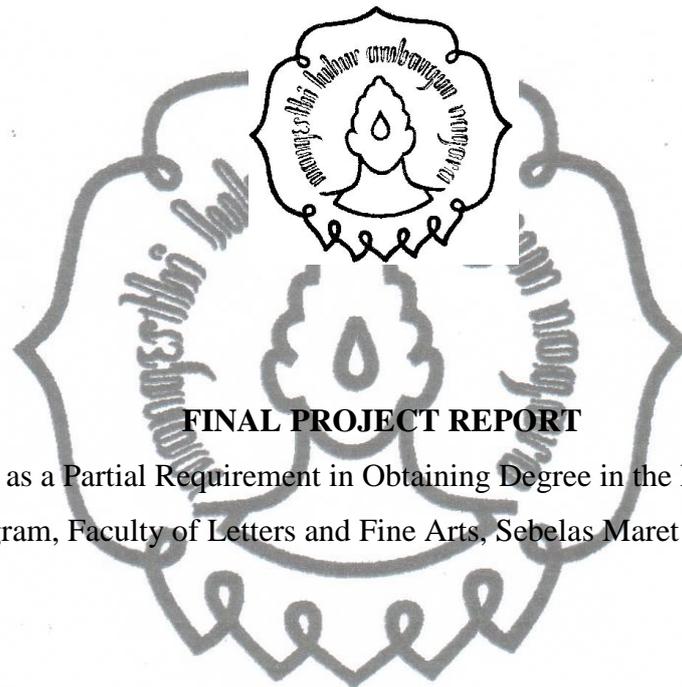


**THE PROCESS OF TEACHING ENGLISH SPEAKING
TO THE SIXTH GRADE OF RSDBI SDN 03 JATEN
KARANGANYAR**



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

Astrid Herera

C9307021

**ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA**

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APPROVAL OF CONSULTANT

Approved to be examined before the Board of Examiners,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

Final Project Report

THE PROCESS OF TEACHING ENGLISH SPEAKING TO THE SIXTH
GRADE OF RSDBI SDN 03 JATEN KARANGANYAR

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SPEAKING FOR THE SIXTH GRADE OF
RSDBI SDN O3 JATEN KARANGANYAR

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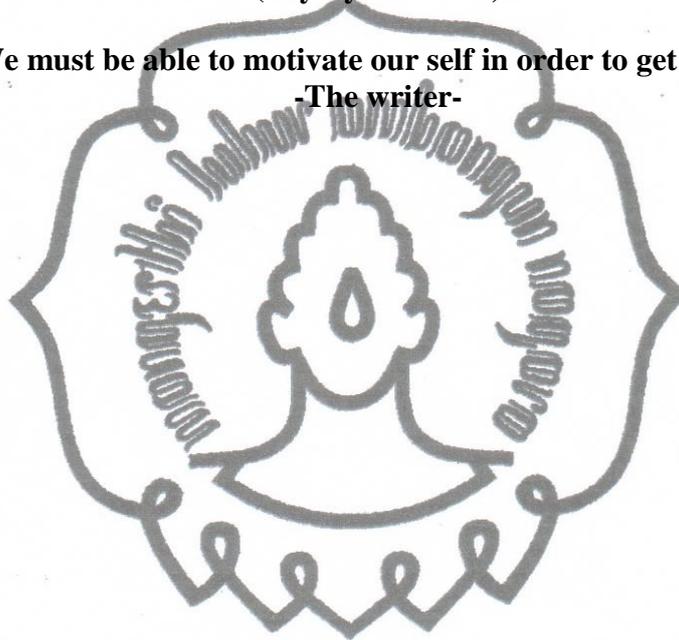
MOTTO

“Verily, with every difficulty there is relief”

(Asy-Syarh :1301)

“We must be able to motivate our self in order to get success”

-The writer-



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DEDICATION



This final project is dedicated to:

- My beloved parents
 - My brother
 - All of my friends
 - All of my students

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PREFACE

First of all, the writer would like to thank Allah SWT who has given everything. Also, the writer would like to thank to all people for giving support, guidance, and spirit in finishing this final project entitled **“The Process of Teaching English Speaking to 6th Grade of RSDBI SDN 03 Jaten Karanganyar”**.

In this final project report, the writer is interested in discussing the process of teaching English speaking to sixth grade of RSDBI SDN 03 Jaten Karanganyar. This final project also discusses about the suggested solutions to those problems.

