A FINAL REPORT

USING REPETITION DRILL IN TEACHING SPEAKING FOR 4TH GRADE STUDENTS IN TA'MIRIYAH ELEMENTARY SCHOOL SURABAYA

Presented in partial fulfillment of the requirement for the Diploma Degree in English Language

By

Azarine Hanan Mardhiyah

Student Number: 151611813025

Major: English Teaching

ENGLISH DIPLOMA PROGRAM

FACULTY OF VOCATIONAL EDUCATION

UNIVERSITAS AIRLANGGA

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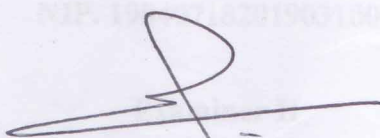
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Surabaya, 12th July 2019

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ENGLISH DIPLOMA PROGRAM

FACULTY OF VOCATIONAL EDUCATION

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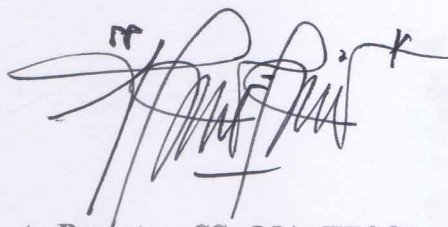
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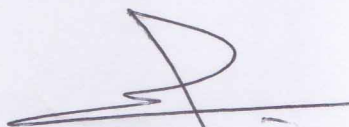
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STATEMENT OF ORIGINALITY

I, Azarine Hanan Mardhiyah (151611813025), honestly declare that the final report I wrote does not contain the works or parts of the works of other people, expect that those cited in the quotation and the references, as a scientific paper should.

Surabaya, 12th July 2019

Azarine Hanan Mardhiyah

151611813025

This final report is dedicated for the writer's beloved parents

Table of Content

ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT for all the mercy and bless that He gave to me so that the writer could complete this final report. The writer also would like to say thank you for those who have been involved throughout the writer's journey of the making final report.

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11. Thank you for Teaching Class. See you all on top!

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CHAPTER 1

INTRODUCTION

1.1 Background of the Report

English is very important in this era because English is an international language. In learning English, students should be based on the four language skills. Those are speaking, listening, reading, and writing. Speaking is one of the important skill that should be mastered by students because it has important role in communication. Students must be able to speaking English early so that they can use English in their activity, at school or at home. Bryne (1986:8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. By speaking, people can express their ideas, thoughts and feeling to communicate.

In SD Ta'miriyah Surabaya, most of 4th grade students are still afraid of speaking English when the writer talked to them. They were afraid of making mistakes and not confident to speak English. They did not have self-confidence because they were shy. When the writer asked them, sometimes they responded by using Indonesian because they were lack of vocabularies and they had a problem in pronunciation. To be able to speak, instead of pronunciation, vocabulary was also important. However, most of the students lacked vocabulary mastery. Sometimes students get stuck and do not know what they want to say. This is because the students lack of practice in using the language in the classroom. Speaking needs practicing as often as possible.

Based on the problems, the writer assumed that it is necessary to find a good technique in learning speaking to help the students in having the ability to use English to communicate. The writer choose repetition drill to solve the problems. Repetition Drill is a part of Audio Lingual method that is easy to use in learning speaking which includes pronunciation and vocabulary. Repetition Drill was used in the classroom to improve the students' speaking ability and it was hope that this method facilitate students to use the target language, especially English.

Tice (2004) states that drilling remains a useful technique if it is used appropriately. The use of this technique not only to give the students chance to speak in front of the class and practice their speaking, but also their comprehension of the text can be reached through this technique. The students will be able to produce some phrases or sentence without making mistake because they are drilled by the teacher with correct grammatical phrases and sentences. Larsen-Freeman (2000: 46) states that we must use practice if we want students to be able to speak communicative English. Furthermore, they explain that practice, as part of the Audio-Language Method, has been used in teaching speech. Because the main purpose of the Audio-Lingual Method is to use the target language communicatively, drills is appropriate for teaching speaking. By drilling the students, it will be easier for them to remember and learn. Larsen-Freeman (2000) states that the more often something is repeated, the stronger the habit and the greater the learning. Setiyadi (2006 ; 55) states that Repetition Drill forces the

students to use the target language at all times by drilling, their mother tongue is not use unless it is necessary.

