IMPROVING SPEAKING SKILL BY USING GAMES
FOR THE THIRD GRADE STUDENTS
OF SDN JAGALAN NO.81 JEBRES, SURAKARTA

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

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MOTTO

“ALWAYS THINK POSITIVELY”

“BEAUTIFUL MIND FOR GETTING THE BEST FUTURE”

“DREAM, FIGHT, MAKE IT HAPPEN”

[The Writer]

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DEDICATION

This final project is dedicated to:

♥ My Beloved Father and Mother

♥ My sisters and My Brother

♥ All people who have supported me

♥ My self

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PREFACE

In this opportunity, the writer would like to say Allhamdullilah to Allah SWT for the blessing and guidance so that the writer could finally accomplish this final project report.

This final report is written to fulfill one of the requirements in obtaining the English Diploma Program, Faculty of Letters and Fine Arts. This report is written based on the job training that was done by the writer at SDN Jagalan No. 81 Surakarta. In final project, the writer discusses about Improving Speaking Skill by using Games for the Third Grade Students of SDN Jagalan No.81 Jebres, Surakarta

The writer is interested in discussing the topic because the writer wants to know the effectiveness of games in speaking English activities. The activities have aims to improve students‘ speaking ability.

The writer realizes that this final project is far from being perfect. So the writer welcomes any criticism from the readers nicely for the improvement of this final project report.

Finally, the writer is grateful to all people who have contributed to the making of this final project and hopes that will be useful to all readers.

Surakarta, June 2012

Fika Ratna Ayu K
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Surakarta, June 2012

Fika Ratna Ayu Kusumaningtas

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ABSTRACT


This final project is arranged based on the job training that had been done by the writer in SDN Jagalan No.81 Jebres, Surakarta. This report has objectives to describe the process of English teaching speaking activities by using games, to find out the problems in process of English teaching speaking activities and to give the solutions for the problems in process of English teaching speaking activities.

The writer did class observation during job training and making a lesson plan before she taught in class. The writer did four stages during the process teaching speaking activities by using games. Those were BKOF consist of greeting and warming up, Presentation, Production, and closing.

The writer found some problem in process of teaching speaking activities. The problems were the materials, the influence of mother tongue, the students’ self confidence, the limited time, and the class management.

There were some solutions from the problems faced by the writer. The solution for the first problem was searching other materials related to the theme from internet and other reference books. The second was solved by asking the students to practice English every day. The vocabularies had been pronounced repeatedly by the writer. Moreover, the solution of the third problem was by giving encouragement to the students using supporting words. To solve the limited time as the fourth problem, the writer arranged a lesson plan. Then, to solve the last problem about managing a big class, the writer used attention gather strategy such as ‘class…class’, ‘Hello’, and clapped the hand 3 times.
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ABSTRACT


Tugas Akhir ini dibuat berdasarkan aktivitas magang yang telah dilakukan oleh penulis di SDN SDN Jagalan No.81 Jebres, Surakarta. Laporan ini memiliki tiga tujuan yaitu untuk mendiskripsikan proses dari mengajar berbicara dalam bahasa Inggris dengan sarana permainan, untuk menemukan masalah dari mengajar berbicara dalam bahasa Inggris dengan sarana permainan, dan memberikan solusi untuk masalah dalam proses mengajar berbicara dalam bahasa Inggris dengan sarana permainan.


Penulis menemukan beberapa masalah dari proses mengajar berbicara dalam bahasa Inggris dengan sarana permainan. Masalah yang dihadapi meliputi materialnya, pengaruh dari bahasa lokal, percaya diri murid-murid, waktu mengajar dan pengaturan kelas.

