CHAPTER III
DISCUSSION

A. Description of SD Al Firdaus

A.1. Description and Brief History of SD Al Firdaus

SD Al Firdaus is one of the Islamic elementary school in Surakarta. The school is located at Jalan Yosodipuro 56 Solo 57132. The location is more than 100 meters to Monumen Pers Surakarta. SD Al Firdaus was established on February, 26th 1999 under license of Education Institution of Al Firdaus (LPAs) that based on Director Decree No: 01/LPAF/SK/II/1999. Currently, LPAF changes into YLPF.

Education Institution of Al Firdaus (YLPAF) is institute of integrated Islamic education which develops an Islamic education model in science and technology and also life skill. The levels of education consist of play group, kindergarten, elementary school, junior high school and senior high school.

In 2005, SD Al Firdaus pursued government accreditation with score A. It is appointed by central government as Inclusive School and Inclusive Education Orientation National Team in Indonesia together with the government’ credibility and the mission of YLPF in 2006.

The classes of SD Al Firdaus are divided into two groups; they are Upper classes consist of 4th grade, 5th grade and 6th grade; and Lower classes consist of 1st grade, 2nd grade and 3rd grade. Each of the grades are classified into three
classes; class A, class B and class C, the total is 18 classes. Besides, SD Al Firdaus including a teacher office, a headmaster office, a front office, a canteen, a mosque, an English laboratory, a computer room, a library, a music room, a hall, a kitchen, a school health center, a parking area, a minimarket, toilets and a yard for doing ceremony and other activities.

A.2. The Vision and Mission of SD Al Firdaus

a. The vision of SD Al Firdaus

To establish the excellent graduated in science and technology (IPTEK) and Islamic faith and piety (IMTAQ)

b. The Mission of SD Al Firdaus

1. To put the basic of belief and morality of Islam
2. To organize conducive education learning, to raise skills, scientific and independence students
3. To develop students’ life skills
4. To build a cooperation among the students’ parents to success the students learning

A.3. Extracurricular Activities in SD Al Firdaus

SD Al Firdaus has some extracurricular activities. The activities are done every Friday morning before beginning their class. English Club is one of extracurricular in Al Firdaus. It is directed by English teacher and can be followed by both of upper classes and lower classes. The activity was arranged in English laboratory.
IKAF/KOSAF (KOMITE SEKOLAH)
Hj. Adinda Rudra W.

KEPALA SEKOLAH
Darmawan Budianto, S.Pd

KONSULTAN AHU
Muh. Husni Tamrin, S.IQ, M.SQ

ADM. KEUANGAN
Ekawati Diyastuti

ADM. UMUM
Risqhi Utami

BAG. PERPUSTAKAAN
Karisma Fahmi Yuhsina, S.S

WAKAUR I (Kurikulum dan Pembelajaran)
Siti Komariyah, S.Si

WAKAUR II (Kesiswaan)
Muh. Imron, M.Ag

WAKAUR III (Kehumasan)
Farida Isnawati, S.Pd

WAKAUR IV (Sarana Prasarana dan Rumah Tangga)
Syamsudin Isnanto, Spd

WAKAUR III (Kehumasan)
Farida Isnawati, S.Pd

DEWAN GURU

ASISTEN

PESERTA DIDIK

ASISTEN

Muh. Mulyono, S.Pd

Koordinator Pendidikan Inklusif
Yusriatin, S.Pd
B. Job Training Activities

B.1. Class Observation

When the writer asked permission to do the job training activities in SD Al Firdaus Surakarta, the headmaster gave a chance to teach the lower classes which are the 1st grade and the 2nd grade. The writer chose to teach the 1st grade students and could follow the 2nd grade class as the assistant of English teacher.

During job training activities in SD Al Firdaus Surakarta, the writer observed the condition and the situation of teaching and learning activities. The observation was done every Monday at 9.20am and Friday at 9 am. The writer observed 1st grade and 2nd grade where the materials of teaching are about vocabulary. The writer got a chance to observed class C for first grade and class B for second grade. In this observation the writer not only observed the teaching and learning process but also helped English teacher to handle the class.