The relationship between final report and the internship place is because the writer thinks that, the students of SD Ta'miriyah Surabaya are still afraid of speaking English because of some problems. Therefore, the writer is interested and wants to apply Repetition Drill for teaching speaking.

1.2 Statement of the Problem

There are two problems in this report as follow:

1.1 How to apply a Repetition Drill in teaching speaking to Elementary school?

1.2 What are the problems of teaching speaking to Elementary school using Repetition Drill?

1.3 Purpose of the Report

The purpose of the report in the internship are in the following:

1.1 To discover the strategy when applying Repetition Drill in teaching speaking.

1.2 To find out the problems of teaching speaking to Elementary school students using Repetition Drill.

1.4 Significance of the Final Report

1.4.1   For the writer

The making of this final report helps the writer to develop the writer's knowledge and experience in the real world work, develop the writer's skill in teaching young learners for Elementary school. And also helps the writer to apply teaching technique and strategies that have been learned during the class at Universitas Airlangga.

1.4.2   For the alma mater

The making of this final report has beneficial purpose for the alma mater, such as helps the writer to make a good relationship between Universitas Airlangga and SD Ta'miriyah Surabaya, give reference about internship place for the next generation of English Diploma. And also helps the writer to improve the quality of Universitas Airlangga students.

1.4.3   For the company/institution

The making of this final report has beneficial purpose for the internship place, such as helps the writer to contribute the energy and knowledge for learning process at school, develop the teaching learning process with appropriate technique. And also helps the writer to build a good connection between the school and Universitas Airlangga.

1.4.4 For other interns

The making of this final report expected in order to help the next generation of English Diploma III Universitas Airlangga to give reference about the strategies and technique teaching English speaking and create a reference

material for other interns. And also to help the next generation for making a final report using this guideline.

1.5 Review of Related Literature

1.5.1 Definition of Drill.

Drill is a technique that have been used in the foreign language classroom for many years. It was a key feature of Audio-Lingual Method which placed emphasis on repeating structural pattern through oral drill. Hornby (1995:355) states that drill is trained or trains somebody thoroughly by means of regularly repeated exercise. Drill helps students to develop quick, automatic responses using specific formulaic expression or structure.

In addition, Larsen-Freeman (2000: 47-49) states that there are several kinds of drill techniques used in Audio-Lingual Method. Larsen-Freeman mentioned the following points below provided expanded description of some techniques.

- Dialog memorization: Students memorize an opening dialog using mimicry and applied role playing.

- Backward Build-up (Expansion Drill): Teacher breaks a line into several parts. Students repeat each part start in at the end of the sentence and expanding backwards through the sentence, adding each part in sequence.

- Repetition drill: Students repeat teacher's model quickly and accurately as possible.

- Chain drill: Students ask and answer each other one by one in a circular chain around the classroom.

- Single-slot Substitution drill: Teacher states a line from the dialog, and then uses a word or phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place.

- Multiple-slot Substitution drill: Same as the single slot drill, except that there are multiple cues to be substituted into the line.

- Transformation drill: Teacher provides a sentence that must be turned into something else.

- Question and answer drill: Students should answer or ask questions very quickly.

- Use Minimal Pairs: Teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the students to pronounce and differentiate the words

- Complete the dialog: Selected words are erased from a line in the dialog, students must find and insert.

- Grammar games: Various games designed to practice a grammar point in context, using lots of repetition.

1.5.2 Applying Audio Lingual Method using Repetition Drill in Teaching Speaking to Young Learners.

Doff (1990: 71) states that repetition drill are used for familiarizing students quickly with a specific structure formulaic expression. Repetition drill is the simplest drill used in learning language patterns. The teacher say some sentence or phrases then the learners repeats the sentence or phrases loudly so that the teacher can hear clearly. Furthermore, drilling means listening the model, provided by the teacher, or a tape or another student in the classroom, and repeating what is heard. It or a repetition drill. In repetition drill, the teacher says the model (word and phrases) and the students repeat it (Tice: 2004).

