TEACHING AND LEARNING PROCESS OF SPEAKING SKILL

( A Descriptive Study at the Fourth Graders of SD Hj. Isriati 1 Semarang in the Academic Year of 2010/2011 )

THESIS

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..Truly, Allah will not alter what in a tribe unless they try to change it by themselves...

(Ar Ra’d: 11)
DEDICATION

This final project is dedicated to:

1. My beloved Parents Makhin and Siti Khotimah.
2. My beloved sisters Siti Maswah and Anni Al Hikmah.
3. My beloved brother M Adib.
ABSTRACT

Muhamad Ahbab (063411010) “Teaching and Learning Process of Speaking Skill” (A Descriptive research at the Forth Graders of SD Hj Isriati 1 Semarang in the Academic Year of 2010/2011). Final project, Semarang: Bachelor Program of English Language Education Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang, 2011.

Keyword: Teaching and Learning, Speaking Skill, Descriptive Research, Young Learner.

The teaching of English includes four skills: listening, speaking, reading, and writing. Speaking is one of the most difficult aspects for students to master. That’s why teaching speaking skill is generally felt challenging for young learner especially the fourth graders of SD Hj Isriati 1 Semarang because it needs more attractive activities. In order to reach the successfulness of teaching and learning process, teacher should provides good material, methods and learning assessments.

This research is aimed at finding the answer to the following research questions: How is the implementation of English teaching and learning process of speaking in terms of material, teaching methods, and learning assessments at the fourth grades of SD Hj Isriati 1 Semarang?

The objective of this study is to identify the implementation of English teaching and learning process of speaking class in terms of material, teaching methods, and learning assessments at the fourth grade of SD Hj Isriati Baiturrahman 1 Semarang. This study is a descriptive research. Data collection is done using observation, documentation, and interview. To analyze the data, descriptive qualitative analysis is used; it is to present the result of study in the form of descriptive explanation.

Result of the study shows some findings. The material of speaking class is taken from English Workbook for Elementary School which gives the students some practices of speaking skill. The methods implemented in teaching speaking are CLT, PPP and Direct Method. The learning assessments are done by performing pair dialogue, giving students tasks and asking students to make sentences.

Based on the result of the study, the writer suggests that in teaching speaking skill to young learner teachers should create an interesting, enjoyable, and fun class atmosphere in speaking class. This result hopefully can inspire teachers in teaching speaking, especially for the level of elementary school students.
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Finally, the researcher realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer expects that this thesis may be helpful for all. Amin.

Semarang, Mei 19th 2011
The writer,

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TABLE OF CONTENT

8
CHAPTER I: Introduction
A. Background of the Research ........................................ 1
B. Question of the Research ........................................... 3
C. Objectives and Benefits of the Research ..................... 4

CHAPTER II: Review of The Related Literature
A. Previous Research .................................................. 5
B. Theoretical Framework ............................................. 6
   1. Teaching and Learning Process .......................... 6
   2. Speaking Skill ......................................................... 15
   3. Teaching Speaking Skill ......................................... 17
   4. Activities in Teaching Speaking ........................... 19
   5. Teaching Speaking to Elementary School Students... 23

CHAPTER III: Research Method
A. Research Design ...................................................... 31
B. Research Setting ...................................................... 32
C. Population and Sample ............................................. 33
D. Data Collection Technique ....................................... 33
E. Data Analysis Technique ......................................... 35
CHAPTER IV : Research Finding and Discussion

A. Finding .......................................................................................... 36
   1. English Language Teaching at SD Hj Isriati 1 Semarang .................. 36
   2. English Teaching and learning methods applied at 
      SD Hj Isriati 1 Semarang...................................................... 41
   3. English Learning Assessment at SD 
      Hj Isriati 1 Semarang......................................................... 45

B. Discussion ..................................................................................... 49
   1. Analysis of English Language Teaching Materials at 
      SD Hj Isriati 1 Semarang..................................................... 49
   2. Analysis of Teaching and learning method applied at 
      SD Hj Isriati 1 Semarang.................................................... 50
   3. Analysis of English Learning Assessment at 
      SD Hj Isriati 1 Semarang ..................................................... 52

CHAPTER V : Conclusion and Suggestion

A. Conclusion .................................................................................... 54

B. Suggestion..................................................................................... 55

References
Appendices
Curriculum Vitae
LIST OF APPENDICES

1. List of the students
2. Syllabus
3. List of interview
4. Interview with the headmaster
5. Interview with the teacher
6. Observation checklist I
7. Observation checklist II
8. Observation checklist III
CHAPTER I

INTRODUCTION

A. Background of The Research

The worldwide demands English and it creates an enormous demand for quality of language teaching materials and resources. Being an international language, English is spoken in the most international event and it is used as the medium of the information on science, technology, and culture. English now has a prominent position in twenty more countries.\(^2\) Realizing the importance of English language, Indonesian government considers that English is one of the compulsory subjects to teach since Elementary School level in Indonesia. It is the result of belief that children are better language learners, the brain can more easily accept new things before puberty, and that acquisition of language is possible without self consciousness. The children have fewer negative attitudes to foreign languages than adult.\(^3\) And that consequently they are better motivated than adult. Therefore, in such condition, it is the best stage to introduce the English to the young learners.

The teaching of English includes four skills: listening, speaking, reading, and writing. Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.\(^4\) Dealing with this complexity, speaking skill must be practiced since elementary level because it is the golden age to acquire new things more easily.

The children’s language development (particularly in their first language) is increasing highly. They have known many vocabularies and are able to say long sentences better. They are also able to speak more fluently. Allah has said in the holy Koran


\(^3\) Shofkatin Khumaidah, *Developing English Syllabus for Kindergarten in Jember*, “In Fenomena”, Vol.3 No.2 July 2004, p. 21-26

“And Allah brought you out of your mothers’ wombs devoid of all knowledge, and gave you ears and eyes and hearts, so that you may give thanks” (an Nahl: 78)⁵

According to Mackey, cited by Setyadi, the most common factors that affect the choice of method are age, aptitude, second language level, interest, the time he can devote to language learning, the size of group to with whom he practices the language, and the culture group to which he belongs.⁶ For the successfulness of teaching speaking skill to elementary school students, the teacher must develop curriculum; select the appropriate teaching materials, teaching methods, and learning assessments.

SD Hj. Isriati is an Islamic elementary school. There, English is used everyday since all the students and the teachers start teaching and learning process by praying in three languages i.e. Arabic, English and Indonesian. It has a mission to make their students not only have religion knowledge but also international discourse. Most of the students recite and pronounce the prayer fluently in all foreign languages both Arabic and English. There are also some foreign researchers that conduct their observation at this school. Students are brave to speak with the foreigner. Seeing this fact, it is interesting to know more about the English language teaching learning especially for speaking class at SD Hj. Isriati 1 Semarang in terms of teaching materials, teaching methods, and learning assessments.

This research is aimed to find teaching methods that can help the students’ improve their speaking skill. The purposes of this research are to support and push our development as teachers.

In this research, the researcher is going to investigate them by the title: Teaching and Learning Process of Speaking Skill (A Descriptive Research at the Fourth Graders of SD Hj. Isriati 1 Semarang in the Academic Year of 2010/2011).

It long has been hypothesised that children learn the second language better than adult and this is often used to support the early introduction of foreign language teaching. The children brain can more easily accept new things before puberty, and that acquisition of language is possible without self consciousness. There are many

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theories that support the advantages of introducing foreign language in early age. In the implementation of teaching English speaking skill, it’s interesting to know the teaching materials, teaching methods, and learning assessments used by the teachers to teach the elementary school students.

B. Question of the Research

How is the implementation of English language teaching learning of speaking class in terms of teaching materials, teaching methods, and learning assessments to the students at the fourth grade students in SD Hj. Isriati 1 Semarang?
C. The Objective and Benefits of the Research

The objectives of the research is to investigate the application of English language teaching learning of speaking class in terms of teaching materials, teaching methods, and learning assessments to the students at the fourth grade students in SD Hj. Isriati 1 Semarang.

Based on objectives above, the result of the study is expected to give advantages as follows:

1. Theoretically; the result of the study can give larger knowledge about teaching English language speaking skill to elementary school students for writers, readers, and teachers.

