

**THE ENGLISH TEACHING PROCESS IN THE 4th GRADE OF
SDN TEGALMADE 01 SUKOHARJO**



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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Title :

**THE TEACHING ENGLISH PROCESS FOR THE 4th GRADE OF
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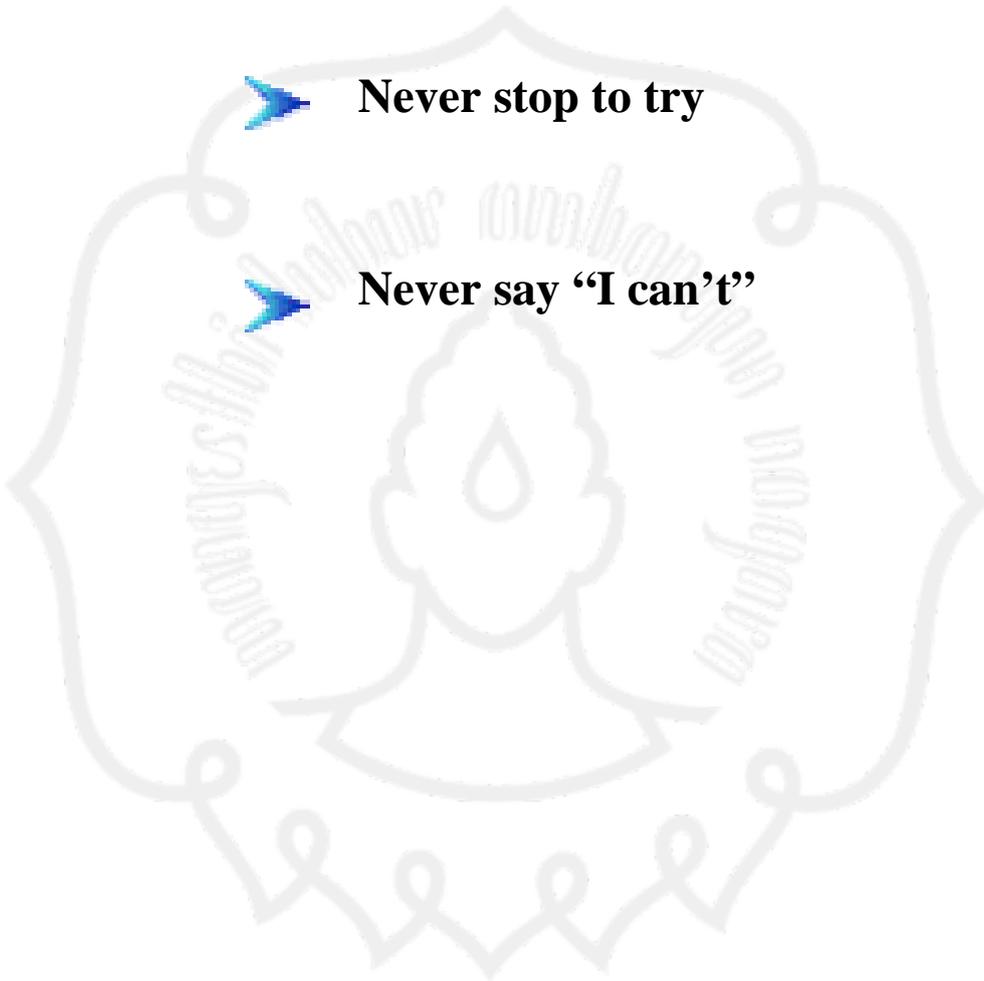
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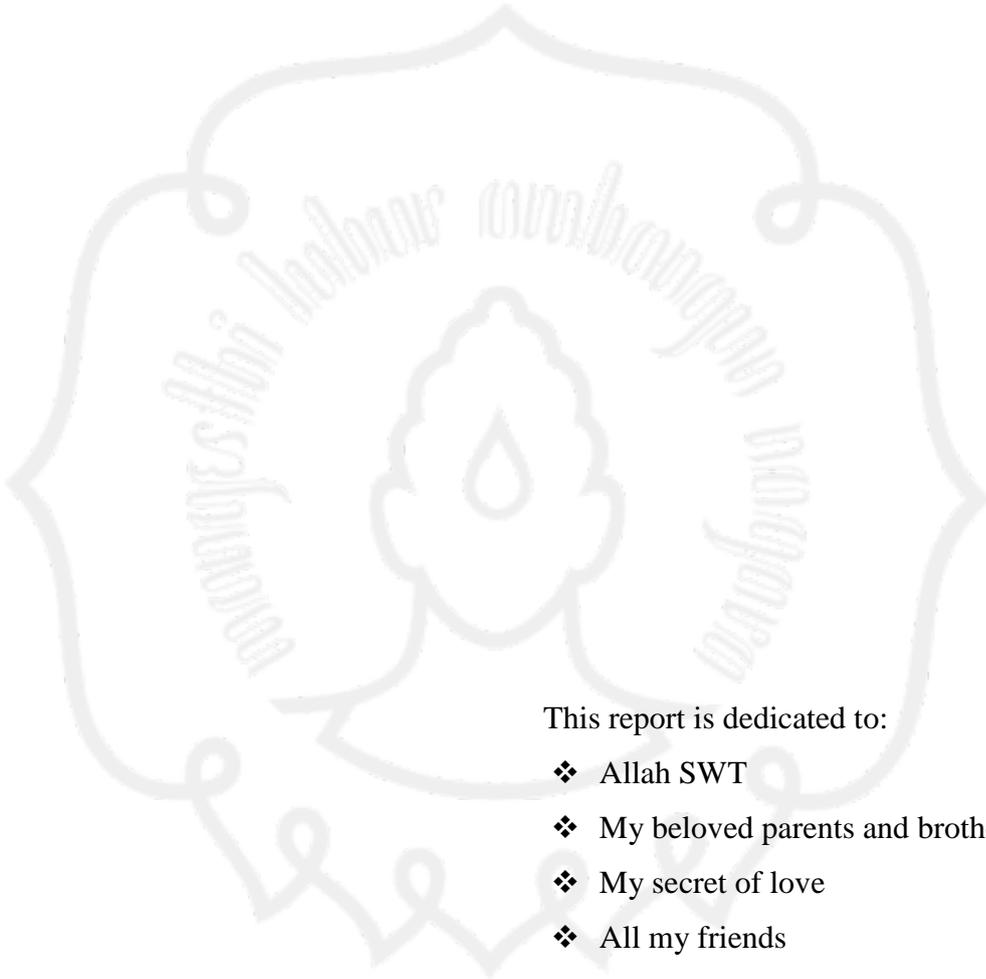
➤ **Love is spirit, Spirit is success**