Larsen-Freeman (2000) states that the more often something is repeated, the stronger the habit and the grater the learning. The students will get new vocabulary, structures presented through dialogs, which are learned through imitation, repetition. Drills are based on patterns in dialog. Students' correct responses are positively rein-forced; grammar is induced from models. The information is contextualized in the dialogs or presented by the teacher. Reading, writing tasks are based on oral work. According to Diane Larsen-Freeman (2000: 45) the role of the teacher is like an orchestra leader, directing and controlling the language behavior of the students, also correcting the learners performance if they make a mistake. They follow the teacher's directions and respond as accurately as possible.

Example: Teacher: The painting is on the wall
             Students: The painting is on the wall.

The students also respond to questions if the teacher ask them.

Example: Teacher: Where is the painting?

Students: The painting is on the wall.

1.5.3 The Problems in Teaching Speaking to Elementary School using Repetition Drill.

Repetition Drill is a part of Audio-Lingual method that is easy to use in learning speaking which includes pronunciation and vocabulary. The problems in teaching speaking using repetition drill is students tend to be bored and not interested in the lesson anymore because the procedure is only repeated the sentences and memorizing sentence patterns. That is like what Katleen & Nunan (2005) said that the teacher just read the sentence and the students repeat it. It cause the students are bored to learn and lead the students be passive learning. Sharon & Weldon (1997: 30) states that students tend to become monotonous unless there is a great motivation.

1.6 Methods of the Report

1.6.1 Location and Participant

I conducted a case study on fourth grades in SD Ta'miriyah Surabaya consisting of three classes for eight weeks. In this case, I have asked permission to involve the students in my study from the homeroom teacher and headmaster of the school.

1.6.2 Data Collection

In carrying out the case study, I used some instruments below:

1.6.2.1 Observation

Observation was used to discover the students' response to repetition drill during the learning process. The writer observed the classroom environments in each class and their response to the writer during the class activity.

1.6.2.2 Interview

Interview was used to find out about the students characteristic in the class in order to know the students better thereby the lesson would be more effective. The writer interviewed the English teacher.

1.6.3 Data analysis

In terms of data analysis, the writer used triangulation of data collection to answer the statement of the problems.

Units of analysis	Data collection
Students' response towards the teaching method	Observation
Students' characteristic	Interview

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1.7 Framework of the Report

PROBLEMS

1. How to apply Repetition Drill in teaching speaking to Elementary school?

2. What are the problems of teaching speaking to elementary school using Repetition Drill?

INPUT

1. Result of teaching process (photo)

2. Result of class observation (when teaching them)

PROCESS

1. Recapitulating data obtained from the result of teaching process and class observation.

2. Finding a pattern from two kinds of data to answer the problems.

OUTPUT

1. A description of Repetition Drill in teaching speaking.

2. A description of the problems of teaching speaking to Elementary school using Repetition Drill.

CHAPTER 2

SCHOOL DESCRIPTION

2.1 School History

Ta'miriyah Elementary School Surabaya is a school based on religion that was established in 1976 under the auspices of the Ta'mirul Foundation Kemayoran Mosque. Ta'mirul Foundation Kemayoran Mosque has some programs for education such as Kindergarten, Elementary School, Junior High School, and Senior High School.

