

ABSTRACT

Mufidah, Imro'atul. 2015. A Descriptive Study on the Method of Teaching Speaking at Be-Best Course (BBC) in Berbek Semare Nganjuk. A Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN PONOROGO). Advisor Dr. Harjali, M.Pd.

Key Words: Methods, Teaching Speaking.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The aim of the recent teaching English as Foreign Language is to create communicative competence. To enable students to communicate, we need to apply the language in real communication.

The problem statements on this research were what kinds of methods were used by the tutor to teach speaking at Be-Best English Course in Semare Nganjuk, what the dominant method is used by the tutor to teach speaking at Be-Best English Course in Semare nganjuk, what the advantages were applying those methods on students' speaking skill. The objectives of the study are to describe the kinds of methods used by the tutor in teaching speaking, to describe the dominant method used by the tutor in teaching speaking, to describe the advantages of applying those methods on students' speaking skill.

This research used qualitative approach. It was conducted at Be-Best Course in Berbek Semare Nganjuk. The methods of collecting data were observation, interview, and documentation. In analyzing data collection, the researcher applied the steps of qualitative data analyzes; covering data reduction, showing data display, and drawing/verification conclusion. In the data reduction the researcher needed to select information based on research questions. All the taken data were transcribed and selected data were organized to display. Meanwhile, data display was the step to present selected data which is relevant to the research questions.

The result of the research shows that the kind of method used to teach speaking were the Audio Lingual Method, the Communicative Language Teaching, and Direct Method. The dominant methods used at Be-Best Course were the Audio Lingual Method and the Communicative Language Teaching. The advantages on students' speaking skill were the students could develop the idea, could speak fluently, they also use gesture and eye contact during speaking and they could interact with the audiences.

Based on the result above, the researcher suggests that English tutors have better to develop the use of method and supported by interesting media in order to help the students to be a good speaker and more active in the class.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of international languages. As an international language, English has become an important subject taught in every level of education. Therefore, students need to understand and to improve their confidence for facing global competition.

Speaking is influenced by many aspects or factors, such as punctuation, spelling, structure, or vocabulary.¹ It can be concluded that speaking is not separated from its factors. Speaking is a crucial part for learning language as a second language or a foreign language in the process of teaching and learning. Despite its importance for many grades, teaching speaking has been undervalued and English teachers have continued to teach speaking just as a repetition through drillings or memorization of dialogues.

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 forget how we once struggled to

¹ Robert Lado, *Language Testing* (London: Longman, 1961), 250.

achieve this ability - until, that is, we have to learn how to do it all over again in a foreign language.²

To enable students to communicate, we need to apply the language in real communication. According to Gert and Hans, 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. Brown and Yule stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca 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. It also provides our main data for understanding bilingualism and language contact.³

Speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.⁴

² Scott Thornbury, *How to Teach Speaking* (London: Pearson Education Limited, 2005) 1

³ Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia", *International Journal of Humanities and Social Science*, Vol. 2 No. 20 (October 2012), 127

⁴ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children*, (London, Longman), 83

Many scholars believe that interaction, the act of communicating with another person, plays a significant part in second language learning. First, Michael Long believes comprehensible input is of great value, but believes it is best received through interaction. This is because when a fluent speaker and a less fluent speaker interact, they enter into a negotiation of meaning. As they use the situational context, repetitions, and clarifications to maximize comprehension, the more likely the learner will receive input just beyond his present competency.⁵

Dedi Efrizal stated that Communicative Language Teaching can improve students' speaking achievement. The research was conducted in Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. The method of this research is Classroom Action Research (CAR). Based on the result of data analysis there are improvement on students' speaking achievement in each cycle. It means that Communicative Language Teaching effective for teaching speaking and can improve students' speaking achievement.⁶

Learning to communicate English is important. So the appear in number of English course in rural area lately is one indication that English has been developing in Indonesia. It is helpful in creating small English Community.

⁵ F.J. Noonan, How to Improve Your Spoken English Advice for Struggling Students, 13-14

⁶ Ibid, 129-133

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of international language, English is also being taught in Indonesia both in formal or non-formal institution. As institution of education, Be-Best Course also has a program of learning English as the way of communication in daily conversation.

People feel that they need English for their children. So, joining English course is a good choice, the activities are usually enjoyable and varieties, especially in learning speaking, they also have longer time to practice their English orally.