Berikut ini beberapa solusi dari masalah yang dihadapi oleh penulis. Solusi untuk masalah yang pertama yaitu mencari material lain yang berhubungan dengan tema dari internet dan buku cetak lainnya. Masalah yang kedua diselesaikan dengan menyuruh anak anak untuk selalu praktek berbicara memakai bahasa Inggris setiap hari. Selanjutnya, solusi untuk masalah yang ketiga, penulis selalu memberikan semangat kepada murid agar mereka memiliki percaya diri dalam berbicara dengan bahasa Inggris. Untuk menyelesaikan kurangnya waktu mengajar, penulis menyusun rancangan mengajar setiap kali akan memasuki kelas. Dan, untuk menyelesaikan masalah terakhir tentang mengatur klas dengan jumlah murid yang banyak, penulis menggunakan stategi. Salah satu stategi yang digunakan attention gather stategi seperti memanggil murid murid dengan “class…class”, “Hello”, and clapped the hand 3 times. Stategi ini bertujuan untuk menarik perhatian murid murid agar tertuju pada pelajaran yang berlangsung.
CHAPTER I

INTRODUCTION

A. Background

English is one of important languages in the world. It is also recognized as the international language used as the main language for communication in many countries. It has an important role in many aspects of our life, for example people can communicate with other people from different countries and cultures. Besides, today everything uses English language such as education, books, information, technology and requirement for looking a new job. Due to the important of English language, many people try to learn and master it. A good ability in English both oral and written is needed to master English well. By mastering this language, people can reduce the number of misperception or misunderstanding when they communicate with other people especially foreigners. As the result, both of them will understand each other and their goals will be reached.

According to the reason above, English should be learned as early as possible. In Indonesia itself, the government decides to include English language as a school subject in the curriculum. English has been taught to students starting from elementary school. As we know that a child in elementary school is facing the golden age. The golden age is between 6 until 12 years old. It is productive age to absorb something new such as language. Therefore, it is easier and faster for the children to learn and master English than adult.
As a foreign language, English is very difficult to be learned by the young learners. English has four main skills that should be mastered those are speaking, reading, writing and listening. Speaking skill is more difficult than writing skill because young learners must reproduce the sound and pronoun the language well. The students probably try to say the word or the expression. Then, in teaching speaking, the teacher cannot force each student to speak because every student has different level of ability. There are many methods used to teach speaking such as song, games, drama etc. All of them can help the young learners enjoy to speak and motivate them to learn English.

Knowing the development of English for young learner, the writer is interested in having the job training in SDN Jagalan No.81, Jebres Surakarta. In this school, English had been taught since 2003 as an extracurricular then in 2010, it has become a main lesson. The writer taught English at this school from the first to the third grade students and the project is focused on the third grade students as the source of the data used in this final project report. The writer is interested in discussing the speaking activities in third grade SDN Jagalan No.81 Jebres, Surakarta. The writer uses games as a method to make the process of teaching learning easier to be understood.

Based on the background above, the writer presents a discussion and report entitled “Improving Speaking Skill by Using Games for Third Grade Students of SDN Jagalan No.81 Jebres, Surakarta”
B. Objectives

According to the background above, the objectives of this final project are:

1. To describe the process of English teaching speaking activities for third grade students in SDN Jagalan No.81 Jebres, Surakarta.
2. To find out the problems in process of English teaching speaking activities for third grade students in SDN Jagalan No.81 Jebres, Surakarta.
3. To give the solutions for the problems in process of English teaching speaking activities for third grade students in SDN Jagalan No.81, Jebres, Surakarta.

C. Benefits

The writer hopes this final project report will be beneficial to:

1. SDN Jagalan No.81, Jebres, Surakarta.
   
   This final project report can give useful input to the English teacher and the students of SDN Jagalan No.81 to improve their quality and skill of English teaching learning.

2. English Diploma Program, Faculty of Letters and Fine Arts Sebelas Maret University

   It is hoped that this final project report can be used as a reference for who are interested in teaching and learning field.

3. Students of English Diploma Program

   It is hoped this final project report can give contribution to the students of English Diploma Program as additional knowledge.
4. Other reader

It is also hoped that this final project report can give more knowledge to other readers reading this report.
CHAPTER II
LITERATURE REVIEW

A. Introduction

In chapter II, the writer discusses some literatures related to the topic of the discussion in this final project report. Here, the writer presents at least five main topics, covering definition of teaching, learning, young learner, speaking and games.