2. Pedagogically; the result of the study is expected to be as follows:
   a. Motivator for the teacher to improve the quality of English language teaching for young learners.
   b. Reference in English language teaching for young learners not only for the teachers but also for the writers and the readers.
   c. Reflection of SD Hj. Isriati 1 Semarang, which at least, it can examine the instructional practice at the SD Hj. Isriati 1 classroom. It will become consideration not only for SD Hj. Isriati 1 itself, but also for elementary schools in making instructions such as teaching materials, methods, and learning assessments.
CHAPTER II
REVIEW OF RELATED LITERATURE

Teaching and Learning Process of Speaking Skill

A. Previous Research

About this research, there has been a plethora of writing research. Like Zakiyatus Syarifatul Afif, a student of Tarbiyah faculty of Walisongo State Institute for Islamic Studies (IAIN Walisongo) Semarang, in her thesis “English Language Teaching-Learning at Citischool Bilingual Kindergarten Semarang in Academic Year 2008/2009” which describes the teaching learning process kindergarten students. After collecting data from library and field data resources, she gets the result that learning approach in kindergarten should concern to some aspect; it should recognize students’ development; using creative and innovative method. Teacher should create comfortable and conducive learning environment.

The other research was done by Nafi’atun Ulfah under the title “Language Assessment for Young Learners (A Descriptive Study of Language Assessment at Third Grade of An-Nissa Bilingual Elementary School Semarang in the Academic Year 2009-2010).” This study uses qualitative approach because the data are descriptive in the forms of written and spoken. It was conducted at third grade of An-Nissa bilingual elementary Semarang in academic year 2009/2010. The researcher investigated the teaching learning process including the method, the media which is used, the medium of instruction, those are as complementary data for the research but the focus is on the language assessment.

B. Theoretical Framework

1. Teaching and Learning Process

According to Hornby, teaching means giving the instruction to (a person): give a person (knowledge skill, etc). According to Stern, cited by Johnson, English language teaching is defined broadly as creating situations that promote second language learning.

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language use and learning. It involves organizing learning environment, language use, and language learning activities that are intended to facilitate students’ language development. Based on the definition above it can be concluded that teaching is guiding and facilitating learning, enabling learner to learn, setting the condition for learning.

Learning is an activity to gain knowledge or skill. Breaking down the components of the definition of learning, we can extract domains of research inquiry.

a. Learning is acquisition or “getting”.
b. Learning is retention of information or skill.
c. Retention implies storage systems, memory, and cognitive organization.
d. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
e. Learning is relatively permanent but subject to forgetting.
f. Learning involves some form of practice, perhaps reinforced practice.
g. Learning is a change in behavior.

These concepts can also give way to a number of subfields within the discipline of psychology: acquisition processes, perception, memory (storage) systems, recall, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, and the role of practice. While process means series of action carried out in order to do or achieve something. In this thesis, teaching-learning process means series of activities that tries to help the students to acquire, develop knowledge and skill and the students’ activities to gain them. The process of teaching and learning includes teaching materials, teaching methods, and learning assessments used by the teacher.

a. Teaching Materials

To make teaching learning process more successful, the material must be selected appropriately. Tomlinson has defined material as anything which is used to help teaching language. The form of teaching material is anything which presents

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13 Ibid.
or informs about the language to be learned. Teaching material has important roles of teaching.

The English teaching materials for young learner must be interesting and fun, the form of material support for language teaching comes from textbook. According to Brewster, Ellis, and Girard, there are some reasons why the textbook is used in teaching learning; it is useful learning aid for the students, it can identify what should be taught or learned, it can indicate what methodology should be used, it can provide attractively and economically, all or most materials needed. With interesting and fun learning atmosphere, the students will be more motivated to study.

There are so many textbooks available so teachers should be able to choose the most appropriate one. Teacher should look at any course book to use with a critical eye and check over each unit to see whether it suits your students’ goals. If so, teacher can go ahead with it. If not, teacher might want to choose a different book or still with the same book and find other material that can fulfill the lack of material. This can be applied to whole themes or parts of the book. There might be parts of the book that are too difficult or too easy for the students; teacher may consider omitting those parts out or supplementing them. It’s important to look at these aspects before using the book. Omitting some parts of the book which is too difficult and giving addition to the lacking material or too easy parts are necessary.

Although textbook provide the majority of materials, teacher can also use other materials in order to provide variety. The numbers of supplementary materials can be chosen are storybook, songs, rhyme, chants, game, posters, flashcards, worksheet, video, CDs, the internet, and other CALL program, etc. For selecting supplementary materials, the teacher can also use games that children play in L1 can be played in L2, or make collection of children’s comics, toys, poster, etc. The teacher can produce his or her own material if the textbook does not.

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not provide enough practice; exercises, activities, or visual aids. The visual are such as, making worksheet, flashcards, pictures, etc.

b. Teaching Methods

Method is a generalized set of classroom specifications for accomplishing linguistic objective. Method tends to be concerned primarily with teacher and students roles and behavior and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. Method is the practical realization of an approach. There are some popular methods in English language teaching learning which are going to be discussed below.

1) The Grammar Translation Method

The fundamental purpose of Grammar-Translation method is to make the students able to read literature written in target language. The method consists of studying written texts, translating them into the students’ own language and carrying out a study of grammar. There is little attention given to the use of the spoken language.

2) Direct Method

It is stated by Diane Larsen Freeman in *Techniques and Principles in Language Teaching* as follows:

*As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. The Direct Method has one basic rule: no translation is allowed.... In fact, Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids with no recourse to the students’ native language.*

It means that the teaching and learning process is conveyed in English.

3) Audiolingual

This method uses the stimulus-response reinforcement model. In this method, the grammatical rules are introduced in the dialog which is reinforced. Audio-Lingual Method drills the students in the use of grammatical sentence

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18 *ibid*, p. 156
patterns. This method can be done by playing a recording of a conversation in the target language, the students listen and rehearse what they’ve heard.

4) Presentation, Practice, and Production

This method has similarities with the audio lingual. They are same in the use of drilling. But, PPP is contextualized by the situation that has been presented by the teacher. Later the students, using the new language, make sentences of their own, and this referred as production.

5) The Communicative Language Teaching (CLT)

The Communicative approach - or Communicative Language Teaching (CLT) - is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. The 'what to teach' aspect of the Communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes.

Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Thus role-play and simulation have become very popular in CLT, where students simulate a television program or a scene at an airport - or they might put together the simulated front page of a newspaper. Sometimes they have to solve a puzzle and can only do so by sharing information.

6) Task Based Learning

In this method, the students are given a task to perform and only when the task is completed, the teacher discuss the language that was used, making correction and adjustment which the students’ performance of the task has shown to be desirable. In other words, students are presented with a task they have to perform or a problem they have to solve.

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23 Ibid, p. 35
26 Ibid, p. 86
7) The Silent Way

In this method, the teacher helps the students to acquire the foreign language by gesture or expression. Later students guess them. And the teacher shows the correction of students’ guessing verbally.27

8) Suggestopedia

Suggestopedia is a method developed by the Bulgarian psychiatrist-educator Georgi Lozanov. Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a "science concerned with the systematic study of the nomational and/or nonconscious influences" that human beings are constantly responding to. Suggestopedia tries to influence and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher. 28 The method is focus on the atmosphere of teaching and learning to be closer with the target language like using song and classroom arrangement.

9) Total Physical Respond

Total Physical Response is linked to the "trace theory" of memory in psychology (e.g., Katona 1940), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. 29 Combined tracing activities, such as verbal rehearsal accompanied by motor activity, for example, teacher mentions a word then the students should mime or practice the word.

c. Learning Assessment

Assessment is described as an attempt to analyze the learning which the students have achieved over a period of time as a result of teaching learning. 30 There are some purposes of assessment. First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the

27 Ibid, p. 89
29 Ibid, p. 87
30 Jean Brewster, Gail Ellis, Dennis Girard, Op.Cit., p. 244
students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is to identify students’ need to be supported (diagnostic). And forth, it is also to check the effectiveness of teaching method and learning material (evaluative). Many states have developed their own formal assessment tool for English learners. This type of standardized test is typically given on a yearly basis by someone who has received special training on administering it. These English language assessments are important because they do the following:  

1) screen and identify students who need English language instruction  
2) establish appropriate placement for level of instruction  
3) reclassify students to move to a different level or exit the English learner program  
4) monitor English language development  
5) provide information on evaluation  
6) establish instructional and student accountability  

According to Brown, there are two kinds of assessment, formal and informal assessment.  

1) Informal Assessment  

Informal assessment is assessment which is incidental and unplanned. It is involved evaluative coaching and feedback on task designed which shows students’ language performance. It is not for recording result and making judgment about students’ language competence. It is done to see the students comprehension of the material taught, then teacher can determine whether the learning objective is reached or not and give the response.  

