
TEACH WHAT NEED TO BE TAUGHT FOR BETTER STUDENT ENGLISH SPEAKING SKILL

Wahyu Teri Aripin

wahyu@mail.dlut.edu.cn

MAN 2 TASIKMALAYA – DALIAN UNIVERSITY OF TECHNOLOGY,
CHINA

Abstract

English has been taught to student in Indonesia barely in early age. Mostly student get their first English material in elementary school at their 7 years of age. The purpose of giving that such material in the early age is to enable them to communicate in English both speaking and writing. After years of learning English, it is strange to find most of high school student in Indonesia can't speak and write English well. At the same time, to make it even stranger, it is also found that most of their report score for English are high. According to the observation that has been conducted since 2008, it is found that material that has been delivered in English class is not what in need for student basic communication skill. Thus, what has been learned, has not been used in their daily activities. Instead student will memorize it for the sake of examination. To solve that problem, English speaking teaching model will be discussed. This model has been implemented in MAN 2 Tasikmalaya since 2013. 77,5% percent of the student participating that testing teaching model was succeeded to have good English speaking skill. The rest 22,5% fall below standard measurement.

Keywords: *English, Speaking, Skill, Material, English speaking teaching model.*

A. INTRODUCTION

English is not the most spoken language in the world in term of number of native speakers. It is spoken by at least 400 million people worldwide. English is also used as an official language in fifty-three countries. According to the British Council by 2020 around two billion people will have been studying English. It makes English the most common second language in the world.

However, those numbers mentioned earlier do not really indicate how important English is as a world language. The importance of English is not only in how many people speak it but in what it is used for. English is the most common language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language. American popular culture--primarily movies and music--carries the English language throughout the world (Kitao, 1996).

Most people belief that learning foreign language in the early age is very important (Gawi, 2012). It is proven that some international researches have shown that a person who starts learning a foreign language very early in life generally acquire higher level of proficiency than those who begin at later stages (Taylor, 1990) and (Snow, 1993). In Indonesia English start to be delivered to student officially in elementary school. Student will continue to have English class until high school. The material that is given is quite complete, starting from basic English until advance English. Student learn about grammar, reading, writing and speaking.

According to the observation starting from 2008, the methods that have been used to teach English mostly the same. It is also supported by Gultom's research in 2015 that say mostly teacher will teach with the following methods: Grammar Translation Method, Direct Method, Structural Method, Reading Method, Audio-lingual Method, Situational Method, and Communicative Approach (Gultom, 2016). The method

comes along with dense material that need to be mastered by student. Practically teacher explain some of the material in class, then student is insisted to take a note. To evaluate, examination will be conducted. When the scores are released then material will move forward. The observation continues to the score of the student. The data shows that 100% of student passed all the minimum passing grade. It means that student have achieved the minimum standard in English skill.

Observation continues to check student English skill. In this case, the skill is limited to only speaking. After observation it is found that most of student can't speak in English, even most of them are not confident to say a word in English. (Megawati, 2016) stated that speaking is hard for student because of the vocabularies, memorizing matter, pronunciation, afraid of making mistake, afraid of being laughed by other and lack of grammar knowledge. Based on that statement, generally there are two big factors, the first will be basic knowledge about English and the second will be psychology matter.

The observation result indicates that the score does not match perfectly with the skill. Student tend to be more ready for examination than for the skill. The other one is the materials that have been given to student seems to be way too much compare to what it is needed to master the skill. The aim goal to learn English is for communication skill. Therefor teaching methods must be match with teaching purpose, and the teaching purpose is the student' need (Gultom, 2016).

Edge identified the importance of communication is at the heart of modern English Language Teaching (ELT), and it must be the goal of language teaching and part of the learning process (Edge, 1993). Luoma added that the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language (Luoma, 2004). Wongsuwana stated that speech can be trained and it does not depend on talent (Wongsuwana, 2006). According to those statement, it indicates that lack of practicing is the cause of not confident in speaking English.

