

**AN ANALYSIS OF FIFTH GRADE ENGLISH TEACHING SPEAKING
ACTIVITIES AT SD KARTIKA 1-10 AND 1-11PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirements
for Strata One (S1) Degree*



By

**INDAH AFRIANI
1201031/2012**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2017**

HALAMAN PERSETUJUAN

**An Analysis of Fifth Grade English Speaking Activities at SD Kartika 1-10
and 1-11 Padang**

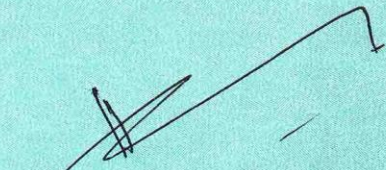
Nama : Indah Afriani
NIM/ BP : 1201031/2012
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

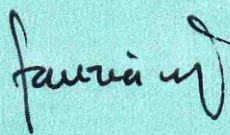
Padang, 16 Februari 2017

Disetujui oleh:

Pembimbing I,


Pembimbing II


Dr. Ratmanida, M.Ed., TEFL
NIP. 19630818 199001 2 001


Dra. An Fauziah Syafei, M.A.
NIP. 19660424 199002 001

Diketahui

Ketua Jurusan,


Dr. Refnaldi, S.Pd, M.Litt
NIP. 19680301 199403 1 003

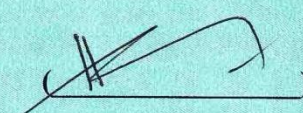
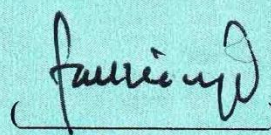
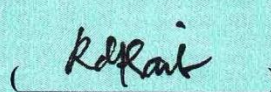
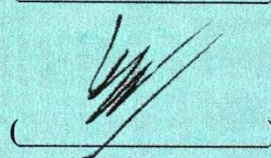
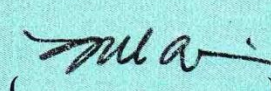
HALAMAN PENGESAHAN

Dinyatakan lulus setelah dipertahankan di Depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang

An Analysis of Fifth Grade English Speaking Activities at SD Kartika 1-10
and 1-11 Padang

Nama : Indah Afriani
NIM/BP : 1201031/2012
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 16 Februari 2017

Nama	Tim Penguji	Tanda Tangan
1. Dr. Ratmanida, M.Ed., TEFL	Ketua	()
2. Dra. An Fauziah Rozani Syafei, M.A	Sekretaris	()
3. Prof. Dr. Rusdi, Grad. Dipl. M.A., Ph.D	Anggota	()
4. Desvalini Anwar, S.S., M.Hum., Ph.D	Anggota	()
5. Dr. Zul Amri, M.Ed	Anggota	()



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telepon/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Indah Afriani
NIM/ TM : 1201031 / 2012
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan bahwa Tugas Akhir Skripsi saya dengan judul *An Analysis of Fifth Grade English Speaking Activities at SD Kartika 1-10 and 1-11 Padang* adalah benar merupakan hasil karya saya dan bukan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan Negara.

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Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Refnaldi, S.Pd, M.Litt
NIP. 19680301 199403 1 003

Padang, 16 Februari 2017

nyatakan,

Indah Afriani
NIM. 1201031/2012



ABSTRAK

Afriani, Indah. 2017. An analysis of Fifth Grade English Teaching Speaking Activities at SD Kartika 1-10 and 1-11 Padang. *Skripsi*. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan, menganalisa, dan mendeskripsikan *teaching speaking activities* di dalam kelas Bahasa Inggris untuk siswa kelas 5 Sekolah Dasar (SD) Kartika 1-10 dan 1-11 Padang. Penelitian ini difokuskan kepada proses kegiatan belajar mengajar yang terjadi di dalam kelas, interaksi antara guru dan siswa selama proses pembelajaran berlangsung. Penelitian ini menunjukkan *classroom speaking activities* yang sering digunakan oleh guru dalam mengajarkan keterampilan berbicara Bahasa Inggris di dalam kelas. Hasil penelitian ini diharapkan dapat memberikan informasi kepada guru Bahasa Inggris Sekolah Dasar (SD), terutama guru yang mengajar kelas 5, mengenai keterkaitan antara perkembangan kognitif dan karakter anak dengan kemampuan berbicara mereka dalam bahasa Inggris. Dalam penelitian ini, penulis menggunakan metode studi kasus. Data yang dikumpulkan melalui observasi langsung ke dalam kelas dan wawancara sehingga data yang diperoleh bisa dianalisa secara lengkap. Hasil penelitian ini menunjukkan bahwa pada kegiatan awal keterampilan berbicara, kegiatan untuk menyampaikan tujuan pembelajaran dan format untuk keterampilan berbicara belum terlaksana di dalam kelas. Pada bagian inti, kegiatan memberikan kesempatan kepada siswa untuk dapat mengekspresikan kemampuan bicaranya masih belum terlaksana. Dan kegiatan penutup belum terlaksana di dalam kelas. Disamping itu, *classroom speaking activities* yang sering digunakan oleh guru di dalam kelas adalah *role-play*.

