DIFFICULTIES OF TEACHING SPEAKING TO THE
FIFTH GRADE STUDENTS OF SD NEGERI 03
PURON SUKOHARJO

FINAL PROJECT REPORT

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

By:
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ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
2011
APPROVAL OF SUPERVISOR

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

Final Project report:

DIFFICULTIES OF TEACHING SPEAKING TO THE FIFTH GRADE OF SD NEGERI 03 PURON, SUKOHARJO

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MOTTO

- Everything will become clear to you when you see things through another’s eyes. —— Brother Bear

- If you can dream it, you can do it. —— Walt Disney

- Dreams are like stars. You can’t touch them, but if you follow them, they will lead you to your destiny. —— Space Buddies

- Your dreams are what you are going to be in the future.
DEDICATION

I would like to dedicate this final project to:

- My beloved parents "Bapak and Ibu"
- My beloved little brothers
- My beloved grandparents
- All people who support and help me
PREFACE

First of all the writer thanks Allah SWT who has given me ideas and luck in my life. Therefore, the writer can finish the final project report entitled “Difficulties of Teaching Speaking to the Fifth Grade Students of SD Negeri 03 Puron, Sukoharjo.”

This final project report is written by the writer to fulfill the requirement in obtaining the degree in English Diploma Program after the writer finished the job training in SD Negeri 03 Puron, Sukoharjo. It explains the difficulties in teaching Speaking to the fifth grade students and the solution to handle the problems.

The writer would like to thank all people who have helped me and given me support to finish my final project. The writer cannot finish this final project report without their help.

The writer hopes that this final project report can be useful for all readers. This final project is still far from being perfect. Therefore, any suggestions and comments are accepted.

Surakarta, January 2011

The Writer
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Alhamdulilahirobbil’alamin, first I would say thanks to Allah SWT for giving me ideas in writing my final project report and giving me everything in my life. I would like also to say thanks to following people:

1. Drs. Sudarno, MA, the dean of Faculty of Letters and Fine Arts, Sebelas Maret University.
2. Yusuf Kurniawan, SS, MA, the head of English Diploma Program.
3. Dra. Rara Sugiarti, M.Tourism, my academic supervisor, thank you for your guidance during my study in English Diploma Program.
4. Drs. Riyadi Santosa, M.Ed., Ph.D., my final project supervisor, thanks for your patience and guidance in writing this final project report.
5. All the lecturers of English Diploma Program, thanks for helping me during my study.
6. The headmaster of SD Negeri 03 Puron, Sukoharjo, Drs. Sukamdi, thank you for permitting me to do job training in SD Negeri 3 Puron, Sukoharjo.
7. All teachers in SD Negeri 03 Puron, Sukoharjo thank you very much.
8. All students in SD Negeri 03 Puron, Sukoharjo especially 5th grade students’ thank you so much for accepting me to teach you all.
9. My beloved parents “Bapak and Ibu”, thank you for your support, prayer, advice and I love you so much.

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10. My beloved little brothers, Lukman and Ifan. Be the best and make me proud of you, I love you so much,,,,,,.

11. My beloved eyang kakung and eyang putri, thanks for support me and thanks for everything, I miss you…..

12. All my friends Unie, Intan (Jumi’), Vietrie, Ulfah and Nurul, thanks for everything. I learn many things with you. You give me colours in my life… I Love You All. I will miss you…….

13. My friends in Rosalia Indah boarding house, Nana, Hilda, Anna, Dennis, Dian, Intan, Indah, Fera, Kiki, Ani, Yenny, Sisca thanks for everything. Thanks for togetherness. Sometimes, you open my mind and my heart so I can see the truth, I’ll miss you all……

14. My friends Dhiana, Pehrie, Virgin, Mimi (Mimi Suyatmi Paijem Wijaya) thanks for your help and your support.

15. My friends Rahmad thank you very much. Thanks for your advice, thanks for hearing me and thanks for your support,,,,,


17. My friends in English Diploma 2007, especially class B. I like you because you are funny and unique people, I will miss you…….