In the observation, the writer found that the first grade and the second grade had the basic facilities to do the teaching learning process such as a blackboard, a whiteboard, projector, projector screen, speakers, eraser, chalk, teacher’s desk, tables and chairs for the students, a cupboard for keeping the class equipments, some pictures, lamps and air conditioner. Overall, the conditions of the classroom were good enough and conducive for teaching and learning process.

During the teaching learning observation, the students in first grade were noisy and very active. Sometimes the teachers had any difficulties in controlling them. They were often talked each other, walked around the class and played their
own activities while the teacher presented the materials. Therefore, the teacher asked the writer to help handling the class. Besides, the second grade was active in answering the questions from the teacher and listening the materials although sometimes they were still noisy. However, the teacher always find a way to calm them down by singing a song and warning them if they didn’t want to do their assessment.

Besides, the writer also taught English Club which is one of extracurricular in SD Al Firdaus Surakarta. It was arranged on Friday at 8.30-9 am. The participants of English Club were the students of 3rd grade until 6th grade. The amounts of the participants were 11 students. It was an activity of learning English with fun activities such as playing games, watching videos, or listening music.

B.2. Lesson Plan

During the job training, the writer made a lesson plan before starting to teach. Teacher needs a plan to organize the teaching and learning process as the guide for achieving the goal. The headline of lesson plan that the writer has made is as follows:

LESSON PLAN

<table>
<thead>
<tr>
<th>Class/Semester</th>
<th>: I/II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>: 8</td>
</tr>
<tr>
<td>Time</td>
<td>: 2 x 30 minutes</td>
</tr>
<tr>
<td>Genre</td>
<td>: Vocabulary</td>
</tr>
</tbody>
</table>
Language skill: Listening, Speaking, Reading, Writing

Topic: Introducing the names of body parts

Tools: Textbook, slide presentation, body parts dices, body parts crosswords

Objectives: After taking the lesson, students will know the names of body parts and will be able to write the name of body parts

Motivating Strategies
- Teacher greets students
- Teacher asks students:
  - Do you know parts of body?
  - The teacher tells students that they are learning the names of their body parts.

Presentation Strategies
- Teacher introduces the material to the students through presentation slides
- Teacher elaborates more kinds of body parts to the students

Skill Practice
1. Oral and Written Practice
   a. Listening
   b. Speaking
   c. Reading
   d. Writing
2. Game

- Teacher divides 4 groups based on the lines of the students
- Teacher explains the roles of the game
- Students will roll the body parts dice in turn then the students who raise their hand first should guess the picture on the dice
- Student who can mention the name of the picture will get 100 points

3. Assessment

- Teacher gives a task
- Students do the practice individually

C. Discussion

C.1. The Process of Teaching English to the First Grade students of SD Al Firdaus Surakarta

1. Curriculum

The curriculum used by SD Al Firdaus Surakarta was KTSP (Kompetensi Tingkat Satuan Pendidikan).

2. Material

The writer used a textbook as the material of teaching English for first grade entitled *Stairway A Fun and Easy English Book for Grade 1 of Elementary Schools* written by Ida Kusuma Dewi, Djatmika and Agus Dwi Priyanto; published by Platinum (Tiga Serangkai).
3. Method
The writer used Grammar Translation Method in the teaching and learning process. The writer applied 50% English and 50% Bahasa Indonesia. In the presentation, the writer explained the material by using English language and translated it into Bahasa Indonesia. By using this method, the students could understand the writer explanation and know the writer instruction correctly.

4. Classroom Procedure
The classroom procedure of teaching English vocabulary to the first grade could be divided as follow:

1. Motivating Strategies
The first step of teaching and learning process was motivating strategies. Before beginning the lesson, the writer greeted the students in class. The writer did some conversation as follow:

Teacher : “Good morning students.”
Student : “Good morning miss.”
Teacher : “How are you today?”
Students : “I am fine, and you?”
Teacher : “I am fine too, thank you.”

After that, the writer checked the students’ attendance by calling their name one by one. When beginning the lesson, the writer asked some simple questions related to the topic. The examples of the questions are:

- Do you know part of body?
• What are they?

