TEACHING SPEAKING BY USING GAMES TO THE FOURTH GRADE STUDENTS OF SDN KENTINGAN 79

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

By:

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APPROVAL OF SUPERVISOR

Approved to be examined before the board of Examiners,
English Diploma Program, Faculty of Letter and Fine Arts
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Final Project Report:
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MOTTO

“Man jadda wajada........” Someone who are really serious and persistent about his/her dreams, will succeed….”

“Indeed, Allah will not change the condition of a people until they change what is in themselves”  ~ Surat At-Ra’d (The Thunder): 11 ~

“Success is a state of mind, If you want success, start thinking of yourself as a success.”  ~ Dr. Joyce Brothers ~

“Our greatest glory is not in never failing, but in rising up everytime we fail.”  ~ Ralph Waldo Emerson ~

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DEDICATION

This Final Project is dedicated to:

➤ My amazing parents

➤ My beloved brother and sister

➤ All of my beloved family

➤ All of my best friends
PREFACE

First of all, I would like to thank to Allah SWT for his great Blessing. I also would like to thank everyone who gave me support and guidance, so that I am be able to finish writing this final project report, entitled “Teaching Speaking by using games to the fourth grade students of SDN Kentingan 79”.

The final project was arranged based on the job training in SDN KENTINGAN 79. In this final project, I explain the process and the effectiveness of teaching speaking by using games. The final project also contains some problems and solutions in teaching speaking by using games.

I realize that this final project is far from being perfect. Therefore, I welcome suggestions and advice in improving this final project.

Hopefully, this final project will give some benefits to the readers

The writer

Ani Sudyaswati

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ACKNOLEDGEMENT

Alhamdulillahirabbil’alamin. All praises for Allah SWT the Almighty for the wonderful blessing given to me. I realize that I could not accomplish this final project without some helps from several kind people. Therefore I would like to express sincere gratitude to:

1. The dean of Faculty of Letters and Fine Arts, Sebelas Maret University. Drs. Riyadi Santosa, M. Ed, Ph.D.

2. The head of English Diploma Program and as my academic supervisor. Yusuf Kurniawan, S.S., M.A., thank you for your patience, help and advice.

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4. All of the lecturers of English Diploma Program, for the guidance and the lecture.

5. All Staffs in faculty of Letters and Fine Arts. Thank you for your help.

   I do thank you for permitting me to do job training in SDN. Kentingan 78.

7. Mr. Bibit, S.Pd and Mrs. Aisyah R P, S.Pd as my guide teacher when I commit to user.
do the job training in SDN. Kentingan 79. I do thank you very much for your guidance and suggestions.

8. All of the students in SDN. Kentingan 79, especially for the fourth grade, thank you very much for your cooperation. You are so nice.

9. My beloved parents, I love you so much. Thank you very much for giving me everything, without both of you, I am nothing.

10. My beloved brothers and sister, Danel, Iqbal and Nazwa, you are the best in my life. I love you all.

11. My best friend, Anita, Puput, Destya, Amira, Dewi, Nindy, Asokawati, Dian, Dina and etc. Thank you for being my friend, giving me love and support. I will never forget every single day that we had together and I will always remember our craziest, beautiful and fun memories.

12. All of my friend in campus and in my boarding house. Thank you so much for your patience, support and kindness.

Finally, I want to express my gratitude to all of the people who helped me during my study in English Diploma Program.

Surakarta, 27 June 2012

Ani Sudyaswati

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ABSTRACT


This final project was written based on my job training accomplished as an English teacher in SDN Kentingan 79, Surakarta, started from January 2nd, 2012 until February 22nd, 2012. The objectives of this report were to describe the teaching speaking activities to the fourth grade students of SDN Kentingan 79 Surakarta and to describe the problems and try to find the solutions in teaching speaking activities to the fourth grade students in SDN Kentingan 79 Surakarta.

The process of teaching speaking to the fourth grade students of SDN Kentingan 79 consists of four steps based on the lesson plan I previously designed. Those steps were warming up, presentation, production and closing. In teaching speaking, I applied games as the technique of teaching. The game that I applied was “what am I doing?”, which belonged to guessing game.

Based on the discussion, the use of games was an effective way to improve the student’s speaking skill, because it can encourage the students to speak English. Game can also motivate the students to learn English.

I encountered some problems during the process of teaching speaking to the fourth grade students of SDN Kentingan 79. The problems were the limited teaching material, the class management, the students’ interest and the mother tongue interference. I suggested the solution to overcome those problems, such as by looking for other sources to overcome the limitation of teaching material and asking the students to sit down and to pay attention by using loud voice and attention gather to handle the noisy students. I also applied games and gave the active students a reward to attract the students’ interest. I asked the students to repeat after I pronounced a word in order to make them good in pronunciation.
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CHAPTER 1

INTRODUCTION

A. Background

In the globalization era, English is absolutely needed. It happens because English has become an International language and one of the languages mostly learned in the world. Mastering English is like a key to the world, because English has an important role in communication field and job demand. Nowadays people have deeply realized that mastering English is much required in order to get a good job and can fully support the people in communication with other people.