➤ **Never stop to try**

➤ **Never say "I can't"**



DEDICATION



This report is dedicated to:

- ❖ Allah SWT
- ❖ My beloved parents and brothers
- ❖ My secret of love
- ❖ All my friends

PREFACE

In this opportunity, I would like to say Alhamdulillah to Allah SWT for the blessing and guidance so that I could finally accomplish this final project.

English is one of the International Languages that has been used by all people throughout the world to communicate each other. Therefore, English has been included into the curriculum since elementary school. It is done to prepare the children of their education. From the above condition, the writer was interested in figuring out the process of teaching English in elementary school.

This final project reports the teaching English process for the 4th grade of SDN Tegalmade 01 Sukoharjo. This final project is also intended to find out the problems faced in English teaching and learning of it, then to find out some ways to solve the problems. The writer wrote it in this report. The activities done in English and learning process, including some techniques used to teach the students of this school.

The writer realizes that the final project is far from being perfect. Therefore the critics, suggestions, and corrections would be accepted with pleasure. Moreover, the writer also want to apologize for the mistakes that the writer done during the process of making this final project.

Surakarta, July 2008

Ika Hapsari S

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I hope that their contributions would be rewarded by Allah SWT. Finally, I also give the deepest thanks to all persons that can not mention here one by one. I realize that this paper is far from being perfect, that is why I will very thankful for every critics and suggestions for this paper.

Surakarta, July 2008

Ika Hapsari S

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CHAPTER I

INTRODUCTION

A. Background

English is one of the international languages. It is important to master the language, especially in globalization era. English is becoming the dominant language of communication in the world, as a bridge of higher education, science, international trade, politics, and tourism. English is used to main language when people communicate with other people from different nations. We can find the use of English in the many countries in the world easily. It is applied in hotels, restaurants, airports, on electrical goods, on the package food and drinks of all sorts, in magazine, in textbook, etc.

Indonesia is one of countries which do not use English as national language. The Indonesian government required English be given to children earlier at formal education, beginning at 4th grade elementary schools. Teaching English as the second language for young learners is not easy and some students consider that English is very difficult to understand. It is reasonable, because English and Indonesian have different structure and pronunciations so introducing the basic of English to the young learners are essential foundation.

English Diploma students of Faculty of Letters and Fine Art have to do job training as one of the requirements to get their Diploma degree and apply the capability in English skill appropriate with packages that they choose in semester five and to get work experience before English Diploma students enter the world of work.

