THE ENGLISH TEACHING AND LEARNING PROCESS ON THE 5th GRADE OF SDN NEWUNG 2 SUKODONO SRAGEN

FINAL PROJECT
SUBMITTED AS A PARTIAL REQUIREMENT IN OBTAINING DEGREE IN THE ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY

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APPROVAL OF SUPERVISOR

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Final Project report: 
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MOTTO

➤ Dan bertaqwalah kepada Allah, niscaya Allah akan mengajarimu dan Allah Maha Mengetahui segala sesuatu. (QS. Al-Baqarah:282)

➤ Dan demikianlah Kami telah menurunkan Al-Qur'an yang merupakan ayat-ayat yang nyata, dan bahwasanya Allah memberikan petunjuk kepada siapa yang Ia kehendaki. (QS. Al-Hajj:16)
PREFACE

The writer’s objective in writing this final project is to fulfill the requirement in obtaining the English Diploma Degree. On this occasion, the writer presents a final project entitled “The English Teaching and Learning Process on The 5th Grade of SDN Newung 2 Sukodono Sraged”. The report discuss the English teaching and learning process and the problem that faced by the teacher and the students and also the solution to solve the problem. This final project is hoped to add the information to the people who are interested in teaching English to young learner.

The writer realizes that this final project is far from being perfect. So, all suggestion and criticism for the goodness of this report is accepted happily.

Surakarta, 17 July 2007

Sri Ardaawati
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Bismillahirrahmanirrahim,

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Finally, I realize that this report is far from being perfect. That is why suggestion and criticism will be kindly accepted.

Surakarta, 17 July 2007

Sri Ardawati
ABSTRACT

**Sri Ardawati. 2007. THE ENGLISH TEACHING AND LEARNING PROCESS ON THE 5TH GRADE OF SDN NEWUNG 2 NEWUNG SUKODONO SRAGEN.** English Diploma Program Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the job training which was done by the writer. The purposes are to describe the teaching and learning process at SDN Newung 2 Sukodono Sragen and to find out the problems and the solutions in teaching English at SDN Newung 2 Sukodono Sragen, including the problems faced by both the teacher and the students and also the solution to solve the problems. In writing this final report, the writer uses some resources related to the problem discussed in the report. The writer gives four basic materials to the students consisting of speaking, learning, reading, and writing. During the teaching and learning activities, the writer found two main problems. They are problem in class management and in language. The writer also presents the solution to solve the problems. The writer uses communicative approach in the teaching and learning process. Besides, the writer also uses the appropriate strategy in teaching activity. From the discussion of this report, we know that English is very important to be taught to elementary students.
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CHAPTER I

INTRODUCTION

A. BACKGROUND

In this new globalization era, language is very important. One of the most important languages in the world is English. English has a main role as an international language. People speak English to communicate to each other around the world. Using English, people can be easier to communicate to others although they have different cultures, religions, or nations. People can get more friends from different countries in the world. Besides, people can share information to others in different countries. In Indonesia, English is the foreign language taught in education.

Nowadays, in Indonesia, English has been given to the Elementary school pupils. Young children have more motivation to study something
new. They have big curiosity. Young children can also ask their parents, sisters, or brothers to help them in doing their lesson. Besides, they have more opportunities to learn. They have more time to learn than adults do.

Teaching English to young learners is a big challenge done by the writer. It is also exciting to associate with a lot of children. In this chance the writer can share knowledge to the learners directly. The writer get more experience by teaching the young learners. The writer is interested in teaching English for primary students.

That’s why the writer held a job training as a teacher in Elementary School at SDN Newung 2 Sukodono. The pupils at SDN Newung 2 Sukodono Sragen begin to learn English from the 3rd up to 6th grade. On this occasion, the writer has been given a challenge by the school headmaster to teach from the 1st up to 6th grade. The writer gives simple materials such as vocabulary to the 1st and 2nd grade. The writer chooses the 5th grade as the main target of the observation. The writer chooses the 5th grade students because they have learnt English from 3rd up to 4th grade. So, they have known some basic English lesson. Besides, the writer wants to give preparation to the learners to face the school examination in the 6th grade, which is held by the school. The writer also want to know how far their attention to follow the English Teaching and Learning Process at this school.
Based on the job training, the topic of this final project is about the process of the primary level students in learning English and this final project is entitled “The English Teaching and Learning Process on The 5th Grade of SDN Newung 2 Sukodono Sragen”.

