TEACHING SPEAKING USING TOTAL PHYSICAL RESPONSE (TPR) METHOD AND FUN GAMES FOR THE FOURTH GRADE IN SD PANGUDI LUHUR 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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APPROVAL OF CONSULTANT

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Final Project Report:
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METHOD AND FUN GAMES FOR THE FOURTH GRADE IN SD PANGUDI
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English Diploma Program, Faculty of Letters and Fine Arts
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Title: TEACHING SPEAKING USING TOTAL PHYSICAL RESPONSE (TPR) METHOD AND FUN GAMES FOR THE FOURTH GRADE IN SD PANGUDI LUHUR SURAKARTA

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MOTTO

“Do the best and get the best “
“As high you growth, as high you’re level when you can solve it “
“Don’t afraid to do anything because God always with you “
DEDICATION

The final project is dedicated to:

My God
My beloved parents
My beloved university
My beloved friends
SD Pangudi Luhur Surakarta

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PREFACE

First of all, the writer would like to thank God who has blessed me. The writer also thanks to all people who have given support, guidance, and motivation for the writer in doing the final project entitled “Teaching speaking using Total Physical Response (TPR) method and fun games for the fourth grade in SD Pangudi Luhur Surakarta “.

The final project discusses the teaching process in SD Pangudi Luhur Surakarta. The final project also discusses how to teach speaking in SD Pangudi Luhur Surakarta which uses Total Physical Response method. In this final project, the writer also proposes the lesson plan which can be reference for teaching speaking to be successful in teaching. This final project also discusses difficulties and the solutions for the problem in teaching process.

Finally, the writer realizes that the final project is far from being perfect. Therefore, the writer hopes that there are many suggestions from the readers to improve the report. The writer also hopes that the final project report will be beneficial for the readers.

Surakarta, June 2012

BobySInduPrastowo
ACKNOWLEDGEMENT

First I would like to say thank to Allah SWT because of his blessing. I can accomplish my final project report as the partial requirement to obtain degree in The English Diploma Program of Faculty of Letters and Fine Arts, Sebelas Maret University. In accomplishing the final project, the writer got several helps and support from several people, therefore the writer would like also to express the highest appreciation to:

1. Drs. Riyadi Santosa, M.Ed, Ph.D., the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University and my final project supervisor, who has given his time to guide, supported me and corrected this final project report, I am grateful for your willingness to give me assistance when I face any difficulties.

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3. All of the lecturers of Letters and Fine Arts Faculty thank you for the guidance and knowledge that have been given to me.

4. Mr. T Adi Marsono. The Counselor teacher of SD Pangudi Luhur Surakarta, for assistance and guidance.

5. My beloved father and my mother who always give me love, support and facilities.

My sisters (Mb Anita Yuliyanti)

Thanks for all you always help and support in my study and my whole life.

I ♥ U all. You’re my everything.
6. My new family in English Diploma program, especially to Class A English Diploma program. All you give me are new experiences that I would not forget it.

7. Dhe2k (Meinita),”thanks for your support, care, prayer and everything that you have given to me. That makes me get a new spirit and never give up to life in this world.

8. My new family Eni Ratna Ristanti and Angga Kusuma Adi. I can get these achievements without your spirit which burning my soul to be better and better. Thanks for everything.


10. My close friends in (GENJES) Boga, Krismon, Bety, Anggit, Yoksan, Tian, Dika, Lusi, Kunang, Dewi, Yuli, m.Didik, Ari, and the others, thanks for your pray, supports and spirit .That make me stronger and believe that God always unites us.

11. All people who cannot be mentioned one by one. Thanks for everything.

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ABSTRACT

BOBY SINDU PRASTOWO. 2012. **TEACHING SPEAKING USING TOTAL PHYSICAL RESPONSE (TPR) METHOD AND FUN GAMES FOR FOURTH GRADE IN SD PANGUDI LUHUR SURAKARTA.** English Diploma Program, Faculty of Letters and Fine Arts, UNS.

The objectives of the job training are to know the process of teaching and learning, and to know the problem in teaching and learning activity. The other objective of this job training is to find out the solutions of the problem that is faced in teaching and learning activity. From those objectives, the writer expects that the English teacher can teach English speaking well and get maximum achievements in learning process.

In this job training, the writer did several steps before teaching practice, they were: observation, lesson plan making and teaching-learning process. The writer uses several steps before and after teaching activity, the steps included outside classroom procedure and classroom procedure. Outside classroom procedure covers preparation of material, and classroom procedure covered many activity such as pray, greeting, preparation, explanation, practice, assessments, and evaluations. The process of job training above is used to explore the teaching and learning activity and to know how teaching and learning process happens and anything about teaching.