The writer is interested in teaching English to elementary students, trying to find the problem during the teaching process and giving solutions in handling the problem in teaching and learning process.

Based on the topic above, this final project is entitled “The Teaching English Process for the 4th Grade of SDN Tegalmade 01”

B. Objectives

The objectives in this final project are:

1. To describe the teaching English process at SDN Tegalmade 01 Sukoharjo.
2. To find out the problems and solutions in teaching English at SDN Tegalmade 01 Sukoharjo.

C. Benefits

Hopefully, this report will be beneficial for:

1. The teachers

It would be beneficial for English teachers, especially those who teach English for kindergarten students or young learners. It can be a reference in teaching English and it can be applied in their style.

2. The readers

It would be beneficial for the readers to know about the teaching English process in the first level at SDN Tegalmade 01 Sukoharjo.

CHAPTER II

LITERATURE REVIEW

A. Language

Language is important in communication. It is important since human become social creatures that require to communicate to each other. We can express everything through language. We can also express our feelings and thoughts through language and stimulate actions and reactions through language. Someone can understand our mind by our language, in words or gestures.

According to Douglas Brown on his book *Principles of Language Learning and Teaching*, a number of possible definitions of language yield the following composite definitions.

1. Language is a systematic.
2. Language is a set of arbitrary symbols.
3. These symbols are primary vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possibly not limited to humans.
8. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

In a society, language is very important to communicate to some others. There are a lot of different languages in the world. Language shows identity of someone's nationality.

B. Teaching

According to Douglas Brown, "Teaching is showing or helping someone how to learn something, giving in the study of something, providing with knowledge, causing to know or to understand "(Brown, 2001: 7). Teaching is a part of learning process. It is very helpful for students to understand their lessons.

For students, motivation is very important in teaching and learning activity. If they have motivation, they will want to study anything. So the students need a teacher to teach them because the teacher can become a special motivator for the students to study well.

Thus, teaching can be defined as the activity done by some one else to understand something. In relation to this issue, there are some issues to be a good teacher.

1. A teacher should make an interesting lesson.
2. A teacher must love his / her job.
3. A teacher must love his/ her own personality.
4. A teacher is should have lots of knowledge.
5. A good teacher is an entertainer in a positive since, not in a negative since. (Harmer 1998: 1 – 2).

The teacher has to attract the student to attend well. Different styles in teaching also support a good teaching and learning process.

C. Learning

As Douglas brown stated in his book *Principle of Language Learning and Teaching* that there are five definitions of learning:

1. Learning is an acquisitions or “ getting “
2. Learning is retention of information or skill
3. Petition implies storage system, memory, cognitive, organization.
4. Learning involves active, conscious focus on and acting up on events out side or inside the organism.
5. Learning is relatively permanent but subject to for getting,
6. Learning involves some form of practice, perhaps reinforced practice
7. Learning is a change in behavior.

From the statement above, learning is a process of acquiring or getting knowledge of subject or skill by practice.

Nana Sudjana (1996) said that “Learning is a process signed with the presence in various forms, such as change in knowledge, understanding, behavior and attitude, skill, ability, habit and the other aspect of change that is studied by the learner.” Learning is a process of understanding.

It can be concluded that when the teacher find some of the students do not understand the materials yet, the teacher should explain it again, so all of the students understood the materials given by teacher.

Learning is an activity or a work done by students during teaching and learning process. In order to accomplish the expected out come, students must try

their best efforts in practicing the exercises, and students have experience in teaching and learning process.

D. Young Learners

Young learners are “children from the first year of formal schooling (five / six years old to eleven / twelve years of age)” (Philip, 1993: 5). Young learners or primary level students are those who begin learning at the kindergarten or the elementary school.

As Christopher Brumfit, Jayne Moon, and Ray Tongue said on their book, *Teaching English to Children from Practice or Principle* that there are some characteristics that young learners share:

1. Young learners are just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school,
2. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school,
3. They tend to be keen and enthusiastic learners, without the inhibitions, which older children sometimes bring to their schooling,
4. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling,
5. They need physical movement and activity as stimulation for their thinking and the closer they together these can be better.

From the statement above, it can be described that young learners are children in the early stages of their schooling (5-13) year old who have different

characteristics from adult. In these ages young learners begin to know the new environment outside their family's environment. They want to know every thing in their surrounding.

E. Teaching English to Children

Teaching English to children is not an easy work. According to Maley, teachers of young learners need a special skill. Many of which have little to do with the language, which becomes a by-product of learning activities rather than a center piece (Philip, 1993).

