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Pedagogy and Creativity

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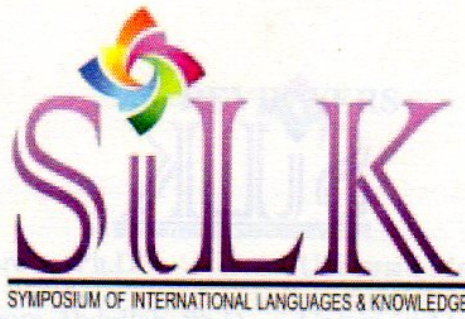
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Pedagogy and Creativity”**

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Learning and Mastering English Speaking Skills by Using Premium Speaking Cards for Adult Learners

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Abstract

This study is aim to demonstrate how attractive and interesting it is to learn English by using "Premium Speaking Cards". Since English has become a global language, so there are huge number of people worldwide tend to acquire it. One strange statement is that "Do not study the language but speak with the language". Then critics arise, how can a learner speak a language without having any talent? One can say anything in a certain language, but the question is *do the language experts understand what he is saying?* In fact that there are huge number of teaching methods that teachers can apply, but how effective, interesting it is and how long it will take the learners to acquire it. Effective strategies serve to regulate emotions, motivation, and attitudes e.g. strategies for reduction of anxiety and for self-encouragement. And the last is that strategy is called social strategies which include the actions which learners choose to take in order to interact with other learners with proficient second-language speakers (Willy and George M Jacobs, 1998; p.6.). The researcher found that this Premium Speaking Cards can encourage the learners become more active, more creative and more aggressive in developing and delivering their speaking skills and they become more active in possessing English as a foreign language. This is the reason why this Premium Speaking Cards must be conducted so both teachers and learners can be more active, more creative and more constructive, more productive in learning and mastering English.

Keywords - mastering; active; creative; aggressive; premium speaking cards

I. INTRODUCTION

Many English teachers, in fact, have been thinking about and explaining a lot about the theories, strategies and the techniques and some even enjoy asking learners to do lots of different exercises and home assignment but at the end most learners still feel reluctant or so to speak about what they actually have got from their teachers. They claim that they lack of vocabularies, have poor grammar and some even claim that they are sort of speaking strategies. Of course, it takes time to learn some thing new, say for example, in leaning a foreign language. But the question is how long a learner should spend his time in order to master a foreign language he is learning. It is very true that practice makes something perfect, but how perfect it is after someone has conducted too much practice?. However the application is really needed when a learner wants to speak well. And it is also very true that different learners have different language skills either in listening, reading, speaking or writing. The question is how they know that they are good in applying one of those language

components? In conjunction with those problems printed above, first, it is much better to help learners to train their meta cognitive of language speaking skills. Secondly, based on the researcher's professional teaching experiences, new learners almost always produce more or less the same answers [Yes ... No], [No, ... Yes ...] without having any deeper or further attractive and expected answers. This can drive them feel bored to learn and then boring classes appear. It is agreeable that teachers and learners do not like boring classes. It is often heard that teachers intend not to attend the class he/she is scheduled due to some reasons, for example, the learners are lazy, lazy to accomplish their home assignment, lazy to listen to the teachers' explanation. Another reason is that leaners are often come late to ettend the class. Also learners sometimes claim that some teachers are lazy, late ettending the class. Teachers ask learners to do so much assignment that can drive those learners feel bored. The question is that what will happen when

with teachers and learners feel bored in conducting teaching and learning processes?

On the Targets of Language Learning

Teaching is one of the professional processes of transferring the conscious knowledge from the teacher to learners. Teachers must know what they are going to transfer to their learners. That is one of the reasons why they have to prepare some related teaching materials, design the teaching plans and provide the convenient time when to explain, to discuss and manage the exercises. According to National Capital Language Resource Center of the United States (NCLRC) the idea of foreign language teaching and learning in the United States is to accomplish communication goals. In other words, the "desired outcome of the language learning process is the ability to communicate competently, or the ability to use the language exactly as a native speaker does". It is known that speaking is an interaction process between a speaker and a listener. In speaking, Fatimah Sari, (2013:41) says, there is a process of communication which conveys the message and the listener has to decode or interpret the message, which contains information. Moris (2001:24) says that 'speaking is a natural means of communication between members of the community. In this case language competence (knowing how to produce the language) and language performance (knowing how to apply the language) for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants, knowing how to produce and understand different types of texts and knowing how to maintain communication despite having limitations in one's language knowledge" (Richards, 2006:2). Therefore it is crucial for language teachers and learners to be able to distinguish between learning a language and learning about the language. Language learning is defined as "becoming able to use it to comprehend, communicate, and think - as they do in their first language" (NCLRC).

