CHAPTER III

DISCUSSION

A. SDN Bulukantil Surakarta

a) Description of SDN Bulukantil Surakarta

SDN Bulukantil Surakarta is one of the state elementary schools in Surakarta. The address is at Jl. Kartini No. 32, Ngoresan Surakarta. This school was built in 1975. The statistic number of the school is 101036104031. The total area of this school is about 2200 meters squares.

The building consists of 6 classrooms, a headmaster room, a teacher room, and the school’s facilities such as: mosque, library, canteen, toilet, health center, school yard, and parking center. SDN Bulukantil has fourteen teachers consisting of seven female teachers and six male teachers. They are a headmaster, six class teachers of first grade until sixth grade, two religion teachers, one sport teacher, one English teacher and three staffs.

There are some extracurricular which are given by this schools. The extracurricular are Pramuka, Paskibra, singing and dancing. Every student can join one of the extracurricular on Saturday. Besides, on Monday there is flag ceremony which is followed by students and teachers. The school has many achievements in academic or non-academic field.
SDN Bulukantil Surakarta has six grades; grade 1 until grade 6. Those grades have different number of students. The number of students in SDN Bulukantil Surakarta in academic year 2014/2015 is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>2014/ 2015</th>
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<tbody>
<tr>
<td>Class Total (Students)</td>
<td></td>
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<tr>
<td>1</td>
<td>34</td>
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<tr>
<td>2</td>
<td>37</td>
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<tr>
<td>3</td>
<td>40</td>
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<td>4</td>
<td>39</td>
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<tr>
<td>5</td>
<td>46</td>
</tr>
<tr>
<td>6</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>235</td>
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</table>

b) Vision and mission of SDN Bulukantil Surakarta

This school has vision and mission to improve the quality of its education system. These vision and missions are also aimed at motivating the students. They are:

Vision of SDN Bulukantil Surakarta:
• Conducting the education and teaching based on religion and science in order to that the students become get smart, competent, and responsible graduates with good personality.

Missions of SDN Bulukantil Surakarta:
• To create a conducive atmosphere of the school through a culture of discipline in all areas of.
• To develop potentials, talents, and interest the learner’s so that they become citizen who are responsible to God, society, and nation.
• To develop a good communication and activities in society and school areas.
• To develop children to grow into healthy physical, social, spiritual, cultural, and responsibility.

B. Job Training

I did some activities in SDN Bulukantil Surakarta from 16 February 2015 up to 23 March 2015 for about a month. The activities were class observation and making lesson plans.

1. School observation

Before teaching the third grade in Bulukantil Elementary School, I did class observation. I came to school to ask permission dealing with the job training.
I met the headmaster on the observation day. I asked for the permission to do job training in SDN Bulukantil Surakarta. I explained about my job training to the headmaster.

After getting the permission from the headmaster, I introduced myself to all of the teachers and students when they had a Flag Ceremony on Monday, 16 February 2015. After that, I consulted the English teacher about teaching English in the third grade of this school. In the process of job training at this school, Mrs. Alwi as an English teacher guided me. English has been taught from the first grade until the sixth grade. The English lessons were taught once a week in each grade.

2. Class Observation

Before teaching students of SDN BuluKantil Surakarta, I had a class observation on 20 February 2015. I came in the class and introduced myself to the students. In the first meeting, I greeted the students by singing the song. Singing the song’s activity could be the students more interested by me in the next meeting. I also observed the facilities supporting the teaching and learning activities. Almost all of students of the third grade were active and they paid attention to the lesson. But sometimes the students chatted with their friend during the teaching and learning activities.

In learning English, the students got difficult in remembering the vocabulary and I thought this was the reason why the students didn’t pay much
attention to English lessons and they prefer chat with their friends to paying attention to the lessons.

3. Making Lesson Plans

I made the lesson plans before I taught the students. Making the lesson plans is an important thing to know what I need and what I will do in the class based on the curriculum concept. I made the lesson plans based on the curriculum of education Unit Level and *Speed Up English*. The topic was about “Public Places”.

I used *Speed Up English* as my hand book. The publisher of this book is Yudhistira and the writers of this book are Rita Kurniawan and Naning Partini. This book is designed to introduce and to enrich the students of the third years expressions used in English. Besides, the main goal of the book is to introduce and to familiarize daily English expressions for the young learners. In that case, I expected that the students would be interested in learning English actively, so that they got a better result.

I must be creative to make the lesson plans because the English teacher did not give the syllabus of the material. The main contents of the lesson plans were the name of the material, objectives, the activities, duration of the teaching learning activity, the goals that should be reached by the students in the end of the lesson, and the assessment to the students in order to evaluate their understanding. I presented the material in the lesson plan more than one meeting.
C. Discussion

1. The Activity of Teaching and Learning English Vocabulary using Pictures in the 3rd grade students of SDN Bulukantil Surakarta

The third grade of SDN Bulukantil Surakarta got the English lessons once a week on Friday and started at 8.20 am until 9.30 am. The students of the third grade used *Speed Up* as the handbook to learn English.

a) Warming up

Firstly, I came in the class and greeted the students before I started the class,

I : “Good Morning, Students.”

Students : “Good Morning, Miss Ria.”

I : “How are you today?”

Students : “I am fine, thank you, and you?”

I : “I am fine too, thank you.”

b) Reviewing

The conversation above was aimed to familiarize students with English. After greeting the students, I checked the attendance of the students, collected the homework and then reviewed the last material. The last material was about fruit so I asked about it. And I pointed one of the students to answer it.

I : “Aditya, what is the name of *alpukat* in English?”

Aditya : “Avocado, Miss.”

I : “Good, Aditya.”
“And you Marisa, do you still remember the name of *nangka* in English?”

