

**THE DIFFICULTIES IN TEACHING ENGLISH  
TO THE 4<sup>TH</sup> GRADE STUDENTS OF ELEMENTARY SCHOOL  
IN SDN GULON 169 JEBRES SURAKARTA**



**FINAL PROJECT REPORT**

**Submitted as a Partial Requirement in Obtaining Degree in the  
English Diploma Program, Faculty of Letters and Fine Arts,  
Sebelas Maret University**

**Putut Bayuaji  
C9305137**

**ENGLISH DIPLOMA PROGRAM  
FACULTY OF LETTERS AND FINE ARTS  
SEBELAS MARET UNIVERSITY  
SURAKARTA  
2008**

**APPROVAL OF CONSULTANT**

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

Final Project Title:

**THE DIFFICULTIES IN TEACHING ENGLISH TO THE 4<sup>TH</sup> GRADE  
STUDENTS OF ELEMENTARY SCHOOL IN SDN GULON 169 JEBRES,  
SURAKARTA**

Name : Putut Bayuaji

NIM : C9305137

Supervisor,

**Drs. Riyadi Santosa, M.Ed.**

( ..... )

NIP. 131569264

**APPROVAL OF THE BOARD OF EXAMINERS**

Report Title : **THE DIFFICULTIES IN TEACHING ENGLISH TO  
THE 4<sup>TH</sup> GRADE STUDENTS OF ELEMENTARY  
SCHOOL IN SDN GULON 169 JEBRES, SURAKARTA**  
Student's Name : Putut Bayuaji  
NIM : C9305137  
Examination Date : August 11, 2008

**Accepted and Approved by the Board of Examiners,  
English Diploma Program, Faculty of Letters and Fine Arts,  
Sebelas Maret University**

The Board of Examiners

**Yusuf Kurniawan, S.S., M.A.** (.....)  
Chairperson NIP. 132231475

**M. Farchan Md., S.Ag. M.Ag.** (.....)  
Secretary NIP. 132309950

**Drs. Riyadi Santosa, M.Ed.** (.....)  
Main Examiner NIP. 131569264

Faculty of Letters and Fine Arts  
Sebelas Maret University  
Dean,

**Drs. Sudarno, MA**  
NIP. 131 472 202

## MOTTO

*To know wisdom and instruction; to perceive the words of understanding;*

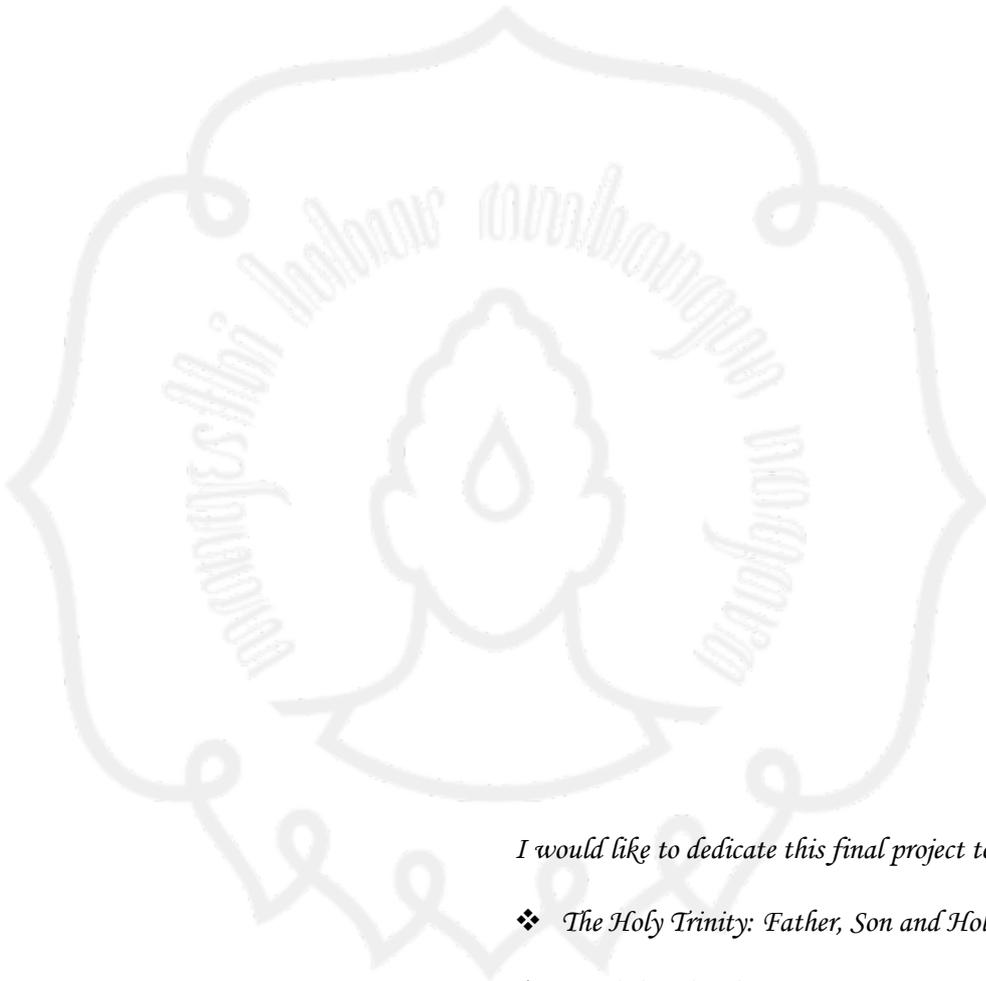
*Proverbs 1:2*

*By God, I can!*

*Putut Bayuaji*

*Sola Fide.*

## DEDICATION



*I would like to dedicate this final project to:*

- ❖ *The Holy Trinity: Father, Son and Holy Spirit.*
- ❖ *My beloved wife, M. Riyan Kristyanti.*
- ❖ *My Mom and Dad, Mr. and Mrs. Mulyono.*
- ❖ *Mr. and Mrs. Sukiyono, my new parents.*
- ❖ *My brother and sisters, Angga, Elly and Tika.*

## PREFACE

*Shallom,*

Praise and glory to the Lord, for His merciful grace. Due to his aid, the writer has been able to finish writing this final project report entitled “The Difficulties in Teaching English to the 4<sup>th</sup> Grade Students of *SDN Gulon, Jebres, Surakarta*”.

This final project is written by the writer to fulfill the requirement in obtaining the degree in English Diploma Program after finished the job training activities in *SDN Gulon, Jebres, Surakarta*. This report contains detailed information about the job training activities, teaching English to the students, the difficulties the writer had found, and the solutions to handle those problems.

The writer would also like to express a great expression of thanks to everyone who gives their support and motivation during the process accomplishing this report. A great thanks is expressed to Drs. Riyadi Santosa, M.Ed., as his consultant, for the guidance and help in writing this final project. Also to Mr. Maryanto, S.Pd., MM. as his supervisor during the job training, for the opportunity and guidance.

The writer realized that this final project report is far from being perfect. Therefore, any criticisms and advices are appreciated.

However, the writer hopes that this final project report will be useful for all readers.

## ACKNOWLEDGEMENTS

Praise to the Lord, due to His blessings and guidance, I can complete this final project report. However, this final project would not be as it is now without the assistance and help from many institutions and individuals. Therefore, I would like to express my deepest thanks to:

1. **Drs. Sudarno, MA.**, as the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University.
2. **Yusuf Kurniawan, SS.,MA.**, as the Chief of English Diploma Program.
3. **M. Farkhan M. S.Ag., M.Ag.**, my academic supervisor. Thank you for your advice and sharing during my study in English Diploma Program.
4. **Drs. Riyadi Santosa, M.Ed.**, as my supervisor in this final project. Thank you for all your time, guidance, and correction.
5. **All lectures** in English Diploma Program, many thanks for all the knowledge you have shared and the guidance you have given.
6. **Maryanto, S.Pd. MM.**, the headmaster of *SDN Gulon, Jebres, Surakarta* for the permission and opportunity to have the job training.
7. **All the Teachers in SDN Gulon**, for all the joy and advice to be a better teacher.
8. **Students of SDN Gulon**, for your smile and lesson to me.
9. **My beloved parents**, thank you for your love, support, care, guidance and wisdom.
10. My beloved wife, **Margarita Riyan K.**, thank you.. You're my sunshine after the rain. I love you..

11. **My brother and sisters**, Angga, Elly and Tika. You are the colors of my live.
12. **My fellow compatriot**, class C of 2005. Ratih, Fuji, Novie, Haryadi, da' Big4, Trio Histeria, Kipli, Kampret, "*adik Tata kecil*", Vika, Woro, Epik, Jiehan-yem, Rei, et.al. Well done everyone.. "*SEMANGAT!*"
13. **Parking Community**. Pak Dar, thank you for the conversations.
14. **All the staffs of English Diploma**, Mbak Heni, Mas BG, thank you. What would I be without you..
15. **SLC Staffs**. Mbak Rita, thank you for your assistance. Devi, go get "*rabi*" soon..
16. To all people that I can not mention here, thank you very much. God bless us all.

Surakarta, August 2008

Putut Bayuaji

## ABSTRACT

**Putut Bayuaji, 2008. The Difficulties in Teaching English to the 4<sup>th</sup> Grade Students of Elementary School in Sdn Gulon 169 Jebres, Surakarta. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.**

This final project has the purpose to identify the difficulties in teaching English to the 4<sup>th</sup> grade students based on the job training that had been done by the writer in *SDN Gulon, Jebres, Surakarta*. The difficulties were related to teaching and learning processes which have been faced by both the students and the writer himself.

The writer use grammar translation method to deliver the material of the lesson to the students. The activities used during the lesson were prepared to develop students' skills in reading, listening, speaking, and writing. Occasionally, the writer used pictures and games to help the students understand better about the materials given.

During the job training, the writer found many difficulties in developing the students' skills and in delivering the material. These problems were divided into two categories, linguistic problem and non-linguistic problems. Different pronunciation between English with Indonesian became the problem of linguistics. While in non-linguistic problem, the main issues were class management, limited time of teaching, students' motivation in learning English and the lack of ELT facilities. In this final project report, the writer also provides solutions to handle those problems. To overcome linguistic problem, continuous practice could help the students. Creating good class management, managing time to teach, motivating students' to learn English through fun and effective learning, and providing aid and ELT facilities could help the writer and students' to overcome non-linguistic problems. Moreover, a good cooperation with the class teacher would help more.

