

TEACHING SPEAKING REPORT TEXT USING SPEAKING PROMPT

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Abstract: Learning a language means learning how to communicate either in oral or written way, that is how to listen, speak, read and write fluently, accurately and acceptably. However students find difficulties in learning them. In speaking session, the students can not express their idea well because they have problems in vocabulary, putting the words together in the correct structure, and pronouncing them besides they are lack of information or they don't have enough background knowledge about the topic. Those problems makes the students don't want to speak, or they need long time to prepare their speaking. Another problem is that they are accustomed to write before speaking and memorize it to perform their speaking task. Based on these problems it is necessary to use the teaching strategies, one of them is using speaking prompt. As pre activity, the teacher reviews the generic structure, the simple present tense, shows pictures related to the topic, introduces the facts which are classified based on the generic structure, and pronunciation practise. In the main activity, students describe the picture based on the facts that have been given. The sentence pattern of simple present tense is also shown. As the post activity, the students give comment on their performance each other. These activities in fact can solve their problems. Speaking prompt helps them in speaking. They don't need to think about the background knowledge, the generic structure and the sentence pattern.

Key words: Report Text, Speaking Prompt

Introduction

English, like other languages in the world, is a means of communication. It is the language that mostly spoken in the world, that is why it becomes the international language. Learning English means learning to communicate, that is understanding either what people say or write and expressing ideas or feeling orally or in written way. In Indonesia, English is learned as a foreign language which is given in formal school from elementary level to the university. The objectives and the material is stated in Content Standard issued by BSNP (Board of National Standard on Education). In Senior High School, one of the objectives of teaching English is developing student communicative competence in the oral and written form to gain informational literacy level. It means that the students of Senior

High School must have the ability to listen and speak (oral communicative competence) and read as well as write (written communicative competence) which can be useful for accessing knowledge

In order to communicate (listening, speaking, reading and writing) the students must know why and what to communicate (the different kinds of text) using accurate and acceptable vocabulary, grammar, pronunciation and mechanics, how to communicate well (formal/informal, spoken /written) and keep the communication run well. These are called supporting competences, linguistic competence, sociocultural competence, strategic competence and discourse competence.

Oral communication plays an important role in people's life. People communicate orally more than in written way. Most of their life is spent for listening and speaking. Speaking, which is one of the oral language competences, is the ability to express the meaning fluently, accurately and acceptably using oral language as stated by Florez, 1999 in Bailey, speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information". According to Chaney (1998, p. 13) speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".

In reality some teachers spend more time in teaching written language, that is reading and writing. They don't give enough attention in teaching speaking, or sometimes they skip it. There are some problems in teaching speaking. These problems are caused either by the teachers or the students. From the teachers side, there are some factors that cause the teachers do that, such as:

1. They don't have enough understanding or lack of understanding about teaching a language especially teaching speaking.
2. Teaching speaking takes a long time because it involves many aspects, fluency, accuracy and appropriacy. It also happens when the teacher has to test speaking. It can not be done at the same time, so they have to perform in pairs or individually.
3. They think that it is noisy in speaking class and it will disturb others. Especially when testing speaking, because when one student speaks, the other students don't pay attention to him or her and they become noisy.
4. Speaking is not tested in national examination, so they think that speaking is not important, so they sometimes skip the speaking activity.

There are many problems that are caused by students. They are:

1. They keep silent during speaking class. This condition is caused by many reasons:

- a. They don't have any idea about what they want to express.
 - b. They don't have enough vocabulary to help them expressing what they want to say.
 - c. They don't have enough understanding about grammar, so they find difficulty in arranging words to make good sentences to be put together in a paragraph.
 - d. They don't want to make mistakes when they speak because when they do so, their friends will laugh at them.
2. When they do the speaking task, they usually memorize what they have written, so they don't really speak.

Based on these problems, it is necessary for the teachers to find solutions especially in teaching speaking such as finding teaching strategies, interesting teaching material and media which can improve the students' ability in speaking. The teaching and learning process should be prepared and planned based on the students' need and interest and suitable with their daily life context. There are many ways to help the students to speak by providing different activities such as describing pictures, role play, discussion etc. Speaking prompt is one way that can be used in teaching speaking. Speaking prompt will help the students in speaking. It gives them main information about the topic, generic structure as well as vocabulary which avoid them from memorizing. This will help them to be more confident.

