

TEACHING SPEAKING A NARRATIVE TEXT USING CONSCIENCE ALLEY STRATEGY TO SENIOR HIGH SCHOOL

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Abstrak

Makalah ini akan membahas tentang strategi yang dapat membantu siswa dalam meningkatkan keterampilan berbicara untuk siswa Sekolah Menengah Atas. Salah satu strategi yang digunakan dalam keterampilan ini untuk siswa Sekolah Menengah Atas adalah dengan menerapkan strategi CONSCIENCE ALLEY. CONSCIENCE ALLEY adalah salah satu strategi yang menarik yang dapat membantu siswa untuk dapat berbicara menggunakan bahasa Inggris. Dalam strategi ini, guru meminta siswa berdiri di depan kelas dalam dua barisan yang saling berhadap-hadapan membentuk sebuah lorong di tengahnya. Kemudian siswa diminta untuk membuat dan menampilkan kegiatan mereka berdasarkan topik atau tema, sangat membantu untuk menghubungkan suatu topik permasalahan dengan simulasi kejadian dan skenario penyelesaian yang sudah disampaikan guru sebelumnya di kelas. Sehingga siswa bisa menjadi lebih aktif dalam berbicara dan memiliki kesempatan untuk menggali tanggapan emosi siswa menjadi tindakan nyata yang menghubungkan situasi kejadian sekaligus menggunakan bahasa tubuh serta teknik suara untuk membantu dalam menyampaikan konflik permasalahan berikut aktivitas fisiknya.

Melalui strategi ini, guru dapat memberikan beberapa dampak yang positif bagi siswa, diantaranya adalah siswa tidak akan beranggapan lagi bahwa berbicara dalam Bahasa Inggris adalah keterampilan yang sulit dan sangat membosankan. Strategi ini akan membuat mereka lebih percaya diri dan aktif dalam belajar berkomunikasi menggunakan bahasa Inggris.

Key terms: Strategi Conscience Alley, keterampilan berbicara.

A. Introduction

One of four basic skills of English is speaking, it is known that speaking can be categorized as an oral skill where people produce sound. It is not written as we found in writing and reading, when people want to speak, they do not need to find paper and pencil, they just need to vibrate their vocal cords to produce sound. Speaking is considered as one of the most important skill to master. Speaking is tightly related to an ability of oral communication with other people.

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In other words, the ability of speaking is really needed in transferring message in order to have a good communications way, especially speakers and listeners are from different linguistic backgrounds. Through speaking, students could show their ideas, experience, even feelings to others. Therefore, speaking is used to help students to deliver their knowledge and opinion about everything in their daily activities. Students should learn speaking, because it will give them good way to practice and to master the skill, and to help them to be able to communicate with native speaker. The writer hopes that the teacher can use many kinds of strategy in teaching speaking and teacher has to make students understand how to use the language wherever they are.

Based on the writer's experience while practice teaching, especially in teaching speaking, the writer found that many students faced difficulties in learning speaking English. First, students did not have self confident to speak English because they are afraid to make mistake and felt ashamed to do oral interaction in front of their friends. But, in studying, the desire to practice without feeling afraid to make mistake must be increased. Mistakes can be corrected, and students can learn from their mistakes so that they can increase their ability much better, like English say "Practice make perfect". In addition, students had lack of vocabulary so they did not know what to say in English.

Second, students have not interested in practicing English. It can because the students just practice to speak based on what they read on the LKS and did not know much about the topic being discussed. Due to that case students often unwilling to communicate with others using English.

The other problem is teacher's strategy in teaching, some of English teachers apply conventional strategy. They just have monotone activities to give to their students. The classroom tricks can be used for setting up communication activities for instance by using some kind of drama, storytelling, role play, various materials in the classroom. The teachers cannot provide learning by playing activity; therefore there is no active and concrete learning that students demand.

To anticipate those problems an English teacher should present the learning materials with interesting and unique strategy by using Conscience Alley strategy, in order to motivate students playing like a drama, and make the teaching performance interesting for the students. This role play strategy allows pupils to gain a quick synopsis of all the issues related to a specific topic. It has the advantage over 'standard' role play in that it can be carried out reasonably quickly. It might be particularly useful for senior high since they do not have to remain in role for very long.

According to Swartz (2002: 80) define that conscience alley strategy is the class forms two facing lines, thus forming on alley. The teacher or students in role represents a protagonist from the drama. As the teacher walks slowly down the alley, the students represent the characters conscience to show his or her thoughts about making a choice character. The voice can be offer advice, warning, or quotes from earlier in the drama. As the character reaches the end of the alley/corridor, he or she decides what course of action to take from alley. In addition, John (2006: 16) defines that conscience alley strategy is a character in

role walks between two rows of children (the alley). Each side offers alternative advice representing the conscience of the character. At the end of the row, the character has to make a decision based on which side was more convincing from exploring through dilemmas.