## TABLE OF CONTENTS

	pages
TITLE .....	i
APPROVAL OF CONSULTANT .....	ii
APPROVAL OF THE BOARD OF EXAMINERS .....	iii
MOTTO .....	iv
DEDICATION .....	v
PREFACE .....	vi
ACKNOWLEDGEMENTS .....	vii
ABSTRACT .....	ix
TABLE OF CONTENTS .....	x
TABLE OF DIAGRAM .....	xii
CHAPTER I: INTRODUCTION .....	1
A. Background .....	1
B. Objectives .....	3
C. Benefits .....	3
CHAPTER II: LITERATURE REVIEW .....	5
A. Teaching and Learning .....	5
1. Teaching Definitions .....	5
2. Teaching Methods .....	6
3. Learning .....	10
B. Teaching English to Young Learners .....	10

CHAPTER III: DISCUSSION .....	14
A. Description of <i>SD N Gulon, Jebres, Surakarta</i> .....	14
1. Description and Brief History of <i>SD N Gulon</i> .....	14
2. School Structural Organization .....	15
3. Extracurricular Activities .....	16
B. Job Training .....	16
1. Class Observation .....	16
2. Lesson Plan and Material Preparation .....	18
3. Teaching and Learning Activities .....	18
C. Discussion .....	20
1. Teaching English to the 4 <sup>th</sup> Grade Students .....	20
2. Difficulties in Teaching English to 4 <sup>th</sup> Grade Students .....	23
3. The Solutions to Handle the Problems .....	26
CHAPTER IV: CONCLUSION AND SUGGESTION .....	29
A. Conclusions .....	29
B. Suggestions .....	32
BIBLIOGRAPHY	
APPENDICES	

### TABLE OF DIAGRAM

Diagram 1. School Structural Organization ..... 15



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Since the day it was first used, language has become an important aspect of life. We use language in all parts of our life. We need to communicate with others since day one of our life. Parents teach us with the first language we know as mother tongue. Then we learn another language, Bahasa Indonesia, our national language at school.

Today, as the world moves to the age of globalization, the need of learning other language, especially English is increasing and important. English is one of the languages used as an international language in many countries, including Indonesia. By learning English, many benefits will follow; one of them is information and technology transfer from abroad vice versa. By that reason, the government encourages Elementary schools in Indonesia to teach English to their students, although English is not included in national curriculum. As we know, elementary school is the first level for children to learn formally. English, as a part of school local curriculum is taught starting from 4<sup>th</sup> grade up to 6<sup>th</sup> grade.

At present, our country needs a lot of Indonesian human resources who master English well. Thus, the English diploma Program, Faculty of Letters and Fine Arts in Sebelas Maret University, after equipping their students with theories and skills, requires them to conduct job training, practicing their knowledge by applying them in

the real situation. That is one of the efforts done by the Program to get graduates to meet relevance with the needs in the society.

The writer as one of the English Diploma Program students held the job training as an English teacher in the Elementary School at SDN Gulon 169, Jebres, Surakarta. The writer taught English to the 4<sup>th</sup> grade up to 6<sup>th</sup> grade students. During the job training, the writer concerned the material given to the students, the difficulties and problems in teaching and learning process and the solutions to handle the problems.

The material given has to be appropriate with the elementary students based on the curriculum (KTSP) and to meet with the standard from National Education Standardization Board (BSNP). During the job training as an English teacher, the writer focused on the 4<sup>th</sup> grade students of elementary school. The reason why the writer focused in 4<sup>th</sup> grade students of elementary school because in this grade the students were introduced to English as a new language lesson beside their mother tongue, the Javanese language and Bahasa Indonesia as their national language. By learning English, the students were introduced with something entirely new and different from things they used to know.

Teaching English to young learners can be very exciting as well as frustrating. They are very active, always want to know the new things, ask things they do not understand around them, including English as a new language they learn. They are also very moody and easily get bored with the situation and can be annoying. However, in teaching English to the 4<sup>th</sup> students of elementary school the writers found some difficulties and problems. Two main problems faced by the writers were

making the students understand to the material given and handling the attitude of the students during the lessons. The writer arranged a lesson plan for each session which includes activities to get the students attentions. The activities were intended to deliver the material to the students using real objects, illustration or pictures; games and giving points to the students who are active during the lesson as a bonus. The problems faced by the students in learning English were the lack of ELT sources; this problem holds up the teaching learning process. The students only have a workbook entitled LINTAS as their main source of learning English. Without sufficient ELT facilities, the writer, and students found difficulties in teaching and learning English.

Therefore, based on the job training, the topic of this final project is about the difficulties and problems in teaching English to the 4<sup>th</sup> grade of elementary school students and the way to overcome the problems. This final project report is entitled **“The Difficulties in Teaching English to the 4<sup>th</sup> Grade Students of Elementary School in SDN Gulon 169, Jebres, Surakarta.”**

## **B. Objectives**

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

1. To find out what difficulties faced by the English teacher in teaching English to the 4<sup>th</sup> grade students of *SDN Gulon, Jebres, Surakarta* are.
2. To find out what difficulties faced by the students of 4<sup>th</sup> grade of *SDN Gulon, Jebres, Surakarta* in learning English.
3. To present the solutions to both the teacher and students of *SDN Gulon, Jebres, Surakarta* to overcome the difficulties in learning English.

### C. Benefits

It is hoped that this final project report would be useful for:

1. Elementary school English teachers

This report is expected to be able to help teachers in improving the way to teach English in the Elementary school.

2. Elementary school students

This report can be used to help students in learning English in a better way.

3. The readers

The writer hopes that this final project can be used as an additional reference for the readers who are interested in teaching and learning English in Elementary school.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the writer will present at least three main topics related to the title of this final project. Those three topics are teaching, English as a foreign language, and young learners. All of the topics will be reviewed in more detailed below.

#### **A. Teaching and Learning**

##### **1. Teaching Definitions**

In order to learn a new knowledge and how to do a new practice, we all need help from other people who know better than we are; we need them to make us understand. This definition is given by Douglas Brown, “Teaching may be defined as showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand”. (Brown, 2001: 7).

Similar definition was also given by Kenneth D. Moore, “Teaching is the action of someone who is trying to assist others to reach their fullest potential in all aspects of development”. (Moore, 1998: 20). This means in teaching activities, teachers are responsible to teach and to guide their students in learning process and to fulfill the goal of learning itself.

Furthermore, to be a good teacher is not as easy and as simple can imagine, there are some issues that a teacher should have, they are:

- a. A teacher should make his lesson interesting.

- b. A teacher should love his job.
- c. A teacher should have lots of knowledge
- d. A teacher is an entertainer in a positive sense, not in a negative sense.

(Harmer, 1998: 1, 2)

From the definitions above we can conclude that teaching is a process of helping and guiding students by providing knowledge to develop the student's potential to their highest point.

## 2. Teaching Methods

H. Douglas Brown in his book entitled *Teaching by Principles, an Interactive Approach to Language Pedagogy* (2001: 51) define method as a generalized set of classroom specifications for accomplishing linguistic objectives. Furthermore, according to Brown (2001: 52–57) there are 6 methods can be applied in teaching language, they are:

### a. Grammar Translation Method

Also known as Classical Method before the 19<sup>th</sup> century, according to Brown, the Grammar Translation Method “focuses on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of text, doing written exercises” (Brown, 2001: 52). In this method, more attention is given to vocabulary and grammar than other.

The major characteristics of grammar translation method are:

- i. Classes are taught in the mother tongue, with little active use of the target language.
- ii. Much vocabulary is taught in the form of lists of isolated words.

- iii. Long elaborate explanations of the intricacies of grammar are given.
- iv. Grammar provides the rules for putting the words together, and instruction often focuses on the form and inflection of words.
- v. Reading of difficult classical texts is begun early.
- vi. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- vii. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- viii. Little or no attention is given to pronunciation.

(Brown, 2001: 53)

b. Gouin and the Series Method

According to Gouin in Brown language learning is primarily a matter of transforming perceptions into conceptions. Language is a means of thinking, of representing the world to oneself. By that reason, the Series Method was created: a method that taught learners *directly* (without translation) and conceptually (without grammatical rules and explanations) a “series” of connected sentences that are easy to perceive.

c. The Direct Method

Having similarity with the Gouin methods, namely, that second language learning should be more like first language learning – lots of oral interaction, spontaneous use of the language, no translation between first and second language, and little or no analysis of grammatical rules (Brown,

2001:55). Richards and Rodgers (1986: 9-10) in Brown summarize the principles of the Direct Method as follow:

- i. Classroom instruction was conducted exclusively in the target language.
- ii. Only everyday vocabulary and sentences were taught.
- iii. Oral communication skills were built up in a carefully traded progression organized around question-and-answer exchanges between teachers and students in small, intensive class.
- iv. Grammar was taught inductively.
- v. New teaching points were taught through modeling and practice.
- vi. Concrete vocabulary was taught through demonstration, objects, and pictures; abstracts vocabulary was taught by association of ideas.
- vii. Both speech and listening comprehension were taught.
- viii. Correct pronunciation and grammar were emphasized.

Brown, 2001: 55–56)

d. The Audiolingual Method

Colloquially known as the “Army Method”, the Audiolingual Method main characteristic was a great deal of oral activity – pronunciation and pattern drills and conversation practice – with virtually none of the grammar and translation found in traditional classes. Brown defined this method as “The method that focused on the aural/oral skills”. (Brown, 2001: 57).

The characteristic of the Audiolingual Method from Prator and Celce-Murcia in Brown (2001) are:

- i. New material is presented in dialog form.

- ii. There is dependence on mimicry, memorization of set phrases, and overlearning.
- iii. Structures are sequenced by means of contrastive analysis and taught one at a time.
- iv. Structural patterns are taught using repetitive drills.
- v. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.
- vi. Vocabulary is strictly limited and learned in context.
- vii. There is much use of tapes, language labs, and visual aids.
- viii. Great importance is attached to pronunciation.
- ix. Very little use of the mother tongue by teachers is permitted.
- x. Successful responses are immediately reinforced.
- xi. There is a great effort to get students to produce error-free utterances.
- xii. There is a tendency to manipulate language and disregard content.

Brown, 2001: 57)

e. “Designer” Methods of the Spirited Seventies

“Designer method incorporates certain elements of thereof in our current communicative, interactive, eclectic approach to language teaching” (Brown, 2001: 58). Those certain elements are intended as the five products of the spirited seventies, they are: community language learning, suggestopedia, the silent way, total physical response and the natural approach. In language teaching using this method, a teacher is responsible to choose the best of what

others have experimented with and adapt those insights (elements) to his situation.

f. Beyond Method: Notional-Functional Syllabuses

Popularly known as the Notional-Functional Syllabuses method, “The distinguishing characteristics of the Notional-Functional Syllabuses (NFS) were its attention to function as the organizing elements of English language curriculum, and its contrast with a structural syllabus in which sequenced grammatical structures served as the organizers” (Brown, 2001: 67). Brown also stated that this method is not a method at all, but it’s a syllabus. It means this method combines and organizes the elements in the English curriculum, so the application of this method will be appropriate with the language we use.

### 3. Learning

Learning is always defined as a change of an individual as a result of experience. This changes are comes in many forms, both in nature and kinds. Therefore, those changes in an individual are a change in means of learning.