TEACHING SPEAKING

Teaching and learning process involves two activities done by teachers and students: the teacher teaches and the students study. In order to achieve the learning objectives in English lesson, the communicative competence, there must be process of teaching. According to Richard (2006:3), communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

In order to gain the communicative competence, the approach used is communicative approach. Approach, as stated by Edward Anthony in Richard (1986:15) : ... An approach is

a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.... We can say that approach deals with the language in general.

This approach has these kinds of features as stated by Finocchiaro and Brumfit in Richard (1986;67):

- Meaning is paramount.
- Dialog, if used, center around communicative functions and are not normally memorized.
- Contextualization is a basic premise.
- Language learning is learning to communicate.
- Effective communication is sought.
- Drilling may occur, but peripherally.
- Comprehensible pronunciation is sought.
- Any device which helps the learners is accepted – varying according to their age, interest, etc.
- Attempts to communicate may be encouraged from the very beginning.
- Judicious use of native language is accepted where feasible.
- Translation may be used where students need or benefit from it.
- Reading and writing can start from the first day, if desired.
- The target linguistic system will be learned best through the process of struggling to communicate.
- Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).
- Linguistic variation is a central concept in materials and methodology.
- Sequencing is determined by any consideration of content, function, or meaning which maintains interest.
- Teachers help learners in any way that motivates them to work with the language.
- Language is created by the individual often through trial and error.
- Fluency and acceptable language is the primary goal; accuracy is judged not in the abstract but in context.
- Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writing.
- The teacher can not know exactly what language the students will use.
- Intrinsic motivation will spring from an interest in what is being communicated by the language.

The implementation of ecommunicative approach in teaching and learning process is 2 cycles 4 steps, and the technique is three phase technique. The two cycles are oral cycle and written cycle. These cycles represent how the people communicate in daily life, oral communication and written communication. Oral cycle is meant to give the students opportunity to learn English as means of oral communication while written cycle is for written communication. Each cycle has 4 teaching steps; they are BKOF (Building Knowledge of the Field), MOT (Modelling of the Text), JCOT (Joint Construction of the

Text) and ICOT (Independent Construction of the Text). As implied in the name, three phase technique contains three main activities; pre-activities which is used to introduce the material which is going to discuss, the whilst activities which give practices on the material being discussed and post activities which is used to give feed back on the learning the material.

Oral cycle focuses on the teaching of oral language, they are listening and speaking. In this cycle the students are given chance to get exposure of oral language, how the words are pronounced, the intonation, how the words are reduced, how to take turn, how the expression is used in its real situation. The first step in this cycle is BKOF. This step is intended to give the students understanding about the text that is going to be taught, the social function of the text or why the text is produced, the generic structure of the text (how the text is constructed) and the language feature of the text (what forms the text, the tense used, the characteristic of the text). In this step, the teacher presents the material which introduces the text that is going to be taught, the grammar that is used and give some exercises in the use of it. The next step, MOT, is intended to give the students the model or the example of the text orally. It is the listening section. It is time for the students to listen the text, understand the text, the pronunciation, the intonation, the stress, how the sentences are put together in a text in the daily context. In this section, the teacher presents the text by playing the recording or video, or read the text. The third and the fourth steps are speaking sections. In these steps, the students are given chances to practice what they have got in the previous steps. In JCOT, the students are given chance to produce the text in group or in pair, it is hoped that by doing the task in group the students will feel more confident because when one of the group members has a problem, the other members will help him or her. Besides, the members of the group can give more ideas about what they want to speak so they will not keep silent. After the students have experience in speaking (in group), it is time to practice independently. In this step (ICOT), the students have to produce the text individually.

This communicative approach is implemented in more detail methods and technique in the classroom. Method, as stated by Edward Anthony in Richard (1986:15), ... Method is an overall plan for the orderly presentation of language material no part of which contradicts and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. So we can say that in implementing a communicative approach the teacher can use different kinds of methods as far as they are not contradict with the approach.