B. OBJECTIVES

According to the background, the objectives are:

1. To describe the teaching and learning process at SDN NEWUNG 2 SUKODONO SRAGEN.
2. To find out the problems and the solutions in teaching English at SDN NEWUNG 2 SUKODONO SRAGEN.

C. BENEFITS

The writer hopes that this final project can give benefit to:

1. The Teacher at SDN NEWUNG 2 SUKODONO SRAGEN
   This final project can be used as reference in teaching English by the English teacher at SDN NEWUNG 2 SUKODONO SRAGEN
2. The English Diploma students

This final project can give information to the English diploma students who are interested in teaching English to children.

CHAPTER II
LITERATURE REVIEW

A. TEACHING

In this chapter the writer will discuss about the definition of Teaching, Learning and Young Learner according to the title “The English Teaching and Learning Process on The 5th Grade of SDN Newung 2 Sukodono Sragen”.

There is a considerably debate about whether young learners learn language better or more efficiently than older or adults. In general the evidence is unclear. What is certainly clear is that effective teachers can help learners to progress rapidly at any level of schooling. (Brumfit, Moon, Tongue, 1995 : vi )

In addition, teaching has enormous roles and influence over development process of someone’s IQ. Cole and Chan state that “Teaching is a complex
phenomenon that takes into account a wide range of a personal characteristic, profession skill and specialized bases of knowledge”. (1994:5)

Brumfit states, however, there are some reasons for teaching English at primary level that does not rely simply on the claim that is the best time to learn languages well.

1. The need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others.

2. The need to link communication to the understanding of new concepts.

3. The need for maximum learning time for important languages the earlier you start the more you get.

4. The advantage of starting early second language instruction so that later the language can be used as a medium of teaching. (Brumfit, Moon, Tongue, 1995: vi)

From the opinion above, we can conclude that teaching English at primary level is very important. The aim is that to prepare their activity in learning English in the higher level. Children have a big curiosity to know and understand something new in their environment. Fun activities can support them to learn well. Besides it is also important to gain their complicity in class activity and include them actively in teaching and learning process.

B. LEARNING
Learning cannot be separated from teaching. Both of them are very important. There are some understandings of learning by Douglas Brown.

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
7. Learning is a change in behaviour. (Brown Douglas, 2001: 7)

Brown also states that “Learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction”. (ibid :7 )

According to learning Nana Sudjana states that learning is a process sign with the presence of someone changes. The change as a result of study can be shown in various forms, such as change in knowledge, understanding, behaviour and attitude, skill ability and the other aspect of change that is studied by the learner. (1996: 5)

From the opinions above we know that learning has big influence to the learners. It can change many aspects of life such as change in understanding, behaviour, ability and so on.

C. YOUNG LEARNER

In Indonesia, young learner can be categorized as students of elementary school. They grow faster than adult in learning. According to Wendy A Scott and Lisbeth H Tyreberg, in their book Teaching English to Children, state that
“Young children love to play and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is real work”.

In this book they define young learner’s abilities in each group of age.

1. The five to seven years old.
   - They can talk about what they are doing.
   - They can tell about what they have done.
   - They can plan activities.
   - They can use logical reasoning.
   - They can understand direct human interaction.

2. The eight to ten years old.
   - They can understand abstract.
   - They can understand symbol (beginning with words).
   - They can generalize and systematize.