Considering that English nowadays plays the role for the basic need in the world of opening access of technology, knowledge and global communication, the Ministry of Education of Indonesian Republic has decided that English is one of the subjects that must be taught in every level of education starting from elementary school. The objectives are to motivate and to prepare the students to become ready and confident in learning English in the higher level.

Introducing English to children as a new language is not an easy job, because English looks strange and quite complicated for them. The sound of pronunciation that they read is completely different from what they say. It happens because in early childhood they grow up and use their mother tongue in their daily life, so they find any difficulty when speaking English. To make them...
more familiar with English, the teachers have to encourage them to speak in English as much as possible. Therefore, in this final project report I have focused on teaching speaking. Actually, English speaking is the skill which is good to be learned by people since they are young or kids. However, teaching speaking in Indonesian elementary school seems unproductive. Mostly, Indonesian students are shy and not confident to speak in English. Many factors cause this, including untrained teacher, lazy students, less motivation, boredom, etc. Therefore to build the student’s interest in learning English, especially in speaking, it is necessary for the teacher to create good and fun methods in teaching English, like using games, song, and etc.

One of the important roles in teaching speaking is the teacher’s competence. A good teacher can create fun speaking class and situate the class properly and attractively. Using games is one of techniques that can be applied in teaching speaking because a game is one of the potential activities giving students feeling of freedom to express themselves. Here, I have tried to create new atmosphere of teaching speaking in the elementary school by using games.

From the situation above, I have decided to complete the job training at SD Negeri Kentingan 79. The job training is one of the subjects and final project that becomes one of the requirements of graduation for the students of English Diploma Program, Faculty of Letter and Fine Art, Sebelas Maret University. In SD Negeri Kentingan 79 the English lesson is given as a compulsory subject. English lesson in SD Negeri Kentingan 79 starts from year 1 until year 6. I have
held the job training as an English teacher and taught in the first, fourth and sixth grade students, but I have focused on teaching speaking to the fourth grade.

Based on the job training’s experience that I have done for about two months, I have been interested in teaching speaking to the fourth grade by using games and the problems encountered during the process of teaching. The topic of this final project is about the way of teaching speaking to the fourth grade students of elementary school students. This final project is entitled “TEACHING SPEAKING BY USING GAMES TO THE FOURTH GRADE STUDENTS OF SDN KENTINGAN 79.”
B. Objectives

Based on the background, the final project report’s objectives are as follow:

1. To describe teaching speaking activities to the fourth grade students of SDN Kentingan 79 Surakarta.

2. To describe the problems and try to find the solutions in teaching speaking activities to the fourth grade students of SDN Kentingan 79 Surakarta.

C. Benefits

This report is expected to be beneficial for:

1. English Diploma Students

   It is expected that this final project report can be used as a valuable information for the English Diploma Students who choose teaching as their major.

2. Elementary school teachers

   It is expected that this final project report could help the teachers to find out the fun and effective method used in teaching speaking in order to get the maximal result in improving the student’s English skill, especially in speaking ability.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

In the last chapter, I present conclusions and suggestions of the final project report.

A. Conclusions

Based on the discussion, I draw some conclusions as follows:

1. There were four steps performed by me in teaching English. They were warming-up, presentation, production and closing. In teaching and learning process, I still translated in Indonesian what I explained to my students, because I found that most of the students could not understand what I said. Besides, I found that the students' speaking ability was very poor, especially their pronunciation. They still faced problems when saying some words correctly. Therefore, to make the students more interested in learning English and to avoid boredom in class, I applied games. Here, to improve the students' speaking ability, I applied "guessing game" that contains of "What am I doing game". I also divided the class into groups. The reason was to train the students to work together and to interact to each other. By playing this game, the students were required to speak all the time. The game also required the students to produce a sentence.
2. Teaching English to young learners is difficult, moreover, English is not their mother tongue. Therefore, I have found some problems when I taught English to the fourth grade students of SDN Kentingan. I also provided the solutions to handle those problems.

   a. Limited teaching material

      To develop the teaching material, I looked for other sources such as from internet, books and other references.

   b. Classroom management

      When the classroom condition began not conducive and uncontrolled, to handle those problems, I used attention gather method (Class...class...class & Yes,...yes...yes...) to attract the students’s attention. To make the students more interested and active, I applied a game and gave reward to the active students.

   c. The mother tongue interference

      To handle this problem, I explained the importance of using English as much as possible in order to get good result, because they were in English class not Javanese class. Therefore, I told them that they have to use English maximaly instead of Javanese.
B. Suggestions

Based on the conclusion above, some suggestions are given to:

1. The English teacher in SDN Kentingan 79

   Before teaching the students, the teacher has to prepare the material by making lesson plan. The teacher also should be able to motivate the students in learning English. She also should develop a fun method in teaching English and not only use a conventional method. Besides that, she should not only use Students’ worksheet but also use various materials that are relevant with the subject. It is done to provide interesting materials - in order to attract the students to join the class happily.

