



UIN SUSKA

# **DEVELOPING CURRICULUM, TEACHER AND INSTRUCTION FOR QUALITY ENGLISH LINGUISTICS, LITERATURE AND EDUCATION**

The 3<sup>rd</sup> ELITE International Conference  
Pekanbaru, January 10-11, 2016

**Editors :**

**Muhammad Fauzan Ansyari**

**Abdul Hadi**

**M. Syafi'i S**

## Education

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# **EDUCATION PROCEEDING**

**DEVELOPING CURRICULUM, TEACHER AND  
INSTRUCTION FOR QUALITY ENGLISH  
LINGUISTICS, LITERATURE  
AND EDUCATION**

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## **Foreword by Conference Chair The 3<sup>rd</sup>ELITE International Conference**

*Bismillahi wa billahi wa-l-hamdulillah,  
Assalamu'alaikum,*

This book is containing the abstracts of papers which are presented at The 3<sup>rd</sup> Elite International Conference on UIN SUSKA Riau held on 09 – 10 January 2016 by the English Education Department, Faculty Education and Teacher Training, State Islamic University Riau in Pekanbaru. This is an international conference which is one of the most prominent, especially for English language educators. There are about 150 papers presented by more less 170 authors in the conference from various places including Indonesia, Libya, and U.S.A

I am sure that new ideas and findings will be debated, discussed, and shared among presenters and participants with the intention of enhancing the English language pedagogy, literature, and education for the purposes of professional English language educator's development. Besides, the conference is also aiming at creating a forum for further discussion on the scope of developing curriculum, teachers, and instruction for quality of language education.

The conference aims at creating a forum for further discussion on English Linguistics, Literature, and Education. The scope of the paper promoted on developing curriculum, teachers, and instruction for quality English linguistics, literature and education.

Finally, we are very grateful to the participants, presenters, and the 3<sup>rd</sup> ELITE international Conference committee members who made smooth and pleasant the organization of all events.

*Wassalam,*



**Drs. H. M. Syafi'i S., M.Pd.**

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## TECHNIQUES FOR DESIGNING CLASSROOM ENGLISH SPEAKING PERFORMANCE

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### ABSTRACT

*Speaking is considered as the most difficult skill of four language skills, namely listening, speaking, reading and writing. Listening and reading belong to receptive skill, while speaking and writing belong to productive skill. Since speaking ability becomes a main goal of English learning, i.e., to develop communicative competence, teachers have to teach English in serious preparation in order to the students be able to communicate in English orally. There are some techniques for designing classroom speaking performance that will be explained as follows : technique should cover the activity from language based focus into message based focus ; technique should be able to intrinsically motivating ; technique should encourage the use of authentic language in meaningful context; technique should give opportunities to initiate oral communication; technique should integrate between speaking with listening material; and technique should encourage the development of speaking strategies. Beside the techniques above, teachers also should provide the classroom English speaking activities with some strategies such as acting from a script; communication game; discussion; prepared talks; questionnaires; and role play*

### INTRODUCTION

There are four language skills that should be mastered by learners in learning English language. Among the four language skills, i.e., listening, speaking, reading, and writing, speaking is an observable skill. This is because the ability to use English in daily communication is the indicator that someone has mastered the language (Larsen Freeman, 1986 : 133). That is why, to the most learners mastering the art of speaking is the single most important aspect of learning English as a foreign language and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991 : 39).

In learning English speaking, there are many errors made by learners, especially errors in using grammar, vocabulary and in pronunciation. Relation to this, Nation and Newton (2009) states that there are kinds of problem that English foreign language learners face in relation to speaking. In terms of linguistic, the learners feel that they do not have such adequate vocabulary and control of grammar, and the lack fluency when they speak English in the class. Then in terms of personality problems, the learners have less self confidence or motivation. Teaching English speaking is not as easy as to imagine, problems always occur. Some errors made by the learners in pronunciation, grammatical accuracy, vocabulary, fluency and interactive communication (Cahyono and Widiati, 2006). Thus, it can generally be understood that teaching English speaking successfully, teacher should provide some techniques for designing classroom speaking performance as the writer will discuss in this paper.