18. Thanks for all people who gave me support & spirit and helped me during writing this final project report.

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ABSTRACT

NESI RAHAYU UTAMI, 2011. DIFFICULTIES OF TEACHING SPEAKING TO THE FIFTH GRADE STUDENTS OF SD NEGERI 03 PURON, SUKOHARJO, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report was written based on the writer’s job training in SD Negeri 03 Puron, Sukoharjo. The objectives of this final project report are to identify the difficulties in teaching speaking to the fifth grade students of SD Negeri 03 Puron, Sukoharjo and to give the solutions of the problems.

When doing the job training, the writer found some difficulties in teaching speaking. The difficulties of teaching speaking of fifth grade students are the low interest of students, the book material, the lack of facilities in the school, and the limited time of teaching.

To solve the problems, the writer gives motivation to the students to learn English especially speaking, use another book reference to teach English, provide facilities for activities in teaching-learning English especially speaking, and manage the time to teach.
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CHAPTER I

INTRODUCTION

A. Background

We are now in globalization era and English becomes one of international language in the world. We need to learn English more because mastering English is important for us and English is needed in work places.

For those reasons above, English should be learned as early as possible. The children will usually master it easier and better. Therefore, Kindergarten and elementary school are the right place to teach and to learn English.

In learning a new language, students of elementary school are introduced with vocabularies and how to read the vocabulary or to pronounce and to understand the meaning of vocabulary. Students are also given reading text or reading dialogue, games, and songs or role playing as the interesting media to learn English. In teaching and learning process, the teacher should be sure that students can understand what the teacher said and they can say what they want to say.

The writer was interested in having job training in Elementary School as one of the academic requirements of English Diploma Program Letters and Fine Arts Faculty, Sebelas Maret University. Therefore, the writer has job training at
SD Negeri 03 Puron, Sukoharjo to describe the teaching and learning process of English especially teaching speaking.

In this school, English lesson has been given to students from the fourth until sixth grades. But the writer wanted to focus in fifth grade students for the final project because they are very interactive although some of them sometimes are quiet. They cannot speak English well. They should be given an instruction to speak in English. And they need help from the teacher to practice their speaking individually or in pairs.

Teaching speaking in fifth grade students of SD Negeri 03 Puron, Sukoharjo has some problems. For example, when the writer asked the students to practice dialogue in pairs after she gave the example they feel ashamed. Another problem is the limited time to teach and to learn English in this school. The time is allocated for other lessons such as Indonesian language, IPA, IPS, and Mathematic. English lesson was scheduled at 10.25 until 11.35 am only on Wednesday.

During the job training, the writer focused on teaching speaking, because their ability in speaking should be improved. The writer found some difficulties in teaching speaking the students. Therefore, the writer entitles the final report: Difficulties of Teaching Speaking in 5th Grade of SD Negeri 03 Puron, Sukoharjo.
B. Objectives

The objectives of this report are:

1. To describe teaching English speaking to the 5th grade students of SD Negeri 03 Puron, Sukoharjo.
2. To find out the problems faced by the students in learning English speaking.

C. Benefits

It is hoped that this project report will be helpful for:

1. Teacher
   This report is used for the teacher to improve skill of teaching English speaking at SD Negeri 03 Puron, Sukoharjo.
2. Students
   This report is used to give knowledge for the students of SD Negeri 03 Puron, Sukoharjo to improve their ability in speaking English.
CHAPTER II
LITERATURE REVIEW

A. Teaching

Education consists of teaching and learning activities. Jeremy Harmer defines teaching as “the activities done by someone to give knowledge or to help someone else to understand something.” (Harmer, 1998: 1-2)

According to Brown (2000: 7) teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Based on the statement above, the writer concludes that teaching is an activity done by teacher. Teaching and learning process begins giving someone new knowledge and instructing someone to learn how to do something. Teacher makes someone know or understand something and supported by facilities of learning. The statement was supported by H. Douglas Brown (2000:7)”Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning”.

A good teacher should have the ability to control the class especially his/her students. These are some issues that teacher should point out:
1. A teacher should make her/his lesson interesting
2. A teacher must love her/his job
3. A teacher should have her/his personality
4. A teacher should have lots of knowledge
5. A good teacher is an entertainer in a positive sense not in a negative sense. (Harmer, 1998:12)

B. Speaking

In *Oxford Learner’s Pocket Dictionary* “Speak is express ideas, feelings without word.” According to Hornby (1985:21) speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words, making a speech. Brown (1994: 253) defines speaking as an interactive process of constructing meaning that involves producing and receiving and processing information.