According to Sarah Philips, young learner means “Children from the first year of formal schooling (five or six years old) to eleven years age”. (Philips, 1993:5)

Young learners are those who begin the English teaching and learning at Elementary school. They still get the basic materials and need more times to get and understand something new in their minds considering that this is their first time to learn a Second Language.
D. Method of Language Teaching

According to the book *Teaching by principles* by Douglas Brown there are five kinds of language teaching methodologies, they are as follows:

1. Grammar Translation Method
   - Classes are taught in the mother tongue
   - Many vocabulary are taught in the form of list of isolated words
   - Little attention is paid to the content of the text
   - Little attention or no attention is given to pronunciation

2. Direct Method
   - Classroom instruction was conducted exclusively in the target language
   - Only everyday vocabularies and sentences are taught
   - Concrete vocabulary is taught through demonstration, objects, and pictures
   - Both speech and listening comprehension are taught
   - Correct pronunciation and grammar are emphasized

3. Communicative Language teaching Approach
   - Classroom goals focus on all the components
   - Students have to use the language productively and receptively outside the classroom
   - Students are given opportunities to focus on their own learning process
4. Oral-Aural Approach
   - The learning process uses modern equipment
   - Performing pattern drills
   - The learning process is based on methodological pattern
   - Mastery or “overlearning” is sought.

5. Eclectic Approach
   - This method is combination among the other methods
   - The use of the method is dependent on the condition and the purpose of learning second language. (2001: 18-40)

In Teaching and Learning English at SDN Newung 2 Sragen the writer use grammar translation method and communicative approach. It is suitable to be applied to Elementary students. Young learners have a big curiosity to know new material. So, as often as possible communication conducted between the teacher and the students, the students will enjoy the class and they are not shy to ask something that they do not understand to the teacher. So they understand the material given by the teacher.
CHAPTER III

DISCUSSION

SDN NEWUNG 2 SUKODONO SRAGEN

SDN Newung 2 Sukodono Sragen is a state elementary school which is located in Pohjaring village, Newung, Sukodono, Sragen. It consists of six grades from the lowest level in the 1st grade up to the highest level in the 6th grade. It was built in 1978 on the area of about 2,215 m². There are six classrooms, an office, a library and a school health center, parking area, teacher’s toilet, student’s toilets, and canteen in the school. The school’s yard is located in the middle of the school. It is used to hold a ceremony, sport lesson and scouting movement.

SDN Newung 2 Sukodono Sragen is led by Sudarmono, S.Pd as a head master. He is responsible to organize the school. There are eleven teachers and
a school guard. All of the teachers are responsible to hold good teaching and learning activity in the class.

There are some extracurricular activities in SDN Newung 2 Sukodono Sragen.

1. Al-Qur’an course
2. Boys Scout for the 3rd up to 6th grade
3. Sport for the 5th and 6th grade

The map of SDN Newung Sukodono Sragen
A. Office
B. Classrooms
C. Library and School Health Center
D. Toilets
E. Canteen
F. Parking area
G. School yard

SDN Newung 2 Sukodono Sragen has vision and mission they are as follows.

A. Vision

“Unggul dalam berprestasi, santun dalam berbudi.’’

B. Mission

1. Menanamkan dasar-dasar perilaku berbudi pekerti dan ahlak mulia
2. Menumbuhkan dasar-dasar calistung (membaca, menulis, dan berhitung)
3. Mengembangkan kemampuan berfikir logis, kritis dan kreatif
4. Memberikan dasar-dasar ketrampilan hidup berwirausaha dan etos kerja
5. Menumbuhkan sikap toleransi, tanggung jawab, kemandirian dan kecakapan
6. Menumbuhkan rasa cinta tanah air Indonesia, Bangsa dan Negara
7. Melaksanakan pembelajaran aktif, kreatif, efektif dan menyenangkan
8. Menerapkan managemen partisipatif dengan melibatkan stake holders.
THE MATERIAL GIVEN TO THE 5TH GRADE OF SDN NEWUNG 2 SUKODONO SRAGEN

In teaching English to the 5th grade of SDN Newung 2 Sukodono Sragen, the writer used two books. The first book is only owned by the teacher. The main book used entitled IQ File, published by Nrimakarya. It is owned by all of students. The book is used for one semester. The book is compleed with pictures to make the students be easier in English learning process. The purpose is to make the students more enthusiastic in learning English. The main purpose of Teaching and Learning Process in the 5th grade is to make the students have ability in spoken and written English (words). There are 29 students in the 5th grade. In SDN Newung 2 Sukodono Sragen, English has been taught since 2004 by T. Siwi Dwi Kristyani, SS until now.

