

TEACHING AND LEARNING PROCESS OF SPEAKING

Henny Susanty¹, Dewi Ritonga² and Puan Tursina³

¹STKIP Muhammadiyah, Aceh Barat Daya

²STKIP Muhammadiyah, Aceh Barat Daya

³STKIP Muhammadiyah, Aceh Barat Daya

email: henny.susanty15@gmail.com

Abstract

This study was investigated the process of language teaching and learning of speaking in terms of teaching materials, teaching methods and learning assessments to the students' at MTsN Blangpidie in the Academic years of 2016/2017. This study was a descriptive research. Two English teachers who taught at MTsN Blangpidie were participated in this study. An Interview was used to collect the data. The data were recorded, transcribed and coded based on the the problems. The finding of the study showed that the teachers at MTsN Blangpidie of South West Aceh used various teaching materials, teaching strategies and also learning assessments.

Keywords: Speaking, Teaching Materials, Teaching Methods and Learning Assessments

INTRODUCTION

Teaching English includes four skills: listening, speaking, reading, and writing. Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking, ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating. Dealing with this complexity, speaking skill must be practiced since elementary level because it is the golden age to acquire new things more easily.

According to Gert and Hans (2008) stated that "Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions." In addition, Rebecca (2006) stated that "Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of

language change". Speaking is very important in learning a language, if someone wants to master a language, she or he must learn how to say something in English, (Thornbury, 2015). In conclusion, speaking is a skill that can be used to express what the student is going to say.

There are four factors that provide for good or effectiveness teaching, they are institutional factors, teacher factors, teaching factors and learner factors, (Richards, 2001). In this study, the writers focused on the teaching factors because it concerns about teaching materials, teaching strategy and learning assesments in teaching and learning process of speaking in the classroom.

MTsN Blangpidie is an islamic Junior High School. There, English is used everyday since all the students and the teachers start teaching and learning process in class by praying in bilingual; English and Indonesian. It has a mission to make their students are able to communicate by using official and foreign languages. To make teaching and learning process more

successful, the material can be selected appropriately. The form of teaching materials is anything which present or informs about the language to be learned. In teaching and learning process teaching materials is very important in the teaching of the classroom.

In addition, teaching materials in speaking must be fun and interesting so that the students can learn with happy and do not feel bored. According to Jean, Brewster, Ellis, and Girard (2003) revealed that some teaching materials that can be used in speaking such as storybook, songs, rhyme, chants, game, posters, flashcards, worksheet, video, CDs and the internet.

The next aspect that must be provided was method. Nunan (1991) stated that "Method is the practical realization of an approach. There are methods or technique which offer students much time to practice their speaking ability not only in classroom but also outside and help them become more socialized, and make students more active in teaching and learning process and at the same time makes their learning more meaningful and fun for them.". These methods are The Grammar Translation Method, Direct Method, Audiolingual Method, Presentation, Practice, and Production, The Communicative Language Teaching (CLT), Task Based Learning, Silent Way, Suggestopedia, and Total Physical Response. Besides, there are some popular strategy in English language teaching learning of speaking such as role play, simulations, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing.

The last aspect that must be considered was assesment. According to Jean, Ellis, Dennis (2001) mentioned that

"Assessment is described as an attempt to analyze the learning which the students have achieved over a period of time as a result of teaching learning." There are some purposes of assessment. First, assessment is to increase the continuous learning process (formative). Second, it is used to give feedback for the students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is used to identify students' need to be supported (diagnostic). And fourth, it is also used to check the effectiveness of teaching method and learning material (evaluative). Therefore, to find out whether all aspects in teaching and learning process of speaking were acceptable, the writers had a research problem; *How is process of English language teaching and learning of speaking class in terms of teaching materials, teaching strategy, and learning assessments to the eighth grade student's in MTsN Blangpidie ?*

METHODOLOGY

Participants

Two English teachers who taught at MTsN Blangpidie, South West Aceh. The first teacher was Ms. Sry Muliaty, S.Ag., who taught at seventh and nineth grade and the second one was Mr. Saiful Azhari. S.Ag who taught at eight grade.

Research Design

To gain the data needed, the writer used interview. Interview was used to get further instructional information about teaching and learning process of speaking skill at MTsN Blangpidie. The writer asked eight questions, for questions number 1 until number 3 refer to teaching materials, for questions number 4 until number 6 refer to teaching strategies, and for questions number 7 until number 8 refer

to learning assessments. For detail information see appendix 1. All the answers were recorded to make the writer easier to analyze the data. In addition, each teacher was interviewed within seven to nine minutes.

In analyzing the data, first, the writer transcribed all of the teachers' answers. Second, the writer interpreted all of the information that the writer got from the data. Third, the writer described and took conclusion about the teaching speaking in terms of teaching materials, teaching strategy and learning assessments.

Findings

1. What kinds of material that you used in teaching speaking in the classroom ?

The answer indicated that both of them used various teaching materials.

"I used storybook, a songs and sometimes a game. By using a game I could make one materials of speaking."(SM)

"I used the *English On The Sky* textbook and this year he uses another textbook *Bright*. Sometime, I use storybook, a game and worksheet."(SA)

2. Do you have another material that you used in teaching speaking ? if yes, what are they ?

The answer indicated that both of them used another material in teaching speaking.

"Last semester, I used stories from the newspaper and magazines. Then, in this semester I used *English On The Sky* book. From the book, I took some dialogues and made some anecdotes from the magazine."(SM)

"Sometimes, I use real object and I construct it as conversation."(SA)

3. Do you have any obstacles in teaching speaking ?

The answer indicated both of them said that they have same obstacles in teaching speaking like misunderstanding of vocabulary.