Douglas Brown also gives a definition; “Learning is acquiring or getting of knowledge of subject or a skill by study, experience, or institution”. (Brown, 2001: 7). This statement by Brown shows that learning is not only by studying but also by experiencing something personally or in an institution.

Similar to Brown, according to Oemar Hamalik, “Learning is a process of behavioral changes as a result of experience and training”. (Hamalik, 1989: 60). While Harold Spears in Sardiman AM stated, “Learning is to observe, to read, to

imitate, to try something themselves, to listen, to follow direction”. (Sardiman, 1986: 22). Spears is not only shows the definition but also the process of learning itself. This process, shown by Spears, helps teachers how to conduct teaching and learning process based on student’s learning style.

Thus, in this learning process, we will find cooperative activities between teacher and students, as stated by Jeremy Harmer, “Learning is a partnership between teachers and students”

Based on definitions above, we can conclude that learning is a process to learn and experience new knowledge resulted in changes of behavior before and after the learning process.

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

Teaching English as a second language is completely different from teaching the same material to adult. “To be able to teach children, teachers must understand them”. (Petersen and Hayden, 1961: 44). Each child is different and unique. In the classroom, teacher had to face them and teaches them new knowledge and skills. This is not an easy task to do. As stated by Brown, “Teaching beginners is considered by many as the most challenging level of language instruction”. (Brown, 2001: 101). Furthermore, Brown also stated that children with their fluency and naturalness are often the envy of adults struggling with second languages, children in **classrooms** may have some difficulties learning a second language. Brown underlined the word “classrooms” to differ from children who learn second language from other sources, such as family or parents.

Moreover, in his book entitled *The Practice of Language Teaching*, Jeremy Harmer stated that, “More than anything else, children are curious, and this in itself is motivating. At the same time their span of attention or concentration is less than that of an adult”. (Harmer, 1991: 7). Children are very active, they will not going just to sit and listen to the teachers explanation. “Children need more frequent changes of activities”. (Harmer, 1991: 7). It means that children need activities that is exciting and stimulates their curiosity. To handle this problem, Brown set five practical approaches to teaching children (Brown, 2001: 91 – 93). They are:

### **1. Intellectual development**

Up to the age of eleven children are at the stage called “concrete operations”. In this stage, children have limitation in rules, explanations and abstract talk. Children are centered “here and now” on the functional purposes of language.

### **2. Attention Span**

Language lessons can be difficult for children; the teacher’s task is to make them interesting, lively, and fun. The focus is still “here and now” using variety of activities and animated subject. A good sense of humor of the teacher can trigger the children’s curiosity and maintain their attention and focus.

### **3. Sensory Input**

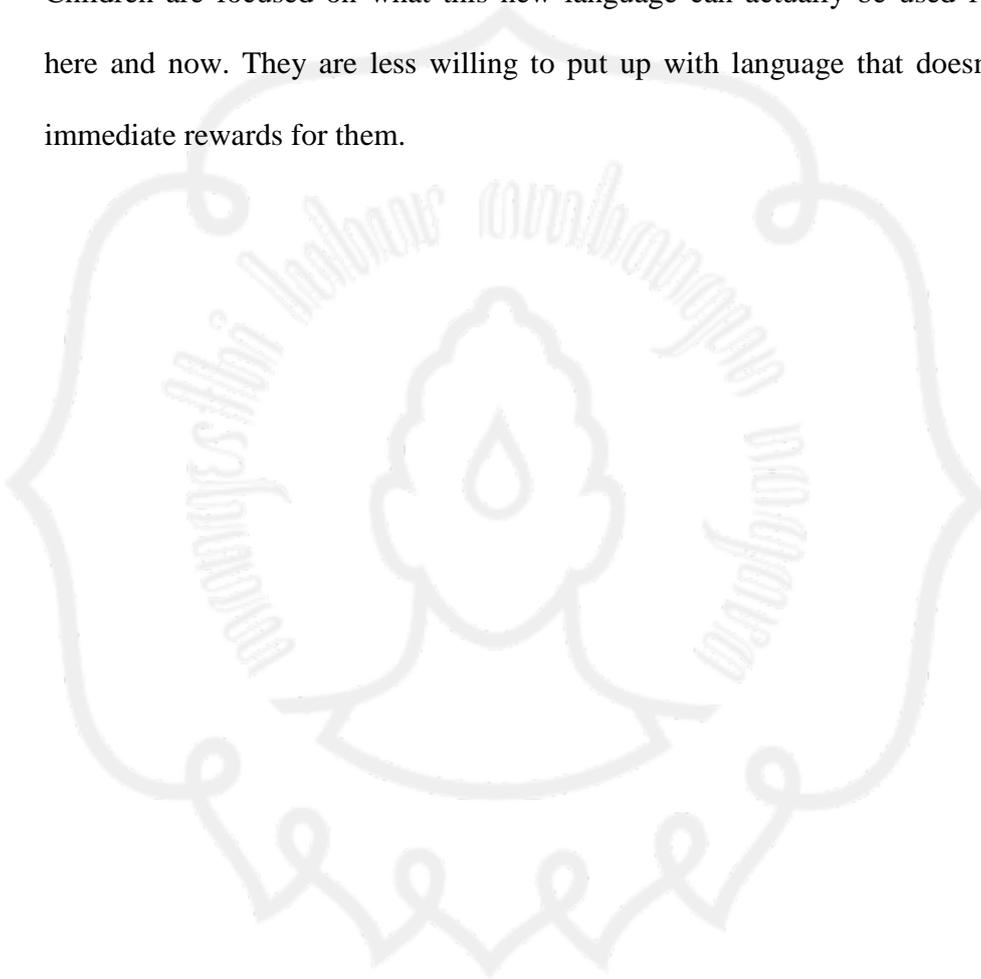
Children need to have all five senses stimulated; activities should strive to go well beyond the visual and auditory modes.

### **4. Affective Factors**

Children are often innovative in language forms but still have a great many inhibitions. Teachers need to help them to overcome such potential barriers to learning.

#### **5. Authentic, Meaningful Language**

Children are focused on what this new language can actually be used for right here and now. They are less willing to put up with language that doesn't hold immediate rewards for them.



## CHAPTER III

### DISCUSSION

In this chapter, the writer will focus on writing the activities done during the job training divided into three sub-chapters; covering the school and class description, job training activities, and discussion about the activities on job training.

#### **A. Description of *SD N Gulon, Jebres, Surakarta***

##### **1. Description and Brief History of *SD N Gulon, Jebres, Surakarta***

Located in *Jl. Sejahtera RT 02/XIX Gulon, Jebres, Surakarta, SD N Gulon* is one of the state owned elementary public schools. Established on June 16<sup>th</sup> 1978, since then eleven headmasters had lead the school. The recent headmaster is Mr. Maryanto, S.Pd., M.M. have been running the school since mid-2006.

The school occupies an area of 1763 m<sup>2</sup> with 768 m<sup>2</sup> of it is used for buildings, 680 m<sup>2</sup> for yard, and the rest 225 m<sup>2</sup> for the school garden. The school has 6 rooms for 1<sup>st</sup> grade to 6<sup>th</sup> grade teaching-learning activities, one religion room for Christians, one dancing room, one headmaster room, one teachers room, one library, a mushola, five bathrooms, a kitchen, one health unit room, one computer room, two parking area, a canteen, and a storeroom.

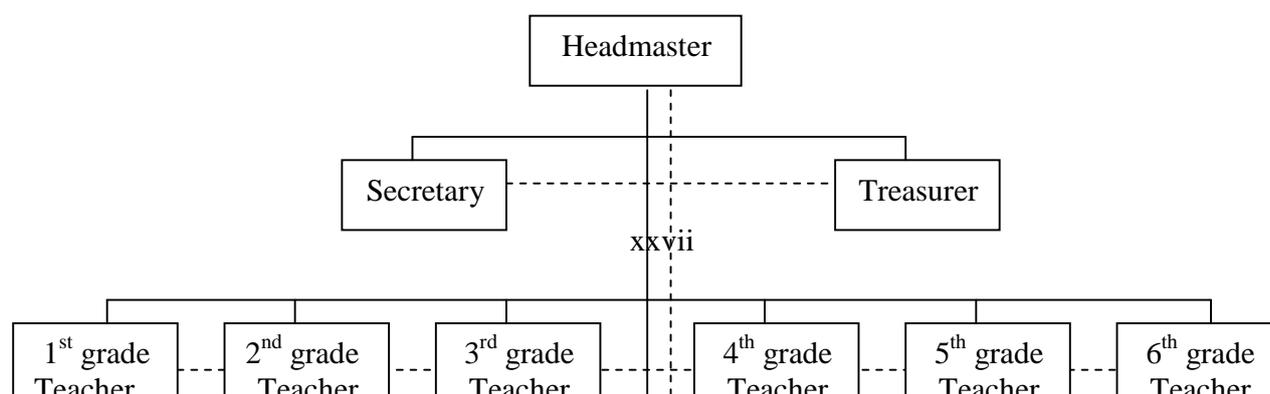
*SD N Gulon, Jebres, Surakarta* has twelve teachers, six teachers are classroom teachers. Each teacher handles a class and teaches almost all subjects to their students. Other teachers are responsible for teaching particular subjects, such as sports, dancing, religions, and English despite other administration job.

