

**A DESCRIPTIVE STUDY ON TEACHING ENGLISH TO THE FIFTH
GRADE STUDENTS IN SDN KISMOYOSO 3 NGEMPLAK BOYOLALI
IN 2011/2012 ACADEMIC YEAR**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2012

APPROVAL

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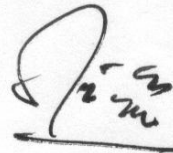
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**A DESCRIPTIVE STUDY ON TEACHING ENGLISH TO THE FIFTH
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IN 2011/2012 ACADEMIC YEAR**

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ABSTRACT

The objectives of the study are to describe the implementation of teaching English to fifth grade students in SDN Kismoyoso 3 Ngemplak Boyolali in 2011/2012 academic year and to describe or analyze the problems faced by the teacher and the students, and the solutions. This study is descriptive qualitative, so it does not use calculation. The writer gets the data of this research from events, materials, syllabus, the process of teaching –learning, text used, and note taken by researcher in the teaching –learning process. The method of collecting data is observation, interview and analyzing document. The techniques for analyzing data uses data reduction, data display and verification. The result of the analysis shows that: (1) the implementation are applied in teaching English to fifth grade of SDN Kismoyoso 3 Ngemplak Boyolali such as; (a) the objective of teaching English is to introduce English to the students early and train their four skills; (b) the teaching materials are Grow with English textbook and worksheet; (c) the techniques use are picture, guessing meaning, jumbled words, listening and exercise; (d) the teacher tries to used the four skills; (e) the kind of evaluation are individual task and question answer, (2) the problems faced are (a) problem faced by the teacher are the teacher has difficulties in managing class, students have low motivation, each student has different capability and limited time. The solutions are, the teacher should be more obvious and creative; the teacher should gives them motivation, advice, and make the class be comfort; the teacher should be patient to the students and explain again the material; the teacher should make the explanation solid and clear, (b) The problems faced by the students are they feel the materials is too difficult and the difficulties to translate the meaning. The solutions are the students should try to study by themselves before teacher explained, they should do exercises to translate and more intent to read dictionary.

Keywords: teaching English, fifth grade

1. Introduction

English is the first foreign language and the most popular foreign language in Indonesia. Nowadays, English language is found in every side in our life. That is the reason why the people learn English more. English language is important language to communicate in globalization era, so English language is studied in school. In Indonesia, now English language is given since elementary school. In the past, English language was given just to students in junior and senior high school, but now English subject from first grade until sixth grade. In elementary school. English language is still an extra subject. Teaching English in elementary to introduce and socialize English language, then building English basic concept. According to Nababan (1993:5) “good teacher usually tries to use the most effective method and the best device”. As we know that children, specially students in elementary school have a big imagination and creation. They are easy to feel bored, even if the condition of teaching English process is monotonous and not creative. SDN Kismoyoso 3 Ngemplak Boyolali is a good school. But, English subject is a new subject for the students. So, not all of students understand with English words. It is also a problem in teaching English. Teacher should find the solution to the problems. Based on the reasons above, the researcher analyzes the techniques of teaching English to the fifth grade students and the problem faced by English teachers when teaching English to their students and the students difficulties.

The problem statements of this research are “How is the implementation of teaching English to the fifth grade students of SDN Kismoyoso 3 Ngemplak Boyolali in 2011/2012 Academic Year and What are the problems faced by the teacher and the students during teaching-learning process and the solutions”.

The objectives of the study are to describe the implementation of teaching English to the fifth grade students of SDN Kismoyoso 3 Ngemplak Boyolali in 2011/2012 Academic Year and to describe the problems faced by

the teacher and the students during teaching-learning process and the solutions.