In short, the teachers have to find good solution and make the students interested in speaking English. In this paper the writer tries to explain about teaching speaking by using Conscience alley strategy. Therefore, by used Conscience Alley as a strategy in teaching speaking for senior high school students, it is expected that students will enjoy learning speaking and can easily understand the speaking material at the same time they practice it.

B. Discussion

1. Teacher's Preparation

Preparing appropriate material for the students is one thing that should be considered by the teacher in order to make successful teaching and learning process. Beside the material, the teacher has to choose the good strategy of teaching English language, especially teaching speaking skill. One of the useful strategies in teaching speaking to senior high school students' is Conscience Alley strategy.

2. Teaching Procedures

a. Pre-Teaching Activity (10 minutes)

In the first activity, the teacher and students do some activities. It is for activating and stimulating the students understanding. Then, the teacher can recall students' background knowledge about the material that has given in the previous meeting for listening skill. In front of the class teacher tells to the students what they want going to learn. Teacher gives students a title that they are going to learn in the narrative text about "Siti Nurbaya". The topic should be simple and involve students' background knowledge. The teacher shows the picture related to the topic. Next teachers ask some questions to the students:



- What picture is it?
- Where is *gunuang padang* located?
- Have you ever go there?

- Do you know the story that happens in *gunuang padang*?
- The teacher gives example of Siti Nurbaya's text and asks one of the students to read it.

From the questions above, the students are able to answer the questions orally and they can express their idea based on their background knowledge about Siti Nurbaya's story.

b. Whilst-Teaching Activities (70 minutes)

The aim of this stage is to build up students' understanding. In this stage, the teacher explains the material to the students. Teacher explains the learning objectives and the significance of learning materials to the students. In this stage the teacher explains the procedure and performed the conscience alley strategy based on the instructions below:

- 1) Explain the scenario and roles to the students. In this section they will discuss the story of Siti Nurbaya and one of them will act as Siti Nurbaya.

The scenario: *Siti Nurbaya facing a dilemma, her father borrowed some money from Datuk Maringgih and can not afford to pay it back. Siti Nurbaya should marry with Datuk Maringgih as a third wife to pay her father's debt but Siti Nurbaya's heart belongs to Syamsul Bahri.*

Teacher: *What should Siti Nurbaya do? Do you agree or disagree if Siti Nurbaya gets married with Datuk Maringgih and forgets Syamsul Bahri? Explain your suggestions for Siti Nurbaya!*

- 2) Get students to stand in two lines facing each other, with a pathway up like an alleyway. Each member of the lines speaks their ideas. It can be organised so that those on one side give opposing ideas to those on the other.
- 3) Select a pupil randomly and ask he/she to play a character as Siti Nurbaya.
- 4) Allow time for the students who stand in two sides to think of ideas about Siti Nurbaya.
- 5) The selected student as Siti Nurbaya walks between the lines and the remainder of the students makes their statements as he/she passes by.
- 6) At the end of the alley the teacher asks the selected student as Siti Nurbaya to make a decision which arguments he/she found convincing and give the reason why.

Example if the student as Siti Nurbaya agrees:

"I love my father...I should take care of my father...I can't stand just watching his face with this problem alone and don't want him to get sad or sick anymore... I will marry with Datuk Maringgih!!!"

Example if the student as Siti Nurbaya disagrees:

"I don't want to marry Datuk Maringgih! He is a greedy man with many wives, that is not fair!"

- 7) The activity can be repeated by selecting other students to walk in role through the "Conscience Alley" played as other characters as Syamsul Bahri, Datuk Maringgih, Sultan Mahmud Syah, or Bagindo Sulaiman.
- 8)

c. Post-Teaching Activities (10 minutes)

It is the last stage, this activity is also known as the closing activity. 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 stage, teacher concludes the material and then review the student comprehension about the moral value and then teacher leads the students to summarize the material that has been taught by asking some questions to recall the students' memory.

C. Conclusion and Suggestions

The use of conscience alley strategy to teach speaking is the appropriate one, the students enjoy and actively performed the strategy. They will be more active to express their ideas in group based on their own feelings, making decision and critical thinking. It facilitates the young learners' need of active involvement and movement without neglecting the fact that students can easily get bored to a lesson. Besides, it also supports the students to acquire English unconsciously by the role play activity. As a result, by using Conscience Alley strategy the students' ability in speaking can be improved.

The writer would like to suggest the teacher should know the ability of each student in speaking. The teacher should also control the students response during the learning activity. It will help the students, if they find difficulties during the activity. Moreover, the teacher should motivate the students by appreciating their ideas, opinion, performance, and reward if needed. The last, the teacher should be able to choose the appropriate text to be taught to the students.

Note : this article is compiled based on the writer's paper with his advisor Drs. Don Narius, M.Si.

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