2. Students’ parents or relatives

   In order to get maximal results in learning English, especially in speaking English, the students’ parents or relatives who can help should involve speaking activities not only in class but also out of class, because in learning language, the more we practice it, the better result we will get.
CHAPTER III

EXPERIENCE AND OBSTACLE

In chapter III, the discussion is based on the job training activities in SDN Kentingan 79. There were three main points, covering the description of SDN Kentingan 79, the job training activity and the experience and obstacle.

A. SDN Kentingan 79

SDN Kentingan 79 is one of the public elementary schools in Surakarta. It is located at Jl. Ir Sutami No.52 Jebres, Surakarta. The school was built in 1957. Since it was established in 1957 until 2011, the school occupies in small area about 340 m². In November 2011, this school was renovated and finished in January 2012. Therefore, since January 2, 2012 SDN Kentingan has occupied in the new building with wider area. This school has two-storey building that consists of six classrooms, a teacher office, a headmaster office, school yard, parking area, a canteen, three bathrooms and a library.

This elementary school has several goals to increase quality of the school. The goals are to facilitate students who have smart potential and extraordinary talent to get specific education, to enlarge potential of the students, to prepare students to be able to live in society and able to answer the challenge of the rapid changing age in globalization era. SDN Kentingan 79 is led by a headmaster, named Mrs Yuni Trihastuti, S.Pd, M.Pd. The school has 180 students and 17 teachers.
Grade I class has 23 students, consisting of 13 male students and 10 female students, grade II has 28 students, consisting of 12 male students and 16 female students, grade III has 27 students, consisting of 12 male and 15 female, grade IV has 28 students, consisting of 10 male and 18 female, grade V has 30 students, consisting 15 male and 15 female and the last is grade VI has 29 students, consisting 17 male and 12 female. However, the teachers of this school consists of 11 permanent teachers and six part-time teachers.

1. Vision and Missions

a. Vision:
Superior in achievement, smart, expert, equaling of faith and devotion (IMTAQ)

b. Missions:
1. Students can comprehend and accomplish their religion in daily life.
2. Students were accustomed to diicipline, regular, polite and have responsibility in behavior and utterance in their daily life.
3. Students can participate in the development of Science and Technology (IPTEK).
4. Students can get academic and non academic achievement.
5. Create smart, capable, creative, independent and pious students.
2. **Extracurricular Activity**

This school also has three extracurricular activities for students to follow. The extracurricular activities have benefit to gain students potential outside the academic potential.

a. **Karawitan**

This extracurricular is done to introduce traditional javanese music to the students and make them to love javanese culture. This extracurricular is usually held in TBS (Taman Budaya Solo) every Saturday at 07.30 a.m and it is supervised by Mr. Muji.

b. **Drum band**

SDN Kentingan 79 holds drum band as an extracurricular because it can improve students’ talent in music. This activity should be participated by the students of grade 3 to 5, it is supervised by Mr. Andri Wijaya S.Pd and is held every saturday, at 9.00 a.m.

c. **Scout**

*This extracurricular is done to train the students’ independence, disciplines and team work.* This activity should be participated by the students of grade 3 to 5. It is held every Saturday at 10 a.m and this extracurricular is supervised by Mr. Agus Jaini, S.Pd.
3. Organization structure of SDN Kentingan 79

![Organization Structure Diagram]

Picture 3.1 Organization Structure
B. The activities during Job training in SDN Kentingan 79

1. Class observation

In the early of this job training activity, I did the Class observation for three days, starting from 2nd to 4th January 2012. I observed about classroom condition, the way the teacher taught and managed the class.

In doing class observation, I came to the class with the teacher. When the teacher was teaching, I observed the activities in the class, about the way the teacher taught and managed the class. Besides, I observed the situation in the classroom and facilities provided by the school. Talking about facilities, in each class, there are cupboard, the student’s desk and chair, blackboard, whiteboard, a set of teacher’s desk. All of the facilities are good and still new. Here I paid attention and took a note.

There was only one English teacher in the school, named Aisyah Ruthyana. Mrs. Aisyah taught English in this school since 2009 and she was still part time teacher until now. She handled English subject from grade 1 until grade 6. At the beginning, I made an agreement with the English teacher about what grade the writer would teach in and finally I chose to teach the first, the fourth and the sixth grade students of the school. However based on my consideration, I decided to choose the fourth grade as my focus in writing the final project report.
From three days observation, I started to recognize the characteristic of the first, the fourth and the sixth grade students. The first grade was the noisiest one, because they were still very young and still like to play around the class and make some noise. It was a big challenge for me to manage the class more conductive. The fourth grade students were more easily managed and calmer than the first and the sixth grade. Besides, they were quite smart compared to the other grades and it was one of the reasons why I chose the fourth grade as my focus in the final project report. The last was the characteristic of the sixth grade students. They were quite obstinate than the other classes.

