TEACHING METHOD IN DELIVERING SPEAKING MATERIAL FOR SENIOR HIGH SCHOOL GRADE

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Abstract. Speaking is one way to communicate which ideas and thought as a message orally. This study focused on teaching method that implemented by a teacher while teaching speaking skill in senior high school. The research applied interview and observation method to conduct this study. The finding of this research was the teacher often implement the role play method while delivering speaking material since its really appropriate to the situation class and student interested. Furthermore role play was variety of activities in which students are provided with information presented in role cards that guide them to simulate real world given the freedom to choose the language they use and develop the personalities and the situations as they wish to make the activity enjoyable and successful as much as possible. Clearly, role play has many advantages, such as; acting requires the use of language. Hence learners will develop their ability of communicating and it provides spontaneous use of language during interaction

Keywords: teaching method, speaking, senior high school.

INTRODUCTION

Speaking can be done at least consist of two persons. It should contribute from others. Since this activity need feedback or comment directly about something that they talking about. It can be easily to deliver one idea for the audience. Speaking (Burns & Joyce, 1997) is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended and evolving.

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. By speaking the speaker can convey his intention to the audience. We can say something directly and can be responded by the audience sooner. Furtheremore 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. 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.

Eventhough speaking could be common thing in our life, but it is different from speaking in English. The teacher should teach how to speak out English in the class room. Teacher also should stimulate and force the student to speak English. Since English as the foreign language in Indonesia, so it will have the main role for the student to make themselves can speak English. Speaking English can make their life easier to face the era globalization. Through English the student can communicate well with another people around the world.

Learn to speak in a second language, specially in English, involves increasing the ability to use these components in order to produce spoken language in a fluent, accurate and socially appropriate way, within the constraints of a speaker's cognitive processing. The goal of teaching speaking skills is communicative efficiency. Learners or the students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation,

grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teacher pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

Unfortunately, many of students do not have the capability to speak English. The students still were lack of vocabularies, did grammatical mistakes in speaking, mispronounced words, got stuck in speaking, pausing, and still shy to speak. Beside those factors, teacher is the only one solution to overcome these obstacles. Teacher should think hard to find the appropriate techniques every time when he or she thought in the class. Automatically all of the factors above will reduce due to the teacher use various technique.

Many teachers just use the same technique in teaching speaking skill. Teachers just ask the student to read about one conversation then they ask the student to read it in pairs. In addition, completing the answer from some questions relate to the dialogue. From time to time this method has been done for every meeting in learn about speaking. Absolutely, the student only can read the conversation without knowing what is the main point inside the conversation. After reading the conversation they never apply the content in their daily activity. Then it will make the students feel bored and they don't want to think or try to speak eventhough just one sentence. They just stuck and dependent to the conversation. By using various technique student will encourage to follow the subject and feel convenient. They always anticipate to wait the next material.

The teacher can find out many various of techniques in teaching in the class, for instance information gap technique, role play, group work, gaming conversation, free discussion, and simulations technique. Then teacher can implement the techniques in order to make the student stimulate to speak out and participate in talking in the class.

General Problems in Teaching Speaking

The position of speaking in the hierarchy of language skills has evolved over the centuries. Rather ignored in the Grammar – Translation Method, it became a primary skill in the Direct Method.

Audiolingualism brought even more focus on speaking, although the linguistic principle it was based on viewed oral discourse as imitative routine behaviour in typical and predictable situations. The grammatical syllabus of the Cognitive Method incorporated activities in all language skills, attaching equal importance to each of them. Finally, Communicative Language Teaching added a more realistic dimension to teaching oral discourse by introducing numerous forms of interaction to the classroom and practising the language in natural or probable situations which demanded defining of the discourse genre and the roles of participants.

Nowadays, in spite of the inevitable criticism of available methods, techniques or resources, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era it has been treated as the ultimate goal of language training and its proper development has become the focus of attention of both teachers and learners. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom. This difficulty results basically from the character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties and genres of oral communication. In fact, selecting the most appropriate types of spoken discourse for classroom practice in a particular language course is a very hard decision which, unfortunately, hardly ever reflects the natural occurrence and distribution of communicative situations.

