THE IMPLEMENTATION OF TEACHING SPEAKING AT ENGLISH DEPARTMENT OF FKIP UNISKA

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ABSTRACT

Speaking is a complex process that includes an interaction between the speaker and listener to communicate meaning. In teaching speaking, there are some important points have to master by the lecturer. A good lecturer must be able to create enjoyable activities to avoid students' boredom. Besides, the lecturer also should create variant teaching techniques to increase students' motivation in learning. So the teaching goals can be attainable.

This study is aimed at three main purposes: (1) to know the students' responses on the implementation of teaching speaking at the third semester of English department of FKIP UNISKA, (2) to know the students' responses on the techniques used by the lecturer in teaching speaking, (3) to know the students' speaking achievement.

Then, the design of this study was survey by using descriptive quantitative method. The study was carried out in a population of 125 students at the third semester of English department of FKIP UNISKA. A cluster random sampling was done to select three classes out of the six classes. There were 54 students were included in the analysis.

The data collection involved two kinds of instruments, namely questionnaire and test. Questionnaire was distributed to know the students' responses on the implementation of teaching speaking and the techniques used by the lecturer in teaching speaking. Test was done twice to know the students' speaking achievement.

To achieve the three purposes of the present study, the data were analyzed by using simple statistical analysis. The result of questionnaire shows that more than 50% of the students choose very good option on the implementation and techniques used by the lecturer in teaching speaking. While the result of test analysis found that the mean score is 77.9 and the mode score is 80. From the result of data analysis, it turned out to confirm that the students' response on the implementation and techniques used by the lecturer in teaching speaking is very good. Besides, the students' speaking achievement is categorized well.

Based on the findings, it is then recommended that in teaching speaking the lecturers have to use variant techniques. Besides, the lecturers also have to know well the kinds of qualities that have to master by them. Then to develop the students' speaking achievement, the lecturers have to know factors affecting second language learning. Moreover, it is recommended that further studies can be conducted with larger population and sample and it is not only from morning regular class but also from evening regular class.

Key Words : Teaching Speaking, Techniques, Students' Speaking Achievement.

INTRODUCTION

English is an International language which has been received by countries all over the world. The function of it is as a tool of communication. English is a compulsory subject in Indonesia which has been taught formally to Indonesian students since they are in elementary school. The English subject consists of four skills, they are listening, speaking, reading, and writing.

Learning English means learning the elements and skills of the language. Vocabulary, pronunciation, grammar, and spelling are language elements, while listening, speaking, reading, and writing are language skills.

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In the teaching-learning process of language, the teacher has to prepare all things that can attract the students' attention so the objectives of teaching-learning can be reached. Similar to the teaching-learning of speaking at English department of FKIP UNISKA, the lecturer has to prepare all things well so the students' speaking ability can be better than before.

Speaking is a complex process that includes an interaction between the speaker and listener to communicate meaning. Lighbown and Spada (1996) classified into eight factors affecting second language learning, they are: intelligence, aptitude, personality, motivation, learners' preferences, learners' beliefs, age of acquisition, and language environment.

Teaching speaking is not easy, there are some important points have to master by the lecturer. A good lecturer must be able to create enjoyable activities to avoid silent class. Besides, the lecturer also should create various teaching technique and need the appropriate of teaching methods to increase motivation of the students. An appropriate the teaching technique can pursue the achievement of education purposes.

As we know, there are many differences between English and Indonesian language especially in speaking. As we see, the differences between English and Indonesian language are very significant. But if the students of English department of FKIP UNISKA have a good knowledge of speaking, it can help them to communicate meaning easily.

In basic types of speaking Brown (2004) divides five types of speaking, they are:

*Imitative***,** At one end of types of speaking performance is the ability to simply parrot back a word or phrase or possibility a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. It only in what is traditionally labeled "pronunciation"; no inferences are made about the test-takers ability to understand or convey meaning or to participate in an interactive conversation.

Intensive, A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

Responsive, Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt with perhaps only one or two follow-up questions or retorts.

Interactive, The difference between responsive and interactive speaking is in the length of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

Extensive, Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

One of the major responsibilities of any teacher working with English language learners is to enable

students to communicate effectively through oral language. With an increasing focus on collaborative classroom, teachers are more often incorporating pair and group activities into their daily lesson plans. Many of these classroom activities have the potential for being used in assessment. However, there are at least three challengers facing teachers who assess oral language in the classroom: making time, selecting assessment activities, and determining evaluation criteria.