Finally, the writer realized that this final project report is far from being perfect. Therefore, the writer needs suggestion from many parties to improve this report. The writer hopes this final project report will be beneficial to the readers.

ACKNOWLEDGEMENT

In the name of Allah SWT, Who is the Most Loving, and the Most Merciful, all praise be to Allah, the Lord of the world. Peace and blessing of Allah SWT be upon our Prophet Muhammad SAW, and on his family and companions

Alhamdulillahirobbil'alamin. First of all, I would like to express my highest gratitude to Allah SWT, who has given me strength and everything to finish his final project. Secondly, I would like to express my gratitude to:

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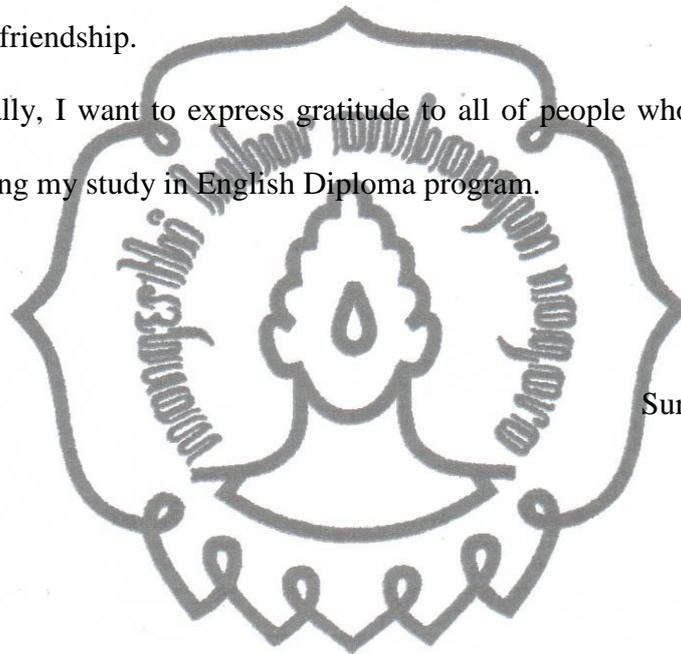
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Ageng, Didit, Ruci, Ferry and Nanik thank you for friendship and great moment.

10. Mbak Heny, for giving me so much help during my study. I will never forget your kindness.

11. All of my friends in ukhuwah in SKI, thank you for your advices, support, and friendship.

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



Surakarta, June 2010

Astrid Herera

ABSTRACT

ASTRID HERERA. 2010. THE PROCESS OF TEACHING ENGLISH SPEAKING TO THE SIXTH GRADE OF RSDBI SDN 03 JATEN KARANGANYAR. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the writer's job training activities as an English teacher in SDN 03 Jaten Karanganyar. The objectives of this final project report are to know and to understand the English teaching and learning activities in SDN 03 Jaten, including the process of teaching English speaking, the problems, and the solutions of teaching English speaking.

By observing the class and teaching directly at the 6th grade class, the writer could write the final project completely.

There were some problems during teaching English speaking to the sixth grade of SDN 03 Jaten. The problems faced by the students were memorizing words and pronouncing English words. The problems faced by the writer were having too large number of students and handling the students. The writer also presented the solutions to solve those problems. The solutions for the students are using gestures and repetition and using songs. The solutions for the writer are standing in the middle class and mixing various techniques of teaching English speaking.

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CHAPTER I

INTRODUCTION

A. Background

Nowadays, In this globalization era English has become an international language. It is one of the keys for opening the door of knowledge and science which are needed in getting career opportunities.

It is also required for various job vacancies. So, people are demanded to be able to speak English and make conversation with others in English so that they have to own at least passive English skill. However, the ability of speaking English of most of Indonesian students are not qualified yet. Most of Indonesian students commonly study English since elementary school until senior high school. Nevertheless, when most of them graduate from high school, they have not been able to speak English fluently yet although they get good marks in their English examination. One of the reasons why they can not speak English fluently is that they are not accustomed to speak English in their daily activities. They do not practise it very often, whereas practice makes perfect. They do not practice English a lot so that when they face oral test in English like interview, they will get difficulties.

Interviewing in English is used to select students who want to enroll favorite schools like International Benchmark Schools or International Standard Schools (RSBI and SBI). Therefore, students of elementary school must be able to speak English in simple sentences. In improving the ability of speaking

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English, the Indonesian government has introduced English earlier, since in elementary school.

