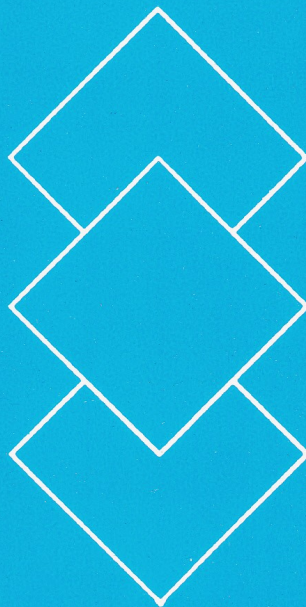


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Volume 9, Nomor 1, April 2007

Daftar Isi

Peningkatan Profesionalisme Guru di Abad 21	1
<i>Feri Huda</i>	
Penilaian Pembelajaran Berbasis Kompetensi dalam Rangka Meningkatkan Kemampuan Belajar Siswa	10
<i>Ekbal Santoso</i>	
Efektifitas Belajar Matematika Sambil Bermain	18
<i>Cicik Pramesti</i>	
Menumbuhkan Minat Belajar Pelajaran Matematika pada Siswa Madrasah Tsanawiyah	26
<i>Suryanti</i>	
Menyelesaikan Soal Kelipatan dan Faktor dari Dua Bilangan Cacah melalui Pembagian Bilangan Prima	35
<i>Mohamad Khafid Irsyadi</i>	
Teknik-teknik Penjumlahan, Pengurangan dan Perkalian Bilangan	43
<i>Kristiani</i>	
The Use of Dialogue, Discussion, and Role Playing in Teaching English Speaking	51
<i>M. Alimulhuda</i>	
Syntax in Computer Operating Directions	62
<i>R. Hendro Prasetyanto</i>	
Interaksi Pembelajaran Matematika Dengan Portfolio dan Motivasi Siswa terhadap Hasil Belajar Matematika Siswa di SMP	73
<i>Suryo Widodo</i>	

THE USE OF DIALOGUE, DISCUSSION, AND ROLE PLAYING IN TEACHING ENGLISH SPEAKING

M. Alimulhuda

Abstract: Speaking as one of the subjects taught to the students of English department since the first semester until the fifth semester holds very essential role in learning English. Many students at this level feel difficult to speak since they still think that English is a foreign language not a second. Some methods even have been applied to make their speaking ability developed nevertheless the result is not quite satisfying. At present there are three methods being developed in teaching speaking for the students of STKIP PGRI Blitar; they are dialogue, group discussion and role-playing. By applying these methods, it is hoped that the attainment in learning speaking will be better. Anyhow learning something needs process includes speaking, so that between teaching and learning should walk together for they have closely related and can not be separated one to the other.

Keywords: dialogue, discussion and role-playing.

Teaching is an art. This can be translated that every teacher may teach their students by using various kinds of method that they think the most effective and efficient. In teaching speaking, however as speaking becomes one of main subjects provided to the student of STKIP in the first till the fifth semester then the writings on the methods of how to teach speaking better is indispensable. Most of students at this level often face some serious problems in learning speaking even the same thing happened to those who have graduated from the English department. The lack mastery of grammar, vocabulary, and pronunciation are general matters that need solving immediately besides teachers some-

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times get difficulty in choosing an exact method during teaching and learning process. Moreover the methods applied during teaching and learning process hold a very important role in determining the students' success of speaking. In fact, this is not a new matter faced by almost most of English learners; it has been lasting for long time

The study of speaking is often presented in various kinds of seminars just to find most effective ways to teach speaking. Although these kinds of discussion have been done, yet the result can be said is still far from what the teachers want. The classical reason still becomes the answer of those big questions are 1. English is a foreign language; although English has been introduced to the students since the elementary and taught till the senior high school besides it includes in the national final examination, this can not guarantee that Indonesian students will be able to master English speaking fluently since this is not a second language. Singapore, Malaysia, Philippines, Three Asian countries that have used English as a second language show satisfying result of the students mastery of English speaking. 2. Teaching method; since teaching is an art herewith, the lecturer can find out the most effective as well as efficient ways to teach their students depend on the class condition by considering the student ability. The better the method used the easier to reach goal of study. The right choice in using method of study can motivate the students to learn better.

Basically learning a language need a habit, this means that as long as the learners use language as their daily habit, the probability rate of speaking comprehension will be higher. Indonesian manpower for instance, men who have worked abroad are one of the successful descriptions of foreign language learners. Their environment has forced them to speak foreign language although it is very difficult for them. Their experience of learning foreign language can be used as a useful way to learn speaking. Based on this, creating an English environment is really essential to build student habit in using English as their daily communication. Finding English students speak their native language everywhere at the college environment is ordinary matter. The writer realizes that this is not a simple work; all sides have similar responsibility especially all English lecturers. This idea, in fact has become a big homework for long time.