Because speaking has different types, it also has different assessment. In this time the writer will give the kinds of assessment that can be used in each basic speaking types. As the writer said earlier, there are five basic types of speaking, they are as follows:

Imitative is a popular test that can be used of this type of speaking. The test is called Phonepass In many countries PhonePass a widely used as commercially available speaking test. Among a number of speaking tasks on the test, repetition of sentences occupies a prominent role. It is remarkable that research on the PhonePass test has supported the construct validity of its repetition tasks not just for a test taker's phonological ability but also for discourse and overall oral production ability (Townshend et al., 1998; Bernstein et al., 2000; Cascallar & Berstein, 2000).

Scores for the PhonePass test are calculated by a computerized scoring template and reported back to the test-taker within minutes. Six score are given; an overall score between 20 and 80 and five sub scores on the same scale that rate pronunciation, reading fluency, repeat accuracy, and listening vocabulary.

Intensive

Brown (2004) states that there are five kinds of task can be used in intensive speaking, they are as follows:

Directed Response Tasks

In this type of task, the test administrator elicits a particular grammatical form or a transformation of a sentence. Such task are clearly mechanical and not communicative, but they do require minimal processing of meaning in order to produce the correct grammatical output.

Read-Aloud Tasks

Intensive reading-aloud tasks include reading beyond the sentence level up to a paragraph or two. This technique is easily administered by selecting a passage that incorporates test speech and by recording the test-takers' output; the scoring is relatively easy because all of the test-takers' oral production is controlled practical advantages. If reading aloud shows certain practical advantages, there are several drawbacks to using this technique for assessing oral production. Reading aloud is somewhat inauthentic in that we seldom read anything aloud to someone else in the real world, with the exception of a parent reading to a child, occasionally sharing a written story with someone, or giving a scripted oral presentation. Also, reading aloud calls on certain specialized oral ability that may not indicate one's pragmatic ability to communicate orally in face-to-face context. You should therefore employ this technique with some caution, and certainly supplement it as an assessment task with other, more communicative procedures.

Test Sentences/Dialogue Completion Task and Oral Questionnaires

In this type of the test, test-takers are first given time to fill in. Then as the tape, teacher, or test administrator produces one part orally, the test-taker responds. Underhill (1989) describes yet another technique that is useful for controlling the test-takers' output: form-filling, or what I might rename "oral questionnaire that asks for certain categories of information and supplies the information orally.

Picture-Cued Task

Assessment of oral production may be stimulated through a more elaborate picture. Maps are also another visual stimulus can be used. One moderately successful picture-cued technique involves a pairing of two test-takers. They are supplied with a set of four identical sets of numbered pictures, each minimally distinct from the others by one or two factors. One test-taker is directed by a cue card to describe one of the four pictures in as few words as possible.

Translation (of Limited Stretches of Discourse)

Translation is a part of our tradition in language teaching that we tend to discount or disdain, if only because our current pedagogical stance plays down its importance.

Responsive

In this type of speaking, there are three kinds of task can be used, they are as follows:

Question and Answer

Question-and-answer tasks can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions and prompts in an oral interview. They can vary from simple questions like "What is this called in English?" to complex questions like "What are the steps governments should take, if any, to stem the rate of deforestation in tropical countries?", and so on.

Giving Instruction and Directions

The technique is the administrator poses the problem, and secondary on other specified grammatical or discourse categories.

Paraphrasing

In this type of assessment, the test-taker asked to read or hear a limited number of sentences perhaps two or five and produce a paraphrase of the sentence.

Interactive

In this type of speaking, there are four kinds of task can be used, they are as follows:

Interview

Interview can be conducted with individuals or pairs at all levels of language proficiency and require no preparation on the part of the student. In a classroom setting, interview can take the form of discussions or conversations with the teacher and with other students. Interviews can be used to elicit the following language functions: describing, giving information, or giving an opinion.

To prepare to interview individual students, you will want to prepare a list of guiding questions or tasks. These questions/tasks should be appropriate for the language proficiency and developmental levels of the student, reflect the students' interest and classroom activities, and avoid cultural bias. To check for cultural bias, consult a native speaker of the students' native languages or someone familiar with the students' cultures. Be sure that students understand the tasks they are being asked to perform and the criteria by which they will be evaluated. In this type of assessment, a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. The interview, which may be tape-recorded for re-listening, is then scored on one or more parameters such as accuracy in pronunciation and/or grammar, vocabulary usage, fluency, and so on. Interviews can vary in length from perhaps five to forty-five minutes, depending on their purpose and context.

Every effective interview contains a numbers of mandatory stages. Michael Canale (1984) suggested that test-takers will perform at their best if they are led through four stages:

Warm-up, In this stage, the interviewer helps the test-taker become comfortable with the situation, apprises the test-taker of the format, and allays anxieties. No scoring of this phase takes place.

Level check, In this stage, the interviewer stimulates the test-taker to respond using expected or predicted forms and functions.