According to the introduction it is clear that English learning process need to be developed. Thus the objective of this research is to introduce effective model to teach and learn English. The model has been implemented since 2013 in MAN 2 Tasikmalaya. The focus of the model is in speaking learning. The assessment is by observing student to present a presentation for at least ten minutes without text.

B. LITERATUR REVIEW

Many methods have been used to teach student English. Some methods may work well for student and some may not. Student-centered learning, often referred to as Project-Based Learning (PBL), which is a 21st century concept implementing a new curriculum using technology and the student's own abilities to achieve higher standards than the traditional learning styles (Zmuda, 2009). Stephanie Bell states it best, "PBL is not a supplementary activity to support learning. It is the basis of the curriculum" (Bell, 2010).

Practical learning is a task in which students observe and do things by themselves. It can be different from reading and listening for students. It helps you get hands-on experience in the learning activities.

From those two approaches mentioned, there are five activities generated as an action plan.

Activity 1. Writing Journal (Diary)

This approach is mentioned very effective by Klimova in her research. Diary writing is a very effective and natural tool for both students and teachers since this informal writing enables students to reflect on what they have learned, how they have learned it, what kind of difficulties they have when they have to write in formal English or what helps them to overcome these and other difficulties in the process of learning English. In addition, teachers can learn from students' diaries about their constraints in writing and help them to remove them. They can also discover what teaching strategies students appreciate most and implement them in their teaching (Klimova, 2015).

Activity 2. Basic Grammar

When it comes to English speaking skills, grammar rules should not be paid attention too much at first. However, this does not mean that English grammar should be ignored completely. Needless to say, basic English grammar rules play an important role in learning English, both written and spoken. Without grammar rules, sometimes short and simple expression can easily be understood. However, most of the time more complicated expressions will require the correct orders or structures of words.

Activity 3: Pronunciation

Shen stated that using English songs in English class can successfully bring affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxing (Shen, 2009).

Singing English song during learning English can also promote language awareness. The result of raising language awareness will not only be language use, but also the use which is more sensitive to issues of culture, identity and equity. In addition, although most students think that listening and singing English songs as an entertainment, but they also learn implicitly and unconsciously about the song. It is known to be much more pleasant and efficient way to promote language awareness than mechanically memorizing from book of vocabulary and grammar. Language awareness is not taught by the teacher or by the course-book; it is developed by the learner. Language awareness is an internal, gradual, realization of the realities of language use (Shen, 2009).

Activity 4: Storytelling

Storytelling can improve students' comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling could improve students' speaking skill. Storytelling is the original form of teaching (Pederson, 1995). Many researchers believed that story learning plays an important role in students' language development (Hsu, 2005). In addition to that Jianing reported that using storytelling in English

classroom is one of good activities to encourage students to study English (Jianing, 2007). Storytelling also can help learners become more self-confident to express themselves spontaneously and creatively (Colon-Vila, 1997).

Activity 5: Presentation

The assessment process is using Authentic assessment approach. Authentic assessment is an evaluation that requires students to construct responses or perform tasks that need more than recall of information and concepts (Flojo, 2013). It means that in conducting authentic assessment, the teacher requires students to compile a response or perform a task which is in this case will be a set of presentation, that can represent the capability of the student themselves.

C. RESEARCH METHODOLOGY

This study is considered as a research and development (R&D) type of research. The research was conducted in MAN 2 Tasikmalaya since 2008 till 2021. Research started with observation continue to researching and developing the English speaking learning model. Observation was conducted to all student in that school focusing on their English score and their speaking English skill. For implementing the English speaking learning model there were 200 students participating since 2013 till 2021. Observation was used to identify the problem while the English speaking learning model which is called English Speaking Program was used as solution to the problem. The research is focused on discussing English speaking program method and its implementation. The discussion is explained narratively supported with some updated literatures. After discussion, conclusion is generated from the result of 200 students participated in the English speaking program. The conclusion is also supported by some literature reviews as the scientific evident.

