

ADAPTING INTERACTIVE NEWS PROGRAM OF SUARA ANDA TO TEACH SPEAKING AT SENIOR HIGH SCHOOL

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Abstract

This article discusses the use of techniques of adapting an interactive news program of "Suara Anda" in increasing student motivation for learning speaking at Senior high school. As programs, students are divided into several groups. Teachers provide multiple options displayed in power point news. One group choose one video and teachers play it. The group filed comments, suggestions or opinion about that news. Other groups may be added comment or suggestions. The process continues until all groups had a turn. At the end of the lesson the students were assigned to make a report or journal of the news.

Key Words: *speaking, interactive news program, suara anda*

A. Introduction

Language is very important for human life since it is a means of communication. Without language, a person cannot communicate with others verbally. English is one of languages in the world. It becomes the most essential language in the world, because almost all the people from many different countries around the world use it to communicate. Therefore, the area of teaching English has always become a special interest. It is because of the importance of English in any scope of our lives. Learning English means learning the language skills. They are writing, speaking, listening and writing. In Indonesia, the English language has been given since elementary school grade fourth to university.

Speaking is one of the important skills that should be mastered by students in order to communicate in English fluently. Speaking is used to express ideas and to communicate to people in civilized world. The speaking skill is measured in terms of the ability to carry out a conversation in the language (Nunan, 1998:39). That is way speaking is important.

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Speaking is an active productive skill (Widdowson, 1984: 20). This statement refers to definition that when someone wants to deliver an information, he or she needs to activate their background knowledge, choose appropriate words and use correct grammar and pronunciation to gain meaning. This process requires someone's brain to use all knowledge he or she has about the language. As a productive skill, of course, it is not easy to be mastered.

McDonough and Shaw (1993: 18) define speaking as the way to express idea and opinion, express desire to do something, and to solve problem in social relationship. Moreover, speaking is an interactive process of constructing meaning that involves producing, accepting and processing information (Brown, 1994: 1). This is inline with Jordan (2009) who defines speaking as the action of delivering information or expressing someone's thought and feeling in spoken language.

In Indonesian curriculum of teaching English 2006, teaching English at senior high school is positioned at informational grade means learning language is used to access knowledge. Besides, Barret (1968) states that the aim of teaching speaking is to give maximum opportunities to speak up. Students should be able to produce sounds of words or sentences which have meaning. Therefore, Davidson and Dowson (2003: 107) explain that pupils or students need opportunities to speak and listen to a wide variety of contexts and for a widerange of purpose, in order to increase their thinking ability, to develop their explicit knowledge about speaking and listening.

In fact, speaking activities do not work in class as expected. There are some problems faced by all of participant as in the teaching and learning speaking process; they are teacher and all students. Based on the writer's experince in teaching at teaching practice period at school, first, the students have lack confidence in speaking ability. Secondly, the students are afraid in making mistake. This reason makes them reluctant to try saying in English words in their communication. Thirdly, teacher's technique do not makes all o students participate in the acivity. In addition, the students are not interested on the media that applied. This problems activity only focuses on some active students. So that, it makes the pasive students become bored.

Furthermore, the students cannot learn a thing directly. They need something which can attract their interest; something that can make them enthusiastic. So, the teacher should find an appropriate technique to teach speaking ability in order to make learning more fun and can activate the students to learn.

Considering the problems above, the writer suggest one appropriate technique to improve students' speaking ability at senior high school that is by utilizing an interactive news program *Suara Anda*. This program is an interactive one that can be adapted by the teacher to improve senior high school students' speaking ability and make them easy and enjoy learning English.

Suara Anda is a news TV program that owned and broadcasted by MetroTV at 19:05-20:30 west Indonesian time. It is a kind of news program that uses two way inteactive communication via phonecall. Seven news items are provided with different topics or issues to be chosen by the audiences. The newses are the main, hot and current issues of the week. The audiences can

choose the news they want to comment through telephone. They are free to comment with a guide of a host without any experts to talk.