There are some researchers who have conducted the study on teaching English. The first previous study was done by Arifana (2010). She conducted her research entitled *Teaching English at the Sixth Year of SDN 4 Juworo in 2009/2010 Academic Year*. This research is describing the techniques of teaching English used by the teacher in SDN 4 Juworo and the problem faced by the teacher and the students. The results of this study are picture observation and jumbled words are techniques applied in learning English and the problems faced by the teacher are limited vocabulary, pronunciation and motivation, the problems faced by the students are students' interest and material. The second research was done by Wulandari (2011). She conducted her research entitled *A Descriptive Study on Teaching-learning Process of English at SDN 2 Sindon Ngemplak Boyolali: An Educational Ethnography*. The research aims at describing teaching-learning process of English, the strengths and weaknesses at the fifth year of SDN 2 Sindon Ngemplak Boyolali. The results of the research show that the strengths in English teaching-learning process has good relationship between the teacher and the students. The weaknesses in English teaching learning process were the teacher uses Indonesian language, the teacher does not teach based on syllabus and lesson plan, the students have limited vocabulary, the students are not discipline in the classroom. Based on the two previous study there are the similarity of the research done by the writer with two previous researchers are dealing with describing teaching-learning process of English. Whereas, the differences between the research done by the writer and two previous researchers is the setting. The first previous research was done in SDN 4 Juworo and the second previous research was done in SDN 2 Sindon, Ngemplak. Whereas this research was done in SDN Kismoyoso 3 Boyolali.

2. Research Method

The writer uses descriptive research because the writer describes the implementation used in teaching English to the fifth grade students of SDN Kismoyoso 3 in 2011/ 2012 Academic Year and the problem faced by the teacher and the students. According to Moleong (1989: 3) “descriptive research is a type of research which does not use any calculation or enumerating”. It means that this research want to give description of the implementation and the problem faced by the teacher and the students in SDN Kismoyoso 3 Boyolali.

The data of this research are information, events, materials, syllabus, the process of teaching –learning, text used, note taken by researcher in the teaching –learning process, and lesson plans. The method of collecting data are conducted observation, interview, and analyzed document. According to Richard and Lockhart (1994: 12) “observation is suggested as way of gathering information about teaching, rather than a way of evaluating teaching”. Interview is dialogue done by interviewer to get information or asking the teacher and the students about English teaching learning process, and the problem faced by them. The writer analyzes syllabus and textbook which is related with English teaching-learning process in that school.

The technique for analyzing data, the researcher takes 3 steps. The first is data reduction, it is a process when of observing the description of the activities and transforming the detail information or data to notes. The second is data display, according to Miles and Huberman (1984) in Sugiyono (2010: 341) “looking at displays help us to understand what is happening and to do some thing-further analysis or caution on that understanding”. The last is verification, it is draws conclusion, show the final result of the study.

3. Findings and Discussion

In this research, the data are found by researcher in the field necessary to be presented. The data are objective of teaching, teaching materials,

techniques for teaching English in SDN 3 Kismoyoso, classroom activity, evaluation, the problems faced by the teacher and the students.

a. The Implementation of Teaching English to Fifth Grade Students in SDN Kismoyoso 3 Ngemplak Boyolali

1. Objective of Teaching English in SDN 3 Kismoyoso

From the interview, the teacher said that the goals of teaching English in SDN Kismoyoso 3 Ngemplak Boyolali are to introduce English to the students from first grade, make them understand and develop their ability in four skills.

Based on syllabus, the general goal of teaching English in Elementary is to develop the communication (oral and language accompanying action). So the objective of teaching English to fifth grade in SDN Kismoyoso 3 Ngemplak Boyolali is to introduce English to the students early and train their four skills, so they can use it to the next level.

2. Teaching Materials

The materials are used to teach in the class must be appropriate with the syllabus. The materials should help the students to study the lesson. The materials should help the students to develop 4 skills in English. The materials are used by the teacher in fifth grade students of SDN Kismoyoso 3 Ngemplak Boyolali are *Grow with English* textbook and worksheet.

3. Techniques for Teaching English in SDN Kismoyoso 3

Based on the observation in the classroom, the researcher finds the techniques for teaching English used in SDN Kismoyoso 3 Ngemplak Boyolali. They are picture, guessing meaning, jumbled words, listening and exercise.