Having finished in teaching and learning activity in SD Pangudi Luhur Surakarta, the writer analyzed the difficulties in teaching and learning process. Then the writer finds out the solutions of the problems. To realize the plan to solve the problems, the writer did a next meeting in teaching and learning process. The meeting involves revising lesson plan and solves the problem that was faced before.
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ABSTRAK


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2 Dosen pembimbing
ABSTRACT

2012. English Diploma Program, Faculty of Letters and Fine Arts, UNS.
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1 Mahasiswa jurusan D III bahasa inggris dengan NIM C9309023
2 Dosen pembimbing
CHAPTER I
INTRODUCTION

A. Background

Language is a tool for people to communicate with each other. People learn another language to communicate with people who speak different language in different regions. English language is one of languages that is usually used around the world.

Because of the importance of English, Indonesian government puts English language as a subject in school. Each level of school (from kindergarten until college) has different ways to teach and different material to be learned, from the simple one to the complex one. The problem of teaching English is the way to maximize the ability of learner in studying English. The appropriate way to achieve this target is teaching young learner as a foundation to learn English. Teaching kindergarten and elementary schools as the first place to study English is an appropriate place to realize it. Teaching English for young learners is different from teaching adult learner. Young learner is interested in something that they think funny. Young learner is curious in new things around them, they like to move, and play. This is fun for them. Therefore, fun is one way that can be used to teach English for young learner.
In teaching English for young learner, the writer used basic thing that young learner like to make them interested to study English. The writer used familiar things around their environment to make English easier to be learned and remembered.

During job training the writer focused in speaking activity. The writer teaches speaking by using things around them and funny games. The writer also notices student response as a monitor of teaching and learning process. Based on the explanation above, the writer arranges this final project entitled: "TEACHING SPEAKING USING TOTAL PHYSICAL RESPONSE (TPR) METHOD AND FUN GAMES FOR 4th GRADE STUDENTS OF SD PANGUDI LUHUR SURAKARTA"

B. Objectives

The objectives of this final report are:

1. To describe the activity of teaching and learning English speaking.
2. To find out the problems and difficulties in learning process of teaching English speaking using Total Physical Response (TPR) method and fun games to the 4th grade students of SD Pangudi Luhur Surakarta
3. To find out the solutions of the problems and difficulties in learning process of teaching English speaking using Total Physical Response (TPR) method and fun games to the 4th grade students of SD Pangudi Luhur Surakarta.

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C. Benefits

It is hoped that this final report will give advantages to:

1. English Teacher in SD Pangudi Luhur Surakarta

   It is hoped that this final report can be a reference to know the effective method to teach speaking, to know any problems in teaching speaking and to know how to solve that problems.

2. English Diploma Students

   It is hoped that this final project can be a reference for the English diploma students who choose teaching mainstream.

3. The Readers

   It is expected that this final project can give information about how the teaching process happens.
CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning

Teaching and Learning are two important things in process of studying. Teaching and learning are different. They have different role, function, and goal, but in the process of studying they support each other.

Teaching supports learning process. It is a kind of toll which is used to help someone to study. As Brown (2000:7) says “Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”.

From the definition above, we can conclude that teaching is a way to help and guide someone to know or understand about something. It can be by giving instructions of how to do something or giving information to make them understand about something they want to learn. A person who does teaching should have information or provide information/knowledge that the learner needs. Someone who does teaching can be called as a teacher and the one who is taught can be called as a learner. So we can conclude that the main purpose of teaching is to make the learners know or understand how to do something she/he is expected to learn.
Brown (2000:7) says that “learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction.” From the definition above we know that learning is a process to get knowledge or information. People who need information and want to know about something can be called as learner. The process of learning can be in the form of single practice or multiple practices. It means that learners can learn by themselves or learn by the help of other such as a teacher.

Brown (2000:7) also concludes some definition of learning:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
7. Learning is a change in behavior.

From the definition above we know that learning process not only covers mental aspects but also physical aspect. We can conclude learning is process to get knowledge or skill which done by staging process.
B. Teaching English for Young Learner

Teaching for young learner is different from teaching adult learner. Young learners have many characteristics the teacher needs to consider. Some of characteristics have pointed by Scott and Ytreberg (1990:2-3), for example:

- Young children are often happy playing and working alone but in the company of others.
- Young children are enthusiastic and positive about learning.
- Young children cannot decide what to learn for themselves.
- Young children love to play, and learn best when they are enjoying themselves.

From some characteristics above we can conclude that young learner is totally different from adult learner. The teacher should understand the characteristic of their student. In teaching process the teacher interacts with the learner, so the teacher should build a good relationship with the learner in order to make teaching process works well and achieves the target. In this case a teacher’s job is to create a curiosity of his/her learner’s mind. It is a simple way to build a good relationship with the learner. Scoot & Ytreberg (1990:5) state that variety in classroom is needed. So the teacher should also make his lesson interesting and varieties to get the student attention and concentration.
English language covers four linguistic aspects, such as reading, listening, writing, and speaking. Each aspect is important, but the main purpose of learning English is to master English Language as a second language to communicate, so it should be more dominant in mastering speaking aspect.

