CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali April 1999

Penyunting menerima sumbangan tulisan yang belum pernah diterbitkan dalam media cetak lain. Syarat-syarat, format, dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang-dalam jurnal ini. Naskah yang masuk ditelaah oleh Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Penyunting melakukan penyuntingan atau perubahan pada tulisan yang dimuat tanpa mengubah maksud isinya.

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Daftar Isi

SOME TECHNIQUES
TO SOLVE SPEAKING PROBLEM

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Abstrak: Permasalahan yang dihadapi dosen ketika mengajar mata kuliah *speaking* adalah; para mahasiswa biasanya malu untuk mengekpresikan perasaannya, ide atau harapannya. Hal ini disebabkan mereka takut membuat kesalahan, takut ditertawakan oleh teman-teman sekelas mereka, atau dikritik secara langsung di kelas (Marwan, 2008:120). Wadden and McGovern (1991, dikutip di Harmer, 2001) menghubungkan masalah ini dengan kebiasaan para mahasiswa yang enggan berbicara dengan bahasa sasaran (bahasa Inggris). Hammer telah menemukan beberapa alasan atas keengganan mereka dalam berbicara bahasa Inggris. Salah satunya adalah rendahnya kepercayaan diri mahasiswa yang merupakan hasil dari kurangnya penghargaan dosen dan teman sekelasnya. Hal ini sejalan dengan alasan lain atas keengganan para mahasiswa dalam berbicara bahasa Inggris yang dikemukakan oleh Johns dan Johns (yang dikutip di Flowerdew & Peacock, 2001), yaitu ketidak percayaan diri mahasiswa pada kemampuan diri mereka untuk mengekpresikan diri, menyampaikan ide dalam bahasa Inggris dan kemampuan merespon jawaban dengan cepat pada diskusi. Oleh karena itu, sebaiknya para dosen yang mengajar *speaking* hendaknya memberikan pemahaman pada para mahasiswa bahwa kesalahan dalam belajar *speaking* adalah alami dan sebaiknya tidak dijadikan bahan olok-olokan (Stoakley, 2006:104).

Kata kunci: teknik, permasalahan *speaking*

Abstract: Problems faced by lecturer when teaching speaking are the students are usually shy to express their feeling, ideas, or wishes. This may be caused by being afraid of making mistakes, being laughed at by their classmates, or being criticized in the classroom (Marwan, 2008:120). Wadden and McGovern (1991, cited in Harmer, 2001) related these problems to the students' behavior in which they are unwilling to speak in the target language (English). Hammer has found some other reasons for this unwillingness. One of them is the students' low self-esteem which may result from lack of respect from the lecturers and the peers. This is in line with other reasons found by Johns and Johns (cited in Flowerdew & Peacock, 2001), namely students' lack of confidence in their ability to express themselves as well as in their ability to formulate ideas in English and to respond quickly in a discussion. It is, then, imperative for every lecturer who teaches speaking to make students aware that mistakes are natural and should not to be looked down (Stoakley, 2006:104).

Key words: technique, speaking problem

INTRODUCTION

In our daily communication, most of us speak more than we write. Hence, many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse

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with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Nunan (2000) said that "To most people, mastering the art of speaking is the single most important aspect of learning a second language or foreign language, and success is measured in terms of the ability to carry out a conversation in the language."

Taken from the four skills that English students must have, many students are reluctant to practice speaking in English. They have many obstacles in practicing this skill in the environment they are. Most of the students and English lecturers have also known and realized that speaking is the second skill of language after listening that needs a lot of practice, such as how to pronounce the words correctly, how to produce grammatical sentences, and how to create logically-connected sentences. In fact, many EFL lecturers often find it difficult to ask their students to practice speaking in English. Wadden and McGovern (1991, cited in Harmer, 2001) related these problems to the students' behavior in which they are unwilling to speak in the target language (English). Hammer has found some other reasons for this unwillingness. One of them is the students' low self-esteem which may result from lack of respect from the lecturers and the peers. This is in line with other reasons found by Johns and Johns (cited in Flowerdew & Peacock, 2001), namely students' lack of confidence in their ability to express themselves as well as in their ability to formulate ideas in English and to respond quickly in a discussion.