4. Classroom Activity

First Observation, 28th April 2012

1) Opening

The teacher asked the students to give attention and the teacher guided the students to pray together. The teacher greeted the student and checked the attendances.

2) Preview

The teacher started the meeting with correcting the students' homework. That homework is about expressions of food and drink topic. The teacher always corrected the student's homework. In this section, the students were active. Then the teacher continued the topic. Here the students opened the book. The topic of that meeting is about expression of healthy habits. The teacher explained the topic clearly.

3) Presentation of the Material

a. Picture

In characteristic of children, they understand the meaning better when they have seen the related object. There, the teacher used the picture when the teacher explained the material. The teacher showed finger at picture in every expression that teacher explained.

b. Guessing Meaning

Guessing meaning is a way that possible for the teachers to help their students to recognize the function of text. The teacher conducted the students to observe that expressions again. The teacher said that the students must do exercise. The teacher wrote the questions in the blackboard. The questions are sentences which some of words must be changed to Indonesian.

4) Closing

In the end of that class, the teacher conducted that question become homework and concluded the topic on that day.

Second Observation, 5th Mei 2012

1) Opening

The teacher entered the classroom and wanted the students to give their attention to pray. After that, the teacher greeted the students

“Good morning student, how are you?”. Then the students answered “I’m fine, thank you”. The teacher checked the student’s attendance. The teacher asked them about the material at the last meeting and the homework.

2) Preview

The teacher continued the material at the last meeting. It is about healthy habit expressions and checked the homework. In the middle of checked the homework, the teacher gave some corrections about the pronunciation.

3) Presentation of Material

a. Jumbled Words

Jumbled word is a game which played by individual or team. This game, they had to arrange the jumbled words into the correct sentences. The teacher gave them example how to do that jumbled word. The example is: “Your- lift- foot- left”. The teacher said that they must remember that sentences. Teacher explained that the first word is lift. Then it is followed by “your left foot”. So, the correct sentence is lift your left foot. Then the teacher gave the guidance that they must rearrange the words into the correct sentence.

b. Exercise

The teacher continued the teaching-learning with exercise again. The activity is listening. The teacher wanted to drill the student’s hearing. The teacher read aloud the questions which consist of 5 sentences. It is about healthy habit, food, and drink. They had to translate the question into Indonesian.

4) Closing

When the time was up, the teacher asked to the students to submit their work.

Third Observation, 12th Mei 2012

1) Opening

In this meeting as usual, the teacher entered the classroom then greeted and checked the students. After that the teacher gave a new material.

2) Preview

The teacher gave a new material to the students. The new material is about Simple Present Tense. The teacher wrote subject, predicate, and object words in the blackboard. In under each word, the teacher wrote some Indonesian words. Under subject, there are *saya*, *susi*, and *mereka*. Under predicate, there are *menulis* and *bermain*. Under object, there are *puisi*, *surat*, and *bola*. Then the teacher wrote the English words in under those Indonesian words. After the teacher wrote and explained it, the teacher also said that in Simple Present Tense did not find V-ing, but just V1 and to subject he or she, they must added “s” in that verb.

3) Presentation of Material

a. Exercise

Directly the teacher asked to the students to prepare a piece of paper. That paper cut to be four parts. The teacher commanded the student took the first part of paper. They had to write an Indonesia sentence. That sentence must consist of S, P, O and determiner. The teacher said that their friend who would do that sentence. The teacher gave that paper to other students with random. The teacher called some students to write their answer in the blackboard. Then the teacher corrected and stopped in one of sentences. After that the teacher asked to the students to take the second paper. The teacher gave same commands like the last. The students made a sentence in Indonesia. Then the other students must translate into English and submitted it to the students, after finishing.

b. Jumbled Word

Jumbled word was often used in the class, because it is easy and fun. Like the last meeting, the teacher also used jumbled word. Here, the teacher asked to the students to take the third paper. The teacher said the students must organize that random sentence. The teacher commanded the students to write their name on left above of their question which they made. After finishing, that paper was submitted to the teacher. The teacher gave it with random to the students. They must write their answer in under that question. They also must write their name in the right corner under the answer as worker.