C. Teaching Speaking

Teaching speaking is not easy at all. There are many things that should be mastered by the teacher to teach speaking well. The teacher should have good pronunciation, because the student will repeat what the teacher says. The student will speak like their teacher does. So the teacher should be careful and minimize the mistake in speaking something. If there is a mistake in pronounce or in speaking something, the teacher should revise it at that time. Basis of teaching speaking are giving the foundation in grammatical structure and vocabulary. So in teaching speaking we use situational context. But in teaching young learner we do not use the formula in teaching grammatical structure for each situational context. The use of situation context is more effective ways to teach grammatical structure. It is the same with Thornbury (2002:81) which states “A situational presentation involves providing a scenario which clearly contextualizes the target word (or words)”. They will understand naturally when the teacher explains the material. It is also not take a long time to teach vocabulary. It is better than teaching young learner using complex formula for each tense. It will make the students depressed and not interested in the material. It should be balanced with their vocabulary (contextual vocabulary).
All of the teaching process should be accompanied by fun sense. It makes the students relax to do their role. When the student feels relax, the information can be absorbed well. Some steps above can be used in teaching process (arrangements of material given).

From the explanation above we can conclude that the center of activity is on the teacher. So the teacher should be active in teaching process to make the student active and interested in the learning process.

D. Teaching Methods

A teaching method is used to make the language easier to be learned by the learner. As everybody knows there are some methods in teaching language, but not all methods are effective. As Brown (2000:8) says that the teacher should be able to choose the appropriate method and the most effective method in teaching to make the subject matter to be learned and integrated understanding of the learner. It means that the teaching method is affecting and giving big impact for the success of learning process. Because the situation of each place and condition of the learner are different, the teacher should be flexible and elastic in teaching. It is the same as what Palmer (1987) states “The method of teaching language must be elastic and adoptable (changeable) as life is restless and variable.”
From the statement above we know that the teacher should have a good decision to choose the appropriate method depends on the situation they are facing.

There are many teaching methods but there is a teaching method which is only teacher who is active in class. The role of the teacher in this old method is explaining and giving only the material without considering the learner can understand the material or not.

Scott and Ytreberg (1990:2) state about the characteristic of young learner “Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times”. It means that the physical aspect will be used in teaching method. So the teacher will use physical movements to support their material and make the learner easier in understanding the meaning of certain word or things that intended by the teacher.

**E. Total Physical Response (TPR) Method**

A professor of psychology James Asher (San Jose State University, California, USA) (in Richard and Rodgers, 2001: 73) develops one method to make language learning easier and more effective. The method is called Total Physical Response (TPR). This method focuses the learners to listen and respond to the spoken target language from their teacher. In other words, TPR is a language learning method which is based on the coordination of speech and action.
There are three basic processes in TPR method (Richard and Rodgers, 2001):

1) Children develop listening competence before they develop the ability to speak.

2) Children’s ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands; and

3) When a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

From the explanation above the writer concludes that TPR method can develop the speaking skill of learner naturally. It means that the role of the teacher is very important in this method. The teacher should have the ability to make the process of learning work well. The teacher should arrange the appropriate steps to get maximal goal in teaching using TPR method. The teacher ability in knowledge is also important in this method, because what the teacher says is used to give example for the student to be repeated (pronunciation of the word). The student will simulate what their teacher said, so the role and the ability of the teacher are very important here because TPR method is focused in word and action (Richard and Rodgers, 2001:73).

Scott and Ytreberg (1990:2) state about the characteristic of young learner “Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times”. The first thing that will be built from TPR method is vocabulary as the foundation for making sentence. It is easy to learn vocabulary
using body movement. Students can see the body movement and understand the
target word (meaning of the word). The students can also hear what the teacher
says, so they can remember the target word easily. It means that this method can
help the student easier to analyze the meaning of the word which is explained by
the teacher in form of spoken language and gesture. So in TPR method the gesture
of the teacher is important. At the same time the teacher speaks in grammatical
order, it makes the student getting used to speak words or sentences. When they
have been used to, they will response the teacher action. Their speaking skill will
be developed naturally. So TPR method focuses in the active role of the teacher.
TPR method can be in the form of different activities such as storytelling,
dialogue, or games. In dialogue, the teacher involves the student to follow
speaking together. It is used to build the self-confidence of the student when they
are ready to speak. To make the material interesting, the teacher should give a
kind of game. In this part they will be studying while playing. Although they
focus in playing, they are not aware that they are studying. It is supported by Scott
and Ytreberg (1990:3) statements which say that “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”.