D. DISCUSSION

In this section the what, how and why are explained. Starting with the **What.**

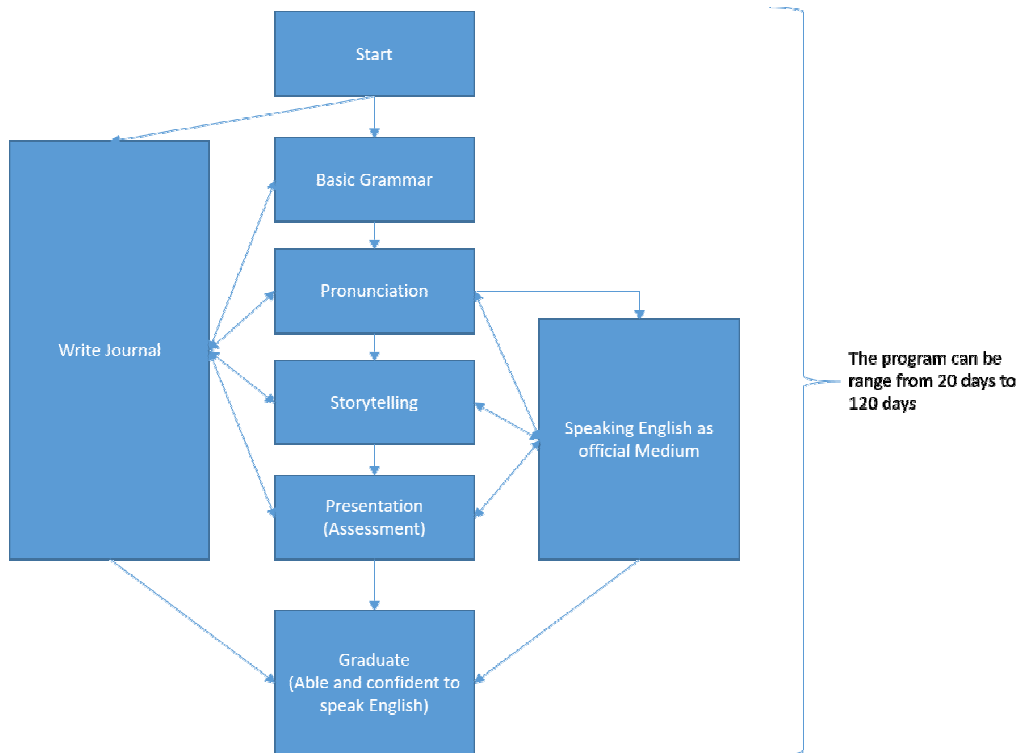


Figure 1. English Speaking Learning Model

The model started with recruiting student. There are 20 students in each period of batch. After student being recruited, basic grammar activity and writing journal or diary were conducted together. Basic grammar activity was using student-centered learning approach, while writing diary was using practical learning approach.

Assessment to the basic grammar activity was conducted by checking diary. When the diary started to make sense or understandable, then the activity will move to pronunciation activity.

Pronunciation activity were conducted by singing together in class. There was a mandatory song need to master. Mastering song means student can sing along with the singer. The song that was used as a mandatory song was “In The End” by Linkin Park. Along with pronunciation activity, in this phase, student started to be encouraged to speak in English during class. Gradually the language medium in class turn into English.

Storytelling activity were conducted by assigning student to read, understand and share six stories. Each story was told in front of class in two minutes, and everyone else would listen and be asked to answer the question related to the story. In this phase student has three things to do, writing diary, telling story and using English for daily communication in class.

After all stories were being told, then it's time for final assessment. Every student has to present two presentations for ten minutes each. The topic for presentation is free, student choose any topic they want.

After student finished all the presentation requirement, then student start to prepare for graduation.

Continue with the **How**.

