

**A CASE STUDY ON TEACHING AND LEARNING ENGLISH FOR  
THE FIFTH YEAR STUDENTS OF SDN KEPEK 1 SAPTOSARI  
GUNUNGGIDUL IN ACADEMIC YEAR 2014/2015**

**SI-THESIS**

**This Thesis is presented as Partial Fulfillment of the Requirement for  
Graduate Degree of Education in English Education Study Program**



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**2015**

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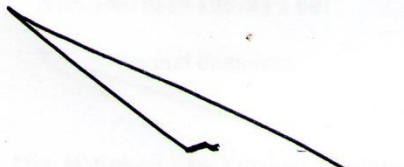
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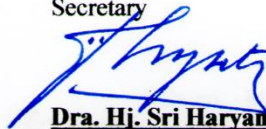
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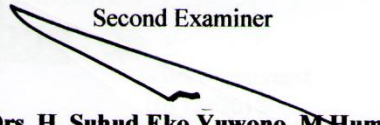
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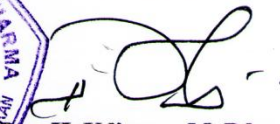
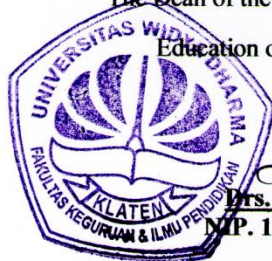
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**A CASE STUDY ON TEACHING AND LEARNING ENGLISH FOR THE FIFTH YEAR STUDENTS OF SDN KEPEK 1 SAPTOSARI GUNUNGKIDUL IN ACADEMIC YEAR 2014/2015.**”

It is not a plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, March 2015



*Wilis Damayanti*

wilis Damayanti  
1011202618

**MOTTO**

**THE BEST RESULT COMES FROM THE BIGGEST EFFORT AND  
PRAY (*The writer*)**

## **PRESENTATION**

This Thesis is dedicated to:

1. My beloved family, thanks a lot. Nothing in the world can express my sincere gratitude and love to you.
2. My lecturers in Widya Dharma University.
3. My consultants, thanks for give me valuable suggestion
4. My friends from English Department who always helped the researcher finish this thesis.
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Nothing is perfect. The writer realizes that this thesis is far from being perfect. Therefore, she would like to accept suggestion, criticisms from the reader in order to make this thesis perfect.

Finally, the writer hopes that this thesis will be useful for especially the English students and readers in general.

Klaten,     March 2015

The writer



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## ABSTRACT

**WILIS DAMAYANTI, No. 1011202618.** English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2015. Thesis: *A Case Study on Teaching and Learning English to the fifth year students of SD N Kepek I Saptosari Gunungkidul in Academic Year of 2014/2015.*

This thesis aims at describing teaching and learning English to the fifth year students of SD N Kepek I Saptosari Gunungkidul in Academic Year of 2014/2015, describing the obstacles found during the process of teaching and learning English to the fifth year students, and describing the solution to overcome the obstacles found during the process of teaching and learning English.

The strategy of the research used is descriptive qualitative. The sources of the data are informants as the teacher and students; event, and documents such as syllabus, lesson plan, student's material, text book. The data are collected by using observation, interview, and documentation. The researcher analyzes data by applying flow model: reduction, display and conclusion.

The conclusions are: 1) The process of teaching and learning English to the fifth year students of SD N Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015 covers such as the teacher always prepares the lesson plan and the material. The activity of the teaching and learning English consists of three parts namely opening, main, and closing activities. The teacher uses pictures and story to explain the material. In the closing activity, she often gives homework to the students. 2) The obstacles founds are the large class or the number of the students, the ability of each student is different, the students are difficult in understanding the word, the less amount of the book. 3) The solutions are: The teacher pays more attention to the students who have low ability in English, the teacher gives example to the students how to read English word correctly and asks them to repeat after her, the teacher shows pictures using Liquid Crystal Display to explain the material.

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

Human life needs language to communicate among individuals or even nations. Language is a way to convey and to transfer certain information, ideas, opinions or thoughts from one to another. It means that language is very important for life. Without language the world will be so quiet, no interaction, no communication, and no transaction. Language is not only word that is spoken by mouth but body movement can be called as language too. It can be seen from a dumb person. They do not speak using their mouth but they speak with their body and it can be understood by others. Based on the explanation above language can be called as a basically tools of human life.