In the classroom, it is important to implement the method in order that the teaching objectives or teaching and learning indicators can be achieved. It needs strategy, or we usually call technique. as stated by Edward Anthony in Richard (1986;15) ... A technique is implementational – that which actually taken place in a classroom. It is a particular trick, strategem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.

Teaching speaking plays an important role. Why teaching speaking? There are many reasons for it:

1. As stated above that people spend more their time to communicate orally such as have a chat with the family, neighbour and college, shopping, etc.
2. It is based on the Indonesian curriculum. It is stated that the objective learning English in Indonesia is to communicate either orally or in written way. The scopes that must be taught in Senior High School as stated in the Content Standard are:
 - a. Actional Competence, that is the ability to understand and/or produce oral and/or written text expressed in four language skills; listening, speaking, reading and writing to achieve informational literacy level.
 - b. The ability to produce various short functional, monolog and essay text in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. The gradation of teaching material can be seen in the use of vocabulary, grammar and their rhetorical steps.
 - c. Supporting competences; linguistic competence (using grammar, vocabulary. Pronunciation and mechanics), sociocultural competence (using acceptable expressions in different context of communication), strategic competence (maintaining the conversation run well) and *discourse competence*.

Teaching speaking means teaching the students to speak, that is producing different kinds of text to express their meaning. According to Nunan (2003) teaching speaking is to teach the learners:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.

- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Speaking, according to Mary Spratt, Alan Purverness and Melanie Williams (2011, 48), involves several subskills:

- Making use of grammar, vocabulary and function (a reason why we communicate)
- Make use of register to speak appropriately
- Using features of connected speech (sentence stress, contractions, intonation)
- Using body language
- Producing different text types
- Oral fluency (normal speed, little hesitation or pausing, repetition and self correction)
- Using interactive strategies

Because speaking involves several subskills, there possibilities that students especially foreign language learners find difficulties in speaking. Furthermore, Brown (2011,270) stated that there are many things which makes speaking difficult:

- Clustering (fluent speech is phrasal not word by word)
- Redundancy (make meaning clearer)
- Reduced forms (construction, weak vowels)
- Performance variables (filler, hesitation)
- Colloquial language (use idioms, informal words)
- Rate of delivery (acceptable speed)
- Stress, rythm and intonation
- Interaction (to whom they speak)

For the foreign language learners such as Indonesian students especially the teenagers (SMP or SMA students) speaking ability is influenced by three factors, long-term and short-term memory (that foreign language is stored in short term memory and it is easily forgotten), language fitness & agility (the more it is used or practised it will be easier to use) and authenticity (students will talk in a way that is true to their personality), Catherine Sheehy Skeffington, 2004). She also stated that there are many aspects which makes the students don't speak in the classroom such as peer pressure (because of mistakes they make) lack of motivation (why they speak) and lack of support (the classroom atmosphere and linguistic support)

As stated by Mary Spratt, Alan Purverness and Melanie Williams (2011, 50) the pattern of speaking activities in speaking lesson is Lead-in, an introduction to the topic and activities focus on new language, Practice activities, and Post-task activities. These pattern of speaking activities is also called three phase technique because it contains three activities.

REPORT TEXT

The main English teaching material for the students in Senior High school is stated in Content Standard. It contains the competence standard and basic competence.

Competence standards shows the language skills that the students must achieve, they are listening, speaking, reading and writing. Basic competences show the texts that the students must communicate. There are three kinds of text. They are transaction text (to get something done), functional text (texts which have certain function such as letter, invitation, announcement etc.), and monologue text. Each semester, there are the same competence standards and basic competence but with different type of texts).

A text is a means of expressing meaning. Anderson and Anderson (1998,1) write ...When these words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate meaning, you are constructing a text. When you read, listen or view a piece of text, you are interpreting its meaning.