SD Ta'miriyah Surabaya also has some excellent non-curricular programs such as tadarus Al-Qur'an every morning, reciting for 1 hour every day, pray Dhuhur together at Kemayoran Mosque, and English club.
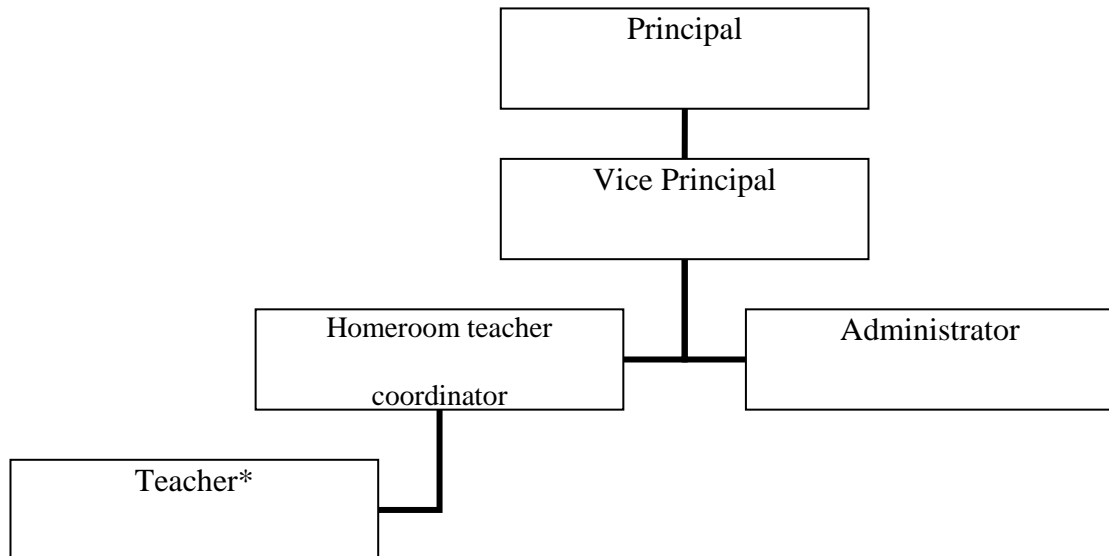
2.1.1 Vision and Mission

- Vision

"The formation of the Qur'ani generation that has good morality, Mastering Science and Technology."

- Mission

Educating, teaching, training and fostering students to be superior individuals who: Strong faithfulness, true worship and istiqomah, knowledgeable, mastery of technology, morality, nationalism, social sensitivity, independence, excellence.

2.2 Organization Charts of SD Ta'miriryah

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                    ┌─────────────────────┐
                    │      Principal       │
                    └──────────┬──────────┘
                    ┌──────────┴──────────┐
                    │    Vice Principal    │
                    └──────────┬──────────┘
       ┌─────────────────────┐ │ ┌─────────────────────┐
       │  Homeroom teacher    │ │ │    Administrator     │
       │                      ├─┴─┤                      │
       │    coordinator       │   │                      │
       └──────────┬──────────┘   └─────────────────────┘
  ┌─────────────────────┐ │
  │      Teacher*        ├─┘
  │                      │
  └─────────────────────┘
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*The writer's position

2.3 Job and Responsibilities

1. Principal

   The principal's roles are managing the school activity, supervising school programs, and planning school's activity. The principal's job is to be responsible for all the components in the school.

2. Vice Principal

   The vice principal's job is to help the principal in drafting the plan, creating an activity program, and implementing the activity program. The vice principal's job is also to organize several things such as: Curriculum, Student Affairs, Public Relations, and Facilities and Infrastructure.

3. Homeroom teacher coordinator

Homeroom teacher's job is to manage the classroom, guide the students, and give a motivation to students. Homeroom teacher's job is also conduct home visits and make reports every month. Homeroom teacher have an important role in the relationship between schools, parents, and students.

4. Administration

Administration staff helps the school's correspondence, financial management, and compiling administrative work programs. Administration staff also helps tidying files and taking care of school' documents.

5. Teacher

The teacher's jobs are to program the lesson plans, carry out learning activities, manage the learning process, and to teach the students in the class. The teacher also need to report the learning situation to principal.

2.4 Locations

SD Ta'miriyah is located at Jalan Indrapura No. 2, Krembangan Selatan, Krembangan, Kota Surabaya, Jawa Timur 60175.

Phone　　　　: 031-3521978

Email　　　　: Sdtakmiriyah@yahoo.co.id

Website　　　: info.sdtakmiriyah@go.id

2.5 Facilities

SD Ta'miriyah provides many facilities for the students, teachers, and the staff in order to support school activity and learning process. Facilities in this school are divided into two, academic facilities and non-academic facilities. In academic facilities, there are 16 classrooms that are useful for the learning process. In each classroom there is air conditioner, speaker, some poster and picture. Library also provided for the students to support learning process. The library is located near the canteen. There are many references of books, either in Indonesia, English, or even Arabic language. To introduce technology in the early age, SD Ta'miriyah provides computer room. Computer room is located next to the administration room. Computer room usually can be used for grade 5 or 6, because they will learn about computer.

