

# Socioscientia

Jurnal Ilmu-ilmu Sosial

ISSN on Paper: 2085-5494  
ISSN on Line: 2356-0428  
Volume 9, Nomor 2, September 2017

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KOORDINASI PERSURUAN TINGGI SWASTA  
(KOPERTIS) WILAYAH XI**



## THE USE OF SPEAKING MATERIAL IN CONVERSATION CLASS TO DEVELOP STUDENTS' SPEAKING SKILL

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**Abstract:** Being able to speak English is an objective of some people who learnt English in many places such as formal schools or at any English courses. In pursuing that objectives, the institutions shall equip themselves with qualified English teachers facilities and materials. This research is aimed to help students to develop their speaking ability by providing materials to practice. This research describes the implementation of speaking material to develop students' speaking skill during conversation class in English department of Uniska. The speaking class intended to practice speaking for the students. In reality even this is English department had studied for some semester not all of them can speak English very well due to many reasons. The problem came up as the material for conversation class was not provided by the institution that make the teachers have to find the other alternatives and find the material by themselves. Based on that situation the researcher who is also one of the instructor of that institution tried to select some materials and implemented them to see the students' perception of that activity. This research was action research and it took place at FKIP of English department of Uniska involving 50 students that consisted of Class A 18 students and Class B 32 students on March until July. The type of the research was qualitative because the researcher focus on the process of learning. The data were collected by using, observation sheets and interview. The result of this research was amazing because it showed that the implementation of the speaking materials developed the students' speaking skill because they had more vocabularies and more confidence to speak English

**Keywords:** the nature of speaking, teaching speaking, speaking activity, conversation, action research

### INTRODUCTION

#### Background of The Problems

English is still considered as the most widely spoken language all over the world which is one of international language it is undeniable that English is important to learn. Not only students in formal schools and universities who find English is necessary to

learn but it is also found to be very necessary to learn by the students of English department which stood under faculty of teacher training and education of Uniska. English department of faculty teacher training and education is preparing its best people to be developed in social life as an educators.

According to the data of FKIP English department of Uniska among all the students



### Review of previous Research

Among the experts or English teachers who had conducted research of developing and implementing additional speaking skill material, conversation class and action research on speaking skill are Bouzidi (2010), Mc Andrew (2007), Jackson (1969), Hui et al (2004), Tsang and Wong (2002) Songsiri (2007) and Wang Shuqin (2011).

Bauzidi (2010) is the English lecturer of Maroco that suggests his institution to give supplementary or extra lesson for speaking activity outside the textbook for the students who work at local Moroccan hospitably industry. French International Express (2010), need to be added by supplementary materials as it did not cover or match with the students' work place. He created additional materials that come from various sources such as English language newspapers, magazine, internet, radio, and TV including CNN and VOA. At the end of activity, he found that his work had positive result. However, the topic of research is found the same with the researcher that is getting the learners to speak English or having conversation. Higgs & Clifford cited Savignon (1971) stated that a conversation is a truly communicative event which is a dynamic exchange in which linguistic competence must adapt itself to the total informative input, both linguistic and paralinguistic. Other researches or activities had been conducted previously related with the conversation class activity as stated in the previous page above is conducted by Jackson who conducted conversation class for her students, Persians speaking adults, as part of the regular classroom procedure or as an extra-curricular activity. She highlighted some points in this activity as some suggestions for the lecturers as follows:

a. Cultivate a relaxed atmosphere to make students have desire to express opinion freely that can be developed by these

steps; Learn the students' name give praise when it is deserved, smile, speak naturally. The students should talk, not take notes. Everyone should use English.

- b. Be alert and foster alertness, the lecturer should stay alert and see if the student's attention does not focus to the activity.
- c. Be enthusiastic, the lecturer should feel joy at engaging in conversation with students who are putting into practice things they are learning, the students should be excited at the chance to use the new language for purposes of communication.
- d. Be patient, the lecturer should put himself on the students' position thinking of how student had to struggle to express his ideas when he was first learning a new language that can be frustrating.
- e. Be sensitive, the lecturer must be sensitive as some students might feel ashamed or sensitive of making mistake. It's suggested that a lecturer never laugh at a student's mistake and so does his/her friends.
- f. Think, the lecturer should not allow students to speak in their first language but let them *think* in the target language which is English language in this circumstance.
- g. Listen, the lecturer should not dominate the conversation but he has to act as critical listener for the students expressing the ideas.
- h. Making corrections, the teacher should bear in mind to avoid embarrassing the student who made mistake and make the correction as tactfully as possible.
- i. Suggested topics for conversation, topics for conversation should be relevant to the experiences and interest of the students. Here are some suggested topics and activities which he found successfully implemented in his class: my daily routines, famous people, why I want to learn English, my vacation, teacher-student relations, my family, etc. Extemporaneous



speaking, theater party, book reviews, class on tape, role playing, games and songs. That is the conversation class conducted by Jackson that seemed to do it successfully. The researcher will in some cases follow the activity implemented hoping to gain the success of his work.

The other expert conducting conversation class are Tsung and Wong conducted conversation classes in Hong kong participated by seven students from the faculty of Science and Technology to the English foundation program of the city Polytechnic of Hong Kong in year 1.

To evaluate the program, the following procedures were taken into action:

- A pre-test and post-test were administered to compare the gain.
- Practice were taped and evaluated for a course work grade
- An individual profile that consists of pre-test, course work and post-test grades was compiled.
- A matching of students' perception of needs and expectations for the conversational class was conducted by questionnaires.
- An action plan for future development of the students was drawn up at the end of the program.