When children learn a foreign language at school, they use skills and instincts to help them in understanding the new language. The skill of children are already very good in interpreting meaning, having a ready imagination and creating fun in what they do, meanwhile the children's instinct is the enormous capacity in finding and making fun.

According to Brumfit, there are two important things for teachers. Firstly, teachers need to study the language. Teachers have to achieve the language in a proper way. However teachers here are introducing a new brand of language to children. It means teachers have to teach more in vocabulary, spelling, and pronunciation rather than foreign culture itself (Brumfit, 1995: viii).

Secondly, teachers must have a good competence, skill, and methodology in teaching children. Teachers need to emphasize the role of story, dance, role-play, and puppet activity, model making and so on. Teachers will need to center much for teaching in topical rather than formal organization (Brumfit, 1995: viii).

Teachers must give instruction to the children to get successful teaching process. However teachers also need to be able to manage the teaching and learning activities in their class through their behavior. The teachers' physical presence plays a large part in their management of the classroom environment.



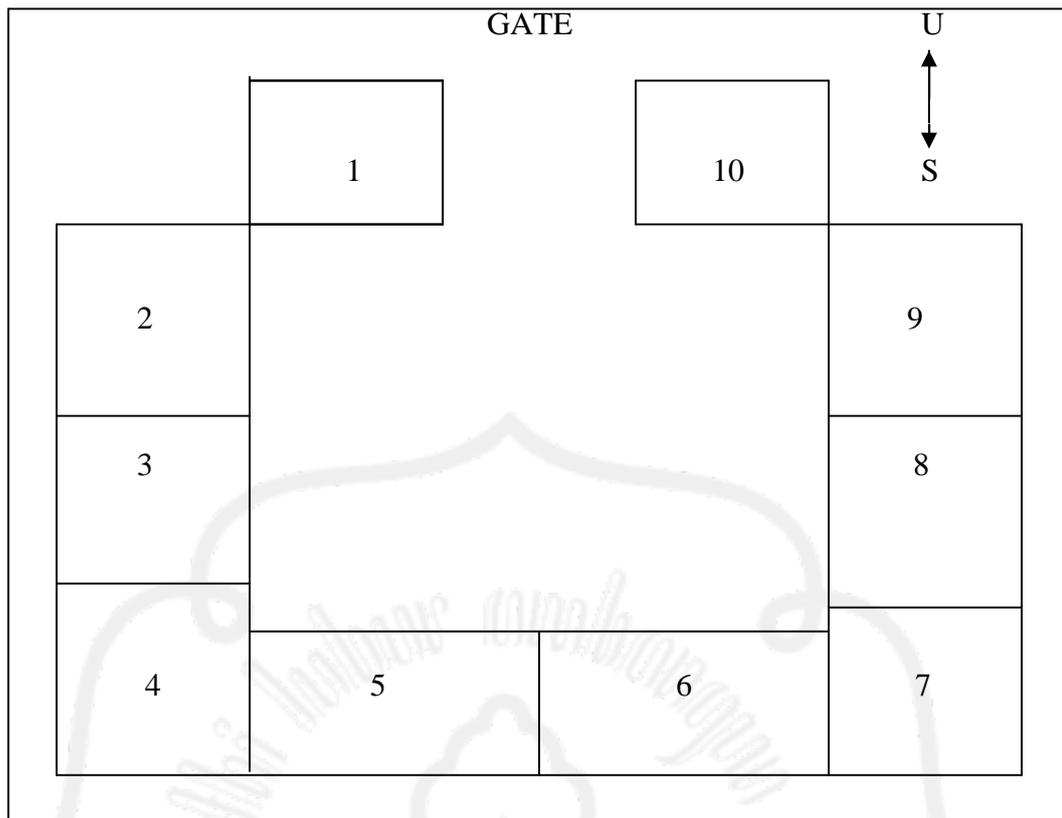
CHAPTER III

DISCUSSION

A. The Profile of SDN Tegalmade 01, Sukoharjo

SDN Tegalmade 01 is a formal education institution owned by the local government to support the education system of Mojolaban, Sukoharjo. The school is located in Jln. Wijayakusuma no.2, Tegalmade, Mojolaban, Sukoharjo. Like other state elementary schools, SDN Tegalmade 01 consists of six grades. It starts from the lowest level (the 1st grade) up to (the 6th grade). SDN 01 Tegalmade was established in 1996 on the area of about 2.276 m². The building is about 1.978 m². There are six classes including a teacher office, a headmaster office, a canteen, a school health center, a parking area, a library, three bathrooms, a yard that is used for the ceremony and some sports exercise.