The English Speaking Learning model has been implanted since 2013. In MAN 2 Tasikmalaya it is known as English Speaking Program (ESP)¹. To begin the program student are voluntarily applying to join the program. Number of participating student is limited to 20 students in each batch of period. The learning activities are conducted after school in certain days agreed upon application. Starting from 2013 now ESP has completed its 10th batch. There are five main activities in ESP, such as:

1. Writing Journal (Diary)

All participating student are obligated to write journal every day at least one page. The journal must be written in English regardless to English skill that student have. Diary will be submitted in daily basis to be checked as a feedback and evaluation for teacher. Some error and mistakes in diary will be corrected during the class. This approach is mentioned very effective by Klimova in her research.

Writing diary continue to be done by student until they finish the program. Each student will have at least 40 to 120 pages of diary. They receive their diary at the end of the program along with all the correction.

In first five-day student complained that writing diary in English was hard. Teacher need to motivate student to keep writing diary and give them

¹ All documentation can be checked at www.facebook.com/english.speaking.program.98

practical solution on how to write diary easily. The solution can be generated from diary that has been submitted by the student themselves.

2. Basic Grammar Activity

To begin the activity, it was started with a simple pre-test. Student was asked to translate five expressions in Bahasa into English. Here're the example of the pre-test:

1. Dulu saya tidak sepintar ini.
2. Mereka tadinya akan pergi ke rumahku pagi ini.
3. Dulu saya sangat mencintainya.
4. Kamu seharusnya ada di sini sekarang.
5. Apakah mereka ada di rumahmu kemarin?

Basic Grammar is delivered and explained using meaning approach instead of formula approach. It means grammar rules is explained practically.

Here is the list of basic grammar rule that is delivered and explained:

Table 2. List of Basic grammar

| No | Grammar Rule | How to deliver | How to asses |
|----|---|--|---|
| 1. | Are, am, is, was, were | Explain the meaning and give them example | Ask them to translate daily expression that contain those words |
| 2. | Verb 1, Verb 2, Participle Verb, and Verb with -ing | Explain the meaning and give them example | Ask them to translate daily expression that contain those words |
| 3. | Will – would, can – could, may – might etc. | Explain the meaning and give them example | Ask them to translate daily expression that contain those words |
| 4. | Have, Has, Had | Explain the meaning and give them example | Ask them to translate daily expression that contain those words |
| 5. | Be, Being, Been | Explain the meaning and give them example | Ask them to translate daily expression that contain those words |
| 6. | Passive voice | Explain the meaning and give more example | Ask them to translate daily expression that contain Passive voice |

In basic grammar session, writing diary is checked and corrected. Explanation about basic grammar is always related to common mistakes in diary. This way, student is more active to ask question related to their

case in writing diary. When it comes to material explanation, meaning approach is always used. Before telling student how to use the grammar, student must understand what the meaning of the word when it is attached to any word.

Based on ten batches experience of implementing this method, basic grammar activity is the most interesting subject for the student. Because student is given material and quizzes a lot. While actually basic grammar material is only a provision for writing a diary activity.

3. Pronunciation Activity

Pronunciation start to be implemented right at the beginning of the program. Practicing pronunciation conducted by singing together in class. Beside of helping student to pronounce English word better, it also helps student to learn more productively.

To assess students' ability in pronunciation, singing assessment is conducted. The assessment is only focused on pronunciation not to the voice or tone. If student can pronounce all the words in the song correctly, then the student can continue to storytelling.

4. Storytelling Activity

In English Speaking Program student get six stories to be read. Then student have to read it until they fully understand about the story. After reading it, student tell the story in front of class for two minutes. Why is it timed for two minutes? Because it trains student to speak in the normal speed. According to the National Center for Voice and Speech stated that the normal speed for conversational and presentation ranging from 100 wpm – 150 wpm (NCVS, 2018). Thus, in this activity student is encouraged to tell a story in 200 – 300 words.