In this world each country has its own language, but it cannot be denied that every country needs to communicate with other country for many reasons such as politic, economic, humanity, and other things. To be easy in communicating with other country, it is needed a certain language that can be understood well by others and English is one of the languages that is mostly used by many countries in this world.

Based on the statement above, it is important to learn English since elementary school because people realize that teaching and learning English is very essential and need so much concern. It cannot be learnt instantly especially for them who are not native speaker, English is one of the difficult subjects. It is because the construction of the words and sentence between Indonesian and English are different.

According to *Permendiknas No. 22-23/2006 tentang Standar Isi dan Standar Kompetensi Lulusan*, menyebutkan bahwa pembelajaran Bahasa Inggris di tingkat SD/MI diarahkan untuk mengembangkan ketrampilan-ketrampilannya membaca, menulis, berbicara dan mendengarkan agar lulusan mampu berkomunikasi dan berwacana dalam bahasa Inggris pada tingkat literasi performative. Pada tingkat performative, orang mampu membaca, menulis, mendengarkan dan berbicara dengan simbol-simbol yang digunakan.

From the statement above, English lesson in elementary school is designed as the local content subject in the context of introducing the English. As the local content subject which is applied to give students' opportunity to enrich their knowledge and competences, the English learning materials should be closely and naturally connected to the real experiences of the students. The successful of teaching and learning English depends on many things, such as, student, teacher, material, and method.

To be successful in learning English, a student must have a big willing to study English language. Besides that, a student has to own a huge spirit to study English because it needs a hard work to have a good ability in English language. Besides the student, the success of teaching and learning English also depends on the teacher. The teachers must have a complete material and various methods, so they can deliver the teaching interestingly.

The concept of communicative language teaching has grown out of the notion that solely teaching grammar is not enough to prepare students for using the language independently. According to Suyanto (2007:30) at least there are five things that must be owned by the English teachers in elementary school as macro strategy in teaching English, they are:

1. A good English ability that must be always developed.

A good English ability must be had by the teacher because language is not only to be learnt theoretically but mostly is to be practiced. Therefore, a student must be habited to hear and practice the language. If the teachers do not have a good English ability, they cannot not deliver the teaching well and they cannot gain the best result of the teaching.

2. Teaching skill, assessment, and also class management ability;

A smart person is not always able to be a good teacher. A teachers must teach not only one student but more than twenty or even hundreds. Based on the fact, if they do not have a good ability in managing the class, the teaching and learning process can be just a waste. Every the teacher is pressed to understand their student characteristic one by one. So, the teaching skill, assessment and also class management ability is very important for the teacher.

3. The effective quality of the teacher personality, for example patient, nice, humorist, creative, and big spirit;

For most students, English is one of the most difficult lessons at school. Therefore, a teacher must have many ways to make the student interested in learning English. An English teacher must have a good personality such as patient, nice, humorist, creative, big spirit and a good appearance so the students will not be bored when they are studying.

4. Professionalism of the teacher that must always be improved;

Professionalism of the teacher must always be improved so the teaching and learning process will always be better.

5. Open minded for asking, learning, and trying new things which is suitable for the students.

The world is developed, and so does with the way in teaching and learning English. The teacher must open minded for asking and trying new things which is suitable for the students. If there is a new method, which is more effective, the teacher must not be ashamed to try. Besides the interesting material and method, the teachers also have to do evaluation after doing teaching and learning process. By doing the evaluation, teachers will know what they have to do in the next lesson.

Teaching and learning English in elementary school needs an instruction system or curriculum. The curriculum which is implemented in elementary school is *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. KTSP consists of education aim, curriculum, education calendar, syllabus, and lesson plan (Muslich, 2008:29).

Based on the minister of National Education Regulation No. 23 of 2006, school based standard was developed based on the objectives of each educational unit. For the English subject, the objectives are as follows:.

- a. Listening

Understanding the instructions, information and very simple story presented orally in the context of the classroom, school, and the environment. Learning a foreign language means learning to read and write. Listening is virtually ignored.