According to statement above the writer concludes that speaking is a process of expressing idea, producing sound and processing information.

Hornby (1995: 826) stated that speaking is making use of words in an ordinary voice, offering words, knowing and being able to use the a language expressing oneself in words, and making speech.”

Other skills in speaking may include the following:

1. Producing the sound, stress patterns, rhythmic, structures and intonation 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 audiences.
5. Applying strategies to enhance comprehensible.
6. Using gesture or body language.
7. Paying attention to success of the interaction and adjusting component of speech such as vocabulary, rate of speech and complicity of grammar structure to maximize listener comprehension and involvement.

C. Teaching Speaking

To be able use a language, it needs learning the language. Carol in Stern (1996) states that learning the language are a process of acquiring conscious control of the phonology, grammatical, and lexical patterns of the second language, largely through study and analysis of these patterns as a body of knowledge. Meanwhile, in the process of acquiring knowledge, there occurs both language learning process and language teaching process.

Richards and Rodgers (1993: 9-10) state that the spoken language is primary and therefore should be reflected in an oral-based methodology.
Furthermore, oral method was very important in the class room, especially in the early stages of learning. (Howatt, 1985: 9-10)

The theories above provide starting point for question and answer work, which requires the students to use the target language. The teacher should speak English in classroom communication, explain new grammar, and teach how to read new words.

D. Young Learner

According to Sarah Philips, young learners mean children from the first year of formal schooling (five or six years old to eleven or twelve years old of age), (Philips, 1993:5).

Wendy A. Scott and Lisbeth H. Ytreberg state, “young children love to play and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is real work. (Scott and Ytreberg, 2000: 1-2)

Based on the statement above the writer concludes that young learner is students whose age are five or six years old to eleven or twelve years old and they love to play and practice what they learn in real activities. They have general characteristics and language development. Wendy A. Scott and Lisbeth H. Yterberg (1990) in their book “Teaching English to Children” explained this topic. These are the explanation from the book:

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a. General Characteristics

Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. Many of the characteristics listed above will be things of the past.

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on the spoken words as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and don’t like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions.
- They are able to work with others and learn from others.

b. Language Development

Eight to ten year olds have a language with all the basic elements in place. They are competent users of their mother tongue and this connection they are aware of the main rules of syntax in their own language. By the age of ten children can:

- Understand abstracts
- Understand symbols (beginning with words)
Generalise and systematise.

Brian Tomlinson states that “different learners have different preferred learning style.” (Tomlinson, 1998: 17)

According to John Norrish in his book “Language Learners and Their Errors”, there are psychological factors affecting the learners:

1) The learner does not necessarily learn what the teacher thinks he is teaching, since the learner processes the data presented to him by the teacher in his own way.

2) Students have different learning strategies as a respond to different teaching techniques.

3) Personal factors outside the classroom may cause the learner to make redundant errors.

4) The learner’s motivation may be integrative or instrumental.

5) Pronunciation errors may relate to the learner’s personality and a reluctance (perhaps for sociological or political reasons) to identify with the native speakers of the new language by acquiring their accent. (Norrish, 1992: 20)
CHAPTER III
DESCRIPTION AND DISCUSSION

A. Description of SD Negeri 03 Puron

1. General Description of SD Negeri 03 Puron

SD Negeri 03 Puron located in Sukoharjo, exactly it is on Jl. Yos Sudarso No. 30 Puron, Bulu, Sukoharjo. It is approximately 17 kilometers or about a half drive from the city. The school was established in 1978.

The school occupies an area of 2470 m$^2$. All of the areas are used for the school building about 1194 m$^2$ and 1166 m$^2$ for the yard. The building is divided into 12 rooms, six rooms for learning activities from 1$^{st}$ grade up to 6$^{th}$ grade, one room for the headmaster and the teachers, one room for library, and the others are for praying room, school health unit, canteen and kitchen.