When one student tells the story in front of class, other student will listen to the story very carefully because questions related to the story will be asked to them. If the audience can answer the question, then it means they understand the story. Thus the one who tell story will be considered passed for that story and ready for the next story. Every student will get 6 stories. Here's the example of the story:

A Busy Morning

There was once a little boy called William Robert, and his mother used to call him Billy-Bob for short. He was a useful boy, and did all sorts of things for his mother and father. He used to run errands every day, and he really had a very good memory indeed.

One day his mother said, 'Billy-Bob, please go to the grocer's and get me a packet of tea.'

'A packet of tea,' said Billy-Bob. 'Yes, Mother.'

As he went to the door his father said, 'Billy-Bob, please get me a box of nails.'

'A packet of tea, a box of nails,' said Billy-Bob. 'Yes, Daddy.'

As he went down the path, his aunt, who lived next door, called him. 'Billy-Bob, if you're going out, please get me a bag of buns for tea at our baker's.'

'A packet of tea, a box of nails, and a bag of buns,' said Billy-Bob to himself. 'Yes, Auntie.'

He was just going out of the gate when his uncle came up on his way home. 'Hello, Billy-Bob,' he said. 'Are you off shopping? Here's fifty p. Buy me a paper, there's a good boy.'

'A packet of tea, a box of nails, a bag of buns, and a paper,' said Billy-Bob. 'Yes, Uncle.'

He went down the road. Old Mrs. Brown knocked on the window when she saw him passing. 'Billy-Bob!' she called. 'Please get me a pot of cream and a quarter of pepper mints, will you?'

'A packet of tea, a box of nails, a bag of buns, a paper, a pot of cream and a quarter of peppermints,' said Billy-Bob. 'Yes, Mrs. Brown!'

On he went, and met Mr. Jones. 'Hello, Billy-Bob!' said Mr. Jones. 'Are you passing the fish shop? Please buy me a nice kipper, will you? Here's the money.'

'A packet of tea, a box of nails, a bag of buns, a paper, a pot of cream, a quarter of peppermints, and a nice kipper,' said Billy-Bob to himself. 'Yes, Mr. Jones.'

He went on. Soon he met Jim and Peter, and they showed him their new marbles. Then he met Susan and she told him how she had fallen down, and showed him her bandaged knee. Then after that he met Tom, who gave him a sweet and told him that his mother had made some ginger buns for tea.

'I must hurry!' said Billy-Bob to himself. He went to the grocer's and bought - well what did he buy? He went to the ironmonger and bought-can you tell me? He went to the baker's, and what did he get there? He went to the dairy and came out with - what? He went to the sweet shop and put down the money for - can you remember? And last of all he went to the fish shop, and there he asked for a nice - do you know what it was?

What a lot of parcels he had! Off he went home, and on the way he repeated the list over himself - and, dear me, Billy-Bob had forgotten something! Yes, he had! What could it be, oh, what could it be? Yes- you are right - he had forgotten his uncle's paper! He met a newsboy and bought one. Now Billy-Bob was happy. He ran off home, carrying seven things and who can tell me what they were?

5. Presentation Activity

Since presentation is also used for assessment, therefore it has several rule to be followed.

1. Student has to present their presentation in at least ten minutes. Student is free to choose any topic they want.
 2. During presentation, student cannot make more than five fatal errors in speaking. Fatal error means when what it is being said different with what it is meant to be.
 3. During presentation, student cannot make unintended pause. Pause mean, student stop speaking during presentation to kill or waste the time.
- If student can pass all the rule above, then student is ready to graduate. If student can present in front of other people in ten minute or more explaining about their idea and audience understand it, then the student can be considered as a good English speaker.

The assessment process is using Authentic assessment approach. Authentic assessment is an evaluation that requires students to construct responses or perform tasks that need more than recall of information and concepts (Flojo, 2013). It means that in conducting authentic assessment, the teacher requires students to compile a response or perform a task which is in this case will be a set of presentation, that can represent the capability of the student themselves.

Moving on to the **Why**.