In non-academic facilities, SD Ta'miriyah also provides many facilities, such as UKS room. It is a room for students or teachers who are experiencing health problems at school and usually can be used for prayer. UKS room is on the first floor. Another facilities is multi hall, It's spacious so that it can be used for various activities. Usually the hall is used to carry out Dhuhur prayers for grades 1 and 2. The hall is located on the second floor. In the afternoon, students whose parents order food will get the food because the canteen is not spacious. The canteen is located next to the library. In break time, the students could spend their playing time in the sports field. The sports field is located in the middle of the school. SD Ta'miriyah also has two toilets. The first is in the corner of the 1st floor and the other is on the corner of the 2nd floor.

2.6 Achievement

SD Ta'miriyah Surabaya trains the students to be competitive and be brave by motivating the students to join competition. SD Ta'miriyah has some non-academic achievement from some events. They won Tahfidz Qur'an competition in 2018 as a 1st place winner. The 1st place winner of Tartil Qur'an. The 2nd place winner of Qiroah. In English, they joined Story Telling Competition and got 2nd place winner in 2018. The students also won some competition in sports, such as became the 1st winner of AC CUP Futsal Competition in 2017. In 2018, they got 2nd winner of Taekwondo.

CHAPTER 3

DISCUSSION

3.1 Description

In this section, the writer would like to answer the statement of the problem in chapter 1 including, (1) How to apply a Repetition Drill in teaching speaking to Elementary school?, (2) What are the problems of teaching speaking to Elementary school using Repetition Drill?

3.1.1 Applying Repetition Drill in Teaching Speaking to Elementary School students

A week before the internship begins, the writer analyzes the class first in class 2, which will be taught by the writer's friend. When the internship was started, the writer entered the class one by one. There were 3 classes; class 4a, class 4b, and class 4c. In SD Ta'miriyah Surabaya, boys and girls are in the same class but they did not siting each other. Class 4b tends to be noisier rather than classes 4a and 4c. In addition, the author introduced herself to the students and the writer also explained that she would teach English for two months. The writer also opened a question and answer session to build chemistry between them and build a classroom atmosphere. Most of them asked where the writer came from. The writer answers their questions very kindly.

Every Thursday, the English teacher, named Mrs. Laili gave an evaluation to the writer. Mrs. Laili told me the students'' characters were from 4a until 4c.

Mrs. Laili was told that the boys from class 4b were quite difficult to handle and she also gave some tips for dealing with it. Mrs. Laili also said that the writer must be assertive, so students will be quiet and listen to what the writer is talking about. If the writer is not assertive, the students will not listen what the writer said.

By doing the class analysis and interview, the writer could choose what method that was suit with the students. Because most of the students are still afraid of speaking English. Finally, the writer choose Repetition Drill to teach young learners. To support Repetition Drill, the writer combine with flashcard and book.

The first meeting was about "How do you spell your name". After the writer introduced herself, the writer told them to come in front of the class to introduce themselves but they did not want to come forward because they were shy. So, the writer asks them one by one. After they finish self-introduction, the writer asked them to open the book and repeat the dialogue with the correct pronunciation.

Here is the example of Repetition Drill.

T: Hello, Seta.
S: Hello, Seta.
T: Hi, Nurul. How are you?
S: Hi, Nurul. How are you?
T: Not bad. Thanks. How are you?
S: Not bad. Thanks. How are you?
T: I'm great, thank you. How do you spell your name?
S: I'm great, thank you. How do you spell your name?

T: It's N-U-R-U-L. Oh, sorry. I have to go now.

S: It's N-U-R-U-L. Oh, sorry. I have to go now.

T: Goodbye, Nurul. See you.

S: Goodbye, Nurul. See you.

During the repetition drill activities, the writer also asks the meaning of the sentence, such as "what's the meaning of how are you?" Some students answer "Bagaimana kabarmu?" and the writer told them to write the meaning of each sentence on their book so that they can remember. After that, the writer told them to work in pairs to practice the dialogue using their own name.

The second meeting was about "Schedule". In the book, there was a picture that shows a teacher and six students having a physical education in the schoolyard. The writer pointed to the picture on the book and asked the students.

T: "Look at Nurul and her friends. Where are they? Are they at the playground?"

S: "No. In school."

T: "Repeat after me "Schoolyard" (then she said the meaning of the schoolyard)"

T: "Are they having a math?"