Nowadays, students of elementary schools are not only demanded to be able to write and read English sentences but also demanded to be able to speak English. They are demanded to be able to express simple sentences orally such as “What is your name? My name is Ayu ”.

To make young students speak English well is not easy. It needs good methods of teaching. For knowing what the good methods of teaching English especially in teaching speaking are and having experience in teaching, the job training was done in elementary school. RSDBI SDN 03 Jaten Karanganyar was chosen as the place of job training. The job training was conducted from January to February 2010. The activities of the job training were done to 5th and 6th grades of RSDBI 03 Jaten Karanganyar. Actually, 5th and 6th grades are regular classes. They are not RSBI classes, but the headmaster of RSDBI 03 Jaten asked when the teaching of speaking English had to be done a lot. It was expected that the students graduating from the elementary school can be cleverer in speaking English than other students graduating from other elementary schools when they are in junior high schools..

Based on the whole background above, the writer would like to report **“The Process of Teaching English Speaking to the 6th Grade of RSDBI SDN 03 Jaten Karanganyar”**

B. Objectives

Based on the background above, the objectives of the final project are formulated as follows:

1. to describe the process of teaching English speaking for the sixth grade RSDBI SDN 03 Jaten Karanganyar.
2. to explain the improvement of method of teaching English speaking for the sixth grade RSDBI SDN 03 Jaten Karanganyar.
3. to find out the problems and solutions of the English teaching and learning English speaking process for the sixth grade RSDBI SDN 03 Jaten Karanganyar.

C. Benefits

Hopefully, this final project report can give benefits to :

1. English teacher at RSDBI SDN 03 Jaten Karanganyar

Hopefully, this final project can be a reference to help increase the quality of teaching method of speaking English at RSDBI SDN 03 Jaten Karanganyar.

2. Students of English Diploma Program

Hopefully, this final project can support and help how to make final project and it can give preview of job training process so that they can imagine how to face challenges of job training when students have job training before.



CHAPTER II

LITERATURE REVIEW

A. Introduction

In this chapter, the writer is going to discuss some literature reviews related to the topic of discussion in this report. Here, the writer presents at least four main topics, covering teaching and learning, teaching English speaking to young learners, techniques in teaching English speaking to young learners and strategies in teaching English speaking to young learners.

B. Process of Teaching and Learning

Every activity has goals. In achieving goals, it needs a process. The process will produce a result. According to Oxford Learner's Dictionary, it states, "Process is a series of things that are done in order to achieve a particular result" (2000:13333). In other words, process is an arrangement of thing, which is used for achieving results which are suitable with particular goals.

Teaching is helping someone to master a skill. In teaching, process is also needed to achieve the goals of teaching. According to John McIlwain, teaching is defined as a process of helping someone learn about a subject or learn a skill (McIlwain, 2000:211). A teacher must teach students through a process of teaching in order to achieve good result of teaching.

In this case, teaching cannot be separated from learning. Learning is getting knowledge of skill so that someone will master the skill. Learning is

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acquiring or getting of knowledge of subject or skill by study, experience, or instruction” (Brown, 2000: 7). In learning, a process is very important to be conducted. Students will not master a skill successfully, if they do not pass a process. The activity of teaching has goals in getting good results. According to Reza Rifanto in his book entitled *3 Menit Membuat Anak Keranjingan Belajar*, there are four steps of learning. Firstly, student will know theory how to do something that a teacher has just taught to him or her. Secondly, the student will be capable to do it. Third, the student will be skillful to do it. Fourth, the student will be an expert. (Rifanto, 2010:134). A learner has to pass the process in order to be skillful. The learner will not be skillful instantly.

C. Teaching English Speaking to Young Learners

In teaching English speaking to young learners, teachers must pay attention to their students, what the characteristics of the students have, and how old they are because it can influence the success of teaching. The writer found that children at elementary school are from seven until twelve years old. Young learners are “*Children from the first year of formal schooling (five or six years old) to eleven or twelve years are age*” (Philips, 1996: 5). Therefore, children at elementary school are young learners. Teaching speaking also need process. Moreover, teaching English speaking is in English as second language or ESL.

In teaching English speaking to young learners, English teacher cannot conduct the same way like teaching adult because young learners have different characteristics with adult. Commonly, young learners have certain characteristics

like having an imagination, feeling bored easily, using limited language creatively and making fun. According to Halliwell, young learners have the following characteristics.