English is mostly delivered with the same method. Teacher explains material then afterward examination will be conducted to evaluate students' understanding. When it comes to student grade, 100% student get a good grade for English class. It means all student have achieved all the minimum criteria.

When it comes to speaking, student mostly can't speak in English well, even though their score is good. The reasons behind that are because the material is not only focused on speaking and another reason because student is not having enough confident to speak up.

English Speaking learning model known as English Speaking Program is implemented to solve the problem. English Speaking Program focus on increasing student speaking skill. Student-Centered Learning combined with Practical Learning are used to implement the English Speaking Program.

After six years of implementing the English Speaking learning model called English Speaking Program (ESP), here are some facts:

1. ESP 1 – 10 has 200 students in total. 155 students finished their presentation and passed the program. The rest 45 student could not finish their presentation. (77,5%)
2. More than 50 students (ESP Graduate) have participated in international conference abroad, and some of them were rewarded as the best speaker.
3. During the program teacher will be very tired at the beginning, because teacher has to check and correct the diary and at the same time teacher has to explain some basic grammar material.

When it reached storytelling, student will start to work extra hard, because student has to read story, write diary and speak in English in daily basis.

E. CONCLUSION

English has been taught to student in Indonesia since at the early age. Student has been taught many things about English. Mostly student in Indonesia get a good score in English class, but it is not proven in the practical field, especially in the speaking. It is also supported with English Proficiency Index (EPI) produced by English First that say Indonesia fall under “low proficiency” in English skill with the average score is 52.5 (Renandya, 2018). The cause of that is lack of knowledge about basic English and psychological matter. At the knowledge side student tend to be more ready for examination rather that for their skill. In other words, most student study for the exam. Beside that the material that has been given is way too much compare to what needed for speaking (Gultom, 2016).

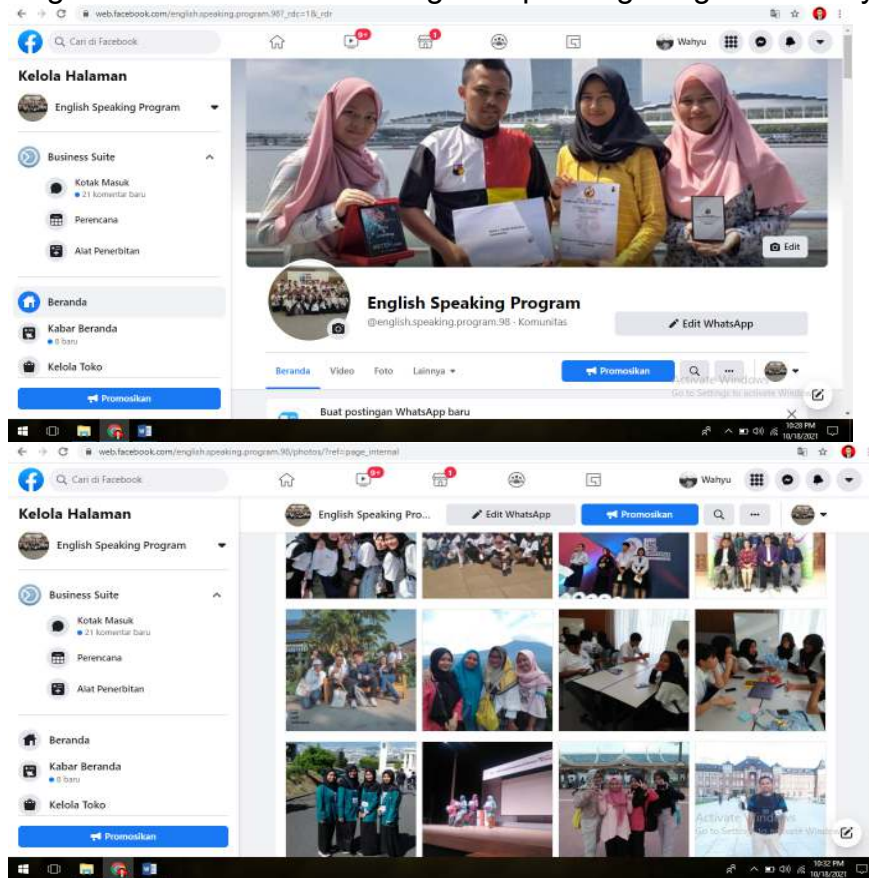
English Speaking learning model which is called English Speaking Program is implemented to develop English speaking learning model. The learning process consist of 5 activities, writing journal (diary) activity, Basic grammar activity, pronunciation activity, storytelling activity and presentation activity. After ten batches of implementation, it is found that ESP can make 77,5% of its participating student able to speak English fluently and confidently.

