. Benefits**

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

1. SDN Tempuran 1, Simo, Boyolali.

This final project report is expected to give useful input to the English teacher and the students of SDN Tempuran 1 in improving their quality and their English proficiency, especially in English pronunciation.

2. English Diploma Students.

It is expected that this final project report can give contribution to the students of English Diploma Program as additional knowledge about the teaching of English pronunciation to elementary students.

3. Other readers.

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

## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching

According to *Oxford Elementary Learner's Dictionary*, "Teaching is to give somebody lessons, to tell or show somebody how to do something." (Oxford, 2001:369). In accordance to that, *Longman Active Study Dictionary* gives two definitions on the meaning of teaching: "to give lessons in a subject at a school or college, and to show someone how to do something." (Addison Wesley Longman, 1998:685). In short, from the definitions above, teaching can be concluded as to give lessons or to make someone else understand about something.

Another definition comes from Anderson and Burns in Elliott (et.al.). They define teaching as "an interpersonal, interactive activity, typically involving verbal communication, which is undertaken for the purpose of helping one or more students learn or change the ways in which they can or will behave." (Anderson and Burns in Elliott (et.al.), 1999:6)

Moreover, Brown in his book *Principles of Language Learning and Teaching* defines teaching as "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, 2007:7)

From all the definitions of teaching above, it can be concluded that teaching is a process with some activities done by teachers to their students such as giving lessons, transferring knowledge, guiding, and motivating them. In

teaching activities, teachers are not passive but active. Therefore, students taught can get more knowledge and are gradually affected to change their behavior.

## **B. Learning**

According to *Oxford Elementary Learner's Dictionary*, learning means “to find out something, or how to do something, by studying or by doing it often.” (Oxford, 2001:204). While according to *Longman Active Study Dictionary*, there are three definitions of learning: “to get knowledge of a subject or skill by studying or doing it; to find out information or news by hearing it from someone else; to realize that something is important, and change the way you behave because of this and get to know something so well that you can easily remember it.” (Addison Wesley Longman, 1998:380). From the definitions above, learning may be defined as getting more knowledge by studying and changing the way we behave because of what we have learnt.

Brown in his book *Principles of Language Learning and Teaching* breaks down the components of the definition of learning as follows:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive, organization.
4. Learning involves active, conscious focus on 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 behavior. (Brown, 2000:7)

Moreover, according to Stephen B. Klein in his book *Learning Principles and Applications*, learning can be defined as “an experiential process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies.” (Klein, 1996:2). This definition of learning has three important components. First, learning reflects a change in the potential of behavior. Second, changes in behavior due to learning are relatively permanent. Third, changes in behavior can be due to processes other than learning. (Klein, 1996:2)

From all the definitions of learning above, it can be concluded that learning is a process involving some activities done by learners such as studying or practicing something so that we know more about it or know how to do it. That is why, learners are supposed to be active and persistent to achieve the maximum benefit offered from it. Learning is also essential to change the way we behave.

### **C. Teaching Method**

Anthony in Celce-Murcia defines method as “a set of procedures, i.e., a system that spells out rather precisely how to teach a second or foreign language.” (Anthony in Celce-Murcia, 2001:5)

According to Brown in his book *Teaching by Principles: An Interactive Approach to Language Pedagogy*, “method is a generalized set of classroom specifications for accomplishing linguistic objectives.” (Brown, 2001:16). From his book, there was a method used by the writer to teach English pronunciation to

the fifth grade students of SDN Tempuran 1, Simo, Boyolali, namely Audio-lingual method. The characteristics of the Audio-lingual method are:

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrases, and over learning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Successful responses are immediately reinforced.
10. There is a great effort to get students to produce error-free utterances.
11. There is a tendency to manipulate language and disregard content.

From the characteristics mentioned in the Audio-lingual method above, the writer decided that this kind of method was the most suitable and effective method to be used to teach English pronunciation.

#### **D. Teaching English Pronunciation**

According to *Longman Active Study Dictionary*, there are two definitions of pronunciation: “the way that a language or word is pronounced; the way someone pronounces a word or words.” (Longman, 1998:685)

In addition to it, Dalton and Seidlhofer in their book *Pronunciation* define pronunciation in general terms as “the production of significant sound in two senses. First, sound is significant because it is used as part of a code of a particular language. In this sense, we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. In this sense, we can talk about pronunciation with reference to acts of speaking.” (Dalton and Seidlhofer, 1995:3). From the definitions above, it is clear that pronunciation is the way a word is pronounced by producing sounds.

Wong in Celce-Murcia (et.al.) aptly points out that the teaching of pronunciation “is not exclusively a linguistic matter.” So, we need to take into consideration such factors as our learners’ ages, exposure to the target language, amount and type of prior pronunciation instruction, and perhaps most importantly their attitude toward the target language and their motivation to achieve intelligible speech patterns in the second language.” (Wong in Celce-Murcia (et.al.), 1996:14)

Mastering pronunciation is very important in foreign language learning. It is not to say that students should sound exactly like an American or an Englishman. However, it is obvious that a student should be able to pronounce English words correctly to make others understand what he means to say to make effective communication.

### **E. Teaching English to Young Learners**

According to Sarah Phillips in her book *Young Learners*, “young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age.” (Phillips, 1996:5)

Moreover, Wendy A. Scott and Lisbeth H. Ytreberg divide children into two main groups throughout their book *Teaching English to Children*: the five to seven year olds and the eight to ten year olds. (Scott and Ytreberg, 1998:1). In this final project report, the writer writes about the teaching of English pronunciation to the fifth grade students. So, they are more included in the group of the eight to ten year old children. According to Wendy A. Scott and Lisbeth H. Ytreberg, the characteristics of the eight to ten year old children are:

1. Their basic concepts are formed. They have very decided views of the world.
2. They can tell the difference between fact and fiction.
3. They ask questions all the time.
4. They rely on the spoken word as well as the physical world to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and do not like doing.
7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions.
8. They are able to work with others and learn from others. (Scott and Ytreberg, 1998:3-4)

Children are often more enthusiastic and lively as learners. They also tend to learn a second language better than adults, as stated by Krashen (et.al.) in Krashen who review the available empirical research on the effect of age and second language acquisition and conclude that acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults. (Krashen (et.al.) in Krashen, 1995:43).

It is obvious that teaching English since students are still in elementary school is highly recommended for the better mastery of English. In this case, pronunciation is emphasized. Therefore, teaching English pronunciation to elementary students is a good step to open a way for their English pronunciation proficiency.