Suara Anda has different layouts with other news programs. The layouts are designed visually that the headline of the news items are provided in the touchscreen box. The audience choose one of headlines, once the host touch it the news sooner appear. The audience can comment, give opinion, or suggestion about the news.

Therefore, *suara anda program* at MetroTV is an attractive innovative way to be adapted. The technique which is bridging the audience to speak is appropriate technique to encourage senior high school students to speak in interactive way where students are expected to sound both their knowledge and skills through connecting information and experience they have. Brogan (2012) adds engaging students both emotionally and intellectually, connecting knowledge and skills with information and experience probably create interactive learning.

The ways of *suara anda* in broadcasting its news can be adapted as a technique to teach speaking. First, teacher finds some issues that are currently discussed and interesting for the students. Then, by utilizing a set of computer or laptop and a projector teacher display the headlines. Kinds of activities that can involve students in speaking area are debate or discussion. At the end of class, students are asked to make a report or a journal.

Since teaching speaking aims to give maximal opportunities for students to speak, Brown and Yule in Richards (2008: 21-27) suggest some teaching strategies that can be implemented at school. They are as follow.

1. Teaching speaking as interaction.
It refers to what normally mean by 'conversation' and describe interaction that serves a primarily social function. Example of activities are greeting, engage in small talk and recount recent experiences.
2. Teaching speaking as transaction.
This refers to situation where the focus is on what is said or done. In this strategy, the teacher and learners usually focus on meaning or talking their way to understanding.
3. Teaching speaking as performance.
The last strategy refers to make students be able to talk in public that transmit information such as classroom presentation, public announcement and speeches.

However, Indonesian government has designed the process of teaching and learning activity for senior high school. It is covered by *Peraturan Menteri Pendidikan Nasional No. 41 Tahun 2007 Tentang Standar Proses Untuk Pendidikan Dasar Dan Menengah*. The process itself is specified in three steps; Pre-teaching, Whilst-teaching, and Post-teaching.

Teaching speaking is an activity to make students be able to speak up their opinion, ideas and views about something. Teaching speaking can be in three steps namely, pre teaching where teacher tries to activate students' background knowledge; whilst teaching involves exploration, elaboration and confirmation; and post-teaching where the lesson closed and students get feedback.

B. Discussion

Adapting the ways of *Suara Anda* is a suitable technique that can be applied to senior high school students in order to build their learning motivation and arise their self confidence. In the other hand, by using the technique students can deliver their ideas in the classroom. The technique also makes the students enjoy the learning activity because they can choose one of the topic that is provided by teacher as their own interest.

The first thing that should be done by the teacher before starting the activity is preparation. Teacher needs a material, media and lesson plan. Material is an important part in teaching process. Basically, in teaching and learning activity the teacher talk about the material as medium of knowledge that is learned by students. As a result, the material should be interesting and appropriate for the students. In this technique, the materials are some newses. The topic of videos can be promotion, economic, demonstration news, etc. Media is kind of tools in teaching and learnig process that can help teacher to be easier in his/her explanation. The last preparation is lesson plan that help teacher in arranging he / her teaching activity. Teacher should write subject, school, class and semester, the skills to be taught, topic and time. It also includes steps in teaching: pre, whilst and post activity.

The teacher checks students' attendance, because it's important for teacher in order to evaluate the student's diligence and to give attention to the student.

After that, the teacher starts to build the students' background knowledge about the topic by asking some simple questions; such as:

“Do you like watching TV?”

“What kind of TV channel do you like?”

“After that, what did you get in that TV channel?”

Then, the teacher choose some students and ask the question below to get closer with the students:

“Did you watch TV last night?”

“What TV channel did you watch last night?”

“What did the TV program talk about?”

“Have you ever watched *Suara Anda program* in Metro TV?”

“What is your opinion about the program? Give me some reasons!”

Next, teacher explain about the *Suara Anda program* in Metro TV. Then, the teacher starts the teaching and learning process by deviding the students into some groups; each group consist of at least four students. After that, the teacher gives some explanations about the activity in this teaching technique.