Informal assessment is also called formative evaluation; assessing students in the process of forming students’ competencies and skills in order to help them continue that growth process. The teacher can give assessment through his or her subjective opinion of students’ attitude, participation, or cognitive development. For example, when the students’ respond to the teacher’s question, offers comment, tries out new words or structure, the teacher can make assessment by

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31 Ibid., p. 245  
32 Carmen Zuniga D. and Evelyn Marino W., Helping English Language Learner Succeed, (USA: Shell Educational Publishing, 2007), p. 52  
34 Ibid
giving feedback or correction.\textsuperscript{35} It can be done when students make mistakes whether the mistake are slips, errors, or attempts. Slips are mistakes which the students can correct themselves when the mistakes are pointed out to them. Errors are mistakes which the students cannot correct themselves; they need the teacher’s explanation.\textsuperscript{36} Attempts are the mistakes occurred when the students try to say something but they do not yet know the correct way of saying it.

There are two techniques of giving corrective feedback of accuracy activities; showing incorrectness and getting it right. For showing incorrectness, there are some alternative techniques. First, repeating, the teacher asks the students to repeat what the students said which indicate it is not clear or wrong. Second, echoing, the teacher repeats the students’ wrong utterances. Third, statement and question, the teacher says “that is not quite right or “is it right”. Forth, expression, the teacher uses facial expression or gestures to show students’ mistakes. Fifth, the teacher gives quiet hint to show the students’ mistakes. Sixth, reformulating, the teacher repeat what the students said correctly but not detail as same as the students’ said, just reformulate.\textsuperscript{37} The way of getting it right is repeating what the students’ mistake correctly in detail, not only reformulate that mistake.

2) Formal Assessment

Formal assessment is assessment which is for recording result and making judgment about students’ language competence by exercises or experiences specifically designed. Formal assessment usually is called summative evaluation. It can occur at the end a lesson, unit, or course. It can be done through test. And test is an instrument or procedure designed to elicit students’ language performance with the purpose to measure the students’ ability or knowledge.\textsuperscript{38} It is important to have good formal assessment to check the development of the students’ competence.

There are some ways for assessing students’ work. First, the teacher can do it by comments, marks, grades, or writing reports to inform the students’ achievement for students themselves, the school, and the parents.\textsuperscript{39} Commonly

\textsuperscript{35} \textit{Ibid}
\textsuperscript{38} \textit{Ibid.}, p. 401
the formal assessment is done in written form in the end of chapter, semester or the end of academic year.

2. Speaking Skill

In psycholinguistic, speaking is a productive language skill. It is a mental process. Mental process also called as “a process of thinking”. We use word, phrases, and sentences to convey a message to a listener. A word is the smallest free form (an item that may be uttered in isolation with semantic or pragmatic content) in a language, while a phrase is a syntactic structure that consists of more than one word but lacks the subject-predicate organization of a clause. When we combine these words into one group, then it becomes a sentence. 

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. It is important to give students as many opportunities as possible to speak in a supportive environment. Gaining confidence will help students speak more easily.

Furthermore speaking is one of the central elements of communication. In EFL (English as Foreigner language) teaching, it is an aspect that needs special attention and instruction. In order to provide effective attention, it is necessary for a teacher of EFL to carefully examine the factors, condition and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities will gradually help learners improve their English speaking ability.

Students should learn to speak the second language by interacting to others. For this case, students should master several speaking components’, such as: comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good

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atmosphere, improve the students speaking skill, give attention to the speaking components’, and make the English lesson more exiting.

According to Syakur there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.\textsuperscript{42} 
a. Comprehension, for oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

b. Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer, although, as we shall see in A2, creating a 'good' grammar rule is extremely difficult. Linguists investigating native-speaker speech (and writing) have, over the years, devised various different systems to describe how the language works.\textsuperscript{43} Grammar is one important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

c. Vocabulary

Vocabulary means list of words with their meaning.\textsuperscript{44} One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

d. Pronunciation

Pronunciation is the way for students’ to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said.\textsuperscript{45} So, it can be seen that good pronunciation is vital if a student is to be understood.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums”

\begin{footnotesize}
\begin{enumerate}
\item Martin H. Manser, \textit{Op. Cit.}, p. 461
\item Lucy Pollard, \textit{Op. Cit.}, p. 65
\end{enumerate}
\end{footnotesize}
or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

3. Teaching Speaking Skill

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. Nunan in this case formulates what is meant by teaching speaking:47

a. Produce the English speech sounds and sound patterns
b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
d. Organize their thoughts in a meaningful and logical sequence.
e. Use language as a means of expressing values and judgments.
f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

In addition, Hayriye provides some suggestions for English teachers in teaching speaking. As we can see in the following:48

a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
b. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
c. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
d. Indicate positive signs when commenting on a student's response.

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46 H. Douglas Brown, Op. Cit., p. 4
48 http://unr.edu/homepage/hayriyek, January 20th, 2011
e. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

f. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."

g. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

h. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

i. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

j. Provide the vocabulary beforehand that students need in speaking activities.

k. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

The activities which are given by teachers are aimed to attract students' motivation to involve in speaking class. Thus, the teacher should use a good method in the teaching and learning process of speaking.

4. Activities in Teaching Speaking

There are many activities which offer students much time to practice their speaking ability not only in class but also outside and help them become more socialized, and make students more active in teaching and learning process and at the same time makes their learning more meaningful and fun for them that stated by Hayriye such as role play, simulations, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, find the difference. Each of activities is explained as follows:

a. Brainstorming

On a given topic, students can produce ideas in a limited time. Depends on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that

\[\text{Ibid.}\]
the students are not criticized for their ideas so students will be open to sharing new ideas.

b. Role Play

One other way of getting students to speak is role-playing. Role play has appeal for students because it allows the students to be creative and to put themselves in another person’s place for a while. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. While simulation is very similar to role-play but here students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he or she can bring a microphone to sing and so on.

c. Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class. The main aim of group discussion is to improve fluency, grammar in probably best allowed to function as a naturally communicative context.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very

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beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

f. Interviews

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class.

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

g. Story Completion

This is a very enjoyable, whole-class, free-speaking activity where students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

h. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

i. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

j. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this
activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, so a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

5. Teaching Speaking to Elementary School Students

Elementary school students are categorized as young learners that have different characteristic from adult learners. They usually consist of students at the age of 6 to 12 years old, where the element of fun becomes a part of their world. To give further comprehension about them, Harmer states some general characteristic of children, as follows: 51

a They respond to meaning even if they do not understand the words.
b They often learn indirectly than directly.
c Their understanding comes not just from the explanation, but also from what they see and hear and crucially have a chance to touch and interact with.
d They generally display an enthusiasm for learning and curiosity about the world around them.
e They have a need for individual attention and approval from their teacher.
f They are keen on talking about themselves and responding well to learning that use themselves and their own lives as main topic in the classroom.
g They have limited attention span, unless activities are extremely engaging can make them easily getting bored, losing interaction after 10 minutes or so.

Based on the points above, researcher assumes that elementary school students are included as young learners who are very enthusiastic in finding out, understanding and learning everything. It seems that they like learning something that involves a new thing and the elements of fun such as a game, where they can laugh, talk, and feel happy during the class and the most important thing that they can enjoy and absorb the lesson.

Today language students are considered successful if they can communicate effectively in their second or foreign language. In their own language children are able to express emotions, communicate intentions and reactions, explore the language, play with the language and make language puns, so they expect to be able to do the same in

English. Speaking is perhaps the most demanding skill for the teacher to develop. The children often naturally insert their native language when they cannot find the right words to express what they want to say in English.

It is important for the language teacher to remember that young children may spend a long time absorbing language before they actually produce anything. It is not a good idea to try to force them to speak in the target language as this can create a lot of emotional stress. By doing repetitive songs, rhymes, games, and plenty of choral work, children will be able to produce language without the stress of having to speak individually. Even if small children are not actually saying anything, they will still be taking in it. Some children say nothing at all in class but go home and tell their parents what they have learnt. In such condition, it is important for the teacher to give motivation and encourage the students to have more bravery to speak in the classroom.

Since children at primary level are usually extremely limited in the amount of language they know, free conversation is simply not possible. Hence all oral tasks such as drills or simple role-plays have to take place in a very well defined framework. Most of our pupils have little opportunity to practise speaking English outside the classroom and so they need lots of practice when they are in class. What is important with beginners is finding the balance between providing languages through controlled and guided activities and at the same time letting them enjoy natural talk.

Controlled Practice

Controlled practice goes hand in hand with presentation since it is important that pupils try out new language as soon as they have heard it. In controlled practice there is very little chance that the pupils can make a mistake. For example, the teacher asks the pupils “Do you like .... ?” . They can then go on to ask each other in pairs. “Do you like ... ?”, with the other pupil simply answering ‘yes’ or ‘no’. Once the pattern is established with the class, they can happily do it in pairs.

