

THE ANALYSIS OF TEKNIK ENGLISH TEACHING AT SDN SUSUKAN 05
PAGI IN ATTACHMENT SPEAKING SKILL FOR FOURTH GRADE
STUDENTS

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ABSTRACT

This research aims to analyse the techniques of English teaching implemented by teachers at SDN Susukan 05 Pagi in developing speaking skills for fourth-grade students. The study focuses on identifying the teaching methods used, the effectiveness of these methods, and the challenges faced by both teachers and students in the learning process. This research employs a qualitative descriptive approach, using observation, interviews, and documentation as data collection techniques. The findings indicate that teachers apply a combination of drilling, role-playing, and question-and-answer techniques to encourage students' active participation in speaking activities. These techniques help improve students' pronunciation, vocabulary mastery, and confidence in speaking English. However, several obstacles were found, including limited learning time, students' varying levels of ability, and lack of supporting media. The study concludes that effective use of varied teaching techniques can enhance students' speaking skills, although additional resources and training are needed to optimize results.

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis teknik pengajaran bahasa Inggris yang diterapkan oleh guru di SDN Susukan 05 Pagi dalam mengembangkan keterampilan berbicara (speaking) siswa kelas IV. Fokus penelitian adalah mengidentifikasi metode pengajaran yang digunakan, efektivitas penerapannya, serta hambatan yang dihadapi guru dan siswa dalam proses pembelajaran. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru menerapkan kombinasi teknik drilling, role play, dan tanya jawab untuk mendorong partisipasi aktif siswa dalam kegiatan berbicara. Teknik-teknik tersebut membantu meningkatkan pelafalan, penguasaan kosakata, serta kepercayaan diri siswa dalam berbicara bahasa Inggris. Namun, ditemukan beberapa kendala seperti keterbatasan waktu pembelajaran, perbedaan kemampuan siswa, dan kurangnya media pendukung. Penelitian ini menyimpulkan bahwa penggunaan teknik pengajaran yang bervariasi secara efektif dapat meningkatkan keterampilan berbicara siswa, meskipun diperlukan sumber daya dan pelatihan tambahan untuk mengoptimalkan hasil.