Be-best Course (BBC) is institution that most of the tutor (teacher) are graduated from BEC Pare, Kediri. In the Be Best Course, there is some activity that encouraged students' speaking ability. The students have to join speaking test to Jogja. They have the chance to communicate with the foreigner. After that the students write a report about their conversation with a foreign. The next activity is theater. In this theater, the students use 100 % (per cent) English. The students perform the theater at the village festival such as independent day festival. By this activity the students learn how to communicate in front of the audiences. Be-Best Course apply five skills in

teaching learning that are; listening, speaking, reading, writing and vocabulary. The students have to master vocabulary that given by the tutors every week. This effort can support students to speak English fluently. Because master vocabulary is one of the factor to be a good speaker. In addition, listening to native speaker is the most appropriate way to be communicative.⁷

From the fact above, the researcher is interested in analyzing some methods that make students speak English in their daily conversation. That reason why the researcher choose the title " A Descriptive Study on The Method of Teaching Speaking At Be-Best Course (Be-Bc) In Semare Nganjuk"

B. Research Focus

1. Methods used by the tutor in teaching speaking.
2. The dominant method used in teaching speaking.
3. The advantages of applying those method on students' speaking skill.

C. Statement of the Problems

1. What kind of methods are used by the tutor to teach speaking at Be-Best English Course in Semare Nganjuk?

⁷ Look at interview Transcript number 02/1/6-X/2014

2. What is the dominant method used by the tutor to teach speaking at Best English Course in Semarang?
3. What are the advantages of applying those method on students' speaking skill?

D. Objectives of the Study

The objectives of this study are as follows:

1. To describe the kinds of methods used by the tutor in teaching speaking.
2. To describe the dominant method used by the tutor in teaching speaking.
3. To describe the advantages of applying those method on students' speaking skill.

E. Significance of the Study

1. Theoretically

- a. This study will enrich the material and theory to teach speaking.
- b. For the purpose of scientific study and for information and reference for other researchers who want to conduct further research.

2. Practically

a. Tutor

Hopefully this research can help the tutor in improving students motivate in speaking and developing the method in teaching speaking.

b. The students

Hopefully this study will make the students be able to increase the speaking ability and be interested to follow the learning process.

c. The researcher

The researcher gets new knowledge about the method for teaching speaking.

F. Research Methodology

1. Research Design

In this research, the researcher applied a qualitative research, Denzin and Lincoln said in Emzir:

Qualitative research is a generic term for an array of educational research approaches, such as ethnography, naturalistic inquiry, narrative research, case studies, interpretive research, field studies, and participant

observation. These approaches use different methodologies, but certain features are typical of qualitative research.⁸

Qualitative researcher use a language of cases and contexts, examine social processes and cases in their social context, and look at interpretations or the creation of meaning in specific settings. They try look at social life from multiple points of view and explain how people construct identities.⁹

Based on the problems accused in this study that emphasizes on the process and meaning the writer chooses descriptive-qualitative approach. This study enables the writer to catch the various qualitative-information in details.

From the statement above, it can be assumed that descriptive study concerns which the characteristics of the data and how to analyze it in getting general information. It does not relate with to test the truth of hypothesis.

This study is aimed to get factual information and general illustration about the students' speaking skill and some methods used in Best Course Semare Nganjuk. As the research is conducted for it,

⁸ Donald Ary, et al, Introduction to Research in Education eight edition (Wadsworth Cengage Learning, 2006), 420

⁹ W. Lawrence Neuman, Basics of Social Research Qualitative and Quantitative Approaches Second Edition, (Boston: Pearson Education, 2007), 88

descriptive study or descriptive research is considered as appropriate design of this study.

2. Researcher Role

In this research, the researcher interacts with subjects' activities in research location. Along this interaction, the researcher collects the data and arrangers it systematically. Then the researcher analyses, interprets, and report the result.

3. Research Location

This research will be conducted at Be-Best Course Semare Nganjuk. Be-Best Course located in Jalan Raya Sawahan, Gang Jiebul, Semare Berbek Nganjuk. This place is not strategic because it is difficult to find and far from highway.

Kinds of activity that encourage students' speaking ability in Be-Best Course are speaking test to Jogja and theater. Those activities are held every year.