Kata kunci: *teaching speaking activities, classroom speaking activities, role-play*.

ABSTRACT

Afriani, Indah. 2017. An analysis of Fifth Grade English Teaching Speaking Activities at SD Kartika 1-10 and 1-11 Padang. Thesis. English Department. Faculty of Languages and Arts. University of Padang.

This research has function to find, analyze, and describe *teaching speaking activities* in English classroom for fifth grade elementary school students at SD Kartika 1-10 and 1-11 Padang. This research is focused on the process of learning in the classroom and the interaction between teacher and students in the classroom. This research also show *classroom speaking activities* that often used by teachers in teaching speaking. This research was hoped to give information to Elementary school English teacher, especially grade five English teacher, about the connectivity between cognitive development and students' characters in their ability of speaking English. In this research, the researcher used case study method. The data obtained through classroom observation and interview, so the data taken would be analyzed. The finding showed that in pre-teaching activity, teacher did not tell the purpose and the format of speaking lesson. In whilst teaching, teacher did not give opportunities to students to express themselves in speaking skill. And post teaching activity was not held by teachers. Beside, classroom speaking activity that frequently used by teacher in their speaking class was *role-play*.

Kata kunci: *teaching speaking activities, classroom speaking activities, role-play.*

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Padang, 1 Februari 2017

Indah Afriani

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the first foreign language learned in Indonesia. As the international language, many people try to master English to adapt in this modern era. English is also become an aspect which determines people's life. For example, English is one of important feature in deciding whether a job seeker is accepted on certain work field. It is proven by TOEFL score as one of requirement mostly needed in signing a career. By realizing the importance of English in further life, many people learn this foreign language as young as possible. Even several parents whoever concerned about their children's future start to put their at English course since pre-school.

In Indonesian educational system, English is officially taught from junior high school until university. It is categorized as a compulsory subject among the other subjects. In high school, English even is included into subject tested in the national examination. Meanwhile at elementary school, English is categorized as local content, is learned optionally where every school has their own right to decide whether students will learn English or not. Then, the focused skills they learned are listening, speaking, and building vocabularies. According to government regulation of Indonesian Republic number 32 of 2013, local content for each educational unit contains content and learning process about the potential and the local uniqueness such as; local language, English, local arts, local

customs, and etc. Perhaps, the local content would give the students a great knowledge and skill about their local environment. Also, it is hoped it could give a contribution in supporting regional development.

In the demand of the importance of this subject, several public elementary schools in West Sumatera Province put English as local content. In addition, local government provides English curriculum for elementary students. This curriculum is for students in grade four until grade six. Besides, English curriculum for first until third grade are left entirely to cities/districts government. Then, district education authorities would coordinate with province education authorities. They decide which material would be taught and how long the course last.

SD Kartika 1-10 and 1-11 Padang are private schools that put English as local content. These schools are located in Padang, the capital city of West Sumatera Province. In this private elementary school, English is learned since the first grade until the sixth grade. Based on the handbook used, the basis of teaching English in this school focus on oral language; listening and speaking.

One of the most important skills in EFL is speaking. According to Oxford dictionary (2005), speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. From the definition, it concludes that speaking is expression in sending messages from a speaker towards listeners. Sending message in speaking uses verbal language. The English teacher in these schools agreed that one of the most important skill to learn by the students is speaking. It is because of the fact that in daily interaction most activities are accomplished through speaking.