The building Sketch of SDN Tegalmade 01



- | | | | |
|---|----------------------|----|-------------------------|
| 1 | : The Teacher Office | 6 | : The Health Room |
| 2 | : Class 1 Room | 7 | : Class 6 Room |
| 3 | : Class 2 Room | 8 | : Class 5 Room |
| 4 | : Class 3 Room | 9 | : Class 4 Room |
| 5 | : The Library | 10 | : The Headmaster Office |

In handling the school activities, this institution is led by a headmaster. At present, it is led by Romelah AMa. Pd. She is responsible to operate the school. There are six class teachers, a religion teacher, an English teacher, and a gardener who has a responsibility in school safety and school cleaning care. All of the teachers are responsible to give the material to the students and to supervise the

student's development including education, social, attitude and culture. The English teacher teaches the 3rd grade up to the 6th grade.

In holding the teaching and learning process, SDN Tegalmade 01 uses first level Education Curriculum. The curriculum is used for 1st up to 6th grade. The English teacher also uses First Level Education Curriculum in teaching English. Beside intra curricular activities, SDN Tegalmade 01 has an extracurricular activity. There is just one extracurricular, namely Boy Scouts. The activity is followed by 3rd up to 6th grade. The extracurricular activity above is held on Thursday afternoon.

B. Class Observation

This chapter will report about what has been observed by the writer at SDN Tegalmade 01 during the job training. The writer observes the situation and condition at the institution in order to obtain adequate data related to English teaching process. In gaining the data about the English lesson accurately, the writer observes the population directly in the 2006/2007 academic year. The results of the observation are as follows:

1) The English Class at SDN Tegalmade 01, Sukoharjo

At SDN Tegalmade 01, the English lesson is taught to the students of 3rd grade up to 6th grade. Based on the school's schedule, the English lesson is held every Tuesday and Thursday. The English lesson of class 3 begins at 11 o'clock – 11.35 on Thursday. This lesson is held for an hour. For 4th, 5th, and 6th grade, the English lesson is held every Tuesday for two hours. The purposes of this lesson are to introduce English to children and

to prepare the students in facing material English in Junior High Schools. In addition, based on *Keputusan P&K No.060/U/1993*, the English lesson is not as the compulsory subject but it is given as *muatan lokal* which is started from 3rd grade of primary school.

2) The Teaching Methods

During observation, the writer focuses on the way of the English teacher explaining the material and the students' participation in learning process.

The English teacher starts the learning process by asking the students about the material given on the last meeting. She asks the words which have to be memorized by the students orally. The purpose is to get information about how far the students understand and memorize the material that has been given. If the teacher gives homework for the students, she discussed the student's homework before she gives the new material. In explaining the material, her oral and written expression is easy to understand. If the students do not answer the teacher's questions fluently, the teacher would repeat the material. If the students answer the questions fluently, the teacher responds by giving comment in English like "good!", "right!" or by giving the sign of the mimic or gesture of hand like raising of the thumb upward. When the students do not do the homework that has been given, the teacher gives a punishment, such as the students to do their homework outclass, or in front of the class. It is also a technique to motivate the students in learning.

During the teaching process, the English teacher tries to do communicative teaching & learning. She asks the students one by one about the material being taught. By asking questions, the teacher will know whether the students understand or not the material. The teacher realizes that teaching English is rather difficult because the students in Indonesia use English as the second language. The students prefer using their mother tongue for practicing English in their daily conversation, so the teacher also uses the mother tongue to support the explanations.

3) The Evaluation System

The teacher prepares the instrument of the evaluation to know how far the students master the lesson after the material is explained. The teacher also makes tasks by herself. The tasks consist of some exercises, homework, and rehearsal test.

Some exercises and homework are done individually or in pair, but the rehearsal test is conducted individually in order that the students train individually to do the final semester exam. The oral test needs to be practiced in order that the students can use English to communicate with other friends.

4) The Student's Reaction

There are two groups of the students in the class during teaching and learning activities. Group 1st consists of students who are active and the other group is inactive in accepting the material. The active group is the students who are active to answer the questions given by the teacher. They also accept the material quickly. They are interested in studying

English. They have higher motivation to master the material than the other. They have their own note books and understand what they have been written. The inactive ones are students who have low motivation in learning and make noisy by chatting with their friends.

Usually, it happens after 30 minutes the teacher carry out the lesson. This is caused by the monotonous way of the teacher in teaching, so that the students bored to follow the lesson. As a consequence, they can not answer the questions or they are just quiet when the teacher gives questions.