When I observed the class, I found that the English teacher used a conventional method. She stood in front of the class and controlled the situation in class. Here the teacher role was as a controller. The teacher’s voice was very loud because most of the class condition in the school was very noisy, sometimes to attract the student’s attention she hit a table or board. The teaching aids used by the teacher were blackboard, chalk and students’ worksheet.

She mostly used Indonesian language when explaining the material because she found that the students had difficulties in communicating in English. Nonetheless, she kept trying to speak English.

After I had an observation for three days, the teacher suggested me to directly handle the class for next meeting. However, there were still guidance from the teacher.
2. Making lesson plan

Lesson plan is the most important part before conducting teaching activity. It helps the teacher in organizing the lesson efficiency and focuses on the teaching material. As a beginner teacher, it is very important to me to make lesson plan before teaching. Normally, daily plan outline is included what content to be taught, motivational techniques to be used, specific steps and activities for students, needed material, and evaluation processes.

Good planning includes allocated the use of time, choosing appropriate methods of instruction, creating students interest and building a productive learning environment. Daily plans can take many forms. The features of a particular lesson often determine the lesson plan format. For example, lesson topic/subject, grade level, students, allocated time, teaching aids, objectives and material.

During the job training, I applied the lesson plan containing some items below.

1. Pre-teaching
   a. Greeting
   b. Warming up: TPR (Total Physical Responses) and brainstorming
      (I asked some questions related to the material given).
2. Main teaching: In this stage, I used PPP (Presentation, Practice and Production) as my teaching model because this model was effective for teaching simple language in lower levels.

   a. Presentation: I explained and demonstrated the meaning and form of the new material (Present Continuous Tense)

   b. Practice: I asked the students to practice making sentences in Present Continuous Tense.

   c. Production: The students were involved in speaking games with guidance from me.

b. Post – Teaching

I reviewed material by asking some questions related to the material had been presented in the presentation stage. Besides, I gave homework taken from “LKS EXCELLENT” to the students.

The materials were adjusted with the curriculum of the elementary school and the students’ worksheet, entitled “LKS EXCELLENT Bahasa Inggris untuk SD/MI kelas IV.”
C. Experience and Obstacle

1. The process of teaching speaking to the fourth grade students of SDN Kentingan 79.

The process of teaching English was written based on my experience when I did the job training for a month and twenty days. I focused on teaching speaking skill to the fourth grade students’ by using games. However, I also gave some exercises which could improve their writing skill. The schedule of English lesson for fourth grade was every Wednesday starting from 07.30-09.15 a.m. Therefore, I had 115 minutes. The allocation time was long for a lesson in each meeting, so I had enough time to deliver and explain the material. I divided 15 minutes for pre-teaching, 85 minutes for main teaching and students’ work and the rest of time was for post teaching. The teaching process was presented below:

a. Warming up

The first thing, the teacher had to do in teaching and learning process was greeting. The purpose was to prepare the students’ readiness before learning process. In every meeting, I always greeted the students to know the students’ condition and to familiarize them to greet someone in English. In this stage I also made class agreement with the students. The class agreement is: If I said “Class, Class, Class,” the students had to answer “Yes, Yes, Yes”.

Material : Simple present continuous tense

Time : 1 X 115 minutes.
1. **Pre-teaching**

a. **Greeting**

   Teacher : Good morning, students!
   
   Students : Good morning Miss!
   
   Teacher : How are you today!
   
   Students : We are fine. And how about you Miss!
   
   Teacher : I am fine too, thank you. Okay students, Is anyone absent today?
   
   Students : Dimas, Miss.
   
   Teacher : Where is he?
   
   Students : He is sick.
   
   Teacher : Oh, I am sorry to hear that. I hope he will get well soon.

After greeting, I asked the students to do TPR (Total physical Response) by doing exercises or some movements, like “raise your hands”, “stretch your hands”, “nod your head”, “put your hand on your hip”, “wiggle your hip”, “lip your left foot to your right foot”. After that, I opened the class by giving brainstorming. I asked some questions related to the topic. Here, I taught about “Present continuous tense” :

   Teacher : “Students, what are you doing now?” (Some students did not understand the meaning of the question and how to answer. Therefore, I translated the question into Indonesian and explained how to answer.)
Students : “ We sitting,............., we listen to the teacher now........., **we are studying** ” (Just one student that can answer it correctly)

Teacher : “ Who is answer “ we are studying”

Student : “ Me, Miss !