As an academic activities, in terms of teaching and learning processes, learners have their own targets in learning a foreign language, for example, to pass the exam of either from state or private schools and obtain some higher grades, while some teachers' targets are to fulfill the requirements, like applying all syllabus prepared by the schools. Those are fine. But what the researcher thinks about is that how the learners can gain the skills, especially in speaking. It further states that "when learners think of the language like any other school subject, they may learn a great deal about its vocabulary, grammar, and sentence and discourse structure, but the language

will not become a true medium of communication for them and will not engage them very deeply" (NCLRC).

However Ellis, (1994: 228) states that "in most cases classroom learners often fail to develop much functional language ability." Lightbown and Spada (2002:91) explain that "formal learning takes place through conscious attention to rules and principles and greater emphasis is placed on mastery of the subject matter that was treated as a decontextualized body of knowledge" (Ellis, 1994:214). In addition Lightbown and Spada (2002:92) say the "teacher's goal is to see to it that students learn the vocabulary and grammatical rules of the target language" and "the goal of learners in such courses is often to pass an examination rather than to use the language for daily communicative interaction." These scenarios have been observed by Bygate as he mentioned that "one of the basic problems in foreign language teaching is to prepare learners to be able to use the language" (Bygate, 1987:3). He suggested that teachers must understand the goals of language teaching and learning properly, know what it takes to achieve the desired goals and prepare the language course accordingly to ensure the goals become reality. In addition teachers should be able to understand the effects of the methodology used. There comes the importance of this study for it provides feedbacks about the effectiveness of the teaching methodology used from the learners perspectives.

1.2. Teaching the Speaking Skills

In conducting speaking the skill is indeed needed. Besides, the speaker should know what he really wants to speak about and whom he wants to speak it to. The researcher believes that there is no single normal man in this world can speak about everything. So to deliver and receive information by using a language, some related methods are crucial. Methodologists have been researching about effective methodologies for speaking skills since 1970s. Classic Journal of Education and Practice www.iiste.org. In the past most teachers focused on teaching vocabulary (verb, noun, pronoun, adjective, adverb, preposition, ...) and grammar (tenses, word structure and so on). This is connected to what was printed in Paper ISSN 2222-288X (Online) Vol.5, No.39, 2014 30. communicative language teaching began to spread in 1970s to 1990s replacing traditional approaches which put its centrality on grammar.

During this particular phase attention shifted to gaining communicative competence. It is true that

every single language, no matter what language it is, has its own grammar. So speaking English without grammar can be accepted as non-standard and non-academic English. Uneducated people normally tend to speak ungrammatically. Sueraya Che Haron, says further that, it is argued that language learning is more than gaining grammatical competence but knowledge and skills are needed to use grammar and other aspects of language appropriately for different communicative purposes. As time passes by more and more communicative methodologies were introduced to improve the existing ones. Among the methodologies proposed was by Rivers and Temperley (1978, as cited in Bygate, 1987). They stated that in learning to communicate there are two skills involved namely skill getting and skill using.

II. REVIEW OF LITERATURE

Two great questions which can make learners are aware of the answers. The first questions is, "DO YOU MEAN WHAT YOU SAY?" And the second question is, "DO YOU SAY WHAT YOU MEAN?". It is generally accepted that knowing a language and being able to speak it are not synonymous. Thus the claim, *She knows Italian* does not entail the statement *she can speak Italian*. Scott Thornbury, says, in his book, *How To Teach Speaking*. Teaching speaking is one of the processes of transferring of the conscious knowledge of the teachers to the students. Teachers must have some sorts of particular and conscious knowledge on certain field to be transfered to the students. Learners may are good in have different skills in terms of mastering those foreign language components. Some are good in listening, some are good in writing, and reading. Most of learners want to improve their skills either in writing, reading, listening and speaking.

