TEACHING SPEAKING BY USING GUESSING GAME TO
THE THIRD GRADE IN SDN KENTINGAN 79 SURAKARTA

FINAL PROJECT REPORT

Submitted as a partial fulfillment of requirements in Obtaining Degree in
The English Diploma Program, Faculty of Letters and Fine Arts, Sebelas
Maret University

By :

Agustina Rinaning Putri

(C9309006)

ENGLISH DIPLOMA PROGRAM

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APPROVAL OF SUPERVISOR

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Faculty of Letters and Fine Arts

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2012

Dean,

Drs. Riyadi Santosa, M.Ed, PH.D
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MOTTO

Whatever you ask for in prayer with faith, you will receive.

(Matthew 21:22)

When we feel that God is doing the least, He is usually doing the most and testing our faith in the meantime.

(Joyce Meyer)

The quality of everything we do; our physical actions, our verbal actions, and even our mental actions, depends on our motivation.

(Dalai Lama)
DEDICATION

Dedicated to:

My beloved father in heaven

My wonderful mother

My lovely brother

My dear boyfriend

My hilarious friends

commit to user
PREFACE

This final project report is written to fulfill the requirement in obtaining the English Diploma Degree. This is a final report of job training activities that have been done by the writer in SDN Kentingan 79, Surakarta.

This final report is entitled Teaching Speaking by Using Guessing Game to The Third Grade in SDN Kentingan 79 Surakarta. It describes the process of teaching English speaking by using guessing games, the effectiveness of using guessing games in improving speaking ability to the third grade of elementary school and also the problems and find out the solutions in teaching speaking to the third grade students of SDN Kentingan 79 Surakarta.

The writer chose the third grade as the focus of this project because they were not the beginners in learning English. They have got basic English lesson since they were in first grade. They are also active students and have high motivation in learning English.

The writer realizes that this final project is far from being perfect. Therefore, the writer welcomes all suggestions and criticisms to improve the betterment of this final project.

Finally, the writer hopes that this final report can give some information about teaching speaking by using guessing game and the effectiveness of using guessing games in improving speaking ability to the third grade in SDN Kentingan, Surakarta.

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ACKNOWLEDGEMENT

First of all I would like to thank to my great Savior, all praises be to my Jesus Christ. Because of His blessings and wisdoms, I can accomplish my final project report which entitled “TEACHING SPEAKING BY USING GUESSING GAME TO THE THIRD GRADE IN SDN KENTINGAN 79 SURAKARTA” as the requirement to be fulfilled to graduate from English Diploma Program.

I would like to express my deepest gratitude and appreciation to the following people, without their helps I can finish my final report properly:

1. The Dean of the Faculty of Letters and Fine Arts, Sebelas Maret University, Drs. Riyadi Santosa, M.Ed., Ph.D.
2. Yusuf Kurniawan, S.S., M.A The Head of English Diploma Program and also being my academic supervisor, for advice and guidance
3. Dr. Sri Marmanto, M.Hum, Supervisor of my final project, thanks for the advice, suggestion and guidance in helping me to finish the final project.
4. All of the lectures and staffs in the Faculty of Letters and Fine Arts, for the guidance and the knowledge as long as for me.
5. Yuni Trihastuti, S.Pd, M.Pd the Headmaster of SDN Kentingan 79 Surakarta, for her permission that is given to me to do job training in the school.

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7. All of the teachers and staff employees in SDN Kentingan 79 Surakarta for the guidance, the goodness and the experience during my job training.

8. All of the students in SDN Kentingan 79 Surakarta, especially for the third grade students, good job guys!!

9. My big family thanks for your support

10. My beloved great wonderful irreplaceable unforgettable father Andreas Nardi Siswoyo in heaven, I love you and I miss you. You are everything in my life. You are my spirit to finish my final project. I will make you proud. I will be success and make you happy, although you are not with me anymore you always in my heart and my life. I love you “pae”. GOD BLESS YOU.

11. My wonderful strong mother Maria Goretti Harini because of her love I can stand and face any problem in my life. I love you more than anything. I’ll promise to make you happy in anytime, don’t be sorrow, don’t be sad because our beloved father has been happy in there, trust to our Savior, he has beautiful plans to our family. GOD BLESS YOU.