## **CHAPTER III**

### **DISCUSSION**

#### **A. The Description of SDN Tempuran 1**

SDN Tempuran 1 is located in Tempuran, Simo, Boyolali. It was built on January 1, 1962 on the area of around 3000 meters square. The legalization of the school was based on the Decision Letter of Local Government No: S.R./Kep/PDK 6/1/5.

There are thirteen rooms which can be divided into seven classrooms, one headmaster office, one teacher office, one library, one teacher restroom, one student restroom, and one canteen. There are also one sport area, one parking area, and one garden. It is still located in a village so it is not too noisy and quite comfortable for the process of teaching and learning.

SDN Tempuran 1 has vision and missions. The vision of SDN Tempuran 1 is creating religious students who are successful in mastering science, skill, and technology for their bright future. While the missions of this school are:

1. Training students to faithfully do religious activities based on the religion they embrace so that they will be good persons who have faith in God.
2. Guiding and facilitating students to study diligently so that they can become clever students who master science and technology.
3. Guiding students to be active and to have high creativity and skill as their essential parts to be successful in their future.

Below is the map of SDN Tempuran 1:

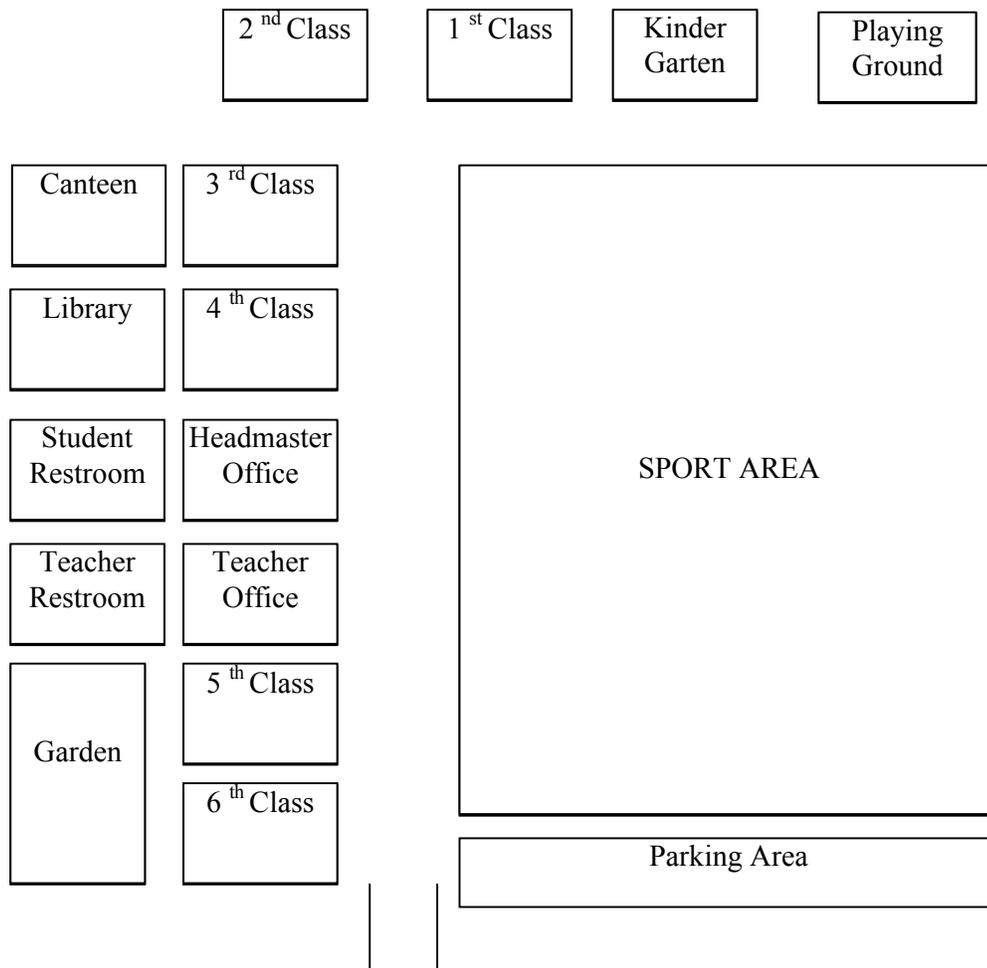


Table 3.1

SDN Tempuran 1 is led by a headmaster. The duties of the headmaster are as an educator, a manager, an administrator, a leader, an innovator, and a motivator. This school also has eleven teachers consisting of six class teachers, one Religion teacher, one Sport teacher, one English teacher, one Local Language teacher, and one Art teacher. In addition to it, there is also one school guard.

All of the teachers are responsible for the success of teaching and learning process, especially as students' guide, facilitator, and motivator. Each class has its own teacher who organizes the class activities.

The number of male students in SDN Tempuran 1 is forty-three and the number of female students is forty-eight. So, the total number of students studying in SDN Tempuran 1 is ninety-one. The students are also responsible for the success of teaching and learning process. So, both the teachers and the students should be active for the sake of successful teaching and learning.

The structural organization of SDN Tempuran 1 can be drawn as follows:

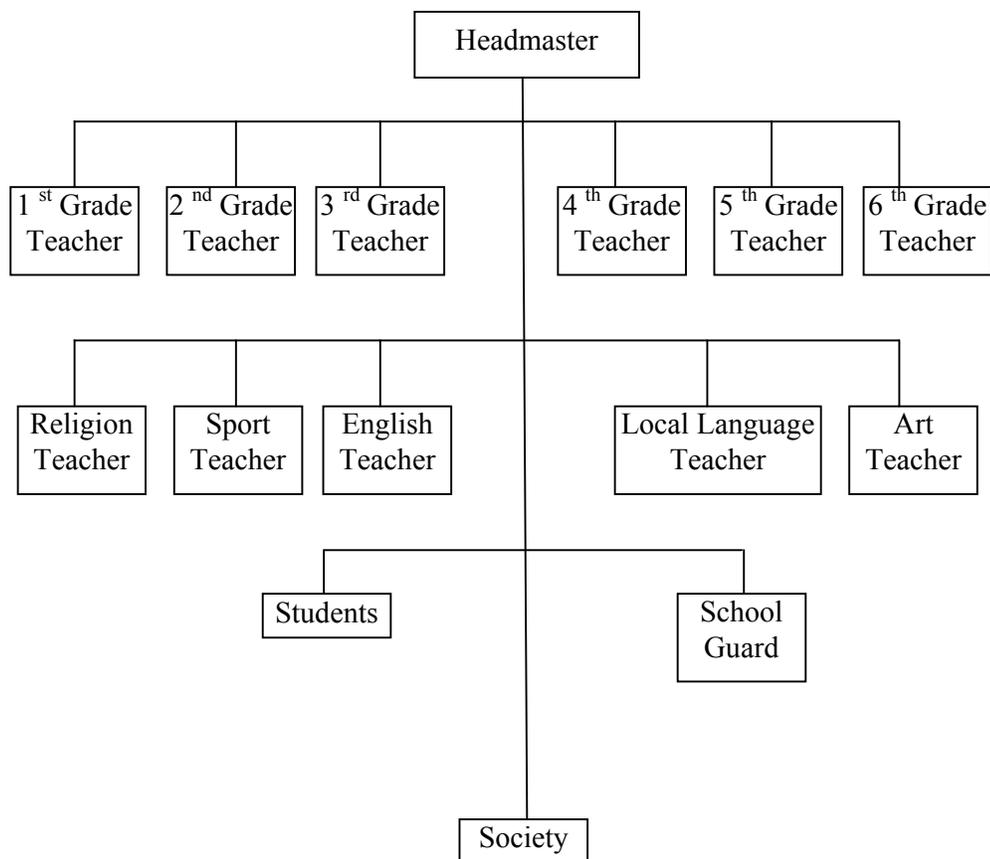


Table 3.2

The teaching and learning activities are held from Sunday to Saturday at 07.00 a.m. to 12.30 p.m. except on Friday which ends at 11.00 a.m. There are also some extracurricular available to give more skills to students, namely:

1. Scout.
2. Vocal.
3. Sport, such as football and volley ball.

### **B. The Job Training Activities**

#### 1. Class Observation

During the job training, the writer taught the fourth, the fifth, and the sixth grade students of SDN Tempuran 1 from February 2, 2009 until March 11, 2009. However, this final project only reports about the teaching of English pronunciation to the fifth grade students. Before going further in explaining the activities during the job training, it is necessary to describe the physical condition of the fifth grade classroom.

The fifth grade classroom was comfortable and good enough for the process of teaching and learning. This classroom was located right beside the teacher office. There were ten tables and twenty-three chairs available for students, one table and one chair for their teacher, one blackboard, one cupboard, one clock, one map, one Indonesian flag, and some pictures. The class was clean and had good air circulation.

There were twenty-three students studying in the fifth grade class. They were ten male students and thirteen female students. Based on the writer's

observation, some students were active but some were passive. Some were talkative, some were quiet, and few of them were also moody. Several students seemed naturally enthusiastic about learning. But many of them needed the writer's stimulation and challenge when the teaching and learning process was taking place. So, the writer had to have good ability to maintain the interest of the students in the class because whatever level of motivation the students brought to the classroom also depended much on what happened in the classroom.

## 2. Lesson Plan

Before teaching English to the fifth grade students, it was very important to prepare the material first. The material preparation was making a lesson plan. A lesson plan is a useful means that serves as a guide and should include three crucial decisions: what to teach, how to teach it, and how to ensure that students are learning what is being taught. Creating a lesson plan is also the key to effective teaching in achieving positive students' outcomes. Moreover, it can avoid students from becoming bored. That is why, the writer was supposed to be creative to apply a number of variations of activities to be used to teach them English. In teaching the fifth grade students, the writer made a lesson plan by giving more opportunities for students-centered learning in order to make them acquire more language skills.

The lesson plan began with a brief description of the class, the students, and the materials for example, the topic, the name of the class, the time allotment, the objectives and so on. It was also important to add the date of the course.

The lesson plan that the writer had made consisted of four steps, namely:

a. Motivating Strategy.

Motivating strategy was used to arouse the students' motivation toward the material. In this stage, the writer was supposed to make the conditions as attractive and stimulating as possible.

b. Presentation Strategy.

Presentation strategy was used to give some explanations concerning the day's lesson in order to make the students understand about new things they learned such as an explanation on grammar.

c. Skill Practice.

In this stage, the writer gave practices and activities to be done by the students. It was to give more opportunities for students-centered learning in order to make the students acquire more language skills from the lesson given. The practices could be done individually or in groups.

d. Assessment.

Assessment was used to assess the final outcome of the lesson and to what extent the learning objectives were achieved. It provided an opportunity for honest reflection about what activities worked or did not work and why. It could be done through quiz and usually done by independently performed worksheets.

3. Teaching and Learning Process

After making the lesson plan, the writer taught English systematically based on the lesson plan she had made. The material used to teach the fifth grade

students of SDN Tempuran 1 was from “Learning English Joyfully 2”, a book published by Aneka Ilmu for the 5<sup>th</sup> grade primary school students. The allotted time to teach English was 70 minutes.

During the teaching and learning process, the writer applied the Audio-lingual method because the method relied heavily on drills to form habits. By applying repetitive drills, the students were constantly learning. The example of an Audio-lingual drill was like this:

- Writer : “He is sleepy.” ... repeat
- Students : “He is sleepy.”

The teaching and learning process moved on step by step just like what the writer had made in the lesson plan as follows:

First of all, motivating strategy was applied. In this stage, the writer began the lesson by greeting the students, introducing the topic by showing some pictures related to the topic, eliciting some vocabularies and writing them on the blackboard, and mentioning the objectives of the lesson. Those activities were successful in arousing and attracting the students’ motivation to learn English.

Second, the writer started presenting the material by explaining what had been discussed before, for example: the writer used the writings on the board to explain the grammar. However, she should be able to make the explanation easily understood and avoid using difficult words to keep the students’ interest and motivation.

Third, the writer used games in order to make the teaching and learning process full of fun to the students. This stage was the most favorite stage for them.

Often, when the writer just began explaining them about the material, some of them shouted to start playing games. That indicated that they liked playing games so much. Most of them said that games were very effective to make them understand more about the lesson being taught. Moreover, games were successful enough to make them happy and not bored. Games were done in groups and sometimes the writer made a competition so that the students got so excited to win the game and get the rewards such as stars or candies.

The last one that the writer did was giving assessment to the students. It was important to do this to check the students' progress and to see how far the mastery of the day's lesson they had achieved. The students were supposed to do the assessment individually. They usually did it by answering questions in worksheets. Afterwards, the writer checked the answers with class.

### **C. Teaching English Pronunciation**

During the job training, the writer taught English to the fifth grade students every Tuesday and she used the material taken from "Learning English Joyfully 2". The topic was taken from Unit 13, namely about conditions. The process of teaching English pronunciation can be divided into four steps as follows:

#### **1. Motivating Strategy.**

Motivating strategy was the first step in teaching English pronunciation.