However, a research conducted by Oksandra (2015) mentioned that there are five difficulties encountered most by fifth grade students at SD Kartika 1-11 Padang in English speaking ability. According to her research, those learners:

1. Are hesitant in pronouncing the word because they did not know exactly whether their answer might be wrong or not.
2. have low confident in speaking English because they are afraid made mistake while speaking perhaps the other friends probably laugh at them.
3. have lack of vocabularies.
4. think about grammatical order while speaking.
5. have no other field beside school to practice the language.

Moreover, teaching speaking activity in the classroom has an important act to succeed in learning process. Based on preliminary research, teacher faced some problems in teaching speaking to elementary school students. First, the classroom probably noisy. While the students practicing the language out loud, the situation of the classroom might be crowded. Also when students practicing a dialogue with a friend. Second, when the students doing exercise with partner, sometimes it will end up talking each other. They might talk out of topic and finally no more focus on studying.

Besides, each problems is connected with decision in choosing suitable activities in teaching speaking. In order to succeed in teaching speaking, teacher should comprehend the proper activities to use. Role play, group discussion, game are examples of teaching speaking activities. Furthermore, elementary school teacher have to realize whom they are teaching to. Students around seven to

twelve years enjoy studying through fun activities. So teachers should provide fun teaching speaking activities to their students.

When teaching young learners teacher constantly have to keep in mind the fact that what they have in front of them is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, teachers need to vary their approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. Kayi (2006) mentioned that young learners are like sponges, they soak up everything teacher says and how teacher says it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One of the rules that applies here is: slowly and steadily, through constant revision and recycling.

The researcher assume there must be some problems in teaching speaking activities in the classroom. There might be some causes such as teaching strategy, classroom management, teacher's capability, and etc. Thus, this research was aimed to figure out the real situation or fact about English teaching speaking activities for fifth grade students at SD Kartika Padang. This research will show how does the teaching speaking occur in the classroom. Then, this research give detail information about pre-teaching activities, whilst-teaching activities, and post-teaching activities.

B. Identification of the Problem

There are some problems that have been identified. First, a research conducted by Oksandra (2015) showed that fifth grade elementary school students in SD Kartika Padang still face many difficulties in speaking skill, although they already learn English since the first grade. Hesitation, low confident, lack of vocabulary, thinking about grammar while speaking, and no more other fields to practice beside school are difficulties encounter by them. Second, teacher faces some problems in teaching speaking to their students. While doing speaking activities, the students might end up making noisy. Also, when the students doing exercise with partner, sometimes it will end up talking each other. They might talk out of topic and finally no more focus on studying.

C. Limitation of the Problem

Based on the background above, this research is limited into the analysis of classroom pre-teaching activities, also whilst-teaching activities and post teaching activities on fifth grade students in SD Kartika Padang.

D. Formulation of the Problem

1. The problem of this research is formulated in this following question: “What activities English teachers do in teaching speaking class for fifth grade elementary school students at SD Kartika Padang?”

E. Research Questions

The research questions are:

2. What activities English teachers do in teaching speaking class for fifth grade elementary school students at SD Kartika Padang?
3. What is the most frequently activity used in English speaking class for grade five elementary school students at SD Kartika Padang ?
4. What are teacher's reasons to use the activities ?

F. Purpose of the Research

Based on the formulation above, the purposes of this research are :

1. To find out what activities English teachers do in teaching speaking class for fifth grade elementary school students at SD Kartika Padang.
2. To find out what is the most frequently activity used in English speaking class for grade five elementary school students at SD Kartika Padang
3. To find out what are teacher's reasons to use the activities

G. Significance of the Research

This research is expected to give contribution and information about teaching activities for young learners. In addition, it is hoped that this research can be a reference for further research on teaching speaking for EFL learners. It is hoped that the teachers and the lecturers gain more information and details to develop strategies and materials in improving students' speaking ability.

H. Definition of Key Terms

1. Teaching speaking activities: those activities that occurred in pre-teaching, whilst teaching, and post teaching activities in English speaking class.
2. Pre-speaking activity is done in the beginning of class before coming to the explanation of topic.
3. Whilst-speaking activity is time to explain the teaching material from teacher to students and it use classroom speaking activity
4. Post-teaching activity is a reflection activity to check the understanding of students about the topic given.
5. Classroom speaking activity : such as role play, communicative games, songs, picture describing, etc.