STIMULATE THE STUDENTS' MOTIVATION

McDonald stated that "motivation is an energy change within that person characterized by affective and anticipatory goal reactions". Based on his state-

ment there are three factors that cannot be separated one to others ie; 1. Motivation is started from the change of personal energy. The changes of motivation arise due to the changes of neurophysiology system in human organism. The changes of digestive system will cause a feeling of hunger is the example. However the change of energy is sometimes unknown. 2. The feeling of effective arousal is the sign of motivation. It is started with psychological stress then emotional atmosphere. This generates motif behaviors. Whether the students can realize the changes or not just can be seen from their behaviors. Someone on discussion for instance, because he feels interested in a topic of discussion his voice will arise besides he can speak up fluently. 3. Reactions to reach an objective is also the sign of motivation. Someone who has motivation will hold his responses that will be focused on an goal objective. Those responses can be used to reduce stress due to the change of inner energy. Every response is a step to objective achievement. For example a student who wants to get a prize from his teacher, he has to follow discussion or test besides readings books. The writer can says that students' motivation can influence their result in studying so that the students who have motivation in studying will be better than those who do not.

Ways to Handle Speaking Class

The purpose of the writing is mainly designed for English speaking teachers who are planning to teach English university especially in the second semester where the language of instruction in English. It aims the teacher to develop the student's ability in the oral communication skills in English speaking beside to improve the student ability to:

- Give short oral presentation effectively
- Contribute t seminar appropriately and fluently
- Fallow the contributions made to the discussion and presentation task.
- Asses the student performance in discussion and presentation.

How to get the most out of the course.

- Think about your learning.
Take the opportunity in your class and then in the student diary tasking in each topic to classify what your needs are in spoken English, how you learn best, how much progress you have made, and what you can do to make future progress.
- Think, plan and rehearse for tasks.
Prepare for each unit by thinking carefully about the unit topic and identifying questions or issues related to it. Prepare for listening task by asking

the yourself questions about the topic. Prepare for discussion and presentation tasks by thinking carefully about the topic, planning what you intent to say and rehearsing it; this applies to discussion as well as presentations. Practice noting down and /or saying before discussion starts the main point you want to make.

- Seek and make use of feed back on your student performance
Whenever possible, ask them to get someone to comment on their performance of discussion and presentation tasks, and make use of their feedback in preparing for your next performance. Best giving and receiving feedback help to develop the student skill get self assessment. The students can use the checklist for this purpose.
- Ask the student to be an active listener and speaker
When other students are speaking in a presentation or discussion, ask them to listen carefully and prepare to respond to what is said by questioning challenging, agreeing and/or making their own contribution.
- Keep the student language words up to date
At the end of each task or session, ask the students to question themselves what language they have come across that they might want to use in the future experiment to find away that is effective for the students of recording this useful language. Teacher can suggest the students to add new expressions to the language help section as they meet them and keep a separate notebook or file on which they organize their vocabularies according to topic as well as word form.

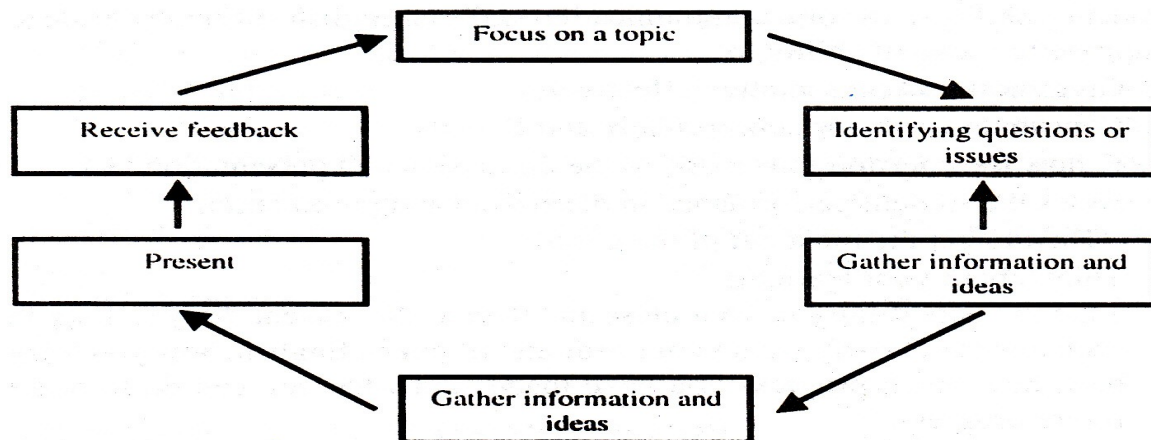


Figure 1
Diagram on How a Topic Should Go On in a Speaking Session.