4. Data Source

The data source is the information that said by people who are the subject of research such as based on observation, interview, and document

that facts in accordance with the focus of research. The source of data are informant as teacher, students, headmaster, etc. Moreover, the data are statement from the informant, books, documentation or transcript. The data was collected form of words. Then, the action was collected data from observation, interview, and documentation of teaching and learning process.

5. Technique of Data Collection

This research uses a descriptive qualitative research. There are three kinds of collecting data, such as observation, interview, and documentation. The researcher was used observation, interview and documentation as the methods of collecting data, as follow:

a. Observation

The term observation to describe a specific data collection strategy that can be applied across many kinds of qualitative studies. The kind of observation used in most qualitative work is usually called “participant observation” because the researcher acts as a participant at some level in the settings he or she is studying. Distinctions between participant observation as a kind of qualitative study and as a data collection strategy are blurred throughout the literature.

The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspectives of the participants. Observers attempt to see the world through the eyes of those they are studying. They observe carefully in an effort to acquire “members’ knowledge and consequently understand from the participants’ point of view what motivated the participants to do what the researcher has observed them doing and what these acts meant at the time.

Several strengths of observational data for qualitative program evaluation as follows:

- Direct observation of social phenomena permits better understanding of the contexts in which such phenomena occur.
- First hand experience allows the researcher to be open to discovering inductively how the participants are understanding the setting.
- The researcher has the opportunity to see things that are taken for granted by participants and would be less likely to come to the surface using interviewing or other data collection techniques.

- The researcher may learn sensitive information from being in the setting that informants may be reluctant to discuss in interviews.
- Getting close to social phenomena allows the researcher to add his or her own experience in the setting to the analysis of what is happening.¹⁰

b. Interview

Qualitative interviews are special kinds of conversations or speech events that are used by researchers to explore informants' experiences and interpretations. Qualitative researchers use interviews to uncover the meaning structures that participants use to organize their experiences and make sense of their worlds. These meaning structures are often hidden from direct observation and taken for granted by participants, and qualitative interview techniques offer tools for bringing these meanings to the surface.

Qualitative research provides a great many opportunities to talk with people. Some interviews are done 'on the hoof' during participant observation when the time is

¹⁰ J. Amos Hatch, Doing Qualitative Research in Education Setting, (USA: State University of New York Press, Albany, 2002), 72

available and the spirits are amenable.¹¹ In much qualitative work, interviews are used alongside other data collection methods, but they can be the primary or only data source in some qualitative projects. When interviews are used in conjunction with observation, they provide ways to explore more deeply participants' perspectives on actions observed by researchers. They also provide avenues into events and experiences that have not been observed. When used with unobtrusive data collection, interviews can reveal the meanings and significance of artifacts collected in the field.

Lincoln and Guba identify five outcomes of interviewing, abstracted as follows:

- Here and now constructions: participant explanations of events, activities, feelings, motivations, and concerns.
- Reconstructions: explanations of past events and experiences.
- Projections: explanations of anticipated experiences.
- Triangulation: verification or extension of information from other sources.

¹¹ Margot Ely, et al, *Doing Qualitative Research: Circles Within Circles*, (London, Falmer Press, 1991), 57

- Member checking: verification or extension of information developed by the researcher.¹²

c. Documentation

In document research, the issues involve locating materials, often at sites far away, and obtaining permission to use the materials. For biographers, the primary form of data collection might be archival research from documents. When researchers ask participants in a study to keep journals, additional field issues emerge. The researcher also may have difficulty reading the handwriting of participants who journal. Recording on videotape raises issues for the qualitative researcher such as keeping disturbing room sounds to a minimum, deciding on the best location for the camera, and determining whether to provide close-up shots or distant shots.¹³

6. Data Analysis

The stages of interactive analysis applied in this research are presented are follow:

¹² J. Amos Hatch, Doing Qualitative Research in Education Setting, 91-92

¹³ John W. Creswell, Qualitative Inquiry and Research Design Choosing Among Five approaches Second Edition, (USA: Sage Publication, 2007), 141

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. As we see it, data reduction occurs continuously throughout the life of any qualitatively oriented project.

By data reduction we do not necessarily mean quantification. Qualitative data can be reduced and transformed in many ways; through being subsumed in a larger pattern, and so on. Occasionally it may be helpful to convert the data into primitive quantities.

b. Data Display

The second major flow of analysis activity is data display. Generically data display is an organized, compressed assembly of information that permits conclusion of drawing and action. Looking at display helps us to understand what is happened and to do something-either analyze further or take action-based on understanding.