Probe, Probe questions and prompts challenge test-takers to go the heights of their ability, to extend beyond the limits of the interviewer's expectation through increasingly difficult questions. Wind-down, This final stage, the interviewer encourages the test-taker to relax with some easy questions, sets the test-taker's mind at ease, and provides information about when and where to obtain the results of the interview. This part is not scored.

Role-Play, In this type of assessment, students free to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. Besides, role play also opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit.

Discussions and Conversations

This type of assessment can be divided into parts, both are formal and informal. As formal assessment students are difficult to specify and even more difficult to score. But as informal techniques to assess learners, they offer a level of authenticity and spontaneity that other assessment techniques may not provide.

Games

Among informal assessment devices are a variety of games that directly involve language production. One of many types of games that can be used is crossword puzzles. In this type, crossword puzzles are created in which the name of all members of a class are clued by obscure information about them. Each class member must ask questions of others to determine who matches the clues in the puzzle.

Extensive

In this type of speaking, there are also four kinds of task can be used, they are as follows:

Oral Presentations

In the academic and professional arenas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method.

Picture-Cued Story-Telling

In this type of assessing, it is always tempting to throw any picture sequence at test-takers and have them talk for a minute or so about them. But as is true of every assessment of speaking ability, the objective of eliciting narrative discourse needs to be clear.

Retelling a Story, News Event

In this type of tasks, test takers hear or read a story or news event they are asked to retell. This differs from the paraphrasing task that have discussed in that it is a longer stretch of discourse and a different genre.

Translation (of Extended Prose)

Translation of words, phrases, or short sentences was mentioned under the category of intensive speaking. Here, longer texts are presented for the test-taker to read in the native language and then translate into English. Those texts could come in many forms: dialogue, directions for assembly of a product, a synopsis of a story or play or movie, directions on how to find something on a map, and other genres.

How to Teach Speaking

In teaching speaking, there are some points that we have to know such as what speakers have to do, what speakers have to know, and planning assessing speaking.

What Speakers Do

Speech production. Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians

may produce even more than that. So natural and integral is speaking that we forgot how we once struggled to achieve this ability until we have to learn how to do it all over again in a foreign language.

What the involved in speaking? The first point to emphasize is that speech production takes place in real time and is therefore essentially linear. Words follow words, and phrases follow phrases. Likewise, at the level utterance, speech is produced utterance by utterance, in response to the word by word and utterance by utterance productions of the person we are talking to our interlocutor. This contingent nature of speech, whereby each utterance is dependent on a preceding one, accounts its spontaneity. This is not to say that speech is unplanned, only that the planning time is severely limited. And the planning of one utterance may overlap with the production of the previous one.

Articulation. Articulation involves the use of the organs of speech to produce sounds. A stream of air is produced in the lungs, driven through the vocal cords, and shaped by among other things, the position and movement of the tongue, teeth, and lips. Consonant sounds are determined by the point at which the air stream is obstructed.

Fluency. When we talk about someone as being a fluent speaker of when we say she speaks the language fluently, what do we mean? Is fluency simply the ability to speak fast? Speed is a factor, but it is by no means the only or even the most important one. Research into listeners' perceptions of a speakers' fluency suggests that pausing is equally important. All speakers pause to draw breath. Also important thing is the appropriate placement of pauses. The features of fluency can be summarized into four parts, they are: pauses may be long but not frequent, pauses are usually filled, pauses occur at meaningful transition points, and there are long runs of syllables and words between pauses.

Managing talk. In managing talk, there are three points the speakers have to do they are as follows:

Interaction. So far we have been describing what speakers do if they were speaking in a kind of vacuum, but of course most speaking takes the form of face to face dialogue and therefore involves interaction. Even in monologic speaking, such as lecturers, political speeches, and stand-up comedy, most speakers adjust their delivery to take into account the response of their audience.

Turn-taking. This delicate moment is successfully negotiated because the speakers are familiar with the rules and skills of turn-taking. The fundamental rule of turn-taking is speakers should take turns to hold the floor. This implies that no two speakers should be speaking at once, at least not for any sustained period of time. There are two further rules, although the first of these is arguably culturally specific they are long silences are to be avoided and listen when other speakers are speaking. The skills by means of which these rules are observed included recognizing the appropriate moment to get a turn, signaling the fact that you want to speak, holding the floor while you have your turn, recognizing when other speakers are signaling their wish to speak, yielding the turn, and signaling the fact that you are listening.

Paralinguistics. Negotiation of speaking turns does not rely on words alone. A sharp intake of breath and raising of the shoulders, for example, signal the wish to take a turn. At the same time, the speaker to be typically glances away from the current speaker. It's not customary to start talking when looking directly at your interlocutor. During a speaking turn, little head nods from listeners tend to encourage speakers to speak faster, but if someone stands with their arms crossed, most speakers slow down. As speakers approach the end of their turn, there is a tendency to let the shoulders fall, and to redirect their gaze back at their interlocutors, as if to say 'I'have done'. The interactional use of eye gaze back and gesture are known as paralinguistics.