Learning process can happen when there is an interaction between a teacher and learners, and among learners themselves. In order to run this interaction, an English teacher has to become a kind of facilitator (Chalhah (1994:84). There are some important elements which characterizes the learning itself. Chalhah, further classified those elements ; a). Learning is the development process through exercises or experiences. Learning is the changing of behavior either good and bad. c). Learning process include some physical and non-physical aspects. To know the learners' activities, teachers should use the learners' observational activity sheets. It is expected that every conducted-activities in terms of teaching and learning process teachers apply Treffinger teaching model which are explained as follows; 1). Listen to the teachers' explanation or information. 2). Propose some questions. 3. Response the

2.1. TEACHING FACILITIES

All teaching and learning processes require some related teaching facilities in order to gain the targets of learning a language. Nowadays, we can delightly say that the more modern the technology produced, the more sophisticated teaching facilities that the teacher can use in the classroom. The facilities that teachers need, in or outside of the class, depends very much on what courses they are conducting either listening, reading, writing or speaking. The teaching facilities that teachers can use are, some printed textbooks, E-books, and other supported facilities, like IT and so on. Prof. Amrin saragih, a senior Professor of State University of Medan, says, 'there is no single textbook is no good for the students. Meaning, every textbook is good, it depends how student can properly uses it'. There are huge number of related teaching facilities that teachers can use and apply to their students. They are required in order for the teachers to support and ease the teaching and learning process. In teaching different language components teachers need different teaching facilities.

Bassma Basher Nomass, *The Impact of Using Technology in Teaching English as a Second Language*, describes that, 'it is well known that our new life is highly affected by the era of information technology, and technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education'. Learners do need these facilities to support and develop their learning skills. This statement is supported by Ybarra & Green, 2003. They say that they need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills. By using these facilities learners can a language easily and effectively. The term *New Technology* includes communication techniques for language teaching in which the personal computer plays a central role (Davies & Hewer, 2012). There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and

questions from teachers or other students. 4). Present the results of the work. 5). Listen to the presentation managed by classmates. 6). Read / do the expected working papers / text book. 7). Deliver some different new ideas and new opinions. 8). Welcome some new different ideas. The method applied in using these Premium Speaking Cards is relevant to what Treffinger has suggested (1 – 8) above.

application with one of the four language parts (speaking, listening, reading, and writing).

2.2. ADULT LEARNERS

In Indonesian system of education, there are several names for the students; namely : those (basic) elementary students called MURID, the secondary high school and high school called SISWA, while for university levels are called "MAHASISWA for male and MAHASISWI for female. In this study the researcher names them LEARNERS. The reasons are as the following: a). This Premium Speaking Card is not valueable for those elementary and secondary students since they are not advised to think and work harder. b). Those high school students in Indonesia have lots of lessons and have to conduct lots of class assignment and home assignment from their teachers at schools. They are focusing on their lessons and home assignment. Besides, those third year in high school are looking forward to attending university levels. c). The term LEARNERS in this study is anyone who has graduated from high school level. They can be either state or private university students or those employees in state or private companies. d). Any person who are at least 17 years old.

2.3. ACTIVE LEARNERS

In the process of transferring the teachers' conscious knowledge to their learners, some related and best teaching materials and teaching activities must be , first well considered, then be professionally conducted in order to drive the learners become more active, creative and aggressive. Active teaching surely needs some professional activities. Paul B. Diedrich describes 8 learning activities. They are as the following: 1). **Visual activities**; like reading, looking at the pictures, paying attention demonstrated by other people. 2). **Oral activities**; like making statements, formulating questions, giving advice and opinions, conducting interviews, discussions, interruptions. 3). **Listening activities**; like listening to conversation, summary, discussion, music, speeches. 4). **Writing activities**; like writing story, narration, reports, questionnaires, rewriting. 5). **Drawing activities** ; like, drawing, making graphs, maps, diagrams. 6). **Water activities**; like conducting an experiment, constructions, fixing the models, playing, gardening. 7). **Mental activities**; like responding, fixing the exercise, remembering, analysing, correlating, and decision making. 8). **Emotional activities**; like, attractive, bored, happy, enthusiastic , passionate, brave, calm, nervous.