ENGLISH TEACHING AND LEARNING ACTIVITIES IN THE CLASS

It is not easy to teach Elementary students for the writer. A teacher should have appropriate methods in teaching them. Teaching young learners need more patience. English is the first foreign language learned by them. They are still unfamiliar with English words. Basically, the materials given consist of listening, speaking, reading and writing.

1. Listening

The writer used spoken communication in giving listening material. The writer acted as the resource of the sound and the students listened to the teacher.

   a. Instruction and Response

   The writer gave instruction to the students orally. If they understand the message of the instruction, they will write down on their book.

Examples:
1. The teacher says: Open your book!
   Then the students open their book.

2. The teacher says: Clean the blackboard, please!
   Then one of the students is pointed to come in front of the class to clean the blackboard.

3. The teacher said: Close the door!
   Then one of the students is pointed to close the door.

b. Tell stories
In this activity, the writer read a story from the book owned by all of the students slowly. The students gave attention and listened to the teacher seriously. Then the writer gave explanation about the story in mother tongue. The students gave their attention to the teacher. After explaining the story, the writer asked the students to answer some questions related to the story. The students were very enthusiastic to answer the question. They write the answer in their book and then they come in front of the class to write the answer in the blackboard before the teacher asked them.

c. Look and listen
The writer read the vocabulary from the book. All of the students were asked to see the picture while listening to the teacher. They tried to guess the meaning of the words by seeing the picture. Then, they were going to match the words to the pictures.

Examples:

The teacher says: This is a car.
   The students repeat: This is a /kat/ 

The teacher says: This is a plane.
   The students repeat: This is a /plein/ 

The teacher says: This is a bicycle.
   The students repeat: This is a /'baisik/
2. Speaking

It is not easy for the elementary students to speak in English words. They were unusual in speaking English as their mother tongue. English words are differently pronounced from the writings.

a. Repeat after the teacher

Doing this activity, the writer read some words at first and all of the students should repeat what the teacher said. The writer read the words twice or three times until the students can pronounce the words.

Examples:

Teacher says “ambulance”

Students repeat “ambulance”

Teacher says “oculist”

Students repeat “oculist”

b. Dialog

The writer gave the students short dialog. Example:

A: can you draw a circle?

B: yes, I can.

A: are you drawing a circle?

B: no, I am not. I am drawing a triangle.

c. Answer the questions

In this activity, the writer asked the students to answer some questions based on the theme learnt that day orally.

Examples:

1. Why was Andi absent today?

   Students answer: Andi was absent today because he was sick

2. Was he sick?

   Students answer: yes, he was sick

Reading

Basically, there are two kinds of reading for the elementary students. They are reading a loud and silent reading.
There are some activities given to the students to support the reading skill.

a. Reading a story

In this activity, the writer read a story from the book owned by all of the students. Then, the teacher asked the students to read the story together.

b. Look and say

The writer asked the students to see the book and then read the words or sentences

Examples:

1. it is a circle

![Image of a circle]

2. it is rectangular

![Image of a rectangular grid]

c. Reading vocabulary

The writer read some vocabularies and asked the students to read them.

Examples:

1. ambulance
2. stretcher
3. thermometer
4. microscope

4. Writing

a. Controlled writing activities

The writer asked the students to arrange the random word. They had to write it down into a correct word.
Examples:

1. R-A-T-I-N ➔ TRAIN
2. K-E-R-C-O-A-T ➔ ROCKET
3. P-I-D-E-B-A-C ➔ PEDICAB
4. P-I-S-H ➔ SHIP
5. P-E-L-A-N ➔ PLANE

1. Matching

The writer asked the students to match the word with the meaning. They gave the answer by numbering or lettering the words.