## **DISCUSSION**

### **THE NATURE OF SPEAKING**

In this part, it will be explained about the nature of speaking. Speaking is one of the important skills that the learners have to do well. Especially, when they use English as a means of communication. Jones ( as quoted by Eviyanti, 2008 : 56 ). States that speaking is a form of communication, so it is important that you say is conveyed in the most effective way. How do you say that something can be as important as what you say in getting your meaning across. Its meaning that speaking activity doesn't tell about what will be spoken, but it explains about the goal of speaking in order to the listener be able to understand the content of speaking. Speaking activity is considered as " taking and giving activity". Its meaning that speaker gives ideas to the interlocutor and takes ideas from interlocutor.

Speaking is "the process of building and sharing through the use of verbal and non verbal symbols, in a variety of contexts" (Chaney, 1998 :13). The word variety has correlation with sociolinguistics that it is term referring to language in context (Holmes,1992 : 9). A variety is a set of linguistic forms used under specific social circumstances , i.e., with a distinctive social distribution. Variety is therefore a broad term which includes different accents, different linguistic styles, different dialects and even different languages which contrast with each other for social reasons. While context here means with the place where the language is used. Relation to this, florez (as quoted by Bailey,2005 :2). States that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its meaning that when someone speaks something to other people has intended meaning or sharing new information.

Speaking is a skill which deserves attention every bit as much as literacy skills. Learners have to be able to speak with confidence and motivation in order to carry out the most basic transactions (Bygate,1987:1). Krashen and Terrel (in Hadley,1993 : 51) state in the affective filter hypothesis. The hypothesis states that comprehensible input can have its effect on acquisition, only when affective conditions are optimal as follows : 1) the acquirer is motivated. 2) the learner has self confidence and good self image ; 3) learner level anxiety is low.

Speaking skill consists of some elements of language. Murcia (2011 :104) mentioned that there are four elements of speaking based on communicative language teaching. The theory of communicative competence, process that ability to communicate in a language comprises four dimensions, they are as follows : 1) grammatical competence (including rules of phonology, orthography, vocabulary, word formation, and sentence formation); 2) sociolinguistic competence (rules for the expression and understanding of appropriate social meanings and grammatical forms in different contexts; 3) discourse competence (rules of both cohesion – how sentence elements are tied together via reference, repetition, synonymy, etc, and coherence how texts are constructed ; 4) strategic competence ( a repertoire of compensatory strategies that help with a variety of communication difficulties ).

Based on the meaning of speaking as explained above, it can generally be understood that speaking is a process of negotiating of intended meaning or sharing new information or expressing feelings, thoughts or desires to other people with using verbal language in communication/interaction with different contexts. In increasing English speaking skill, someone should understand about the elements of speaking or someone should master four competences in order to the listeners understand what is speaking. Grammatical, sociolinguistic, discourse and strategic competences.



## **TECHNIQUES FOR DESIGNING CLASSROOM SPEAKING PERFORMANCE**

Before going on to discuss about the nature of technique, it will be explained detailly about the meaning of approach and method, because approach and method has correlation with technique. Techniques carry out a method which consistent with approach. According to Anthony's concept (in Richards and Rodgers, 1986 :15), an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. While a technique can be defined as implementational. That which actually takes place in classroom. It is a particular trick, stategem or contrivance used to accomplish an immediate objective. Based on explanation above, it can generally be concluded that techniques must be consistent with a method, and therefore in harmony with an approach as well. Technique is the level at which classroom procedures are described. Here are some techniques (Brown, 2007) for designing classroom speaking performance as follows :

**Techniques that implemented in the classroom should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.**

In the process of teaching and learning which emphasizes in interactive language teaching, it will be easily for teacher to slip into a pattern of providing interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When teacher does a jigsaw group technique, play a game, or discussion to solve the problems, make sure that the tasks of teacher include techniques how to design to help students to perceive and use the building blocks of language. At the same time, teacher can use repetition drills for getting up the students from sleepy and become any drilling in speaking teaching and learning process as meaningful activities as possible.