"The problem that mostly I faced in teaching speaking was the students lack of vocabularies. Because of it, the students were not able to response my questions ."(SM)

"Of course, they could not memorize well the vocabularies that they have learnt. Besides, most of them are from the different villages and they have different mother languages so it influenced their abilities."(SA)

4. What kinds of strategy or methods that you use in teaching speaking in the classroom ?

The answer indicated that both of them used various in teaching methods.

" I ever to used role-play, interviews, then story completion and also discussion. The students made a group, one of groups discussed about some materials. Implying discussion made them more active and asked them to share the information to other groups in front of class. With these strategies classroom was more lively. Then, I always ask the students to memorize a dialogue and asked them to do a role-play." (SM)

" First, I use brainstorming, role-play and then storytelling." (SA)

5. Do you have another method that you use in teaching speaking in the classroom ? if yes, what are they ?

The answer indicated both of them had another method/strategy used in teaching speaking in the classroom.

“ I also used picture describing, I gave the picture then I asked the students to describe it. The students described about the pictures, what, what they have to do. Then, from the picture they could make a story “. (SM)

“ As I mentioned it before, yes I have.”(SA)

6. Why do you apply the strategies or methods in the class ?

Both of the teachers said that they applied the strategies or methods in the class to motivate the students, attract the students' attention and make the students like to study English especially in speaking.

“Well, I used the various methods in teaching speaking to alleviate the bored and to motivate the students to learn speaking in the classroom. So, if we only just imply one strategy or method, for example memorize, the students feel bored. If we use some methods or strategy they help the students more creative to think. Although the results are not as I expected, I saw my students are willing to work and do what ever that I ask them to do. ” (SM)

“ We adjust to the students circumstances.” (SA)

7. Do you have rubric for the students' achievement ?

The answer indicated that both of them had scoring rubric, but they were not able to show the data.

“ Actually there is, but I don't know where I put them exactly, because of moving to another room and the papers scattered.” (SM)

“ hmmm...there is no more ” (SA)

8. What kinds of assessment that you use in assessing to the students in the class ?

The answer indicated that both of them used various assessments, such as informal assessment, formative assessment and summative assessment.

“I always use summative and formative.” (SM)

“I use both of informal and sometimes formative assessments.” (SA)

RESEARCH FINDING

In order to reach the goals of teaching and learning process, all the stakeholders of MTsN Blangpidie have to concern with the objective, the materials, textbook, and the medium of instruction. The purpose of teaching English in MTsN Blangpidie was to develop communication competence orally during action (language accompanying action) in school context, and to have awareness about the essence and importance of English to enhance competing competence in the global.

A textbook is supposed to stimulate the students for being active, with the clear instruction, meaningful, and clear objectives. The textbooks used by MTsN Blangpidie are *English On the Sky II*, *Practice Your English Competence and also Bright*.

In addition, teacher plays an important role in structuring the type of environment that will promote effective oral language development. They can establish a classroom atmosphere which promotes openness, respect, and motivation. Students should feel some ownership in the classroom voice. Language use is a natural part of this

learning environment where purposeful talk is seen as an important mean to language learning. Most teachers of English face the problem of having passive students who show no willingness to speak in class, or students who seem interested enough to speak but find it difficult to express themselves.

For this reason, teachers should introduce various activities that involve all students and give them something to speak about since the topics are directly related to their daily life. In that sense, the class should offer speaking activities which require the students to share their personal experiences as they participate in like creating dialogues, telling stories, and having a debate.

Storytelling, discussion, role play, interview, story completion and also picture describing were the strategies that used in MTsN Blangpidie. First, storytelling students can briefly summarize a tale or story they heard from somebody, or they may create their own stories to tell their classmates. Second, in discussion the students may aim to arrive at a conclusion, shares ideas about an event. Here, the teacher make groups of students and each group works on their topic a given time period, and present their opinions to the class. Third, an interviews the student can to interview some friend about everything and the students have prepared their own questions and conducted on interviews. Fourth, in roleplay the students can bring items to the class to created a realistic environment. Fifth, in story completion the students had enjoyable, whole-class, free-speaking activity. The 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. Finally, in picture describing

the students describe about some picture and the student give some opinions about the picture.

Furthermore, assessment is an important component of instruction. Assessment refers to collecting information to evaluate a students' knowledge. It cannot be separated from the process of teaching learning. The assessment is an integrated teaching and learning process, by assessment the teacher can assess how far the successfulness of teaching learning process, and the students' improvement. By assessment we know, whether the aim of instructional studies reached or not, if it is not reached, the teacher ought to fix their teaching learning including the instruction, the aim, the media which is employed and the method which is applied so that the aim of study is reached and the students' English speaking skill also improved.

CONCLUSION AND SUGGESTION

The result of the process of teaching speaking at MTsN Blangpidie in terms of teaching materials, teaching methods and learning assessments. In this school, both of teachers used various teaching materials such as story book, songs, game, flashcard and poster. Besides, they were also used various teaching strategies like role play, discussion, interviews, story completion, and picture describing. Finally, both of the teachers in assessing students used informal, summative and formative assessments, such as : quiz, midterm exam and final exam.

In addition, a teacher needs to keep all of the students' scores so that it will be easy for a researcher to record the data needed. Besides, the writer just focuses on interviewing data without observing the teaching process. Therefore, it will be better for the next researcher to do an

observation to gain the finding more acceptable.

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