DIALOGUE

Dialogue is conversation or talk. The other meaning is discussion between people with different opinions. Based on the sentence above the writer can interpret that dialogue in speaking is practicing conversation among group members of students who have different opinions with the purpose to train their English speaking ability. So far the writer has developed various ways in eliciting the student's ability in speaking class by using some kinds of dialogue models. Among them there is one of models that he thinks better to develop the student ability. He calls it as face to face model. The number of students should not be more than twenty students. Ask them to place chairs in two lines of ten each, so that it enables them to take a seat face to face with their partner. They have to converse with their partner for a certain time, ten minutes for each turn for instance. The limitation of time is given in order to make them not to be bored with the same partner. After the time finishes, they have to move to find different partners. The role of the lecturer is he helps the students whenever they get difficulties in conversation. Since creating the student motivation in speaking English is the most difficult thing so that it is also possible for the lecturer to make out door class in order to create fresh condition. Having out door class sometimes is able to bring different nuance in teaching speaking process that resulting the students to be more active in learning speaking.

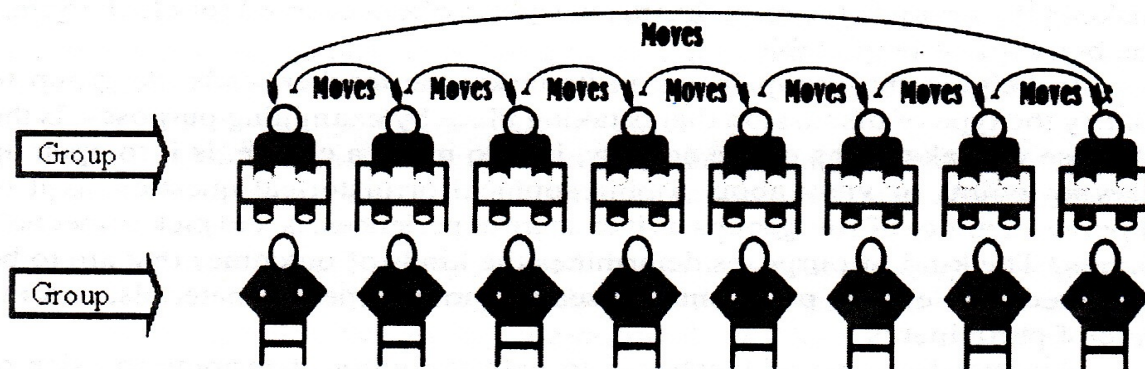


Figure 2
The route of conversation practice

GROUP DISCUSSION

There can be no group discussion as long as the teacher is telling. If the teacher has the answers, what is the use of discussing?

"Edgar Dale says," *A good teacher then starts not with answers but with good questions, big and searching.*"

Relinquishing the telling role has to be genuine or English beginners soon recognize that we are having only a guessing game. Then the purpose becomes that of gaining skill in guessing what the teacher has in his mind. What then is the teacher's role in developing group discussion?

In promoting discussion, the teacher has two-fold responsibility to encourage growth in the quality of feelings among group members or sometimes called group maintenance or group cohesiveness, and to foster those conditions that lead to effective problem solving. If the teacher's focus, as he enacts these roles, is that of sensitizing group members to the necessity for keeping these two aspects of group activity in some degree of balance, greater group growth occurs.

In this role of group maintenance, the teacher is concerned with individuals or sub-groups who tend to dominate the group, with the timid, reluctant contributor, with the negative student, and with a wide variety of roles. His aim is to help group members understand that no adequate discussion can take place until individuals feel confident and secure enough with each other to make in the group those remarks that we are so often reserved for clock rooms, the bus trips or lunch table.

In helping the group focus on its tasks, the teacher leads the group to clarify the type of discussion that is taking place by examining purposes. Is the purpose to make plans of the activity, is it to make a choice, is it to open up varying points of view about a philosophical or historical question, is it to report an activity of sub-groups, is it to share experiences, is it to pick someone's brains? The kind of purposes determines the kinds of outcomes that are to be expected, and effects pre-planning, seating arrangements, materials, and the role of participants

Another function of teacher is to help the group determine the size of group most appropriate for certain type of discussion. In coming to this decision, the individual needs of members must play an important part. If the group has a number of timid individuals, small intimate discussion groups give these people a better chance to build security and confidence in their participation. The teacher may use sociometric to determine group membership or may use encourage those with common interacts to function as a group.