All of the parts as mentioned above will be explained in more detailed below.

B. Teaching

Teaching is one of aspects of education concept. There are many definitions of teaching from some psychologists. They have different opinion toward the meaning of teaching. Generally, the definitions of teaching have the same characteristics. According to Longman Exam Dictionary (2003: 1584), To Teach is to give lessons in a school, college or university, or to help someone learn about something by giving them information.

As stated by Brewster in his book The Primary English Teacher’s Guide, “Teaching means facilitating discovery, not presenting knowledge” (1992:31). It means that teaching is not only giving some information about knowledge or skill, but also guiding children to find out an experience to get knowledge.

Teaching and learning are the two crucial elements in learning process that cannot be separated from each other. Teaching activity can help the learning
process run effectively. In *Oxford Learner’s Pocket Dictionary*, teaching is a process of giving instruction to somebody (Manser, 1995: 425). So, a teacher is a guide in the process of learning. The teacher’s duties not only give instruction in academic but also give instructions about term spiritually, community roles or life skills.

While, Brown says in his book *Principles of Language Learning and Teaching*, “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition to learning” (Brown 2000:7). It means that teaching is an activity to help and assess the learners in learning something in order that they understand their own ability in learning process. While in *Longman Language Activator* (2002:1208), teaching is a process to teach people especially over a long period of time about things that will be helpful to them in life.

In teaching activity, a teacher plays an important role in controlling the students in class during the learning process. Jeremy Harmer stated,” The behavior and the attitude of the teacher are the most important factors in the class room” (Harmer, 1991:249). Therefore, every teacher has a capability to lead the students, because a teacher has to be able to control and manage the students in the class in order that they can learn well.

From the definition above, we can conclude that teaching is a process of transferring knowledge, ideas, useful information and important value of life from the teacher to the learners through many kinds of methods in order to be accepted and understood easily.
C. Learning

According to Klein in his book *Learning Principles and Application*, “learning is an experiential process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies” (1975:2). Another definition comes from Kimbley and Garmezy, that learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimbley and Garmezy 1963:133). From two statements above, the process of learning must change the behavior of the learner.

While according to *Longman Exams Dictionary*, learning is to get knowledge of a subject or skill, by experience, by studying it or by being taught (2003:865). It means the students can get knowledge not only in a school but also from their experience.

Learning process cannot be defined apart from teaching. Brewster (1992:15) states that learning does include phases of imitation and repetition. It means that teaching process influences the learning process. Moreover, Harmer explained, “Learning is the process of accepting the knowledge” (1998:237).

Brown breaks down the definition of learning into several points.

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage system, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside organism.

5. Learning is relatively permanent but subject to forgetting.


7. Learning is a change in behavior. (Brown 2000:7)

From those statements above, it is clearly seen that learning is a process of getting or acquiring knowledge or skill. As the results, the learners would change their behavior in daily life.

D. Young Learners

Young learners are students in elementary schools. According to Philips, young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (1996:5). According to Scott and Yterberg, young learners mean children from the first year of formal schooling, between five and ten or eleven years of age (Scott and Yterberg, 1990:1).

Scot and Yterberg in their book *Teaching English to Children*, classifies young learners into two main groups:

1. Five to seven year olds (beginning stage)
   a. They can talk about what they are doing.
   b. They can tell someone about what they have done.
   c. They can plan activities.
   d. They can use logical reasoning.
   e. They can understand direct human interaction.
2. Eight to ten year olds, They have general characteristics, such as:
   
a) They can tell the difference between fact and fiction.

b) They ask questions all the time.

c) They rely on the spoken word

Eight to ten year olds are competent to use their mother tongue. Such as:

a. They can understand abstract

b. They can understand symbol (beginning with words)

c. They can generalize and systematize

(Scott and Yterberg, 1998:2-4)

They also state “Young children love to play and learn best when they are enjoying themselves, but they also take themselves seriously and like to think that what they are doing is real work” (Scoot and Yterberg, 1998:2). While, Petersen and Hayden said that each student is different. Each child attends to school with different experience, attitude, and value, intellectual, social and emotional maturity (Petersen and Hayden, 1961:44).