Children:

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

By understanding the characteristics of young learners at elementary school, teachers can have approaches with their young learners. The approaches have to be suitable with the characteristics of young learners in order that the young learners are encouraged and motivated in speaking English. The approaches can be applied by using songs, rhymes, and chants. "Using songs, poems, rhymes and chants is a wonderful way of making students sing/talk and at the same time (unconsciously) work at their grammar, vocabulary, pronunciation"(Available at <http://iteslj.org/Techniques/Klancar-Speaking Skill.html>). English teacher can benefit songs, poems, rhymes and chants because using songs, rhymes and chants is not only a wonderful way to make young learners motivated and feel fun in the English speaking class, but can also

develop skill of speaking according to grammar, vocabulary and pronunciation at the same time.

D. Techniques in teaching English speaking to young learners

In teaching English speaking to young learners, English teacher should use several techniques in order that English young learners are interested and motivated in speaking English.

There are several techniques that are usually used in teaching English speaking:

a) Using Gesture

Gesture is very useful to make student understand the meaning easier. Gesture can help young learners who have limited language to understand what the teacher and their friends say in English.

When children find a new language at school, they can call on the same skill to help them interpret the new sounds, new words, and new structures. English teachers can support and develop this skill by making sure English teachers make full use of gesture, intonation, demonstration, action, and facial expressions to convey meaning parallel to what English teachers are saying (Halliwell, 1992:4).

English teacher should use gestures a lot to help young learners to understand and guess the meaning.

b) Using Repetition

English teachers should repeat what they have taught before. It is useful to remind their young learners about how to say the sentences so that the young learners will be accustomed to speaking the sentences well without doubt. So the young learners can memorize and express simple sentences like 'How are you?' fluently and naturally in their daily life because practice makes perfect. (Herpinus S., 2004:113). Commonly, young learners have little occasion to speak English at

home because people around them speak mother language. “Most of our pupils have little opportunity to practice speaking English outside the classroom and so they need a lot of practices when they are in class (Scott, A. Wendy and Lisbeth H. Ytreberg, 1990:33)” Repetition can make young learners speak a lot even they will repeat at home.

c) Using Songs and Rhyme

Using songs, poems, rhymes and chants is a wonderful way of making students sing/talk and at the same time (unconsciously) work at their grammar, vocabulary, pronunciation (Available at: <http://iteslj.org/Techniques/Klancar-Speaking.html>). By using song, young learners can speak grammatically.

Therefore, song and rhymes in teaching English speaking are not only very useful to help the young learners memorize materials easier but also to help them speak grammatically.

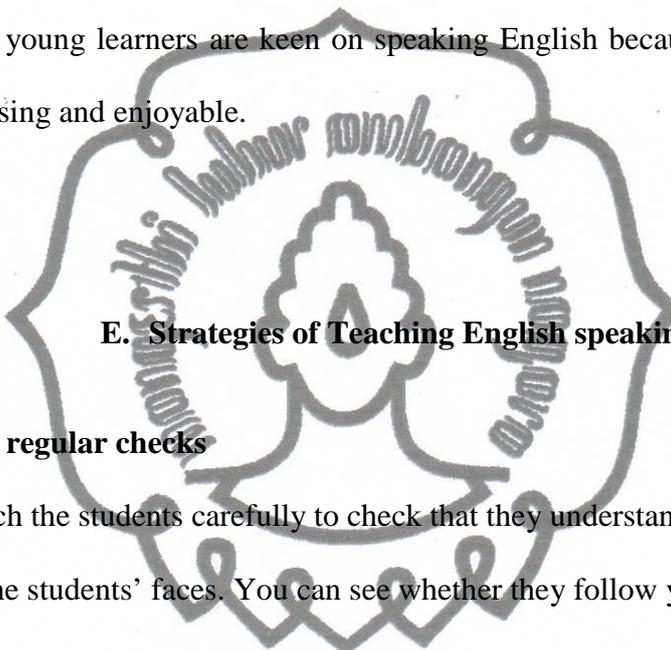
d) Using Role-Play (dialogue)

Role-play can be applied in teaching English speaking. “In role play, the language used comes from pupils themselves, so your pupils will have to be familiar with the language needed before you can do the role play itself with them”(Scott, Wendy. A. and Lisbeth H.Ytreberg, 1990:41). Role play can make young learners memorize longer because they are as model. It gives certain impression to the young learners so that they will be familiar with the English dialogue.

e) Using Game

Game can be applied in teaching English speaking because it is capable to make young learners unrealized that they are learning. Danarti states, “Game can make young learners feel fun and do not feel bored in learning English.” (Danarti, 2008:III).