2. Presentation Strategies

The second step was delivering the materials to students. Firstly, the writer guided the students to understand and memorize the vocabularies on the slides. The writer read the name of vocabulary and asked them to repeat. Sometimes, the writer repeated the words twice or more to correct the pronunciation. Repetition also helped students in memorizing the words. The writer presented the vocabularies in slides with animation to make them enthusiastic and easy to accept the material. The example of the material is:

![Image of nose and fingers]

nose  /nəʊz/
fingers  /ˈfɪŋə(r)/

After the students repeated all the vocabulary, the writer made vocabulary notes in the whiteboard included the meanings. It could help students to understand the vocabularies clearly. The students should write the notes in their notebook.

3. Skill Practice

After explaining the materials, the writer continued the lesson by giving exercises related to the topic. The examples of the exercises are as follow:
a. **Listening Skill**

   The writer asked the students to stand up and listen what the writer said. When the writer said one part of body, they should touch their body depend on what the writer said. The writer mentioned all body parts according the notes that were given before. For example is:

   The writer : “Touch your ears”.

   The students : (touch their ears)

b. **Speaking skill**

   The writer introduced the simple dialogue consisting of two persons or in pairs. The example of the exercises that the writer gave to the students is as follows:

   After that, the writer asked the students to fill the blank according to the pictures. They should read their work in front of the class and the writer corrected the students’ error.

c. **Reading Skill**
In this activity, the writer asked the class to reading aloud. The writer read the words and the class repeated together after it. The teacher could use it as a means of training and checking rhythm and pronunciation. (Scott & Ytreberg:57)

d. Writing skill

The writer asked the students to write down the names of vocabulary included the pictures. This technique is called vocabulary charts. The pictures provided in the textbook entitled Stairway A Fun and Easy English Book for Grade 1 of Elementary Schools. The students only wrote the name based on the picture in the right side. For example is as follows:

This is my **hand**

These are my **knees**

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**finger**

**hand**

**shoulder**

**arm**
4. Evaluation

Evaluation was done to know how far the students understood the material and also whether the writer is successful or failed in teaching them. The writer gave test in the form of crossword. It was to make them enthusiastic in doing the evaluation. The writer guided the students to fill the crossword 3 times and then let them answer by themselves. The teacher moved around the students’ desk and helped them if they did not understand to answer the crossword. The example of crossword that the writer gave to students is as follows:
5. Ending the lesson

Before ending the lesson, the writer gave the students opportunity to ask questions about the material that they had not understood. Then the writer closed the lesson by greeting as follows:

The writer : “Well, the time is over. Thank for your time today. Good bye.”

The students : “Good bye.”

C.2. The Problems and Solutions of Teaching English to The First Grade Students of SD Al Firdaus

During the job training, the writer found some problems in the teaching and learning process, namely:

1. The condition of students in class

   First grade students were hyperactive. They could not stop moving during the lesson. Most of them were quite active and talk active. They usually interrupt the other students who are trying to concentrate the lesson such as chatting, playing cards or doing something else. It made the class very noisy. For example, when the writer asked question and their feedback, they did not pay attention. When they stopped and paid attention to the lesson, then they back to continue their own activity. The students could not always focus to the lesson. The writer spent much time in handling and managing the class.
To solve the problem, the writer should give special attention to the most noisy students and uncooperative students. The writer asked the students to move in front of the class or to answer the question on the blackboard. The writer also gave more attention to passive students. The writer could give them question one by one. Besides, to decrease the boring condition, the writer gave solutions by using songs or games. The writer with the English teacher often walked around the class to calm and help the students who found any difficulties.

2. Students in memorizing the letters of the words

The students had problems to remember the letters of the words and the vocabularies at the same time. To solve this problem, the writer taught the vocabulary by reading in order to introduce the word and the letters. The writer used slides with animation in introducing the vocabulary, so the students might be interested in learning and not difficult to remember the letter of the words. The writer also asked them to make notes in their notebook.

3. Students in pronouncing the words

Pronouncing the word is one of the difficulties in teaching vocabulary. Some students were wrong in pronouncing the words because it was different with their mother tongue. For example, when the writer taught the words *mouth*, the students said into *mot*. Besides, they pronounce the word *teeth* into *tif* and *tis*. 
To solve the students’ difficulties, the writer pronounced the word three times. The writer as the model taught how to pronounce “th” sound. The writer pointed students each of the lines to repeat the words on the slides or textbook. It could help the writer to see the students who were not understand and could not pronounce the word correctly in order to guide them pronouncing the word.