



USING SELF-TALK TECHNIQUE IN DEVELOPING GRADE 1 STUDENTS' SPEAKING ABILITY IN ELEMENTARY SCHOOL

Annisa Erma¹, An Fauzia Rozani Syafei²

English Department

Faculty of Languages and Arts

State University of Padang

email: Annisaerma17@gmail.com

Abstract

Speaking in a foreign language is one of difficult activities for students. It is caused by some factors, which are the lack of role models, vocabulary mastery, and inability of brainstorming ideas. an appropriate technique is needed to solve these problems. One of the techniques is “self-talk” technique. This technique helps both teacher and students to built the interaction. In this technique, teacher explains what they are doing. The teacher will provide list of vocabularies to describe what they are doing. This technique is expected to help students in speaking, because speaking starts after listening. In addition, the teacher gives direct examples of the vocabulary to help students develop the ideas they are going to say. The difficulties that are faced by the students is expected to be solved through this technique.

Key words: speaking, self-talk technique, self-talk

A. INTRODUCTION

Decentralization of education in Indonesia has encouraged local governments to make their own decisions related to some portion of curricular space in the form of the use of some learning hours for what has become known as “local contents” (Jalal & Musthafa, 2001: 21). As a result of this decentralization, public interest in English for Young Learner has become enhanced. It proved by the increasing number of district and city governments all over the country which offer English classes at the elementary school level. While decisions to teach English to elementary school students have been made requirements for to be able to teach English well at this level are rarely discussed in public. As results, our knowledge about this important issue is very limited.

Teaching English for young learners will be completely different from teaching English for adult. Young learners are unique. They are different from adult, they have very different needs, interest and abilities from adult and more enthusiastic than adult in language activity. So, teaching English to young learner is not as easy as expected, although it seems simple because only teaching a child and they can be managed easily. Actually there are still many problems occurred,

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on September 2016

² Lecturer of English Department of FBS Universitas Negeri Padang



like the different attention among the students, the limited media or input and the lack of strategies used by teacher to interest the students. There were some studies which had been conducted in teaching English to Young Learners. One of them was the study conducted by Widyasari and Sunaryo (2013) that focused on the use of dot to dot picture in teaching speaking to elementary school students.

Young learners are those who attending preschool, kindergarten and elementary school. According to Read (2011: 42) young learner is term used for students who attend the formal school at the first year, and their age is around five to twelve years old. Young learner has some characteristics, such as keen and enthusiastic, curious and inquisitive, outspoken, natural learner, imaginative, creative and learn by doing or hands on experience and they have tend to imitating interesting things for them. Based on those characteristics, in teaching young learner teacher has to use different variation of teaching and learning activities, and the most common strategy used by young learner is imitating, they imitate. They learn new vocabularies by watching and imitating the way to pronounce the word.

There are some strategies that can be applied in classroom that can meet above criteria. One of them is *self talk*. Self talk is a technique in which teacher describes what he or she is doing. The teacher provides the words to describe her actions. Thus, this paper is aimed to discuss the implementation of self talk technique as a technique to develop speaking at grade 1 elementary school.

B. DISCUSSION

1. Implementation of Self-talk Technique as a Technique to Develop Speaking at Grade 1 Elementary School.

a. Preparation

The first thing should be done by the teacher before starting the teaching and learning activity is doing the preparation. The preparation that should be done will be explained as follows.

b. Choosing the Topic

First, teacher should choose the topic based on the syllabus and curriculum. There are topics that need that prepared by the teacher, such as: The things in the classroom, Stationery on my bag, Parts of our body, Things in my bed and so on. To explain the use of self talk technique in this paper will be choose the topic parts of our body.

c. Preparing the Material

In preparing the material, teacher has to consider that the material should be equall to the students development and background knowledge. For teaching English for young learner, the core material is vocabulary. This vocabulary will be taught through various materials such as song, story, dialogue and others. The topic parts of our body will be in the form of sentence that involve the words head, hand, and shoulder.

d. Selecting the Media

After that, teacher should choose the media that will help them and suitable with the material itself. In this case, the teacher selects some pictures that

would be help in the exercise. The pictures can be found from the internet. Pictures below are some examples of pictures that can be used.



2. Procedure of Teaching Speaking by Using Self Talk Technique

The procedure of Self Talk in teaching speaking will be explained and illustrated as follow :

- a) Teacher introduces the topic to the students.

Teacher : ok, today we will learn about parts of our body.

- b) Teacher asks the students to stand up and make U formation



- c) Teacher asks students to do morning exercise (shaking head, raising hand, touching shoulder) together while the teacher narrates his/her actions. Teacher narrates her action by stressing every word with action.