Teacher : “ Ok. Now I will point you. What’s your name? ”

Student : “ My name is Faqih, Miss.

Teacher : “ Students, do you know why the correct answer is “ **we are studying**”

Students : “ (Most of the students answer ) No, Miss ?

Teacher : “ It is because **we are studying at this moment**. The bold verb is called *continuous verb*. This verb are formed by adding ‘–ing’ to the base form and using it with the verb ‘ to be’. for example: ‘Gendis is sitting on the chair’, ‘ Fajar is reading an English book’. To know more about it, today we will study about how to say what are we doing at the moment in English or in English grammar is called **Simple Present Continuous Tense** “. Simple present continuous tense is used to speak about what is happening at the present moment in time.

When I told about Simple Present Continuous Tense in English, the students were still confused and didn’t understand what I said. Therefore I

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translated it into Indonesian. To attract the students’ interest and to introduce the material, before I explained the material, I invited the students to sing a song together. The song was: “Sedang apa...sedang apa...sedang apa sekarang...sekarang sedang apa...sedang apa sekarang...? We are studying...we are studying sekarang...sekarang we are studying...we are studying sekarang. (If they are studying at the moment).

The bold sentence was how to express the activity or action in present continuous tense. After singing the song together, the students looked very enthusiastic in joining the lesson.

2. Main teaching
   a. Presentation

   This step was the important part of teaching activity. I explained and demonstrated some action verbs related to the topic, because if the students have known the verbs, they could make the sentences easily.

   Here, I introduced some action verbs used in daily activity. In presenting the material, I used flashcards. I showed them one by one and told the name of action verb of the picture that shown on the card. Then, I asked the students to repeat what I said, if there was still any mispronunciation, I asked them to repeat it again until they could pronounce the words correctly. The flashcards did not provide the name of the action verbs, so they could train the students’ memory to remember the verbs. The examples of the flashcards are:

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1. Andi is sleeping on the bed
2. Deva is cleaning the blackboard
3. My mother is washing the clothes

After that, I gave sentence pattern how to tell actions or activity that we are doing at the moment, the use of “S+ to be + O+ Adverb(optional)” as follow:

<table>
<thead>
<tr>
<th>S</th>
<th>to be</th>
<th>O</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Am</td>
<td>sweeping</td>
<td>the floor in the class</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>studying</td>
<td>magazine on the bed</td>
</tr>
<tr>
<td>We</td>
<td>Are</td>
<td></td>
<td>a letter television</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>on the chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the blackboard</td>
</tr>
</tbody>
</table>
Besides, I gave a formula how to ask what activity that is doing by someone at the present moment, as follow:

1. What are they doing? They are sitting on the chair
2. What are you doing? I am watching television
3. What is Nazwa doing? She is writing a letter
4. What is he doing? He is studying English

I explained the material as clear as possible in order to make the students understand the lesson. Before moving on to the Practice stage, I gave one real example to the students in order to make them more comprehend about this material.

The example:

( I invited one of the students: Students! Who wants to be a volunteer as a model?. “ Me......me Miss!! ( answer Sekar ) Ok, Good Sekar “.  

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Teacher: “Sekar! Walk and Clean the blackboard, then write your hobby on the blackboard (The students obey). Look!! Sekar is walking toward the blackboard, she is cleaning it. Now she is writing her hobby on the board. God Job!, Sekar.. I will give a reward for you.

b. Practice

After I had explained and demonstrated the material, In this stage, the students had to practice making few sentences with Present Continuous Tense. Then, to measure the students’ understanding, I also gave some exercises based on the material given and asked them to practice the dialogues of Task 3 (on Student’s worksheet, Lesson 1 page 3) with their partner.

c. Production

After that, the last stage in the main teaching was Production. In Production stage the learners should work as much as possible on their own language, talking to one another directly and not through the medium of the teacher. At this stage, I asked the students to talk more freely about themselves in Present Continuous Tense (what they are doing at the moment). Then, I showed some pictures of daily activity verbs and asked them to guess it individually. Next, I invited the students to play games. Here I applied a game, namely “guessing games”. This game contained one game, namely “what am I doing.” In this game I gave examples how to play the game. Before playing the game, I divided the class into five groups, each group consists of five until six members and asked them to make their own group’s name with V-ing name, such as cleaning group, walking group, sleeping group...
and ect. After that, I performed an action of some kinds of action and asked the class what I was doing. For example I demonstrated that I was sweeping the floor, I was cleaning the blackboard, I was sitting on the chair and ect. Then the students had to guess what I was doing. After that, I gave explanation about the rule of this game. The rules of the game were:

1. Each group had to choose one member as their representative to come forward.
2. Grammatical error reduced the point, up to 5.
3. The group which was not fair, would be reduced 5 score it had.
4. Wrong answer decreased 2 score, so before deciding to answer it, they might discuss the answer with their group.
5. The group, which could guess the game correctly, got 10 score.
6. The group, which had the highest score was the winner and would get rewards.
7. The most active student or group would get extra 5 score.