The important thing that should be considered by the teacher is the use of
teaching aids to support and give a basic foundation in building the vocabulary
aspects. Besides the teacher should choose the appropriate theme, in order to
make the learner remember with the material given, the teacher should give a
feedback, to make sure that the student can do their work properly. When there is

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a mistake from the student, the teacher should correct the students’ mistakes. So the role and ability of the teacher is very important here.

In this method the teacher plays as director and the learner plays as the actor. The Teacher directs the student in certain situation based on the theme that was provided and the student play their role. This process gives many advantages for the students for example: they can improve their skill, they develop their self confidence and they strengthen the student’s vocabulary when they speak in spoken language. The material that will be given should be arranged, prepared and organized well, in order to make the learning process work smoothly from the simple to the complex and the teacher can monitor the progress of learning and teaching system.
CHAPTER III
DISCUSSION

A. SD PANGUDI Luhur Surakarta

SD Pangudi Luhur Surakarta is located at Jl. Sugiyopranoto No.1 Surakarta. This school has one big building which consists of two floors. The first floor consists of teacher’s room, classroom for the first, second and third grades, library, canteen, toilet, and headmaster room. The second floor consists of classrooms for fourth, fifth and sixth grade, teacher’s room, library, school, toilet and the other rooms such as computer room and auditorium for many activities which support teaching and learning activities. Besides, there is a basketball area in the school hall.

SD Pangudi Luhur Surakarta is led by Br. Aloysius Istiyanto, FIC, S.Pd. It has twenty six teachers and nine staffs. Some of them handle and teach more than one subjects. A number of teachers here have more than one responsibility. They are demanded to be creative in and responsive in teaching. The headmaster does regular observation to check the teacher work in class.

The students of SD Pangudi Luhur Surakarta are divided in six grades, first grade to sixth grade. This school has no kindergarten class like other elementary school. Each grade consists of four or five subclasses. One subclass contains thirty five students.
There are many extracurricular activities in SD Pangudi Luhur Surakarta, like football, music, basketball, dance, and computer. It is used to improve the students’ skill in the other aspect besides formal knowledge. This extracurricular is started one or two hours after the end of school lessons.

B. Job Training Activities

The job training activity was done from February 6th 2012 to March 17th, 2012. For six weeks during job training, the writer did observation, lesson plan making and teaching activity.

1. Observation.

The writer did school observation on February 6th 2012. The purpose of this activity was to introduce and to know the school condition. The first, the writer introduced himself to the teacher in the office accompanied by the headmaster and counselor teacher. Then, the writer was accompanied by counselor teacher to observe the condition of the school. Finishing observing the school condition, the writer and counselor teacher set the schedule of job training activity. There are two teachers who teach English, they are Dra. Tri Iriani who teaches first grade to third grade and T. Marsono Adi W who teaches fourth grade to sixth grade. Mr. Adi is chosen as counselor teacher for the writer. Then Mr. Adi gave the writer the materials and schedule of English lesson in SD Pangudi Luhur Surakarta. He asked the writer to
choose what class that will be handled, the fourth or sixth grade. Then the writer choose the fourth grade to be handled with consideration that sixth grade will do final examination.

The writer also did class observation in order to know the situation and condition when studying process happened. The writer observed fourth grade classroom. The room has many facilities such as: tables for students and one table for teacher, many chairs, one white board for each class, announcement board, eraser for board, marker, student creation board, board for lookout groups list, speaker, LCD and LCD screen, calendar, picture of president and the vice president, medical box, cupboard and educational poster.

The fourth grade class has 4 sub classes. Class 4a consists of 35 students, class 4b consists of 35 students, class 4c consists of 34 students and class 4d consist of 34 students. The students in each class were interested in English class. Each class has different characteristics. Class 4a has the most active and clever students than the other class. The students in this class were very interested in English lesson. They also respect new people in the class and they were diligent in finishing their work in the class. In class 4b there was some quiet pupils, they were not too active in the class activity. This makes the other students in this class not want to be active in the class. Class 4c was a passive class in the beginning, but in the middle and the end of lesson the students in this class become more active than before. Class 4d had a good interest in English lesson, the students in this class enjoyed kidding. They respected for new people in the class. English lesson was taught in fourth grade for two hours
once a week. An hour of the lesson was about 35 minutes. The schedule of each class was different. This was the schedule:

<table>
<thead>
<tr>
<th>Class</th>
<th>Time for English Lesson</th>
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<tbody>
<tr>
<td>1. 4a</td>
<td>1. 08:30 - 9:40 on Wednesday</td>
</tr>
<tr>
<td>2. 4b</td>
<td>2. 12:05 – 13:15 on Wednesday</td>
</tr>
<tr>
<td>3. 4c</td>
<td>3. 08:30 – 09:40 on Thursday</td>
</tr>
<tr>
<td>4. 4d</td>
<td>4. 08:05 – 09:15 on Friday</td>
</tr>
</tbody>
</table>

When the writer observed the classes, the teacher asked the writer to introduce himself to the students in front of the class. The writer was asked to tell about his identity such as age, address, hobby, and others. Then, the teacher explained the purpose writer there in that’s class. The counselor teacher also asked their students that the writer would watch/observe the learning process in that’s time and would handle the class for the two next meeting.