As Scott mentions, activities like these provide the basis for oral work, but do not always produce ‘real’ language at once. Their purpose is to train pupils to use correct, simple, useful language within a situation or context. Pupils may have to

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52 Esra Öztürk, Teaching English to Young Learners Through Integrated Skills Approach,(Gazi:Gazi University,2007), p. 83
53 Ibid.
54 Scott & Ytreberg, Teaching English to Children, (Great Britain: Longman, 1990), p. 33
55 Ibid, p. 38
repeat sentences, be corrected and go through the same thing several times. Familiarity and safety are necessary to help build up the language competence.

Guided Practice

Guided practice follows on directly from controlled practice and will often be done either in pairs or in small groups. Guided oral practice aims to give the student a limited freedom to use and practise what he has learnt, yet still be subject to some restraints. In general, it is best to provide the general situation and content of what is to be said, but allow some freedom in the mode of expression. By controlling the situation but allowing variety of expression of this kind, the dialogue has been changed from controlled to guided oral work. Guided practice usually gives the pupils some sort of choice, but the choice of language is limited. Below are some examples.\textsuperscript{56}

Dialogues and role play work: Working with dialogues is a useful way to bridge the gap between guided practice and freer activities. Controlled dialogues can easily develop into freer work when the pupils are ready for it. Putting pupils into pairs for doing the dialogues is a simple way of organizing even large classes. First the teacher will have to present the dialogue in whatever way seems most suitable. Dialogues that involve some sort of action or movement are the ones that work best with young children. Intonation is terribly important too. Another way to practice oral proficiency in a guided way is to set up a role-playing situation. As in the case of the dialogue, role-playing of this kind is a flexible technique which can be used in a much more structured and predictable way at the controlled stage, or alternatively with less guidance at a later stage in the lesson where continued practice is turning into active production. In their formative years learners are much more receptive to participating in communication activities which include speaking and role-play. The younger learner is usually less self-conscious and thus enjoys practicing a second language orally and finds it highly motivating.\textsuperscript{57} Incorporating role-play into the classroom variety, a lot of opportunities for language production can bring a lot of fun to the pupils.

In role-play the pupils are pretending to be someone else. Beginners of all ages can start on role-play dialogues by learning a simple one off by heart and then acting it out in pairs. With the five to seven year olds teacher can give them a model

\textsuperscript{56} Esra Öztürk, \textit{Op. Cit}, p. 86
\textsuperscript{57} \textit{Ibid}
first by acting out the dialogue with a puppet, and getting the pupils to repeat the
sentences after him/her. With the older children teacher can act it out with one of
the cleverer pupils. In role-play activities pupils have to be familiar with the
language needed.

Scott claims that dialogues and role-play are useful oral activities because:58
1) Pupils speak in the first and second person. Texts are often in the third person,
so they feel free to take risks without worrying about mistakes while talking.
2) Pupils learn to ask as well as answer.
3) They learn to use short complete bits of language and to respond appropriately.
4) They don’t just use words, but also all the other parts of speaking a language –
tone of voice, stress, intonation, facial expressions, etc.
5) They can be used to encourage natural ‘chat’ in the classroom, making up
dialogues about the little things which have happened and which occupy the
children at that moment. If the atmosphere in the classroom is relaxed and
nobody worries too much about formal mistakes or using the mother tongue
now and then, then even beginners can have great fun trying out the little
language they know.

c Free Activities

For younger learners communicating in the target language means creating a
more controlled framework for speaking and listening through task-based activities
such as information-gap, role play and extended tasks, working either in pairs, small
groups or as a whole class. Using controlled and guided activities, which have
choices wherever possible provides a good background for activities where children
say what they want to say. The followings are some characteristics of free
activities:59
1) They focus attention on the message and not on the language as such, although
the language will usually be limited by the activity itself.
2) There is genuine communication even though the situations are sometimes
artificial. However, free activities prepare pupils for their lives outside the
classroom.
3) Free activities concentrate on meaning more than on correctness. Formal
mistakes don’t really matter too much unless the pupils can understand the

58 Scott & Ytreberg, p. 41
59 Esra Öztürk, Op. Cit, p. 86
meaning. In free activities it is more important that the pupils use the language with a natural flow – with what is called fluency – and so fluency is more important than accuracy at this stage.

4) Teacher control is minimal during the activity, but the teacher must be sure that the pupils have enough language to do the task.

5) The atmosphere should be informal and there should be a game element in the activity.

Teacher should set up activities so that children can do them in pairs and groups. Then they will get opportunities to use English not just to respond to questions, but also to ask questions. They will also have the satisfaction of completing a task on their own. Hudelson puts forward a generalization about children’s learning by saying that children learn best in social contexts, ‘in groups where some group members know more than others’ those who know more are believed to facilitate the learning of others by motivating them to go beyond their present level. Young learners should be given the opportunity to use the language with each other as well as with the teacher. When pupils work in pairs or groups, they get more opportunities to speak, ask and answer questions, so that they can learn from each other, and they gain confidence because they are speaking in private rather than the whole class.  

Speaking activities are probably the most demanding for students and teachers in terms of affective factors involved. Trying to produce language in front of other students can generate high levels of anxiety. Some students may have cultural inhibitions or shy personalities who do not speak very much in their first language. Dunn claims that young children are willing to use language and it sounds without worrying about mistakes. They rarely have inhibitions typical to teenagers and adults. This is one of the reasons young children learn faster than adults, and another is that they have a marvelous ability of imitation. Thus, they can speak a foreign language without an accent when they have a good model to imitate whereas adults normally retain an accent.

As Brumfit mentions that it seems that making mistakes and learning from their correction is a natural part of the learning process, so too great rigidity in

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control may well be counter productive. When using communicative activities, it is important to strive for a classroom in which students feel comfortable and confident, feel free to take risks, and have sufficient opportunities to speak. It can be difficult to determine how often and how much to correct oral work. Too much correction inhibits the students and too little means that they will learn incorrect language, which is difficult to change later on.

When pupils work with controlled and guided activities, they should be corrected at once if they make mistakes at this stage. During this type of activity the pupils are using teacher or textbook language, and the pupils are only imitating or giving an alternative, so correction is straightforward. However, when the pupils are working on free oral activities, the emphasis should be on content rather than the language. If pupils are trying to express themselves on problem solving or role-play activities, then correction of language mistakes should not be done while the activity is going on. Also the teacher should vary correction criteria according to his/her expectations for individual students. Some need lots of encouragement to speak freely and should not be over-corrected but quicker students may benefit from a little more correction. Consequently, it's important for elementary students to go beyond simple repetition and manipulation of form. They sometimes need to get away from mere 'language practice' and to strive to communicate meaningfully about topics, which really concern them. Lynee proposes the following points, which must be taken into consideration while teaching speaking.

Children as language learners need:
1) To hear clear pronunciation
2) To feel successful when using English
3) Plenty of opportunities to communicate
4) To enjoy their efforts at speaking in English
5) To know they have achieved something worthwhile.

The teacher should:
1) Speak a lot of English and repeat children’s words or phrases when you are answering them
2) React to the meaning of what they are trying to say.

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64 Esra Öztürk, Op. Cit, p. 90
3) Encourage them by showing that what they are saying is more impotent than your correction
4) Wait until they finish speaking before you repeat and rephrase
5) Show your approval for all your pupils’ speaking – however short it may be
6) Provide activities that are fun and have a purpose or a goal, and that have an end-product that they can feel proud of.
CHAPTER III
RESEARCH METHOD

A. Research Design

Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.\(^{65}\) There are two kinds of research namely Qualitative and quantitative research. There are some differences between Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentences, and in Quantitative research, the data is analyzed using numbers. Richard and Cook (cited in Nunan’s book: “Research Method in Language Learning”) draw a distinction between quantitative and qualitative research as follows.\(^{66}\)

Quantitative research is obtrusive and controlled, objective, generalisable; outcome oriented, and assume the existence of facts which are somehow external to and independent of the observer or researcher. Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to context or situations beyond those in which data were collected).

From the definition above, a research that the researchers use is qualitative research, because the data are descriptive in the forms of written and spoken. This research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher will visit to the setting to do observation.

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\(^{65}\) David Nunan, Research Method in Language Learning, (USA, Cambridge University Press, 1992), p. 23

\(^{66}\) Ibid
B. Research Setting

In a qualitative research, source of primary data are the actions and the words and the source of additional data is the written data, documents such as written data, pictures, or statistical data\textsuperscript{67}. If the researcher uses interview to collect the data, someone who responds or answers the researcher question is the source of data. If the researcher uses observation to collect the data, the source of data is the movable thing or the process which is observed.

The source of data in this research is as follow:
1. The headmaster who gives further information about the history of establishing school, the aims in Teaching English for elementary students, and school curriculum.
2. The teacher who gives some further instructional information.
3. The teaching materials and methods, learning assessments employed in the global elementary school SD Hj Isriati 1Semarang that will be observed by the researcher.
4. The school files (the data of teachers and students, lesson schedule, proposal of establishing school), students’ worksheet, students’ exercise book, and pictures.