The steps of this game are as follow:

1. I acted that I was cleaning the blackboard
2. I asked to the students what I was doing
3. I gave a chance to the students to answer, I waited them for three seconds.
4. If there was no group answering, I repeated to act like that again.
5. The quickest group which raise their hand would have the first chance to guess.
6. The chance to guess was only once. If the answer was right, I would say, “Good job, 10 point for group 2” and I wrote the score on the blackboard. On the contrary, if the answer was wrong, I would say, “No, still wrong, the others?“.

7. I continued with several action verbs.

8. I asked to the students to send one person as their representative to come forward.

9. I asked each representative to come forward. I started from representative of group 1 until group 5.

10. I gave cards to the representatives of group 1 to group 5 randomly. (the card contain picture of person that is doing something and the students have to guess it with correct sentence pattern), for example “Andra is sleeping / Rina is sweeping the floor and etc “). First, I did this step, from group 1 first. Then I asked the representative to act and mime based on the card.

Teacher : “Faqih as representative of group 1 please to come forward“

Faqih : “Okay, Miss”

Teacher : “You have to choose one game card on the table ramdomly.

Then, open and give it to me ! and what you have to do is acting/ miming or demonstrating based on the game card.

When practicing, you cannot say anything, use your gesture or mime. Now, I will give you 1 minute to discuss with your group. (about how you will demonstrate it)
Faqih : Yes, Miss.

Teacher : Then, if the representative already to practice it, the rest of the students (except the members of group 1) have to guess what is being done by the representative of group 1.

11. If the students thought that they knew the answer they have 45 seconds to discuss it with their group. When they got ready, they had to raise their hand and mention their groups’ name to answer it. They had to answer in full sentences correctly, not just the action verb. For example : He is reading newspaper.

12. After that, I gave point and reward to the group that raised their hand to answered it correctly. I also gave extra 3 score (for their own score) and a reward to the students who had answered it correctly.

13. The steps were done repeatedly until all representatives got their turn.

3. Post teaching

I reviewed the material by asking some questions related to the material presented on the previous presentation in both groups and individually. I made sure that the students understood or not by giving an opportunity to the students to ask any question related to the material. Besides, to keep the students learning at home, I gave homework taken from LKS EXCELLENT. Finally, I ended the lesson by saying, “Okay class, this is the end of our lesson today. Thank you for your attention and see you ! “.

D. The effectiveness of using games in teaching speaking to the fourth grade students of SDN Kentingan 79.
Games are effective teaching tools and have many positive aspects, including the creation of opportunities for students to communicate. However, every technique in teaching has both strengths and weaknesses. Playing games in teaching speaking to the fourth grade that I applied also has both strengths and weaknesses. During the job training, I could identify some strengths of playing games in teaching speaking activity of the fourth grade in SDN Kentingan 79.

**The strengths of applying games in this teaching process:**

1. The game activity can pump up the students' willingness to follow the lesson. When I taught English by using games, the students were very enthusiastic and really enjoy the English class. Although they never did the game before, they were easy to manage and very cooperative.

2. The game activity can encourage the students to speak in English, even for shy students. The students were confident in speaking class because they could learn by playing and they were not shy to speak although they made such grammatical error.

3. The game activity can avoid boredom in class

4. I was easier to control the class condition. In playing this game, it needed a quite condition. If there were some noisy students, the others would yell at them. Therefore, the cooperation in the every section of the game was easy to build.

**E. The Problems and solutions in teaching speaking by using games to the fourth grade students of SDN Kentingan 79**
No technique is perfect and without weaknesses. Teacher often confuses to decide the best method in teaching. It is because every method has strengths and weaknesses. The most appropriate and acceptable method should be adjusted with many considerations to respond the condition of the teacher and the students. During the job training, I found some problems of applying game in this teaching speaking activity, such as:

1. There were some of the students (especially girl students) who didn’t want to talk when this teaching process was running. Perhaps they suffered from fear of making mistakes and therefore ‘losing face’ in front of the teacher and their friend. Commonly the girl students were quieter than the boys. In the other side the boys dominated to speak. Therefore to overcome this problem, I convinced the students that it was okay to make mistake in learning process because everybody had made mistake. Moreover in learning English, if we wanted to master English, we had to talk as much as possible and don’t ever be shy in making mistakes. Thus, we could learn from the mistake to improve our speaking skill. Then, I also got the students to act out dialogues. It was one way to encourage the quiet students to take part in speaking activity.

2. Limited teaching material
The first problem I faced during the job training was the teaching material. Actually, there was a handbook to support the teaching English activity that was “Let’s go book”, but the English teacher didn’t use it for teaching and learning process. She only used the students’ worksheet
(LKS), because there were just few students having the book and she asked me to give material only based on the students’ worksheet, so I had difficulty in developing the material. Therefore, to overcome this problem, I tried to find the other sources, such as from internet, books and other references, which were relevant to the material.