What Speakers Know

Extralinguistic knowledge. The kinds of extralinguistic knowledge that affect speaking include such things as topic and cultural knowledge, knowledge of the context, and familiarity with the other speakers. Context knowledge allows speakers to make reference to the immediate context. If we are talking extra-linguistic knowledge so it is closely related to sociocultural knowledge. There are three statements belong to the area of sociocultural knowledge they are in X country long silences are tolerated in conversations, in Y country you don't normally ask people why they are not married, and in Z country you always refuse offer at least three times before accepting. This is knowledge about social values and the norms of behavior in a given society, including the way these values and norms are realized through language. Socio cultural knowledge can be both extra linguistic and linguistic. Knowing whether people in a given culture shake hands on meeting, or embrace, or bow, is extra linguistic while knowing what they say when the greet each other is clearly linguistic.

Linguistic knowledge. Very broadly there are two main purposes for speaking. Speaking serves either a transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods or services, or it serves an interpersonal function, in that primary purpose is to establish and maintain social relations. A typical transactional speech event might be phoning to book a table at a restaurant. A typical interpersonal speech event might be the conversation between friends that takes places at the restaurant.

Speech conditions. Researchers have isolated a number of factors of which the following seem to be most important. They have been divided into three categories namely cognitive factors, affective (emotional) factors, and performance factors. Cognitive factors consists of familiarity with the topic, familiarity with the genre, familiarity with the interlocutors, and processing demands. Affective factors consists of feelings towards the topic and the participant, self-consciousness. Performance factors consists of mode, degree of collaboration, discourse control, planning and rehearsal time, time pressure, and environment conditions.

The above factors do not necessary predict the difficulty or ease of speaking since they also interact with personality factors such as introversion and extroversion. Likewise, physiological factors such as tiredness can undermine performance. Nevertheless, the above factors offer a useful template for predicting the degree of fluency speakers are likely to achieve.

Planning and Assessing Speaking

To asses students' speaking achievement, there are two main ways can be used by the lecturer they are holistic scoring and analytic scoring. Holistic scoring is giving a single score on the basis of an overall impression while analytic scoring is giving a separate score for different aspects of the task. Holistic scoring has the advantages of being quicker and is probably adequate for informal setting of progress. Analytic scoring takes longer but compels testers to take variety of factors into account and if these factors are well chosen is probably both fairer and more reliable. One disadvantages is that the scorer may be distracted by all categories and lose sight of the overall picture a woods and trees situation. Four of categories seems to be the maximum that even trained scorers can handle at one time.

For the Cambridge certificate in English Language Speaking Skill (CELS) Test of Speaking, the categories are divided into four they are as follows: *Grammar and vocabulary.* On this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirement at each level. The range and appropriate use vocabulary are also assessed here. *Discourse management.* On this scale, examiners are looking for evidence of the candidate's ability

to express ideas and opinions in coherent, connected speech. The CELS task require candidates to construct sentences and produce utterances in order to convey information and to express or justify opinions. The candidate's ability to maintain a coherent flow of language with an appropriate range of linguistic resources over several utterances is assessed here. *Pronunciation.* This refers to the candidate's ability to produce comprehensible utterances to fulfill the task requirements, for example it refers to the production of individual sounds, the appropriate linking words, and the use of stress and intonation to convey the intended meaning. L1 accents are acceptable provided communication is not impeded. *Interactive communication.* This refers to the candidate's ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements. It includes the ability to use functional language and strategies to maintain or repair interaction such as in conversational turn-taking and a willingness to develop the conversation and move the task towards a conclusion. Candidates should be able to maintain the coherence of the discussion and may if necessary, ask the interlocutor or the other candidate for clarification.

OBJECTIVES OF THE STUDY

The present study is intended to know the implementation of teaching speaking at English department of FKIP UNISKA. The specific purposes are as follows:
1. To know the students' responses on the implementation of teaching speaking at English department of FKIP UNISKA.
2. To know the students' responses on the techniques are used by the lecturer in teaching speaking.
3. To know the achievement at the third semester students of English department of FKIP UNISKA

RESEARCH METHOD

Research Design

This study is intended to know the achievement of the students and their responses on the implementation of teaching speaking at the third semester of English department of FKIP UNISKA. Design of this research was survey by using descriptive quantitative analysis.

Population and Sample

Population is a group of person or individual having quality and characteristics in common from which researcher may get the data needed. The population of this study were the third semester students of English department of FKIP UNISKA academic year 2012/2013 who were taking speaking course. They were grouped into six classes namely class A, B, C, D, E, and F. Class A consisted of 21 students, class B consisted of 29 students, class C consisted of 21 students, class D consisted of 21 students, class E consisted of 17 students, and class F consisted of 16 students. So the total number of population were 125 students.