In whilst-teaching activity, the procedure of teaching by using *Adapting of Suara Anda on Metro TV* divides into three phases as follow:

1) Exploration

Teacher explains how to adapt *suara anda* to the students. She or he tells the students what *suara anda* is and the activities in this teaching technique.

In the information teacher gives explanation that this activity consists of some steps. First, the teacher will show some videos that have different topic. After that, each group chooses one of them in a condition that each group has different video. Then, teacher will play the video and ask the group members to explain and give some opinions about the video. The last step, Another group give some advices, additions, and questions.

2) Elaboration

Firstly, the teacher ask the student in group one to choose one video that exist in white board. Then, the teacher turns one video. After finished, the teacher asks the students in group one to gives their opinions about the video. the stude. Here is the illustration:

Teacher: *Okay, we will begins with group one. Please choose one video that you want to watch.*



Figure 1.1

Group one

Student 1 : *our group want to watch the video about*

Teacher : *well, I will play on the video, please watch the video carefully.(the teacher turns on the video to the students at group one).*



Figure 1.2

Then, the teachers asks the students to discuss the video with their group. After that, one or two students give opinions about the video.

Teacher :*In group, please discuss to your friends about the video. Then, give your opinions about the video. You have 3 minute to discuss it.*

Group 1

Student 1: *According to me the video shows us about..*

Student 2: *In my opinion, the video tells us about...*

The process is continuous in sequence until all groups have their turn. The activity is held in order to facilitate the students in speaking activity. In addition, the activity will stimulate the students to speak. Then, the students also will know the process of asking and giving opinion.

During the activity, the teacher should pay attention to the students' pronunciation by listening carefully to the way the students say or pronounce the sentence that comes. The students may speak incorrect pronunciation so that the teacher makes it correct by asking the students to repeat the sentence after him or her. Therefore, the teacher monitors and leads during the activity. It is done in order to avoid them in misunderstanding that can be a fatal mistake.

3) Confirmation

In this stage, teacher asks the students to find the partner by themselves. This is done to create new combination of students, so they will have a partner who has same idea each other. The students sit with their pairs while the teacher shows some other topics. Then, the teacher asks each pair to choose one of the topic. they can choose freely even they have same topic each pair. If it is possible, teacher delivers soft copy of video to each pair as the topic they have chosen. In addition, the alternative way where the students are unable to play the video by themselves the teacher can give printed out of the text from video. After that, teacher asks each pair to master the video or print out of the topics in order to be perform preparation. It is impossible all pairs performing at that time, so the teacher find another time in the next teaching learning activity by choosing some groups to perform randomly. In the perform each pair have to give some opinions

the topic and he or she ask another pairs' opinion. Then, the students know and can use the asking and giving opinion form.

1. Post-teaching activities

As the closing phase, teacher should make this phase as memorable as possible in order to make students remember the day's lesson and wait for the next lesson. In this phase, teacher leads the students to summarize the material that has been taught by asking some questions to recall the students' memory. Then, the teacher asks students to clean up the classroom together. Finally, the teacher makes a conclusion about the lesson and then the teacher ends the class.

Technique of *Adapting of "Suara Anda"* on Metro TV to Teach Speaking at Senior High school gives many advantages for both the teacher and especially for the students. The advantages are:

- *Adapting of "Suara Anda"* can make the students learn independently in speaking activity. In addition, students feel enjoy because they can determine the topic freely according to their choice.
- To make the students learn actively. The technique gets students having their own roles to speak.
- The students will be more trained to speak English. It means that the technique can improve the senior high school students' pronunciation because the students are encouraged to speak when they get the chance.
- The students are easier to remember what they learn because they learn through interesting information in.

In conclusion, adapting of interactive news program "*Suara Anda*" is one appropriate technique to advance senior high school students' speaking ability. The activity in teaching and learning speaking by using this technique can stimulate students learning motivation. The procedure of this technique can be divided into three phases. They are pre-teaching, whilst-teaching, and post-teaching activities which is based on the lesson plan. This technique can be useful to make the senior high school students enjoy learning English.

Note: This article is written based on the writer's paper with advisor Havid Ardi, S.Pd., M.Hum.

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