4) Closing

Because the time was up, the teacher asked for the students to submit their task. The teacher gave simple explanation about Simple Present Tense again.

5. Evaluation

In the end of teaching-learning process, needed a evaluation or testing. It is needed to measure and know the students' comprehension level. The kind of evaluation that used to fifth grade students in SDN 3 Kismoyoso are individual task and question answer. In observation in SDN 3 Kismoyoso, teacher did not use group discussion.

1. The Problem Faced by the Teacher and The Students

a. The Problems Faced by the Teacher

There are some problems faced by teacher in teaching- learning process.

1. Class Managing

Commonly, students like playing, joking, and they cannot be quiet. The students of SDN3 Kismoyoso also like that. When the teacher explained the material to the students in front of class, not all of them pay attention to the teacher. Some of them paid attention seriously, but the other like make noisy.

2. Students Have Low Motivation

Every student always has their own life in house beside their life in school. There are students who haven't enthusiasm because they have problem in their house. But some students still have enthusiasm to learn English. Because that, the students will get bad mood. They became lazy and didn't pay attention to the teacher's explanation..

3. Student Have Different Capability

The students have different capability to understand the material. Some of the students could learn or understand the material fast, but the others learned slowly. That is the problem in teaching-learning process. But, most of the students who have slow capability are rare to ask question when they do not understand the material.

4. Limited Time

In SDN 3 Kismoyoso, the students of fifth grade only get English subject once for a week. The duration of each meeting is 2 x 40 minutes. The time is too short. Whereas, the teacher has to teach four skills in English, they are speaking, reading, listening, and writing. So the time is impossible. The teacher found difficulties to divide the time.

b. The Problems Faced by the Students

1. The Material is Too Difficult

Actually, the difficulties of material are certain appropriate with the grade of the students. But, some students here felt that the material of English subject is too difficult. The students still did not understand, although the teacher repeat the explanation of the material several times.

2. Students are Difficult to Translate

In English subject, the teacher often asked the students to translate words or sentences from Indonesia into English or the otherwise. Students who had little vocabularies and still confuse with the way to translate sentences or words. Actually, it made them get the

difficulties to make sentences. Most of them said that they didn't know the meaning of sentences or word in English.

The discussion based on the result of the observation and interview. So the researcher knows the implementation of teaching English to fifth grade in SDN 3 Kismoyoso and the problems are faced by the teacher and the students with the solutions.

1. The Implementation of Teaching English to Fifth Grade in SDN 3 Kismoyoso.

The implementation are objective of teaching English in SDN Kismoyoso 3 Ngemplak Boyolali, the teaching materials, the techniques are used in teaching English classroom activity and evaluation.

- a. The Objective of teaching English in Elementary according Syllabus is to develop the communication (oral and language accompanying action). While the objective of teaching English in SDN Kismoyoso 3 Ngemplak Boyolali is to introduce English to the students early and train their four skills, so they can use it to the next level. So the teacher in this elementary not only develop students communication in four skills, but also give them knowledge to be a supplies.
- b. Teaching materials are matter which help in teaching-learning process. The teaching materials should help the students to develop their four skills in English. The materials can be taken from textbook, worksheet, CD, cassette, internet and the other. Based on the observation, the teaching materials which used in SDN Kismoyoso 3 Ngemplak Boyolali are *Grow with English* textbook and worksheet. Although the teacher only used two teaching materials, it have carry on complete information which have to teach.
- c. There are techniques of teaching English to children, such as songs, picture, nursery rhymes, games (cat dog, memory momentum, jumbled words) and the other. Based on observation, the researcher found that the techniques of teaching English to fifth grade students in SD Kismoyoso 3 Ngemplak Boyolali are picture, guessing meaning,

jumbled words, listening and exercise. The teacher used more or less two techniques in one day. It was done so that the students didn't feel bored. They would be easier understanding the material when they felt happy. So, not all of techniques of teaching English to children use by the teacher.