5) Lesson Plan

The English teacher should have a plan to organize the teaching-learning process. It is called *Lesson Plan*. A *lesson plan* is a guideline of teaching on the topic discussed. Good *lesson plan* can help the teacher in order that the students can communicate in both oral and written English well. The *lesson plan* is necessary to facilitate the teacher to prepare and organize the material in class. It is also used to measure the students' ability progress.

The teacher should be creative in arranging the *lesson plan* for the students and the *lesson plan* itself should reach the goal of teaching. The teacher needs to make *the lesson plan* that consists of 4 parts. The purpose is to control the teacher in focusing the material explanations. The first part is called *building knowledge of field*. The teacher starts this part by greeting and asking some questions to the students related to the topic. The questions are to know how far the students master the material before the

teacher moves to the second activity that is called *modeling*. In this stage, the teacher explains and discusses the material, shows several pictures, words, practices pronunciation and writes the word correctly. The third part is evaluation using exercises. There are two types of exercises namely *join construction* and *individual construction*. *Join construction* is done by students in a group and *individual construction* is done by each student as an individual task. The last activity of the lesson plan is called *closing*. Usually, the teacher gives homework before she leaves the classroom.

C. The Teaching English Process for the 4th Grade on SDN Tegalmade 01

Learning English in elementary school can be said a new thing for the children. In SDN Tegalmade 01, English lesson is taught formally to students in third year up to sixth year. The 4th, 5th, and 6th grade has 2x35 minutes each meeting and the 3rd grade has 1x35 minutes each meeting.

1. The teaching material

In giving the material, the English teacher always uses the handbook from Sukoharjo Regency, *Enjoy Your English* and an exercise book, *Fokus*. Every student in SDN Tegalmade 01 has *Fokus*. Although *Fokus* is just an exercise book, but it is completed with some notes inside it. The students can learn the material first in their home before they accept explanations from the teacher.

2. The English Class Activity

From the observation done during the job training, the writer concludes that the teaching English for students in 4th grade of SDN Tegalmade 01 can be presented as these following steps:

a). Greeting

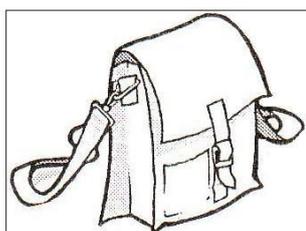
After the teacher enters the class, the teacher starts the activity by saying “Good morning, students!” and the students answer “Good morning, Mom!” Then, the teacher asks “How are you today?” and the students answer “I am fine!”

b). Reviewing

The teacher continues to ask the students about last material given by the teacher. It is done by giving questions orally. The purpose is to know how far the students understand the material. The teacher also asks the students to collect their homework if there is homework in the last meeting.

c). Presentation and Explanation

Before the teacher explains the new material to the students, the teacher asks the students to open their book. The topic will be explained by the teacher. In presenting the material, the teacher brings some pictures that can be recognized easily by the students. For example, the topic is about school:



It is a bag

Firstly, the teacher shows the picture and says to the students “It is a bag”, and then the students follow to say “It is a bag”. The teacher asks the students to repeat the sentence once again. After the students catch the word “bag”, the teacher writes the word in the blackboard and writes some other things in the school. The students make note in their book. After the students finish their note, the students are asked to memorize the word without seeing the note and the blackboard.

Sometimes, the teacher uses the song related to the topic in order to make the students attracted to join in the English class. In introducing things in the school, the teacher uses the song:

This is a window, that is the door

That is a ceiling, this is the floor

This is a rubber, that is a pen

That is a table, this is a desk

This is a book and that is a bag

That is a ruler and this is a board

Besides, the teacher uses game related to the topic in order to make the students enjoy learning English lesson. For example:

The teacher brings some cards. The cards consist of picture and word separately. Then, the teacher divides the students into several groups. Each group gets the cards in the same member

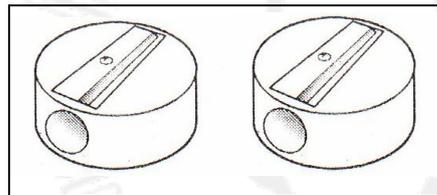
and they have to arrange the word related to the picture. The group that finishes first becomes the winner.

If the students do not understand the material, the teacher explains it anymore. Although the students have own books, the teacher needs to add some notes from another source that is not included in the student's book.

d). Evaluation

To know how far the students understand the material, the teacher gives some exercises to the students related to the material. For instance:

There are two...in my bag.



- a. pens
- b. pencils
- c. rulers
- d. erasers

The teacher also provides the written test in the form of matching, fulfilling the missing letters, and filling the blanks using the suitable words.

Example of matching test:

Match these words with their meaning!