12. My creepy but funny brother Jonni Sigit Pratama thank you for everything cuk, I can’t be here without your strength, thank you so much, I will prove to you I can make our parents proud of me, especially our beloved father in heaven. GOD BLESS YOU.

13. Part of my heart Pratama Willy Priyatma thanks for loving and supporting me darl.

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14. My hilarious friends Entus, Nyitnyit, ani, Jadul, Keyek, Cikeik charli, mba’anis, mba joe, mba rina, cepty always be crazy guys, thanks for supporting me:*

15. All my friends in D3 English Program thank you guys I love you guys keep in touch!!

Finally, I realize that this final project report is far from being perfect. Therefore, I will accept any criticisms or suggestions from anyone. It is expected to make this final project become more perfect.

Surakarta, June 2012

The writer
ABSTRACT


This final project is written based on the job training which I have done in SDN Kentingan 79 Surakarta. This final project report discusses about the objective of teaching English speaking by using guessing game to the third grade students of SDN Kentingan 79 Surakarta.

There are three objectives in this final project report. The first is to describe the process of teaching and learning English speaking to the third grade in SDN Kentingan 79 Surakarta. The second is to describe the effectiveness of using guessing game in improving speaking ability to the third grade students of SDN Kentingan 79 Surakarta. The last is to describe the problems that occurred when the writer did the job training, and to find out the solutions for the problems. The problems faced by the writer during teaching and learning process in SDN Kentingan 79 Surakarta were big class, the limited materials and facilities in the school. To solve the problems the writer gave solutions to improve the quality of English speaking of the students.

The subject of this final report was the third grade students. They were chosen because they were not beginners in English lesson. They have gotten basic English lesson in first and second grades. The process of teaching English speaking consists of four steps: pre-teaching, main teaching, evaluation, post teaching.

In the conclusion the writer concluded three points according to the job training that has been done in SDN Kentingan 79 Surakarta. The first point is four steps in teaching English to improve the students speaking ability. The second point is four effectivities of using guessing games in teaching speaking to the third grade of SDN Kentingan 79 Surakarta. The last is to describe problems and find out the solutions faced by the writer during job training in SDN Kentingan 79 Surakarta.
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CHAPTER I

INTRODUCTION

A. Background

Nowadays, English has become an international language that is taught by many people in the world. By mastering English, people can communicate with other people especially with foreign people easily and it can reduce misunderstanding in communication. Now, English becomes the first foreign language which is taught to the students at school in Indonesia. Thus, English should be taught to the children as early as possible. The aim is to make the children as the young learners familiar with English.

Teaching English to the young learners is not easy because English is not their mother tongue and it is a new thing for them. The interest of students in learning English is needed as the key to make them easier in mastering English itself. The teacher should have a good and an interesting technique to introduce English to them, so that the young learners will be interested in and motivated to learn English.

There are a lot of ways to introduce English to the young learners. One of them is by using games. As we know that children like playing, therefore the using of games as the teaching’ means madethe students more interested in learning English. Games are not only for fun but also for motivating students in mastering English quickly and easily. Learning by doing is a good way to make them easy in
understanding English lesson, because by doing fun activities by themselves, they will find it easy to remember and easy to learn about the material which is taught by the teacher.

In order to fulfill an academic requirement and to obtain the writer’s Diploma degree, the writer did the job training. The writer chose SD Negeri Kentingan 79 Surakarta to hold the job training. In this final report the writer explains the process of teaching speaking by using guessing games to the third grade students. Based on that explanation the writer presents the final project entitled “TEACHING SPEAKING BY USING GUESSING GAME TO THE THIRD GRADE IN SDN KENTINGAN 79 SURAKARTA”.

B. Objectives

The objectives of this final report are as follows:

1. To describe the process of teaching English speaking by using guessing game to the third grades in SDN Kentingan 79 Surakarta.

2. To describe the effectivities of using guessing game in improving speaking ability to the third grade students of SDN Kentingan 79 Surakarta.

3. To describe the problems and try to find out the solutions in teaching English speaking to the third grade students of SDN Kentingan 79 Surakarta.
C. Benefits

The writer expects that this final project give benefits for:

1. SDN Kentingan 79 Surakarta
   This final project may be useful for the teachers in SDN Kentingan 79 Surakarta as a reference in their teaching method.