Examples:

1. Yacht ( ) a. becak
2. Train ( ) b. sepeda
3. Pedi cab ( ) c. perahu
4. Bicycle ( ) d. kapal laut
5. Ship ( ) e. kereta api

2. fill in the blanks

The writer asked the students to fill in the blanks to be a complete sentence.

Examples:

1. You … sick yesterday.
2. Ida … absent last Sunday.
3. I … hungry now.

THE STUDENT’S REACTION TO THE MATERIALS

In learning process, the students were very enthusiastic to follow the materials given by the writer. They gave their attention to the teacher. When the teacher gave explanation to the students, they listened to the teacher. They focus on the materials. They did not make any noises. While the teacher asked
them to do the task, they do it well. They write down their task in their books enthusiastically. Sometimes if they did not understand the meaning they asked the teacher. The teacher allowed the students to do the task with their partner as long as they were not annoyed the other students. They prefer to do the task with their partner to do individually. They enjoy the class.

THE PROBLEMS IN TEACHING AND LEARNING ACTIVITIES

In English teaching and learning process, the writer found two main problems. They are problems in class management and language problem.

Class Management

Teaching elementary students were not easy for the writer. The writer got some problems in facing the students. Basically, children love to play. They were busy to their own activities when the teacher gives the materials. They played their own. They played with their friend beside them. They did not take attention to the teacher. There were also students who became trouble makers in the class. They like to ignore the other students. Sometimes, there were students making noise. They hit the table with pencil while singing.

1. Language Problem

   Vocabulary

   Learning English, Elementary students were still difficult to accept new vocabulary. They cannot memorize the vocabularies they just learned easily. The writer should be more patience to face this. The students needed more time to study English words. They also faced difficulties to write and pronounce the words.
The students were not usual in speaking English as their mother tongue. It is the first foreign language they got in the school. The problem was the students got English lesson and practiced it in the school. They got the lesson only in one meeting in a week.

- **Doing the Exercise**

Doing the task, the students often faced problems. They did not understand the meaning of the words or sentences. In teaching English the writer often translate it in to their mother language before the students do the task. Elementary students were unfamiliar with English words. It was something new for them.

**HOW TO SOLVE THE PROBLEMS IN TEACHING AND LEARNING ACTIVITIES**

Here are some solutions to solve the problem in English teaching and learning process.

**Class Management**

In teaching English to the elementary students, a teacher should have a good strategy to handle the problems. It was difficult to control them. The teacher should be patience in facing young learner attitude in the class. The teacher can give some task to the students. It will make them active in learning. Writing task is usually used in this session. The teacher can walk around the class to control the students. Handling the trouble makers in class, the teacher can give question to them and asked them to write the answer in front of the class. If they cannot answer the question, the teacher can ask them...
in front of the class. Facing students who like to make noise, the teacher can ask the students to sing together.

**B. Language Problem**

- **Vocabulary**
  
  Giving new vocabulary, the teacher should practice the students repeatedly. Moreover in speaking session, the teacher should pronounce the words repeatedly until they can pronounce it. The teacher can show some pictures inside the class to the students related to the vocabulary learned to make them more interesting in learning English.

- **Doing the Exercise**
  
  Giving task, the writer always tried to explain it as clearly as possible. In this session, mother tongue can be used. Communicative approach is suitable to be applied in teaching process. As often as possible the teacher communicates to the students, they will understand the lesson. They will be happy following the class.

**CHAPTER IV**

**CONCLUSION AND SUGGESTION**

A. Conclusion

Based on the discussion, it is concluded that:
1. In English teaching and learning process, the teacher gave four basic materials to the students. They consist of listening, speaking, reading, and writing. In teaching and learning activities, the writer always tries to explain the materials as clear as possible. The students were enthusiastic to follow the materials given by the teacher. They gave their attention when the teacher explaining the materials. The students also always do the task given by the teacher. They write down the answers in their book and then they come in front of the class to write down their answers in the blackboard. They were very enthusiastic in learning English. They often come in front of the class to write down their answers before the teacher asked them. Even sometimes, they do the task before the teacher asked them to do it.