For elementary school students, listening is difficult because the spoken and the written words are different. They will be helped if the delivery of material is accompanied by hand gestures, facial expressions, and gestures. Children will be more focus on what they hear if they are involved in these listening activities.

b. Speaking

Fauziati (2002, 126) states that mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Many students feel that speaking in new language is harder than reading, writing or listening because speaking happens in real time and when the students speak, the utterances cannot be edited and revised.

With sufficient vocabulary, the students can express meaning orally in interpersonal and transactional discourse in the form of very simple instructions and information in the context of the classroom, school, and the environment.

c. Reading

According to Fauziati (2002:138), reading is defined more pragmatically as an understanding a message conveyed by the writer through visual and non visual information. Scott and Ytreberg (2004:49) states that reading is also the language skill which is easiest to keep up-many of us can still read in a foreign language that used to be able to speak as well.



In reading, students do not have to understand the meaning of every word. The importance is they have to understand the context of a reading. It is important for the teacher to give the signs for the students to have strategies in reading discourse. Suyanto (2007:25) states that the topic of the discourse should be related to children's interest, something that relates to its environment, something beautiful and interesting and related to the topics covered at the time, and in accordance with the child's ability.

#### d. Writing

Writing is not always easy (Scott and Ytreberg, 2004:68). In writing, students must compose some words and sentences and it is difficult because their vocabulary and structure are limited.

As one of the four language skills, writing has always occupied a place in most English language course. One of the reason is that more and more people need to learn to write in English for occupational or academic purposes (Fauziati, 2002:147).

Based on the explanation above, the four skills are connected each other. Listening is the first skill, and speaking, then reading and the last is writing. Speaking skill cannot be learnt before listening skill, and so on. It means English teachers have to teach the four language skill to the students integratedly.

In order to know the teaching and learning English for the young learner, the writer observes the process of teaching and learning English in an elementary school. Therefore, the title of this paper is "A Case Study in Teaching and Learning English of the Fifth Year Students of SD N Kepek 1 Saptosari Gunungkidul in Academic Year of 2014/2015.

## **B. The Reason for Choosing the Topic**

The reasons that encourage the writer to choose the title are as follows:

1. Teaching English in elementary school is necessary because this program is to help students be more ready and confident in learning English as the preparation to the Junior High School.
2. This study can give a clear description of obstacles in teaching and learning English to the fifth year students in elementary school.
3. This study is to identify and analyze the activities in teaching and learning English in the fifth year students of SDN Kepek 1 Saptosari Gunungkidul.

## **C. The Limitation of the Study**

In order to focus the topic that is discussed in this study, the writer limits the discussion as follows:

1. The study is focused on the process of teaching and learning English of the fifth year students of SDN Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015.
2. The study focuses on the obstacles during the process of teaching and learning English.
3. This study concerns with the solution of the obstacles during teaching and learning English of the fifth year students of SDN Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015.

## **D. The Problem of the Study**

The writer would like to present the problem of the study as follows:

1. How is the process of teaching and learning English to the fifth year students of SDN Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015?
2. What kind of obstacles are found during teaching and learning English to the fifth year students of SDN Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015?
3. What is the solution of the obstacles in teaching and learning English to the fifth year students of SDN Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015?

#### **E. The aim of the Study**

The aims of the study are:

1. To describe the process of teaching and learning English to the fifth year students of SDN Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015.
2. To identify the obstacles are found during teaching and learning English process to the fifth year students of SDN Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015.
3. To describe the solution to cover the problem in teaching and learning English to the fifth year students of SDN Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015.

#### **F. The Use of the Study**

The result of the study is expected to be useful in the following terms as follows:

1. For the researcher, the result of the study can improve her knowledge about teaching and learning English in Elementary level. This study can give

description to the researcher in how to teach and learn English in elementary level.

2. For the reader, it can be used as a reference for their study or research in the future.
3. For the English teacher at SDN Kepek 1 Saptosari Gunungkidul, it can improve her or his competence in teaching and learning English in elementary level by using various techniques, group and pair activity, and games. This study also can give knowledge about how to solve the problems which are faced during teaching and learning English in the elementary level.

#### **G. The Clarification of the Key Terms**

In order to get the clear concept of the material discussed in this part, the researcher clarifies the terms of this study as follows:

##### **1. Case Study**

According to Yin (2009:18), case study is an empirical inquiry which observed the phenomenon in the real life context, when the line between phenomenon and context was seen obviously and where the multisource was used. Case study as well as other research strategy is way of empirical research on the problem by following a series of procedures that have been specified previously.