Additionally, an advanced language course should create optimal conditions for developing learners' sociocultural knowledge, that is "the culturally embedded rules of social behaviour" (Thornbury 2007: 31) and their linguistic knowledge, which includes discourse and speech act knowledge, and knowledge of the grammar, vocabulary and phonology of the target language. These knowledge areas must then be appropriately activated in order to be made available for use in regular speaking practice in the classroom and beyond. Importantly, as far as the stages of mental processing involved in speaking are concerned, there is not much difference between native and target languages. Both combine the processes of conceptualizing, formulating, articulating, self-monitoring and negotiating. Yet, the skill of speaking is not automatically transferable from the speaker's first language into the second

(Thornbury 2007). Even extensive knowledge of the target language's grammar and vocabulary often presented by advanced students of foreign language departments does not guarantee success in oral communication when this knowledge is not properly integrated or accessed. Problems in speaking may be additionally aggravated by excessive use of self-monitoring processes and a tendency to formulate utterances in the native language first. These mental operations create obvious costs in terms of fluency and may lead to producing artificial discourse.

Other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning Problems and challenges in teaching and learning speaking at advanced level 39 process and learning speaking in particular. They can be defined as follows (Ur 1995: 121):

1. Inhibition – fear of making mistakes, losing face, criticism; shyness;
2. Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments;
3. Low or uneven participation – often caused by the tendency of some learners to dominate in the group;
4. mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

As many teachers' observations indicate, the above situations occur in language classrooms regardless of the level of proficiency or the number of students in the group. Moreover, every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and communicative experiences, both positive and negative. This individual dimension is particularly noticeable among older and more advanced learners who often have a good insight into the nature of their individual difficulties, an accurate assessment of the skills they have already developed and, consequently, clearly defined needs.

Technique Used In Teaching Speaking

Speaking activities have an important role in creating o opportunities for students to use the language for communicative purpose, generally communicative activities are "fluency based activities*"* which encourage students to use L2 in an interactive learning. However, for a successful implementation of communicative activities the classroom must be "students centered" and the activities must be interactive, authentic and contextualized. Students should be encouraged to work with each other as well as with their teacher specific tasks to develop their speaking skill which are listed below:

1. Responding to directions or questions given by the teacher or another students
2. Giving directions for other students
3. Preparing original sentences with communicative expressions, structures or notions which have been presented
4. Answering questions asked by other students about any class or out of class experience
5. Asking the teacher or other students questions about reading or common experience
6. Describing objects from a picture or chart
7. Using their own words to tell or retell a well-known story or experience
8. Reporting a prepared topic and be ready to answer questions on it
9. Improving realistic conversations about a class shop, a library, or other appropriate resources.
10. Taking a role in a communicative language game
11. Participating in some oral group activities such as, a debate, a discussion, a forum, based on research where students are forced to listen attentively to the previous speaker in order to agree, disagree, express, uncertainty, or add other relevant information
12. Giving a report in the TL about newspaper article written in the native language

The following technique type underlies the specific speaking tasks listed above:

1. Information Gap Technique

Conveying information is considered to be one of the important aspects of CLT and it provides student with extensive talks where the students give each other information. Harmer (2001:85) described information gap activity as "a key to the enhancement of the communicative purpose and the desire to communicate." information gap activity is defines as; "A situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information…etc.". In information gap, the learners are given different information that all other students may not have. This gap cannot be completed only if the learners use the language. Every learner has an important role in this activity because the activity cannot be achieved unless

all the participants give the pieces of information they have.

2. Role Play Technique

Role plays are very useful kind of activities that are used by many teachers in EFL classes to develop students' oral competence. The students may be asked to perform dialogues using the foreign language, this will help them to know how to perform in a particular social context and provide a good atmosphere in the classroom which gives learners opportunities to practice the language and improve it.

Role play is a classroom activity which gives the students the opportunity to practice the language, the aspects of role behaviour and the actual roles he may need outside the classroom. Furthermore, role play is a good technique for providing interaction in the classroom, Role play as "an individuals' spontaneous behavior reacting to others in a hypothetical situation" this indicates that the learner creates a new identity with new views. The importance of role play in the classroom by pointing out that Role play is likely to be a most important technique in teaching to a notional, and particularly a functional syllabus. It will insure that all utterances are properly contextualized and it will require the learner to exhibit the very language behaviour that we have defined as the principle objective of language learning.