S: "No." Some students answered "penjaskes"

T: "What is penjaskes in English? Repeat after me "Physical Education.""

S: "Physical Education."

T: "Is it in the morning or in the afternoon?"

S: "In the morning."

T: "How many subjects do they have on Wednesday?"

S: "Three."

The writer was pointed to the pictures that contain days of the week. As usual, the writer told to repeat what she said and then she said the meaning of

those days. After they know the meaning of those days, the writers asked such as "What day is it today? What day is after / before Friday?" and they answer correctly. Then, the writer used a flashcard about activity such as Get up, take a shower, go to school, go home, play games. When the writer asked the students "Can you read this?" most of the students yelled it loud "Get up" after that, the writer told the meaning even though there is a picture on the flashcard.

Here are the examples of the flashcard

Get up   Go to school
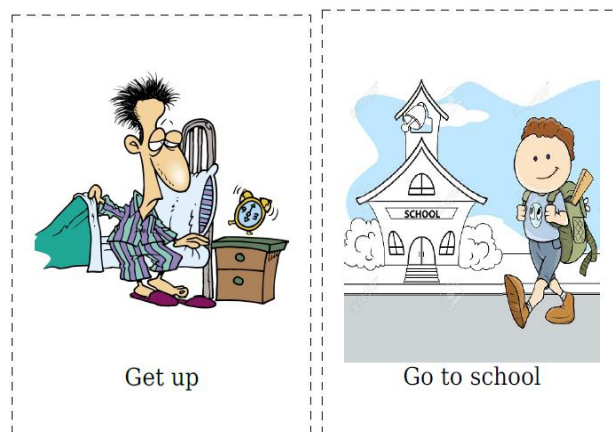
Then, moved to subjects, the writer was also said to repeat about subjects and told them the meaning. There were many subjects such as Math, Physical Education, English, Arts, Civics, Social studies, Indonesian, and Science.

The writer told the students to practice the dialogue based on what subjects they like. Before the writer told them to work in pairs again, she gives an example of a dialogue and the students must repeat the dialogue with the correct pronunciation.

T: What's your favorite subjects at school, Hana?
S: What's your favorite subjects at school, Hana?

T: Well, I like math. What about you?

S: Well, I like math. What about you?

T: I love social studies and English.

S: I love social studies and English.

After they finished practicing, the writer told them to close their books and have dialogues in pairs with their friends. The writer told them to do dialogue twice so that they can understand the topic being taught and are able to pronounced the sentences correctly.

The third meeting was "It's a tidy living room". The first activity was "prepositions of place". In the book, there was a picture that shows a boy who is watching television in the living room. The writer pointed to the picture and asks the student some questions.

T: "Look at the picture. Is it the picture of a bedroom or a living room?"

S: "Living room."

T: "What is he doing?"

S: "Watch TV."

T: "Is there a TV in the living room?"

S: "Yes."

T: "Where is the TV?"

S: "In the table".

Before the writer explained prepositions of place, the writer told students to repeat what she said about an object in the living room and told the meaning of the object. After that, the writer explained to them about prepositions of place using Indonesian by giving examples. The writer wanted to see whether they

understand or not. The writer asked them about an objects in the class, such as "Where is the clock?" then they answered loudly "On the wall". After that, the writer was pointed to the new picture based on the book and they must answered it loudly with the correct pronunciation.

Here is some examples of the writer's questions.
T: "Where is the table?"
S: "It is in front of the TV"
T: "Where is the bookshelf?"
S: "It is beside the chair."
T: "Where is the lamp?"
S: "It is on the table."

The second activity was "There is/are". The writer told the student to open the next page. After that, the writer explained the difference between "is" and "are" using Indonesian. Then, the writer told the students to repeat the dialogue with the correct pronunciation.

T: "There is a picture on the wall."
S: "There is a picture on the wall."
T: "Yes, there is."
S: "Yes, there is."
T: "There are two armchairs beside the table."
S: "There are two armchairs beside the table."
T: "No, there are not."
S: "No, there are not."

And then, the writer asked random questions about things in the classroom to the students to know that they understand what the writer has explained.

For example:

T: "Where is the picture?"

S: "It is on the wall."

T: "There is one picture on the wall."

S: "No, there are not."