Case study in this research refers to the phenomenon in teaching and learning English for the fifth year students of SDN Kepek 1 Saptosari Gunungkidul where the goals and objectives of the research will be presented

and explained in detail through the specific method that are used in the current study.

## **2. Teaching**

Kimble and Garnezy in Brown (2000:7) state that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching cannot be defined apart from learning. Considering that concept, Brown (2000:7) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

Teaching can also be regarded as an interpersonal activity, since teachers interact with one or more students. The interaction can be directional which means teachers influence students and students influence teachers.

In this study, the definition of teaching is a communication between the teacher and students. In this communication, a teacher gives a guidance to the students. The guidance can influence the student's behaviors. This influence has purpose to make the students understand and master the English material.

## **3. Learning**

Hamalik (2006: 27-28) states some definition of learning, they are:

1. Learning is defined as the modification or strengthening of behavior through experiencing. (*Belajar adalah modifikasi atau memperteguh kelakuan melalui pengalaman*).
2. Learning is a process of behavior changing by interaction with environment. (*Belajar adalah suatu proses perubahan tingkah laku individu melalui interaksi dengan lingkungan*).

A definition says that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimble and Garnezy in Brown, 2000:7).

In this study, learning means process of getting knowledge of a subject especially English by study, experience, or instruction done by the fifth year students of SDN Kepek 1 Saptosari, Gunungkidul.

#### **H. The Organization of the Study**

In order to facilitate the reader to understand the thesis, the writer would like to present the organization of the thesis.

**Chapter I** is Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

**Chapter II** is Review of Related Literature. This chapter discusses case study, teaching and learning English in elementary school, and English curriculum in elementary school.

**Chapter III** is Research Method. It consists of the meaning of research method, the strategy of the study, the data and the source of the data, the technique of collecting the data, and the technique of analyzing the data.

**Chapter IV** is The Result of The Study. It explains the data analysis and the discussion of the research finding.

**Chapter V** deals with conclusion and suggestion.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses about the conclusion and the suggestion of teaching and learning English to the fifth year students of SD N Kepek 1 Saptosari Gunungkidul, Yogyakarta. They are as follows:

#### **A. Conclusion**

Based on the analysis result of observation, interview, and documents of teaching and learning English process to the fifth year students of SD N Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015, the researcher can conclude as follows:

##### **1. The Process of Teaching and Learning English**

The process of teaching and learning English to the fifth year students of SD N Kepek 1 Saptosari Gunungkidul is divided into three main activities, they are opening, main, and closing activity. The English teacher of SD N Kepek 1 Saptosari Gunungkidul always prepares lesson plan, material, books, and media before teaching in the class. The teacher uses pictures and story to explain the material, and gives homework to memorize some words at home. In closing activities, the teacher and the students make summary about the material they had



learnt. She also gives the homework to the students and assessment to help them study at home.

## 2. The Obstacles Find in Teaching and Learning English

In teaching and learning English the English teacher faces the problem such as, the large class or the number of the students, the ability of each student's different ability, the difficulties in understanding the word, and the less amount of the book.

## 3. The Teacher's Solution to Solve the Problems in Teaching and Learning English

In this research, there are some solutions to overcome the problems. The teacher pays more attention to the students who has low ability in English, the teacher gives example to the students how to read English word correctly and asks them to repeat after her, the teacher shows pictures using LCD to explain the material.

### **B. Suggestion**

Based on the research result of teaching and learning English to the fifth year students of SD N Kepek 1 Saptosari Gunungkidul in academic year of 2014/2015, the researcher would like to present some suggestions as follows:

#### 1. For the students

The students are expected to be more active in learning English, enjoy the teaching and learning English process, do not shy or afraid to ask

the teacher if they have difficulties, paying more attention to the lesson, and always study English at school or even at home.

## 2. For the English Teacher

For English teacher, she had better apply a variety of techniques such group, games, and nursery rhymes which can make the students interested and fun in studying English.

## 3. For other Researcher

For other researcher, the writer hopes that the result of the research can be used as comparative matter and become relevant reference about the teaching and learning English in conducting the same study, although it is still far from perfection.

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