According to Ladousse (1987), role play is a concept made of two words „role" and „play"; the first word indicates that learners take a part in a specific situation whereas, the second word means that the students take the role on inventive and playful manner within a Cooperative Learning and Speaking Skill 19 safe setting. As an activity, it is defined by him as the activity in which students create their own reality unselfconsciously through experimenting their knowledge of the real world to develop their interaction skills. According to Hedge (2000), role plays are variety of activities in which students are provided with information presented in role cards that guide them to simulate real world given the freedom to choose the language they use and develop the personalities and the situations as they wish to make the activity enjoyable and successful as much as possible.

Clearly, role play has many advantages, such as; acting requires the use of language. Hence learners will develop their ability of communicating and it provides spontaneous use of language during interaction, Moreover, it maximizes the students' activity and increases the possibility of effective learning and motivation to learn.

3. Group Work Technique

Group work is a form of cooperative learning, it helps in the development of communicative ability and it provides learners with a total freedom to express ideas, knowledge where the learners correct each other mistakes because they engage in a debate with their friends. Teachers can provide learners with different roles and responsibilities to motivate them to work in groups in orders to promote their confidence and develop their different skills. A group work as *"a generic* term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Group work is essential to any classroom that is based onpr inciples of experiential learning. Through group work, learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things they will need to be able to do to communicate in the world beyond the classroom**.** Consequently; Group work has great potential for the following reasons:

a. Students are encouraged to become active rather than passive learners
b. It encourages the development of critical thinking
c. Students have the opportunity to learn from each other.

4. Gaming Technique

Another communicative Technique, which is considered as the best way to reduce the stress and anxiety inside the classroom. A game is technique in which people agree to abide by a set of conditions in order to achieve a desire state or end. Many writers have agreed on the importance of using games in the classroom. Games can be used as "an enjoyable change of pace while reinforcing language*"*. When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives. Students in the formal atmosphere of game play are less self- conscious and therefore more apt to experiment and freely participate in using the foreign language. In addition games automatically stimulate students' interest a properly introduced game can be one of the highest motivating techniques

On the whole; game Technique are used to learn in an enjoyable way particular forms and vocabulary and to encourage students to interact fluently with each other when they are using the TL. Icebreakers are from the best games which are playing inside the classroom. Icebreakers are used to break the barriers

among the students, this kind of game help students to increase confidence and corporate with each other.

5. Conversation Technique

Conversation Technique is a communicative Technique which stimulates students to speak using the target language and it helps them to use "*verbal strategies in natural situation*". Conversation Technique is very important in improving students' oral performance. The dialogues in teaching are far more crucial than is the case in synthetic approach, that such dialogues should be based much more closely on the kinds of linguistic interaction that take place in real language use and should not be treated simply as ways of context utilizing particular grammatical structures, and that the contribution of the learner should be to play those roles in the dialogues that we can predict he will take subsequently in real acts of communication.

Usually, conversation can be used when students are practicing giving opinions and showing agreement or disagreement. And they help students to be responsible for their own learning and to feel confident when they are using the target language. To sum up, an ideal communicative classroom requires a friendly environment which provides a meaningful exposure to the foreign language and opportunities to use it.

6. Free Discussion Technique

In free discussion Technique students manage talks on topics that take their interest over a period of time. In free discussion learners are provided with opportunities to develop their speech fluency when they exchange opinions, experiences and stories as well as encouraged to use the language according to their needs to maintain a conversation and develop their knowledge about the strategies of giving and taking the turns, introduce and shift topics as well as encouraging responses, comments and contributions (Hedge, 2000).

7. Simulations Technique

Simulations are activities which share common characteristics with role play. She claimed that in simulations students simulate real life situations as if they are doing it in real world like a business meeting. The use of simulations encourages learners" performance and makes learning enjoyable and effective. For success in simulations, there are several suggestions. First of all there must be a reality of function that is students must think of themselves not as students but as real participants and they should also think of the classroom as it is a simulated setting. Another important condition for the success simulations is that the structure of the activity must be organized and students are given sufficient information about the real participants. Ladousse (1987) makes distinction between simulation and role play and summarizes the differences in the point that simulations are lengthy, more complex than role play, relatively inflexible and they often include role play elements.