DEFINITION OF SPEAKING

Based on The Oxford Advanced Learner's Dictionary (2007: 1467) speaking is defined as to talk or conversation to somebody about something. While in The New Lexicon Webster's Dictionary (1994: 953), speaking means to utter words with the ordinary voice. On other place the writer found that speaking that has close meaning to the

meaning of Webster's, which is to utter words with ordinary speech modulation.

Jones (1996: 12) in Richard's book, Teaching Listening and Speaking – from theory to practice – state that: "In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper."

Chaney (1998) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety contexts. While Brown (1994) and Burns & Joyce (1997) states speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to occur in certain discourse situations can be identified and charted. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker combines this range of skills and knowledge to succeed in a given speech act.

From the definitions above, we conclude that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn through teaching and learning process.

PROBLEMS FACED IN SPEAKING

Teaching English is not an easy one for English lecturers. Lecturers often face many obstacles in teaching the students how to speak well. Wadden and McGovern (1991, stated in

Harmer, 2001) said that the students are difficult to ask to speak in English because of their behavior in which they are unwilling to speak in the target language (English). Furthermore, Harmer found some reasons for this unwillingness. One of them is the students' low self-esteem which may result from the lack of respect from the lecturers and peers. This is the same with Johns and Johns (stated in Flowerdew & Peacock, 2001) finding. They said that students have lack confidence in their ability to express themselves as well as in their ability to formulate ideas in English and to respond quickly in a discussion. Meanwhile, Togatorop (2011) in his research finds that there are three categories of obstacles why the students do not often practice speaking in English. They are as follows: 1. Related to the students themselves. a) Being afraid of making mistakes. b) Feeling lacking of English ability. c) Being shy to be laughed at. d) Feeling that it is not important to practice English speaking. e) Feeling lazy. 2. Related to the environment. a) No partner to practice speaking English. b) Non-compulsory environments. 3) Related to the teacher. a) Improper teaching methodology. b) Uninteresting personality.

Marwan that stated in Syuryanto (2011) says that the students usually shy to express their feeling, ideas, or wishes. This may be caused by their being afraid of making mistakes, being laughed at by their classmates, or being criticized in the classroom. Another factor that could block the students' ability in speaking is motivation. This can be happened because of the idea that English in Indonesia is a foreign language which is not used in daily life communication.

Dewi (2011) in her article states the factors that make students feel that speaking is difficult are as follows: 1. Felt nervous when they spoke English because they were afraid of making mistakes in pronunciation. 2. Lacked of vocabulary to express their feelings and opinions. 3. Felt difficult to apply grammar rules which had been studied in the class in the real life conversations. 4. Did not have a partner with whom to speak English outside the class to improve their speaking skill. 5.

Felt unconfident to start a conversation in English.

SOME TECHNIQUES TO SOLVE THE PROBLEMS

The problems above indicated that it is important to give the students some amount of changes in exercising their speaking skill and paying more attention. The easiest ways to make them confident to speak are by treating the students by ignoring the mistake they have made, giving motivation to them to speak freely, using media, creating a learning situation with various teaching techniques. The prepared lecturers will know what is likely to interest and stimulate his class.

There are some techniques of English experts in teaching speaking skill that can support the students to speak up bravely in the classroom. One of those experts who has done the research in speaking skill and publicized in internet journal Nevada, USA in 2006 is Kayi. In her journal entitled Teaching Speaking : *Activities to Promote Speaking in a Second Language*, she has described some techniques that have been suitable to the English lecturers to treat the students to have good ability in speaking English. The techniques are as follows.

Discussions

A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher

gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: a) Diamonds: Earning money. b) Hearts: Love and relationships. c) Spades: An unforgettable memory. d) Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group.