2. In English teaching and learning process, the writer got some problems and also the solutions.

2.1 Some problems faced by the writer:

a) Class management

In teaching and learning activity, the students were busy to their own activities. Basically, children love to play. They often did not pay attention to the material explained by the teacher.

b) Language problem

- vocabulary

Elementary students were still difficult to learn English words. They cannot remember the vocabulary they just learned easily. They also
faced difficulties to write and pronounce the English words. They need more time to learn new vocabulary.

- Doing the exercise

The students often cannot do the task given by the teacher. They did not understand the meaning of the sentences. They were unfamiliar with English words.

2.2. Here are some solutions to solve the problem:

a. Class management

A teacher should have a good strategy in teaching English to the students. The teacher should be patience in facing the student's attitude in the class. The teacher can give some tasks to the students. It will make them active and give attention to the learning process.

b. Language problem

- Vocabulary

In teaching new vocabulary, the teacher should practice the students repeatedly. Especially, in speaking session the teacher should pronounce the words repeatedly until they can pronounce it. Students cannot remember the word they just learned easily. So, the writer always shows some pictures to students. For example the writer shows the students picture of a car and then she reads the word and the students repeat after the teacher. The teacher read the words repeatedly and the students always follow the teacher. They will be easier to remember the words if there is a pictures. They were more
interest to study English words by pictures. They saw the picture at first and they will remember the words.

❖ Doing the exercise

Giving the task, the teacher should explain the order as clear as possible. Mother tongue can be used. They should communicate as often as possible to the students. They will be usual to learn English words and happy following the class.

B. Suggestion

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

1. The teacher

   English teachers should be more concerned to English teaching and learning activity and give suitable material which can improve the student’s knowledge.

2. The students

   The students of SDN Newung 2 Sukodono Srangen should be more active in the teaching and learning activity. English is important to be learned by them to increase their ability on English. It is also to prepare them to the next level.

BIBLIOGRAPHY


LESSON PLAN

Subject : English
Grade : V

xxxiv
Language Skills : Listening, Speaking, Reading, Writing
Grammar : Present Tense
Topic : Transportation
Time Allocation : 2 X 45 minutes

I. Competence Standard
Understanding the Basic English vocabularies, short sentence and text, simple grammars and any kind of English words in low level.

II. Basic Competence
1. Listening
   ➢ The students are able to respond simple instruction from the teacher.

2. Speaking
   ➢ The students are able to pronounce and mention kinds of transportation.
   ➢ The students are able to practice short dialogue about the topic.

3. Reading
   ➢ The students are able to read English words and simple sentences correctly.

4. Writing
   ➢ The students are able to write English words and simple sentences correctly.

III. Indicator
1. Listening : Responding the teacher’s instruction.
2. Speaking : Asking and answering questions about the topic.
3. Reading : Identifying factual information.
4. Writing : Writing English words and simple sentences.

<table>
<thead>
<tr>
<th>No</th>
<th>Basic Competence</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speaking and Listening</td>
<td><strong>Warming Up</strong> Say greeting and Brainstorming</td>
</tr>
<tr>
<td>2</td>
<td>Listening</td>
<td><strong>Presentation</strong> Read aloud the sentences and ask the students to listen and repeat after the teacher</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>Ask the students to read the sentences</td>
</tr>
<tr>
<td>4</td>
<td>Speaking</td>
<td>➢ show the pictures of transportation and ask the students to mention the name</td>
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<td></td>
<td></td>
<td>➢ ask the students to practice short dialogue</td>
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<tr>
<td>5</td>
<td>Writing</td>
<td><strong>Evaluation</strong> Ask the students to arrange jumbled words into correct sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask the students to do the exercises on their worksheet</td>
</tr>
</tbody>
</table>