STUDENTS' PERSPECTIVE ON EXAMPLES NON EXAMPLES TECHNIQUE APPLICATION IN TEACHING SPEAKING

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Abstract

In mastering English, speaking skill is considered as the indicator of successful language learning therefore the students are expected to comprehend speaking skill as fluent as possible. In fact, most students face their high affective filter that drives them have low motivation, inhibition, and anxiety. For that reason, teacher plays an important role in delivering and applying the appropriate technique in teaching speaking. One of the recommended techniques that can be used by teachers is examples non examples technique. Examples non examples technique is an activity that encourages students to analyze and construct the meaning through the picture as an example. The objective of this study is to find out whether there is a positive response from students in the implementation of examples non examples technique. The research methodology used in this study is qualitative research in which there were thirty students of Agriculture of Teuku Umar University in the second grade were considered as the respondents of this research. The data collected by distributing a set of questionnaire to the respondents and analyzed by using percentage formula based on Likert scale indicators: strongly agree, agree, disagree and strongly disagree. The result of the research showed that there are 77 % of the respondents have positive response toward the technique application. It means that the implementation of examples non examples technique became favorite technique to the students in mastering speaking since it can develop students' critical thinking, can construct the concept through the pictures, increase students' communicative competence, and has sense of togetherness while students work in group cooperatively.

Keywords: *Speaking Competence, Response, Communication, And Examples Non Examples Technique*

INTRODUCTION

In mastering English there are four basic competences that should be taught to the students namely speaking, listening, reading, and writing. One of those language skills that influence language ability is speaking. According to Nunan (2004:24), people consider that in learning second or foreign language, mastering the speaking is essential because our community see the ability to speak in other language, particularly English, is an indicator of language learning success.

Speaking is suggested to be learnt as interaction, transaction, and performance. The meaning of interaction is the situation that encourages speakers to use language as social function. The main feature of speaking as interaction is reflected on the role of relationship, conversational convention such us formal or casual interaction, degrees of politeness, speaker identity, and conversational register.

All of these characteristics are recommended to be applied by the students in practicing speaking. In addition, speaking as transaction should be applied in focusing conversational talk and using the gesture in expressing idea. The main feature of speaking as interaction

focuses on frequent question, repetition, and comprehension check. Moreover, when speaking is learnt as the performance, students need to focus their message and participant or interlocutor (Brown and Yule, 1983:73).

The entire features are normally available in appropriate technique in teaching speaking. Besides, according to Haris (1984:85) there are some aspects of speaking ability that should be detected, namely pronunciation, grammar, vocabulary, fluency and comprehension. Therefore teacher need to select and modify the interesting materials in teaching speaking since the topic itself plays a great role in encouraging students to speak. In other word, the first task of the teacher is creating the communicative learning activity for students to study. The meaning of communicative learning activity here is an activity that persuades students to explore their interaction skill with the classmate.

This condition makes students are able to express idea freely in the target language since they deliver the statements in the real life. Moreover, teacher needs to perceive the characteristics of successful speaking activity. Ur (1996:95) stated that some characteristics of successful speaking activity are: (a) Learners talk a lot. Students are directed to speak loudly and freely in English language based on the topic given by the teacher. It is suggested that teacher not interrupt students' mistake in speaking since the interruption will bother students' concentration.

The teacher needs to take some notes in evaluating students' oral production skill and try to give the comment at the end of the lesson. (b) Participation is even. Students are expected to show their activeness during teaching and learning process. In transferring the idea in front of the class, every student should have the same opportunity to speak. (c) High motivation. Teacher needs to create and develop various strategies in teaching speaking such us choosing interesting topics, giving the rewards, and providing valuable pictures. (d) Language is in acceptable level. Students are recommended to learn in real life context; in their daily life interaction they try to expose communication in an acceptable level since they understand the language in context precisely.

However, there are still many English teachers who apply conventional teaching method in teaching speaking. They tend to get students to translate long passage in English then answer the questions based on the text. In fact, this condition drives students to learn monotonously in comprehending speaking. Students merely express their idea when answering the questions without expanding communicative skill of interactions. In addition, the language which is learnt by conventional teaching method will make students forget the materials easily due to students are not active during teaching and learning process, decrease students' motivation that reduce the development of critical thinking, cheat each other since the result of translation is the same, make the classroom circumstance boring and uninteresting (Larsen and Freeman, 1986:56).

Based on this problem, teacher as the facilitator in teaching and learning process should implement the recommended technique in teaching speaking, namely examples non examples

technique. According to Slavin (1991:32), examples non examples technique is a technique of leaning that encourages students to analyze the example through the picture given by the teacher. Students ask, give, and share their idea to complete a specific task in the group. Examples non examples technique is a technique of cooperative learning. Lie (2008:64) stated that learning with cooperative strategy is considered as a very effective way in improving relationship among students.

The steps of examples non examples techniques are: (1) Teacher prepares the picture deals with the topic will be discussed. (2) Students are divided into some groups which consist of three or four. (3) Teacher sticks the picture on the board or display through using in focus. (4) Teacher directs students to analyze the picture in group. (5) Teacher gives the script about related topics. (6) Students present the result of discussion in term of conversation in front of the class. (7) Teacher and students make a conclusion. Moreover, Buehl (1996:81) mentioned that learning speaking by applying examples non examples technique will develop students' critical thinking, increase students' understanding about materials application of the picture, enlarge students creativity in delivering communication and interaction and increase students' self esteem since they are directed to work in group.

In addition, Harmer (2001:53) claimed that leaning speaking by using picture will be more constructive compared to traditional since the picture is considered as the interesting media due to its simplicity and attractiveness. He further stated that the picture is suitable media of learning for the beginning level up to intermediate level. Furthermore, Carol

(2001:67) mentioned that examples non examples technique which uses pictures as media is determined as popular technique in teaching speaking because the picture is obviously believed as the media to elicit oral language performance of both intensive and extensive level.