2. The English teacher of SDN Kentingan Surakarta
   This final report is expected to be a reference for the English teacher in improving students’ English speaking ability. Furthermore, the teacher can apply the right method in teaching speaking to the students in a class.

3. Students of English Diploma Program
   This final project can give useful information for the students of English Diploma Program to enrich their overview about the process of teaching and learning speaking by using guessing game to the third grade students.
CHAPTER II
LITERATURE REVIEW

A. Teaching and Learning

Teaching is the most important thing in learning process. Through teaching a teacher can help the students to understand about the lesson given. The word “teaching” according to Brown 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” (Brown, 2001).

Brown (2000) explains that learning is acquiring or getting of knowledge of a subject or a skill from study, experience, and instructions. Learning is acquisition or getting, learning is retention of information skill, and learning involves some forms of practice, perhaps reinforced practice. From the statements above we know that teaching and learning are the main role in education system. In teaching process, the teacher has important roles in guiding the students to learn materials. While in learning process the students receive and learn something from the teacher, and they give feedback to the teacher as their response. Teaching and learning process can be succesfull if both teacher and students have a good communication. Teacher should be a good and creative person to attract the students interested in learning the materials. As a result the learner will give a good response to the teacher, such as giving a good attention to the material that is
explained by the teacher, joining to the activities in the class, and answering questions from the teacher.

According to Harmer (1991),” there are some characteristics that the teacher should point out to be a good teacher:

1. A teacher should make his/her lesson interesting.
2. A teacher must love his/her job.
3. A teacher should have his/her personality.
4. A teacher should have a lot of knowledge.
5. A good teacher is an entertainer in positive sense, not in a negative sense”.

By having the requirements above, the teacher will be able to become a good teacher and make the students more interested in learning English.

**B. Speaking**

Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing and receiving and processing information. Meanwhile, In *Oxford Learner’s Pocket Dictionary* “speak is be able to use a language to talk to somebody about something.”

Based on the statement above the writer concludes that speaking is an activity of producing and processing information through a language. Thus, it is the one of the most important language skill. Other skills in speaking may include the following:

1. Producing the sound, stress patterns, rhythmic, structures and information of language.
2. Using grammar structure accurately
3. Assessing characteristic of the target audiences including shared knowledge or shared points of reference.
4. Selecting vocabulary that is understandable and appropriate for the audience.
5. Applying strategies to enhance comprehensible.
6. Using gesture or body language.
7. Paying attention to success or the interaction and adjusting component of speech such as vocabulary, speed of speech, and complicity of grammar structure to maximize listener comprehension.

C. Teaching Speaking

According to Byrne (1986), the duty of language teacher is to develop students’ ability to use the language for a variety of communicative purpose. Therefore, teaching speaking to the young learner is an important thing in teaching English language, it is because speaking has crucial role as language communication. Moreover, the teaching of spoken language in elementary school concentrates entirely upon the function of language as communication (Petersen and Hayden, 1961). Based on the statement above, teaching speaking to the elementary students is important thing as a language communication.

Nevertheless, teaching speaking, as foreign language to children is not an easy one, because it is usually affected by their mother tongue. Besides, to be able to speak, children should organize their thought. According to the statement above,
teaching English speaking as a foreign language to the Elementary students is not only in order to make the students be able to speak in English but also make good impression to the language.

**D. Games As a Means of Teaching Speaking Medium**

An English teacher should have interesting methods to teach the students effectively. Especially in teaching speaking, teaching speaking to the young learners is not easy as heard, in order to make the students absorb the lesson properly, the teacher should make more fun activities in teaching speaking. One of the ways is applying games in class activities. According to Brumfit, et.all (1995), “childern want to play and learn through playing and games provide context, reason and routines for playing”. Therefore, the use of games in teaching speaking is needed.

Games help and encourage many learners to maintain their interest and work. It also helps the teacher to create context in which the language is useful and meaningful (Wright and buckby 1989). Nevertheless, the teacher must consider what games that will be applied in teaching speaking activities, because different games will benefit childern in different ways (Brumfit, et.all, 1995).

