

GUIDANCE AND COUNSELING METHOD AS PSYCHOLOGICAL APPROACH FOR TEACHING ENGLISH SPEAKING SKILL

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ABSTRACT

The teaching objective is to give knowledge and skills for students. There are two factors influence students in learning; they are external factor and internal factor. The internal factor includes motivation, interest, attitude, and intelligence. This method is a speaking teaching method with psychological approach to stimulate and motivate students to speak. It uses students' speaking problems as teaching materials and the techniques of this method are inspired from guidance and counseling techniques

Keywords: *Guidance, Counseling and Speaking*

ABSTRAK

Tujuan mengajar adalah untuk memberikan pengetahuan dan keterampilan bagi siswa. Ada dua faktor yang mempengaruhi siswa dalam belajar; faktor eksternal dan faktor internal. Faktor internal yang meliputi motivasi, minat, sikap, dan kecerdasan. Metode ini merupakan metode pengajaran berbicara dengan pendekatan psikologis untuk merangsang dan memotivasi siswa untuk berbicara. Menggunakan masalah berbicara siswa sebagai bahan pengajaran dan teknik dari metode ini terinspirasi dari bimbingan dan konseling teknik.

Kata Kunci: *Bimbingan, Konseling dan Berbicara*

INTRODUCTION

Speaking is one of English skills that should be mastered by students at English department. The curriculum of STAIN Parepare states that the objective of learning speaking is students are able to speak English with correct grammatical and correct pronunciation as native speaker.

The real condition shows that the students are still far from the speaking. The students get difficult to pronounce words correctly and to arrange words into correct sentences. The lack of self confidence is also a reason of students to not speak. Most of students said that they have no self confidence to speak. They are afraid of making mistakes in pronunciation and words and sentences arrangement.

Moshaedah (2008) in his research "*Penerapan Software Text to Speech dalam Pembelajaran Mata Kuliah Speaking*" stated that students' problem in speaking was

students often made mistakes in pronunciation. Speaking assessment criteria consisted of confidence, fluency, and appropriate. Students' mistake should get feedback to correct the mistakes.

To solve students' speaking problem, writer tries to use guidance and counseling method in stimulating and motivating students to speak. Coleman (1972) stated that counseling is a personal, face to face relationship between two people, in which counselor, by means of the relationship and his special competences, provides a learning situation in which the counselee, a normal sort of person, is helped to know himself and his possible future situation.

By this method, writer motivates and stimulates students to speak by helping students to identify their problem and to solve it, and to correct pronunciation and sentence arrangement. This method improves students'

self confidence and ability in speaking. What makes speaking difficult? (Brown,2001) in Teaching by Principle categorized into: (1) Clustering; Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering. (2) Redundancy; The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language. (3) Reduce form; Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them. (4) Performance variable; One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like, etc.* One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.(5)Colloquial language; Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms. (6) Rate of delivery; Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.(7) Stress, rhythm, and intonation; This is the most important characteristic of English pronunciation. The stress-time rhythm of spoken English and its intonation patterns convey important messages. (8) Interaction; As noted in the previous section, learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

Some of current issues in teaching speaking will help to provide some perspective to the more practical considerations that follow: Conversational discourse, Teaching pronunciation, Accuracy and fluency and affective factors, Interaction effect (Brown,2001). The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. The goals and the techniques for teaching conversation are extremely diverse, depending on the student, teacher and overall content of the class.

The techniques for teaching students conversation include topic nomination, maintaining a conversation, turn-taking, interruption, and termination. Our pedagogical storehouse has equipped us with ways to teach sociolinguistic appropriateness, styles of speech, nonverbal communication, and conversational routines.

There has been controversy over the role of pronunciation work in a communicative, interactive course of study. Because the overwhelming majority of adult learners will never acquire an accent-free command of a foreign language, should a language program that emphasizes whole language, meaningful contexts, and automaticity of production focus on these tiny phonological details of language? The answer "yes" but in a different way from what was perceived to be essential a couple of decades ago.

