



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

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Abstract

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*.

Key Words: Teaching Speaking Activities, Classroom Speaking Activities, Role-Play.

A. INTRODUCTION

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.

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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.

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. There were some studies which had been conducted related to the teaching speaking and one of them is about "Simple Conversation as Speaking Material for the Fifth-Grade Students" conducted by Laurie and Syafei (2012)

According to Vágnerová (2012), primary education in this country can be divided into the following three periods:

1. younger school age (learners from 6 to 9 years)
2. middle school age (learners from 9 to 12 years)
3. older school age (learners from 12 to 15 years)

In that age range, young learner prefers to learn while playing and they could not be forced to receive learning materials. According to Michal B.(2008) characteristic of young learners are involuntary attention, limited attention, holistic skills, inability to observe regularities and casual relations, developed problem-solving skills, weak memory, limited experience, *hic-et-nc* reasoning, undeveloped aptitude, mechanical memory, lower-order processing, undeveloped interactional skills, motivation, literacy and numeracy, ongoing categorization.

The teaching of children has been profoundly affected by the work of Jean Piaget, who identified four stages of cognitive and affective development in childhood and adolescence. Piaget in Cook and Cook (2005:10) mentioned that, there are four stages of cognitive development in young learners :

1. The stage of sensory-motor intelligence (age 0 to 2 years). During this stage, behavior is primarily motor. The child does not yet internally represent events and “think” conceptually, although “cognitive” development is seen as schemata are constructed.
2. The stage of preoperational thought (age 2 to 7 years). This stage is characterized by the development of language and other forms of representation and rapid conceptual development. Reasoning during this stage is pre-logical or semi-logical, and children tend to be very egocentric. Children often focus on a single feature of situation at a time. For example, they may be able to sort by size or by color but not by both characteristics at once.
3. The stage of concrete operations (age 7 to 11 years). During these years, the child develops the ability to apply logical thought to concrete problems. Hands-on, concrete experience help children understand new concepts and ideas. Using language to exchange information becomes much more important than in earlier stages, as children become more social and less egocentric.
4. The stage of formal operations (age 11 to 15 years or older). During this stage, the child’s cognitive structures reach their highest level of development. The child becomes able to apply logical reasoning to all classes of problems, including abstract problems either not coming from the child’s direct experience or having no concrete referents.

The researcher is focus on stage three since this research limited to the fifth grade of elementary school students. Commonly, the students in fifth grade of elementary school are around ten to twelve years old. The achievement from this stage is the students’ logical thought is more objective, allow skills like class inclusion and transivity.

B. Research Methods

This research was a descriptive research and it was aimed to investigate the teaching activities in the classroom. This research was done to the fifth grade students in elementary school of Kartika Padang. Gay (2000:275), explained that

descriptive research involved collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. The researcher described the result of the test by analyzing the teaching process. After that, the researcher explained what was the activity frequently used in speaking activities in English speaking class for grade five elementary students. Moreover, researcher showed what teacher's reason in using those activities.

This research conducted at SD Kartika Padang. The researcher choose SD Kartika Padang because this school is one of Elementary School which still put English in one of the local content and the students have learnt English since grade one. Also, based on the data from the Department of Education of Padang city, this school has a good reputation for the students' achievement. In addition, this school accreditation recorded as A. The population as the sources of the data in this research was the fifth grade students in this school. There were six classes for grade five; class VA consist of 27 students, class VB consist of 28 students, class VC consist of 29 students, class VD consist of 26, class VE consist of 25 students and class VF consist of 26 students. There were 161 total populations but only four of the classes from the fifth grade class became the sample of this research.

This research used cluster random sampling technique in collecting the sample. The researcher choose four classes randomly. Gall .at. All (2003: 174) said that cluster random sampling is the unit of sampling is naturally from the group of individual. In this study, the researcher only selected cluster. The reasons were because the limitation of research duration at SD Kartika and the regulation that has been decided by the school.

Three instruments were used in the present study, and they were lesson observation, recorder, and interview. The researcher did observation during speaking class activity four times in four different classes. Each class was observed in four different time. In addition, the data was collected by doing classroom observation, recording, and doing an interview. The researcher recorded the whole classroom activities and also took notes during the lesson. To get detail information, researcher did a semi-structured interview to the teachers.