From those statements above, the writer concludes that young learners are students whose ages are five or six years old to eleven or twelve years old and they love to play and practice what they learn in real activities. They have general characteristics and language development.
E. Speaking Skill

Nunan in his book *Language Teaching Methodology* states that “Speaking is the single most important aspect of learning a second language or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” (1995:25). Passe states that “speaking is increasingly discouraged as student progress through school” (1999:121)

According to *Oxford advanced Learner’s dictionary*, speaking use to show that what you are saying is true in a general (2005:1467). While, in *Longman Dictionary of contemporary English*, Speaking is saying something in words that do not have their usual meaning (2003:1587).

Brown said that Speaking is making use of words in an ordinary voice, uttering words, knowing, and being able to use a language, expressing oneself in words, making a speech (1994:253). Brown also defines speaking as an interactive process of constructing meaning that involves producing and receiving and processing information.

Brewster also states that learning to speak in English means agreeing to speak in a way which is different from that of the mother tongue, by means of a game imitation, supported from time to time by reflection, but with same desire to be understood (29:1992)

From the explanation above, Speaking is the productive skill in the oral mode. It is one of the most important language skills because speaking is the way of helping people to do interaction and communication with other people. By speaking people can express their feeling in simple communication.
F. Games

Based on Oxford Advanced Learner’s dictionary (2005:130), game means an activity that is not serious and that other people may disapprove to make fun of somebody to laugh at somebody or make other people laugh at them, usually an unkind way. In Longman Language Activator, “game means an activity that you do for enjoyment and that you play according to set of rules” (2002:477).

According to Agoestyowati in 102 English Games, “The use of games in a learning environment will not only change the dynamic of the class, but also rejuvenate students and help the brain to learn more effectively” (2007:1).

Prodomou in his book Mixed Ability Classes states that “game is that of an enjoyable activity involving an objective that is achieved by following certain rules, usually in competition with one or more other people” (1995:120).

According to Hadfield in his book Advanced Communication Games,” A game is an activity with rules, a goal and an element of fun”. Hadfield also divides games into two kinds, namely:

1. *Competitive games* in which players or teams race to be the first to reach the goal.

2. *Co-operative games* in which players or teams work together towards a common goal.
Brewster and Dennis Girard divide the games into two kinds:

1. *Code control games* have the aim to score more points than others do and there is often a winner.

2. *Communication games* focus on accuracy to the development of fluency and more purposeful ‘communication’ or often rely on information gap. It is often played in pairs or small groups.

   (Brewster and Dennis Girard, 1992: 180-181)

According to the definitions above, the writer concludes that the games are activities of which the rule to play has been arranged to guide its players. Games become one of educational media as it can deliver the objectives behind the games and it can make fun for the player.
CHAPTER III

DISCUSSION

In this chapter, the writer would like focus on writing the activities done during the job training. Here the writer divided into three subchapters; SDN Jagalan No. 81 Surakarta, The activities during job training and Discussion.

A. SDN Jagalan No. 81 Surakarta

1. General description of the school

SDN Jagalan No. 81 Surakarta is one of elementary schools in Surakarta district. SDN Jagalan No. 81 Surakarta is located on Jl. Suryo No.153 Jagalan, Jebres, Surakarta. This location is easy to reach by land transportation. This school was built by the government in 1954.

SDN Jagalan No. 81 has accreditation A that means the school has a good reputation. Beside that, the school is famous with KARAWITAN as an extracurricular. Most of the trophies in the school are gained from karawitan contest.

Totally, there are 17 employees in this school; they are a head master, an administration staff, 6 class teachers, 8 subject teachers, a school keeper and a librarian. However, the administration staff and the librarian also teach English and Computer. There are 208 students studying in SDN Jagalan No. 81. They are divided into 6 grades. First grade has 29 students, second grade has 22 students, third grade has 43 students, fourth grade has 29 students, fifth grade has 40 students and sixth grade has 45 students.
The building of the school has 1815 meter square of area. It is consists of six classrooms, a headmaster room, a teacher room, a mosque, an UKS, a library, a storage, a karawitan room, a computer room, a religion room, a canteen, six bathrooms for students and two bathrooms for the teachers, a house for school keeper, parking area for students and teachers and also a large yard in the middle of school. Commonly, this yard is used for exercise activities and flag ceremony every Monday.