Most of students in SD Negeri 03 Puron are the native of the village. Like other schools, they study from Monday until Saturday. The teaching-learning process begins at 07.00 a.m. and finish at 12.45 p.m. On Monday before teaching and learning process there is a flag ceremony in the yard of the school, attended by headmaster, teachers and students.
2. **Organization Structure of SD Negeri 03 Puron**

The headmaster is the leader of the school. He has responsibility with everything related to the condition of the school. Then the headmaster has responsibility through a library unit and an office which coordinate one another. Also there are six teachers who handle every class, they have responsibility to the condition of the students and class. Besides, they become the class teacher who can teach general subject. They also teach the students almost all the subjects. The school also employs four teachers as teacher of particular subject. They teach the students appropriate to the subject that they handle, all of teachers and officer responsible to the headmaster. The picture below describes The Organization Structure of SD Negeri 03 Puron:
B. Teaching Speaking of 5th Grade Students of SD Negeri 03 Puron

1. Class Observation

   The activities of the writer when she took job training for 100 hours worked in SD Negeri 03 Puron, besides teaching the fourth and the fifth grades, the writer also had observed the class directly. The class begins at 7 am until 12.45 pm.
Each class room has a blackboard in front of the class and the pictures of president and vice president are over the blackboard, a cupboard, a set of teacher desk, students’ desk and several brooms to clean the class. The condition of each class is good because the students have their turn to clean their classes and this makes the rooms looked clean and neat. The hero’s pictures are hanging upper the windows surrounded the class.

2. Making Lesson Plan

During the job training, I made a lesson plan. Lesson plan has an important role for teacher. The purpose of making lesson plan is to make the writer able to focus to the materials and makes the students understand the material easily. Making lesson plan also helps the teacher to divide time of the teaching and learning process. The appropriate material used in the school is from Kompak LKS.

Lesson Plan

<table>
<thead>
<tr>
<th>Topic</th>
<th>: Transportation</th>
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<td>Focus Skill</td>
<td>: Pronunciation - Speaking</td>
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Class : 5th Grade of Elementary School

Duration : 2 X 35 minutes

Semester : II

Objectives :

a. to make the students know about “Transportation”

b. to make the students able to speak in English Language.

I. Building Knowledge of Field

a. Greeting

The teacher entered the class and greeted the students.

Teacher : Good morning, students.

Students : Good morning, Miss.

Teacher : How are you today?

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

Teacher : I am fine too, thank you.

b. Reviewing last materials

Mention some words and meaning.
II. Modeling of Text

a. Teacher gives explanation about the materials “Transportation”
   1. Mention some words about transportation.
   2. Teacher introduces many types of questions.

b. Teacher gives the right pronunciation of vocabularies.
   1. Asking the students to pronounce names of transportation.

c. Teacher gives example of dialogue about transportation.
   1. Teacher gives example how to read the dialogue.
   2. Asking the students to repeat and practice the dialogue together.

- Train : kereta api
- Bicycle : sepeda
- Car : mobil
- Ship : kapal
- Plane : pesawat
- Motorcycle : motor
- Helicopter : helicopter
### III. Joint Construction

a. Make a small group consist of two students

All of the students make a small group, the group consists of two students.

1. Asking the students to mention some kinds of transportation by giving the clue.
2. Teacher gives other example of dialogue from other book and asks the students to practice the dialogue.

b. The students asked to practice the dialogue

The students practiced dialogue in pairs based on the book.

1. Asking the students to fulfill the dialogue.
2. Asking the students to practice the dialogue.

### IV. Individual Construction

a. Giving the students some pictures.

b. Asking the students what the picture is.

c. Giving an example of dialogue and asking the students to practice the dialogue in pairs.

d. Giving the students another picture and asking the students to make dialogue with their own sentences.
V. Closing

a. Reviewing all of the materials generally and asking about difficult material.

b. Giving the students homework.

c. Saying thank you and good bye.

Teacher: OK, I think it's enough for today.

Thank's for your attention.

See you.

Students: See you too.

3. Teaching Activities during the Job Training

The writer taught the students two times a week, they are the students of fourth and fifth grades. She had 2 X 35 minutes to teach English lesson in each class. In fourth grade she taught on Thursday at 07.00 until 08.10 and in fifth grade she taught on Wednesday at 10.25 until 11.35 a.m.

Teaching and learning process were held in the morning so the writer should try to make the students interested to join the teaching and learning activity. The writer usually did not begin the class with
the task but began the class by asking them to mention some words in English and they should know and understand the meaning of the words in Indonesian. The writer called the students name one by one to ask them the question about the material to make the students interested in the teaching and learning activity in the class.