2. Lesson Plan Making

Finishing observing the class and school situation the writer did the schedule of job training, making a lesson plan. Lesson plan was very important in English teaching. The teachers can arrange the schedule when they teach in real condition. A good teacher usually makes a lesson plan before she/he starts to teach. Lesson plan helps the teacher to prepare the material well. It starts from the material
arrangements, what tools the teacher wants to use, the time allocations and the character building in each steps of teaching process.

The writer chose the topic which was taken from the hand book named *ENGLISH HORAY!* For the first topic the writer got a topic about Fruit and Vegetables and the next topic was Price. In this topic the writer used four skills; they are speaking, listening, reading and writing. But in specific purpose of the first lesson plan, the writer focused in speaking skill. The lesson plan is as follows.

Themes : FRUITS & VEGETABLES

The writer choose fruits and vegetables theme from English handbook. It contains the vocabulary about the name of the fruit, the measurements in fruit and vegetables and how to ask about simple instruction and information in material context.

Aspect/Skill : Speaking, Listening and Writing

The writer tries to insert four aspect in Language skill, but the writer will focus is speaking aspect to improve the students skills in speaking.

1. Standard Competency

   Asking for simple instruction and information in class context.

2. Basic Competency

   Talk to get information and give information in action and speech.

3. Indicators

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The learner can:

- Ask the name of fruits and vegetables
- Ask for greeting and closing
- Give information about measurements
- Ask for a wants depends on a context

4. Purpose of the lesson

In the end of the lesson the learner can:

- Ask and write the names of fruits and vegetables
- Make a things request sentences
- Give information about measurements of fruit and vegetables

5. Material

Activity 1

Questions:

- Teacher: Is it banana?
- Student: No.
- Teacher: Is it a mango?
- Student: Mmmm. No. Try again.
- Teacher: Is it orange?
- Student: Yes, you’re right

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The writer asks some questions above as warming up before more deep learning about the material. The questions are also used to increase the students’ vocabularies. The writer does it to get attention of whole class and makes the students focus on the writer. After the students are focus, the writer continues to explain the material. The materials are about the measurements of fruits and vegetables and how someone asking for order, information, and instruction. The writer gives some sentences example and explains how to use the sentences in context.

Sentences example:
- I want a pineapple.
- I need a kilo of mangoes.
- My mother needs two bunches of spinach.
- Nina wants two kilos of apple.

Activity 2

Listening section.

Activity 3

Snake and ladder sheet for speaking section.

6. Method

- Dialogical
The teacher gives an example in form of dialogue to entice the students participate in speaking activity. The writer asks questions and the students answer it.

- Interview

The writer asks with one student to be close with him/her in order to observe is he/she understood or not about the material. It can be in form of question and answer which related to the material given.

- One direction explanation

The writer explains the material without interact with the students. The writer just gave and delivered information about the material.

- TPR (Total Physical Response)

The writer uses physical aspect in teaching the material. The writer entices the response of the students in form of physical response.

7. Sequence of activity

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Time allocation</th>
<th>Tools and material</th>
<th>Character building</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beginning activity / apperception</td>
<td>10 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greeting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Building knowledge of the field by giving questions which is related to the material.
- The teacher teaches a song which is related to the material and sing the song together.

<table>
<thead>
<tr>
<th>2</th>
<th>Main activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Activity 1</td>
<td>Listen and say.</td>
</tr>
<tr>
<td></td>
<td>The teacher shows flash cards which show the picture of fruit and vegetables. The teacher explains the use of measurements in context by flash card, then the teacher asks the students to ask about the picture and measurements in flash card</td>
</tr>
</tbody>
</table>

- Curious
- Song lyric
- Guitar
- Flash card
- White board & marker
- Brave
- Adroit
then write it in to note book.

- Teacher checks and revises the students writing.
- Teacher gives example the use of verb and vocabulary in the context
- Read and simulate sentences example together
- Giving practice

### 2. Activity 2

> Listening section.