2. **Vision, Missions of SDN Jagalan No. 81 Surakarta**

1. The vision of SDN Jagalan No. 81 Surakarta

Excelent in education, polite in behaviour, good in art, culture and sport

2. The missions of SDN Jagalan No. 81 Surakarta

- Creating intelligent students who able to master the science and technology.
- Increased the spirit cultural art and sports.
- Establish a national character generation.

3. The main purposes of SDN Jagalan No. 81 Surakarta

- Forming students in order to be religious person who believe in god
- Creating healthy, smart and good attitude students.
- Forming students in order to be clever, creative, and competent.
4. **Organization structural of SDN Jagalan No. 81 Surakarta**

SDN Jagalan No. 81 is headed by a headmaster. His name is Suyadi. Mr. Suyadi has a responsibility to manage everything related to the school, such as programming activities, giving solution from all the problems, supporting schools creativity, and organizing and coordinating with all teachers and all employees. The head master leads sixteen employees who have different responsibilities.

5. **Extracurricular Activities**

SDN Jagalan No.81 Jebres, Surakarta has some extracurricular activities to increase the students ability, they are:

a. Karawitan and Traditional Dance

b. Sport(Volley and Football)

c. BTA(Religion)
B. The Activities during Job Training in SDN Jagalan No. 81 Jebres, Surakarta

The writer started the job training from January 2, 2012 to February 12, 2012. The first activity done by the writer are meeting and introducing herself to the English teacher. In this time, the writer had opportunity to discuss about teaching schedule, the book which is used and the class that would be taught by the writer.

1. Class Observation

Class observation was done by the writer on 3rd to 5th January 2012. The writer did class observation by seeing the English teacher taught the material to the students. The class observation was done to know the way the English teacher taught her English material and to know the condition of the classroom including the facilities and students’ characteristics.

The writer saw that sometimes she spoke in English but she mostly used Indonesian language in explaining the material because most of the students in the class have low ability to understand. Nevertheless, there were several students who gave response in the material.

In the last semester, English was handled by every class teacher but it did not run well. Therefore, in this semester, the English teacher handled the English subject from first grade into sixth grade. The teacher gave chance to the writer to choose the class to be taught and then the writer decided to teach English subject for the first, second, and third grade.

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The third grade consists of 43 students. They like to speak to each other and play around. This condition makes the class so crowded and very noisy. However, they had high motivation to learn English. Finally, the writer focused on the third grade as research for her final project report.

The writer also observed the facilities of the classrooms. Physically, the classrooms have standard quality. In each class, there are white board and black board, teacher’s desk, cupboard, fan, student’s desk, and some poster about lesson. All of them have a good condition.

2. Making lesson Plan

Lesson plan is used to make the process of teaching and learning running well. It is the important step that must be prepared by a teacher before starting teaching activity. It helps to guide the teacher in teaching process, so that the result of teaching process is better than without lesson plan.

The writer made a lesson plan for a topic and she did not make the other lesson plan. She made the lesson plan based on students’ worksheet given by the teacher namely TERAMPIL. The lesson plan describes about the objectives of the lesson, the activity (consist of warming up, give the material, student’s activities and closing), the time needed for every activity, and all the aids. The writer made two activities in her lesson plan.
C. Discussion

1. The Process of English teaching speaking activities for third grade

Students in SDN Jagalan No.81 Jebres, Surakarta

Here, the writer explains the process of teaching speaking activities based on the writer experience when the writer did the job training in SDN Jagalan No. 81 for average two months.