The writer could not use English all the time in the class because sometimes the students do not understand the explanation given by the writer. Sometimes, the writer used pictures, dialogues or short-simple texts to explain the material to the students. After explaining the whole description of material, the writer moved to explain part by part based on the lesson plan. The material which was given to the fifth grade was about vocabularies, dialogues, and short-simple sentences.

To know how well the students master the new material, the writer gave them exercise to be done together. The exercise could be by asking question to the students and answered by the students or ask the students to practice the dialogue in pairs. The students were allowed to interrupt the lesson and ask whenever they did not understand the writer’s explanation. Individual construction of text was mostly conducted by giving homework due to the limited time.

Teaching speaking is one of the most difficult. Most of the students were shy whenever the writer asked them to speak in English.
To motivate the students, the writer gave oral test at the end of the material. One by one, the students answer the question orally. In introducing English, the writer also gave example of pronouncing vocabularies and read the dialogue or short-simple text. Then the writer asked the students to repeat it after the writer. Each word was pronounced more than twice. Some of the students made the correct pronunciation and the other did not. For example, some students made mistakes in pronouncing “plane” as [plen] or [plan] not [pleɪn].

C. Difficulties of Teaching Speaking in the Class

In her job training, the writer found some difficulties in teaching speaking to fifth grade students. The students already have Javanese as their mother tongue and Indonesian as second language that was used mostly at school. Then English is the third language which is used more seldom than Indonesian. For the students, English is just a lesson at school. They treated it the same with mathematics or science lesson. They study it only when they have homework.

Teaching and learning English as a foreign language is often considered one of the most difficult aspects of learning English. This condition exists in SD Negeri 03 Puron. The factors causing the difficulties of Speaking English and Teaching Speaking are:
a. The first factor comes from the low student’s interest in learning speaking English.

This is because the students think that they are not able to speak English. Most of them say that English language is difficult language. Besides, they are afraid of making mistakes in practicing speaking. Actually they know the importance of English language to their future, they need more motivation and grow up their spirit to learn English. The other reason is there are some students who do not pay attention or they doing another activity in the class and they do not try to speak English. They only learn English when it was taught at school. It can be seen from their progress in vocabularies, the ability to speak English and their willingness to do homework and tasks.

The students did not repeat the material from the last meeting at home. So, when the next meeting was held, the students already had forgotten the material from the previous meeting. They only understand and able to do assessment at school.

b. Then the book materials

The book materials give little dialogue to practice speaking. They only have work book or LKS Kompak. They do not have another reference to learn English language.
c. The third is the lack of facilities in the school.

The facilities are limited, there are no English laboratory and the other book as source references. This situation made English as foreign language became more difficult to learn. The students cannot find the other learning sources, they only get information from the teacher. The school has no special equipments for English lesson.

d. The last is the limited time of teaching

Because of the status of school local content made English limited meeting session. English only had one session meeting in a week. The time given for each session was 35 minutes. The writer tried to manage the time effectively but managing the students needed more time. Therefore, the time to explain the material and discuss the lesson became shorter than expected.

D. The Solution to Handle the Problems

To solve the problems in teaching speaking English to the fifth grade students of SD Negeri 03 Puron the writer should have good strategies. The writer found that it was not easy to practice well a strategy and simultaneously create a good condition for teaching and
learning activities. For handling those problems, the writer had tried some strategies, they were:

a. Motivating students to learn English especially speaking

Encouraging the students’ motivation to learn English, the writer tried to make English learning an interesting activity. The writer used pictures more than before to attract the students. The writer also gave questions when they started to talk each other.

Usually the writer asked the students to pronounce the vocabularies to help the students in memorizing the vocabularies. Besides, the writer also asked them to practice dialogue or telling story about their self to improve their speaking ability. Another way, the writer tried to use English in giving them instruction. The purpose was to make the students more familiar to use English in daily conversation, at least in school. The writer also asked the students to watch a program which uses English in television to enrich their knowledge of English.

b. Book materials

The writer used another book reference to teach them such as Grow with English and Fokus LKS. They only use Kompak LKS to support their study.
c. Providing facilities for the activities in teaching learning English especially speaking

Due to the minimum resources of teaching and learning facilities in school that could be used for English lesson, the writer tried to find other tools, such as picture and objects that can be found in the school. Those picture and objects helped the writer to give clearer explanation about the material and it also gave the students clear description about the lesson.

d. Managing time to teach

The writer had to revise the way of making lesson plan to be more effective and fun for the students. The writer also had to consider the time to handle the students’ behavior and attitudes. It was hoped that the learning and teaching process would not be interrupted. A good communication with the classroom teacher was also needed.