For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions: 1. Is money important in your life? Why? 2. What is the easiest way of earning money? 3. What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

THE ADVANTAGES AND DISADVANTAGES OF THE TECHNIQUES

Discussions

In the discussion, if the points are set well by the lecturers, the students will not spend their time chatting with each other about irrelevant things. They can also share their ideas, getting new knowledge, even finding the solutions on cases discussed. While the disadvantages are the students will spend much time in discussing or talking. They also chatting irrelevant points of discussions.

Role Play

In this technique, the students will get new experiences of the roles played and get the up to date news. The disadvantages are the students can't act more than they can be and can't master the roles.

Simulations

First, simulations are entertaining. They motivate the students. Second, increase the self-confidence of hesitant students, because in simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. While the disadvantages are some of the students will only concern to creating the condition of class they want to build, but not preparing for speaking performance. They also tend to choose the easiest role to play and don't want to increase their speaking ability.

Information Gap

Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an

important role. The students will speak extensively. While the disadvantages are the information can't be found if the students give the wrong information, and some of the students are difficult to explain or describe their information.

Brainstorming

Here the students can share their ideas and theirs will not be criticized by the lecturers. So they will be easily to speak. But these techniques have disadvantages that are some naughty students will speak out of the theme. Even some students can't understand what other students meant since the ideas won't be corrected as the good.

Story Telling

Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. These techniques will make speaking class alive and the students will have good ability in using figurative words to build up the story. But in the other hand, for slow learners it will barrier them to speak because they have to telling a story widely. Finally, they tend to just memorize it than making improvisation.

Interviews

By using this technique, students can socialize with other people and then, they can are able to know how to use some expressions to talk. They also will get new various vocabularies from people they interviewed. While the disadvantages are, the students will just memorize the questions and not making improvisations by themselves. They also tend to choose the easiest interviewers to be interviewed and only getting undeveloped vocabularies.

Story Completion

Here, the high imaginative students will be stimulated to continue the story well. So the speaking class will be alive. But still, those who are lack of speaking ability can't continue the story even create the new characters in the story.

Reporting

In this technique, actually the students will get information and they can improve the vocabularies taken from the news reported. But, the disadvantages of it are, the students tend to choose the easiest report to be reported. That's why the students can't develop their sentences to make a report.

Playing Cards

In this game, there are fun learning and enjoyment that can stimulate the pupils to studying while playing. Moreover, the spontaneous cards opened by the pupils will make them surprise and make the class alive. But in the other hand, the class should be prepared well, or the class will be crowded and won't learn anything. Then, some students will sometimes just ask yes-no questions and just do their task to ask.

Picture Narrating

Here with this technique, the students will exercise themselves to make narrative texts and then retell it in front of the class. Afterwards, the students also know how to describe or explain something sequence. But the disadvantages, for the slow learners they can't continue the story well. And sometimes, the learners only pay attention on matching the pictures each other but not try to coherence them all in a narration.

Picture Describing

This activity fosters the creativity and imagination of the learners as well as their public speaking skills. Here, the high imaginative students will be stimulated to continue the story well. So the speaking class will be alive. But describing a picture is not a piece of cake. The students will only and only describe as what vocabularies they have in their mind.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/ or differences in the pictures.

CONCLUSION

Teaching speaking is not always difficult. It depends on the way lecturer to teach and the suitable technique lecturer applies in the class. There are so many techniques to teach speaking. Some of them are Discussions, Role Play, Simulations, Information Gap, Brainstorming, Story Telling Interviews, Story Completion, Reporting, Playing Cards, Picture Narrating, Picture Describing, and Find the Difference. There is no both the best and the worst technique, when the result of the technique is bad, it is because the wrong application and the situation

The students' greatest barrier in practicing speaking in English relate to themselves. Having no practises in speaking make them afraid of making mistakes, shy to be laughed at, even lazy to communicate with each others because the students think that English is not completely important for their life. But as the lecturer, we must select suitable technique in developing the ability of students' speaking. Since the students have some expectations of their English lecturer so that they can speak bravely.

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