During the teaching activities the writer focused in improving the student’s ability in speaking skill using games. The writer also gave some exercise for the other skill in order to make all the skill running balance. The English lesson for third grade was taught every Saturday at 8.10 am – 9.35 am.

a. Building Knowledge of The Field (BKOF)

BKOF consists of two step, they were greeting and warming up.

Greeting

Before doing the teaching activity, the writer greeted and checked the students’ attendance. It made a good relationship between the writer and students. Besides, it was used to make the students ready in English learning process. In this step, the writer could understand how far the students able to speak fluently.

Here, the example of greeting:

Teacher :” Good Morning, students”

Students :” Good Morning Miss”

Teacher :” How are you, today?”
Students : “I’m fine, thank you. And you?”

Teacher : “I’m fine too”

The dialogue above shows a very simple conversation between students and teacher. It is an introduction in speaking skill.

**Warming up**

The second step in teaching process is warming up. Warming up is needed to familiarize students with the topic. The writer wrote down the theme on the blackboard such as “Animals”. After that, the writer introduced the topic by asking some questions related to the topic. The questions should be able to change students’ brainstorm related to the topic. Here is an example of conversation in warming up session about animals.

Teacher : “Do you ever go to the zoo?”

Students : “Yes. I ever miss”

Teacher : “What do you see in there?”

Students : “Macan, Singa, Gajah”

Teacher : “Ok Good”

In this step, the writer asked in English at first then she translated it into Indonesian because some students did not understand the meaning of the questions. She also guided the students to answer so that they could able to speak English.
Presentation

Presentation is the next part after the warming up in teaching process. In this part, the writer explained the material by giving new vocabularies with pictures, writing down the word in the blackboard and pronouncing the word well. Without knowing the right pronoun of the word first, the students could not produce the word perfectly. The writer said the word two times. If the writer heard some student mispronounced the word, the writer would repeat it again. It has the function to make the students to be able to pronounce and memorize the word well.

The writer introduced new word about animals by using picture. The writer read the word one by one while she showed the picture and then students repeated what the writer said.

After that, the writer introduced an example of conversation related to animal. The conversation is as follow:

Questions : "What animal is it?"
Answer : "It is a Monkey."

Questions : "How the monkey like?"
Answer : "Monkey has soft fur, long tail, and he likes claim."

Questions : "Do you like a monkey?"
Answer : "No. I do not like."
Then, the writer gave the formula how to describe a thing (animal) and gave the examples.

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<th>Subject</th>
<th>Has/ have</th>
<th>Noun</th>
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<tbody>
<tr>
<td>They</td>
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<td>Fur</td>
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<tr>
<td>We</td>
<td>Have</td>
<td>Big ears</td>
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<tr>
<td>I</td>
<td></td>
<td>Small nose</td>
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<tr>
<td>You</td>
<td></td>
<td>Long tail</td>
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<tr>
<td>He</td>
<td>Has</td>
<td>White colour</td>
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<tr>
<td>She</td>
<td></td>
<td>Scaly skin</td>
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<td>It</td>
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</table>

Example:

Cow     has     white and black skin colour.

___     ___      __________________
S       P          O

Elephant    has    big ears

_____    ___    ______
S       P        O  commit to user
The writer explained material as clearly as possible to make the students understand. Therefore, it was easier for them to speak up in grammatically correct utterance. To check the students’ understanding, the writer asked for two students to come in front of the class and to practice the conversation above. In this stage, the speaking activity was developed.

**Production**

Production step has the purpose to know the students understanding and to develop the students’ ability in speaking. In this step, the writer used “throwing the ball game” and “guessing game”.

**Throwing the ball game**

The purposes of using “throwing the ball game” activity are to improve and to make the students fell fun in speaking activity.

Before starting the game, the writer needed animal picture and plastic ball as the equipment. Firstly, the writer asked the students to stand and to make a circle shape. The writer did not meet difficulty, because this activity was done in the hall of the school. Then, the writer gave an animal picture to each student. The students that have gotten the picture must hide it from the other friends. After that, the writer explained role of the game. The students gave attention to what the writer said. The steps of the playing the game were:

1. The writer threw the ball to one of the students and showed the picture. Beside that she asked questions: “what animal is it?”
2. The students who have caught the ball had to answer the questions using a complete sentence. For example: “it is a horse”. If the students cannot answer correctly, he will get a punishment. The punishment is getting baby powder on their faces. While, they threw the ball to the other friend. They had to show his picture and asked the question like the writer did.