There are several kinds of games, which can be applied in teaching English speaking. Nevertheless, not all of games can improve the students’s speaking ability. It is because every game has different rules and focus of skill. There are games which can be only organized to improve writing or reading skill, like cross-road games. Besides that, there are also games, which can be organized to
improve speaking skill. Games which can be used to improve student’s speaking ability are guessing and speculating game, memory (remembering) game, connecting games, and creating game (Wright and Buckby, 1989).

One of the games which is used by the writer as a medium to improve the student’s speaking ability is **Guessing Game**. There are many concepts of guessing games that can be applied in teaching English speaking. According to Lee (1994), there are some of guessing games that can be used in teaching speaking to the various levels of learners:

1. Guess what is it? Is it ....?
2. Guess who am I? What is my name?
3. Guess what is in there in my bag today?
4. Guess where is it? (Lee, 1994)

According to Klippel (1994), “The basic rule of guessing game is eminently simple, one person knows something that another wants to find out”. Meanwhile, Guessing game is game in which the participants compete individually or team in the identification of something indicated obscurely (as in riddles or charades) (Meriam Webster, 1986). Based on the definition above, it can be conclude that guessing game is a game in which a person knows something and the other one who do not know have to try to find out the answer based on some clues.

Teaching speaking by using guessing games is one of the fun techniques that can be applied to develop speaking skill of the students. According to Richard – Amato (1998), “Guessing games can be used to develop or reinforce concept, to
add diversion to regular activities, or just to break the ice. However, the most important function is to give practice in communication.”. They also add that guessing games can be painless to expand or reinforce any number concept. Based on the statement above, we can conclude that by giving the concepts of guessing game such as “Guessing what I am” or “Guessing who am I”, the teacher can teach many kinds of topics that agree with the standard competence of the students.

From the theories above, it is clear enough that guessing game is appropriate for the students especially students in Elementary schools. It is because, games are easy to adapt in English language classrooms and to give the students opportunity to develop their language experience through fun and play.
CHAPTER III

DISCUSSION

In this chapter, the writer presents three main points, covering description of SDN Kentingan 79, job training activity and discussion based on the job training activities done by the writer.

A. Description of SDN Kentingan 79 Surakarta

1. General Description

SDN Kentingan 79 is one of the state elementary schools, located in Kentingan district, Surakarta regency. This school is adjacent to Pucangsawit Elementary School, exactly on the same location. However, SDN Kentingan 79 has a new building. It has renovated its old building and now SDN Kentingan 79 has become two floor buildings. Totally, the number of the students in this school is 165 students. It consists of 23 students in the first grade. That is the smallest class. Then, 28 students are in the second grade. 27 students are in the third grade. Then, in the fourth grade, there were 28 students. The largest one is placed in the fifth grade with 30 students. The last one is six grade with 29 students.

At least, there is 16 employees in this school including a headmistress, six class teachers, nine subject teachers and a school keeper. Nine employees are permanent but the others are temporary. Each of the employees has responsible in running their duties.
2. Vision and Missions

The visions and missions of SDN Kentingan 79 Surakarta:

Vision:

Unggul dalam prestasi, cerdas, terampil, taqwa, dan berbudi pekerti yang luhur.

Missions:

1. Siswa dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam kehidupan sehari-hari.
2. Siswa terbiasa hidup tertib, disiplin, sopan dan bertanggung jawab dalam bertingkah laku dan bertutur kata dalam kehidupan sehari-hari.
3. Siswa dapat mengikuti perkembangan IPTEK.
4. Siswa dapat berprestasi dalam bidang akademik dan nonakademik.
5. Terbentuknya siswa yang cerdas, terampil, kreatif, mandiri dan bertaqwa.
3. **History and Location**

SDN Kentingan is one of the public elementary schools in Surakarta. It was established in 1957. The address of this school is on JL.Ir.Sutami No.52 Jebres, Surakarta. It is located in a strategic area which is in Sekarpace’ crossroad. SDN Kentingan 79 occupies a small area, since it is adjacent to SDN Pucangsawit. Its building is about 340 m². It consists of school yard, fence, classes, office, library, canteen, and lavatories. The school has new building consisted of two floors, it is new, but the condition of the school is still not in a perfect condition, for example the floor condition is dusty, there is no further renovation yet.

The first floor consists of an office, three classes, a canteen and lavatories. The second floor consists of four rooms, they are three classes and a library. The picture below is the school building structure of SDN Kentingan 79 Surakarta.