- | | |
|--------|------------|
| 1. hat | a. bolpoin |
| 2. tie | b. topi |
| 3. pen | c. dasi |

Example of fulfilling the missing letters:

Complete these words correctly!

1. R_L_R
2. PE_C_L
3. E_AS_R

Example of filling the blanks using the suitable words:

Fill the blanks with the words provided in the box!

1. We use a ...to sharpen the pencil.
 2. We can borrow some books from the...
 3. Mrs. Nely uses a piece of...to write on the blackboard.
- a. library b. chalk c. sharpener

Based on the observation, the interesting way of teaching makes the students pay more attention to the lesson so the students can understand the explanation easily and do the exercises well.

D. The Problem Occurring in the Teaching English Process for the 4th

Grade on SDN Tegalmade 01

There are many problems during the teaching process in SDN Tegalmade 01. The problems appear from the students and the institution. Based on the observation, the writer finds some problems in Teaching English. The problems can be classified as follow:

1. The class condition

Most of the students in elementary school are not interested in English although some students enjoy studying English. The students consider that it is not important to learn English. They can not use English in their daily conversation. This opinion makes the students have the spirit to learn English.

During the lesson, it is difficult to manage the students and make them concentrate on something. The students often make noise in the class, chat with other friends, and like to run over the class by using the reason of going to the toilet.

In addition, the students also get the difficulty in saying and spelling the vocabulary. As we know that the pronunciation of English is not like their mother tongue. The writer finds out that their mother tongue interference is the main cause of this difficulty.

2. The facilities

Facilities are the medias used to support the English lesson. The students can understand easily if the teacher uses equipment model in the teaching and learning activity. Limited facilities make the English teaching and learning process not work maximally. There are limited medias for

teaching vocabulary like pictures, toys, card games, and story books in English.

E. The Efforts of the Teacher to Overcome the Problems Occurring in the Teaching Process for the 4th Grade on SDN Tegalmade 01

In holding the teaching and learning activities in the class, the teacher should have good strategies to handle the problem. Handling the student's attitude may become the most difficult job of the teacher. The teacher gives a punishment to the trouble makers, such as the teacher asks them to stand in front of the class or sit in a different place. They will annoy the other friends if they are in the class. The teacher should also give more attention to the passive students. The teacher can give more questions to them one by one. The teacher should build the students' motivation and make the students enjoy learning English. It can be interlude such as singing a song and playing games.

The teacher should be creative if the medias for teaching in the class are limited. The teacher can copy the picture from some books and show the picture to the students. The teacher can also make an interesting story by herself/himself so that the students are interested to read that story. The teacher can make a simple game if the students feel bored during teaching and learning activities.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

From the objectives and discussions in the previous chapter, the writer summarizes some important points of Teaching English Process for children at SDN Tegalmade 01.

1. The Teaching English Process for the 4th Grade on SDN Tegalmade 01
 - a. SDN Tegalmade 01 uses a handbook from Sukoharjo Regency, *Enjoy Your English* in the English lesson. SDN Tegalmade 01 also uses *Fokus* as an exercise book for the students.
 - b. The teacher uses four steps namely: greeting, reviewing, presentation, and evaluation in teaching English. The teacher shows some pictures that can be recognized easily by the students. Sometimes, the teacher uses a song and game related to the topic in order to make the students are attracted to join in English class.
2. The problems occurring in the Teaching English Process for the 4th Grade on SDN Tegalmade 01
 - a. The students are not interested in English lesson.
 - b. During the lesson, the students often make noise in the class, chat with other friends, and run over the class.
 - c. There are also limited facilities in the school to support the English lesson such as pictures, toys, card games, and story books in English.

3. To handle the problem, the teacher should be creative if the media for teaching in the class are limited. The teacher can make an interesting story and a simple game by herself.

B. Suggestion

Based on the conclusion, the writer wants to give some suggestions as follows:

1. The English Teacher

The English teacher should be creative and make variation in teaching like games, songs, using English more in class. The English teacher must be able to manage the class and control the students well in order to create the conductive class.

2. SDN Tegalmade 01, Sukoharjo should have many facilities and the media related to English class activities. The facilities and the media help the students understand the vocabulary easily. The media like game equipment, a story book, and picture cards can increase the students' motivation to study English.

- 3.

4. English Diploma Program

English Diploma Program should have relationship with other institutions. Besides, English Diploma Program has to give much longer time to the students to find and to do the job training, so that they can really understand about the problem for their final project report.