In this stage, the researcher made the data into design that will be done in form of short statement, charts, graphs, matrices, and networks.

c. Conclusion Drawing and Verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyze is

beginning to decide what things mean- is nothing regularities, patterns, explanations, possible configuration and propositions.

In this stage, the researcher makes a conclusion. The conclusion can be in a form of thick description. The conclusion is the answer of the researcher problems that have been formulated.

Based on the explanation statement above, the stages of data analysis can be shared in this picture:

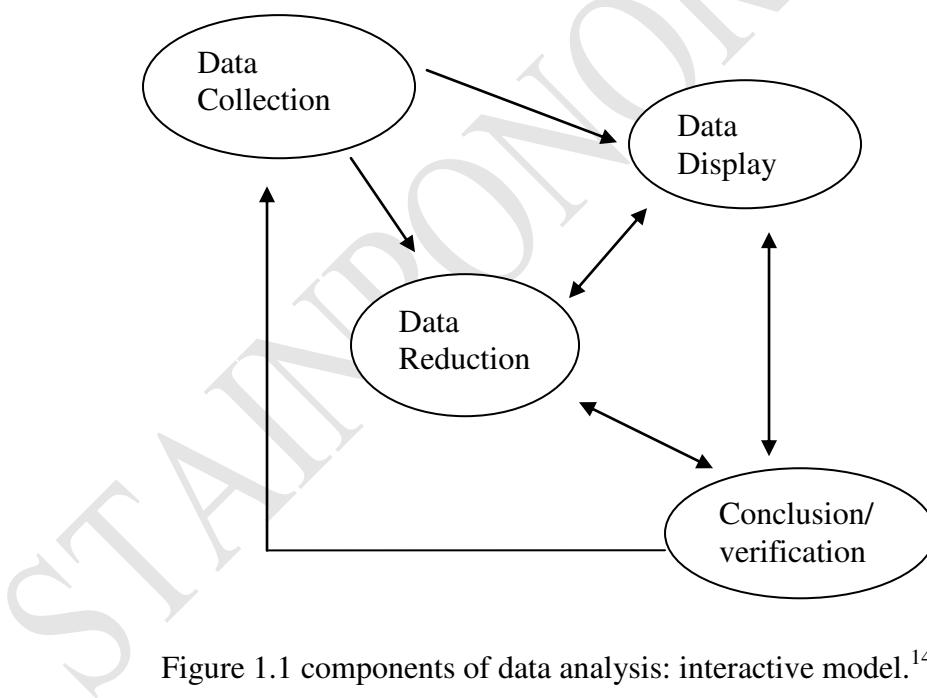


Figure 1.1 components of data analysis: interactive model.¹⁴

¹⁴Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis (London, SAGE Publication, 1994), 10-12

7. Techniques of Data Validity

In this research, the researcher uses the triangulation techniques to investigate data of the students speaking ability. It means that the researcher using way: the corporation between the result of observation and interview, the corporation between public opinion and individual opinion, the corporation between opinion public of about research situation and opinion in a long time, the corporation between the result of interview and related with document.

Validity evidence can be provided from the assessment instrument used and from empirical data. From the assessment instrument, construct validity evidence and content validity evidence can be provided, while from empirical data, concurrent validity evidence and predictive validity evidence can be provided.¹⁵

8. Procedure of Research

In this research, there are some procedures of research which must be done. They are planning, application, and evaluating.

¹⁵ Mohammad Adnan Latief, Research Methods on Language Learning An Introduction, (Malang: UM Press, 2013), 225

a. Planning

Before doing the research activity, the researcher has to prepare the research material. The preparations in this research activity are:

- 1) Arrange the structure of research
- 2) Choose the place of research
- 3) License letter to research
- 4) Observation condition place of research
- 5) Choose and use informant
- 6) Prepare equipment of research

b. Application

- 1) Understanding background of research
- 2) Enter into research
- 3) Join the research together with collection of data

c. Analyzing

It includes analyzing data after collecting data.

d. Writing the research report

In this activity, the researcher writes a research report in form of thesis writing about "A Descriptive study on the method of teaching speaking at Be-Best Course in Semare Berbek Nganjuk".

G. Organization of the Thesis

First chapter is introduction. To give description about background of the study, research focus, statement of the problems, objectives of the study, significance of the study, research methodology and organization of the thesis.