3. Class management

I faced difficulty in managing the class. The students were difficult to be controlled and to pay attention to me, they were busy doing their own business, for example: when teaching and learning process was running, there were some students played around in the classroom, daydreamt, talked with their friend, made such noise, sang a song and etc. To attract the students’ attention I made them calm by asking them Class...Class..Class and the students answered “Yes...Yes...Yes or I asked them to sing a song together. This methods were effective and otomatically, the students were pay attention with the lesson again.

4. Students’ interest

The students’s interest was low in learning English, especially in speaking. They thought that English Speaking was very difficult to learn since it was not their mother tongue. Besides, the pronunciation of English that they read was completely different from what they say, so they often felt bored and faced many problems in learning speaking. Therefore to make
students felt fun and interested in the subject I applied game and gave reward to the active students.

5. The mother tongue interference

The main problem in teaching English speaking was the mother tongue interference because it determined the students’ pronunciation. Pronunciation is the most important skill that should be mastered in improving students’ speaking ability. All of the students of grade 4 used Javanese as their daily communication, so they couldn’t pronounce every word given by the teacher properly. To solve this problem, I gave understanding to the students that if they want to be able in English, they had to attempt in using English as much as possible. Besides, to make the students more fluent in speaking English, I also asked the students to repeat after I pronounced that word. This was done for many times to get the right pronunciation.

6. Time consuming

This game was time consuming, especially in managing the groupwork. It was not easy to manage the young learners. They were still found any difficulties to understand with the teacher instruction, so it took long time to explain it. Therefore to make the students easier to understand the
instruction, I used gesture and combined it with Indonesian and fortunately, I had enough time in every meeting, that was almost 115 minutes.
CHAPTER II

LITERATURE REVIEW

This chapter will discuss some literature reviews related to the topic in this final project. Here, I present four main topics, teaching, teaching English, teaching speaking to young learners and teaching speaking by using games. Each topic will be explained in detail below:

A. Definition of teaching

According to Brown (2000), teaching means showing and helping someone to learn how to do something, guiding and facilitating learning to improve skill and attitude. It means that teaching not only transfer information to the students but also teach attitude to them, because parents hope that their children have good knowledge and attitude, while Hornby (1995) states his definition that teaching is giving an instruction to cause know or be able to do something giving knowledge, a skill, giving lesson of school, etc.

In short, we can conclude that teaching is helping someone to master a skill or subject.

B. Teaching English to young learners

Young learners mean children who are five or six years old up to eleven or twelve years old (Philips, 1996:5). Moreover, Brumfit (1995:v) said “Young learners mean children in the early stages of their schooling, up to the age of 13 or 14.
In other words, we can say that young learners are the students from elementary school until junior high school. Childhood is the best time to teach language, because children very easily and enjoy learning another language. They also love to explore new sounds and love to produce new word (Petersen and Hayden, 1961:221).

The responsibility of a language teacher is to teach and to develop the students’ ability to use the language in their daily life. In learning language, especially in English speaking, we will master it if we practice lot, so Ur states that speaking is the most important skill to be taught, especially to children. Moreover, teaching oral language in elementary school concentrates entirely upon the function of language as communication (Petersen and Hayden, 1961:117). Children need to talk. Without talking, they cannot become good at speaking. In learning language, the only way to learn to use is to practice it. Therefore the teacher’s job is to make sure that the desire to talk is working for learning.

C. Teaching Speaking to young learners

1. Definition of Speaking

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998, p. 13). Based on the both definitions, it can be inferred that speaking is an essential tool used for communicating, expressing ideas, opinions, or feelings to others by using words or sounds of articulation.
Nowadays, the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. Therefore, we know that speaking is a crucial part of second language learning and teaching.

2. Definition of Teaching Speaking

What is meant by "teaching speaking" is to teach learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 1991 in Brown 1994)

From the definition above, we know that teaching speaking is giving some instructions to the students in order to communicate.

Furthermore, we can also say that teaching speaking is the way for students to express their emotions, communicative needs, interact to other person commit to user.
in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

In Teaching Speaking to young learners, the teacher has to consider some things, like the characteristics of the students, how old they are and the methods that will be used to teach them, because it can influence the success of teaching.