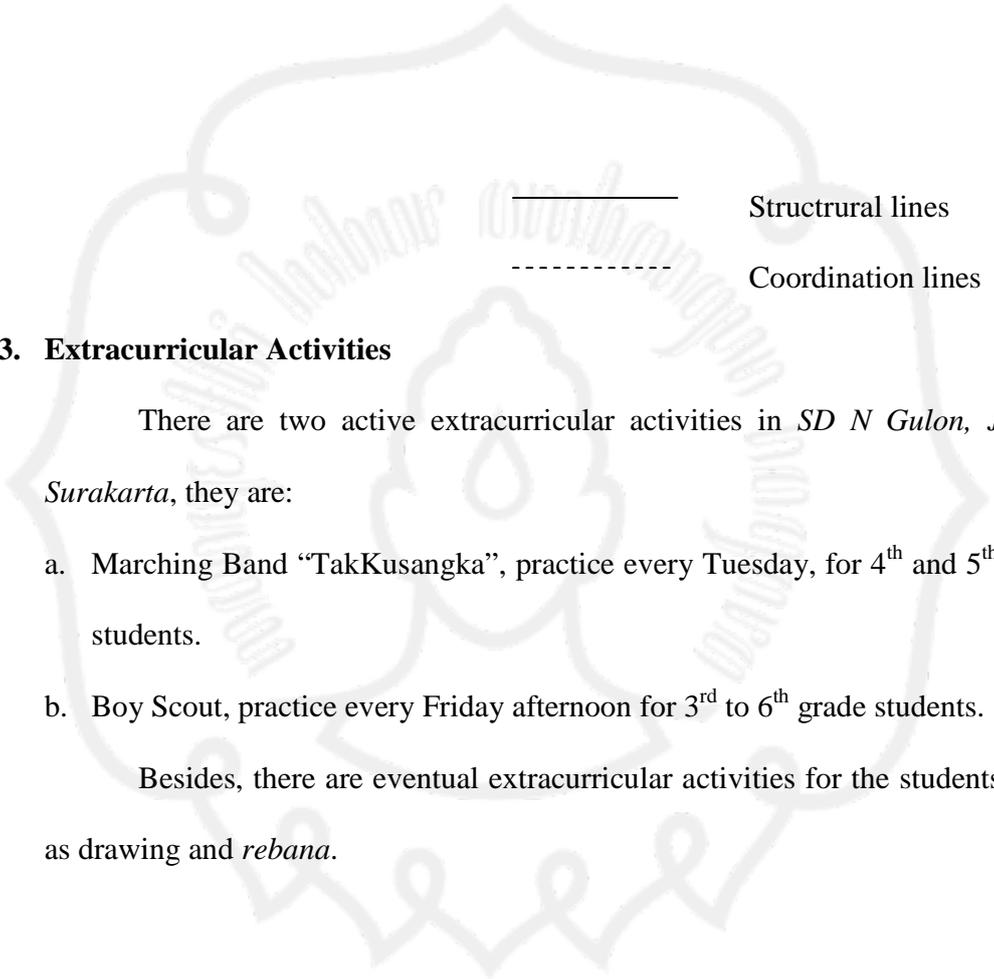
*SD N Gulon, Jebres, Surakarta* students in total are 243 students, 145 of them are boys and the other 98 students are girls. Most of the students are from the *kampung*s near the school. The teaching and learning process in *SD N Gulon, Jebres, Surakarta* is held six days a week, beginning at 07.00 am to 12.45 pm in Mondays to Thursday, and 07.00 am to 10.45 am in Fridays and Saturdays.

## 2. School Structural Organization

The headmaster is the leader in the school; responsible for all related with the school activities, teaching-learning process and administration. To do his job, the headmaster is assisted with the school secretary and the treasurers. The secretary is responsible for the school administrations. The treasurers are responsible for the school finance management. There are six classroom teachers, who are responsible for the learning-teaching of general subjects, and also class management and administration.

There are also teachers who are responsible for particular subjects and a librarian that managing the library and documentation. All of them are responsible directly to the headmaster. Following is the diagram that describes The Organization Structure of *SD N Gulon, Jebres, Surakarta*.





Structrural lines

Coordination lines

### 3. Extracurricular Activities

There are two active extracurricular activities in *SD N Gulon, Jebres, Surakarta*, they are:

- a. Marching Band “TakKusangka”, practice every Tuesday, for 4<sup>th</sup> and 5<sup>th</sup> grade students.
- b. Boy Scout, practice every Friday afternoon for 3<sup>rd</sup> to 6<sup>th</sup> grade students.

Besides, there are eventual extracurricular activities for the students, such as drawing and *rebana*.

## B. Job Training

### 1. Class Observation

In his job training, the writer made an observation to the situation and condition of the school. This observation includes the facilities, teaching activities by the classroom teacher and about the students. The aim of this observation is to

know any information needed about the school and the class, which was used by the writer to help teaching English lesson to the students.

English lesson are taught from the 4<sup>th</sup> to the 6<sup>th</sup> grade students as a school local content lesson, taught once a week for every class. Each meeting is 35 minutes or one lesson hour. In this job training, the writer focuses on the 4<sup>th</sup> grade class as the main observation. In the 4<sup>th</sup> grade, officially, English lesson taught every Friday from 7.00 am until 7.35 am, but, due to the situation that the students had morning exercise every Friday from 6.30 to 7.30, sometimes more, the lesson was given from 8.00 am until 8.45 am.

There are 41 students in the 4<sup>th</sup> grade class, 25 students are boys and 16 students are girls. Their class had the basic facilities to hold the teaching-learning process, such as one blackboard, teacher's desk, and tables and chairs for the students, although not all the tables and chairs are in good condition. Unfortunately, because the school is located next to the community graveyard, sometimes the smell from the graveyard is so strong causing dizzy and distracting the lesson.

To help English teaching-learning process, the school equips the students with *LINTAS*, a workbook or *LKS*, as the main source and exercise source. The teacher, besides the *LINTAS* workbook, also use *Grow with English Book 4* as the main source and also other sources.

There is a library in *SD N Gulon, Jebres, Surakarta*, which can be used to support teaching-learning process. However, the room's condition is not suitable. Most of the books are ripped off and eaten away by paper bugs.

## 2. Lesson Plan and Material Preparation

To help the writer teach English well, the writer conduct a lesson plan and material preparation. The lesson plan was arranged before teaching the students based on the syllabus and evaluation from the previous meeting. By making lesson plan, the writer found some advantages, they were:

- a. The writer found the way to enrich the material
- b. The writer could find a way to present the lesson in an interesting way.
- c. The writer could measure student's development through exercise and homework.
- d. The writer could set goals for every meeting and subtract it to simple steps.
- e. The writer could arrange and determine next meeting goals based on previous meeting assessment.

Generally, the lesson plan consist pf four main points, they are: building knowledge of field, modeling of text, joint construction of text, and independent construction of text. Every lesson plan focuses on one or two of four skills, listening, reading, speaking, and writing.

In practice, even though the lesson plan and goals of the days lesson was set, external factors that happened before, during, and after the lesson could interrupt it.

## 3. Teaching and Learning Activities

After making lesson plan, the writer applied it to the class. The allotted time for each meeting is 35 minutes. The meeting was starting with a morning ceremony lead by the class leader. After the ceremony, the writer start by greet

the students and ask the students activities during the past week. By doing this, the writer could make an entrance way to the lesson.

Entering the building knowledge of the field the writer use the previous information from the students then gave some question related to the material about to be given. In giving the question, the writer use native an Indonesian to translated the English question.

The grammar translation method is used by the writer. This because the writer could not use English at all time; sometimes the student's native language was used to give understanding on the material. Sometimes, the writer used pictures, dialogues, and short-simple texts to explain the material to the students. After explaining the whole description, the writer moved to explain it part by part based on the goals of the day lesson. Since the 4<sup>th</sup> grade is the first class the students being taught English, the material is more to vocabularies and short-simple sentences rather than long-complex sentences. The student's skill focus is how to read and pronounce the vocabularies correctly, listen and write the vocabularies in short-simple sentences and context.

To know how well the students master the new material, the writer gave them exercise to be done together. The exercise could be in games or by asking question to the students and answered by the students. The students were allowed to interrupt the lesson and ask whenever they did not understand the writer's explanation.

Assessment or independent construction of text was mostly conducted by giving homework due to the limited time. This activity can also be used to evaluate the writer's method of teaching.

### C. Discussion

#### 1. Teaching English to the 4<sup>th</sup> Grade Students

The materials taught to the 4th grade were usually compiled from *Grow with English* book, *LINTAS* workbook, and other sources related. The main book owned by the students was *LINTAS*. In *LINTAS*, there were 6 units with 6 different themes. Each theme was provided with pictures, vocabularies, and exercises. The pictures helped the students understanding particular vocabulary the students must be learned. There were also dialogues which helped the students the context of use of a particular vocabulary. The last part was exercises in the form of matching, multiple choice, completing sentences, and arrangements. Most of the questions were completed with pictures. In teaching English, the writer focuses on developing the four skills; they were listening, speaking, reading, and writing.

##### a. Listening

Listening materials were given through questions and practices. The writer and the students listen. Another way is by impressions; the writer gave instructions during the lesson then watch how the students responded. The instruction given were simple and usually used in meetings, in example is "Open your *LINTAS* book page 26!" or "Have you done your homework" By

watching the student's responded, the writer could determine whether the students understand the instruction or not. Students were also had to pay attention to the way vocabularies pronounced. They watched the pictures in their *LINTAS* book and then listened to the writer.

b. Speaking

Teaching speaking is one of the most difficult. Most of the students were shy whenever the writer asked them to speak a particular word in English. Only few of the students were braver but limited to express in complete sentence. To motivate the students, the writer gave oral test at the end. One by one, the students answer the question orally. In introducing English, the writer also gave example pronouncing vocabularies to the students. Then asked the students to repeat it after the writer, each word was pronounced more than twice. Some students made the correct pronunciation and the other were not. In example, some students made mistakes in pronouncing "father" as [pather] or [vather] not [fa;der].

c. Reading

To introduce reading materials, the writer used dialogues or simple texts to the students. The writer read it first and followed by the students. The students pay attention to the words in the book. Or, after the writer writes some vocabularies on the blackboard, the writer began to read it then followed by the students. The writer also asked the students to read vocabularies in their books by themselves. These activities were done in several repetitions and supported by pictures to help the students memorizing the vocabularies.

d. Writing

Another difficult skill to be practiced correctly by the students was writing. The reason was there were differences between pronunciation and the writing words in English and words in Indonesian. Therefore, the writer conducts some activities to develop the skill.

i. Straight copying

The writer wrote words on the blackboard then the students wrote those words in their own notebook. The students wrote the words repeatedly, for example the writer wrote the word “brother”, the students wrote the same word five times “[brother], [brother], [brother], [brother], [brother]”. The purpose of this activity was to add students’ vocabulary and help the students memorize the word.

ii. Matching

Students were given a simple test to match some pictures with the words in the box.

iii. Dictation

The students were asked to write down the words said by the writer. Most of the words were vocabularies they have known.

iv. Jumbled letter

The writer gave the students jumbled letters. They have to arrange those letters in to the correct form.

v. Completing sentences

The students must complete sentences given by the writer with their own words from the vocabularies they already known.

## **2. Difficulties in Teaching English to 4<sup>th</sup> Grade Students**

In his job training period, the writer found some difficulties in teaching English to 4<sup>th</sup> grade students. The students already have Javanese as their mother tongue and Indonesian as second language which was used mostly at school. Then, English as the third language which were used more seldom than Indonesian. For the students, English is just a lesson at school. They treated it same as mathematic or social lesson, study it only when they have homework. For some students, English is just an extracurricular in regular hour.

The problem in teaching English can be divided into two categories, namely linguistic problems and non-linguistic problems.

### **a. Linguistic Problems**

Different pronunciation became the number one linguistic problem in teaching English to the 4<sup>th</sup> grade students. The students were already familiar with Javanese and Bahasa Indonesia which has different pronunciation and spelling with English. Most of the time, the students read English words alphabetically as they did in reading Indonesian words. The writer must repeat the pronunciation of an English word several times all the times. Even so, the result is not all students were able to pronounce it correctly.

### **b. Non-Linguistic Problems**

Basically, there are four problems in non-linguistic problems. There were classroom management, limited time of teaching the, students' motivation and the lack of facilities of ELT.

i. Classroom Management

The 4<sup>th</sup> grade students have their English lesson on Friday, after having physical exercise. Before starting the lesson, the students had few minutes to change their exercise uniform to Pramuka's, nonetheless, when the writer came to fourth grade classroom they usually were not ready to receive a lesson. So, the writer had to give more several minutes until they were ready.