Natural environment as direct source of data is one of qualitative research characteristics beside human as data collector and analyzing the data inductively. So, the researcher has to go to the setting directly\textsuperscript{68}. Therefore, selecting the suitable setting is necessary to be concerned. The researcher selects SD Hj Isriati 1Semarang as setting of this research because it is a global elementary school and of course it introduces English for their students. In other words, this setting is suitable with the goal of this research. And the researcher had collected the data during four weeks on April in academic year 2010/2011. Nevertheless, the researcher just observed on the fourth grade, that is 4A. Here is some description of the object of reasarch, Hj Isriati Semarang 1 Elementary school.

C. Population and Sample

Population is all of the research of subject. The population of this research is all the students of SD Hj Isriati 1 Semarang. While sample is part of population, which is chosen to participate in the study. The researcher used purposive sample as the sampling technique. This is the technique which is done by taking the subject not based on the strata, random or area but based on the availability of time, fund and energy in order to reach a certain purpose.

The researcher observed not at all of classes but only a class, that is fourth grade. The research is conducted to observe class 4A as the sample to find out teaching and learning process of speaking skill in terms of teaching materials, teaching methods, and assessments.

D. Data Collection Technique

1. Classroom Observation

Classroom observation is an observation that is focused on the understanding of how social events of the language classroom are enacted. In this classroom observation, the subjects of observation are teacher and students’ activities in English language teaching learning. It focuses on the teaching and learning methods and assessment. The researcher uses non participatory observation, in non participatory observation, the researcher does not participate in the activity of the research object.

In this research, the observation is systematic. The researcher had decided the observation scheme. Generally, the observation scheme contains teaching material consist of teaching materials, textbooks, and teaching aids, teaching methods, with particular reference on the teaching methods and the medium of instruction, and learning assessments covering the technique of learning assessment. The observation will be done by the researcher at the fourth grade of SD Hj Isriati 1 Semarang on April 2011. The researcher has done the observation by going to

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70 Ibid, p.140
school directly. He did it five times in a month. The first observation is on Sunday, 4 April 2011, to ask the permission to the Headmaster. Second observation was on Tuesday, 5 April 2011. Third observation was on Tuesday 12 April 2011. Forth observation was on Tuesday, 19 April 2011. Fifth observation was on Tuesday, 25 April 2011. Here, the researcher observed the teaching and learning process and assessment process, what kinds of assessments which used by the teacher, and how many times the teacher assesses their students, in according to increase the student’s comprehension in English speaking skill.

2. **Interview**

Interview is the technique of data collection by asking question to the respondents and the answer will be noted or recorded. Interview is done to get further instructional information about teaching and learning process of speaking skill at Hj Isriati 1 Semarang elementary school. The researcher interviewed the headmaster and the teacher who teaches speaking at the forth class.

In the interview, the researcher used semi-structural interview. The researcher used the general idea to interview. In interviewing the headmaster, the general idea which will be asked are the history of establishing school, the aims in Teaching English for elementary students, and school curriculum. The researcher interviewed the headmaster once time that is on Monday, 4 April 2011. In interviewing the teacher, the general idea includes the teaching learning process and assessments. The researcher interviewed the teacher on Wednesday, 5 April 2011 as same as what has been scheduled. This is to obtain further explanation about the researcher’s classroom observation or another question which related to teaching learning and assessment process which not be gathered from observation.

3. **Documentation**

It is done to obtain the written data, such as note, transcript, newspaper, magazine, agenda, etc. The researcher used this method to obtain documents which is related to this research. They are school files (the data of teachers, a

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74 In semi structured interview, the interviewer has general idea of what will do interview and what should come out of interview, but the interviewer does not use a list for predetermined question. See at David Nunan, *Op. Cit.,* p. 149.
75 Lexy J. Moleong, *op. cit,* p. 216.
syllabus for fourth grade, lesson plan), students’ worksheet, students’ textbook, and pictures.

E. Data Analysis Technique

Technique of data analysis that the researcher used are as follows:

1. All of the data collected through observation, interview, and documentation was categorized as follows:
   a. Language teaching and learning material
   b. Language teaching and learning method
   c. Language learning assessments

2. Each data above was described as detail as the researcher got.

3. The researcher analyzed what extend the instructional practice described above meet the principle of English language teaching for young learners. The analysis found the implementation of teaching speaking at Hj Isriati 1 Semarang elementary classroom.
CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the writer would like to analyze the data gathered from the research. The data was obtained from the teaching learning process and evaluation. The researcher is going to describe the teaching and learning process of English speaking skill conducted at Hj. Isriati 1 elementary school in terms of teaching materials, teaching methods, and learning assessments. Then, the description is going to be analyzed by the principle of English language teaching learning for young learners.

A. Finding

1. English Language Teaching at Hj. Isriati 1 Semarang Elementary School
   a. The Objective of English Teaching Learning

      As a global Islamic elementary school, SD Hj Isriati 1 Semarang introduces English since early stage. It can be seen through the daily activity such as praying together in the morning to start the lesson. The prayer is conveyed in three languages, i.e. Arabic, English and Indonesian. It is important to introduce English as early as possible because English is an international language as a tool for global communication, and to prepare the students to learn English in higher schools.76

      The purpose of teaching English in Hj Isriati 1 Semarang are like follows:77

      1) To develop communication competence orally during action (language accompanying action) in school context.
      2) To have awareness about the essence and importance of English to enhance competing competence in the global society.

      To reach the goals above, Isriati 1 Semarang elementary school implements curriculum of KTSP (Unit Level Education Curriculum). Curriculum is a set of plan and arrangement about the content, material of the lesson and methods applied as a principle of the implementation of teaching and learning activities to reach the objective of education.78

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76 Interview with the headmaster (Drs. Ya’kub), April 4th, 2011
77 www.isriati.sch.id/April 4th, 2011
78 Interview with the headmaster (Drs. Ya’kub), April 4th, 2011
Based on law no. 20 year 2003 about national education system article 36 verse (2), it is stated that curriculum in all education levels is evolved by the principle of diversification according to education level, region potency, and the students.\textsuperscript{79} Based on this policy, Isriati 1 Semarang elementary school develops KTSP.

In the implementation of the curriculum, teaching and learning process of English at Hj. Isriati elementary school is conducted in two different classes. Reading and writing class are conducted in the classroom, while speaking and listening class are done in the English laboratory.\textsuperscript{80} Due to the research focuses on speaking, this thesis will highlight the teaching and learning process of speaking skill includes the teaching material, method, and assessment.

b. The Teaching Material

Teaching materials of English speaking skill are organized according to the syllabus. They are more emphasized on the developing vocabulary of daily things and events of children, pronunciation, making English speaking as their habitual action. The syllabus is organized by the themes. The themes contain the topics. All of the materials are the vocabulary related with the topic.

The themes taught to the fourth graders are as follows:\textsuperscript{81}
1. It’s Nice to Meet You
   This theme describes the students about how to introduce with some new friends. It contains some dialogue of people who are having an introduction. The expressions are like asking name, address, profession, hobbies, and how to close the conversation.
2. When Do You Start?
   This material contains some expressions of asking time of activities like “\textit{what time do you usually get up in the morning?”}, “\textit{what time do you go to school?”}, and talking about daily activities. Students are also introduced with some adverb of frequency like always, often, sometimes, never, etc.

\textsuperscript{79} Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003 pasal 36 ayat 2
\textsuperscript{80} Classroom observation, April 5\textsuperscript{th}, 2011
\textsuperscript{81} Surono Mundiharjo, \textit{English Workbook for Elementary School}, (Semarang: Isriati Press, 2010) p.iv

In this chapter, students are explained about how to tell past event. They are taught about how to use past participle and also the time signal of past tense like yesterday, last night, last holiday, etc.

The dialogue contains some expressions like “when were you born?”, “I was born on November 2002”, “where did you go yesterday?” etc.

4. How Much Is It?

This theme contains daily vocabularies like bag, hat, clothes, etc. Students are taught how to ask the price. The expressions used in this material are “how much is this?”, “how much are these?” “how much does it cost?”, etc.

5. Can You Help Me Please?

Pupils are taught about how to make request or to ask for a favor. The vocabulary items used are like modal can, could, will, would. For example “can you help me open the door, please?”, “would you lend me your ruler, please?”, etc.

Students are also explained how to invite someone. The expressions used are like “do you want to play badminton?”, “how about reading comic?” “let’s go to the school yard”, etc.