An issue that pervades all of language performance centers on the distinction between accuracy and fluency. In spoken language the question we face as teachers is how shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically, and phonologically correct) language and fluent (flowing, natural language)?

While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements

of phonology, grammar, and discourse in their spoken output.

The fluency/accuracy issue often boils down to the extent to which our techniques should be message oriented (or, as some call it, teaching language use) as opposed to language oriented (also known as teaching language usage). Current approaches to language teaching learn strongly toward message orientation with language usage offering a supporting role.

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid or incomprehensible. Our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak, however halting or broken their attempts may be.

The greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language but rather the interactive nature of most communication.

A further complication in interactive discourse what he calls the interlocutor effect, or the difficulty of a speaking task as gauged by the skills of one's interlocutor. In other words, one learner's performance is always colored by that of the person he or she is talking with (David Nunan, 1991)

Principles for Designing Speaking Techniques

Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When you do a jigsaw group technique, play a game, or discuss solution to the environmental crisis, make sure that your tasks include techniques designed to

help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

Provide intrinsically motivating techniques. Try at all times to appeal to students' ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy and for "being all that they can be". Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

Encourage the use of authentic language in meaningful context. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse a teacher resource material it can be done. Even drills can be structured to provide a sense of authenticity.

Provide appropriate feedback and correction. In most EFL situation, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback "out there" beyond the classroom, but even then you are in a position to be a great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

Capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

Give students opportunities to initiate oral communication. A good deal of typically classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to “speak” when spoken to” Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

Encourage the development of speaking strategies. The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, using conversation maintenance cues, getting someone’s attention, using paraphrases for structures one can’t produce, appealing for assistance from the interlocutor, using formulaic expressions, and using mime and nonverbal expressions to convey meaning.

One of the more complicated problems of second and foreign language learning and teaching has been to define and apply the construct of motivation in the classroom. Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. We can interpret this definition in varying ways, depending on the theory of human behavior we adopt. For the sake of simplicity, let us look at theories of motivation in term of two opposing camps. In one of these camps is a traditional view of motivation that accounts for human behavior through a behaviorist paradigm that stresses the importance of reward and reinforcement.

Motivation was some kind of internal drive that encourages somebody to pursue a course

of action. Language learners who are motivated perceive goals of various kinds. We can make a useful distinction between short term goals and long term goals. Long term goals might have something to do with a wish to get a better job at some future date, or a desire to be able to communicate with member of target language community. Short term goals might include such things as wanting to pass an end of semester test or wanting to finish a unit in book (Harmer,1991).

In general strongly motivated students with long term goals are probably easier to teach than those who have no such goals. For such students short term goals will often provide the only motivation they feel.

What kind of motivation do students have? It is always the same? We will separate it into two main categories, they are extrinsic motivation, which is concerned with factors outside the classroom, and intrinsic motivation, which is concerned with what takes place inside the classroom.

We have said that some students study a language because they have an idea of something which they wish to achieve. It has been suggested that there are two main types of such motivation, integrative motivation and instrumental motivation.

For this kind of motivation students need to be attracted by the culture of the target language community, and in the strong form of integrative motivation the wish to integrate themselves into that culture. A weakness form of such motivation would be the desire to know as much as possible about the culture of the target language community.

This term describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position or status. The language is an instrument in their attainment of such a goal.

While it reasonable to suppose that many adult learners have some degree of extrinsic motivation, and while it is clear that the

attitude of students can be affected by members of their communities, there can be no doubt that intrinsic motivation plays a vital part in most students' success or failure as language learners.

We can consider factors affecting intrinsic motivation under the headings of physical condition, method, the teacher and success.

It is clearly the case that physical conditions have a great effect on learning and can alter a student's motivation either positively or negatively. Classrooms that are badly lit and overcrowded can be excessively de-motivating, but unfortunately many of them exist in school. Teacher should presumably try to make their classrooms as pleasant as possible. Even where conditions are bad it may be possible to improve the atmosphere with posters, students' works on the wall.