RESEARCH METHOD

In doing the research, the collecting and instrument be one of thing that necessary. The researcher used some methods and instrument to collect the data in order to make the research more efficient and effective. Data collecting methods and its instruments that applied by the researcher in this research were structure interview and observation. The list of the questions has been prepared. So the researcher did not spend her time to think again about the questions. Additionally the questions was not spread to other topic.

For collecting the data from interview, the researcher used procedure as follows:
1. The researcher prepared the questions for the object.
2. The researcher asked some questions kindly and friendly to the object.
3. The researcher recorded all of the interview
4. The researcher wrote the result of the interview.

Observation was done to get information about human behavior as like in reality. By observation, the researcher could get the clearer description about social life that was difficult to get by another method, in this case to get any information about the implementation of technique in teaching speaking from the selected teacher. The ways in doing observation were: a) the researcher prepared the concept of observation form; b) the researcher joint in the classroom, c) researcher did observation in the classroom when the teacher taught in the class for 90 minutes

RESEARCH FINDINGS

Based on the result of observation and interview to the subject of the study, the researcher presents the finding of the study. The following researcher presents the findings of the study
1. Teacher's implementation in teaching speaking material

She has many experiences in facing the students with various characters. Even she was an expert in facing her students, but in teaching English she

should develop many kind of techniques to implement in teaching speaking. Moreover the technique can be implemented in the class with the simple way. The teacher did not need to apply the complicate technique in the class since the average of the student in the class was around 35. That was not effective process of teaching and learning process that the teacher got, nevertheless the crowded would appear in process teaching and learning in the class. Based on the observation, the teacher did not prepare anything, include the media or thing to support the process of learning and teaching. Firstly, she came to the class and ask the students to prepare themselves to study. Since UISU is the Islamic school, so they prayer before the lesson began. And after that the teacher gave instruction to students for collecting their homework. Sometimes the teacher gave time for them to accomplish their task in the class. When all of the assignment collected, teacher moved to the next section. She asked the students to open their book. Then the teacher read the conversation that available in the text book. She repeated the text for twice and ask the student to read it together. Sometimes she made a role play for the students to read the conversation.

Role plays are very useful kind of activities that are used by many teachers in EFL classes to develop students' oral competence. The students may be asked to perform dialogues using the foreign language, this will help them to know how to perform in a particular social context and provide a good atmosphere in the classroom which gives learners opportunities to practice the language and improve it. According to Ladousse (1987), role play is a concept made of two words „role" and „ play"; the first word indicates that learners take a part in a specific situation whereas, the second word means that the students take the role on inventive and playful manner within a Cooperative Learning and Speaking Skill 19 safe setting. As an activity, it is defined by him as the activity in which students create their own reality unselfconsciously through experimenting their knowledge of the real world to develop their interaction skills. Role plays are variety of activities in which students are provided with information presented in role cards that guide them to simulate real world given the freedom to choose the language they use and develop the personalities and the situations as they wish to make the activity enjoyable

and successful as much as possible..Clearly, role play has many advantages, such as; acting requires the use of language. Hence learners will develop their ability of communicating and it provides spontaneous use of language during interaction. Moreover, it maximizes the students' activity and increases the possibility of effective learning and motivation to learn.

Unfortunately the role play technique was the most technique used in every class. She revealed that this technique is so simple and it was easy to apply for the student. She also added in the interview if she did not have much time to prepare the media and also to develop the technique. To change the technique or applied in the class, she should gain the information about some technique. That was the problem, she was not ability to find out the various of technique by internet. Another reason from her that she was too busy to prepare all the thing. And she gave the assumption that her student would not respect or did not care about the technique or anything else include the material.

After the main activity done, teacher directly gave instruction for the students to answers some questions based on the conversation. Rarely, in doing the task student started to make some noisy and crowded in the class. They would try to find their friend's answers. In the last activity, the teacher and the students would like to answer the question together. She also said that it will reduce my task to examine their exercise and in the last I will just give them score based in their friends revision.

CONCLUSION

Based on the research finding, the researcher concludes that the teacher at SMA UISU Medan used the technique of role play in teaching speaking. She revealed on the interview that this technique was so simple and effortless to apply in teaching speaking. She also added that she felt anxious when apply another technique in teaching speaking the student did not care about the new technique. Moreover the technique was not very enjoyable the student would find their activity. She also has built assumption on her mind that this technique or role play was the appropriate technique for her to teach speaking skill in every class.

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