Second chapter is theoretical background. This chapter contains of theoretical analysis as the basic of the study. It gives the explanation about definition of teaching, speaking, teaching speaking, and method. This chapter is step to make readers getting understand the theory of the study first before the readers see the result.

Third chapter is research findings. This chapter contains with serving the data that includes general data that is connected with research location that consist of a profile of Be-Best Course, the establishing history geographical position, organization structure, the kind of method that used to teach speaking, the dominant method, and the students achievement after applied the dominant method.

Fourth chapter stands for discussion. This chapter contains with data analyzing of the kind of method that used to teach speaking, the dominant method, and the students achievement after applied the dominant method.

Fifth chapter is closing. This chapter is designed to make easy for the readers who take subsistence from the thesis. This chapter consist of conclusion and recommendation.

CHAPTER II

THEORITICAL BACKGROUND

A. Teaching Speaking

1. The Definition of Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. A teacher has to guide and facilitate the learners or students to learn. It is expected that from the teacher guide and facilitate, the students will enable in understanding the material. Teaching activity is also will give something that students never knew before.

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.¹⁶ It means that when a teacher teaches, he or she will show or help and guide someone to learn about something that provide with knowledge. Those teaching activity is also will give effect to someone who taught become know and understand with something that he or she never knew before.

¹⁶ Douglas Brown, Principle of Language and Teaching: Fifth Edition (New York: Wesley Longman, 2007), 8.

Teaching means to give (someone) knowledge or to instruct or train (someone). Teaching means to show somebody how to do something or to change somebody's idea.¹⁷

2. The Definition of Speaking

Speaking is at the heart of second language learning. It is arguably the most important skill for business and government personnel working in the field, yet it appears particularly vulnerable to attrition. Despite its importance and its fragility, speaking was until recently largely ignored in schools and universities, primarily for logistical and programmatic reasons, such as emphasis on grammar and culture and unfavorable teacherstudent ratios.¹⁸

When somebody is speaking, he was producing sounds, words, or sentences that he wants to somebody else to understand. It means that he wants to give some information or some ideas to other people. While he gives information to his speaking friends, automatically he will also get information from his friend speaking as respond. Here, processing information happened because there is information moving between speakers to the listeners.

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge, UK: Longman), 56

¹⁸ Kathleen B. Egan, "Speaking: A Critical Skill and a Challenge ", CALICO Journal, 3, 277

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. Speaking is the novice means of communication among member of society in expressing their thought and is as the representation of social behavior. On the other way around, the aim of the recent teaching English as FL is speaking achievement. Furthermore, speaking skill is the ability of arranging sentences since communication happens through the series of sentences constructing in performing the various behavior from various society. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.¹⁹

3. The Definition of Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse 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.

¹⁹ Noor Malihah, The Effectiveness of Speaking Instruction through Task-Based Language Teaching, REGISTER, Vol. 3, No. 1,(June 2010), 88

Language learners need to recognize that speaking involves three areas of knowledge:

- 1.** Mechanics (pronunciation, grammar, and vocabulary):
Using the right words in the right order with the correct pronunciation
- 2.** Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- 3.** Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are

appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.²⁰

Teaching speaking is an excellent, teacher-friendly introduction to the main technique for dealing speaking tasks, covering fluency practice, topic vs task-focused speaking activities.

Nunan gives a viewpoint "Teaching speaking are: procedure the English speech sound patterns. Use words and sentence stress, intonation patterns and the rhythm of the second language. Use the language quickly and confidently with few unnatural pause which is called fluency."²¹

4. The Goal of Speaking

The main goal of speaking the productive skill of speaker will be oral fluency: the ability to express oneself intelligibly, reasonably accurately and without undue hesitation (otherwise communication may breakdown because the listener loses interest or gets impatient).²²

It means that the goal of teaching speaking skill is communicative efficiently. Learners should be able to make themselves understood using their current proficiency to the fullest.

²⁰ Marriam Bashir, et al., "Factor Effecting Students' English Speaking Skills " British Journal of Arts and Social Sciences, ISSN: 2046-9578 Vol.2 No.1 (2011), 38-39.

²¹ Hayrie Kayi, "Teaching Speaking: Activities to Promote Speaking in A Second Language Teaching", The Internet TESL Journal, Vol. XII, No. 11, 1

²² Haterulez-blogspot. Com/29 May 2013/ Component Speaking

They should try to avoid confusion in the message due to faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation.