It means that game is a good medium in teaching English speaking because the young learners are keen on speaking English because games tend to be able amusing and enjoyable.



E. Strategies of Teaching English speaking

a. Making regular checks

Watch the students carefully to check that they understand. Check by looking at the students' faces. You can see whether they follow your meaning or not.

b. Using familiar words

Use mainly words, which the students already know, or cognates-words which have a similar sound and meaning in their mother tongue language.

c. Using familiar topics

Refer to topics that are familiar to the students from their everyday lives, from earlier lessons in other subjects.

d. Lowering the cognition level

Avoid topics or concepts which students would find difficult to understand.

e. Recycling information

Repeat using the same words as before, or paraphrase, to give the students a second chance to understand.

f. Altering your style of speech

Speak slightly slower than normal (as if you were speaking to a very large group of people) and exaggerate your intonation and stress on important words. Pause frequently to allow 'slow listeners' to catch up. (Regular pauses after sentence groups are more important than slow speech!)

g. Simplifying the language structure

Slightly simplify your range of structures when speaking and make sure you repeat the structures you use.

h. Using a range of sensory focus

Support what you say with pictures, words or phrases on the blackboard, gestures, action, and facial expression. Make sure that the students can see your face and mouth whenever you speak

i. Using clear discourse markers

Use regular signaling language to show what you are doing: 'Now', 'First of all', 'Good', 'We have done...' and 'Now we are going to do...'. Indicate clearly what the students should do: 'Now, listen carefully', 'Now, watch carefully' and so on

j. Following a routine

Follow regular routines and patterns in your lessons so that students know what is happening and what is going to happen. These regular patterns help

comprehension and provide security. (Available at: [www.pearsonlongman.com/young learner](http://www.pearsonlongman.com/young_learner))

It means that English teachers do not only own the techniques of teaching speaking but also strategies of teaching speaking in order that process of teaching English speaking run well.



CHAPTER III

DISCUSSION

A. RSDBI SDN 03 Jaten Karanganyar

1. Description of RSDBI SDN 03 Jaten Karanganyar

SDN 03 JATEN KARANGANYAR is the only elementary school in Karanganyar regency, which has RSBI program. It was built in 1973. Actually, the name was SDN 03 Jaten. The name was changed when the elementary started RSBI program in 2009. It is located at Lawu Street km 9 Jaten Karanganyar. The RSDBI SDN 03 JATEN KARANGANYAR is located beside Jaten field.

The elementary school has several goals to increase quality of school. The goals are to facilitate students who have smart potential and extra ordinary talent to get specific education, to enlarge potential talent and inters of student to be more than what expected, to prepare students to be able to live in society and able to answer the challenge of the rapid changing age in globalization era. (Resource: profile book of RSBI SDN 03 Jaten)

In RSDBI SDN 03 Jaten Karanganyar, There are several facilities to support teaching-learning activities. There are eighteen classrooms, green house, language laboratory, musholla, science laboratory, computer laboratory, school clinic (UKS), parking area, bathrooms, school yard, library, house for school attendant, house for teacher, three canteens, teacher's office and headmaster's office.

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Each grade is divided into three classes. They are class A, class B and class C. The RSBI program is only applied to 1st grade because the program was started in 2009 meanwhile others are regular classes.

A headmaster heads RSDBI SDN 03 Jaten Karanganyar. The headmaster is also helped a chief management in controlling the school. Below, the chief management is chief of field of curriculum and learning, chief of field of school equipment and infrastructure, chief of field of finance and staffs of administration who is helped by a treasure.

2. Vision and Missions of RSDBI SDN 03 Jaten, Karanganyar

a. Vision:

- to create qualified, smart, and having large knowledge human resources

b. Mission:

- to become a means that can be used as a means to developing skills and interests for students.
- to create students to be smart and able to compete in educational world.
- to give educative supplies to students so that they are able to survive and face the challenges of life.
- to realize education which is able to produce qualified people who have high moral standards.

