CHAPTER III

THE DESCRIPTION OF THE ACTIVITIES

3.1 Job position and Coordination

3.1.1 Job Position

During the job training at Cimahi Mandiri I Elementary School, the writer was assigned as the temporary English teacher. It means that the writer conducted the process of the job training for three months as the school permitted. The writer taught the fifth grade in four classes for 90 minutes for each class, each class consisted of 49 students. In delivering English lesson, the writer did the task given by the coordinator.

3.1.2 Coordination

The coordination staff who helped the writer during the Job Training was Mr. Asep Budiawan S.Pd. as the job training coordinator and English teacher in the fifth grade. He was appointed by the coordinator of the curriculum to coordinate with the students who are going to conduct the job training in that school, teaching English particularly.

3.2 Responsibilities

During the job training at Cimahi Mandiri I Elementary School, the writer worked according to the regulation that had been established by Coordinator. The writer was informed by the coordinator about everything that should be done during the job training; the writer had to get signature from the coordinator, the writer had to write all things related to that school like the profile, the infrastructure, and the activities. The writer also requested the guidance for teaching in the class like the time, the book reference, and the materials from the coordinator. The writer also got a direction from the coordinator of curriculum to coordinate with English teacher in the fifth grade additionally. With these guidances and directions, the writer was expected to work as optimal as possible.

During the job training at Cimahi Mandiri I Elementary School, teaching English in the fifth grade was primarily the writer's activity. Before conducting the process of learning and teaching English, firstly, the writer had made plans about what lesson materials would be taught. In making the plans, the writer coordinated with English teacher. In teaching at class the writer used several media such as source books, exercises books, note book, board, and chalk. During the teaching, the writer was facilitated by book reference entitled "Fun and Happy with English" that helped the writer to take the data as the guidance. The data should then be editted in order to meet the necesity of the given material. The writer must have assured that the data was appropiate so that no misinterpretation for all students. All materials which had been made were presented in front of the class. During the process, the writer taught the material relating to daily live,

private live, social, and cultural for example. It was expected that all of the students understood the material. It could also help the teacher to relate it to the real life. Through this, it was expected that the students would be more active in learning.

The writer encouraged the students to participate in learning at the class so they could not only construct their knowledge but also memorize the fact. The writer gave them motivation how important to master English. By mastering English they can make relationship globally since English now is regarded as the international language. Then, that was what the writer had bearded in their mind.

3.3 The Teaching of English Vocabulary in the Fifth Grade of SDN Cimahi Mandiri I.

3.3.1 Clarification

During the job training there were 4 materials that were taught for 12 meetings. The materials were my holiday, introduction, prepositions, and daily activities. The materials were taken from book reference. The writer prepared the materials that would be given to the students. Each material was discussed in two meetings. It was done because the material would be discussed before the next material was given to review and to know the students' understanding to the material.

In the first meeting accompanied by the coordinator, the writer introduced himself; "greeting, good morning, how do you do, my name is Agus Rinaldi, I am student of English department in UNIKOM, Now, I live in Cisarua" and gave

delivering speech; “It is an honor and a challenge for me to stand in front of you” and talked about the writer’s purpose in CIMAHI MANDIRI I ELEMENTARY SCHOOL “The purpose was to teach the English vocabulary”.

To open the class, the writer gave the illustrations and asked the students to mention the words relating to holiday as the first material. This was an effective way to stimulate students because the students just had had holiday. It was expected that the students could mention the vocabularies relating to their holiday. The writer asked the students to rememorize the words they knew during their holiday. The writer wrote in the black board the words that had been mentioned by the students and articulated that words then all of students followed it loudly. After that, the students were requested to write down those words in the note book. Then the writer made a paragraph about holiday and read it then all of students followed it loudly. After that, the students were requested to write down the paragraph in the note book. Then, the writer gave the students a task to make a simple story about their holiday. In giving the task, the writer wrote the keywords; for examples: during, went, relatives, take by, arrive, and on the way. If the task was finished it was collected and then the writer called the students one by one to read their story in front of the class to encourage them and to make the class became fun while the writer scored them. During the teaching process, the writer always approached the students who met difficulties.

If the time of the meeting nearly ended, the writer re-explained the material and at the same time noted all important things relating to the process of teaching and learning as the data such as the response of the students in receiving the

vocabulary lesson, the problems faced in the process of teaching, and the improvement of the students after receiving the lesson. The data was just a personal review based on the situation of the class that was seen by the writer. Besides that, the writer gave them the homework relating to their holiday. In doing the homework, the writer suggested all of students to have their family support to ease them in doing the homework. This homework would be discussed in the next meeting before delivering the new material. After the class ended the writer moved to the next class. Because the writer taught only the fifth grade so the writer explained and gave the same materials for each class. After that, the writer asked the coordinator to sign the job training attendance.

The next material was about introduction that focused on how to introduce yourself. Opening the class, the writer delivered speech and checked the attendance of the students. Before starting the new material, the writer reviewed the homework about holiday to know the scores of the given material. After that, the writer started the material about introduction. In this material, the students were expected to read and practice about introduction. The writer wrote the simple introduction in the board and read it loudly then the students followed it. Then the writer tasked them to make a simple introduction about themselves following the example. If the students had finished their task, it was collected and then the writer called the students one by one to read their introduction in front of class to make student to be more confident and to make the class become enjoyable while the writer scored them.

In this meeting the writer also gave the task to memorize their introduction as homework and it would be presented in front of the class for the next meeting without looking the text.

The third material was about preposition. Preposition was given so that the students were able to understand how to use it by looking at the given simple pictures. The writer illustrated and explained how to use the proposition correctly. The writer wrote the words or the phrases consisting of the prepositions in the board, for example: in, on, in front of, under, beside, behind, near, far, and from then read loudly them then the students followed it. Then the writer gave the task to write those words in the note book and to do the preposition quiz in the handout. At the end of the class, the writer gave the homework to memorize that material.

The last material was about daily activities. In delivering the material, from the beginning to the end the writer did the activities of learning almost the same as the first meeting material. The difference was that the words or phrases given related daily activities such as every day, get up, go to bath room, take a bath, pray, after that, have, breakfast, go to school, by car, start, arrive, in the night, watch, and dinner. Then the writer gave the task to write the simple story about their daily activities. The task would be discussed in the last meeting. In the last meeting the writer gave the exercises all material for the students. It was checked by the English teacher.

After giving the materials, the writer was evaluated by English teacher or coordinator to know how far the material that had been given. It was done because the questions of mid test were based on the material that had been learnt.

3.3.2 Problems and Solution

During the job training, there were problems appeared. The main problem found was the way to control the students who made a loud noise. Besides that, there were some students who couldn't articulate and write English words correctly so it made the writer confused since the writer was alone.

The solution to solve the problem was that the writer had to be more explicitly in giving order. The result was the students didn't make a loud noise again. To solve the articulation and writing error, the writer was ordered to approach that student. For writing error, it could be corrected by giving example of the words. Whereas for articulation error, because the students were not familiar with the words, the writer tried to correct it by articulating the example of the words in front of class. As the result, some students could articulate the words correctly.