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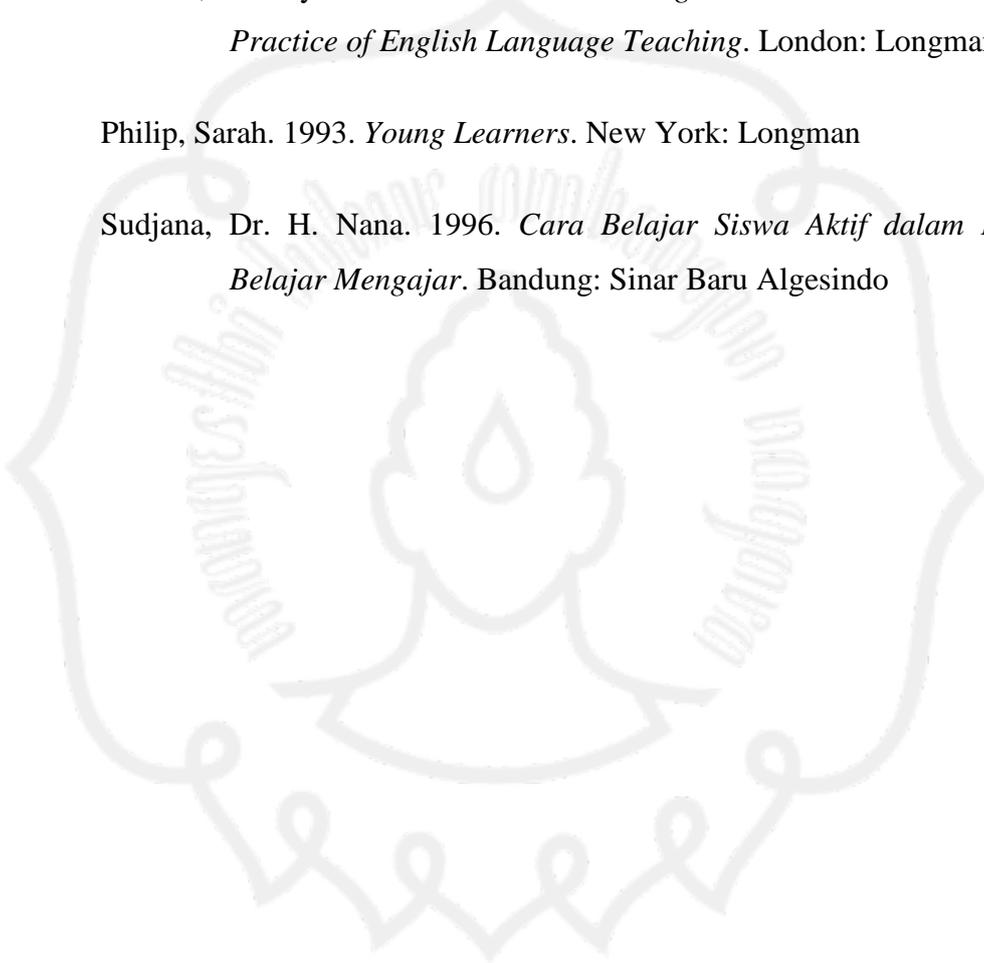
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APPENDICES



LESSON PLAN

Class : 4th grade of Elementary School
 Topic : Parts of the Body
 Length of time : 2 x 35 menit
 Skill : speaking and writing

Objectives:

- a. The students are able to mention the name parts of the body and the function of each.
- b. The students are able to write the name parts of the body and the function of each.

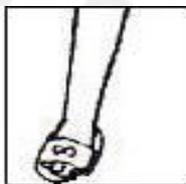
1. Building Knowledge of Field

Greeting

- “Good morning students!” ; “How are you today?”
- “Can you mention parts of your body?”
- “Please mention parts of your body that you know!”
- “Do you know the function parts of your body that you are mentioned?”
- “Please mention the function parts of the body that you know!”

2. Modelling

- The teacher shows the parts of the body’s picture to the students and asks them to guess what the names are. Example:



.....

.....

- The teacher says the name of these pictures and write the list of parts of the body’s name
- The teacher writes the function of each parts of the body.
- The teacher leads the students to write and pronounce the parts of the body’s name correctly.

- The teacher asks the students practice pronouncing the parts of the body name one by one.

3. Join Construction

- Asks the students to make a small group consist of two students.
- Asks them to practice a short dialogue.



A : “What is it?”

B : “It is a hand.”

A : “What is a hand for?”

B : “A hand is for touching something.”

4. Individual Construction

- The students are asked to mention their parts of their body.
- The students are asked to mention the function their parts of their body.

5. The Closing Activity

- Reviewing all material
- Giving homework. Saying thank you and Good bye.