**The techniques should be able to be intrinsically motivation.**

Intrinsic motivation is clearly superior to extrinsic. According to hierarchy of needs that students should be ultimately motivated to achieve self actualization, self esteem and fulfillment (Maslow in Santrock, 1997). The techniques that used in teaching and learning speaking process to appeal to students ultimate goals and interests, to their need for knowledge, for status, for achieving competence, autonomy, and for "being all that they can be". Even in those techniques that don't send student into ecstasy, help them to see how the activity will benefit them. Many times students don't know why we ask them to do certain things; it usually pays to tell them why. (Brown, 2007). Therefore, in teaching and learning speaking, teacher should always give motivation to the students and build up students self confidence. Krashen and Terrel (in Hadley, 1993) stated that students who have certain motivation, have high self confidence and their anxiety is low, they will be more successful in learning speaking than who have low motivation, low self confidence and high anxiety.

**Techniques should encourage the use of authentic language in meaningful context.**

In teaching and learning speaking with providing authentic contexts and meaningful interaction, it will take energy and creativity, but with help of quite a store house of teacher resource material now it can be done. Even drills can be structured to provide a since of authenticity (Brown, 2007). So, teacher in this theme should allow the students to learn with playing, asking, discussing doing the meaningful something, and motivating them to become learning activity with authentic language in meaningful context to be enjoyable experience.

Learner wants to learn if learner sees learning activity as enjoyable experience (Hutchinson & Walters, 1994).

#### **Techniques should provide appropriate feedback and correction.**

In most EFL situations, more particularly in teaching and learning English speaking, students become nervous and embarrassed when asked to speak English. They discourage to speak English, because they are afraid of making grammatical mistakes when they utter sentences in English. When teacher asks questions, no body responds and just keep silent. It can be understood that students are totally dependent on the teacher for useful linguistic feedback.

#### **Techniques should give students opportunities to initiate oral communication**

Teacher should be responsible for giving students opportunities to initiate oral communication. According to the competency based curriculum which was issued by the Indonesian Ministry of National Education reflects that the goal of English learning in Indonesia is to develop communicative competence and enable the students be able to communicate in English orally and in writing (BSNP, 2006). Communicating here means to understand and to express information, thoughts, feelings and develop science, technology, and culture. Ability to communicate is the ability to understand or to produce spoken text or written text to be realized in the four language skills, namely listening, speaking, reading, and writing. The four language skills are used to respond or to create a discourse in public life, therefore, a good deal of typical classroom interaction is characterized by teacher initiation of language. Teacher asks questions, gives directions, provides information, and students have been conditioned only to "speak when spoken to". Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject (Brown, 2007). Teacher allows the students to initiate language as teacher designs and uses speaking techniques.

#### **Techniques should capitalize on the natural link between speaking and listening**

In teaching and learning English speaking, teacher should be able to integrate these two skills, i.e., speaking and listening. The teacher is perhaps focusing on speaking goals and listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension. (Brown, 2007).

#### **Techniques should encourage the development of speaking strategies**

Teacher has many tasks, not only transfer the knowledge, values and character building, but also teacher should be able to choose and use the best strategies in order to the teaching and learning process can give meaningful something for students, so, in the classroom activity, teacher should be able to make students become a ware of and have a chance to practice such as strategies mentioned by (Brown, 2007) as follows : 1) asking for classification (what?) ; 2) asking someone to repeat something; 3) using fillers (uh, I mean, well) in order to gain time to process ; 4) using conversation cues (uh, huh, right, yeah, okay, hm) ; 5) getting someone's attention (hey, say, so) ; 6) using paraphrases for structures one cant's produce ; 7) appealing for assistance from the interlocutor (to get a word or phrase, for example) ; 8) using formulaic expressions (at the survival stage) ; and 9) using mime and nonverbal expressions to convey meaning.