We can say, then, that the atmosphere in which a language is learnt is vitally important: the cold greyness of much institutionalized education must be compensated for in some way if it is not to have a negative effect on motivation.

The method by which students are taught must have some effect on their motivation. If they find it deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating. But perhaps this is the most difficult area of all to be certain of. We said earlier that a really motivated student will probably succeed whatever method is used. It is also true that different students are more or less sympathetic to any particular method depending upon their expectation.

Whether the student likes the teacher or not may not be very significant. What can be said, though, is that two teachers using the same method can have vastly different results.

Students wanted a teacher who was fun or one who understands students. But many students also mentioned the need for teachers to motivate students through enjoyable and interesting classes and quite a few wanted their

teachers to be well prepared and to be teachers they could have confidence in.

In the first place the teacher's personality matters a lot. But beyond that it is clear that teachers need to do everything possible to create a good rapport with their students. Partly this happens by providing interesting and motivating classes. Teachers also clearly need to be able to show that they know their subject. They should be able to give clear instructions and examples and as far as possible have answers to the students' questions.

Success or lack of it plays a vital part in the motivational drive of a student. Both complete failure and complete success may be de-motivating. It will be the teacher's job to set goals and tasks at which most of his or her students can be successful – or rather tasks which he or she could realistically expect the students to be able to achieve. To give students very high challenge activities where this is not appropriate may have a negative effect on motivation. It will also be the case that low challenge activities are equally de-motivating. If the students can be achieve all the tasks with no difficulty at all they may lose the motivation that they have when faced with the right level of challenge.

To know exactly how or why your students are motivated will mean finding out how they feel about learning English at the beginning of a course (this would anyway be a good idea since it would give the teacher valuable information about the students). It is unlikely that everyone in the class will have the same motivation, and we have already said that motivation is a mixture of different factors. Nevertheless it is possible to make some general statements about motivational factors for different age groups and different levels. We will look at children, adolescents, adult beginners, adult intermediate, and adult advanced students.

They are studying. Success may be motivating, and the perception of having more advanced English may be a primary goal.

It is for the latter reason that problems often arise. Beginners, as we have said, easily perceive success; since everything is new, anything learnt is a success. But intermediate students already know a lot and may not perceive any progress. Alternatively they may be overwhelmed by the new complexity of the language.

Our job would seem to be that of showing the students that there is still a lot to learn (without making this fact demoralizing) and then setting realistic goals for them to achieve. Once again, a major factor seems to be getting the level of challenge right.

These students are often highly motivated. If they were not they would not see the need to continue with language study when they have already achieved so much. Like some intermediate students, they will find progress more difficult to perceive. Much of the time they may not be learning anything 'new' but learning better how to use what they already know.

The teacher has a responsibility to point this fact out and to show the students what it is they will achieve at this level: it is a different kind of achievement. Many advanced teachers expect too much from their students, feeling that the setting of tasks and goals is in some way demeaning. But just because advanced students have difficulty in perceiving progress and success they may well need the clarity that the setting of short-term goals, tasks, etc. can give them.

The design of the research is qualitative research. This research uses observation and literature review to design procedure of guidance and counseling method in improving students' self confidence and speaking skill. Then, to investigate the effectiveness of this method, experimental method is administered with one group test for pretest and posttest.

Subject of the research is the sixth semester students of English education study program in speaking V. The number of subject is 60 students.

Speaking English fluently and accurately is considered as difficult one for foreign language students. The problem includes pronunciation, vocabulary mastery, and expressing idea into right sentence. These problems influence students' self confidence in practicing speaking. Considering students' failure in speaking, the writer uses guidance and counseling as a method in stimulating and motivating students to speak.