Firstly, the writer greeted the students and asked some questions as follows:

Writer : “Good afternoon, students.”

Students : “Good afternoon, Mom.”

Writer : “How are you today?”

Students : “Fine, thank you. And how are you, Mom?”

Writer : “I am fine, too. Thank you.”

Secondly, the writer checked the students’ attendance.

Thirdly, the writer showed some pictures and asked the students some questions related to the pictures as follows:

Writer : “Look at this picture. Is he cold?”

Students : “Yes, he is cold.”

Writer : “Is he sleepy?”

Students : “Yes, he is sleepy.”

The writer wrote the questions and the students’ answers on the board. She also elicited more vocabularies by miming some actions.

Fourthly, the objectives of the lesson were told as follows:

Writer: “Today, we are learning about someone’s conditions. So, after this lesson, you should be able to ask about someone’s condition and to give information about someone’s condition.

## 2. Presentation Strategy.

The second step in teaching English pronunciation was presentation strategy. In this stage, the writer gave two explanations, they were:

- a. Explanation concerning the basics of English pronunciation, namely: sounds, minimal pairs, stress, and intonation.

Before the writer gave explanation, she distributed a piece of paper to each student containing transcriptions of sounds, minimal pairs, stress, and intonation.

### 1) Sounds.

Sounds are divided into two. They are:

#### a) Vowel Sounds.

Vowel sounds are the syllable core, the sounds within the syllable that resonate and can be lengthened or shortened. Vowels are articulated with a relatively unobstructed airflow, i.e., there is usually no contact between articulators.

Vowel sounds are all voiced and may be single (like /e/ as in pen) or a combination, involving a movement from one vowel sound to another (like /eɪ/, as in day). Such combinations are called diphthongs. Single sound may be short (like /ɪ/, as in sit) or long (like /i:/, as in eat).

There are 20 vowel sounds in English. They are:

- |         |                |         |
|---------|----------------|---------|
| 1. /a:/ | = <u>arm</u>   | /a:m/   |
| 2. /æ/  | = <u>apple</u> | /'æpəl/ |
| 3. /ʌ/  | = <u>up</u>    | /ʌp/    |
| 4. /ɜ:/ | = <u>bird</u>  | /bɜ:d/  |
| 5. /e/  | = <u>pen</u>   | /pen/   |
| 6. /ə/  | = <u>ago</u>   | /ə'gəʊ/ |
| 7. /i:/ | = <u>eat</u>   | /i:t/   |
| 8. /ɪ/  | = <u>sit</u>   | /sɪt/   |
| 9. /ɔ:/ | = <u>more</u>  | /mɔ:/   |

10. /ɒ/	= <b>stop</b>	/st <u>ɒ</u> p/
11. /u:/	= <b>you</b>	/j <u>u</u> :/
12. /ʊ/	= <b>would</b>	/w <u>ʊ</u> d/
13. /aɪ/	= <b>eye</b>	/ <u>aɪ</u> /
14. /aʊ/	= <b>out</b>	/ <u>aʊ</u> /
15. /eɪ/	= <b>day</b>	/ <u>eɪ</u> /
16. /eə/	= <b>wear</b>	/ <u>eə</u> /
17. /ɔɪ/	= <b>boy</b>	/b <u>ɔɪ</u> /
18. /əʊ/	= <b>open</b>	/ <u>əʊ</u> pən/
19. /nɪə/	= <b>near</b>	/n <u>ɪə</u> /
20. /ʃʊə/	= <b>sure</b>	/ʃ <u>ʊə</u> /

Whenever the writer mentioned a vowel and a word, the students were asked to repeat loudly after her.

#### b) Consonant Sounds.

Consonant sounds are characterized by place of articulation (where the sound is made), manner of articulation (how the sound is made) and voicing (whether the vocal cords are vibrating or not).

Consonant sounds can be divided into two, namely: voiced consonant sounds (the sounds occur when the vocal cords in the larynx are vibrated, for example /v/ in van) and unvoiced (voiceless) consonant sounds when there is no vibration occurs for example /f/ in fan.

In English, there are 24 consonant sounds. They are:

1. /b/	= <b><u>b</u></b> ed	/b <u>ed</u> /
2. /d/	= <b><u>d</u></b> o	/d <u>u:</u> /
3. /f/	= <b><u>f</u></b> an	/f <u>æ</u> n/
4. /g/	= bi <b><u>g</u></b>	/bi <b><u>g</u></b> /
5. /h/	= <b><u>h</u></b> at	/h <u>æt</u> /
6. /j/	= <b><u>y</u></b> es	/j <u>es</u> /
7. /k/	= <b><u>c</u></b> at	/k <u>æt</u> /
8. /l/	= <b><u>l</u></b> ose	/l <u>u:</u> z/
9. /m/	= <b><u>m</u></b> e	/m <u>i:</u> /
10. /n/	= <b><u>n</u></b> o	/n <u>ə</u> s/
11. /p/	= <b><u>p</u></b> ut	/p <u>ʊ</u> t/
12. /r/	= <b><u>r</u></b> un	/r <u>n</u> /
13. /s/	= <b><u>s</u></b> oon	/s <u>u:</u> n/
14. /t/	= <b><u>t</u></b> alk	/t <u>:k</u> /
15. /v/	= <b><u>v</u></b> an	/'v <u>æ</u> n/
16. /w/	= <b><u>w</u></b> in	/w <u>n</u> /
17. /z/	= <b><u>z</u></b> oo	/z <u>u:</u> /
18. /ŋ/	= si <b><u>ng</u></b>	/s. <b><u>ŋ</u></b> /
19. /θ/	= <b><u>th</u></b> in	/θ <u>n</u> /
20. /ð/	= <b><u>th</u></b> en	/ð <u>en</u> /
21. /ʃ/	= <b><u>sh</u></b> ip	/ʃ <u>p</u> /

22. /□/	= mea <u>s</u> ure	/'me <u>s</u> ə/
23. /t/	= <u>ch</u> ea <u>p</u>	/tʃ <u>p</u> /
24. /d□/	= <u>J</u> une	/'d <u>u</u> :n/

## 2) Minimal Pairs.

Minimal pairs are pairs of words from the same language that differ by only one single sound, and that are recognized by speakers as being two different words. Examples:

1. rat /r <u>æ</u> t/	rot /r <u>o</u> t/
2. pen /p <u>ɛ</u> n/	pan /p <u>æ</u> n/
3. paper /pe <u>ɪ</u> pə/	pepper /pe <u>p</u> ə/
4. bean /bi <u>:n</u> /	bin /b <u>ɪ</u> n/
5. sheep /ʃi <u>:p</u> /	ship /ʃ <u>ɪ</u> p/
6. foot /f <u>u</u> t/	food /f <u>u</u> :d/
7. pot /p <u>ɒ</u> t/	port /p <u>ɔ</u> :t/
8. cup /k <u>ʌ</u> p/	carp /k <u>ɑ</u> :p/
9. pull /p <u>ʊ</u> l/	pool /p <u>u</u> :l/
10. much /m <u>ʌ</u> tʃ/	march /m <u>ɑ</u> :tʃ/

## 3) Stress.

Stress is the term we use to describe the point in a word or phrase where pitch changes, vowels lengthen, and volume increases. In a one-syllable word like *dance*, students will not get any difficulty to pronounce it. However, a word with more than one syllable is more complex, so the students should be taught to

pronounce English words correctly based on the stress usually symbolized with ( ' ) sign in most dictionaries.