Teacher gives instruction for this section

- Teacher spreads listening sheet
- Game performing

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Teacher gives instruction for this section</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Listening section sheet</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Game performing</td>
</tr>
</tbody>
</table>

- Active in participating
- Concentration
- Patience
- Cooperation
<table>
<thead>
<tr>
<th>3. Activity 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Snake and ladder games</td>
<td></td>
</tr>
<tr>
<td>• Teacher gives instructions for this game</td>
<td></td>
</tr>
<tr>
<td>• Game performing</td>
<td></td>
</tr>
</tbody>
</table>

3. Closing activity

- Instruction for quiz and spreading of quiz sheet
- Quiz for mastering
  - (Write the sentences/words based on picture)
  - (translate the sentences based on context from Indonesian to English)
- Assessment
  Giving questions based on

Snake and ladder sheet + dice
Worksheet (Quiz)

5 minutes
10 minutes
5 minutes

• Independent
<table>
<thead>
<tr>
<th></th>
<th>the material given and ask the students to answer it in speech.</th>
<th></th>
</tr>
</thead>
</table>

| 2x35 minutes |  |

8. Tools and material

- Flash card
- Snake and ladder sheet + dice
- Listening section sheet
- Worksheet (Quiz)
- White board and marker

9. Sources

- ENGLISH HOORAY! Elementary School Students Grade 4, ERLANGGA
- Cambridge Dictionary And Oxford Dictionary

10. Assessment

<table>
<thead>
<tr>
<th>Technique</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>Test of naming fruit and vegetables</td>
</tr>
<tr>
<td>Giving measurements of fruit and vegetables</td>
<td></td>
</tr>
<tr>
<td>And translation from Indonesian to English</td>
<td></td>
</tr>
</tbody>
</table>

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C. Discussion

1. Teaching and Learning Activity in the class.

In SD Pangudi Luhur Surakarta, English lesson is given from the first grade to the sixth grade. The lesson of English is given once in a week for two hours lessons. An hour lesson is about thirty minutes. Although it is not enough for studying English, the teacher of English works hard to maximize the language skill of the student, especially for English.
The writer did job training activity handling the fourth grade. The writer teach English lesson for four times a week. It was four meeting in a week for each sub classes of fourth grade. The writer took a time for teaching activity. The writer waited the time for the lesson. The writer prepared the material and tools for teaching before English lesson started. Ten minutes before the bell for English lesson rang the writer went to the classroom. Then when the bell rang the writer entered the classroom and asked students to prepare their self in English lesson.

After all of the students were ready to study English, the writer asked the students to concentrate and pay attention to the writer. The writer started the teaching-learning activity by greeting then praying together.

The writer greeted the students again and then checked the students’ attendance. For the first meeting the writer started with building knowledge of the field. The writer gave some question related to the material and guides the students to focus in material that will be given. If this was not a first meeting, the writer asks for review. The writer asked some questions about the material in previous meeting in order to refresh the students’ memory at previous material. The writer also asked the students whether there were homework or not. The writer will discuss it first and then continue with a new material.

The writer used Bilingual Language in Teaching. The writer used English languages to explain the material and at all time when English lesson happened. But the writer did not use English language only, if there were students who did not
understand the writer instruction, the writer repeated it in Indonesian sentence. The writer faced many difficulties when explaining the material, the boys students talked to the other students and made the class crowded. Some students concentrated in lesson but there were the students who did not pay attention to the writer. When the writer gave material in form of game, all of students were very enthusiastic with it.

After explaining the materials, the writer gave some practice to realize the material. After they got practice the writer checked their work. The writer corrected the students’ answers when their practice was wrong. It would make the students understand and know the correct answer. Then the writer gave quiz for the students to check the students’ ability in absorbing the material. When the quiz happened the writer moved around the class to check the students’ work one by one. The teacher also reminded the quiz role. After the students had finished their work, the writer asked one students to come in front of the class and submit her/his friends works. Then the writer checked and gave the correction in students’ works. Then the writer gave it back in the next meeting.

2. Teaching Procedure

   Outside classroom procedure:

   a) Preparation of teacher (tools and material)

      The writer prepares the material for the students such as checking the sum of paper that will be used and checking the tools which are used in teaching.
Classroom Procedure:

a. Greets

The writer greets the students.

b. Pray

The students and the writer pray together before teaching and learning process started.

c. Preparation

The writer asks the students to prepare their English book and prepare themselves to ready. The writer checks until they ready and start the lesson.

d. Warming up

The writer greets the students again. After that, the writer checked the attendance to know the students who absent that’s day.