3. Extracurricular of RSDBI 03 Jaten Karanganyar

RSDBI 03 Jaten Karanganyar has eight extracurricular activities that could be followed by the students. The extracurricular activities have benefit to gain

students potential outside the academic potential. The extracurricular activities could be divided into:

- a. Scout
- b. Dance
- c. Drum band
- d. Taekwondo
- e. Rebana and Vocal
- f. Computer
- g. Religion
- h. English

**B. The activities during Job training in RSDBI SDN 03 Jaten,
Karanganyar**

1. Doing Observation

The observation was done at RSDBI SDN 03 Jaten Karanganyar during the job training. The observation was done not only in English class but also in others. By doing observation, situation, condition and teaching – learning activity could be known such as young learner’s habit, how to manage class especially big classes, how to motivate young learners and so on.

2. Making lesson plan.

Based on the syllabus, lesson plan was made. Lesson plan can help a teacher to maximize lessons of the class well. Lesson plan was also made to solve problem that usually happens in the class. Syllabus given to the writer was the

application of lesson plan in order that what the teacher taught to the students is suitable to the curriculum. Lesson plan consists of:

a. Motivating strategies

In this step, the writer asked the students some questions related to the topic. After that, the writer told the students what they are going to learn.

b. Presentation Strategies

In this step, the writer gave clear explanation about the material. The writer introduced how to give direction well by variable techniques of teaching English speaking.

c. Skill practice

The students practiced a dialogue in groups. The dialogue was applied in role-plays.

d. Assessment

The students practiced speaking in groups but the writer made assignment individually.

C. Discussion

1. The process of teaching English speaking to the 6th grade of RSDBI SDN

03 Jaten Karanganyar

Actually, the writer taught the 5th and 6th grades but the writer wanted to explain about her experience of teaching in the 6th grade because the English

teacher at RSDBI SDN 03 Jaten Karanganyar gave mark to the writer when the writer taught at 6th grade. Another reason is the materials taught to 6th grade were taken from book titled “English for elementary school 6”.The topic of teaching speaking was related to syllabus. It was about “Giving Direction”. The writer had a goal to make the 6th grade able to give direction well and fluently.

In teaching English speaking, the writer also included reading, writing, speaking or listening skill. However, teaching speaking skill is the most dominating among the others. In the teaching and learning activity, the process of teaching English speaking consists some of activities, they are warming up, presentation, practice, assessment, ending the lesson.

a. warming up

Before the writer started the lesson, the writer greeted the students. The writer asked several questions to make good atmosphere of English speaking class. This session is also used for increasing students’ enthusiasms of English speaking class. Moreover, the writer got turn of teaching English speaking in the latest hour. Teaching English speaking began at eleven am. The students were tired enough to concentrate on the lesson .The writer asked the student like:

T : Good morning students

S : Good morning

T : How are you today?

S : I am fine thank you and you?

T : Excellent!

The writer asked the students in English in speaking class. However, she remembered that she was in ESL class, the writer decided to speak English and Indonesian. First, she asked the students in English after that she spoke in Indonesia and then she asked again in English.

For example:

The writer : Who has ever been asked to give direction by someone?

Siapa yang pernah dimintai tolong untuk memberi petunjuk arah jalan?

Who has ever been asked to give direction by someone?

Students : Me..me..(raising hand)

The writer : Wow, How did you do it?

Caranya gimana ? How did you do it?

One of students :Lurus terus,nanti pertigaan belok kiri (using hands)

The writer : That's good.

b. Presentation

The writer asked the students imitate her gestures and what she said. When the writer said “turn left”, she used her hand and gave direction to the left side. Then the students said “turn left”. When the writer said, “turn right”, she used her hand and gave direction to the right. Then the students said, “Turn right”. The writer also made gestures by hands how to say Go straight (handing over to the front), T-Junction (making T shape use hands) and crossroad (making plus shape use hands).

c. Practice

1. Using Gesture

The writer asked one of the students who did not pay attention to the lesson to go to the front of the class and made gestures using hands. The writer asked the others to guess what the meaning of gestures that their friend stood in front of the class. The writer praised the students and said thank you to the student standing in front of the class and then asked him to go back to his seat.

Then the writer asked a student to stand up. Then the writer asked the student to go straight, stop, turn right, go straight, stop, and turn left. After the student had done the writer's instruction, the writer asked the student to go back to her seat and asked her classmates to give applause to her. The writer also asked the others to do the same.

2. Use Repetition

The writer wanted the students to give direction in the school like a real situation. Then the writer drew some symbols on the white board like:

⊥ (T-Junction), ⊥ (Crossroad), ⇒ (Turn right), ⇐ (Turn left), || (Go straight)

The writer also wrote several facilities of school like library, toilet, canteen etc.