- d. Classroom activities in teaching English to children are must include speaking, listening, reading and writing. Based on the result of the three observation, the researcher knows that in classroom activity the teacher tried to use four skill. They are listening, speaking, writing and reading. In exercises, sometimes the teacher used listening to gives question too the students. Not only it but also speaking. The teacher usually command the students to answer or translate something in front of class. So in classroom activities the teacher does not use all of four skills in one time, but just some of skills. That is okay because impossible, if use all of four skills in one time.
 - e. Evaluation is attempt to measure the students comprehension level. Evaluation can be divide into three, they are individual task, group discussion and question answer. Based on the interview and observation, the evaluation which use by the teacher in SDN Kismoyoso 3 Ngemplak Boyolali are individual task and question answer. So the teacher does not use group discussion to evaluate the students.
2. The Problem Faced by the Teacher and the Students with the solutions.
- a. The problem faced by the teacher which find by the researcher based on the result of the observation are teacher has difficulties in managing class, students have low motivation, and each student has different capability and limited time. In the teaching-learning process, sometimes the condition is not same as the imagination. In SDN 3 Kismoyoso, the teacher had problem in teaching English. So the solutions are the solution is the teacher should be more obvious and creative, so the student will be quiet and pay attention to the teacher's explanation; the

teacher should give them motivation, advice, and make the class be comfort; the teacher should be patient to the students and explain again the material if the student didn't understand. It because some of the students could learn or understand the material fast, but the others learned slowly; the teacher should make the explanation solid and clear. So, it is not wasting the time.

- b. The problem faced by the students are the materials are too difficult and they difficult to translate. It will disturb teaching-learning process. so, the solutions are the students should try to study by themselves before teacher explained it in the class, but if they still do not know, they can ask a question to teacher; and they should do exercises to translate words or sentences from Indonesian into English or the otherwise and more intent to read dictionary.

A. Conclusion and Implication

Based on the research result, the writer draws conclusion as follows.

The Implementation of Teaching English to Fifth Grade in SDN 3 Kismoyoso:

The objective of teaching English in SDN Kismoyoso 3 Ngemplak Boyolali is to introduce English to the students early and train their four skills, so they can use it to the next level. The teacher in this elementary not only develop students communication in four skills, but also give them knowledge to be a supplies; The teaching materials which used in SDN Kismoyoso 3 Ngemplak Boyolali are *Grow with English* textbook and worksheet. Although the teacher only used two teaching materials, it have carry on complete information which have to teach; The techniques of teaching English to fifth grade students in SDN Kismoyoso 3 Ngemplak Boyolali are picture, guessing meaning, jumbled words, listening and exercise. So, not all of techniques of teaching English to children use by the teacher; Classroom activity in teaching English

in SDN Kismoyoso 3 Ngemplak Boyolali are listening, speaking, writing and reading. But in classroom activities the teacher does not use all of four skills in one time, but just some of skills. That is okay because impossible, if use all of four skills in one time; The evaluation which use by the teacher in SDN Kismoyoso 3 Ngemplak Boyolali are individual task and question answer. So the teacher does not use group discussion to evaluate the students. The Problem Faced by the Teacher and the Students with the solutions: The problem faced by the teacher which find by the researcher based on the result of the observation are teacher has difficulties in managing class, students have low motivation, and each student has different capability and limited time. The solutions are the solution is the teacher should be more obvious and creative, so the student will be quiet and pay attention to the teacher's explanation; the teacher should give them motivation, advice, and make the class be comfort; the teacher should be patient to the students and explain again the material if the student didn't understand; the teacher should make the explanation solid and clear; The problem faced by the students are the materials are too difficult and they difficult to translate. So, the solutions are the students should try to study by themselves before teacher explained it in the class, but if they still do not know, they can ask a question to teacher; and they should do exercises to translate words or sentences from Indonesian into English or the otherwise and more intent to read dictionary.

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