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**Picture 3.1.**

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4. Organization Structure

**Headmistress**
Yuni Trihastuti, S.Pd,M.Pd.

**Secretary**
Andri Wijaya, A. Ma

**Office accountant**
Supadmi, S.Pd.

**Class Teacher**

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
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</tr>
<tr>
<td>2nd</td>
<td>Supadmi, S.Pd.</td>
</tr>
<tr>
<td>3rd</td>
<td>Bibit, S.Pd.</td>
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<tr>
<td>4th</td>
<td>Sri Haryanti, S.Pd.</td>
</tr>
<tr>
<td>5th</td>
<td>P. Sih, A. Ma</td>
</tr>
<tr>
<td>6th</td>
<td>Andri Wijaya, S.Pd.</td>
</tr>
</tbody>
</table>

**Islamic teacher**
Siti Rofiah, S.Pd.I

**Christian teacher**
Emi Kristanti, S.Th.

**Sport teacher**
Agus Jani Surant, S.Pd.

**English teacher**
Aisyah Ruthyana Pratiwi, S.Pd.

**Math teacher**
Setyono, S.Pd.

**Art teacher**
Sri Maryanti

**Social teacher**
Probosuseno, A.Ma

**Science teacher**
Pipiet Adhi Hartanto

**Computer teacher**
Ayunita Cahyaningrum
5. Extracurricular Activity of SDN Kentingan 79 Surakarta

1. Gamelan Instrument (Karawitan)

This extracurricular is done to introduce traditional Javanese gamelan to the students and make them to love with Javanese culture. This activity usually held in TBS (Taman Budaya Solo) every Saturday at 07.30 am and it is supervised by Mr. Muji.

2. Drum band

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

3. Scout

This extracurricular is done to train the students’ independence, disciplines and team work. This activity should be participated by the students of grade 3 to 5. It is held on every Saturday at 10 am and this extracurricular is supervised by Mr. Agus Jaini, S.Pd.
B. Job Training Activity

1. Class Observation

The writer did class observation on January 3\textsuperscript{th} 2012. At that time the writer observed the English teacher’s way of teaching in the class before doing a real teaching practice. Ms. Aisyah is the one of English teacher in the school. She is a temporary teacher. She handles English subject from the first grade until sixth grade.

The writer observed not only how the teacher taught but also how she managed the class. Firstly, when Ms. Aisyah taught the students in second grade, the activities in the class were greeting, reviewing last material, and correcting homework if any. She spoke loudly when presenting the material, but the students’ voice was louder, so sometime Ms. Aisyah hit a table or board to get the students attention back. However, not all of the students understood what she had explained, it was because the students were still noisy. Ms. Aisyah did not use the situation by giving an interesting activity related to the material, she just gave a punishment to the “active” students. After presenting the material Ms. Aisyah close the lesson by reviewed material, gave homework and left taking. Besides, the writer observed the facilities in the class too, such as teaching aids. The teaching aids that is used in teaching were black board, chalk, and a handbook.

At the first day observation, the writer made an agreement with the English teacher about what grade the writer would teach in. Finally, the writer was given chance to teach the second, third, and fifth grades. After three days observation the writer started to find the characteristic of each grade. Second grade students were the most crowded one. They were still like to play around and make some
noise. It was difficult for the writer to manage the class conductively. The fifth grade students was very calm, so the writer did not have a big problem to manage the class. The one which attracted the writer’ attention was the third grade. They were active students, but they had high motivation in studying English. Therefore, the writer decided to take the third grade as her focus in doing her final report.

After the class observation for three days, the writer handled the class directly on the next meeting. However, Ms. Aisyah still gave guidance and evaluation.

2. Lesson Plan Making

For teacher who has never taught before, it is often very useful to write a script of your lesson plan in which your exact anticipated words are written down and followed by exactly what you would expect students to say in return. Scripting out a lesson plan helps you to be more specific in your planning and can often prevent classroom pitfalls in explaining something or students take you off on a tangent. (Brown, 2001).

As a beginner teacher, it is important to the writer to make lesson plans before teaching. It is very useful to set up the specific aims to be attained. It is also effective to delimit the material that will be taught to the students. As a teacher with a little experience of teaching the writer needed lesson plan to help in running the teaching and learning activity in order to reach the purpose easily.