Examples:

- English words with one stress.
  - Apple /'æpəl/
  - Mango /'mæŋgəʊ/
- English words with more than one stress.
  - Strawberry 'str.'ber./
  - Pineapple /'pa.n'æpəl/

#### 4) Intonation.

Intonation is a crucial factor in speaking. Intonation is used to convey emotion, involvement, and empathy. It is also a way of modifying the strength or intention of what we are saying by the different pattern of rising and falling tones. Finally, we use intonation to show how certain we are about what we are saying and to indicate what response we expect.

Examples:

- You're okay, aren't you?  
 (With a falling tone to confirm what we believe to be the case)
- You're okay, aren't you?  
 (With a rising tone to show our uncertainty about what the answer will be)

b. Short explanation concerning grammar which was based on the writings on the board.

By using the writings on the board as shown below, the writer explained the grammar applied.

<b>Questions</b>	<b>Answers</b>
• Is he sleepy?	Yes, he is sleepy.
• Is she hungry?	Yes, she is hungry.
• Are you sad?	No, I am not sad.
• Are you happy?	Yes, I am happy.
• Are you cold?	No, I am not cold.
• Are you hot?	Yes, I am hot.
• Is Asri thirsty?	Yes, she is thirsty.
• Are you ill?	No, I am not ill.
• Is Arif surprised?	Yes, Arif is surprised.

Patterns of Simple Present Tense:

<b>Interrogative sentence = To be (is/am/are) + Subject + Adjective</b>
<b>Affirmative sentence = Subject + to be (is/am/are) + Adjective</b>
<b>Negative Affirmative Sentence = Subject + to be (is/am/are) + not + Adjective</b>

Table 3.3

### 3. Skill Practice

Skill practice was the third stage in the process of teaching English pronunciation. In this stage, the writer made a fun game to be played by the students in groups and a matching practice to be done in pairs.

#### a. Game

The students played “Find Someone Who” game. This is the procedure:

1. One student will get a card from the teacher.
2. The student must walk around the classroom and ask three friends of the student about the condition written on the card.
3. The student should say, for example, “Are you hungry?”.

4. As soon as the student find one of his/her friends who answers “Yes, I am hungry.” to one of the questions, the student should write his/her name on the blanks of the card. He/she must not use his/her name.
5. After one of the students has filled in all the blanks, the game stops.

When the game was running, the writer supervised and gave the correctness if the students made a mistake or mispronounced the words. The students were very excited to play the game. The game being played also worked well to make the students get motivated and attracted again after the explanation session. It was also successful in making them understand more about the lesson being taught.

b. Matching Practice

The students did a matching practice in pairs. In this practice, they should match each picture with the correct word of condition shown in the picture. This was the matching practice:

1.  a. I am cold.  
Picture 3.1

2.  b. I am hungry.  
Picture 3.2



Picture 3.3

c. I am sad.



Picture 3.4

d. I am hot.



Picture 3.5

e. I am thirsty.



Picture 3.6

f. I am happy.

After all the students finished doing the practice, the writer checked the answers with class and asked them to read the correct answers loudly.

#### 4. Assessment

Assessment was the last step in teaching process. This was where the writer assessed the final outcome of the lesson and to know if the learning objectives were adequately achieved or not. It was to check the students' progress and to be used to determine the lesson for the next session.

In the assessment, the writer asked the students to rearrange jumbled words into meaningful sentences. She asked them to do it individually. After all the students had finished doing it, the writer checked the answers with class. This was the assessment:

- |                       |   |
|-----------------------|---|
| 1. is-She-.-sad       | = |
| 2. hungry-you-Are-?   | = |
| 3. ?-you-sleepy-Are   | = |
| 4. is-He-happy-.      | = |
| 5. ill-She-is-.       | = |
| 6. Oki-?-Is-surprised | = |

#### D. The Problems Faced by the Students in Learning English

##### Pronunciation

During the job training, the writer found some problems which were faced by the fifth grade students in learning English pronunciation. These are the problems:

1. The students' difficulties in pronouncing English sounds and words.

When the explanations of kinds of English sounds and minimal pairs were delivered, most students got difficulties in pronouncing them. These were the examples:

- a. The difficulty in pronouncing the two **th** sounds such as in **thin** /θ n/ which was unvoiced and **then** /ð en/ which was voiced.
- b. The difficulty in pronouncing the **ʃ** sound such as in **ship** /ʃ .p/.
- c. The difficulty in pronouncing English vowels. In Indonesian, there are only five vowels namely: /a/, /i/, /u/, /e/, /o/. So, the students got

difficulty in pronouncing the various kinds of vowels in English sounds such as in /əʊ = open /əʊpən/.

- d. The difficulty in pronouncing consonant cluster (a group of consonants that appear together in a word without any vowels between them) that occurs at the end such as in cold /kəʊld/ and surprised /sə'rpra.sd/.

## 2. The limited materials and facilities.

Materials and facilities are important factors supporting the success of English learning attainment. Materials such as books available were not interesting enough. That was what made them bored easily when studying English. Moreover, most students did not have proper dictionaries that could give good contribution to their correct pronunciation.

Facilities were also lacking. It does not mean that the school has to have a language laboratory. However, facilities that could be provided such as tape recorders, cassettes, televisions, and video players were not available. The writer found that the students were not supported by enough facilities other than teaching using books.

## 3. The low students' interest and motivation.

When the writer first taught the fifth grade students of SDN Tempuran 1, she asked them whether or not they liked English and most of them said that they did not like English. They had no interest in this subject. If the students had no interest, it was inevitable that they had no motivation to study English and resulting in the failure to reach the goals having been established.