In conclusion, there were many problems faced by the writer during the job training activities. Those problems were the low students’ interest in learning English, the book material, the lack of facilities and limited time to teach English. Among those problems, according to the writer the biggest problem came from the students. To handle the problem the writer needed strategies that not only motivate the students but also made the lesson successful. Some problems
cannot be solved in an instance, they need longer and intensive supervision by the teacher such as limited time to teach English. By doing those strategies, the writer hoped it would solve the problems, so English teaching and learning especially teaching and learning speaking could be done in a good condition and good result in the end.
CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the writer presents two points including conclusion and suggestion of the final project report. Those points are based on the discussion presented in the Chapter III. All of the points as mentioned above will be explained below.

A. Conclusion

Based on the discussion presented in the chapter III, it can be concluded that:

1. Teaching Activities in SD Negeri 03 Puron

Teaching learning activities in SD Negeri 03 Puron is conducted once a week in every class. The writer taught the students two times a week for the fourth and fifth grade. She had 2 X 35 minutes to teach English lesson for each class. Teaching and learning were held in the morning, so the writer should try to make the students interested in join in teaching and learning activity. She could not speak English all the time in the class because sometimes the students do not understand what the teacher said. Sometimes, the writer used pictures, short-simple texts or dialogue to explain the material. The writer explained the material based on the lesson plan. The materials which have been given to the fifth grade students are about vocabularies, dialogues, and short-simple texts. To know how well
the students master the new material, the writer gave them exercises. Teaching speaking is the most difficult because most of the students were shy whenever the writer asked them to speak English. Besides, their mother tongue is Javanese and Indonesian as second language was used mostly used in the school. Then English as the third language which is used rarely than Indonesian.

2. Difficulties of Teaching Speaking

When teaching speaking in the fifth grade of elementary school, the writer found some difficulties. They were:

a. The low interest of students

The students had a low interest. This is because they think that they are not able to speak English. Most of them say that English is difficult language to learn. Besides, they are afraid of making mistakes when they practice speaking. Some of the students were not serious in learning English. Most of them spent the time by talking, playing, and disturbing their friends when teaching and learning activity. Only few of them learnt seriously. The other reason was the students cannot use English in their daily activity. They only use and hear English at school.
b. The book material

The students have a work book or LKS Kompak. They do not have another reference book to learn English.

c. The lack of facilities in the school

The facilities in the school are limited, it made English as foreign language became more difficult to learn. The writer must prepare some of teaching tools by herself.

d. The limited time of teaching

The time of teaching and learning English is conducted only once a week. The time given for each session was 35 minutes. This short time meeting became shorter when the writer should handle the student’s attitudes and make them interested in teaching-learning process.

3. The solution to handle the problem

To solve the problems in teaching speaking, the writer tried some strategies, they were:

a. Motivating students to learn English especially speaking

This is done to make English lesson as an interesting activity in the class. The writer used pictures to attract the students’ attention.
Besides, the writer suggests the students to watch program which use English in television.

b. Book material

The writer used another book reference to teach them.

c. Providing facilities for the activities in teaching learning English especially speaking

The writer tried to use other tools, such as pictures and objects that can be found in the school. Those tools make the writer give clearer explanation for the students.

d. Managing time to teaching

The writer revised the way of making lesson plan to be more effective and fun for the students. She must consider the time to handle the students’ attitudes and behavior.

**B. Suggestion**

Based on the discussion in the chapter before, the writer has some suggestion for the institution: SD Negeri 03 Puron, Sukoharjo and English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.
1. **SD Negeri 03 Puron, Sukoharjo**
   
a. The school should add more reference books and tools to motivate the students in learning English.

b. The teacher tries to ask the students speak English in the class or when teaching and learning process.

2. **English Diploma Program, Faculty of Letters and fine Arts, Sebelas Maret University**
   
a. The program should give and offer more references and literatures of books to satisfy the students’ need especially in teaching and learning mainstream.