6. Where Is the Bank?

This topic is about giving and asking for a direction. It contains prepositions like in front of, behind, beside, between, etc. the expressions to ask direction are like “can you tell me where the mosque is?”, “how do I get to the railway station?”, “where is the post office?”. The expressions to give direction for instance “go straight ahead, then turn right”, “it’s next to the park”, “it’s behind the book store” etc.

7. Physical Appearance

This theme contains some vocabulary items related with physical appearance. To ask about someone’s appearance, the expressions are like “what is he like?” or ”what does he look like?”. While to describe someone, the expressions are “he is medium height”, “he has short hair”, “he has flat nose”, etc.
c. Textbook

In Hj Isriati 1 Semarang elementary school, the teacher uses several textbooks to support English language teaching. But for speaking and listening class, the teacher arranges their own book adjusted with the syllabus. The title of the book is *English Work Book for Elementary School*, arranged by the teacher himself, Mr. Surono Mundiharjo S.S, from many sources.

The book is focused on listening and speaking which attempts to improve listening and speaking comprehensive skill of students in Hj Isriati 1 Semarang elementary school. The book contains several exercises which can move students forward in learning English especially in terms of listening and speaking.

The object of this book is to give the opportunity for students to enhance their listening and speaking skill through the appropriate exercises within this book, and to be accustomed to with native speaker utterance. Students hopefully can be challenged by all the expressions in the book that are wonderfully laid out. Moreover there are some phrases have different level based on its function and the target of achievement. Optimistically, after completing the exercise, students can share their ideas and thoughts in the English language. They can use English in their daily lives.

d. Teaching aids

The process of teaching and learning of speaking skill is conducted in English laboratory. It can be said that English laboratory at Hj Isriati 1 Semarang is well facilitated. Inside the laboratory, there is a set of computer complete with sound system, LCD and screen. There are forty seats in the laboratory with headset for each seat. The facilities enable the teacher to convey the material more clearly, for example when teacher wants to show a dialogue, he can play it in the computer then students can pay attention on the screen to watch and listen to the dialogue which is played. Using such facilities can help the teaching and learning process.
become more smoothly as teacher can explain the material more clearly while students can absorb the lesson more easily through the use of good class facilities.

Other teaching aids used in the teaching and learning process are picture and realia. With those facilities and teaching aids, students can study enjoyably and comfortably.

2. English Teaching Learning Methods Applied at Hj Isriati 1 Semarang Elementary School
   a. Teaching and Learning Method

   In the teaching and learning process, teacher implements several methods; those are Communicative Language Teaching (CLT) method, Presentation Practice and Production (PPP), and Direct Method.  

   Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is communicative competence a term introduced into discussions of language use and second or foreign language learning in the early 1970s. The method sets as its goal the teaching of communicative competence.

   In Communicate Language Teaching (CLT), the teacher spends less time on the structures of the language and more time encouraging the children to use the language. This gives children the opportunity to say what they want to say, and the teacher does not always have control over their language. Fluency plays a big role in CLT.

   In a real language situation (e.g. writing to a pen friend or speaking to visitors in English), children will focus more on what they are saying rather than the grammatical structures of English. CLT tries to bring this idea into the classroom, and helps children communicate effectively.

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85 Classroom observation, April 12th, 2011
87 Interview with the teacher (Surono Mundiharjo, S.S.), April 12th, 2011
Another method applied in teaching and learning process of speaking skill is PPP. PPP is contextualized by the situation that has been presented by the teacher. In PPP there are some drillings. First, students are explained about a certain material and given some examples. Later, they are asked to use the new language, make sentences of their own, and this is referred to as production.

The other method which is used in teaching speaking is Direct Method. The Direct Method has one basic rule: no translation is allowed. In fact, Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids with no recourse to the students’ native language. It means that the teaching and learning process is conveyed in English.

The language used in speaking class mostly in English. Teacher gives explanation, task and assessments mostly in English. As well as the students, they should speak in English, for asking permission to go to the bathroom. In the whole teaching and learning process Indonesian language is used only 20%. This method is aimed at making English as a habit for the students.

b. Teaching and Learning Activities

In CLT method, there are many activities that can be applied in speaking classroom for instance variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. Especially at Hj Isriati Elementary school, the activity applied is pair dialogue. Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogue also increases students’ mastery of vocabulary. The primary objective of using dialogue is developing student’s competence (pronunciation, intonation, stress) in teaching speaking like a native speaker. Therefore, in teaching learning uses dialogue (short and long), the students are motivated by the teachers’ question to reason rather than to recollect. Dialogue is two sides communication, it means

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90 Classroom observation, April 12th, 2011
we just not have to express something but we should have to understand what another people utterance.

Before practicing the dialogue there are several steps that the teacher does:

1) Vocabulary Introduction

Teacher introduces some vocabulary items related to the topic taught, for example, in the theme of *physical appearance* the teacher give some vocabulary like *thin, fat, white skin, flat nose, black hair, medium height, tall, short*, etc.

2) Demonstration

The teacher demonstrates the vocabulary into the real context in order to give the students an impression of the vocabulary to their mind. It is aimed to plant the deeper memorization of the vocabulary to their mind because the impression of the real thing can influence to the stronger memory.

In this step, the teacher shows pictures, realia or other teaching aids depends on the material taught. For example, in teaching *giving and asking for direction*, teacher shows some pictures related to preposition like *between, next to, in front of*, etc.

3) Pair Dialogue

After the steps above have been done, it’s the turn for the students to practice the material they have received. The teacher gives a dialogue related to the topics and divided the students to work in pair. The students must practice the without using text.

The teacher is interested to apply dialogue as the technique of teaching speaking skill because dialogue is the interaction between people with different points of view, intent on learning from one another. Another reason practicing dialogue because it is an effective way of providing conditions for the appropriation of newly encountered language features.

c. Medium of Instruction

As bilingual a global elementary school the medium of instruction used is mostly in English. The teacher mostly used English for instructions starts from

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91 Interview with the teacher (Surono Mundiharjo, S.S.), April 12th, 2011
92 Classroom observation, April 12th, 2011
93 Classroom observation, April 19th, 2011
opening, conveying the material, giving the task to the students, until the closing. The teacher uses Indonesian language merely when the students look confused to the instructions given. Indonesian language is used to make the students understand the lesson clearly. The students also use English in the process of teaching and learning such as greeting, finishing in doing the task, asking permission for going to restroom, etc.  

3. English Learning Assessment at Hj Isriati 1 Semarang Elementary School

Assessment is an important component of instruction. Assessment refers to collecting information to evaluate a learner’s knowledge. It cannot be separated from the process of teaching learning. The assessment is an integrated teaching learning process, by assessment the teacher can assess how far the successfulness of teaching learning process, and the students’ improvement. By assessment we know, whether the aim of instructional studies reached or not, if it is not reached, the teacher ought to fix their teaching learning including the instruction, the aim, the media which is employed and the method which is applied so that the aim of study is reached and the students English speaking skill also increases.

The teacher makes assessment both informal and formal assessment. Informal assessment is for formative, diagnostic, and evaluative purposes. And formal assessment is for summative and informative purposes. The assessments are in accuracy activities and fluency activities.

a. Informal Assessment Technique

For informal assessment the teacher techniques are: asking the students to mention some vocabulary items, using question, asking students to come forward to answer the questions, and dictation. Informal assessments are done by some techniques. They are playing simulation, asking the students to mention the vocabulary of the physical object showed by the teacher, using question, and using tasks.

94 Ibid
95 Margaret E. Gredler, Classroom Assessment and Learning, (Addison Wesley Longman, inc: 1999), p. 3.
97 Interview with the teacher (Surono Mundiharjo, S.S.), April 26th, 2011
1) Asking the Students to Mention Some Vocabulary Items

One of the technique of informal assessment is held by asking the students to mention the vocabulary of asked by the teacher related to the topic discussed.

For example, when the teacher in the topic of describing direction, the teacher asks “what is di depan in English?”, “what is the English of di antara?” etc. Then students mention the vocabulary. If they cannot mention it, teacher will explain the vocabulary to the students. 

2) Question

The teacher also assesses students’ learning by the questions. When the teacher and the students discuss about physical appearance, the students are asked about what their parents look.

T : “Mas Yoga, What is your father like?”
S : “He is fat. “
T : “What about his hair?”
S : “He has black and straight hair”
T : “Good, thank you.”

3) Performing A Dialogue

By performing a prepared dialogue, the teacher assesses students’ performance fluency, accuracy and pronunciation.

In this assessment, teacher write a dialogue first, then he ask the students to work in pair, give them time to practice with their partner in their seat and finally ask them to practice the dialogue in front of the class.

This activity is combination of fluency and accuracy activity. The basic purpose of the activity is know how fluent the students speak and how good their memory of vocabulary in the related topic.

4) Task

Informal assessment is also done by giving the students a task, for example to make dialogue.