### **E. The Problem Solutions**

#### 1. The students' difficulties in pronouncing English sounds and words.

The students should try to memorize English sounds so that they can know and remember the way the sounds are pronounced whenever they see an English word pronunciation in their dictionaries. They should also practice pronouncing them as many as possible so that their tongues got accustomed to saying them. By constantly doing those efforts, their pronunciation proficiency can gradually be shaped and be achieved.

#### 2. The limited materials and facilities.

To solve the problem of limited materials, the English teacher should cooperate with the school to provide more books, especially interesting and qualified books to support the success of teaching and learning process. The students should also cooperate well with the English teacher, in case that they are asked to buy additional books, they should respond well by buying the books.

Facilities should be provided for the sake of better achievement that the students can get by using them such as tape recorders, cassettes, televisions, and video players. Even though it may cost the school and the students to get benefit from the facilities provided, the results that can be achieved are more important and should be placed in the first place.

#### 2. The low students' interest and motivation.

Interest and motivation are very essential to an English learning achievement because they are some kinds of internal drives which push someone

to learn in order to achieve something. To solve the problem, there are at least two persons responsible for keeping the student's interest and motivation. They are:

a. The English teacher.

English teacher is a major factor in the continuance of students' interest and motivation. That is why the English teacher should attempt to sustain the students' interest and motivation and have the ability to make interesting classes. The writer found that one of the keys to success in learning English is a fun teaching. This can be done by providing them with a variety of subjects and exercises. For example: teaching using games and songs.

b. The students.

The students themselves are the key to arousing and keeping the interest and motivation inside their hearts. By doing it, they will be active students inside and outside class. Students who are highly motivated are likely to succeed in mastering English because they will not give up on something hard or difficult hindering their way to achieve their goals.

## **CHAPTER IV**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the discussion in the previous chapter, there are several conclusions that can be drawn as follows:

Firstly, in teaching English pronunciation to the fifth grade students of SDN Tempuran 1, Simo, Boyolali, the writer made and used a lesson plan consisting of four stages, namely:

1. Motivating Strategy.

In this stage, the writer tried to arouse the students' motivation toward the new material by showing some pictures related to the topic of the day's lesson, eliciting some vocabularies by asking some questions or miming some actions, and mentioning the objectives of the lesson.

2. Presentation Strategy.

Presentation strategy was used to give some explanations, for example: explanation on the basics of English pronunciation namely sounds, stress, and intonation, and explanation on the grammar. In this stage, the students tended to get bored easily. Therefore, it was very important for the writer to make the explanation easily understood and to avoid using difficult words to keep their interest and motivation.

### 3. Skill Practice.

This stage was used to give more opportunities for students-centered learning. This was their most favorite stage because the writer gave some practices and activities such as games and matching practice. They were quite successful in attracting their motivation and in making them more understand on the lesson being given after the students concentrated themselves on trying to understand the explanation session.

### 4. Assessment.

This is the last stage that was used to assess the students' final outcome of the lesson and to know how far the learning objectives were achieved. Assessment was supposed to be done individually.

Besides, when teaching English pronunciation to the fifth grade students, the writer also applied the Audio-lingual method. The method was chosen because it relied heavily on drills. By applying repetitive drills, the students were constantly learning and finally got accustomed to pronouncing English words correctly.

Secondly, based on the writer's observation, she found some problems faced by the students in learning English pronunciation. They were:

1. The students' difficulties in pronouncing English sounds and words.
2. The limited materials and facilities which were needed to teach them English such as the inappropriate dictionaries, the unavailability of televisions, video players, tape recorders and so on.
3. The low students' interest and motivation in learning English.

Thirdly, the writer thought of some solutions to the problems mentioned above. They were:

1. The solutions on the students' difficulties in pronouncing English sounds and words. It could be done by the students' own efforts to try to memorize English sounds and to comprehend the way they are pronounced in English words. They should also try to practice pronouncing English sounds and speaking English words as many as possible to make them accustomed to saying them.
2. The solutions on the limited materials and facilities. It could be done by asking the students' cooperation to buy more English books and appropriate dictionaries supporting their teaching and learning process and by providing the students with televisions, video players, tape recorders, and so on to make the English lesson easier to master.
3. The solutions to the low students' interest and motivation. It could be done by the cooperation between the English teacher who should have the ability to sustain the students' interest and motivation by making interesting classes and the students who should be responsible for keeping themselves highly motivated in learning English.

## **B. Suggestions**

Based on the conclusions that have been presented previously, the writer has some suggestions to some parties as follows:

1. SDN Tempuran 1, Simo, Boyolali.

The materials and facilities in SDN Tempuran 1 are not sufficient to support the process of teaching and learning English. Therefore, it is important for the school to provide more materials such as interesting English books and proper dictionaries and to provide more facilities such as televisions, video players, tape recorders, and so on. By providing those facilities, it is hoped that the students' quality in mastering English can be improved.

2. The English Teacher of SDN Tempuran 1, Simo, Boyolali.

Teaching elementary students takes ability for the English teacher to have, especially in giving lessons in fun and enjoyable ways in order to sustain their interest and motivation. Since elementary students tend to get bored easily, the English teacher should attempt to create some variations in teaching English such as teaching using games and songs. Consequently, the students will not be stressed and begin to relax which indirectly can affect their level of the day's lesson mastery.

3. The students of SDN Tempuran 1, Simo, Boyolali.

English is a foreign language to the students, so they are likely to be confused and lazy to learn it. However, they have to know that mastering English is very important for their future. It is an international language that is used to

communicate. Therefore, they should be highly motivated to learn English as well as learning other subjects such as Mathematics, Biology, and so on.

#### 4. English Diploma Students.

English Diploma students should prepare themselves well before teaching elementary school students because they are young learners with some characteristics such as moody, naughty, and noisy that can make English Diploma students surprised and overwhelmed. Therefore, it is important to prepare both the psychology and the material preparation well such as making a lesson plan containing some variations to make the process of teaching and learning English run smoothly.

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# **APPENDICES**



DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS SEBELAS MARET  
FAKULTAS SAstra DAN SENI RUPA  
PROGRAM STUDI DIPLOMA III BAHASA INGGRIS

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Surakarta, 16 Desember 2008

Nomor : **NOTA KHUSUS**  
Lampiran :  
Penerima : **LEMBINGAN WILU, PRAKTEK KERJA LAPANGAN MAHASISWA**

Kepada : **Yth. KEPALA SD NEGERI TEMPURAN I, SIMO ROYOLALI**  
Di Tempat

Dengan hormat,

Dengan ini kami, Pengelola Program D.III Bahasa Inggris Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret, memohon kesediaan dan bantuan Bapak/Ibu kiranya dapat memberikan kesempatan kepada mahasiswa kami untuk melaksanakan 100 Training atau Praktek Kerja Lapangan ( Magang ) di Instansi/Lembaga/Perusahaan yang Bapak/Ibu pimpin.