Teacher : I – shake – my head

Students : (shake their heads)

Teacher : I – raise – my hand

Students : (raise their hands)

Teacher : I – touch – my shoulder

Students : (touch their shoulders)

- d) After repeating the exercise for about 3 times, teacher repeats again the words.

Teacher: in the exercise we have words head, hand, and shoulder

In this part teacher should not requiring the students to imitate what she is saying. Teacher cannot has the expectation that the students are automatically going to repeat. This technique simply gives the students exposure to language during play and daily routines. It is agree with Santrock(1994: 23) that children like to spend their time in interesting activities and something that is concrete for them. Using self-talk is to expose the students to words and to make them realize that talking is fun and functional. This technique helps to bridge the gap between the students who may not yet realize that objects, actions, and feelings, have names and they can be labeled and spoken about. If they imitate or repeat, that's wonderful, but it's not expected at this point.

- e) Now, come to practice activity. Teacher asks the students to sit on U formation.



Teacher: Now, everyone sit on your chair.

Students: (Sit on their chairs)

- f) Teacher introduces again the words one by one and doing the actions. In this section teacher may asks the students to repeat after them.

Teacher : I raise my hand

Students : I raise my hand

Teacher : I shake my head

Students : I shake my head

Teacher : I touch my shoulder

Students : I touch my shoulder

- g) Then teacher asks all the students to repeat it again

Teacher: I raise my hand

Students: (repeat)

Teacher: I shake my head

Students: (repeat)

Teacher: I touch my shoulder

Students: (repeat)

- h) Come to the last activity. In this activity teacher can use pictures to help students to pronounce the sentence.

Teacher: I will show you the picture, and you say the sentence related to the picture. Ok?

Students: ok

Teacher : (show the picture)



Students: I raise my hand

Teacher: (show the picture)



Students: I touch my shoulder

Teacher: (show the picture)



Students: I shake my head

- i) Then teacher asks the student to come to front of the class and choose one of the pictures and say it aloud to their friends.

Teacher: who want to come to front of the class and take the picture?

Student 1: me. (Come to the front, choose the picture and say it) I raise my hand

Teacher: ok. Good. Who's next?

Students 2: (raise hand)

Teacher: ok. Come here and choose one picture. (Talk to student 2)

Student 2: (come to the front and choose the picture) I touch my shoulder

Teacher: nice.

And so on.

- j) The teacher gives good comments and encouragement to the student's performance. The teacher should give conclusion about the lesson today.

3. The Advantages of Using Self-Talk

There are several advantages in using self talk, the advantages are: Self talk is beneficial technique for teachers to engage in because they strengthen language rich environments and enhance vocabulary development, all while supporting effective relationship building between teacher and students. This technique exposes students to meaningful language and enhance language development. As teacher mapping actions with words, it will soon become a more natural part of daily routine and both teacher and students will enjoy the benefits of enhanced communication in classroom. The students will be exposed to personalized language in a relaxed setting. Relationship between teacher and students will be strengthened by sharing an enjoyable activity together. It helps

students link words with actions, which expand their vocabulary and language development.

D. CONCLUSIONS AND SUGGESTIONS

Self talk is very useful and applicable. It provides a model for the students (rather than asking them to repeat or imitate). This techniques can be used anytime the students are making an attemp to speak or in the speaking class. It is important to have students understand that speaking and communication are important not only for interaction but also to express feeling and ideas.

By using this activity, it can be implied that teaching speaking by using self talk is more effective, enjoyable and useful for students. Because, when the young learner learn speaking they can see directly the usage of the words. Self talk does not require students to talk back anything until they do so. Instead, teacher surrounds children in specific types of language with the expectation that as students are exposed to these language models, they will begin to spontaneously talk in a very natural way. The effects are not always immediate, as young students might not talk back right away. But over time, this technique can be fantastic way to keep a childrens language growing.

The procedures of using Self Talk are : 1) teacher introduces topic to the students, 2) teacher asks students to stand up and make U formation, 3) teacher asks students to do morning exercise together while teacher narrate her actions, 4) teacher repeat again the words, 5) then, teacher asks students to sit in U formation, 6) teacher introduces again the words one by one by doing the actions, 7) teacher asks the students to repeat after them, 8) teacher use picture to help students to pronounce the sentences, 9) teacher asks students to come to front of the class to choose the picture and say it aloud, 10) teacher gives good comments and encouragement to the students performance and conclude the lesson.

There are several suggestions to the English teacher in teach speaking to young learner: English teacher should be provided by more information, knowledge and skills in using some activities in teaches speaking. By having good understanding and knowledge about teaches speaking. The teacher will get successful in teaching English. In using material with this activity, the teacher should find the age appropriate words for students, the words should also based on their background knowledge. The teacher may use this technique everyday in daily routine to create the environment that will support students to speak English. If this technique is successful in encouraging the students' interest in speaking, it is suggested to socialize the technique to other English teacher.

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