For example:

1. Library: || (Go straight), ⊥ (T-Junction), || (Go straight), ⇒ (Turn right), || (Go straight), ⇐ (Turn left), || (Go straight), ⇐ (Turn left), || (Go straight), the library is on your right side.

2. Canteen: || (Go straight), ⊥ (T-Junction), || (Go straight), ⇒ (Turn right), || (Go straight), ⇐ (Turn left), || (Go straight), ⇐ (Turn left), || (Go straight), the library is on your right side.

The writer wrote words which are needed like until, then, after that and the meaning of them. The writer asked, “Where is the library?” Some of the students tried to answer and the writer also helped them by saying slowly “Go straight until T-Junction, then turn right go straight until crossroad then turn left, go straight. The library is on your right side.” The writer asked again, where the library is. The repetition was done until the writer was sure that all students could give direction where the library is. The writer also asked where the canteen, the teachers’ office, the toilet are, etc.

3. Using Song

The writer made a song related to the topic. The song could make the students interested in singing. The song also made the students know how to give direction more easily.

Giving Direction

Go straight and then turn right

Go straight and then turn left

T-Junction and then turn right

Crossroad and then turn left

4. Using Role-play

The writer wrote a dialogue about giving direction. The writer wanted to use role-play in teaching English speaking. The writer divided class into two groups, group A as a new students and group B as his new friends. Group A asked to the group B “Excuse me, where is the library?” after that Group B answered “Go straight until T-Junction turn right until crossroad then turn left go straight”.

Group B also used hands when the group gave direction. Then group A said “thank you” and group B responded “You are welcome”. Then the writer asked the students to exchange the role.

5. Using Game

When teaching about giving direction the writer used robot game in the English speaking class. The writer asked a student as her robot. Then the writer asked the student to stand up, go straight, stop, turn right, go straight, stop turn left. After the student had done the writer’s instruction, the writer asked the student to go back to her seat and asked her classmates to give applause to her. Then the writer asked a student to choose his friend as robot and give instruction to his robot like what the writer had done before. The game was very amusing. The students were very happy.

2. The Problems in Teaching English Speaking to the 6th grade of RSDBI 03 Jaten Karanganyar

During the job training at RSDBI 03 Jaten Karanganyar, the writer found some problems in the teaching and learning process. The difficulties are not only faced by the writer but also the students.

a. The problems encountered by the students

1) Memorizing the English words

A few students got difficulties to memorize the words especially when the writer asked them to give directions. The students said turn left whereas actually they wanted to say the opposite. It happened because they did not know the meaning. They did not pay attention when the writer explained the meaning.

2) Pronouncing the words

A few students made some mistakes how to pronounce the words because they just focused on the sentences written on the white board. They forgot easily how to pronounce it so that they read the sentences written on the whiteboard whereas as we know that spelling and pronunciation are not always the same.

b. The problems encountered the writer

1) Handling a number of the students

The number of the students is too big. There are more than 40 students in each classroom. The writer had to speak loudly. At the first meeting, it was hard to be done. The writer spoke loudly but the students sitting in the back class could not listen clearly. It was getting worse when some students made a chat with their classmates. The writer found difficulties to get students' attention at the first meeting.

2) Handling the students

There are more than 40 students in each classroom. There are various levels of abilities of the students. The students also have different styles of studying. It was a challenge for the writer how to make all students able to speak English well.

3. The Solution to the Problems in Teaching English Speaking

In relation to the problems encountered during teaching and learning activities, the writer had good strategies how to solve those problems. The writer applied some strategies.

a. The solutions to the problems encountered by the students

- Using gestures and repetition

To solve problem of memorizing words, the writer always asked the students to use gestures when they spoke in English. Repetition done very often could help the students memorize very much.

- Using songs

The writer asked the students to sing the song a lot. The song was very useful in improving pronunciation well. The students did not doubt how to pronounce anymore because the song is so fun so that the students liked singing the song and sang the song very often. Instantly, the students were accustomed to pronouncing correctly.

b. The solutions to the problems encountered by the writer

- Standing in the middle of class

To solve problem of having a number of the students, the writer solved the problem of her voice by standing in the middle of class so that the students could listen what the writer explained well and the writer got students' attention.

- Mixing various techniques of teaching English speaking

The writer varied some techniques of teaching English speaking to solve problem about handling students who have various levels of abilities. The technique applied of teaching English speaking were using repetition, gestures, songs, role-play and game. The various techniques also made the students interested in speaking English and they did not get bored easily. The writer

divided the students into several groups in order to make the writer assess them easily.



CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter III, there are some conclusions that can be drawn from this final project report. The conclusions are as follows:

1. Process of Teaching English Speaking for the 6th grade RSDBI SDN 03 Jaten Karanganyar

In teaching English speaking for the sixth grade RSDBI SDN 03 Jaten Karanganyar, The process of teaching English speaking includes warming up, presentation, practice, assessment, ending the lesson. In the warming up, the writer gave a greeting to the students to develop a good atmosphere of teaching-learning English speaking.

In the presentation, the writer explained how to give direction. In the practice, the writer asked the students to practice how to give direction well. In the assessment, the writer assessed the ability of students of speaking English (especially in giving directions) in a group and individually. In ending the lesson, the writer asked some questions related to the topic of teaching English speaking and the students had to answer well.

2. Improvement of Method of Teaching English Speaking for the 6th grade RSDBI 03 Jaten Karanganyar

In teaching speaking English to young learners, English teacher must use techniques, which are suitable with characteristics of young learner so that the young learner can learn easier and be interested in speaking English so that they keep on speaking English. The techniques are very helpful in teaching English speaking:

1. Using Gesture : Gesture can help the students guess the meaning and memorize longer.
2. Using Repetition : Repetition can make students be accustomed to speaking English.
3. Using Songs and Rhyme : Song and rhyme can make student speak grammatically (unconsciously) and memorize well.
4. Using Role Play : Role play can make students speak more fluently.
5. Using Game : Game is amusing the students. It can make the student learn unconsciously.

3. Problems and solution of teaching English speaking for 6th grade RSDBI

03 Jaten Karanganyar

A. Problems in teaching English speaking for 6th grade RSDBI 03 Jaten Karanganyar.

a. The problems encountered by the students

1) Memorizing English words

Some of students have difficulties memorize English words so that they cannot show the gesture correctly. It happened because the students did not know the meaning well and they did not pay attention when the writer explained.

2) Pronouncing the words

Some of students mispronounced because they only focused on the sentences written on the white board whereas spelling and pronunciation are not always the same.

b. The problems encountered by the writer

1) Having a number of students

The writer found difficulties of her low voice and controlling class. There are more than 40 students in each class. The students who sat in the back could not listen to what the writer explained clearly.

2) Handling students

Students in the 6th grade have variable levels of abilities and different styles of studying. When the writer applied a technique of teaching English

speaking, no all of students were capable to speak English well, especially in giving direction in English.

B. Suggested Solution for problems in teaching English speaking for 6th grade RSDBI 03 Jaten Karanganyar

a. The solutions to the problems encountered by the students

- Using gestures and repetition

To solve problem of memorizing words, the writer always asked the students to use gestures when they spoke in English. Repetition done very often could help the students memorize very much and make gesture well.

- Using songs

To solve problem of pronunciation, the writer asked the students to sing the song a lot. The song was very used to improve pronunciation well. The students liked singing the song and sang the song very often. Instantly, the students were accustomed to pronouncing well.

b. The solutions to the problems encountered by the writer

- Standing in the middle of class

To solve problem of having a number of the students, the writer figured out the problem of her voice by standing in the middle of class so that the students were able to listen what the writer explained clearly and the writer got students' attention.

- Mixing various techniques of teaching English speaking

The writer varied some techniques of teaching English speaking to solve problem about handling students who have various levels of abilities. The various techniques also made the students interested in speaking English and they did not get bored easily.

B. Suggestion

Based on the result of this final project report from the writer's experience on job training in RSDBI 03 Jaten Karanganyar, the writer presented several suggestions to:

1. The English teacher in RSDBI SDN 03 Jaten Karanganyar

The English teacher should give opportunity to the students to speak English a lot because it is almost impossible that they will have a conversation in English at home. Commonly, the students speak to their members of family in Indonesia or Javanese.

The teacher should 'wrap' English class as well as possible so that the students would be interested in English language. It can be done by varying the techniques of teaching English speaking so that the students will be accustomed to speak English and keep on speaking English in their daily activities.

2. RSDBI SDN 03 Jaten Karanganyar

RSDBI SDN 03 Jaten Karanganyar should improve the facilities to support teaching speaking English, especially the equipment for games like pictures, cards etc so that the students would be more interested in speaking

English. If the students are interested in speaking English, they will keep on speaking English.

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

It is essential to add books as literature review of making final project report in English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University. The addition of book will give benefits to the students in having the job training and making final project report.