The fourth meeting was "There are some flowers in the garden". In the book, there was a picture that shows a four children in the garden. The writer pointed to the picture and asked the student some questions.

T: "Are they in the garden or in the playground?"

S: "In the garden."

T: "How many children are there?"

S: "Four."

The writer told students to repeat what she said about an object in the garden and the writer also told the meaning of the object. Then, the writer asks them the difference between "is" and "are" to test them whether they understand or not about the material last week and they can answer correctly. After that, the writer told the students to repeat the dialogue with the correct pronunciation.

T: "May I help you?"

S: "May I help you?"

T: "Yes. I want some sunflower seeds, please."

S: "Yes. I want some sunflower seeds, please."

T: "Here you are."

S: "Here you are."

T: "Thank you."

S: "Thank you."

T: "You're welcome."

S: "You're welcome."

The next activity was about how to plant sunflower seeds. The writer also told the students to repeat a sentence with the correct pronunciation.

T: "Put the soil into the pot."

S: "Put the soil into the pot."

T: "Make a hole with a finger."

S: "Make a hole with a finger."

T: "Put the seeds in the hole."

S: "Put the seeds in the hole."

T: "Water the seeds."

S: "Water the seeds."

During the repetition drill activities, the writer told them the meaning of the sentence and the writer also told them to write the meaning of the sentence on their book so that they can remember.

3.1.2 The problems of Teaching Speaking using Repetition Drill to Elementary school students.

Applying repetition drill in teaching speaking to young learners was not that smooth. Some problems rose during the learning process. The writer will explain some problems in teaching speaking using repetition drill.

First, the students tend to be bored with the lesson when the learning process started. It was one of the problems that the writer faced during the learning process in the classroom. Students tend to be bored with the lesson

because the procedure used was only repeating a sentence or phrase. Students who are fairly smart will also be bored because they already know how to pronounce it. It happened when the 4th week, the writer saw the whole of the class when the writer told the students to repeat a sentence. The writer saw their faces and intonations look unenthusiastic. Some of the students talked with their friends in a small voice. Sometimes, the students are confused because the writer explains the material in a simple way, not in detail.

Second, using repetition drill in teaching speaking required a lot of time. Repetition drill provides students with intensive practice in hearing and saying particular words or phrases. Repeating the sentence should be done many times, it is not enough to repeat the sentence only once. Therefore, the writer repeats the sentence twice so the students can hear more clearly because the students must be able to pronounce the word correctly before they practice. When the writer told students to work in pairs to practice the dialogue, some students could not practice because they run out of time. Sometimes, the writer told them to be faster because the English lesson will run out and be replaced with another lesson. The writer should manage the time to explain the material, practice the dialogue, and exercise.

3.2 Obstacles

3.2.1 Obstacles in Applying Repetition Drill in Teaching Speaking for Young Learners

There are some obstacles that the writer felt about applying repetition drill in teaching speaking. The first was about class management. The writer had

difficulty to manage the students when she applied repetition drill, in particular for boy class 4B. It is known that boys tend to be more active than girls, but not all girls tend to be quiet. There are some active girls. It is very difficult to make the boys stayed quiet and sit in their seats. They liked to move along the classroom, teased their friends, and kept talking with their friends while the writer was explaining the material in front of the class.

The writer's voice was not heard in the back of the classroom because the class is quite broad. Because the writer's voice is not heard by students who are sitting behind, the students became more crowded. Mrs. Laili told me that my voice was not heard in the back of the classroom because she sat in the back row when the writer carried out the learning process. The writer must divide the concentration into two and slightly increased the volume. The learning process will not take place if they are still concentrated and affect the other students' concentration. Sometimes they also still eat when the bell has ringing because the English lesson started after the first break. The writer used their English teacher; Mrs. Laili's habit to persuade them, such as giving 5 minutes to eat.