Praktek Kerja tersebut merupakan kegiatan kunkuler yang sangat diperlukan untuk mempertahankan ketrampilan mahasiswa dalam bidang kerja yang akan mereka hadapi kelak dikemudian hari. Praktek kerja yang diwajibkan kepada mahasiswa yang bersangkutan berlangsung selama 100 (seratus) jam.

Perlu kami tambahkan bahwa mahasiswa telah dibekali dengan kemampuan berbahasa inggris tetapi Praktek Kerja yang mesti mereka alami tidak harus secara langsung sesuai dengan bidang Bahasa Inggris. Selain itu Mahasiswa kami masih mengikuti perkuliahan sesuai jadwal, sehingga mereka tidak bisa memenuhi jam kerja secara penuh.

Adapun standar pelaksanaan tugas yang perlu dipenuhi oleh mahasiswa diantaranya : **penalaran, ketrampilan, disiplin, rutinitas kehadiran, penampilan, pergaulan dan tanggung jawab.**

Kami mohon agar mahasiswa sesuai melaksanakan Praktek Kerja, Bapak/Ibu berkenan menuliskan nilai pada formulir yang kami lampirkan. Nilai diberikan secara kumulatif dan dikirim kepada kami dalam sampul tertutup.

Adapun Mahasiswa yang akan melaksanakan Praktek Kerja adalah :

No	Nama	NIM	Alamat Rumah
1.	DEWI KUSUMAWATI	C9306031	MANGGAL, SIMO, ROYOLALI

Atas kesediaan Bapak/Ibu dalam memberikan kesempatan dan bimbingan kepada mahasiswa kami, kami mengucapkan terimakasih. Bersama ini kami lampirkan formulir penilaian.

Yogyakarta, 16 Desember 2008  
Ketua Program D.III Bahasa Inggris  
  
Yulia Kurniawan, SS, MA  
N.P. 132231475





DEPARTEMEN PENDIDIKAN NASIONAL  
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Ketua Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa  
Universitas Sebelas Maret Surakarta dengan ini menugaskan :

Nama : DEWI KUSUMAWATI  
NIM : C9306031  
Semester : V( Lima )

Untuk melaksanakan praktek kerja di :

**SD NEGERI TEMPURAN I, SIMO BOYOLALI**

Dalam rangka memenuhi salah satu syarat akademik untuk menyelesaikan studi  
pada Program Diploma III Bahasa Inggris Fakultas Sastra dan Seni Rupa  
Universitas Sebelas Maret Surakarta.

Demikian agar tugas ini dapat dilaksanakan sebaik-baiknya.

Surakarta, 16 DEC 2008



Ketua Program

Yusuf Kurniawan, SS, MA  
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PROGRAM STUDI DIPLOMA III BAHASA INGGRIS

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Penilaian Praktek Kerja

Mahasiswa Program Diploma III Bahasa Inggris  
Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret  
Surakarta

Nama : DEWI KUSUMAWATI

NIM : C9306031

Atas dasar **penalaran, ketrampilan, kedisiplinan, rutinitas kehadiran, penampilan, pergaulan dan tanggung jawab**, nilai ditetapkan :

90 \*

\*Angka 10 – 100

Model penilaian tidak mengikat

Pembimbing di Perusahaan Swasta/

Instansi Pemerintah



(S. Bandi, S.Pd)  
NIP 131025802



PEMERINTAH KABUPATEN BOYOLALI  
UPT PENDIDIKAN DASAR DAN LUAR SEKOLAH KECAMATAN SIMO  
SEKOLAH DASAR NEGERI 1 TEMPURAN

Alamat : Tempuran Simo Boyolali Kode Pos : 57377

SURAT KEPUTUSAN KEPALA SEKOLAH DASAR NEGERI 1 TEMPURAN

NOMOR : 074/22/471/2009

Yang bertanda tangan dibawah ini :

Nama : Subandi, S.Pd  
NIP : 131025802  
Jabatan : Kepala Sekolah  
Unit Kerja : SD Negeri Tempuran 1, Simo, Boyolali

Mencerangkan bahwa anak tersebut di bawah ini:

Nama : Dewi Kusumawati  
NIM : C 9306031  
Jurusan : D3 Bahasa Inggris  
Fakultas : Sastra dan Seni Rupa

Benar-benar telah melaksanakan kegiatan praktek mengajar mata pelajaran Bahasa Inggris di SD Negeri Tempuran 1 Simo, Boyolali selama 100 jam dengan baik.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Boyolali, 16 Maret 2009



Kepala Sekolah

Subandi, S.Pd.

NIP: 131025802

**ABSENSI MAGANG SD NEGERI TEMPURAN I SIMO, BOYOLALI**

Nama : Dewi Kusumawati  
 NIM : C9306031

No	Tanggal	Tanda Tangan Pemagang	Tanda Tangan Guru Pembimbing
1.	02 - 02 - 2009		
2.	09 - 02 - 2009		
3.	10 - 02 - 2009		
4.	11 - 02 - 2009		
5.	16 - 02 - 2009		
6.	17 - 02 - 2009		
7.	18 - 02 - 2009		
8.	23 - 02 - 2009		
9.	24 - 02 - 2009		
10.	25 - 02 - 2009		
11.	02 - 03 - 2009		
12.	03 - 03 - 2009		
13.	04 - 03 - 2009		
14.	10 - 03 - 2009		
15.	11 - 03 - 2009		

Mengetahui,  
 Kepala Sekolah  
  
 Subandi, S.Pd.  
 NIP. 131025802

Guru Pamong  
  
 Ari Yuli Hentini



## LESSON PLAN

Topic	: Conditions
Level	: The 5 <sup>th</sup> grade students of elementary school
Time Allotment	: 2x35 minutes
Material	: Learning English Joyfully 2
Skills	: Listening, speaking, reading, writing
Teaching Aids	: Pictures, a board, students' worksheet, cards
Objectives	: 1. Students should be able to ask about someone's condition 2. Students should be able to give information about someone's condition

### I. Motivating Strategies

- ✓ Greeting.
- ✓ Checking the students' attendance.
- ✓ Showing pictures and asking the students some questions related to the pictures.
  - Look at this picture. Is he sleepy? Is she sad?
- ✓ Writing the students' answers on the board.
- ✓ Eliciting more vocabularies from the students.
  - The teacher elicits more vocabularies by miming some actions.
- ✓ Telling the objectives of the lesson.