The writer made the lesson plan based on the materials available in textbook used in that school. The book was called “Excellent” LKS book’s. During the job training the writer applied the lesson plan containing some activities below.
1. Pre-Teaching
   a. Greeting
   b. Warming up or brain storming (used to make students interested in the lesson and it gives chance to the them to express their opinion)

2. Main teaching
   a. Presentation
   b. Production (The students are involved in a guessing game and guided by the teacher)

3. Evaluation
   The writer evaluated the students’ comprehension by giving some exercises in the handbook or LKS.

4. Post-Teaching
   The teacher reviewed materials by asking some questions related to the previous material that had been presented. After that the teacher gave homework taken from LKS.
C. Discussion

4. The process of teaching English speaking by using guessing game to the third grade in SDN Kentingan 79 Surakarta.

The teaching process presented in this part is based on the writer’s experience on having job training as English teacher in SDN Kentingan 79 Surakarta. The writer focused on improving the third grade’s speaking skill by using guessing game. Teaching and learning activity for third grade is every Tuesday, started from 09.30 – 11.00 a.m. Therefore, the writer has 90 minutes in each meeting. 15 minutes is allocated for pre-teaching, 40 minutes for main teaching, 25 minutes for evaluation and 10 minutes is for post teaching. The teaching and learning process was presented below.

Material : Parts of the house.
Name of activity : Guessing games
Time : 90 minutes.
Students : 27 students

1. Pre-teaching

a. Greeting

Greeting is the first step which is needed in the beginning of the lesson. It is used to make the students familiar in expressing English greetings. The writer always greeted the students before starting the lesson.

Teacher : Good morning students.
Students : Good morning miss.
Teacher : How are you today?

Students : I am fine, thank you. And you?

Teacher : I’m fine too. Thank you.

After greeting the writer made an agreement with the students that is attention gather. When the writer say “class, class, class” the students would answer by “yes, yes, yes”. It is used to get the students’ attention and made the students focused to the lesson.

b. Warming up

Warming up or brainstorming is used to make the students interested in the lesson and it gives a chance for them to express their opinion. Before brainstorming, the writer asked the students to do warm up by singing a song. Its purpose was to get the students relax and ready to study English actively. The song was:

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

And eyes and ears and mouth and nose

Head, shoulders, knees and toes, knees and toes

After warming up, the writer started the lesson by giving brainstorming. The material was about parts of the house. The writer asked some questions related to the material as follows:

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T : “Class, class, class!”

S : “Yes, yes, yes!”

T : “Can you mention parts of your house?” (Some students did not understand the meaning of the question and how to answer it. So, the writer translated every question and difficult words into Indonesian and explained how to answer).

S : “Yes, I can miss.”

T : “What are they? Raise your hand to answer it!” (Almost all of the students wanted to answer the question, therefore the writer pointed a student to answer).

“Good, but I’ll choose one of you to answer it.”

“You!, what is your name?”

S : “My name is Nando”.

T : “Ok, Nando please mention parts of your house”

S : “Kitchen, bedroom, floor, door”.

T : “Good job Nando, there are kitchen, bedroom, floor, door and what else?? Any others?

“Nando, please point one of your friends to mention the others.”

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(This chain question was done for 3 students. The teacher guided the students and corrected their mispronunciation).

2. **Main teaching**

   a. **Presentation**

      In this step, the writer explained the topic of the material that was about parts of the house by showing pictures in the handbook or LKS. The writer pointed one by one and told the name of each pictures clearly. After that the students repeated together what the teacher said. The pictures in LKS or handbook were not given the translation into indonesian, the aim was developing the students ability in mastering vocabulary, the writer can also check the ability of the students in pronounce the words.