Sample is a part of population. It should represent the population since the research result will be generalized to the population. Sample enables of writer to collect and organize data efficiently and practically. Since the number of population in this research are more than 100, so that only 54 of them were taken as the sample of this study.

In this research, the writer used a cluster random sampling, that is random the class to determine a class to be included as the sample. The steps in cluster random sampling were: define the population, list all the classes of the population, and select the sample by employing a procedure where a sheet of paper determined which classes on the list were drawn for the sample.

In this opportunity, the writer used lottery. It was intended to determine three classes. By using lottery, the writer decided class D, E, and F as the subjects of the study. The procedures of randomizing sample by lottery were: first, made a list of all classes, second, wrote the name of each class on a piece of paper, third, rolled the piece of paper and then put them into a can and shake the can well, and the last dropped one the rolled pieces of paper and the three classes as the subjects of the study.

Instruments

The study employed two kinds of instruments for collecting data. They were questionnaire and test. Questionnaire was distributed to get information about the students' responses on the techniques were used by the lecturer in teaching speaking. In collecting data through this instrument, the writer distributed questionnaire for five times. Four times with only one different question and once with two questions. Questionnaire was distributed when the class has been over. Then the other instrument was test. It was done to know the students' speaking achievement. The test was done twice namely mid test and final test. The last result was taken from four categories, they were middle test, final test, attendance, and task.

Scoring Technique

To asses students' speaking achievement, there are two main ways can be used by the lecturer they are holistic scoring and analytic scoring. Holistic scoring is giving a single score on the basis of an overall impression while analytic scoring is giving a separate score for different aspects of the task. In assessing students' speaking achievement at English department of FKIP UNISKA, the lecturer uses holistic scoring by using some aspects adopted from Brown's oral proficiency scoring categories. The categories consists of grammar, vocabulary, fluency, pronunciation, and task.

Procedure of Data Analysis

The final data analysis was done in order to get the answers to the research questions of this study. To analyze the data the researcher used simple statistic formula as follows:

a. To compute the mean score, the formula was:
Mean: $X = \dfrac{\sum \overline{X}}{N}$

b. To compute the median score, the formula was:
Median: $L + \left\lceil \dfrac{N/2 - F\, i}{fm} \right\rceil$

2. To computer the mode score, the researcher made simple frequency distribution

3. To know the students' responses, the researcher used Likert scale formula.

FINDINGS AND DISCUSSION

The Findings

The findings of the research deal with the students' responses on the implementation of teaching speaking at the third semester of English department of FKIP UNISKA, the responses of the students on the techniques used by the lecturer in teaching speaking, and the achievement of the third semester students of English department in speaking.

The Students' Responses on the Implementation of Teaching Speaking at English Department of FKIP UNISKA

Speaking is a compulsory subject and taught at the third semester which carries three credits. As we all know that English speaking has important role in our life therefore a lecturer always try to create and motivate students before beginning the lesson with the purpose to increase their motivation and their confidence in speaking. In teaching speaking, there are some steps used by the lecturer, they are as follows:
Pre-activities

In this activity, the lecturer greets the students, motivates the students, check the present list, and introduce the lesson.
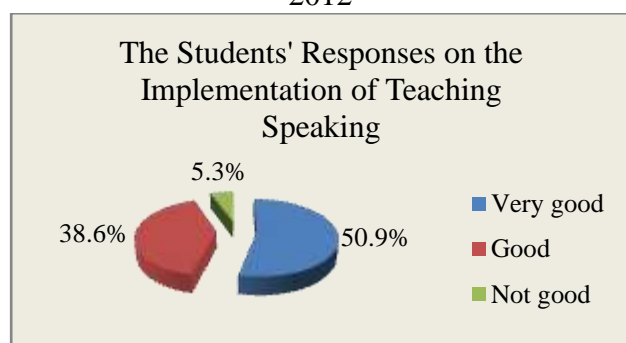
Whilst-activity

In this activity, the lecturer designs the class by using students' center learning principle. The lecturer divides the class in group of three or more and sometimes in pairs depend on the material.

Post-activity

In this activity or before closing the lesson, the lecturer always reminds the students to enrich their vocabulary and practicing their speaking.