5. Functions of Speaking

a) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such transactions,

. . . talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

c) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.²³

²³ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (USA: Cambridge University Press, 2008), 21-27

6. Strategies for Developing Speaking Skills

a) Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

b) Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these

scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c) Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in

their ability to manage the various communication situations that they may encounter outside the classroom.²⁴

7. Activities to Promote Speaking

a. Discussions

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. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.

²⁴ Marriam Bashir, et al., "Factor Effecting Students' English Speaking Skills ", 39-40.

b. 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..."

c. 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.

d. 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.

e. Storytelling

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. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

f. 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.

g. Story Completion

This is a very enjoyable, whole-class, free-speaking activities 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.

h. 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.

i. 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, and then a person 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.²⁵

8. The Aspects of Speaking

a. Pronunciation

Having a good pronunciation of the language can help in normal communication, particularly intelligibility. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning.²⁶

²⁵ Hayriye Kayi, Teaching Speaking: Activities to Promote Speaking in a Second Language, 3-5.

²⁶ I. S. P. Nation and J. Newton, Teaching ESL/EFL Listening and Speaking (New York,: routledge, 2009), 75

To have a good pronunciation, the learners have to hear English. But just hearing it is not enough, they must listen to it, and listen to it not for the meaning but for the sound of it.²⁷

b. Accuracy and Fluency

Accuracy is the ability to speak properly—that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical pattern of English. Thus, a very useful further distinction can be made between fluency, accuracy and complexity. Fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses.²⁸

Fluency is the simply ability to speak. Fast significant factor in the perception of fluency is the length of run, i.e. the number of syllables between pauses.²⁹

c. Grammar

Grammatical correctness is a main point where speech is concerned. It is needed for students to arrange a correct sentence in convention. Students' ability manipulates structure and

²⁷ J. D. O'Connor, Better English Pronunciation New Edition, (Cambridge: Cambridge University Press, 1980), 3

²⁸ Ibid, 152

²⁹ Scott Thornbury, How to Teach Speaking, 6-7

distinguishes appropriate grammatical form in appropriate one. The expertises in a language are oral and written form.

d. Comprehension

Comprehension is an exercise aimed at improving or testing students' understanding of a language (written or spoken).³⁰

So, it explain that to maximize students' speaking opportunities in order to success students' speaking ability, there must be the assessment included students pronunciation, accuracy, fluency, grammar, and students comprehension.

9. Characteristics of Successful Speaking

People who have good speaking ability will be easy to communicate with other people. The characteristics of successful speaking ability as stated by Penny Ur are:

a. Learners talk a lot

As much as possible of the period of time allowed to the activity is in fact occupied by learner talk. This may obvious but often most time is taken up with teacher talk or purpose.

b. Participant is even

³⁰ Jack. C. Richard and Willy A.R, Methodology in Language Teaching, an Anthology of Current Practice, (Cambridge: Cambridge University Press. 2002), 202

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak and contributions are fairly evenly distributed.

c. Motivation is high

Learners are active to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each, and of an acceptable level of language accuracy.³¹

B. Methods

1. Definition of method

Method is describes as an overall plan for systematic presentation of language based upon selected approach. It is a generalized set of classroom specifications for accomplishing linguistic objectives.

A method is the practical realization of an approach. The originators of a method have arrived at decisions about types of

³¹ Penny Ur, A Course in Language Teaching Practice and Theory, (Cambridge: Cambridge University Press, 1996), 120-121

activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare.³²

2. Kinds of Method for Teaching Speaking

a. The Communicative Language Teaching (CLT)

Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence.

CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The “what to teach” aspect of the communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in variety of context and for a variety of purposes. The “how to teach aspect” of communicative approach is closely related to the idea that language learning will take care of its self and that plentiful exposure to

³² Jeremy Harmer, The Practice of English Language, (England: Person Educational Ltd,2001), 78

language in use and plenty of opportunities to use it are vitally important for students' development and skill.

CLT aims to make communicative competence as the goal of language teaching and to develop techniques and procedures for teaching language skills that are based on interdependent aspects of language and communication.

Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative use of language, contextual, and appropriate.³³

Teaching speaking using game, simulation, role play or drama are suggested to be in the classroom. Drama gives children the vital opportunity to explore the language of everyday situations through the role play of real-life situations and also provides the opportunity to experience the thoughts and language of fictional characters. Just how exciting must it feel to assume the role of a fictional character. Real-life role-play situations may well be more familiar in primary classrooms, but by exploring the language of social interaction in the cafe, vet's or garden centre children can

³³ Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method, 128.

practise the words and accompanying behaviour needed in real life.

They can rehearse the language of negotiation, confrontation and organisation in a safe and secure environment.

Another important reason why drama is a powerful strategy for developing children's oral skills and experience is the powerful impact watching live performance can have on children's imaginative and linguistic understanding of their own lives.

Whether it is a puppet show, a clown, or a full stage production, the performers are modelling a whole range of voice, dialect, humour and dialogue that impacts the children's imagination and thoughts about their own lives. Being part of a live performance is never a passive activity, unlike watching some television, which makes very little demand on the viewer. Despite this, the impact of good film and television can be an area to explore and enjoy with your class.

So much rich talking and writing can follow visits to or visits from live performers. Even being read a good story can be like sharing a mini-performance and can be as appealing and engrossing for the child. It should be every primary teacher's duty and every primary-age child's right, throughout their school career, to read and be read to regularly in an engaging way.³⁴

³⁴Elizabeth Gruegon, et al, *Teaching Speaking and Listening in the Primary School* Third Edition, (London: David Fulton Publisher, 2005), 123

b. Teaching Learning Activities in Communicative Language Teaching

During learning process of CLT, students' are hoped to communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting so the students don't fall asleep during learning English

Learning activities in CLT focuses on real oral communication with variety of language without too focus on form of grammatical patterns if distinguished with non-communicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English.³⁵

c. Direct Method

The Direct Method is not a new method. Its principles have been applied by language teachers for many years. Most recently, it was received as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar Translation Method was not very effective in preparing

³⁵ Ibid, 128.

students to use the target language communicatively, the Direct Method became popular.

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

Teachers who use the Direct Method believe students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of picture or pantomime. The teachers never translate it into the students' native language.

Students speak in the target language a great deal and communicate as if they were in real situations. Grammar is taught inductively; that is the students are presented with examples and they figure out the rule of generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.

Vocabulary is emphasized over grammar. Although this method work on all four skills (reading, writing, speaking and

listening) occurs from the start, oral communication is seen as basic.

Thus the reading and writing exercises are based upon what the students practice orally first. Pronunciation also receives attention right from the beginning of a course.

Teachers intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.³⁶

d. The Silent Way

One of the most notable features of the Silent Way is the behavior of the teacher who rather than entering into conversation with the students, says as little as possible. This is because the founder of the method, Caleb Cattegno, believed that learning is best facilitated if the learner discovers and creates language rather than just remembering and repeating what has been taught. The learner should be in the driving seat, in other words, not the teacher.

In a classic Silent Way procedure, a teacher models sounds while pointing to a phonemic chart- or to an arrangement of Cuisenaire rods. A student imitates a teacher and the teacher indicates (silently) if he or she is correct. If not, other students are

³⁶ Diane Larsen and Freeman, Techniques and Principles in Language Teaching, (New York: Oxford University Press, 2000), 23-30

prompted to help the first students. A third or fourth student is prompted if necessary until a correct version of the phoneme while the students work out what they are - and then how to combine them. Later, students can point to elements on the chart or arrange the Cuisenaire rods in such a way that they have provided a stimulus for the language in the same way as the teacher did. They have to work out what the correct language is.

Through all this procedure the teacher indicates by gesture or expression what the students should do and whether or not they are correct. Examples and correction are only given verbally if no student can do it first time round. Thus it is up to the students - under the controlling but indirect influence of the teacher - to solve problems and learn the language.³⁷

e. Community Language Learning

The Community Language Learning Method takes its principles from the more general Counseling-Learning approach developed by Charles A. Curran. Curran studied adult learning for many years. He was also influenced by Carl Rogers' humanistic psychology, and he found that adults often feel threatened by a new learning situation.