Report text belongs to monologue texts. It is taught in the first semester of the eleventh grade. It also belongs to factual texts as stated by Anderson and Anderson (1998,2): Factual texts include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audiences. The main types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

Different text type has different social function or purpose, generic structure and language features. Report text (informational report) is a text which is used to classify, describe or to present information about a subject. The structure of the text is: a) general opening statement, b) series of paragraph about the subject, and c) a concluding paragraph (optional). The language features of report text are: a) the use of technical language related to the subject, b) the use of generalised terms, and c) the use of the timeless present tense.

SPEAKING PROMPT

Designing teaching material is one of the teachers' tasks. As professional teachers they have to be able to construct or choose the suitable teaching material with the teaching objectives and the students need. In designing teaching material or teaching activities especially for speaking, they have to recognize the different functions speaking perform in daily life and the different purposes for which the students need speaking skill. Brown and Yule (1983) made a useful distinction between the interactional functions of

speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

According to Jack C Richard in his article *Developing Classroom Speaking Activities: from Theory to Practice*, he developed the function of speaking into three functions; they are:

1. Talk as interaction : it is also called conversation. It is used to make a good interaction between people. The characteristics of this kind of talk according to Brown and Yule (1983) are;
 - a. Has a primarily social function
 - b. Reflects role relationships
 - c. Reflects speaker identity
 - d. Maybe formal or casual
 - e. Using conversational conventions
 - f. Reflects degrees of politeness
 - g. Employs many generic words
 - h. Uses conversational registers
 - i. Is jointly constructed

2. Talk as transaction : it focuses on message or what people say, so they have to present it clearly to make other people understand. The characteristics of this kind of talk according to Brown and Yule (1983) are;
 - a. It has primarily information focus
 - b. The main focus is the message and not the participant
 - c. Participants employ communication strategies to make themselves understood.
 - d. There may be several questions repetitions and comprehension checks
 - e. There may be negotiations and digressions
 - f. Linguistic accuracy is not always important

3. Talk as performance : it is in the form of monologue. The characteristics of this kind of talk according to Brown and Yule (1983) are;
 - a. There is a focus on both message and audience.
 - b. It reflects organization and sequencing.
 - c. Form and accuracy is important
 - d. Language is more like written language.
 - e. It is often monologic

What is meant by speaking prompt in this paper is a set of information about thing that is going to be described by the students. The thing that is described in the lesson is animal. The information is about the general classification, the part of the body, the habitat, food etc. The information is not put in sentences but in words or phrases. This material is used either for transaction or performance. Therefore the teachers have to decide the material based on the function

This prompt has many advantages such as:

- a. It improves the students interest because it provides pictures.
- b. It helps the students to find vocabulary they need to speak.
- c. It helps the students to organize their speaking.
- d. It gives chance to the students to discuss with their friends to get data about the animal so they have enough material to speak so it can increase their confidence.
- e. It avoids the students from memorizing.

TEACHING PROCEDURE

As stated above that speaking is taught after the students get the information about the text, the social function, the generic structure and its language features in BKOF and the examples of the text in MOT. It means that the students have been familiar with the text and it is time for them to construct their own text. The procedure in teaching speaking is as follow:

a. Pre speaking activities

In this step, students are introduced with the objective of the lesson. Then they are given a picture of an animals and discuss about them and let them ask their partner each other. They have to complete the table which contains facts or information needed about the the pictures. This is the speaking prompt that is given. It can arose their motivation and develop their vocabulary.

Based on their discussion the teacher shows the information or facts about the animal in the pictures. The class discuss difficult words and pronounce them with the help of the teacher. The teacher also reviews the organization of the text and the use of simple present tense because the students will need them to construct their text.

b. While speaking

The teacher gives chance to the students to describe the animal based on the information given. In JCOT step, the students play a role play. The students are asked to make a group of four. One will play as a guide and the others as visitors in the Safari Park. This activity is to give the students the situation where they have to use the text in the suitable context so they will get the understanding about the function of a certain text especially report text.