The teacher gives an example dialogue, and asks the students to work in pair to make their dialogue like the example given, but with their own words. It is aimed to control the class from becoming noisy as each pair
goes forward to perform dialogue. The teacher needs to be focus on the dialogue performance and cannot give full control to the class. Giving this task will make the rest of the students keep busy and not become noisy.

b. Formal Assessment technique

According to Mr Surono Mundiharjo S.S, the formal assessment which the teacher used is a task. The students are asked to complete a dialogue prepared by the teacher. An additional formal assessment is done orally by performing a pair dialogue. It is optional depends on the time available. If there is no enough time to conduct the assessment orally, it will only be taken in written form. It is because the test time is already scheduled by the school.

c. The Scoring of Assessment Process

In assessing young learners, the teacher should aware on it, because when we think of assessment, we usually think of teachers identifying how well an individual learner or group of learners are doing. The design and the effective selection will determine the success of the assessment. So teacher should be able to set an appropriate technique.

For the scoring of assessment itself, according to Mr. Surono S.S as English teacher for speaking class in Hj Isriati 1 Semarang elementary school, he explains that the scoring is taken from both speaking competence and motivation aspects. The speaking competence itself consists of accuracy, pronunciation and fluency. There is no specific percentage of those aspects because the scoring is taken holistically from all those aspects.

The criteria of scoring is explained as follows. Students will get low score for about 70-75 if they have low motivation and speaking competence. Students with good motivation but have low speaking competence will get medium score for about 76-80. Students with good speaking competence but have lack of motivation will get score 81-85. Students with high motivation and good speaking competence will get 86-90, while the standard score is 75.

Sometimes difficulty is found when there are some students who have lack of motivation. They will be passive in speaking and be reluctant to utter

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101 Interview with the teacher (Surono Mundiharjo, S.S.), April 19th, 2011
102 Interview with the teacher (Surono Mundiharjo, S.S.), April 26th, 2011
103 Interview with the teacher (Surono Mundiharjo, S.S.), April 19th, 2011
104 Ibid
their thought. In this situation, teacher needs to give motivation like by giving explanation about the importance of English language for their future.

B. Discussion

1. Analysis of English Language Teaching Materials at Hj Isriati 1 Semarang Elementary School

In order to reach the goals of teaching and learning process, all the stakeholders of Hj Isriati 1 Semarang elementary school have to concern with the objective, the materials, textbook, and the medium of instruction. The purpose of teaching English in Hj Isriati 1 Semarang are to develop communication competence orally during action (language accompanying action) in school context, and to have awareness about the essence and importance of English to enhance competing competence in the global society. Moreover as the global elementary school, students are prepared to face the global world. From those findings, the researcher concludes that English for young learners is a very important stage to prepare the children to absorb much knowledge about English to face the higher level.

A textbook is supposed to stimulate the students for being active, with the clear instruction, meaningful, and clear objectives. The textbook which used by Hj Isriati 1 Semarang elementary school is English Work Book for Elementary School. The book is focused on listening and speaking which attempts to improve listening and speaking comprehension skill of students in Hj Isriati 1 Semarang elementary school. The book contains several exercises which can move students forward in learning English especially in terms of listening and speaking.

The strength of this book is that there is integration between two skills i.e. listening and speaking skill. Such integrated skills are not found in other schools.

105 www.isriati.sch.id / April 8th, 2011
106 Interview with the headmaster, (Drs. Ya’kub), April 4th, 2011
The objective of this book, especially for speaking skill, is to give the opportunity for students to enhance their speaking skill through some exercises. Students hopefully can use daily expressions in their daily activity.

In the medium instruction, teacher uses English and Indonesian language. The amount percentage of English for the explanation in the classroom is 80% of English, and 20% of Indonesian. The teacher implements much English than Indonesian because the students need much exposure with English. The more they are exposed with the language, the more they get used to it and they will be more comfortable to use it. The teacher also should ask the students to use English as much as possible to use English in the teaching and learning process in order to see their progress in practicing speaking. By giving attention with the consideration above hopefully the objectives of teaching learning can be achieved.

2. Analysis of English Language Learning Methods at Hj Isriati 1 Semarang Elementary School

Teacher plays an important role in structuring the type of environment that will promote effective oral language development. They can establish a classroom atmosphere which promotes openness, respect, and motivation. Students should feel some ownership in the classroom voice. Language use is a natural part of this learning environment where purposeful talk is seen as an important mean to language learning. Most teachers of English face the problem of having passive students who show no willingness to speak in class, or students who seem interested enough to speak but find it difficult to express themselves. For this reason, teachers should introduce various activities that involve all students and give them something to speak about since the topics are directly related to their daily life. In that sense, the class should offer speaking activities which require the students to share their personal experiences as they participate in like creating dialogues, telling stories, and having a debate.

PPP, Communicative Language Teaching (CLT), and Direct Method are used in English language teaching learning at Hj Isriati 1 Semarang. It can be seen in the teaching and learning process. First, PPP method is used in every topic. The teacher firstly explains the material and then asks the students to

108 Classroom observation, April 12th, 2011
practice what they have taught. The characteristics of Communicative Language Teaching which appears; language is used in pragmatic, authentic, functional use for meaningful purpose, there are fluency and accuracy activities. While the direct method is done by using English as the teaching and learning instruction. The activities of communicative language teaching method can make interaction. From interaction, the students can obtain English language input. It is the same as functionalism theoretical approach of language acquisition. The students will internalize the meaning what happen in the interaction.

The teaching speaking technique in Hj Isriati 1 Semarang is implemented by practicing a dialogue. It is appropriate for elementary school students because the techniques are suitable with the students’ characteristics which are enthusiastic, curious and keen on talking about themselves and responding well to learning that use themselves and their own lives as main topic in the classroom. To apply this activity and to achieve teaching and learning goals, participants will have to brainstorm and elicit ideas that are related to the speaking skill and to discuss several matters that correspond to the techniques of involving all students in the speaking activity. In addition, it is noteworthy that while applying the already prepared activities or even while producing their own activities at a later stage, participants will work in pairs so they can have interaction each other like giving statement, responding and initiating.

It can be said that teaching and learning process of speaking skill to the fourth graders is successful. The indicators are that students can enjoy the lesson and practice what they have taught enthusiastically.

3. Analysis English Language Learning Assessment at Hj Isriati 1 Semarang Elementary School

There are some purposes of assessment. First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is to identify students’ need to be supported (diagnostic). And fourth, it is also to check the effectiveness of teaching method and learning material (evaluative).  

Jean Brewster, Gail Ellis, Dennis Girard, *Op.Cit.*, p. 245
teacher makes informal assessment for formative, diagnostic, and evaluative purposes. And formal assessment is summative purpose. By implementing both assessments, there are some purposes which are targeted i.e. to describe the proficiency of student’s learning, in order to know the successful of teaching learning and to repair the teaching learning if the goals are not reached or failed. The learning assessments will be analyzed as follows:

a. The Techniques of Informal assessment

   Informal assessment is applied in every chapter to know the successfulness of teaching and learning process. This is an incidental, unplanned comments and responses along with coaching and other impromptu feedback to the students. The technique of assessment which is used by the teacher is by using question, asking some vocabularies, and asking the students to practice pair dialogue. Those assessments are appropriate with young learners because the teacher uses clear questions and instructions and the assessments that have been implemented are according to the principle in assessing young learners.

b. The Techniques of Formal Learning Assessment

   Formal assessment is done in every semester, in the last of unit program, and the end of year to observe the successfulness of whole teaching and learning process. They are systematically planned, and specifically designed to tap into a storehouse of skill and knowledge. The assessment which is used by the teacher of Hj. Isriati 1 Semarang elementary school is an assessment which is held in the last unit to review all the materials taught before.

   For formal assessment of speaking skill in the end of semester or year, the teacher uses written test by completing dialogue because the scoring is taken holistically from all language skills i.e. reading, writing, listening and speaking. The speaking test for mid term and semester test are done only when there is time available. It is adjusted with the school test schedule.

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111 Classroom observation, April 19th, 2011
112 H. Douglass Brown, *Op cit*, p. 6
113 Classroom observation, April 26th, 2011
114 Interview with the teacher (Surono Mundiharjo, S.S.), April 26th, 2011
However the teacher can summarize the students’ score by seeing their oral task in the end of each chapter.

This assessment is still appropriate for young learners as long as the questions and the instruction are clear enough and the questions are all the materials that have been taught before.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher is going to convey the conclusion from the previous chapters which have been described.