³⁷ Jeremy Harmer, *The Practice of English Language*, 89

Curran believed that a way to deal with the fears of students is for teachers to become 'language counselors.' A language counselor does not mean someone trained in psychology; it means someone who is a skillful understander of the struggle students face as they attempt to internalize another language. The teacher who can 'understand' can indicate his acceptance of the student. By understanding students' fears and being sensitive to them, he can help students overcome their negative feelings and turn them into positive energy to their further learning.³⁸

Teachers who use the Community Language Learning Method want their students to learn how to use the target language communicatively. In addition, they want their students to learn about their own learning, to take increasing responsibility for it, and to learn how to learn from one another.

The teachers' initial role is primarily that of a counselor. This does not mean that the teacher is a therapist, or that the teacher does no teaching. Rather, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his students in their struggle to master the target language.³⁹

³⁸ Diane Larsen - Freeman, Techniques and Principles in Language Teaching, 89

³⁹ Ibid, 98

e. Audio Lingual Method

The Audio-Lingual Method, like the Direct Method, is also an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio Lingual Method drills students in the use of grammatical sentence patterns. It also, unlike the Direct Method, has a strong theoretical base in linguistics and psychology. Charles Fries led the way in applying principles from structural linguistics in developing the method. and for this reason, it has sometimes been referred to as the 'Michigan Method. Later in its development, principles from behavioral psychology, were incorporated. It was thought that the way to acquire the sentence parterns of the target language was through conditioning- helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits of their native language and form the new habits required to be target language speakers.⁴⁰

New vocabulary and structural patterns are presented through dialogs. The dialogs are learned through imitation and repetition. Drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns present in the dialog. Students'

⁴⁰ Diane Larsen - Freeman, Techniques and Principles in Language Teaching, 35

successful responses are positively reinforced. Grammar is induced from the examples given; explicit grammar rules are not provided. Cultural information is contextualized in the dialogs or presented by the teacher. Students' reading and written work is based upon the oral work they did earlier.

The teacher is like an orchestra leader, directing and controlling the language behavior of her students. She is also responsible for providing her students with a good model for imitation. Students are imitators of the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible.⁴¹

C. Previous Study

The previous study as advanced of study. This research was supported by the use of methods in teaching speaking. There are previous related studies, which are related to the writer's present study, as follow: A descriptive study conducted by Siti Muniroh (Universitas Negeri Malang, major of English Education). She tried to describe the teaching and learning English at Basic English Course (BEC) Pare Kediri.⁴²

⁴¹ Ibid, 45-46

⁴² Siti Muniroh, "Teaching and Learning English at Basic English Course (BEC) at Pare Kediri" (Thesis, UNM, Malang, 2001).

The second previous research finding is a qualitative research conducted by Ninda Munjiyatul Ashariyah with the title Teaching Speaking Using Small Group Technique to the Seventh Grade Students of MTs Darul Istiqomah Ngumpul Balong Ponorogo. She is focus on small group technique used in teaching speaking and the problem faced by the teacher in teaching speaking.⁴³

The third is presented by Dedi Efrizal under the title "Improving Students' Speaking through Communicative Language Teaching Method at MTs Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia". The objective of this research is to find out the improvement of teaching English speaking using Communicative Language Teaching Method. The method of this research is Classroom Action Research (CAR). Based on the result of data analysis there are improvement on students' speaking achievement in each cycle.⁴⁴

The fourth research is presented by Naseer Omer and Rais Ahmed Attamimi under the title "Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English ". The data were analyzed using basic and inferential statistical methods including mean scores, standard deviations, paired sample t-test, and effect size. The

⁴³ Ninda Munjiyatul Ashariyah, "Teaching Speaking Using Small Group Technique to the Seventh Grade Students of MTs Darul Istiqomah Ngumpul Balong Ponorogo". (Thesis, STAIN Ponorogo, Ponorogo, 2014).

⁴⁴ Dedi Efrizal, Improving Students' Speaking, 127

findings showed a remarkable development in the students' speaking skills and attitudes after the introduction of cooperative learning techniques. In light of the findings, the researchers recommend that teachers should benefit from applying CL in English classes, which may in turn develop students' speaking skills and attitudes.⁴⁵

My research will be conducted at Be-Best Course (BBC) and I focus on the methods used by the tutor in teaching speaking, the dominant method used in teaching speaking and the contribution on applying those method on students' speaking skill.

⁴⁵ Nasser Omer M. Al-Tamimi, Rais Ahmed. A, " Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English ", International Journal of Linguistics, ISSN 1948-5425, Vol. 6, No. 4(2014), 27.