3. The other students receiving the ball will do the same thing like the first students.

4. The ball were thrown 6-8 times.

   Speaking activity in this stage is done by the students individually when they answered and asked the questions in complete sentences.

**Guessing Game**

Here, the students might guess a characteristic related to animal. The purpose of guessing game is to develop speaking ability and to keep the students’ interest in learning English. Therefore, they were not worried to produce their words because they felt fun in doing the activity.

The writer divided the students into seven groups. Every group consists of 5-6 members. After that, the writer asked the students to join in their own group and to choose a person to be a captain.

The steps of playing guessing game were:

1. The writer asked the captain from each group going to in front of the class.
2. The captain took a picture. Then, they have a duty to explain the characteristic of the animal based on the picture they took. They might make a complete sentence by using the word keys under the pictures.

3. The writer asked the entire group to be ready playing this game. The other groups had opportunity to guess what the animals was explained by the captain from each group. Every group had 10 point as the first score. If the answer was incorrect, the point would be decreased two points and if the answer was correct the point would be added five points.

4. The writer gave 3 minutes for every captain to describe the animal on the picture.

5. Group which had highest point is the winner and they would get a prize from the writer.

    Beside using games to improve the students’ speaking skill, The writer made an interesting activity in the class. The activity was about students’ favourite animal. They had a little conversation for each student in the class. The writer gave punishment for the students who did not use English language in the conversation. The students must pay 1000 rupiah as the punishment.

**Closing**

The last part of teaching activities is closing. Closing is part after greeting, warming up, giving the material and giving some activities. The writer made sure the students understood about the material by resuming the material.
After that, the writer gave opportunity to the students to ask for questions if they did not understand at all. The writer also gave some homework taken from TERAMPIL students’ worksheet. The homework has the purpose to make the students keep learning at home. When the bell rang, the writer ended the lesson and said “thank you for your attention and see you!”

2. The problems in process of English teaching speaking activities for third grade students in SDN Jagalan No.81 Jebres, Surakarta.

The writer found some problems in teaching speaking activities in doing job training as a teacher in SDN Jagalan No. 81. The writer got difficulties in making the students active to speak in English. The problems are the book materials, the influences of their mother tongue, students’ self confidence, the time and the problem of a big class.

1. The book materials

The first problem from teaching speaking came from the material because there was no any hand book to support English teaching and learning process. The students and the writer only used students’ worksheet TERAMPIL and the students’ worksheet only gave little practice in speaking activity, so the writer had difficulty in developing the material.

2. The influence of the mother tongue

The students have Javanese language as their mother tongue and Indonesian language that is used in school. Both of them influence the students’ pronunciation in English. English language is the third language that
is studied by the students and they started learn this language from the school as a lesson. Therefore, they could not pronounce every word well because they never used English in their daily life.

3. The students’ self confidence

The students do not have enough self confidence. They think that they are not able to speak English and they are afraid of making mistakes in speaking activity. They need motivation to encourage their selves’ confidence so that they are not afraid to speak in English.

4. The limited time of English lesson.

English lesson only had one meeting in a week. Every section spends 70 minutes. The writer needed more time in teaching the students because they are young learners.

5. Managing a big class

There are many students in the third grade. The writer had difficulty to manage the class. When the writer taught or explained the rule, some students did not give attention, they were only busy with their own activity in such chatting with their friends.

3. The solutions for the problems in process of English teaching speaking activities for third grade students in SDN Jagalan No.81, Jebres, Surakarta.

To solve the problems in teaching speaking English, the writer applied some methods which are appropriate with the problems. They are:
1. **Book materials**

   To overcome this problem, the writer found out the other material from internet and other reference book which are related to the material.