### **TYPES OF DESIGNING CLASSROOM SPEAKING PERFORMANCE**

There are many types of classroom speaking performance that have correlation with developing of speaking skills as follows. (Brown, 2007)

### **Imitative**

Teacher can teach English speaking drill through imitation. Students can imitate what teacher says or what teacher reads the language in the classroom, because imitation focuses on some particular element of language form. The process of imitation can be done by teacher through drilling and repetition. Drills give an opportunity for students to listen or to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical. Drills offer limited practice through repetition (Brown, 2007). Drills also can help students to establish certain psychomotor patterns and to associate selected grammatical forms with their appropriate context. There are some useful guidelines for successful drills (Brown, 2007) as follows :

- Keep them short (a few minutes of class hour only)
- Keep them simple (preferably just one point at a time)
- Keep them “snoopy)
- Make sure students know why they are doing the drill.
- Limit them to phonology or grammar points
- Make sure they ultimately lead to communicative goals
- Don't over use them

Based on the explanation above, it can generally be understood that imitative or drilling can be used by teacher to increase and or to develop students English speaking performance.

### **Intensive**

Intensive speaking is very importance to develop students English speaking skill. Intensive speaking can be used by teachers to practice some phonological or grammatical aspect of language. Intensive speaking can be form of some pair work activity where learners are “going over certain form of language”.

### **Responsive**

Responsive is a part of a good deal of student speech in the classroom : short replies to teacher or students. Initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic. For example :

Teacher : How are you today, Ana ?  
Student : Very well, thank you, and you ?

Teacher : What is your name ?  
Student : My name is Anton.

### **Transactional (dialogue)**

Transactional language, carried out for the purpose of conveying or extended form of responsive language. In this theme, teacher can divide students into small group or pair work activity to make dialogue. The topic of dialogue or conversation from students language level and simple language that used to students in daily communication. For example :

Teacher : What is your name ?  
Student : My name is Anton.  
Teacher : Where are you from ?  
Student : I am from Bandung.  
Teacher : How old are you ?  
Student : I am seventeen years old.

The conversation that has written should be a part of group work activity.

### **Interpersonal (dialogue)**

The other form of conversation that mentioned above was interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations can involve some or all of the following factors : a casual register, colloquial language, emotionally charged language, slang, etc (Brown, 2007).

### **Extensive (monologue)**

Finally, the students at advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this part, teacher can use strategy such as observation, problem based learning, discussion and demonstration for developing students English speaking performance at advance levels.

## **TEACHING ENGLISH SPEAKING THROUGH CLASSROOM ACTIVITIES**

Teaching English speaking is sometimes considered as a simple process, but many teachers feel that teaching English speaking is not easy task and bored activity. Learners sometimes have problems in learning English speaking. There are a number of reasons why the learners have problems in English speaking, especially with the tasks of communication activities. Developing of English foreign language learners speaking performance relates not only to their linguistic and personality factors, but also to the types of classroom tasks provided by the teachers with regard to those thoughts (Widiati and Cahyono, 2006).

Harmer (2007) states that there are a number of ways in which teacher can help the learners find English speaking easy. Firstly, teacher needs to match the task, he/she asks the learners to perform with their language level. This means ensuring that they have the minimum language they would need to perform such a task. Secondly, teacher needs to ensure that there is a purpose to the tasks, and the learners are aware of this. Thirdly, teacher needs to assess the problems caused by the language they need and the difficulties which the topic might create.

Teacher should also remember that learners who are not used to speaking spontaneously need to be helped cultivate such habits. Teacher should not expect instant fluency and creativity, instead they should build up student confidence 'bit by bit', giving them restricted tasks first before prompting them to be more and more spontaneous later (Harmer, 2007).