After taking prayer, the lesson began. When the writer asked the students to take their *LINTAS* book to study today's material, some students said that they were not brought it with them. The common reason was they had to go to school early, so they were in rush preparing the book that morning. This situation could be worse, whenever the writer asked the students about homework's from the previous meeting; the students usually said that they forgot to bring it with them or forgot to work it done. The class became crowded with sound, the students mock each other. To settle down, the writer need more than five minutes.

Some students like to disturbed their friends, playing their toys and other activities in off-task behavior during the lesson. They were not listening the teacher and done what the teacher asked them. Talked each other

was the common situation. Some students were talkative, the other were so quiet and need more attention to be active in the lesson. There were troublemakers also. These bad attitude and behaviors, slows down the lesson, and the result was the writer could not fulfill the day goals then missed the semester goals.

#### ii. Limited Time of Teaching

With the status of school local content made English has limited meeting session. In a week, English only had one session of meeting. The time given for each session was 35 minutes. Although the writer tries to manage the time effectively, unfortunately, managing the students also needed more time. Therefore, the time to explaining the material and discuss the lesson became shorter than expected. So, the writer had to add more meeting for the same lesson plan.

#### iii. Students' Motivation

The students were only learnt English when it was taught at school. These can be seen from their progress in vocabularies, and their willingness to do homeworks and tasks.

The students did not repeat the material from the last meeting at home. So, when the next meeting was held, the students already had forgotten the material or vocabularies from the previous meeting. They only understand and able to do assessment at school.

#### iv. ELT facilities

There were no ELT facilities found in neither the classroom nor the library. This situation made English as foreign language became more difficult to learn. The students could not find other learning sources but from the teacher. The school has no special equipments for English lesson. The budget for English lesson was limited to Rp. 75.000 per year. This limited budget was only enough for copying some materials and assessments. To introduce the vocabularies, which are mostly real objects and pictures, the writer had to work it by himself.

### **3. The Solutions to Handle the Problems**

To solve the problems in teaching English to the fourth grade students of *SD N Gulon 169, Jebres, Surakarta* the writer should have good strategies. The writer found that it was not easy to practice well a strategy and simultaneously create a good condition for teaching and learning activities. For handling those problems, the writer has tried some strategies, they were:

#### **a. Solution for the linguistic problem**

Practicing to pronounce vocabularies all the time. Pronouncing the vocabularies given over and over again not only helped the students in memorizing but also helped them pronouncing vocabularies correctly. This strategy was supported by the use of pictures and real objects that can be found in the school environment and students' environment. When the writer heard students' mispronouncing the vocabulary, he fixed it by telling them the right pronunciation or asked other students who had better pronunciation to help the one troubled.

b. Solutions for the non linguistic problems

i. Creating Good Classroom Management

The keyword was discipline. The writer could not work by himself to handle this problem; it needed a good cooperation with the classroom teacher, due to the writer's limited time in class. They taught the students' to be more discipline in studying. The students' must know when it was time to play and time to study, to listen and be active in-task categories during lesson. The writer also gave appreciation to handle their attitudes. The writer gave credit points that will affect the students' semester report when the students were listen to the writer's explanation and being active in the lesson. Occasionally, the writer read in front of the students how many credit points did they have. This was encouraging students to behave well in the class.

ii. Managing time to teach

The writer had to revise the way of making lesson plan to be more effective and fun for the students. The writer also had to consider the time to handle the students' behavior and attitudes. It was hoped that the learning and teaching process would not be interrupted. A good communication with the classroom teacher was also needed.

iii. Motivating students to learn English

Encouraging the students' motivation to learn English, the writer tried to make English learning an interesting activity. The writer use games and pictures more often than before to attract the students, although games

activity create new problem –the students were interested more to the games rather than the lesson itself-, the writer also gave questions when they started to talk each other.

Usually, the writer asked the students to pronounce the vocabularies several times to help the students in memorizing the vocabularies. Another way was, the writer tried to use English in giving them instruction. The goal is to make the students more familiar to use English in daily conversation, at least in school. The writer also encourages the students to watch English lesson show in local TV station, to enrich their knowledge of English and its use.

#### iv. Providing Facilities for the Activities in Teaching Learning English

Due to the minimum resources of ELT facilities in school that could be used for English lesson, the writer tried to find other tools, such as pictures and objects that can be found in the classroom and school area. Those pictures and objects helped the writer to give clearer explanation about vocabularies and it also gave the students clear description about certain vocabulary taught in the lesson.

In conclusion, there were many problems faced by the writer during the job training activities. Those problems were classroom management, limited time and funding in English lesson, students' motivation, the lack of ELT facilities to teach English lesson and students' difficulties in English pronunciation. Among those problems, according to the writer, the biggest problem came from the students. To handle the problem, the writer needed strategies that not only motivate the students

but also made the lesson successful. Some problems can not be solved in an instance, they need longer and intensive supervisions by the teachers, the problems were including discipline and fulfilling facilities for teaching and learning process. By doing those strategies, the writer hoped it would solve the problems, so English teaching and learning activities could be done in a good condition and good results by the end.



## CHAPTER IV

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

From the discussion in the previous chapter, the writer draws a conclusion as follows:

1. Activities in English teaching and learning process must pay attention in developing the four skills; they are listening, reading, speaking and writing. Those skills are supported by vocabulary knowledge. In order to master English, students should memorize a lot of vocabulary so they could easily understand the meaning of words. Teaching in Elementary School, especially teaching English to the students is not only focused in explaining the materials but also to educate them to be civilized, to form positive behaviour and attitudes. Teaching English to the fourth grade students was conducted using grammar translation method, considering that this is the first time they receive English as a lesson. Imitation, mime expressions, texts, pictures, realia objects, and games were used to deliver the material fun and make the students interested in learning English.
2. There were problems in teaching English, those problems were categorized as linguistic problem and non-linguistic problems.
  - a. Linguistic Problem

Pronouncing the vocabulary became the major problem faced by the students. They found that English have different pronunciation and sound from Javanese and Bahasa Indonesia, the students' native and second language.

Therefore, the students made many mistake in pronouncing the words. Most of the time, the students pronounce those vocabularies just as they pronounce words in Bahasa Indonesia.

b. Non-Linguistic Problems

There were four major problems categorized in non-linguistic, those problems were classroom management, limited time of teaching, students' motivation in learning English, and the lack of ELT facilities to support English lesson.

c. Classroom management

Handling the students' behaviour and attitudes was a difficult job for the writer. Because the students' destructive attitudes could influence and disturb, moreover, stop the whole activities in teaching learning English process.

d. Limited time of teaching

The status of English lesson as a school local content, made teaching English became more difficult. There were only one meeting every week and 35 minutes for each meeting. This short time of meeting became shorter when the writer should handle students' attitudes first and during teaching.

e. Students' motivation

The students were not serious in learning English. Mostly they spent the time with talking, playing and disturbing their friends during the writer's explanation. Only few of them learnt seriously, although they can not learn effectively due to disturbance from their classmate. Another cause was, the students did not and can not use English in their daily live. They use and hear English only at school. For them, English is not important subject to learn.

f. The lack of ELT facilities

The work of the writer became harder when there were no suitable tools to help them explaining the materials in the classroom. The school did not equipped with language teaching aid to help teachers. The writer must occupied those tools and aids by himself.

3. The solutions to handle the problems were:

a. Solution for the linguistic problem

Giving the students more practice in pronouncing the vocabulary could help handling this problem. Therefore, the writer often asked the students directly or through games to pronounce vocabularies.

b. Solution for the non-linguistic problems

i. Creating good classroom management

The writer tried to handle this problem by getting the students' attention with credit point rewards for their active and good attitudes during the lesson. The writer also communicates with the classroom teacher to handle this problem, due to the limited time the writer had in class.

ii. Managing time to teach

The writer adds an extra time for each meeting to handle the disturbing behaviour and attitudes of the students. The extra time added would help the writer handle the students' attitudes without interrupted the teaching learning activities.

iii. Motivating students in learning English.

Making English lesson fun and enjoyable would increase students' motivation. Thus, by giving them the future use of English and encourage the students' to watch English lesson program in one of the local TV stations. The writer also uses pictures and games to attract the students' attentions.

iv. Providing facilities to support English teaching learning activities

The writer tried to occupied pictures and other tools to help him explaining the materials and help the students to get better understanding about the vocabularies they learnt. With pictures, the students became more interested in English.

### **B. Suggestions**

Based on the conclusions above, the writer wants to give suggestions as follows:

1. *The students of SD N Gulon 169, Jebres, Surakarta*

The students, especially the 4<sup>th</sup> grade students) must pay more attention to the teacher's explanation and more serious in English lesson. Do the exercises and homeworks.

2. *SD N Gulon 169, Jebres, Surakarta*

*SD N Gulon 169, Jebres, Surakarta* should complete the classrooms and the teacher with source books, pictures, or imitation of objects to help the teacher explaining the material, moreover, to help the students learning English better.

Because, most of the material in Elementary grade, especially the 4<sup>th</sup> grade, are vocabularies of real objects.



**BIBLIOGRAPHY**

- Brown, Douglas. 2001. *Teaching by Principles, An Interactive Approach to Language Pedagogy*. New York: Pearson Education Ltd
- BSNP, 2006. *Standar Isi Bahasa Inggris Kelas: 4 – 6*. Jakarta
- Halliwell, Susan. 1998. *Teaching English in the Primary Classroom*. London: Longman
- Hamalik, Oemar. 1989. *Metodologi Pengajaran Ilmu Pendidikan*. Bandung: Mandar Maju
- Harmer, Jeremy. 2001. *How to Teach English*. England: Longman
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. England: Longman
- Petersen and Hayden. 1961. *Teaching and Learning in the Elementary School*. New York: Longman
- Phillips, Sarah. 1996. *Young Learners*. England: Oxford University Press
- Sardiman, A.M. 1986. *Interaksi dan Motivasi Belajar dan Mengajar*. Jakarta: CV. Rajawali
- Scott, A. Wendy and Ytreberg, H. Lisbeth. 1990. *Teaching English to Children*. New York: Longman
- SD N Gulon, 2007. *Kurikulum Tingkat Satuan Pendidikan 2007/2008*. Surakarta
- Stern, H.H, 1996. *Fundamental Concepts of Language Teaching*. England: Oxford University Press
- Yalden, Janice. 1987. *Principles of Course Design for Language Teaching*. USA: Cambridge University Press



# APPENDICES

### Lesson Plan

**Topic** : **Family**  
**Level** : **4<sup>th</sup> Grade of Elementary School**  
**Allotted Time** : **1 session (35 Minutes)**

Discussion focus : Unit 4 Family  
-. Family Members

Communicative Skills: -. Who is he?  
-. He is my father.