Songisiri study investigated students' attitudes towards language learning, especially speaking, at King Mongkut's Institute of Technology, North Bangkok, Thailand. The study was conducted in two cycles; the first cycle involved teaching a program to a class of engineering students for one semester. The second cycle followed the reflection on the first cycle to further develop materials, activities, teaching techniques and teacher's roles.

Data from cycle 1 were analyzed and used to make improvements for cycle II otherwise played a role in evaluating, suggesting, and revising the program. Data from

cycle II were presented to show the final outcomes and changes. Data were collected through the teachers' journal, observers' sheets, students' worksheets, students' diaries and self-rating scales. The data are presented through narratives and through interpretation of students' responses. The result of the research indicated that the students' increased confidence in speaking English was influenced by teaching learning strategies, using authentic materials and presenting the activity in non-threatening terms. Cooperative learning, giving the opportunity to practice, time to rehearse and promoting positive attitudes towards language learning also contributed to improve outcomes. Further factors included a general interactive approach to teaching and teacher roles, using communication strategies, promoting positive attitudes and a positive atmosphere. Finally, the action research process itself helped students and teachers to reflect on their success and failures in teaching and learning.

The students are from English department even they have gotten the English but still have problems in speaking, type of course, the course conducted by the researcher's participants is an intensive English students. The aim of the research the goal of having conversation class for the English department was to support their tasks, not only for serving the public but also for assignment or being as a real teacher for their future.

### Principle for Designing Speaking Tasks

Before implementing specific tasks in the classroom, there are certain principles that lecturers need to consider to implement. Brown suggested ideas for designing speaking tasks such as; use the techniques that covers the spectrum of learner's needs, from language based focus on accuracy to message based focus on interaction, meaning and fluency. Encourage the development of speaking strategies. After carefully choosing



the activities; lecturers need to assess the students' speaking skill to see how far the development of the skill.

### **Selecting Speaking Materials for Conversation Class**

Selecting material is an important activity to conduct in order to reach the goal of study. One activity that needs to be conducted before selecting the material is need analysis. During the selection process, the researcher consider 3 main points to consider in order the material or speaking activities found easier for the students to learn. This idea was is supported by Thornbury stated that there are three factors should be considered; cognitive factors cover the familiarity with the topic; familiarity with the genre and familiarity with the interlocutors. Affective factors involve feeling towards participants, and self-consciousness. Performance factors consist of mode, planning and rehearsal time, environmental condition.

Based on the theories above the researcher feels strongly that students' need analysis is a necessary step to be conducted in selecting speaking materials for English teaching and learning program in FKIP Uniska at English department.

## **RESEARCH METHODOLOGY**

### **Setting of The Research**

This research was conducted at Faculty of Teacher and Education English major of Uniska. Located Jalan Adhiyaksa Banjarmasin.

### **Subject of The Research**

The population of this research were 50 students of English department. Due to the very variety of students the researcher decided to take the students as the sample for this research. They were representatives of English language.

### **Research Procedure**

Since the research dealing with the process of the implementation of speaking material, so this research applied qualitative research with the type of the action research. Action research can inform lecturers about practice and empower them to take roles in teaching contexts. Action research can have function as a reflective actions for teachers to monitor the quality of the teaching and learning process.

### **Data Collecting Technique**

Data from the students were taken from interview and the diary, from the lecturer were taken during observing the learning process using fields notes as an instrument and observation sheet. Data from interview and observation sheet were analyzed by analyzing the answer from the students.

## **DISCUSSION OF THE RESEARCH FINDINGS**

In this stage the researcher also prepared lesson plans describing steps of activities to be conducted in the classroom in order the teaching and learning process smoothly as the objectives. The steps of the teaching and learning process during the implementation of this research. Opening (5 minutes); greeting the students, conducting ice breaking activity to lead into the lesson, stating the objective of the lesson, main activity (50 minutes); dividing students into pair work, distributing the paper questions to the students, instructing each pair to ask and answer the questions, monitoring the students' progress during the activity, suggesting students' to add more questions, motivating students to use English during the process. Closing/wrap up activity (5 minutes); giving feedback and appreciation of the students' effort, offering students to ask the questions, encouraging students to speak English every day. The researcher only ob-



served and acted as a facilitator if the students asked something dealing with the material. The researcher interview the students, when the researcher observing the impact of the material, students were not only being interviewed but also asked to write a diary to get more objective result of the impact of the material for them. It was found that students got a lot of benefit of this activity. And most of them like the material.

The students got good perception toward the material when they admitted that they loved the materials, they were interesting and useful for their job. The students got plenty vocabularies that were so important for them to support their conversation and most of them confessed that the sentences were easy to understand.

*“I like the material because I can improve my English“*

*“I like material because I can improve my vocabularies,....”*

*“I like the topic because the topic discuss about celebrity and I can have imagination to be a celebrity or famous people. I like that but I don’t want to be a famous person.*

In more detail, those are the answers of some explaining why they loved the materials obtained from their diaries.

The process of implementation the conversation class materials ran smoothly as expected. However even most students love their materials, it was found during the interview that few students got difficulties to understand them. It happen for some students who have minimum basic of English. As the researcher referred to the data analysis of research findings, it was assumed that the use of speaking materials developed the students’ speaking skill.

## CONCLUSIONS AND SUGGESTION

Based on the data the students had positive perception toward the material and

recommended the material to be implemented in the future to develop speaking skill. The pair work technique makes them having enough chance to ask and answer the activity because the materials were selected to fit the activity.

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