The writer also gave some question before starting the teaching-learning activity. The questions were related to the material. The questions were as below:

- Do you like eat fruit?
- What fruit do you like?
- Do you also like veggies?
- What vegetable do you like?
Then the writer taught a song for the students. The song was as follows:

Apple is fresh
Chilies are hot
Lemons are sour
Mangoes are sweet
Fruits and veggies
I love them all

Then the writer and students sang the song together before the writer asked about the topic and objective of lesson.

e. Explanation

In the second steps, teacher shows flash cards which contain the picture of fruit and vegetables. The teacher explains the use of measurements in context by flash card, then the teacher asks the students to ask about the picture and measurements in flash card then write it in to note book. Here the
writer explains about the pronunciation of the word and the measurements of fruit and vegetables. When the students pronounce the word and write the word in note book, teacher checks and revises the students work. Then the teacher gives example the use of verb and vocabulary in the context. The teacher asked the students to practice the example. Then the writer spreads listening sheet to check the students understanding. The writer does the physical movements to support listening section. For example the writer acts like woman when there is a dialogue between women. It makes the student more understand that the speaker is woman. After checking, the writer does speaking game in the form of Snake and ladder games. When the game is performed, the writer checks around the students’ activities and goes from one group to the other groups. In this time the writer revises the students’ pronunciation mistake and helps the students to understand what they should do in this game.

f. Practice
Then the next step is exercise. The exercise that will give was in form of quiz. The quiz was given to know the understanding of the students about the material. This Quiz was for mastering. The quiz was about:

- Write the sentences/words based on picture
- Translate the sentences based on context from Indonesian to English

g. Assessment

The last activity was assessment. The writer should give this assessment in order to make sure that the students' understand the material which was given by the writer. These assessments will give in the last steps of learning process in one meeting. The writer asks some question again about the material. It can be answered by whole students or certain students. Besides asked for make sure the lesson, the writer also gave time to the students to ask whether there were something unclear or something that they were not understand in the teaching learning activity.

h. Evaluation

The writer and counselor teacher do the evaluation after finished teaching and learning process to analyze the problems and difficulties in teaching and learning process.

D. Problems of English Teaching Speaking using TPR Method
in SD Pangudi Luhur Surakarta.

1. The problem faced in the teaching and learning activity

   The writer faces a lot of difficulties in teaching and learning activity. The problems come from the students and the writer. These problems disturb teaching and learning activity and also decrease the maximum achievements in teaching and learning process. The problems are as follow:

   a. Problems from students

      1. Less of concentration

         It is difficult to teach when the student still crowd. They cheated each other when the teacher did not watch them.

      2. Less of self confidence

         The students did not have a self confidence to speak in front of the class. This makes the teacher difficult to check the understanding of the student.

      3. Wrong pronunciation

         Some students were still having difficulties in pronouncing English words. The students were not familiar with new vocabulary that they have not listened and known before.

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b. Problems from teacher

1. Lack of time

The writer can not finish the material. It also happens when lesson time is cut by break time. It spends much time and can make the material unfinished.

2. Big class

The big class which contains 35 students, made the class difficult to be controlled. If one of the students in a class be noisy, the whole student will also be noisy and crowd. The big class also make the writer difficult in giving instruction. Sometimes most of student at the back does not hear the instruction or can not see the teacher’s do in front of the class.

3. Delivering the material

The writer has difficulties in using body movements in teaching the material and teaching in bilingual language. The writer was to fast in speaking, made the students not understand the writer meaning.

2. Solutions to the problems

When the writer faces the problems in teaching and learning activity, the writer gets some solutions to solve these problems. From these solutions
the writer hopes teaching and learning activity using TPR method can work well and can solve the problem if the writer faces same problem at the next time. The solutions are as follow:

a. Solutions for the student’s problems.

1. Less of concentration can be handled by presenting interesting materials. The writer should be aware about the feeling of the students. The writer should understand the characteristics of the student, so we can know the interesting things for them. The writer can also add the game as a media in the material. It makes the material easy to deliver and take the attention of the students. If there were students who can answer the question correctly, the writer should give appreciation for them. It made the students feel proud with themselves and respect to their teacher.

2. Less self-confidence depends on each personality of the students. There are many ways to make the students confident. It can be by asking the student who has good self confidence to do something as an example. Then the other student who has less self confidence will think that they can do like her/his friends do. The other way to make the students have self confidence is making a good relationship between the student and the teacher. This makes the student did not shy with the teacher and their

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friends, but this needs extra efforts from the teacher to built this relationship. The writer should also give a motivation to the students to make them enthusiasm in studying English.

3. Difficulties in pronunciation can be solved by always correcting them to read certain vocabularies. The writer asks the students to repeat what he says for certain time. It can be for five times in repeating the target word. It makes the students easy to remember the pronunciation of the word. The writer should walk around to check the pronunciation of the students are correct or not, when there are students who produce wrong pronounce he/she should repeat it at that’s time.

b. Solutions for the teacher’s problems.

1. Lack of time gave impact in the goal of learning process. The writer should arrange the time schedule well. The writer should plan about the possibility in using time before teaching. The writer should prepare the time allocations well to get maximum achievements and can finish the material. The writer should also be wise in using time, if there are a situation which the writer should cut the material, the writer should choose the good decision to use that’s time effectively.