(Time: 10 minutes)

### II. Presentation Strategies

- ✓ Reading the writings on the board and asking the students to repeat after the teacher to give the correct pronunciation.

• Is he sleepy?	Yes, he is sleepy.
• Is she hungry?	Yes, she is hungry.
• Are you sad?	No, I am not sad.
• Are you happy?	Yes, I am happy.
• Are you cold?	No, I am not cold.
• Are you hot?	Yes, I am hot.
• Is Asri thirsty?	Yes, she is thirsty.
• Are you ill?	No, I am not ill.
• Is Arif surprised?	Yes, Arif is surprised.
- ✓ Explaining the dialogue available in Learning English Joyfully (Unit 13, Task 2).
- ✓ Reading the dialogue and asking the students to repeat after the teacher with the correct pronunciation.

(Time: 15 minutes)

### III. Skill Practice

- ✓ Group work.
  - Students play "Find Someone Who" game. This is the procedure:

1. One student will get a card from the teacher.
  2. The student must walk around the classroom and ask three friends of the student about the condition written on the card.
  3. The student should say, for example, "Are you hungry?".
  4. As soon as the student find one of his/her friends who answers 'yes' to one of the questions, the student should write his/her name on the blanks of the card. He/she must not use his/her name.
  5. After one of the student has filled in all the blanks, the game stops.
- Supervising and giving the correctness if the students make a mistake or mispronounce the words.
  - ✓ Pair Work.
    - Giving a matching practice.
    - Checking the answers with class and asking the students to read the correct answers loudly.

(Time: 25 minutes)

#### IV. Assessment

- ✓ Giving a rearranging jumbled words practice to be done individually.
- ✓ Checking the answers with class and asking the students to read the correct answers loudly.

(Time: 10 minutes)

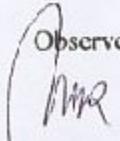
#### V. Closing

- ✓ Asking the students if they have any questions.
- ✓ Summing up the lesson.
- ✓ Saying goodbye.

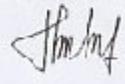
(Time: 10 minutes)

Simo, February 24, 2009

Observer

  
Ali Yuli Hantin

Apprenticer

  
Dewi Kusumawati  
NIM: C9306031



**Practice 1**

***Pair Work***

Look at the pictures and match each picture with the correct word of condition shown in the picture. Number one has been done for you as an example.

1.		a. I am cold.
2.		b. I am hungry.
3.		c. I am sad.
4.		d. I am hot.
5.		e. I am thirsty.
6.		f. I am happy.

**Practice 2**

***Individual work***

Below are some jumbled words. Please rearrange them into meaningful sentences. Number one is done for you as an example.

- |                       |   |             |
|-----------------------|---|-------------|
| 1. is-She--sad        | = | She is sad. |
| 2. hungry-you-Are-?   | = |             |
| 3. ?-you-sleepy-Are   | = |             |
| 4. is-He-happy-       | = |             |
| 5. ill-She-is-        | = |             |
| 6. Oki-?-Is-surprised | = |             |



**Unit**  
**13**

**Asking about  
Someone's Condition**

**A. Warming Up**

**Task 1**

Look at the picture below. Who is it? What happens with him?



## B. Focus on Comprehension

### Task 2

Find the answer to the questions based on the dialogue and picture that follow.

1. What is the dialogue about?
2. What happened to Sunil's father?
3. What happened to Sunil's mother?
4. What did she do to help her mother?

Egi met Sunil in the canteen. Here is the dialogue.

Egi : Hi, Sunil.

Sunil : Hi, Egi.

Egi : Are you happy, now?

Sunil : Yes, I'm. And you?

Egi : I'm happy, too. How's your father?

Sunil : He is very happy because he has got a gift from his friend.

Egi : Oh, I'm so glad to hear that. And how's your mother?

Sunil : She's cold now. So, I gave her a blanket.

Egi : Oh, I'm sorry to hear that.



### Task 3

Look at the pictures and incomplete sentences below. Please complete the sentences by putting a tick (✓) in the appropriate words. Work individually. Number one has been done for you.



- sad  
 happy



- angry  
 surprised



- hungry
- thirsty



- hot
- cold



- cold
- happy



- sad
- sleepy



- hot
- cold



- hungry
- thirsty

#### Task 4

Your teacher is going to mime some actions. Please say what he/she is miming.

#### C. Focus on Language

#### Task 5

Your teacher is going to read these words aloud. Please listen and repeat after him/her. Mind your stress.

sad	happy	hungry	thirsty	sleepy
hot	angry	cold	surprised	ill

#### Task 6

Please copy the words above in one minute on your notebook. Don't make any mistakes. Work individually. The fastest student who has the least mistakes will get a reward from the teacher.



### Task 7

Your teacher is going to read these sentences aloud. Please listen and repeat after him/her. Mind your intonation.

She is sad. Are you hungry? Are you sleepy?	He is happy. They feel hot. Is she ill?	She is hungry. Farrah is thirsty. Is Oky surprised?
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### Task 8

Please match the words in the box with the appropriate pictures that follow. Work individually. Number one has been done for you.

sad	sleepy	hot	ill
hungry	thirsty	happy	

 1. I'm cold.	 2. I'm .....	 3. I'm .....
 4. I'm .....	 5. I'm .....	 6. I'm .....

### Task 9

Let's turn to Task 8. Based on the pictures and the words given in the box, please write in the circles the things needed by the people. Do like the example.

a glass of water	a blanket	a gift	1. a blanket	4. ....
a fan	a joker	a plate of rice	2. ....	5. ....
			3. ....	6. ....



## D. Focus on Communication

### Task 10

Let's play the "Bingo" game.

1. Fill in each cell of the "Bingo" sheet with the words provided in the box.
2. Your teacher is going to read the words randomly.
3. If you have the words mentioned by your teacher in your cell, cross (X) the words.
4. If you have three crossed words vertically, horizontally, or diagonally, say 'Bingo' aloud, then you will be the winner.

angry	hot	thirsty	sleepy	ill
happy	hungry	cold	sad	surprised

### Bingo


### Task 11

Let's play "Find Someone Who" game.

1. You will get a card from your teacher.
2. You must walk around the classroom and ask three friends of yours about the condition written on the card.
3. You should say, for example, "Are you hungry?"
4. As soon as you find one of your friends who answers 'yes' to one of the questions, write his/her name on the blanks of the card. Don't use your own name.
5. After 7 minutes or when one of you has filled in all the blanks, the game stops.

Good luck,  
Dear.