#### 1. **BKOF (Building Knowledge of Field)**

- a. Greeting.
- b. Check students' attendance.
- c. Teacher introduce through short story with pictures about family.
- d. Students responded by answering questions about their family.

#### 2. **Modeling of Text**

- a. From the story, teacher elicits some vocabularies of family:

-. Family	-. Brother	-. Daughter
-. Father	-. Sister	-. Grandfather
-. Mother	-. Son	-. Grandmother
- b. Teacher read the vocabularies, students repeat after the teacher. Repeated several times
- c. Teacher explain  
-. the use of "Who is he?" question  
-. The answer of the previous question. "He is my ....", "She is my ....", "They are ...".
- d. Teacher gives example of the dialogue..

### 3. Joint Construction of Text

Students work in pairs, practicing to pronounce the vocabularies and dialogues from *LINTAS* page 30.

### 4. Independent Construction of Text

Homework.

Students fill in the table based on their own family. Then fill in the blanks on the text. In the next meeting, the students should read the text about their family in front of the class.

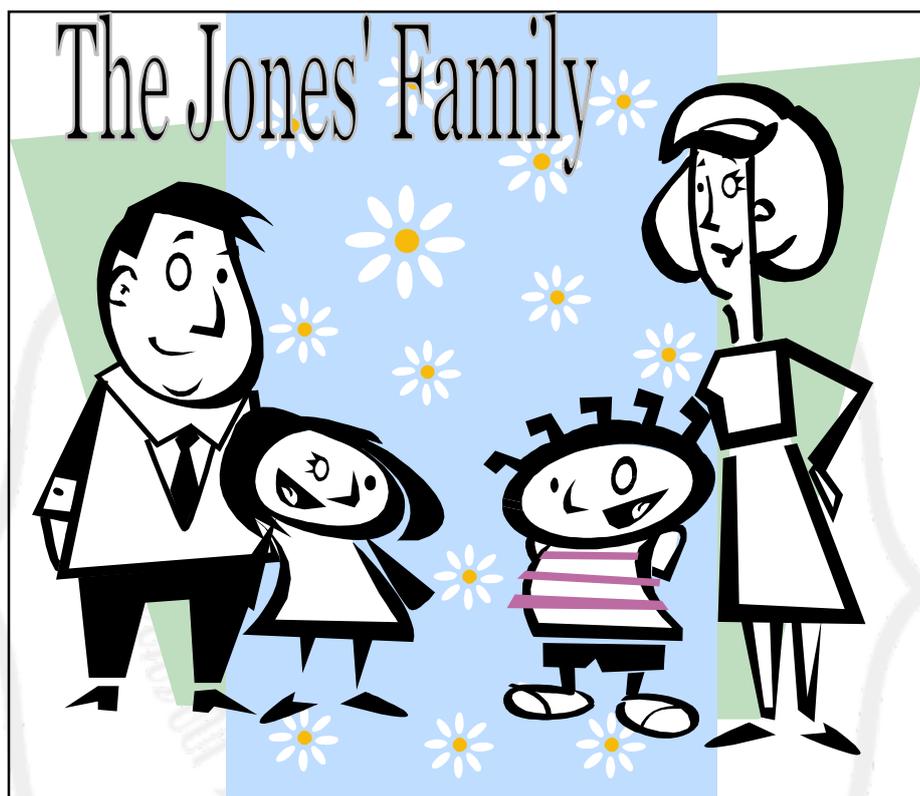
No	Title	Name
1	Father	.....
2	Mother	.....
3	Son	.....
4	Daughter	.....
5	.....	.....

### My Family

Hello friends, my name is ..... . I am a fourth grade student of SDN Gulon. I want to introduce my family to you. My father name is ..... . He is an ..... My mother is ..... . She is very pretty. I have ... brother(s) and ... sisters(s). They are ..... and ..... . I love my family very much. How is your family?

~oOo~

Pictures

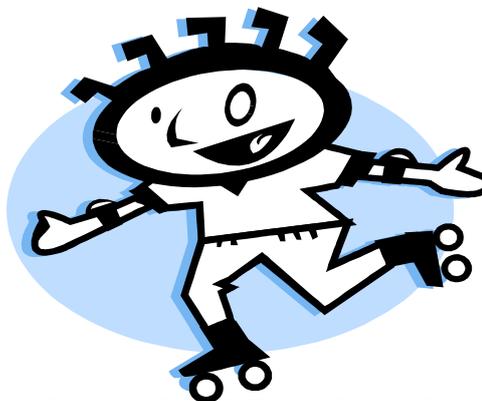


Mr. Jones



Father

Andy



Son /  
Brother

**UNIT 4**  
**FAMILY**

<b>Pokok Bahasan</b>	: - Keluarga - Anggota keluarga - Rumah dan bagian-bagiannya
<b>Ungkapan komunikatif</b>	: - Who is he? - He is my father. - Is it your house? - Yes, it is.
<b>Standar Kompetensi</b>	: 1. Mengetahui informasi sederhana secara lisan dalam konteks lingkungan rumah. 2. Berbicara-cakap untuk mengundang / memberikan informasi secara berterima yang melibatkan tindak tutur: berterima kasih, meminta maaf dan menyanggah. 3. Membaca nyaring dengan melafalkan alfabet dan ungkapan yang tepat dan membedakan kata, frase dan kalimat sangat sederhana. 4. Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frase dan kalimat sangat sederhana.

**A. My family**  
**Task 1**  
**Look and listen**

$\frac{1}{2} - \frac{29}{2}$

Illustrations of family members with speech bubbles:

- Boy: "Hello, I am Dani." (Handwritten:  $\frac{1}{2}$ )
- Man: "He is my father." (Handwritten:  $\frac{29}{2}$ )
- Woman: "She is my mother."
- Boy: "He is my brother."
- Girl: "She is my sister."
- Group: "They are my family."



**Task 2**

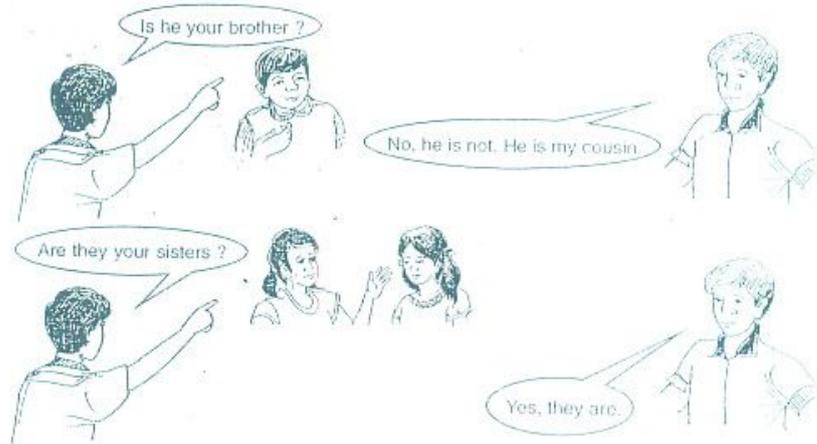
**Read the vocabulary**

- family : keluarga
- father : ayah
- mother : ibu
- brother : saudara laki-laki
- sister : saudara perempuan
- grandfather : kakek
- grandmother : nenek
- son : anak laki-laki
- daughter : anak perempuan
- uncle : paman
- aunt : bibi
- cousin : sepupu
- grandson : cucu laki-laki
- grand daughter : cucu perempuan

**Task 3**

**Read the dialogues and practise**





**Task 4**  
**Complete the sentences**

1. A : Who is he ?  
B : He is my .....



2. A : Who is she ?  
B : She is my .....



3. A : Is she your sister ?  
B : Yes, .....

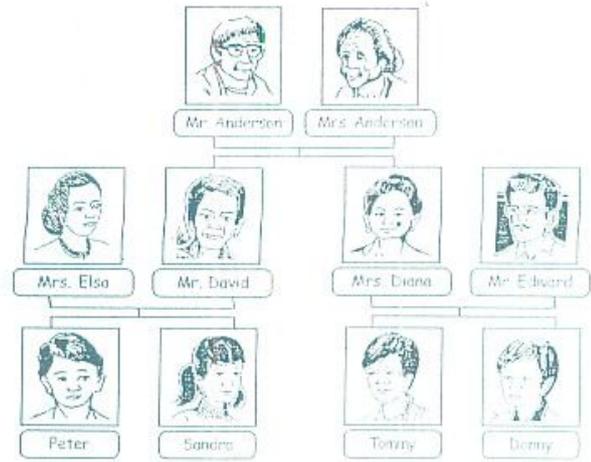




4.  A : Is she your aunt ?  
B : No, ...

5.  A : Is he your father ?  
B : Yes, ...

**Task 5**  
Look at the family tree and complete the sentences below



1. Mr. Anderson is Peter's ....
2. Sandra is Mr. David's ....
3. Mr. David is Denny's ....
4. Denny is Tommy's ....
5. Mrs. Elsa is Sandra's ....
6. Sandra is Peter's ....
7. Tommy is Mrs. Edward's ....
8. Denny is Peter's ....
9. Mrs. Anderson is Tommy's ....
10. Mrs. Diana is Peter's ....

**B. My house**

**Task 1**

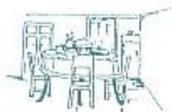
Look and listen



My family lives in a beautiful house.



It has a livingroom.



There is a dining room.



It has three bedroom.



This is the kitchen.



That is the bathroom.

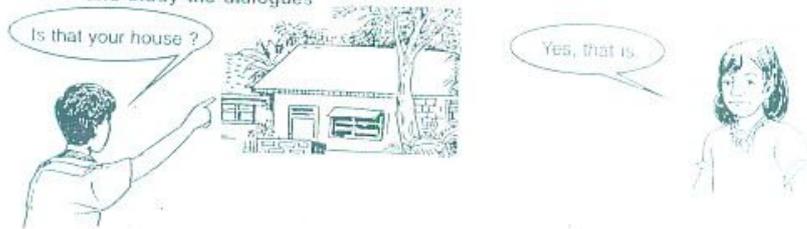
**Task 2**

Read the vocabulary

- |              |               |           |           |
|--------------|---------------|-----------|-----------|
| - house      | : rumah       | - garage  | : garasi  |
| - bedroom    | : kamar tidur | - kitchen | : dapur   |
| - bathroom   | : kamar mandi | - yard    | : halaman |
| - diningroom | : ruang makan | - garden  | : kebun   |
| - livingroom | : ruang tamu  |           |           |

**Task 3**

Read and study the dialogues







**Task 4**  
Complete the sentences



This is a ...



My mother cooks in the ...