Marisa : “Yes, Miss Ria, it is jackfruit”

I : “Good.”

This activity was done in order that the students did not forget the last material and kept it in their mind.

c) **Presentation**

In explaining the material to the students I used pictures. Using pictures in teaching vocabulary would make the students get more interested in the material. I used a laptop and showed the pictures in focus to the students. The pictures consisted pictures of public places.

Before explaining the material, I showed some pictures to the students and asked them about the picture.

I : “Students”

The students : “Yes, Miss Ria.”

I : “who knows about the picture?”

Reva : “Me.”

I : “Yes, Reva, What is the picture?”
Reva: “Sekolah, Miss Ria.”

I: “Good, but does everyone know the name in English?

Marsela: “School.”

I: “Who answers it?”

Marsela: “Me, Miss Ria.”

I: “Very good, Marsela.”

The question was aimed to memorize the material easily for the students.

After giving the questions, I showed the next picture by power point which had been prepared by me. I read the picture and asked the students to repeat after me. I read the picture twice. After that, I asked the students to read the picture by themselves. After the students read the pictures, I pointed one of the students to read the picture loudly. This activity was aimed to help the students in pronouncing and memorizing the new vocabulary and to make the students get more interested the material.

I also checked the understanding of the students by asking them randomly. I checked the students by giving the picture without the name of picture in English. If the student could not answer, I asked another student to answer the question. Besides, I corrected the pronunciation of the students if the student mispronounced the word. And then, I asked the students to repeat the word until the students said the word correctly. This
activity aimed to help the students memorize the vocabulary easily and familiarize the students in saying the words in English correctly.

d) Assessment

The next step which was done by me was assessment. I gave practices to the students to measure how well the students understand about the material.

a. Question and answer

I pointed the students randomly and showed the picture to the student who was pointed. I asked the student what was in the picture without giving the name it in English. When the student mispronounced the word, I corrected it and asked the student to repeat the word. This activity could improve their speaking skill.

b. Guessing the word

I gave the characteristic of the name of public places as a clue and then I asked the students whether they knew the answer or not.

c. Puzzle game

I made the puzzle of the name of public places. In this activity, I asked the students in each row to find out the name of the public places and wrote it in the whiteboard. The fastest group who finished game first would be a winner and got the score.

d. Writing test

After explaining the topic, I gave the test. The tests were:

a. activity test
I gave the activity test in the second meeting. The activity test is about the material to know what the students understand.

b. Homework

I gave homework to the students in every meeting. This purpose can improve the students’ memory that learned in the class. Besides, the score of homework could help their final test if the students got a bad score.

c. The Final test

I gave the final test in the fourth meeting. The final test used to evaluate their understanding about the topic of public places.

e) Ending of the lesson

Before ending the lesson, I reviewed the material for that day and asked the students whether they had the questions or not. If the students had a question, I would answer it by reviewing the material. After that, I gave the students homework. After giving homework to the students, I asked to the leader of the class to lead pray and I closed the lesson by saying “Thank you for today and see you later, students” and the students replied me by saying “See you later and thank you, Miss Ria.”
2. The Problems and Solutions in Teaching Vocabulary

One of the aspects that determine whether is the teaching and learning successful is the teacher. An English teacher at elementary school has a hard duty because the elementary school is the basic of education for students. In teaching and learning English, the writer found many problems and also tried to solve the problems. There were the problems and the solutions that I found.

A. There are the problems

1. The students’ behavior

One of the problems that cannot be avoided by me was the behaviors of the students who is noisy when I gave explanation or asked them to do the task. They always talked each other and busy with their own activities, so that it made me difficult to manage class.

2. Mispronounced words

The students faced the difficulty when they pronounced a particular word, because it was a new word for them, for example, when they heard the word “museum” they could not pronounce it correctly, they pronounced it “musium!” instead of “mjuziem”.

3. Limited time

In teaching English to the third grade students, I only had 35 minutes in a week. It was very limited time. I had to explain the material so quickly so that I should manage the time well.
4. Students’ Low Motivation

Some students did not have big motivation to learn English. For example, when I explained the topic some students were busy with their own activities, such as chatting or disturbing the other students. It is about student’s spirit or mood and it affected the way they study and build interest in English language.

5. Writing English vocabularies

The students often made the mistake in writing English. They thought that the spelling and pronunciation was the same. For example, when I said “Miss” the students wrote “Mis”

B. The solutions

1. The student’s behavior

Noisy students frequently annoyed the teacher and disturbed the learning process. In handling this problem, I asked the noisy student by calling their names to pay attention to the lesson. Sometimes, I gave them exercises to make them stay on their seats. On other hand, I gave a punishment to make them stop being noisy.

2. Correcting pronunciation

Mispronunciation can be always solved by correcting them when pronouncing certain new vocabularies. I asked the students to repeat after me for several times. It could be five times in repeating the target until they were correct.
3. Limited Time

It was impossible to me to choose the most effective time to teach. Making the time as efficient as I could, I managed the time well, I introduced the new material in shorter time, then I gave task and discussed together.

4. Motivating the students

I should make students feel comfortable and enjoyed the atmosphere so that the students had a high or good motivation in learning English language. If there was the students who look like getting bored, I asked why to them and I knew the next step to re-build the student’ motivation.

Giving reward for the students, who could answer the questions well; it improved the students’ motivation in learning English. I gave the candies and chocolate for the students who gave the best score in examination. And I gave them plus mark and appreciated them like; “excellent!”, “good job”, when they could answer my questions correctly.

5. Writing English vocabularies

Firstly, I wrote the vocabularies on the whiteboard and then asked the students to write them in their book. I moved around the class to give correction if they had a mistake so that could know how to write English words correctly.