2. **The influences from the mother tongue**

   To minimize the influences of mother tongue, the writer asked the students to practice everyday at home. The writer also repeated every word more than one time to get the right pronunciation.

3. **Self confidence of the students**

   To overcome this problem, the writer encouraged their selves’ confidence so that they are not afraid to speak in English. Beside that, the writer created a fun condition in speaking activity.

4. **The limited time of English lesson.**

   To solve this problem, the writer made a lesson plan first before she thought in the class. The writer organized the time with the speaking activity effectively.

5. **Managing a big class**

   To solve the problems in a big class the writer used an “attention gather”. Attention gather was used to interest students. Beside that, the writer also made variation in speaking activity.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the writer presents some conclusions and some suggestions of the final project report. Those points are based on the discussion in chapter III.

The writer draws some conclusions as follows:

1. In the process of teaching English the writer focused on speaking activities. There were four steps done by writer. They were building knowledge of the field, presentation, production and closing. Each step has activities that are appropriate with the function from every step. In building knowledge of the field, the writer could understand how far the students that could speak English by greeting conversation between the writer and the students. Besides, the writer asked some questions related to the topic. The speaking activities in the second step also done by the writer. In presentation step, the writer read the word related with the topic one by one then the students must repeat what the writer said. The next step was production. In this step, the writer used “throwing the ball game” and “guessing game”. The writer used game in production because games made the students speak all the time. Games also make the students fill fun and relaxed to speak in English. Therefore, it can improve the students’ speaking ability.
2. Teaching speaking process in the third grade of elementary school is not easy. When, the writer taught speaking process in SDN Jagalan no. 81 she found some problems. They were:

a. The books material

SDN Jagalan no. 81 Surakarta only used students’ worksheet namely “TERAMPIL” as the source material to support English teaching and learning process. It was not enough to improve speaking activities because the students’ worksheet gave little practice in speaking activity.

b. The influences from the mother tongue

The students’ mother tongue influences to the students’ pronunciation. Most the students could not pronounce every word correctly when they repeated read the word after the teacher.

c. Students’ self confidence

The students did not have enough self confidence. They were afraid of making mistakes in speaking activity

d. The limited time of English lesson

English as a lesson only had a section meeting in a week. Every section was 70 minutes.

e. Managing a big class

The third grade students are a big class. When the writer taught or explained the role some students did not give attention. They were busy on their activity like chat with their friend.

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3. To solve the problems, the writer tried some strategies and techniques in the teaching speaking process.

a. Found the other references

To overcome the limited speaking practice in the students’ worksheet, the writer found out the other material from internet and other reference books which were related to the material.

b. Repeat the word

To minimize the influences of mother tongue, the writer repeated every word more than one time to get the right pronunciation. Then, she asked the students to try and practice it at home.

c. Encouraged students’ confidence

The writer encouraged the students’ self confidence by using supporting word such as “You can do that!” and said “Excellent”. Besides, the writer created a fun and interesting condition in the speaking activity.

d. Making a lesson plan

Making a lesson plan is one of the ways to solve the limited time in English lesson. The writer can organize the time with the activity effectively in her lesson plan, so that the teaching process could run well.

e. Used “attention gather”

To solve the problems in a big class the writer used “Attention Gather”. Attention Gather was used to interest the students’ attention. Beside that, she also made variation in the speaking activity.
B. Suggestions

The writer has several suggestions that can be useful for SDN Jagalan No. 81 and English Diploma Program.

1. SDN Jagalan No. 81 Surakarta
   a. The teacher should use the other references in teaching and learning process, so that the school should add more English books in the library. The purpose is to improve the students’ knowledge and activity that can be used to increase the students’ ability in English.
   b. The English teacher should motivate the students to learn English language. Besides, the teacher must make active situation in class. The students were required to speak all the time so that they always speak in English language.
   c. English is difficult to learn for the students, so that the teacher should provide interesting activity in teaching English. For example play a game or sing a song. An interesting activity can attract the students to learn English.

2. English Diploma Program
   The English diploma program should give more references as the literatures which are used by the students. The references are very important to make the process of job training and final project writing running well.