1. The materials of English language teaching and learning process of speaking skill at SD Hj Isriati 1 Baiturrahman Semarang are appropriate for elementary school students. The teaching materials had been selected and organized in the syllabus. The materials are designed to develop students’ English speaking competence. The vocabulary items are related with students’ daily expressions and activities. Textbook used in teaching and learning process of speaking skill is *English Workbook for Elementary School*. The teaching aids such as pictures, audio, and concrete physical objects are used to help the students understand the lesson more clearly.

2. The methods of English language teaching and learning process of speaking skill at SD Hj Isriati 1 Baiturrahman Semarang are appropriate for elementary school students. The decision of teaching techniques is adjusted with the characteristic of elementary school students as young language learners. The methods used are eclectic, combination from various methods. The methods applied are PPP, Direct Method and Communicative Language Teaching (CLT), the medium of instruction is English and Indonesian language. English language is mostly used for the instruction.

3. English language learning assessments at SD Hj Isriati 1 Baiturrahman Semarang are appropriate for elementary school students, whether informal or formal assessment because the techniques of learning assessment are suitable with students’ level. They are asking the students to mention the vocabulary, questioning, performing a dialogue, and giving a task. The assessments are more emphasized in accuracy activity than fluency, focusing on the accurate vocabulary, and pronunciation.

B. Suggestion

In English language teaching and learning of speaking skill at elementary school, the teacher should create enjoyable, comfortable, and interesting learning
atmosphere. The decisions of teaching materials, learning assessments, and teaching method should be structured appropriately and consider the students’ characteristic as young language learner.

In making assessment activity whether formal or informal assessment, elementary school teacher should create enjoyable, comfortable, and interesting situation. It is in order to make the students feel comfortable and motivated in learning English as foreign language.

As young learner, the elementary school students still need the teacher’s individual attention as much as possible. They need to be guided to learn individually. So, elementary school teacher should give individual attention as much as possible for the students. For example, the teacher needs to pay attention on each student’s speaking competence and give them feedback to the students’ work.

This research has found out the description of English language teaching and learning process of speaking skill at SD Hj Isriati 1 Baiturrahman Semarang in terms of teaching materials, teaching methods, and learning assessments. Because of the short time of collecting data, may be the finding is not detail enough. For example, this research can convey the description of summative assessment on the end of semester at SD Hj Isriati 1 Baiturrahman Semarang because the time of collecting is limited.

Finally, the writer realizes that this thesis is far from being perfect, but the writer hopes this will be beneficial for the readers and researchers of the same discourse.
BIBLIOGRAPHY


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April, 12\textsuperscript{th} 2011
Fourth Grade of A

Observation Checklist I

<table>
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<tr>
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<td>1.</td>
<td>The material delivered</td>
<td>Asking for and giving direction</td>
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<tr>
<td>2.</td>
<td>Skill focus of the material</td>
<td>Speaking</td>
</tr>
<tr>
<td>3.</td>
<td>Method used to teach</td>
<td>Presentation Practice Production</td>
</tr>
<tr>
<td>4.</td>
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<td>Picture</td>
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<td>Kinds of assessment</td>
<td>Informal Assessment</td>
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<td>7.</td>
<td>The number of assessments</td>
<td>Twice during the lesson:</td>
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<tr>
<td></td>
<td></td>
<td>- asking the students to mention some vocabulary items.</td>
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<tr>
<td></td>
<td></td>
<td>- Asking students to make sentences.</td>
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### Observation Checklist II

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<td>2.</td>
<td>Skill focus of the material</td>
<td>Speaking</td>
</tr>
<tr>
<td>3.</td>
<td>Method used to teach</td>
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<td>4.</td>
<td>Media employed</td>
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<td>5.</td>
<td>Kinds of assessment</td>
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<td>6.</td>
<td>Purpose of assessment</td>
<td>The students are able to memorize vocabulary items of physical appearance</td>
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| 7. | The number of assessments | Three times during the lesson:  
- asking the students to mention some vocabulary items.  
- Asking students to make sentences.  
- Asking the students to practice dialogue |
April, 25th 2011  
Fourth Grade of A  

Observation Checklist III

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<td>6.</td>
<td>Purpose of assessment</td>
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| 7. | The number of assessments | Twice during the lesson:  
- Asking students to make sentences.  
- Asking the students to practice dialogue |
Script of Dialogue

A: Excuse me, is there any book store in this town?

B: Yes, there is a book store across from the post office

A: How do I go to the book store?

B: Go straight this street to the corner, then turn right.

A: This street to the corner, then turn right?

B: Yes, it’s next to the park.

A: Thanks. Oh yeah, and where’s the Grand Hotel?

B: We are standing in front of it.

A: Oh, thanks.

B: You are welcome.
Lists of Interview

The Interview for the Headmaster

1. How did the history of Hj Isriati 1 Semarang elementary school established?
2. Why is Hj Isriati 1 Semarang stated as global elementary school. What specific differences it has compared with others elementary schools?
3. How to support the program of global elementary school?
4. What are the functions of and purpose of having cooperation with international institution?
5. What curriculum used in the Hj Isriati 1 Semarang elementary school?

The Interview for the Teacher

1. How many times a week is English taught at third grade?
2. What are the sources of teaching speaking to the fourth grade?
3. What methods does the teacher usually use in classroom practice?
4. Does the teacher assess the students in every teaching learning process?
5. Why does the teacher implement those assessments?
6. Does the teacher meet a certain difficulties during assessment process?
7. What does the teacher do when he meets certain difficulties during assessment process?
April, 4th 2011
Mr. Drs Ya’kub

Interview with the Headmaster

Researcher:
1. How did the history of Hj Isriati 1 Semarang elementary school established?

Headmaster:


Researcher:
2. Why is Hj Isriati 1 Semarang stated as global elementary school. What specific differences it has compared with others elementary schools? What specific differences it has compared with others elementary schools?

Headmaster:

Kenapa disebut Global elementary school, karena kita melihat sudah banyak SDIT yang sudah berdiri, jadi kita mencoba memberi wacana baru bagi masyarakat. Yang membedakan ya itu, kita berprinsip mendidik anak dengan akhlak Islami dan berwawasan international. Ini terlaksana selain dengan mengajarkan tentang pelajaran umum dan agama, serta dengan mendatangkan tamu-tamu dari mancanegara sebagai narasumber. Kami juga membuka kelas internasional dengan kurikulum yang disesuaikan dengan kurikulum cambridge dengan kerjasama Lab School Malang.

Researcher:
3. How to support the program of global elementary school?

Headmaster:
Jadi kami bekerjasama dengan lembaga pertukaran pelajar/mahasiswa international salah satunya AIESEC. Mereka mengirim para researcher dari berbagai negara seperti Cina, Thailand, Rusia, Nigeria dan lain-lain kesini

Researcher:
4. What are the functions of and purpose of having cooperation with international institution?
Headmaster:

Researcher:
5. What curriculum used in the Hj Isriati 1 Semarang elementary school?
Headmaster:
Untuk kurikulum sekolah, kita sesuaikan dengan Kurikulum Tingkat Satuan Pendidikan.

April, 25th 2011
Mr Surono Mundiharjo S.S
Interview with the Teacher

Researcher:
1. How many times a week is English taught at the fourth grade?
Teacher:
English teaching and learning process is held twice every week. But it is divided into two class focuses. For writing and reading is held once a week in the classroom, while speaking and listening is also once a week in the language laboratory.

Researcher:
2. What are the sources of teaching speaking at the fourth grade?
Teacher:
I use book as the main materials. The title is English Workbook for Elementary School. In Isriati, every laboratory teacher arranges the book consist of materials that support students to learn speaking and listening skill. It is taken from many sources like the internet and other books.

Researcher:

3. What methods does the teacher usually use in classroom practice?

Teacher:

I usually ask the student to practice pair dialogue to see the speaking competence development. In the process, first I explain the material, and next time I ask students to practice by performing dialogue in front of class.

Researcher:

4. Does the teacher assess the students in every teaching learning process?

Teacher:

I conduct assessment in every chapter by asking the students to perform pair dialogue. But for final assessment, it is conditional, depends on the time is available or not. If the time is not enough, I use written test by completing dialogue.

Researcher:

5. Why does the teacher implement those assessments?

Teacher:

It is more beneficial than other activities like story telling because it is more interactive, students can have interaction each other when they practice dialogue. Or playing roleplay, it spends more time. So practicing dialogue is the most effective one.

Researcher:

6. Does the teacher meet a certain difficulties during assessment process?

Teacher:

It is rather difficult to control the class when the teacher pays attention merely on the students who perform the dialogue. The rest of the students will be noisy and less controlled, it’s understandable since they are kids.
Researcher:

7. What does the teacher do when he or she meets certain difficulties during assessment process?

Teacher:

I give written task for the students. I ask the students to make a dialogue with their own words by immitating from the example. So the students will be more quite in doing the task.