From the result of questionnaire, the students' responses can be drawn as follow:

Below is the Result of Questionnaire on December 5, 2012

The Students' Responses on the Implementation of Teaching Speaking

The chart shows that there are 50.9% or 29 students say that role-play is very good technique in teaching speaking, there are 38.6% or 22 of them say good, and there are only 5.3% or 3 of them say that this technique is not good.
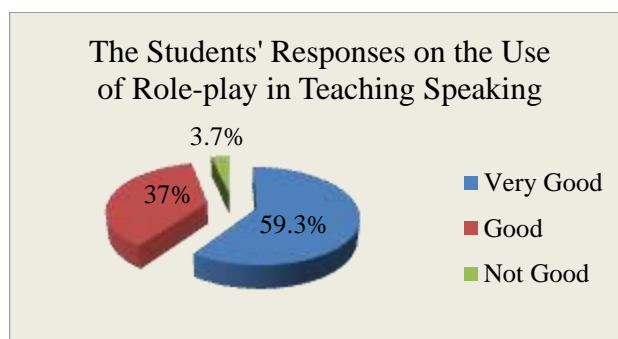
The Students' Responses on the Techniques Used by the Lecturer in Teaching Speaking

To know the students' responses on the use of each technique, the researcher distributed questionnaire at the end of the class with three options namely very good, good, and not good.

There are some techniques used by the lecturer in teaching speaking, they are as follows: Role playing is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal

time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves. Before role-play is done, there are some steps done by the lecturer such as divide the class into several teams, tell a theme to the students, and announce the clues of the activity.

Below is the Result of Questionnaire on September 3, 2012

The Students' Responses on the Use of Role-play in Teaching Speaking

The chart denotes that there are 59.3% or 32 students say that role-play is very good technique in teaching speaking, there are 37% or 20 of them say good, and there are only 3.7% or 2 of them say that this technique is not good.
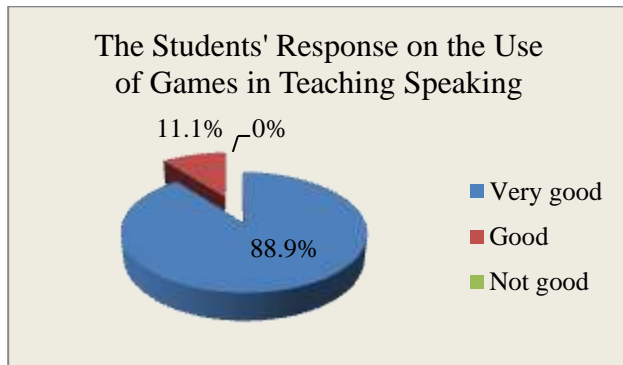
Games

According to Malay in Johnson and Marrow (Rahail:2012) games are activities play that have important role to develop communicative competence naturally, creatively, and authentically. Natural in games means, students are free to be themselves. They can engage their real personalities with those of their fellow-students without the additional burden of trying to be someone else. Creative means, the students can express their own ideas by manipulating words in various meanings and context. Authentic means that the speech forms they use in communication are real.

In teaching speaking at English department of FKIP UNISKA, there are several games are used by the lecturer such as mysterious guest, last letter,

mastermind questions, what is my job, voting, family tree dictation, and introducing others.

Below is the Result of Questionnaire on October 10, 2012

The Students' Response on the Use of Games in Teaching Speaking

11.1% 0%

88.9%

■ Very good
■ Good
■ Not good

The chart denotes that there are 88.9% or 48 students say that role-play is very good technique in teaching speaking, there are 11.1 or 6 of them say good, and there is no student say that this technique is not good.

Discussion

In teaching speaking by using discussion as a technique, there are some steps done by the lecturer before discussion is begun such as divide the class into two balance teams, draw lots the teams to determine team's position. In this case to know which one is negative team and which one is affirmative team. After the team's position is made, then the lecturer tells them the clues and an interesting motion to discuss. Below are some motions are given by the lecturer in teaching speaking.

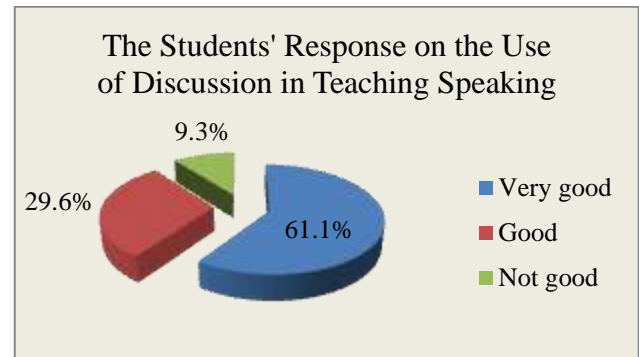Wives should stay at home to look after the children!

Men may have more than one wives!

The government would segregate students based on their ability

Smoking should be banned in our country!

Cell phones should be banned from schools!