C. Findings and Discussions

1. Finding

- Teaching Speaking Activities

There were four teaching speaking activities that generally used by the teachers in pre teaching activity. First, teacher prepared the students for the main speaking lesson. Second, teacher helped the students to bring their background knowledge or schemata to the specific context of the lesson. Third, they let the students shared ideas about the topic. Fourth, teacher told the topic of speaking lesson. These teaching speaking activities can be seen in the table 2, 3, 4, and 5.

In whilst teaching activity, three activities has been done by teacher in English speaking class. First, teacher encouraged students in classroom speaking activity. Second, teacher allowed the students to use classroom speaking activity. Third, students used speaking activities such to play role given to them or

describing pictures. On the other side, teacher did not give opportunities to students to express themselves in speaking skill.

On the other side, teachers did not do all of the activities in post teaching. Based on finding, the students did not reflect speaking lesson. Then, teacher did not facilitate students to bring language that they have acquired into more focus. Also, teacher did not ask the students to focus on ideas they have just come up with. Finally, students did not produce spoken language integrated with other skills.

- The Most Frequently Used Activities

Based on the observation data taken from field note in four different class in English speaking class at SD Kartika Padang, there were three activities most frequently used in English teaching speaking class. First, *teacher told the topic of the lesson*. Second, *teacher allowed students to use classroom speaking activities*. Third, *students used speaking activities* such as role play and picture describing in their class. Based on field note taken during the lesson, it was shown that teacher used role play for most of the English speaking class activities

- Reasons Teachers Done the Activity

According to the interview conducted, teachers thought that role play is an effective technique they could use in teaching speaking. The handbook was provided several example of dialogue so it could be easier for them to do a role play. Besides, the other techniques are also effective and have many advantages in its own situation.

In addition, there are some advantages and disadvantages as a consideration in using a role play. A role play encourage student's interest about the topic. It brings fast thinking and problem solving. A role play also could develop sense of empathy among student. However, If not monitored closely, students may get distracted and use the time to chat rather than complete the activity. This situation will lead the students to make noisy in the classroom. In addition, some students may be less socially inclined than others.

2. Discussion

- Teaching speaking activity

Based on finding above, it was shown that there were several activities done by teacher in English speaking class. In pre teaching activities, teacher prepared the students for the main speaking lesson. Then, they helped the students to bring their background knowledge about the topic. Teacher also let the students shared idea about the topic. After that, teacher told the topic of speaking lesson by mentioned it directly to the students or writing it on the board.

According to Richard (2008) pre speaking activity began before the students speak. This activity involves thought and reflection, and it also provide opportunities for students to plan and organize for speaking. This activity can be done by the teacher through several ways such as asking some questions, viewing the video, telling the story, and listening music. In addition, Millrood (2001) explained that pre speaking activity is kind of warming up activity to activate the students' schemata. It means that in pre speaking activity, teacher should use various ways to increase the students want in English speaking skill.

Furthermore, teacher should tell the purpose and the format of speaking lesson. According to Richard (2008) determine the purpose of speaking lesson is an important part in teaching speaking. The purposes of speaking lesson are to describe something, to explain, to clarify thinking, to inquire or questions, to explore and experiment with variety of ideas and format, it is also to converse or discuss. So, the students know about the function of learning a topic in speaking class and they can use it in the real life situation. It also takes place for telling format of speaking lesson. The teacher tells the format of speaking in the beginning of the lesson. Format of speaking lesson are discussion, role play, brainstorming, playing communication games.

In whilst teaching activity, three activities has been done by teacher in English speaking class. First, teacher encouraged students in classroom speaking activity. Second, teacher allowed the students to use classroom speaking activity. Third, students used speaking activities such to play role given to them or describing pictures. On the other side, teacher did not give opportunities to students to express themselves in speaking skill.

Giving opportunities to students to express themselves in speaking skill is very important. According to Kayi (2006) English Foreign Language teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. By letting them involved in those situation, students will have the opportunity of communicating with each other in the target language.