All teachers and learners hate 'boring classes'. In another words, no one enjoys 'boring' classes. When both teachers and learners are passive, 'boring'

classes can suddenly appear. In order to have the class 'life', both teachers and learners should be active. Teachers are active in preparing, providing and in answering those different printed questions which printed on the cards and learners also must be active in answering the answers. To make the learners active, teachers must be more active. Teachers are advised to pay a lot more attention to the learners. In another words, teachers are advised not just sit down on the chair right from the class begins till it is dismissed. Teachers should walk around in the class, monitor every learner and manage some professional approaches during the lesson conducted. So the learners are engaged in the learning process. As what Michael Prince (Department of Chemical Engineering, Bucknell University) says that active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. Then learners have no chance to play with the neighbors. The problem is that what can happen when the learners are active but the teachers are passive? The teaching and learning process does not work and perhaps the class then cannot be professionally managed.

2.4. CREATIVE LEARNERS

Teachers must be creative in preparing and designing those teaching materials and the questions to be printed out. They also must be creative in searching, developing the ideas or opinions which are related to the questions in order to for them to deliver direct answers to the learners. However, it has been stated that it is likely that teaching creatively leads to creative learning, suggesting that there is a need to describe the concept of creative learning and to analyse its possible constituents, Lene Tangaard (p.107-116). By doing so, learners – step by step – become more active in searching, developing and producing the answers. Teachers, in this case, are not advised to produce the same questions and the same answers. Teachers must professionally help the learners who, in case, have the similar oral answers. R.Keith Sawyer, Associate Prof, *Creative Teaching: Collaborative Discussion as Disciplined Improvisation*, clarifies that, 'Teaching has often been thought of as a creative performance. Although comparisons with performance were originally intended to emphasize teacher creativity, they have become associated instead with contemporary reform efforts toward scripted instruction that deny the creativity of teachers'.

2.5. AGGRESSIVE LEARNERS

The term AGRESSIVE in this study means that teachers must not wait till the learners find out the answers. Teachers may cut the line when one learner has nothing to say and move on to the other learners. By doing so, teachers do not have to wait and even waste the time waiting for an unclear oral answers from the learners in the class. This can drive the other learners become more aggressive. Both teachers and learners must be aggressive in obtaining and delivering the answers, no matter if the answers are related or not. In other words, teachers have to minimize the time as productive as possible. Learners also must be advised to effectively use the time in order for them to be aggressive.

In this study, different theories and models related to learner aggression are used to interpret the findings of the empirical investigation. The social-learning theory that is advocated by Albert Bandura emphasizes that aggressive behavior is learned and maintained through the environmental experiences (Renfrew 1997:152). The social-learning approach complements the respondents and operant mechanisms of behavioral theory, which emphasizes the learning of aggression within a social context (Moeller 2001:29). Social-learning theorists argue that aggression can be learned, maintained as well as unlearned through the processes of classical and operant conditioning and through rewards and punishment. Furthermore, the educational model states that emotional and behavioral difficulties can be addressed by teachers who are able to use systemic insights and particular intervention techniques to modify the behavior of disruptive learners (Jones 2003:154).

Every learner is provided one card. If the class consists of 30 learners, then teachers have to provide 30 cards with different questions. Learners are free to have a direct answers toward whatever they have in mind dealing with the question, for example, "WHY DO PEOPLE WORK?". But teachers should drive them not to produce the same answers or opinions. The researcher always advises those learners to be more active, more creative and aggressive to produce different answers. So the class is not boring. No one likes boring classes.