      After introducing the topic, the writer explained some formulas in asking for some room or parts in a house and also its answer, for example:

      1. What is this room? This is a bathroom.
      2. What is it used for? It is used for taking a bath.
      3. Where does Wiwit eat? She eats in the dinning room.
      4. Is mother cooking in the kitchen? Yes, she is.

   b. **Production**

      In this step, the writers showed many colorful pictures to the students. Because of the limited aids in the school, the writer found the pictures by browsing from the internet. After showing the pictures to the students, the writer asked the students to mention the name and the function its parts of the house together and individually. After that, the writer gave a game
called guessing game that had to play by the students. At this time the students had to guess the name or the function of parts of the house based on teacher’s clues. Several of colorful pictures were used by the writer, as follow:

The teacher divided the class into seven groups. Each group consisted of four students. After dividing the class the teacher explained the rules of the game to the students. While the teacher explained the rules of the game the students had to find the name of their group based on fruits name. The rules were:

1. The teacher started with “Guess what!”.
2. The teacher gave some clues related to the parts of the house that to be guessed.
3. Before answering the question each of group of students had to shout their group name. 
4. The group which could be guessed correctly got a reward from the teacher for each questions. The rewards are stickers.

5. A wrong answer of a group would be swopped to another group.

The steps of guessing games were as follow:

a. The teacher said, "Guess what!".

b. The teacher read the first clue, for example "It is part of the house and it is a room".

c. The teacher read the second clue such as "It is used for taking a bath".

d. If the students could answer the question only with a clue, the teacher did not continue her clues.

e. The quickest group which shouted the name of their group would have the first chance to guess, for example: "banana!!".

f. If the answer of the group was right, the teacher would say, "Yes, you are right!!" and gave a sticker to the group. Conversely, if the answer was wrong the teacher would say, "No, it still wrong, the others group please?".

g. The teacher continued with several parts of the house that had to be guessed by the groups.

After guessing games section the group which never answer or did not had a chance to answer the guessing questions would have a chance to do an exercise in the LKS (task 5, page 23) they had to complete and practice some dialogue in front of the class.
3. **Evaluation**

The function of evaluation was to know how far the students can understand and catch the materials. As evaluation, the writer gave some exercises. The students had to do task 6, 7, 8, and 10 in the LKS.

4. **Post teaching**

The writer as the teacher reviewed the materials by asking some questions related to the material that had been presented on the previous presentation. Beside, the teacher gave homework taken from LKS EXCELLENT that students had. The homework was on page 26 (competency test 3).

The writer also gave some tests at the last meeting, it was to check the students’s improvement in speaking ability. The test consisted of two topics. The first was guessing what’s missing? and the second was guessing what are they saying? In the first topic the students had been given some picture and they had to draw in what’s missing in each picture and guess what’s the missing parts. In second topic the students had to guess what the dialogue saying and write in the correct conversation. The teacher checked their speaking ability and their work by calling them one by one.
2. The effectivities of using guessing game in improving speaking ability to the third grade students of SDN Kentingan 79 Surakarta.

During the job training the writer found the effectivities of playing guessing game technique to improve the student’s speaking skill of the third grade of SDN Kentingan 79 Surakarta. They were as follow:

1. Using guessing game make students more pleasure than regular activities in class, it creates relaxed atmosphere in the classroom. By using the game activity the students were more interested in following the lesson, therefore the teacher did not face any difficulty in encouraging the students to follow the lesson.

2. The game activity encourages the students to speak in English. When they were playing this game, their ability in speaking appeared. They were not shy to speak in English anymore, because they enjoyed their games and had spirit to win the competition.

3. Guessing game are combinations between language practice with fun and excitement, because the students can express their ideas freely when they do activities with their friends.

4. Teaching speaking through guessing game is suitable for the students that have just learned English in elementary school.
3. Problems and solutions faced by the writer during the job training in SDN Kentingan 79 Surakarta

During her job training the writer found some problems in teaching speaking to the third grade students. There are the several problems that faced by the writer during her job training. Beside, the writer also found the solutions for each problems.

1. Linguistic Problems

Pronunciation

Teaching speaking to the third grade of Elementary school was not an easy one. The biggest problem was in pronunciation. All of third grade students spoke Javanese in their daily activities. They were still affected with their mother tongue. The mispronunciation was still occured when they did speaking activities. To overcome the mispronunciation of the students, the writer’s way was giving them correction and feedback. The writer gave correction by giving clue, if the students made wrong pronunciation the writer gave an example and the students should imitate that. Giving feedback was also important in teaching speaking. The writer provided score and comment to let the students know how well their performances were. The writer gave correction on their paperwork so that the students knew what mistake they made and the correct answer. There was also available advice how to improve their speaking and also their pronunciation.