3.  I sleep in the ...
4.  I take a bath in the ...
5.  We have dinner in the ...

**Task 5**

Translate these sentences into English

1. Aku tidur di kamar tidurku.  
Answer : \_\_\_\_\_
2. Ayah makan siang di ruang makan.  
Answer : \_\_\_\_\_
3. Ana menanam bunga di halaman.  
Answer : \_\_\_\_\_
4. Ada dua pohon mangga di kebunku.  
Answer : \_\_\_\_\_
5. Ibu masak di dapur.  
Answer : \_\_\_\_\_

**C. Reading text : ANDI'S HOUSE**

**Task 1**

Read the text carefully

**ANDI'S HOUSE**

Andi's family lives in a beautiful house. There are many flowers in the yard. And there are many trees in the garden. Andi's house has three bedrooms. They are Andi's bedroom, his brother's bedroom and his parents bedroom. The house has also a bathroom, a kitchen, a dining room and a living room.

Father parks his car in the garage. Mother cooks in the kitchen. Andi and his brother watch TV in the living room. Andi's house is comfortable.

**Task 2**

Answer this questions based on the text

1. Is Andi's house beautiful ?  
Answer : \_\_\_\_\_
2. Are there many flowers in the yard ?  
Answer : \_\_\_\_\_
3. How many bedrooms does the house have ?  
Answer : \_\_\_\_\_
4. Does Andi has a brother ?  
Answer : \_\_\_\_\_
5. Does the house have a diningroom ?  
Answer : \_\_\_\_\_
6. Where does father park his car ?  
Answer : \_\_\_\_\_
7. Where does mother cook ?  
Answer : \_\_\_\_\_
8. Where do Andi and his brother watch TV ?  
Answer : \_\_\_\_\_

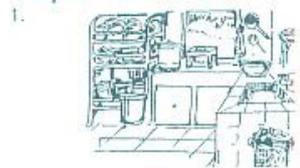
**Daily Test 4**

I. Choose the corret answer by crossing a, b, c or d !

1.  My family lives in a beautiful ....  
a. school  
b. house  
c. classroom  
d. library
2.  He is my ....  
a. father  
b. mother  
c. sister  
d. grandmother
3.  He is my ....  
a. mother  
b. grandmother  
c. brother  
d. grandfather
4.  This is a ...  
a. dining room  
b. bathroom  
c. bedroom  
d. livingroom
5. Mr. Danu is my grandfather.  
Mrs. Danu is my ....
6. Mr. Ridwan is my uncle. Mr. Ridwan's son is my ....  
a. father  
b. brother  
c. cousin  
d. sister
7. Mr. George is my father. Mrs. George is my ....  
a. mother  
b. sister  
c. grandmother  
d. aunt
8.  I have a large ...  
a. bedroom  
b. classroom  
c. livingroom  
d. garden
9.  I plant some flowers in the ...  
a. kitchen  
b. yard  
c. garage  
d. bathroom
10.  I sleep in the ...  
a. bedroom  
b. livingroom  
c. diningroom  
d. bathroom



II. Complete the sentences !



Is that a kitchen ?  
Yes, ....

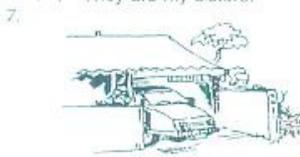


We have dinner in the ... .



A : Is he your uncle ?  
B : No, he is not. He is my ....

4. Bobby is my cousin. His mother is my ....  
5. My father's mother is my ....  
6. X : Who ... they ?  
Y : They are my sisters.



Father parks his car in the ... .



Is it a bedroom ?  
No, ....

9. A : ... is she ?  
B : She is my sister.  
10. A : Is he your grandfather ?  
B : No, ... .

III. Translate these sentences into Indonesian !

1. Where does mother cook ?

Answer : \_\_\_\_\_

2. Where do you take a bath ?

Answer : \_\_\_\_\_

3.



Is it a livingroom ?

Answer : \_\_\_\_\_

4. Mr. Johnson is Jack's father. Who is Mrs. Johnson ?

She is Jack's ...

Answer : \_\_\_\_\_

5.



Who is mark ?

He is Nick's ...

Answer : \_\_\_\_\_

**UNIT 5**  
**NUMBERS AND NOUNS**

Pokok Bahasan	: - Angka dan kata benda - Angka - Benda
Ungkapan komunikatif	: - There is a book on the table. - How many pencils are there? - I have two apples. - I have an apple.
Standar Kompetensi :	
1.	Menyusun instruksi sangat sederhana secara verbal dalam konteks ANAS.
2.	Bercakap-cakap untuk meminta / memberi informasi secara berterima yang melibatkan bentuk - beritama yaitu meminta dan memberi maaf, menguji dan melarang.
3.	Memtaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frase dan kalimat sangat sederhana.
4.	Menguraikan bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frase dan kalimat sangat sederhana.

A. Numbers

Task 1

Look and listen



This is one book



These are three pencils



That is one box





**Task 4**  
Fill in the blanks with the correct words

- |    |          |          |          |
|----|----------|----------|----------|
| 1. | Seven    | ...      | Nine     |
| 2. | Ten      | ...      | Twelve   |
| 3. | Eleven   | Twelve   | ...      |
| 4. | ...      | Twelve   | Thirteen |
| 5. | Thirteen | Fourteen | ...      |

**Task 5**  
Answer these questions



How many books are there?  
There are ... books.



How many candies are there?  
There are ...

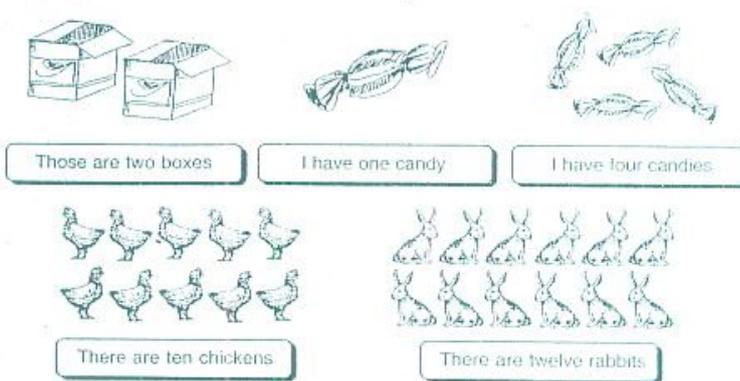


How many pencils are there?  
There are ...



How many glasses are there?





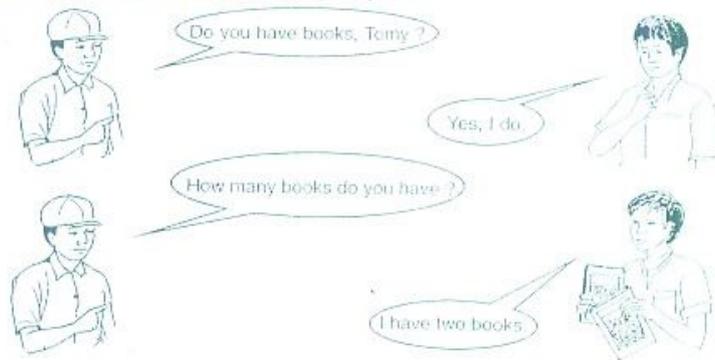
**Task 2**

Read the vocabulary

- |         |            |             |                  |
|---------|------------|-------------|------------------|
| - one   | : satu     | - eleven    | : sebelas        |
| - two   | : dua      | - twelve    | : duabelas       |
| - three | : tiga     | - thirteen  | : tigabelas      |
| - four  | : empat    | - fourteen  | : empat belas    |
| - five  | : lima     | - fifteen   | : lima belas     |
| - six   | : enam     | - sixteen   | : enam belas     |
| - seven | : tujuh    | - seventeen | : tujuh belas    |
| - eight | : delapan  | - eighteen  | : delapan belas  |
| - nine  | : sembilan | - nineteen  | : sembilan belas |
| - ten   | : sepuluh  | - twenty    | : dua puluh      |

**Task 3**

Read the dialogues and practise with your partner

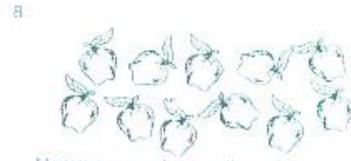






How many chalks are there ?

.....



How many apples are there ?

.....



How many spoons are there ?

.....



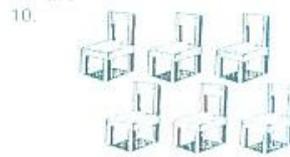
How many strawberries are there ?

.....



How many bananas are there ?

.....



How many chairs are there ?

.....

B. Nouns  
Task 1  
Look and listen



I have an apple.



I have two apples.



This is a mango.



Those are two mangoes.



That is a candy.



Those are three limes.

Task 2  
Read and study !

Singular Nouns	Plural Nouns
 A book	 Two books
 A mango	 Two mangoes
 An orange	 Two oranges
 A candy	 Two candies

1. Singular nouns (kata benda tunggal)

Singular nouns atau kata benda tunggal yaitu kata benda yang menunjukkan bahwa benda tersebut hanya berjumlah satu. Dalam penulisannya biasanya disertai dengan artikel *a* atau *an*.

Contoh : *a* book = sebuah buku  
*a* pencil = sebuah pensil  
*an* eraser = sebuah penghapus  
*an* apple = sebuah apel

Artikel *an* digunakan jika huruf awal benda adalah huruf vokal.

2. Plural nouns (kata benda jamak)

Plural nouns atau kata benda jamak adalah kata benda yang menunjukkan bahwa benda tersebut lebih dari satu. Dalam penulisannya, biasanya disertai dengan *s* atau *es* di akhir kata.

Contoh : *two* books = dua buku  
*two* pencils = dua pensil  
*three* watches = tiga jam tangan  
*four* glasses = empat gelas

Akhiran *es* ditambahkan pada kata benda jamak yang berakur pada huruf *x*, *ch*, *sh*, *s*, *o* dan *y*.

**Task 3**

Put a tick (✓) for the correct word

1.  this is ...  
 a umbrella  
 An umbrella

6.  These are ...  
 two bus  
 two busses

2.  These are ...  
 two toothbrushes  
 two toothbrush

7.  This is ...  
 a strawberry  
 an strawberry

3.  That is ...  
 one chalk  
 two chalks

8.  He has ...  
 an orange  
 a orange

4.  I have ...  
 three mango  
 three mangoes

9.  These are ...  
 four spoon  
 four spoons

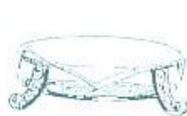
5.  This is ...  
 an apple  
 a apple

10.  They have ...  
 five candies  
 two candy

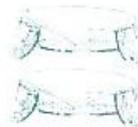
**C. There is / there are**

**Task 1**

Look and listen



There is a table.



There are two tables.



There is a book.



There are three books.



There is an orange.



There are two oranges.



**Task 2**

**read and study**

⇒ **There is** digunakan jika benda yang disebutkan adalah benda tunggal.

- Contoh :
- There is one candy on the plate.  
Ada sebuah permen di atas piring.
  - There is an apple on the table.  
Ada sebuah apel di atas meja.

⇒ **There are** digunakan jika benda yang disebutkan berjumlah lebih dari satu atau benda jamak.