Usually the teacher takes the initiative in setting standards for group productivity. He must quickly work himself out of this role, for this just the role the students expect him to take. The group cannot achieve its full power until it takes a large measure of responsibility for setting its own standards and evaluating achievement to see if what they set out to do has been accomplished and how. Students need success; success is the achievement of what we have set out to do. In group that have had little experience in accepting responsibility for standard setting, the teacher may have to allow the group to take the consequences for their own lack of foresight so that the learning has real pertinence to the group members.

The teacher helps to train discussion leaders. This training begins with the students in simple situations that may last for five minutes and continues to grow in complexity until they are able to coordinate a discussion about their needs to learn how to handle controversial issues. These necessities are full of information. Every student needs the skills of participating in-group decisions. We should count our work successful to the degree that we enable every student to gain skill in leading and participating in discussions. Our college has not made excellent beginning in this art; educators from other parts of colleges may give comment on the ability of our students to participate in discussions. We could do infinitely more than we do. Do we believe that our students who leave the college will have the experience in carrying on symposium, panel discussion, free flowing discussion, round table, and forums? In fact, these types of discussion seem more functional than debating teams, which are too frequently trained to talk on either side of a question without regard for commitment and which are trained to win an argument without regard for the purposes for which facts and argument are used.

As students prepare to leave their college. A teacher finds opportunities to point ahead to the kind of discussion situations in which students participate. The value of learning names quickly is an important consideration operating in-groups that are newly formed. Name tags that are large enough to be visible across a room facilitate participation; the use of them is a simple technique easily applied. Discussing the political, religious, social and civic opportunities of the community furnishes stimulating means for the students to project into the future the kind of group life they find valuable and available.

The quality of thinking is a major concern in-group discussion. Some of the questions the teacher seeks to develop with the group are like:

- Are new solutions evolving as a result of discussion?
- Is the discussion leading somewhere or does it seem to be going in circle?
- Does discussion move toward accepted plans for actions?

- Is the discussion predominantly circular or linear? Circular discussion may be described as one in which responses tie together where as a linear is one in which remarks following each other are predominantly unrelated.

Suggestion for Discussion Group Members

1. Ask the students to speak their mind freely.
The discussion meeting is theirs, a chance for them to say what they think. Say it. Their ideas count. Here every student's idea is worth just as much as every student else's and good bit more than some. .
2. Listen thoughtfully to others.
Ask your students to try hard to get other student's point of view, see what experience and thinking it rests on. Remember: on almost every question there are three points of view, yours, mine and the right one.
3. Ask them to keep their seat when they speak.
Whatever you are a group member or leader, don't stand up to speak. The discussion meeting is not a place for speeches. Informality is the rule here.
4. Don't let one student monopolize the discussion
Don't speak for more than a minute or so at a time. Give others a chance. Dig for things that matter. Make your point in a few words, then pass the ball to the other students across the circle. If the discussion lags, help the leader put questions that will draw others out.
5. Don't let the discussion get away from them.
If they don't understand where it is going, say so. Ask for examples, cases, and illustrations until they do understand. Try to tie up what is being said with their own experience and with what they have heard and read.
6. Indulge in friendly disagreement
When they find that they are on the other side of the fence from the discussion, say so and tell why. But disagree in a friendly way. There is one truth that everyone's after. Good-humored discussion leads part way there.
7. Strike while the idea is hot.
Don't wait for the leader to recognize you before speaking. If several want to speak at once, it is his job to grant the floor to one, give the others a chance later. The ideal discussion should go this way:
8. Come to the discussion with question in mind
Ask your student to make note of question and points of disagreement that occur to them during advance reading or listening, and raise them during the discussion. Farm papers, the daily press, lectures, public forums, the radio, etc., are good sources for clippings and notes to be used at discussion meetings.
9. Go ahead from discussion to study
Teacher should remind his students that discussion is just the first step, an

important one, but still just a starter. If their thinking is stirred up by discussion here, seek out materials for further study on the problems.

10. Try to ask them to make group discussion at home.

Practice makes perfect. This term can be used as a reason of how important the role of practicing. The practicing time given at college seems so short that the students have to make group discussion at home to deepen their mastery learned at college.