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2. **Non Linguistic Problems**

   a. **Big Class**

   Many problems occurred because of the big number of the students. The third grade students are active students, sometimes the class was out of control, many students talked each other and busy with their own activities. To solve the problems, the writer used attention gather when the students did not pay attention to the writer’s explanation, for example the writer said “class..class..class” and the students answered “yes..yes..yes”. It was to make the students focused on the lesson. When the class started out of control the writer stopped the explanation or the activity until they realize their mistake. The writer also gave activities that attracted the students’ attention like guessing game activity in order to avoid boredom.

   a. **The limited materials and facilities**

   The student’s handbook or LKS had limited material, for example it gives only a little dialogue to practice speaking. The school only gave a handbook that was LKS Excellent and there was no other sources for the teacher to teach English speaking to the students. Therefore the writer used other book references which are relevant to the material and found fresh activity such as guessing game.

   The lack of facilities were also appearing as one of the problems. The library only provides limited book references for the teacher and the students. Actually, there are many audiovisual aids for teaching and
learning English that is given by the government, but they are not used maximally. To solve that problem, the writer tried to find another tools, such as picture and object that can be found around the class. Beside, the writer also browsed some materials like colorful picture to support the teaching and learning English speaking. The tools helped the writer to explain the material and it also made the students more comprehend what the lesson about.
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

In the last chapter, the writer presents two points they are conclusions and suggestions of the final project report. All of the points as mentioned above are based on the discussion presented in the chapter III and will be explained indetails below.

A. Conclusions

There are some conclusions that can be drawn based on the discussion presented in the chapter III, they are as follow:

1. The teaching process in improving the students speaking skill by using guessing games in SDN Kentingan 79 is as follows:

a. Pre teaching: In this section the writer applied greeting and warming up before doing the main teaching.

b. Main teaching: The writer presented the material by using some pictures in the handbook. The topic was about parts of the house. After presentation, the students played the game called guessing games. In this game the writer gave many colorful pictures related to the topic. The writer had role as a questioner and each of group of students competed to guess the clues from the teacher.
c. Evaluation: the writer gave evaluation to the students, the purpose was to know how far the students comprehend the material that had been delivered by the writer.

d. Post teaching: The writer reviewed the previous material by asking some questions related to the material. In the last minute of the lesson, the writer gave homework to the students.

2. Using guessing game to improve the students’ speaking ability has several effectiveness, they are:

1. The game activity makes the students more interested in following the lesson.
2. The game activity makes the students more confident to speak English.
3. The game activity encourages the students to express their idea freely.
4. The game activity is suitable for beginners.

3. The problems and solution faced by the writer during the job training, as follow:

1. Linguistic Problems

   Pronunciation

   To overcome the mispronunciation of the students, the ways of the writer was giving correction and feedback to the students performance.
2. Non Linguistic Problems

a. Big class

The big number of students causes some problems in handling the class. The writer used attention gather when the students were not focus in the lesson. Then writer tried to stopped the lesson for a while, when the class was out of control. The writer also gave an activities that was guessing game that could involve all of the students to participate actively in interactive communication to improve their speaking ability and to avoid boredom in learning activity.

b. The limited materials and facilities

Because of the limited materials in the handbook’s students, the writer had to find another references. The writer also gavean activity that was guessing game to improve the students’s speaking skill and to attract their attention in learning English.

The lack of facilities made the writer be a creative teacher to find another teaching aids. The writer browsed some colorful pictures that used in guessing game activity. The writer also used objects around the class like door, window, table, to give explanation to the students about the lesson.
B. Suggestions

1. SDN Kentingan 79

SDN Kentingan 79 Surakarta has many kinds of instrument or teaching aids that can be used to improve variation in teaching and learning process of English lesson, however it did not use as its function. Therefore, SDN Kentingan 79 should use the instrument of teaching and learning process that is effectively available.

2. English teacher of SDN Kentingan 79 Surakarta

A course book is important for a teacher to get new information and variation method in teaching English to the graders. The teacher should have a handbook instead of the handbook or LKS.

3. Students of English Diploma Program

Before doing their job training the students of English Diploma Program should make early preparation for in stance, they should determine their focus and objective in doing observation in the field at the beginning. It can help them to manage their activities during the job training. Another prepration is that the students should find many references and sources as orientations in writing their final project. Finding more references and sources can help them in making their final project, the students would not get confused about formation or structure of the final project.