Below is the Result of Questionnaire on October 24, 2012

The Students' Response on the Use of Discussion in Teaching Speaking

9.3%

29.6%

61.1%

■ Very good
■ Good
■ Not good

The chart shows that there are 61.1% or 33 students say that role-play is very good technique in teaching speaking, there are 29.6% or 16 of them say good, and there are only 9.3% or 5 of them say that this technique is not good.
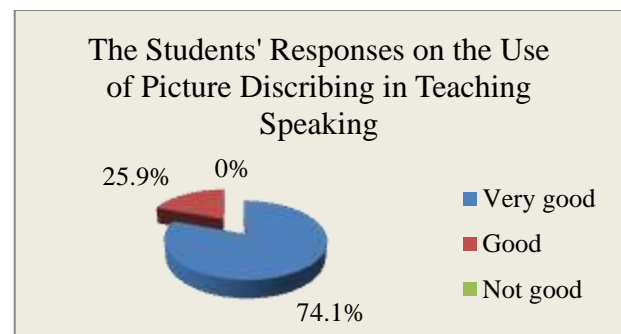
Picture Describing

Of doing this technique, there are some steps done by the lecturer before activity is begun. First, the lecturer divide the class into two parts, student A and student B. Second, the lecturer tell the clues to do the activity well. Third, the lecturer gives them 10 different pictures. It means that student A has 5 different pictures with student B.

Below are some pictures are used by the lecturer in teaching speaking at English department of FKIP UNISKA.

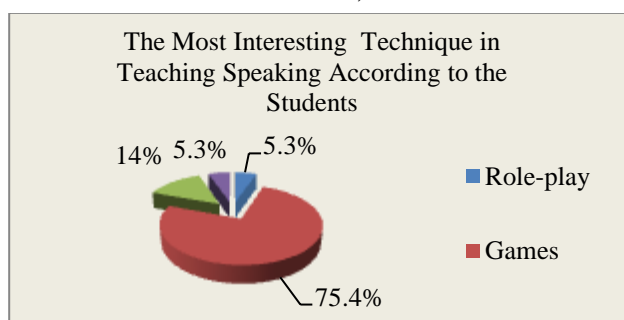Picture of Places (Mosque, Soccer Field, Palace, School, Floating Market, Church, and so forth).

Below is the Result of Questionnaire on November 28, 2012

The Students' Responses on the Use of Picture Discribing in Teaching Speaking

25.9% 0%

74.1%

■ Very good
■ Good
■ Not good

The chart shows that there are 74.1% or 40 students say that role-play is very good technique in teaching speaking, there are 25.9% or 14 students say good, and there is not student say that this technique is not good.

When the researcher wants to know which technique is most interesting in teaching speaking according to the students, the researcher distributed questionnaire to them.

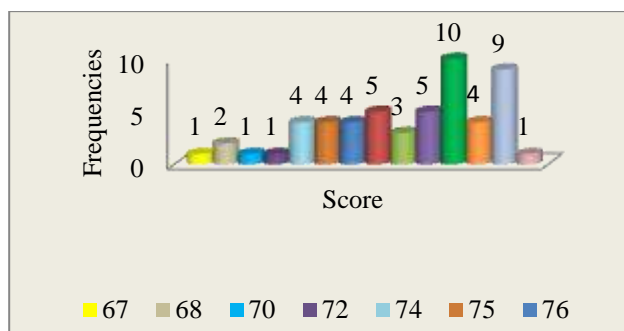Below is the Result of Questionnaire on December 5, 2012

The chart denotes that there are 75.4% or 43 of the students choose games as the most interesting technique, 14% or 8 of them choose picture describing technique, and only 5.3% or 3 of them choose role-play and also discussion as the most interesting technique.

The Students' Speaking Achievement at English Department of FKIP UNISKA

Data on page 35 is the students' scores in speaking taken from their academic transcript (see appendix).

Frequency Distribution

The frequency distribution shows three findings they are: the first is mean score. Mean score is found by dividing total score of the students and total number of the students. Where total score of the students is 4204 and total number of the students is 54. So the mean score is 77.9. Second, mode or the score who has high frequency. Besides the mean score, the researcher also found score who has high frequency or called mode on frequency distribution above and the score is 80 with 10 frequencies, and the last is median. The median score based on the data above is 76.5.

DISCUSSION

There are three points discussed in this part, they are as follows:

The Students' Responses on the Implementation of Teaching Speaking at English Department FKIP UNISKA

The implementation of teaching speaking at the third semester students of English department of FKIP UNISKA can be concluded that it has been run very well. It shown from the result of questionnaire given to the students. The result shows that there are 50.9% or 29 students chose very good option on the questionnaire, there are 38.6% or 22 of them chose good option, and only 5.3% or 3 of them chose not good.

The Students' Responses on the Techniques Used by the Lecturer in Teaching Speaking

From the result of questionnaire as shown on findings, it denotes that there are 59.3% of students choose very good option on the use of role-play, there are 88.9% of them choose very good option on the use of games, there are 74.1% students of them choose very good option on the use of picture describing, and there are 61.1% of them choose very good option on the use of discussion as a technique in teaching speaking.