Shertzer and Stone (1980) formulated guidance and counseling as: Guidance was the process of helping individuals to understand themselves and their world. Counseling was an interaction process that facilitated meaningful understanding of self and environment, and resulted in establishment and/or clarification of goals and values for future behavior.

Model of speaking teaching method used by lecturer is students get theme and students speak based on the theme. Lecturer doesn't correct students' mistakes during they speak. Correction is given in the end of speaking activity.

Guidance and counseling method aims to stimulate and motivate students to speak. Considering their weakness in English, the students doubt to speak. Through this method, lecturer stimulates students to speak, start to tell about their problem in speaking then find way to solve the problem. If they cannot tell their problem in English, they can tell in Indonesia but next time, they are guided to tell by combining English and Indonesia until tell by English fully.

The phases consisted as follows: (1) Opening: making personal relation to counselor. (2) Explanation: delivering mind and feeling related to problem. (3) Digging up problem's background: adding mind and feeling to make problem clear. (4) Problem solution: looking for the best way to solve problem. (5) Closing: clarifying steadiness of decision taken (Winkle,2004).

The counseling phases above are a basic in creating this method in teaching speaking.

Even though this method is not exactly same to guidance and counseling phases, but the phases inspires this speaking teaching method.

Guidance and counseling method used in teaching speaking includes techniques as follows:

Using student's speaking problem as a theme to stimulate student to speak

This method is face to face interview. Lecturer begins lesson by asking student's speaking problem. Some of them get difficulty to identify their speaking problem and choose to shut up. Lecturer helps them to identify their problems by mention some speaking problems. In the beginning, student explains their problem in Indonesia and lecturer hears carefully then lecturer begins to stimulate students to speak in English by repeat student's problem in a sentence, for example "saya tidak bisa berbicara dalam bahasa Inggris karena saya malu". Lecturer begins by asking student to translate the words in sentence one by one and asking them to connect the words into good sentence, for example "I cannot speak English because I shy". Students often make grammatical errors and mispronunciation and lecturer helps them to correct their sentence and pronunciation. Using their problem (authentic material) as a theme in speaking stimulates and motivates students to speak.

Helping students to arrange sentence to express their idea orally

Student translates words in the sentence lecturer gives, then lecturer helps student to connect the words into good sentence. Student repeats the sentence. In the beginning, it takes a long time, because student is in stimulating context. Student needs long time to repeat the sentence correctly either in pronunciation or words arrangement. Next time, student expresses the idea sentence by sentence. The sentence is heard awkward because no conjunction between the sentences but next, lecturer helps them to connect the sentences until they do it by him/herself without direction

from lecturer. Student is able to connect words into sentence, then connect sentence to express his idea.

Correcting students pronunciation

Inconnecting words into sentence or connecting sentences to express the idea, student often makes mistakes in pronouncing words. Lecturer helps student not only to arrange words into good sentences but also to correct student's pronunciation.

Giving solution on student's problem

Lecturer makes sure the students that speaking is not difficult as they think. Lecturer not only helps students to speak well but also helps students to identify their speaking learning problems and to solve them. By practicing speaking by using their problem as a theme, students can consider that they have ability in speaking, they only need to practice speaking regularly based on their learning style.

This method is suitable to principles of teaching speaking design. It provides intrinsically motivating techniques, encourages the use of authentic material in meaningful context, provides appropriate feedback and correction, capitalizes on natural link between speaking and listening, gives students opportunities to initiate oral communication, and encourages the development of speaking strategies.

CONCLUSION

The objective of learning speaking is students are able to speak English with correct grammatical and correct pronunciation as native speaker. But the real condition shows that the students are still far from the objective attainment. To solve the students' speaking problem, the writer uses guidance and counseling method. This method phases include (1) using students' speaking problems as a theme to stimulate students to speak, (2) helping students to arrange sentence to express their idea orally, (3) Correcting students' pronunciation, and (4) giving solution on

students' problem. This method can not only stimulate and motivate students to speak but also improve students' speaking ability.

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