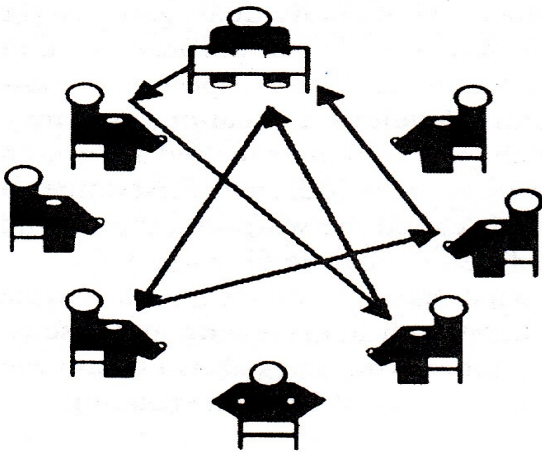


Figure 3
Discussion Should Go This Way

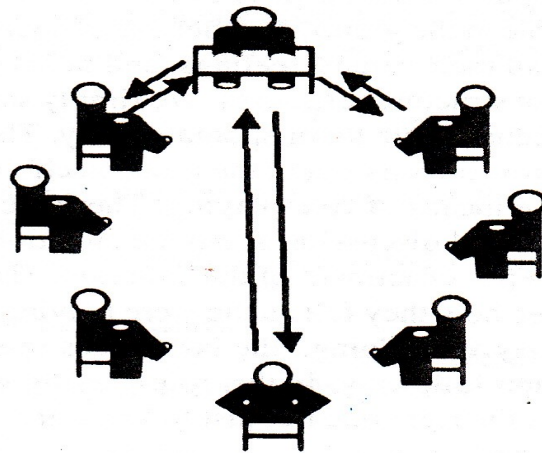


Figure 4
Discussion Should Not Go This Way

ROLE-PLAYING

People have been playing roles since the beginning of recorded time. Social psychology in recent years has developed for the playing of roles uses that enable us to understand more completely human motivations in specific situations and give us greater insight into how others feel. Through the ages this concepts has grown until today we have creative dramatics, formal dramatics, and spontaneous play of students, sociodrama, psychodrama, play therapy, and group therapy. All these related techniques have this characteristic in common, the projection of one's own personality into situation out of which some the identification of one's own wishes, motivations, fears, values, and insights.

Role-playing is a valuable teaching technique, for it enables the player to become totally involved. It goes beyond the "talking about" stage and actually

enacts the way something happened as it appears to the player. Here with the writer discusses the kind of role playing used in sociodrama in order to help the student skill in English speaking. Sociodrama is the spontaneous enactment of social situations for the purpose of gaining additional understandings about the concerns and motives of individuals involved in the situations. Sociodrama may be used to try out several solutions to a problem facing the group for the purpose of finding the solution that carries consequences tolerable to the group. Another use of sociodrama is to help individuals gain insight into their values, feelings, and motivations. When this is our purpose, we do not structure responses. We simply set the situation and seek responses as individuals give them spontaneously. The lecture develops a situation, or it may grow directly out of the group itself, in which this problem is looked at through the means of role-playing. There are four steps in sociodrama: First comes a general discussion about the situation. This is called the warp-up., the second step is enactment of the situation. The third step is interviewing the players to see how they felt as they were playing and what their interpretation are of what they were doing., the last comes re-enactment with interviewing and discussion following. In this role-playing we are not seeking to establish an answer as the right one but just to know the student mastery of English speaking.

LECTURER'S ROLE

Lecture's role is to help the group draw out of its role-playing as many learnings as they are ready to assimilate. One powerful learning that comes is what we have to accept the consequences of our behavior.

Another role of lecturer is to develop situation or problems that are pertinent to the problems of group. One method of presenting these problems is through the problem story. The lecturer develops a story or finds a story that has in it the elements that need to be looked at by this particular group. He may read or tell the story to a climactical point and then open the story for playing out at the ending. Many endings are suggested, they are role-played; interviewing and discussion ensues and consequences are assessed. Or the lecturer may consider it wise to open a discussion with the group about some of their own behavior and suggest playing out some of the situations in various ways.

An important role of the lecturer is so to contrive situations and be in control of them that no one is harmed. Situations that are of common interest, growing out of common experiences of the group, are appropriate for public examination. Besides he has to always remind his students that the main purpose of using role playing is to train their speaking ability.

CONCLUSION

With some methods above, the writer points out a conclusion that in teaching speaking a lecture can use various kinds of methods that he thinks best for his students. A method that well applied in one class maybe cannot be well applied in others. All can be caused by the class situation and condition. In this way, a lecturer should be cleverly anticipated the class so that he can apply the most suitable method in teaching speaking. One thing should be remembered is student motivation holds very important role in leaning speaking that is why the lecture should always help awaken student motivation in leaning speaking.

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