Moreover, teaching speaking to young learners are different from teaching adults. English teacher can’t conduct the same way like teaching adults because young learners have different characteristics from adults. Commonly young learners have certain characteristics like having more imagination, feeling bored easily, using limited language creatively and taking great pleasure in finding and creating fun in what they do. According to Halliwell, young learners have the following characteristics, such as:

- They are already good at interpreting meaning without necessarily understanding the individual words;
- They already have great skill in using limited language creatively;
- They frequently learn indirectly rather than directly;
- They take great pleasure in finding and creating fun in what they do;
- They have a ready imagination;
- They above all take great delight in talking (Halliwell, 1992:3)

By understanding the characteristics of young learners at elementary school, a teacher can apply techniques with his young learners. The techniques in teaching English speaking have to be suitable with the characteristics of young
learners, so the young learners will be encouraged and motivated in speaking English. These are the techniques in teaching speaking to young learners:

a. Using gesture

Using gesture in teaching speaking is very useful to make students understand the meaning easier because the movement that is used by the teacher when teaching English can help the students who have limited language understand what the teacher says.

“ When children find a new language at school, they need some methods to help them interpret the new sounds, new words, and new structures, so English teacher can develop the teaching speaking methods by using gesture, intonation, demonstration, action, and facial expressions to transfer meaning about what English teachers are saying”. (Halliwell, 1992:4)

b. Using role-play

Another way of getting students to speak is role-playing. In role-playing, students pretend to be someone else. In this activity, the teacher gives situation in role card or tells to the students, such as who they are and what they think or feel and the students act and say based on the situation given (Harmer, 1984). For example, the teacher tells the students that "You are a shop assistant. Ask to your customer about the things that they need…"). It is good activity, because the students become the model and it gives a chance to use language in new contexts and encourages the students natural expressions and intonation as well as gesture,

commit to user
so it can improve the student’s speaking ability. Role-play is a way bringing situation from real life into the classroom.

c. Question and answer

Question and answer is one technique of giving language practice in the classroom (Byrne, 1986:48). The teacher gives some questions related to the topic and the students should answer them orally.

d. Using puppet

Most of young learners like to play, even when they are learning in the class, so using puppet is an alternative way in speaking class, because they can learn by playing. Young learners enjoy puppet because puppet shows dramatic activity, which can attract the children (Peterson and Hayden, 1961:137). They also can tell a story or make a conversation by using the puppet.

e. Using games

The use of game in teaching can motivate the students to use the language in the class. It will be interesting for them, because most of the students like games, so games can be used to improve the students’ interest in learning English and to provide the students’ opportunities using English in daily life. (Byrne, 1986:100)

f. Using repetition

English teacher faces many difficulties because English is the second language in here. Therefore English teacher should repeat what they have taught before. Repetition has always played a part in language learning, even it is efficiency in helping the students to transfer knowledge from their short-term to
long-term memory (Harmer, 2007: 56). Nevertheless, we suppose that if students think about what they are repeating and try to organise it in their head. Besides, it is useful to remind their young learners about how to say the sentences. Commonly, young learners have little occasion to speak English at home because people around them speak the mother tongue. Most of our pupils have little opportunity to practice speaking English outside the classroom and they need a lot of practices when they are saying in class (Scott, A. Wendy and Lisbeth H. Ytreberg, 1990:33)”. From those explanation, we know that repetition can allow students to improve on what they did before, so they will more confidently and fluently when they do it a second time.

**g. Using songs**

Paul, (2003: 58), states that children love songs. Children keep songs in their heads, sing them after class, hum them on the way home, and sing them at home. They like singing activity and songs provide many opportunities to get new words and to acquire the model pronunciation. Paul, (2003: 58-59), suggests the following ways of how teachers can use songs in class:

1. **Singing**

The teacher and the children sing songs together when teaching process.

2. **Activities**

The teacher combines actions with songs. This is usually the most effective way to use songs, especially with younger children. Any songs can be combined with actions.
3. Background

There are songs in the background when children play games. This can be an effective way for children to remember patterns without focusing on them too much.

**D. Teaching speaking to young learners by using games**

Language learning is hard work, moreover for the young learners as English is their second language. Therefore, in teaching English to young learners, especially teaching speaking, the teacher should use fun methods, because if the teacher uses conventional method in the class, the students will be bored and they cannot absorb the lesson well. One of the methods to make it fun in teaching speaking process is applying games in the class.

Well-chosen games are very important because they give students a break and at the same time allow students to practice language skills. Games are highly motivating because games are amusing and challenging. Furthermore, Games apply meaningful and useful language in real contexts. It also encourages and increases cooperation.

Games are activities that are done to have some fun (Hornby; 1995:486). Games can make the students more focus in learning, because they do not feel that they are forced to learn. Meanwhile, Byrne (1986:100) states that game is a form of play, governed by certain rules or convention.
The use of games attracts the student to learn English because games are fun and make them want to have experiment, discover and interact with their friends and environment. According to Lewis the usefuls of games are:

1. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, language learning will not be the key motivation factor. Games can provide this stimulus.

2. The game context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking plausible even to reluctant children.

3. Through playing games, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot (Lewis (1999).

Every game has different rule and focus of skill. For example, games which can be used to improve students’ speaking ability are guessing game, identifying games, speculating games, memory game, describing game, connecting game and creating game (Wright, and Buckby, 1989).