Based on the fact mentioned above, the authors are interested in getting students' perspective about the application of examples non examples technique. According to Jones (1996: 85), perspective is a particular way in considering something then identified as a result of conceptual think. Every student has his/her own perspective in constructing the way of learning.

This study aimed at gathering students perspective on the technique that applied by the teacher in teaching and learning process thus the result can be implemented as the evaluation and suggestion of learning activity in teaching speaking. There are 30 students of non English department; Agriculture Faculty of Teuku Umar University identified as the respondents of this research. The students were in the second grade student in which English lesson become their general English in faculty.

The topic given in the whole semester dealt with the concept of part of the speech and theory about tenses as well. Some students find difficulties in practicing their oral communication in front of the class thus the lecture applied examples non examples technique in encouraging students' speaking ability. Therefore, the research question of this study is: How do students' respond toward the use of examples non examples technique in teaching speaking?

METHOD

The methodology used in this study is qualitative research. According to Borg (2003:61) qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places. There were thirty students of Agriculture at the second semester of Teuku Umar University were determined as respondents. These respondents got a set of questionnaire as the instrument of this research. After the data obtained, it was analyzed using percentage formula by Sundayana (2010).

RESEARCH FINDING

Based on the research that was conducted at the second grade semester students, the result of the questionnaire showed that:

Table 1. Questionnaire

| No	Question
1	Learning speaking by examples non examples is more interesting compared to other technique.
2	Learning speaking by examples non examples technique increase critical thinking.
3	Examples non examples technique makes me easy to construct the meaning through pictures.
4	The implementation of examples non examples technique encourages me to communicate in the real context.
5	Learning speaking by examples non examples technique increases my vocabulary
6	Learning speaking by examples non examples technique increases my fluency.
7	Learning speaking with examples non examples technique application increases my activeness.
8	Learning speaking by examples non examples technique develops my understanding of English.
9	The use of examples non examples technique drives me to work cooperatively with my team.
10	The implementation of examples non examples technique increases my motivation.

According to questionnaire above, it shows that the first question asking about whether the examples non examples technique is more interesting compared to other technique or not. The second one needs the students' response about whether the students agree or not to choose that examples non examples technique increases students' critical thinking.

The third question is asking about whether the students easy to construct the meaning through picture or not. It is believed that leaning English by pictures help students to arrange the idea then construct the meaning related to the topic given. The forth question states about the application of examples non examples technique makes students communicate in the real context. The next question deals with increasing students' vocabulary. The sixth question asks about whether or not the uses of examples non examples technique increase students' fluency.

The seventh question relates to the implementation of examples non examples technique increases students' activeness or not. The next question is asking about whether the application of examples non examples technique develops students' understanding of English or not. The ninth question deals with whether the students are able to work cooperatively with the team or not. The final question is asking about whether or not the implementation of examples non examples technique increases students' motivation or not. After the data obtained, the data were calculated using percentage formula as suggested by Sundayana (2010).

The percentage result can be seen in the following chart:
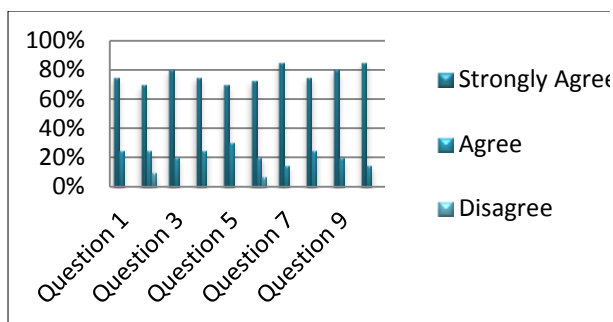
Figure 1. Percentage on students' response toward the application of examples non examples technique in teaching speaking

Based on the chart above, it can be seen that for the first statement, there were 75% students answered strongly agree, another 25% students chose agree and no one student answered disagree. For statement 2, there were 70% students chose strongly agree, 20% students answered agree and only 10% students chose disagree. For this question, researcher conducted a depth interview to the respondents who claimed that it was hard for them to really develop their critical thinking just because they were not really focus toward the topic. For the third question, there were 80% students strongly agree that pictures makes them easy to construct the meaning related to the materials on that day.

For the statement 4, there were 75% students answered strongly agree, another 25% students chose agree and no body chose disagree. Next question, there were 70% students agreed that the application of examples non examples technique increase students' vocabulary and 30% answered agree. In the statement 6, there were 73% students chose strongly agree, 20% students chose agree, and less than ten percent or there only 7% students chose disagree and no one answered strongly disagree. For the next statement, in number 7, there were 85% students

answered strongly agree to state that the use of examples non examples technique drives students to increase their activeness in learning speaking. The students felt free to speak and easy to comprehend interlocutor ideas. The next statement deals with the students were easier to develop their understanding of English using examples non examples technique than conventional technique because there were 75% students answered strongly agree and another 25% students chose agree and no student who answered disagree. In the statement 9, there were 80% students chose strongly agree and 20% students answered agree. Last but not least, there were 85% students chose strongly agree to say that the use of examples non examples technique increase students' motivation in learning speaking and 15% students answered agree however, no one student who chose disagree.

CONCLUSION

According to the result of the research, it can be concluded that the respondents showed their positive response toward the use of examples non examples in teaching speaking. The highest score is at number seven and nine in which most of the respondents are strongly agree to state that the use of examples non examples technique is generally increase students' activeness and increase students' motivation. Therefore, it is suggested that English teacher apply examples non examples technique in teaching speaking since this technique is determined as the students' center technique.

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