2.6. MASTERING THE SKILLS

Different learners are taught to master a foreign language in some distinctive ways since they need to master one of these language components, for example, some learners enjoy mastering listening, some enjoy mastering reading and other enjoy writing and speaking. In fact, most learners are eager to master speaking. What the researcher agrees

with is that there is no guarantee that once the learners' skills in speaking is good they are also good in terms of listening, reading and in writing. Further research is indeed needed. It takes time for the learners to master the speaking skills, and how long it will take depends very much how serious they are in conducting and gaining the lessons. Many learners claim that they like learning English, they have tried learning English for a couple of months, some even for a couple of years. But they say that their English is not very good. The point is that if they just like but they, in fact, they still do not need English

2.7. PREMIUM SPEAKING CARDS

There are huge number of cards which are available in this world. For examples, we do have ID Cards, Social Security Cards, Credit Cards, Student ID Cards, Name Cards, Game Cards, in Indonesia, especially, there is a card called "KK" (Family Member Cards). It is understood that each card has different functions. In this study the researcher designs one particular card called Premium Speaking Cards". These cards are created to help learners to speak English by answering the printed questions on the cards.

In teaching a language, no matter a native language or a foreign language, teachers can or may use any related teaching materials to their learners. Without having a teaching material, teachers can almost do nothing in the class. In this study the researcher designs and applies a card which is called as "PREMIUM SPEAKING CARD". The word Premium, pronounced as /'pri:mijəm/, which has something to do with normally the price and the quality of something. It is 'high or higher than normal, of high or higher than normal quality. These speaking cards are expected to have a better teaching quality.

www.learnersdictionary.com/definition/premium.

The researcher, first designs some cards-like forms and then prints one question on one card. The printed question on the card must be related to the learners' levels (low or higher levels), and also the learners' majors (English, Banking, Law, Accounting, Mathematics, Business, Management ...). Ideally, it is much easier to discuss something with learners when the subject matters are related to their fields.

2.8. ACTIVITIES AND PROCEDURES

It is believed that there are huge number of strategies how to conduct communicative language teaching in the classroom. In this particular study, however, the researcher has decided to manage some pleasure activities in the classroom that need all learners to be

more active and more creative in participating and aggressive in involving themselves. Pleasure activities were chosen to minimize the learners' nervousness and scare in order for them to participate. Communicating in the classroom may be familiar and normal to learners learning languages.

As what Sueraya Che Haron says, the communicative approach should be performed in the most persuasive and fun ways to tackle the students.

The Activities and Procedures are explained in the following ways :

No	The researcher's Activities	Learners' Activities
1.	Does the greetings	Response the greetings
2.	Advices the learners to sit in a half circle / U letter-liked.	Sit in U lter like.
3.	Delivers one card to every learner	Recieve the card
4.	Advices them not to show, to ask, or discuss the printed questions with their classmates. Tells them to hold and keep the question as the secrete one.	Pay attention to the researcher's advise / instructions
5	Monitors / watches them if they follow the instructions/ advise properly.	Take a close look at the cards
6.	Advices them to read and understand the printed question on the card	Read the question
7.	Helps translate the meanings of the printed question till they really know what to ask	Do them as instructed
8.	Instructs the learners to stand up in front of their chairs by holding the cards, walks around and make sure that no one is sitting or doing another unexpectd extivities.	Standing up and holding the card in their right or left hand.
9.	Instructs the learners to ask the printed question to 10 different learners one by one. (explain in more details)	Listen to the instructions
10.	Provides 2 minutes to discuss how to apply the cards and make sure that the learners already understand how to apply the card	Discuss with the researcher
11.	Informes the learners that they have only 30 mintues to to do the job.	Do the job
12.	Walks around in the class and monitors if the they do the job	Do the job
13.	After 30 mintues. Tells them that the game is over. Advice them to sit down in their own chair.	Stop conducting the job and taking their seat back.
14.	Delivers some appreciations by shaking hands and saying "GREAT JOBS' Thank you – thank you. GOOG JOBS.	Ejoy the great moment / event
15.	Invites several learners to ask the printed questions to the researcher one by one..	Ask the questions one by one.
16.	Answers their questions by giving some new diffrent answers which they probably have never heard, never seen and never thought about at all.	Listen and compare the asnwers
17.	Manages the pre closing of the class	Pay attention to the researcher's words
18.	Deriving the conclusions togheters	Discussion
19.	Closes the class by saying : THANK YOU VERY MUCH.	Shaking hands with the researcher

III RESEARCH METHODS

III. Population and Sample

This study was conducted at the Faculty of Education and Teacher Training, Universitas Muhammadiyah Sumatera Utara, Medan –

Indonesia. The participants were 26 English students of the sixth semester, Class B Morning.