2. Big class problem can be solved by speaking loudly in order to make the students focus in teacher speech. The writer should also stand in
appropriate place. It can be at the center of students’ seats or by walking around while giving instruction or delivering the material. Making group in certain activity can minimize the students noisy.

3. Difficulties in delivering the material can be solved by practice as a reflection before teaching. The writer should also prepare what kinds of movements which is use in teaching. In using bilingual language the writer should also notice about the pronunciation of word or sentences that will be taught. The writer should understand well about the material, but it still needs practicing to pronounce the word or sentence that will be taught before teaching. The writer should also understand the expression of the students when the writer speaks in English. If the looked does not understand what the writer says, the writer should repeat it and explain it for the detail.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion, there are many conclusions that can be summarized from this final project report. The conclusions are:

1. The method used in teaching English speaking to the fourth grade students of SD Pangudi Luhur Surakarta was Total Physical Response method (TPR). The writer also used the other method such as one direction explanation, interview, and dialogical method. But the writer used the other method just in a little portion. The writer tried to focus in TPR method. The writer thinks that the TPR method was the most appropriate method in teaching English speaking because this method can help the students to speak up in public and understand the meaning of English word easily. The writer spoke English during the lesson but it was also accompanied by body movements to support and make the target language easier to be reached. The writer used Indonesian in little portion, it was used just to explain the difficult words or instructions from the writer. The students also had a role to speak English during the lesson. It was done in order to make the students familiar with the English Language structure and improve their vocabulary. There were several steps when teaching process happened in SD Pangudi Luhur Surakarta, such as:
a. Outside classroom procedure:

1. Preparation of teacher (tools and material)

The writer prepares the material and tools for the students’ activity in classroom.

b. Classroom Procedure:

1. Greets

The writer greeted the students to begin the class.

2. Pray

The students and the writer prayed together before teaching and learning process started.

3. Preparation

Preparation for the students in preparing their English book and prepare themselves to study.

4. Warming up

The writer checked the attendance and building knowledge of the field by giving some questions related to the material.

5. Explanation

The writer explained the material using tools and material that was prepared. The writer explained in specific and detail. The writer also asked for the clearness of explanation.

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6. Practice

The given exercise could be form of quiz or games. The practice was given to know the understanding of the students about the material.

7. Assessment

The writer gave assessment in order to make sure that the students’ understand the material which was given by the writer. It is also used as a score for the students.

8. Closing

Besides asking to make sure the students understand lesson, the writer also gave time to the students to ask whether there was something unclear or something that they were not understand in the teaching learning activity. It was closed by closing.

9. Evaluation

The writer and counselor teacher did the evaluation after finishing teaching and learning process to analyze the problems and difficulties in teaching and learning process.

2. The problems in learning and teaching activity were faced from the students or the writer. Students and the writer have different problems in teaching and
learning activity. There are different ways to solve the students and the teachers’ problems. So the writer provides some solutions to solve the problems. They are explained as follow:

a. The problems and solutions from the students

1. Less of concentration

   The difficulty in teaching was when the student still made some noises. It can be handled by presenting interesting materials. The writer should be aware about the feeling of the students. The writer can also add the game as a media in delivering the material.

2. Less of self confidence

   The student did not have a self confidence to speak up in class. It can be solved by giving example that the other students can do, why he or she can not do it. The other way to solve it was to making a good relationship between the student and the teacher. The writer should also give a motivation to the students.

3. Wrong pronunciation

   The students were not familiar with new vocabulary that they have not listened and known before. It can be solved by always correcting the wrong pronunciation.
b. The Problems and solutions from the teacher

1. Lack of time

   The writer could not finish the material in a limited time. It can be solved by arranging the time schedule well and deciding to use the time effectively.

2. Big class

   Big class was difficult to be controlled. It can be solved by speaking loudly and the writer should also stand in appropriate place.

3. Delivering the material

   The writer had difficulties in using body movements in teaching the material. The writer also had difficulties teaching in bilingual language. It can be solved by practicing before teaching process happened. The writer should understand well about the material and the writer should also notice about the pronunciation of word or sentences that will be given.
B. Suggestion

Based on the explanations and conclusions above, the writer gives some suggestions as follow:

1. To teacher in SD Pangudi Luhur Surakarta

   In order to get the students’ interest, the English teacher in SD Pangudi Luhur Surakarta should be more creative in designing speaking material. And to improve the student’s speaking skill, the English teacher should add activity outside of school lesson. It can maximize the students’ skill and make them more familiar in using English language. The writer also suggests the teacher in SD Pangudi Luhur Surakarta to use more handbooks to get more references in teaching English.

2. To English Diploma program student

   The writer suggests the students of English Diploma program who choose teaching mainstream to practice teaching to know the real situation of teaching process and get more knowledge about teaching. The writer also suggests the English Diploma program students to find more sources about teaching theories, because they just get a little part material about teaching theories in lecture.