In ICOT step, it is time for the students to present the text individually. The activity given is the same as the previous step, that is they have to describe the animal in picture. Because they have to do it individually, the situation should be different. Here

the teacher ask the students to be an animal lover who concern much about lion. he gives clear description about lion to the audience.

c. Post speaking

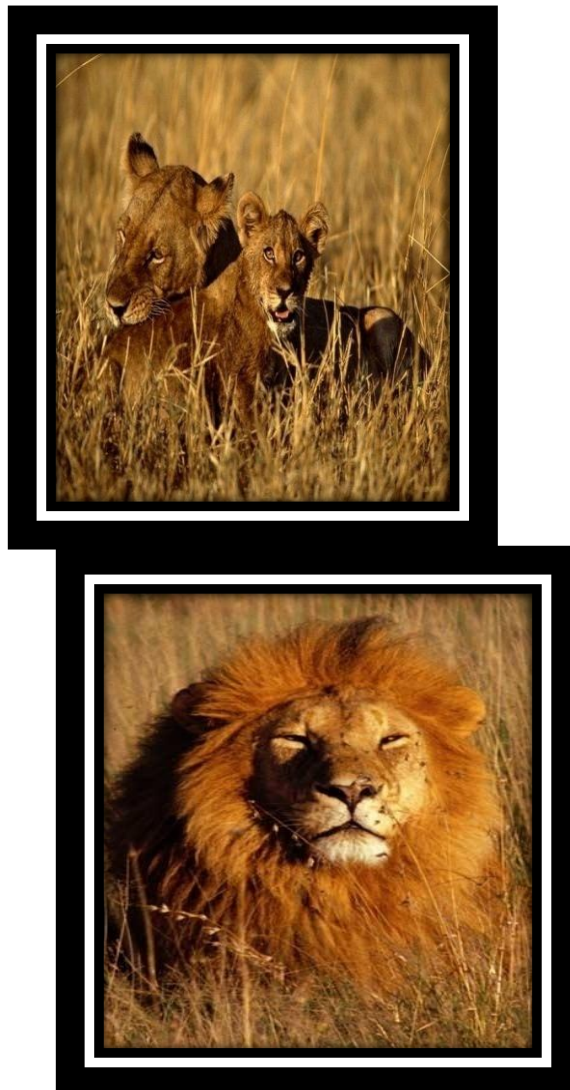
The students can response their fiend's performance by giving comment, asking questions related to the text.

Appendix 1: STUDENT WORKSHEET

WHAT DO YOU KNOW ABOUT IT?

I. TASK I

With your partner, observe the pictures and discuss the answer of the questions!



1. What pictures are they?
2. What do you call the male, the female and the young?

3. Complete the table!

Classification	:
Habitat	:
Weight	:
Size	:
Colour	:
Food	:
Prey on	:

TASK 2

Let's review about report text! Complete the table!

Social function	
Generic structure	- - - -
Language feature	- - -

TASK 3

Role play:

Make group of four. One of you are the guide and your friends are the visitors in the Safari Park. You have to give a clear description about the animals to the visitors. Now you are in the area for lions. Based on the data that you have got in task 1, please tell the visitors about them, and answer their questions from the visitors.

TASK 4

Do it individually!

You are an animal lover. You concern much about lions. You describe the lion to the the audience.

TASK 5

Make comment to your friends who perform in front of the classroom based on the note that you have made!

Rubric for observation

Name				
Points	1	2	3	4
Accuracy				
Fluency				
Pronunciation				
Grammar				
Communication				

Note:

- 1 : needs improvement
- 2 : satisfactory
- 3 : good
- 4 : excelent

CONCLUSSION AND RECOMENDATION

Teaching speaking means teaching the students to communicate so they can use English in their life. They have to express or produce the text fluently, accurately and acceptably. The teacher should help them to use words and phrases which are put together in sentences appropriately, the pronunciation, vocabulary. By knowing the advantages of speaking prompt, it is hope that it can help the students:

1. To get the idea about the things that they going to talk about.
2. Use the vocabulary they might need in producing the text
3. Get the chance to discuss with their friends to complete the form
4. To be interested with the material

To have a succesful teaching especially in teaching speaking, it is recommended to the teacher that:

1. They understand the nature of a language especially English.
2. They understand the approach that is used in teaching English as a foeign language.
3. They use a suitable method and technique to teach speaking.
4. They use interesting media and material.

5. They use speaking prompt in their speaking class.
6. They can modify the subject according to the students need.

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