The second was about the difficulty in facing young learners' characteristics. Young learners were born with different characteristics, such as hard to handle, cannot stop moving and many more. It was a challenge for the writer. There were many types of characteristics in one classroom, such as active students, quarrelsome students, talkative students, shy students, and obedient students. Among those characteristics, the most difficult was about to deal with talkative students and quarrelsome students. Talkative students needed an

approach. For example, there was a student in 4B who has considered to be a talkative student. He talks more than his other friends. One day during the internship period, he denied Mrs. Laili because he did not bring a textbook. Mrs. Laili told the writer that those who did not bring books would be punished. While in 4A class, there was a student who always joked with their friends when the writer explained the material and he said that he did not like English. When the lesson was finished, the writer tried to approach, motivated and told him the importance of learning English. There was also one student who like to fight with their friends. He quarreled with a quite student. The writer separated them and asked both of them o apologize to each other. After the writer ensured that they will not fight again, the writer told them to back to their seats.

3.2.2 Obstacle in facing the problems in Teaching Speaking using Repetition Drill

The writer got an obstacle in facing the problems. The writer difficult to handle the class, they seemed noisy during process teaching and learning, because some students were busy with their activity and not pay attention to the learning process. The writer was confused about how to deal with young learners who always talked to their friends and did not really pay attention to her. The writer could not scold them because the writer was afraid they will be more rebellious and won't learn. After all, the writer just told them subtly to be quiet and pay more attention to the material.

3.3 Added Values

3.3.1 Added Value of Applying Repetition Drill in Teaching Speaking to Young Learners

The writer got some add values in her internship, in particular of applying repetition drill in teaching speaking. By using this technique, it helps the students to memorize words or phrases. The writer can provide a variety of procedures, especially in teaching speaking in order to make teaching learning process more interesting and to attract the students.

3.3.2 Added Value of Facing the Problems in Teaching Speaking using Repetition Drill

There were some added values that the writer received. The writer could use video or something interesting to teach them and hold a game between the learning process. Games that have been held by the writer are fill the blank and arrange the words. In the classroom, there are three lines. The first row is group A, and so on. They have time to discuss with friends and when the time is up, the writer will count and see the group who raises his hand first. It is intended that students were not easily bored. The writer can hold a competition like who gets the most stars, will get a prize at the end of the semester. It will make students more active and make them brave to speak in front of the class. The writer should manage the time to explain the material, practice the dialogue, and exercise. The writer also got new experience on how to manage the classroom's situation and also deal with some young learners' characteristics. The writer should engage and

give attention to the students so that the writer could manage the classroom situation. To face the students' characteristics, the writer should approach. Motivating and persuading them were also important to face their characteristics.

3.4 Related Courses

3.4.1 Agama Islam

By this course, the writer got knowledge about Islam and applied the knowledge during the internship. This course helped the writer because the writer had an internship at Islamic school which has a good morality and really put a concern to Islamic knowledge and skills.

3.4.2 Introduction to English Language Teaching

This course learnt about basic of English language teaching. The writer got knowledge about teacher's role in the classroom and learners' categorizations. The writer applied this knowledge during internship

3.4.3 Teaching English as a Foreign Language

This course learnt about teaching approaches, methods, procedures, technique, and strategies that could be used in the classroom. This course helped the writer to choose which method or technique that suit with the students.

3.4.4 English for Young Learners

This course learnt about young learners'' characteristic and how to deal with them in the classroom. This course was useful for the writer in terms of

understanding their personalities and applied this knowledge that she gained to face fourth grader.

3.4.5 Introduction to Language Testing

This course learnt about giving appropriate assessment to students' performance. Also, this course learnt about ideal test supported by five principles of language assessment; practicality, reliability, validity, authenticity, and wash back. The writer applied this knowledge in terms of giving appropriate assessment to students.

3.4.6 Micro Teaching

This course learnt about the practice of teaching and try different teaching techniques in teaching and learning process in a classroom. This course helped the writer to make a lesson plan in order to prepare the material of learning activities and classroom management.

3.4.7 Speaking

This course taught the writer how to speak well and clearly in front of the audience or students. This course helped the writer in internship period because it deals with statement of the problem.

3.4.8 Pronunciation

This course taught the writer about how to pronounce the words well. If the students pronounced the words wrong, it would be affect the meaning of its word. The writer applied this course to teach the students.

3.4.9. Structure

This course taught the writer about knowledge English grammar and also learn about making well-formed sentence. This course helped the writer in the process of making this final report.

3.4.10 Writing

This course taught the writer about how to make paragraphs that are well-structure and supported by the use of specific details. This course also helps the writer to make final report.