- Contoh :
- There are two books in the bag.  
Ada dua buku di dalam tas.
  - There are three strawberry in the basket.  
Ada tiga stroberi di dalam keranjang.

**Task 3**

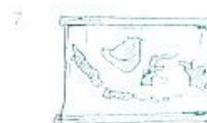
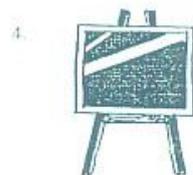
Fill in the blanks with **there is** or **there are**

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1. ... chalks in the box.            | 6. ... seven candies in the drawer.   |
| 2. ... a book on the table.          | 7. ... an eraser in the classroom     |
| 3. ... some chairs in the classroom. | 8. ... three tables in the library    |
| 4. ... five mangoes in the basket.   | 9. ... four pencils in the pencilcase |
| 5. ... an orange on the plate.       | 10. ... a livingroom in my house      |

**Task 4**

Make sentences for the pictures

1.  There is a chair.





Daily Test 5

I. Choose the correct answer by crossing a, b, c or d!

1.  ...  Twelve  Thirteen

- a. eight                      c. ten  
b. nine                        d. eleven

2.  $7 + 5 = \dots$

- seven and five are ...  
a. twelve                      c. thirteen  
b. ten                            d. eleven

3.  I have five ...

- a. candy  
b. candies  
c. candys  
d. candis

4. There ... four tables in the classroom

- a. is                              c. are  
b. am                            d. an

5.  There are three ...

- a. glass  
b. glasses  
c. glassies  
d. plates

6. There ... a pencil in the pencilcase.

- a. is                              c. are  
b. am                            d. do



What number is it?

It is number ...

- a. twenty  
b. eleven  
c. eighteen  
d. seventeen



This is ... apple

- a. are  
b. too  
c. a  
d. an



That is ... pencil

- a. are  
b. too  
c. a  
d. an



I have ... books

- a. seven  
b. eight  
c. six  
d. five

II. Complete the sentences!

1.  How many sharpeners are there?  
There are ... sharpeners.

2.  One mango and one mango ...

3. There ... a blackboard in the classroom.  
4. There ... many flowers in the yard.

5.  seven  nine

6.  One bus and one bus are

7.  What number is it?  
It is number ...





My uncle has rabbits.

9.  $13 + 3 = \dots$   
Thirteen and three are  $\dots$



10. Is it number seventeen?  
Yes  $\dots$

III. Answer these questions !



How many butterflies are there ?

Answer :  $\dots$



Is it number sixteen ?

Answer :  $\dots$



What number is it ?

Answer :  $\dots$



Is there a book on the table ?

Answer :  $\dots$

5. Translate these sentence into Indonesian  
There are five chairs in the library.

Answer :  $\dots$

**SEMESTER TEST**

I. Choose the *corret* answer by crossing a, b, c or d !

1. Teacher : Good morning, students.

Students:  $\dots$

- a. Good morning      c. Good bye
- b. Good afternoon    d. Good evening

2. Sandra : Hello, Tomy. How are you ?

Tomy :  $\dots$  Thank you.

- a. good bye              c. I am fine
- b. see you                d. nice to meet you

3. A : Good bye.

B :  $\dots$

- a. Good bye
- b. Good night
- c. I am fine
- d. Thank you

4. Billy : Where do you live, Bryan ?

Bryan:  $\dots$

- a. My name is Bryan
- b. I am ten years old
- c. I live in Solo
- d. I study at SDN 1 Permata Bunda

5. X :  $\dots$  ?

Y : I am ten years old.

a. What is your name?

b. How old are you?

c. How are you?

d. Where do you live?

6. Lisa : Good morning, Dad.

Daddy :  $\dots$ , Lisa

- a. Good morning      e. Good night
- b. Good bye            d. Good evening

7. Hello, my friends

$\dots$  is Henry.

- a. my name
- b. fine
- c. I am fine
- d. thank you

8. I spell it

- a. [d] [a]
- b. [e] [t]
- c. [d]
- d. [ou]

9. My name is Dennis. I spell it

- a. [d] [e] [n] [i] [s]
- b. [d] [e] [n] [i] [w]



- c. [di][i][en][ar][es]  
d. [di][ai][en][ei]
10. There are ... letters in the alphabet.  
a. twenty one                      c. twenty five  
b. twenty two                      d. twenty six
11.  How do you spell this letter?  
I spell it ...  
a. way                                      c. jei  
b. you                                      d. dablyu
12.  Is "D" a consonant?  
a. Yes, it is  
b. No, it is not  
c. Yes, it is not  
d. No, I am not
13. These letters are vowel, except ...  
a. I    c. U  
b. O    d. X
14. These letters are consonant, except ...  
a. R    c. S  
b. A    d. H
15.  I am a ...  
a. schoolguard  
b. headmaster  
c. student  
d. teacher
16.  We study in the ...  
a. classroom  
b. canteen  
c. bikeshed  
d. office
17.  There is a ... in my classroom.  
a. map  
b. book  
c. ruler  
d. headmaster
18.  I keep my school utensils in my ...  
a. table  
b. schoolbag  
c. chair  
d. map
19.  She is my ...  
a. schoolguard  
b. student  
c. teacher  
d. headmaster
20.  I clean the blackboard by the ...  
a. eraser  
b. chalk
- c. pencil                                      d. book
21. I put my bike in the ...  
a. library                                      c. laboratory  
b. bikeshed                                      d. classroom
22. My mother's mother is my ...  
a. grandmother                                      c. uncle  
b. grandfather                                      d. mother
23. Mr. Rudy is my uncle. Mrs. Rudy is my ...  
a. mother                                      c. aunt  
b. grandmother                                      d. sister
24. My uncle's son is my ...  
a. brother                                      c. sister  
b. cousin                                      d. father
25. Mrs. Sammucl is my grandmother. Mr. Sammucl is my ...  
a. grandfather                                      c. brother  
b. uncle                                      d. sister
26.  That is my ...  
a. classroom  
b. library  
c. house  
d. bikeshed
27.  My mother cook the ...  
a. kitchen  
b. livingroom  
c. garage  
d. garden
28.  There are many ... in my ...  
a. bathroom  
b. bedroom  
c. garage  
d. garden
29. I sleep in my ...  
a. bathroom                                      c. garage  
b. bedroom                                      d. garden
30.  What number is it?  
It is number ...  
a. seven  
b. eight  
c. seventeen  
d. eighteen
31.     
a. fourteen                                      c. ten  
b. fifteen                                      d. twelve
32.  $9 + 11 = \dots$   
nine and eleven are ...  
a. eighteen                                      c. twenty  
b. twenty                                      d. seventeen







DEPARTEMEN PENDIDIKAN NASIONAL  
 FAKULTAS SAstra DAN SENI RUPA UNIVERSITAS SEBELAS MARET  
*PROGRAM D.III BAHASA INGGRIS*  
 J.L.P. SUTAMI NO 36A KENTINGAN SURAKARTA 57126 TELP. (0271) 646994,646761,7082122  
 FAX ( 0271 ) 634521

## SURAT TUGAS

Nomor : 013/H27/1.1/D.3 Bahasa Inggris/3T/2007

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

Nama : Putut Bayuaji  
 NIM : C9305137  
 Semester : V ( Lima )

Untuk melaksanakan praktek kerja di :

SDN Gulon No 169 Jebres

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, 27 NOV 2007

Ketua Program



YUSUF Kurniawan, SS, MA  
 NIM 22231475





DEPARTEMEN PENDIDIKAN NASIONAL  
FAKULTAS SAstra DAN SENI RUPA UNIVERSITAS SEBELAS MARET  
*PROGRAM D.III BAHASA INGGRIS*

Jl. Dr. SUTAMI NO 36A KENTINGAN SURAKARTA 57126 TELP.(0271) 646994,646761,7082122  
FAX ( 0271 ) 634521

Surakarta, 27 Nopember 2007

Nomor : **NOTA KHUSUS**  
Lampiran : -  
Perihal : PERMOHONAN IJIN PRAKTEK KERJA LAPANGAN MAHASISWA

Kepada : Yth. Kepala SDN Gulon No 169 Jebres  
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 Job Training atau Praktek Kerja Lapangan ( Magang ) di Instansi/Lembaga/Perusahaan yang Bapak/Ibu pimpin.

Praktek Kerja tersebut merupakan kegiatan kurkuler yang sangat diperlukan untuk memantapkan 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 jalani 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 rincian pelaksanaan tugas yang perlu dipenuhi oleh mahasiswa diantaranya : **penalaran,ketrampilan,disiplin,rutinitas kehadiran,penampilan,pergaulan dan tanggung jawab.**

Kami mohon agar mahasiswa selesai melaksanakan Praktek Kerja, Bapak/Ibu berkenan memberikan 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.	Putut Bayuaji	C9305137	Ngringo Rt05/V Jaten Karanganyar

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





PEMERINTAH KOTA SURAKARTA  
CABANG DINAS DIKORA KECAMATAN JEBRES  
SD NEGERI GULON  
Jl.Sejahtera I, Gulon Rt 01/XIX Jebres, Surakarta. Telp.(0271)668531

SURAT KETERANGAN  
Nomor: 421.2/040/IV/SD.2008

Yang bertanda tangan di bawah ini Kepala SD Negeri Gulon Jebres, Surakarta, berdasarkan surat Permohonan Ijin Praktek Kerja Lapangan Majasiswa dan Surat Tugas dari Program D III Bahasa Inggris UNS Nomor: 013/1127/1.1/D.3 Bahasa Inggris/JT/2007 tertanggal 27 Nopember 2007, memberitahukan bahwa :

Nama : Putut Bayuaji  
NIM : C9305137  
Mahasiswa : Program D III Bahasa Inggris Surakarta  
Semester : V  
Alamat Rumah : Ngringo Rt 05/V Jaten Karanganyar

telah melakukan *Praktek Kerja Lapangan* di SD Negeri Gulon Kecamatan Jebres Kota Surakarta terhitung mulai tanggal 1 Pebruari 2008 s.d 31 Maret 2008 dengan hasil *baik*.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Surakarta, 1 April 2008  
Kepala SD Negeri Gulon  
Jebres Kota Surakarta  
  
Marsanto, S.Pd. NIM.  
NIP. 131 179 140





PEMERINTAH KOTA SURAKARTA  
CABANG DINAS DIKPOR KEKAMATAN JEBRES  
**SD NEGERI GULON**  
Jl. Sejahtera I, Gulon Rt 01/XIX Jebres, Surakarta. Telp. (0271) 668531

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

Nama : PUTUT BAYUAJI

NIM: C9305137

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

90 \*

- 
- Angka 10 – 100

Model penilaian ini tidak mengikat

Surakarta, 1 April 2008

Pembimbing di SDN GULON

Kepala Sekolah

SD NEGERI  
GULON NO. 145  
KECAMATAN  
JEBRES  
SURAKARTA

Mulyanto, S.Pd, MM  
NIP. 131 179 140