3.2. Data Collection and Analysis

In this study the questionnaires were administered to collect the data. The data required in this study were obtained from the result of the questionnaires given to those 60 learners. The results saying as the following :

IV. RESEARCH FINDINGS

In order to assess how this Premium Speaking Cards can take benefits to learn English as a foreign language, the lists of the scoring of the indicators and the observation sheets have been used for this purpose. The form was given to the observer to record anything dealing with the learners' activities, creativities and agressiveness conducted in three meetings.

The results show that each step of this learning activities show that there are some improvement. By having some improvement in each indicator, so it is concluded that this study is successful. The highest percentage is 88% and the lowest is 15%. (read the data)

The Significant Outcomes

Theoretically, the significant outcomes of this research are expected to have and add some new horizon which can help and develop some new speaking skills to adult learners in North Sumatra and in Indonesia, in particular then in Asia in general. It is expected that both teachers and learners can take some positive advantages in conducting the teaching and learning processes either in the class (formal) or outside of the class (free schooling) by applying these Premium Speaking Cards to improve the learners' speaking skills. Practically, the significant outcomes of this research later on are expected to be significant and useful as an input for some local English teachers in order to develop their teaching skills in terms of mastering a foreign language to local learners. Later on English is not as a foreign language for them but instead English can become their brain language. By conducting the Premium Speaking Cards, learners will be more interested and more creative in learning English. Besides, they can learn more from the researcher about some certain knowledge and new related global teaching strategies of some certain and current topics. It is expected that learners, first of all, pretend then later on they can imitate and apply those teaching speaking skills in the future.

V. CONCLUSION AND SUGGESTION

This study focuses on serious problems found in English language teaching specifically in teaching English speaking skills. As far as CLT approach is concerned, no matter how serious it is, then some effort should be conducted to ease learners to construct and perform those speaking skills. As what Attapol Khamkhen questioned, how can we make change or improve our learners' English performance? In addition, English teachers should motivate and encourage the learners to be more active and accretive so that they are able to produce some new words, phrases and sentences. Teaching and learning which is conducted either in or outside of the class should emphasize on speaking speaking skills in order for the learners to be able to express day to day communication in the real situation. This Premium Speaking Card is one of the teaching facilities which can increase and develop the linguistic knowledge of the adult learners (e.g., phonetics, lexical items, pragmatic knowledge, etc.). However, this Premium Speaking Cards, as described above, cannot be fully and perfectly conducted without the dedication and collaboration of English teachers as educators and especially of classroom teachers who need some active, creative and some effective English language workshop plus some arrangement of related provisions of the knowledge of the subject matter.

By using this Premium Speaking Card in learning English as a foreign language is really important nowadays. This paper has reviewed briefly how Premium Speaking Card can be utilized in helping adult learners in developing the language speaking skills. As a result, the following concluding remarks and suggestions can be reconsidered:

1. Learning language speaking skills deem needs some professional training and workshop. So learners can later on apply by using their conscious knowledge.
2. This Premium Speaking Card can drive learners become more active, creative and aggressive to find out some related answers related to the printed questions in the cards.
3. This teaching facility can also drive "boring classes" away since everyone is busy asking and answering their classmates to gain more different answers for their own knowledge.
4. Since, in conducting this activity, all learners are standing so they have no time cheating and doing unnecessary things with their classmates. Everyone must walk in the class and manage the interview and obtain more different answers.
5. Learners can be more active, creative and aggressive if they are facilitated, motivated and

instructed by providing them some related teaching materials, attractive and interesting teaching strategies, professional communication and best services.

6. To gain the language speaking skills, there must be no competitors among teachers who are teaching grammar, listening, reading and speaking. They all should become "partners".

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