In teaching English speaking, the teacher also should allow the learners to study with playing, asking, discussing, doing the meaningful something and motivating them to become learning activity to be enjoyable experience (Hutchinson & Walters, 1994). If the learner asked to answer the question, to do discussion and observation, students brain will work better, so the process of teaching English speaking will be better too (Silberman, 1996).

Relation to this, Harmer (2007) states that there are three basic reasons why it is a good idea to give learner speaking tasks that provoke them to use all aspects of language at their command. They are rehearsal which is used to give them chance to rehearse outside the classroom. Feedback which is used to provide feedback for both teacher and students; and engagement which is used in accordance that good speaking activities could and should be highly motivating. Thus, if all of the learners are motivated and participating fully and the teacher has to set up the activity properly, they will get tremendous satisfaction. Kay (2006) states that there are some principles for teaching English speaking as follows: teacher should be aware of differences between second language and foreign language learning contexts, teacher should give student practice with both fluency and accuracy, and the teacher also should provide opportunities for student to talk with using group work or pair work, and limiting teacher talk.

For developing English speaking performance, teacher should provides classroom activities. Classroom activities will be discussed in this session as Harmer (2007) mentioned are as follows :

### **Acting from a script**

Teacher can create the supportive atmosphere in the classroom. He/she can ask students to act from plays or sometimes from filming the results. Students will often act out dialogue they have written themselves. This frequently involves the students in coming out to the front of the class. The teacher needs to give students time to rehearse their dialogues before they are asked to perform them. Where the whole class is working on the same dialogue, we can go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed. By giving students practice in these things before they give their final performance, the teacher ensures that acting out is both a learning and a language producing activity (Harmer, 2002).

### **Communication games**

Game can be used by teacher to develop students speaking skill which are designed to provoke communication between students frequently depend on an information gap. This is based on what happens in the real life. Information gap is when two people communicate naturally , each would like to know something that has not been known from the other (Harmer, 2002). So that one student has to talk a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

### **Discussion**

Discussion can help students to increase and develop English speaking skills. Discussion gives students opportunities to give an opinion in front of the class, especially, if they can not think of anything to say and are not, any way, confident of the language the students might use to say it. Many students feel extremely exposed in discussion situations.

### **Prepared talks**

Prepared talks can also be used by teacher for increasing English speaking performance. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners. Prepared talk where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared. However if possible, students should speak from notes rather than from script. The developments of the talk, from original ideas to finished work, will be of vital importance (Harmer, 2002).

### **Questionnaires**

In this part, teacher can order to the students to make questionnaires. Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As students do, so the teacher can act as a resource, helping them in the design process.

### **Role plays**

For developing students English speaking performance, teacher can use role plays as a strategy. Role plays minimally involve 1) giving a role to one or more members of a group and 2) assigning a purpose that participants must accomplish. In pairs, for instance, learner A is an employer; learner B is a prospective employee; the objective is for A to interview B. In

groups, similar dual roles could be assumed with assignments to others in the group to watch for certain grammatical or discourse elements as the rules are acted out.

## CONCLUSION

To be successful in teaching English speaking teacher should allow the students to learn with playing, asking the question, discussing the topic, and motivating them to become learning as an enjoyable experience. Teacher also should build up students self confidence.

There are some techniques for designing classroom English speaking performance in order to the students be able to communicate in English orally. The techniques are as followa: The technique should cover the activity from language based focus into message based focus ; it should be able to intrinsically motivating ; it should encourage the use authentic language in meaningful contexts; it should give opportunities to initiate oral communication ; it should integrate between speaking with listening material ; and it should encourage the development of speaking strategies. Based on the techniques above, teacher would be better if he/she provides classroom speaking activities, for example : acting from a script, communication games, discussion, prepared talks, questionnaires , and role play. Teacher also should provide types of designing classroom speaking performance such as imitative, intensive, responsive, transactional, interpersonal, and extensive or monologue.

If the teacher uses some techniques and types of designing classroom speaking performance, and also provide the classroom English speaking activities in the classroom, the students English speaking ability will develop.

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