From the result above, it can be concluded that the students' response is very good because more than 50% of students choose very good option on the questionnaire. But of the forth techniques are used by the lecturer in teaching speaking, game is the most interesting technique according to the students.

The findings of this research agrees with the theories of how languages are learned. The theories state that there are some factors affecting second language learning, one of them is motivation.

Harmer (1991) divides motivation into two parts, both are extrinsic motivation and intrinsic motivation. But on this occasion, the researcher only focuses on the theory of intrinsic motivation because this theory is closely related to this study. As the theory states that there are some factors affecting intrinsic motivation, they are as follows:

a. Physical conditions. It is clearly the case that physical conditions have a great effect on learning and can alter a students' motivation either positively or negatively. Classrooms that are badly lit and overcrowded can be excessively de-motivating, but unfortunately many of them exist in schools. In general, teachers should presumably try to make their classrooms as pleasant as possible. Even where conditions are bad it may be possible to improve the atmosphere with posters, students' work, games, etc.

We can say then, that the atmosphere in which a language is learnt is vitally important. The application of games as a technique in teaching speaking automatically able to build physical condition of the students. As stated by Murcia at al (Rahail:2012) games are fun and every one would agree that using games in learning can make process of learning enjoyable so the students will learn more. Besides, Carlson (1952) also says that games are activities used to provide a fun and more relax atmosphere especially in class that has a goal to acquire a second or foreign language.

b. Technique. The technique by which students are taught must have some effect on their motivation. If they find it deadly boring they will probably become de-motivated, whereas if they confidence in the method they will find it motivating. But perhaps this is the most difficult area of all to be certain of. We said earlier that a really motivated student will probably succeed whatever technique is used. It is also true that different students are more or less sympathetic to pay any particular technique depending upon their expectations. And the students' confidence in the technique is largely in the hands of the most important factor affecting intrinsic motivation in this case is the teacher.

c. The teacher. Whether the student likes the teacher or not may not be very significant. What can be said, though, is that two teachers using the same methods can have vastly different results. How can we assess the qualities a teacher needs to help in providing intrinsic motivation?

In 1970 a study done by Denis Girard attempted to answer these questions. A thousand children between the ages of twelve and seventeen were asked to put a list of teachers' qualities in order of preferences. There are ten qualities of the teacher who can provide intrinsic motivation for the students, they are: First, he makes his course interesting. Second, he teaches good pronunciation. Third, he explains clearly. Forth, he speaks good English. Fifth, he shows the same interest in all his students. Sixth, he makes all the students participate. Seventh, he shows great patience. Eight, he insists on the spoken language. Ninth, he makes his pupils work. And the last, he uses an audio-lingual method.

Of the ten qualities above, most of them has done by the lecturer to increase intrinsic motivation of the students, they are: she has made her course interesting by using variant techniques in teaching speaking, she has explained clearly to make her students understand easily what should they do in learning speaking, she has shown the same interest in all his students by applying the regulation across the board, she has made her students participate by applying students center learning principle, she has shown great patience specially for the students who have problems related to their study.

d. Success. Success or lack of it plays a vital part in the motivational drive of a student. Both complete failure and complete success may be de-motivating. It will be the teacher's job to set goals and tasks

at which most of his or her students can be successful or rather tasks which he or she could realistically expect the students to be able to achieve. To give students very high challenge activities where this is not appropriate may have a negative effect on motivation. It will also be the case that low challenge activities are equally de-motivating. If the students can achieve all the tasks with no difficulty at all they may lose the motivation that they have when faced with the right level of challenge. Ultimately the students' success or failure is in their hands, but the teacher can influence the course of events in the students' favor.

The Students' Speaking Achievement at English Department of FKIP UNISKA

Based on the result of analysis on the students' academic transcript at the third semester of English department of FKIP UNISKA academic year 2012/2013, it shows that of the fifty-four students as the sample of this research, there are 24 students get A with the score 80-83, there are 27 students get B with the score 70-79, there are only 3 of them get C with the score 67-68, and the main score of the students is 77.9. From this result, it can be concluded that the students' speaking achievement at the third semester of English department of FKIP UNISKA categorized well.

Summary

There are three important points that can be put forward here as the summary of this chapter, they are: first, techniques are used by the lecturer in teaching speaking influences students' motivation and participation in the classroom. Second, the students' speaking achievement is influenced by their participation and their attendance in the classroom. And the last, besides techniques, the lecturer also has very important role to increase the students' motivation and participation in learning.

CONCLUSIONS

Based on the result of data analysis as reported, the researcher has come to the following conclusions.

First, the implementation of teaching speaking at the third semester of English department of FKIP UNISKA runs very well. Second, the lecturer applies techniques professionally in teaching speaking. Third, students' speaking achievement categorized well.

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