After more than six years of implementing the learning model, it is recommended to be implemented in other school (high school level) in Indonesia and conduct its effectivity in the new school.

A. Bibliography

- Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. . *The Clearing House*, 83(2), , 39-43.
- Colon-Vila, A. (1997). Storytelling in an ESL classroom. *Teaching PreK-8*, 27(5),, 58-59.
- Edge, J. (1993). Essentials of English language teaching. *Singapore, Longman*.
- Flojo, O. O. (2013). *Curriculum and Instruction: the Teacher of English*.
- Gawi, E. M. (2012). The Effects of Age Factor on Learning English: A Case Study of Learning English in Saudi Schools. *English Language Teaching* 5(1), 127-139.
- Gultom, E. (2016). English language teaching problems in Indonesia. *7th International Seminar on Regional Education* , (pp. (Vol. 3, pp. 1234-1241).).
- Hsu, W. (2005). An Investigation on Students' Meaning Comprehension and Expression While Learning Stories Presented in Various Formats: The Context of Guei-Ren Junior High School . *Tainan: Southern Taiwan University of Technology*.
- Jianing, X. (2007). Storytelling in the EFL Speaking Classroom. *Internet TESL Journal*, 13(11), , 1-8.
- Kitao, K. (1996). Why do we teach English. *The Internet TESL Journal*, 1-3.
- Klimova, B. (2015). Diary writing as a tool for students' self-reflection and teacher's feedback in the course of academic writing. *Procedia-Social and Behavioral Sciences*, 197,, (pp. 549-553).
- Luoma, S. (2004). Assessing speaking. *Cambridge, Cambridge University Press*.
- Megawati, F. (2016). Kesulitan mahasiswa dalam mencapai pembelajaran bahasa Inggris secara efektif. *PEDAGOGIA: Jurnal pendidikan*, 5(2), 147-156.
- Pederson, E. (1995). Storytelling and the arts of teaching.
- Renandya, W. A. (2018). English language proficiency in Indonesia: Issues and prospects. . *Journal of Asia TEFL*, 15(3), , 618.
- Shen, C. (2009). Using English songs: An enjoyable and effective approach to Eit. *English language teaching*, 2(1),, 88-94.
- Snow, C. E. (1993). Bilingualism & Second Language Acquisition. *Fort Worth, TX: Harcourt Brace Jovanovich*.
- Taylor, I. &. (1990). Psycholinguistic: Learning and Using Language. *Englewood Cliffs, NJ: Preatice-Hall. MA: Newbury House*.
- Wongsuwana, T. (2006). Speech could be trained. *Thailand Education Journal no. 21* , , 44-50.
- Zmuda, A. (2009). Leap of faith: Take the plunge into a 21st-century conception of learning. . *School Library Monthly*, 26(3), 16-18.

Appendix:
Page of all documentation English Speaking Program Activity.



Link for storytelling's video:

<https://web.facebook.com/english.speaking.program.98/videos/1308341362830751/>

<https://web.facebook.com/english.speaking.program.98/videos/831549080582352/>

Link for presentation's video:

<https://web.facebook.com/english.speaking.program.98/videos/834715497062863/>

<https://web.facebook.com/english.speaking.program.98/videos/334273197723741/>