On the other side, teachers did not do all of the activities in post teaching. Based on finding, the students did not reflect speaking lesson. Then, teacher did not facilitate students to bring language that they have acquired into more focus. Also, teacher did not ask the students to focus on ideas they have just come up with. Finally, students did not produce spoken language integrated with other skills. In fact, according to Millrood (2001) post activity is a rethinking process activity. In this activity, the students should rethink what they have been learning in the middle of teaching and learning process. It also hoped to promote the critical thinking of the students about the speaking lesson.

- Activity frequently used

Based on the observation conducted, there were two activities most frequently used in teaching speaking. First, *teacher told the topic of speaking lesson* by writing down the topic on the board or mentioned it directly. Second, teacher allowed students to use classroom speaking activity such as role play and picture describing.

Furthermore, after conducted a semi structure interview to the teachers, researcher found that teacher often using role play for their classroom speaking activity. In fact, the implementation of role play was still not perfect. Teacher still lack of comprehending the proper role play. According to Kodotchigova (2002) there are six guidances in making a successful role play: provide a situation, design, linguistic preparation, factual preparation, assigning the roles, and follow

up. However, those guidance were not fulfill yet in the implementation of role play that has been done by the teacher in Kartika Padang.

In addition, teachers could done another interesting activity in their teaching speaking class. Teacher might use songs and games to increase the students' attention. Songs can build confidence in young learners and even shy children will enjoy singing or acting out a song as part of a group or whole class. According to Kayi (2006) songs can be a wonderful starting point for a topic and can fit in well with topics, skills, language and cross-curricular work for the teacher. Then, a communicative game can be another best option in teaching speaking to young learners. The main point of creating communicative games to students is to build fun atmosphere in the classroom so that young learner could enjoy the lesson. By doing communicative games, the lesson will be easier to understand. Students might not feel they are studying a lesson while having a fun game. So that teachers should prepare several communicative games that might catch students' attention.

- Why do teacher tend to use that activity

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In addition, there are some advantages and disadvantages as a consideration in using a role play. A role play encourage student's interest about the topic. It brings fast thinking and problem solving. A role play also could develop sense of empathy among student. However, If not monitored closely, students may get distracted and use the time to chat rather than complete the activity. This situation will lead the students to make noisy in the classroom. In addition, some students may be less socially inclined than others.

D. Conclusions and Suggestions

There was an Engling teaching speaking activities in SD Kartika 1- 10 and 1-11. It consists of three parts : pre, whilst, and post teaching activity. In teaching speaking activity, teachers missed several teaching activities. For example in pre teaching activity, teacher did not show the purpose of speaking lesson. In addition, teacher did not tell the format of speaking, or whether it was a conversation, discussion, presentation, formal speech and so forth. Furthermore, teacher almost did all of indicators in whilst teaching activity. Beside, Teacher still lacked of giving opportunities to students to express themselves in speaking skill such as express their feelings, describe things, ask question discuss things and so on. In addition, as teaching English to young learner, teacher should have used fun and attractive ways. Moreover, based on the data observed, teacher did not do all of activities in post teaching.

Based on finding above, it can be concluded that there were two activities frequently used in teaching speaking in this elementary school. First, teacher told the topic of speaking lesson. According to the data, it was found that teacher

wrote the topic of the lesson on the board and mentioned it directly as today's topic to the students. Second, teacher allowed students to use class room speaking activities such as role play and picture describing.

According to the finding, teachers tend to use role play because its affective. They think role play was easy to comprehend. Rules of role play were not complicated to implement in the classroom and lot of exercises were provided at the book. Eventhough, teacher still lack of comprehend about the truly role play steps. So even they were using role play for practice, but the target was not reach yet.

Based on research finding, there are some suggestions for the teaching speaking activity for fifth grade in SD Kartika 1-10 and 1-11 Padang :

1. The teacher should have done all of the activities in order to succeed in their teaching speaking class.
2. The teacher should explore more attractive and communicative techniques to encourage the students to speak, such as through communicative games and songs.
3. Government should provide regular training to English teacher for elementary school, so the teacher could improve their ability in teaching
4. Teacher should motivate the students to speak English everyday so they could speak English fluently
5. It would be better for teacher to decrease the use of L1 in teaching, try to speak English more.

Note: This article is written based on the writer's paper with the advisor Dr. Ratmanida, M. Ed, TEFL and Dra. An Fauzia Rozani Syafei, M. A

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