



Teaching Speaking by Using The English We Speak Activity for Senior High School Students

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Abstract

This paper is purposed to explain about teaching speaking for senior high school students through The English We Speak Activity, as one way to persuade students' interest in learning English. All of the four skills in English are covered by speaking. Thus, speaking is important to be learnt. However, it is found that there are many students have difficulties in speaking English. Some of the reasons are lack of material given and activity that is used in class. In using The English We Speak Activity, students will be given some very update phrases and words related to the lesson. Therefore, they will more interested in learning English especially speaking. This activity is applied in group and pair. The students can be collaborated in discussing their activity. Then, they have to make new conversation based on what they get before and perform it in front of the class in order to train them speak well.

Key words: Teaching Speaking, Teaching Speaking to Senior High School Students, Activity, The English We Speak Activity

A. INTRODUCTION

Language learning is about mastering four skills. Somehow, speaking is worth enough to be mastered because it covers all of the four skills. As a result, speaking can measure how far the language learner mastered about the language itself. Based on Curriculum 2013, the aim of language learning is to make the students become well communicated in English. The lack of material and activities provided by teacher makes the student could not acquire this skill well.

According to Nunan (2005:16), there are three approaches that have been used over the years and dominating language teaching. There are the grammar-translation method, the direct method and audiolingualism, and also communicative language teaching. However, the common ways of conventional teaching from those approaches do not help much for students to well-communicate in English. Furthermore, Barret (1988:8) stated that there are three purposes of speaking that should be considered by teachers.

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In order to attain the purpose of speaking like some explanation above, teachers can teach the students by giving fun speaking activity such as attracting them to speak through the latest English words and phrases. The teacher plays the podcast about the topic with the latest words or phrase; then the students discuss the phrase or video and followed by activity that indicates as The English We speak Activity.

There are many definitions of speaking that have been proposed by experts in language learning. According to Nunan (2005:2), as a productive and oral skill, it is produced the verbal utterance to convey the meaning. Moreover, Davies and Pearse (2000:35) state in their book, “the main goal of English language teaching to enable learners to use English effectively in real communication”. Brown (2001: 267) states that when someone can speak a language, it means that he can carry on a conversation reasonably competently. Richards and Renandya (2002: 204) state that to build an effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. According to Thornbury (2005:19) speaking is interactive and requires the ability to co-operate in the management of speaking turns. Furthermore, Chaney (1998:13) states that speaking is the process of building and share the meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In addition, Wendy and Listbeth (1995:33) state that speaking is the demanding skill of the teacher to teach. Brown (2001: 270) mentions that there are some features that make speaking as difficult language skill. Furthermore, in teaching speaking, teachers may or may not give textbooks or material to the students (Murcia 2001:105). According to Nunan (2003:54-56) said that there are five principles for teaching speaking. Moreover, Nunan (2003:56) says that teacher has to design classroom activities that involve guidance and practice both transactional and interactional speaking.

Harmer (2001: 275) argues that in teaching speaking, teachers should pay attention to technique that they use. Harmer (1998:87) mentions that there are three basic reasons for getting students to use language in the classroom. There were some studies which had been conducted related to the teaching speaking. One of them was the study conducted by Yostija and Ardi (2012) that focused on the use of Suara Anda in teaching speaking.

Besides, one activity that support English lesson especially speaking is The English We Speak activity. The activity is inspired by BBC Learning podcast: The English We Speak program. According to bbc.co.uk (2015) The English We Speak podcast is a podcast that will give the viewer a chance to catch up on the very latest English words and phrases. Harmer (2010:348) says that the crucial part of teacher's job is to make sure that speaking activities will help student understand exactly what they speak.

According to Harmer (2010:347), the teacher has many different roles during class, but there are three particular points in order to get students to speak fluently:

1. Prompter

It is normal for student to get lost; forget what they are going to say in the middle of speaking. Sometimes, the teacher just lets them go so student

could struggle and explore more. However, in emergency situations to prevent frustration of exploring teacher could give some help such discrete suggestion.

2. Participant

Usually teacher is an instructor and passive observer. On the other hand, the teacher could be one of participant along the speaking activities. As long as the teacher's participation less dominated along the conversation. The teacher's participation should be the bridge for students to run the conversation smoothly.

3. Feedback provider:

The interruption in the middle of speaking activity would inhibit student to continue the conversation. Thus, the teacher should give feedback at the end of speaking activities, whether they use the language well or not.

B. DISCUSSION

1. Preparation

a. Material

In order to deliver the best material, the material that will be prepared should be related to the syllabus and curriculum. Fortunately, this activity can be used in every topic of speaking. In this discussion, the selected topic that will engage students in doing The English We Speak activity is showing sympathy. The phrases that will be used are "a bitter pill to swallow," "hot potato," and "a sticky situation". Beside, there are some other lists of them like following:

The latest phrases or words	Meaning	Situation
1. A bitter pill to swallow	You have to face and accept the difficult situation	Showing sympathy
2. Hot potato	You will have a problem and difficult to handle	
3. A sticky situation	You will get a situation that is difficult to get out of	
4. Chill pill	You have to relax or calm down	Suggestion
5. To keep a lid on it	You should keep a secret	
6. Face the music	You have to accept the consequence of your mistakes	

7. Don't throw the baby out with the bathwater	You don not have to lose something valuable, while we're getting rid of something else that we do not want	
8. One good turn deserves another	You have to do someone a favor and they should return the favor	Asking and offering help
9. Give me credit	You have to give me praise or appreciation for something I've done	Giving praise
10. Food for thought	This is a serious idea or topics for us to think about	Asking and giving opinion
11. Six of one, half a dozen of the other	There is very little difference between two choices	
12. In good nick	It's in good condition	
13. I'm game	I am willing to try something	
14. Drama queen	Someone who becomes very angry or upset over tiny small things	Describing (things, jobs, people)
15. White collar worker	Someone who worked in offices, doing administration or managerial tasks	
16. People person	Someone who is helpful and have the ability to motivate people	
17. Barrel of laughs	Someone who is fun and always joking around	
18. Out of juice	When something is running out	
19. A wild card	Someone who is unpredictable	
20. Game changer	Someone who has a new innovation that changes the current situation	

b. Media

1) Picture cards

Topics: Showing Sympathy	
 <p>(a man who gets sympathy from his friends)</p>	 <p>(a woman who gets sympathy from her friends)</p>

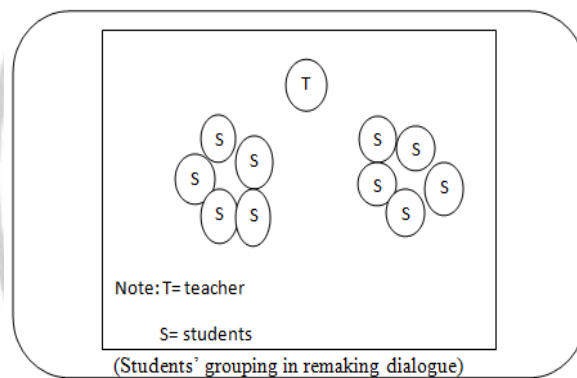
- 2) Video player or LCD projector as their media to play video podcast. Following is the display for topics showing sympathy and the phrase “a bitter pill to swallow” in The English We Speak Program of BBC:

A bitter pill to swallow

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In addition, there is class arrangement that should be prepared from teacher. Teacher will lead the students to sit in groups or pair to encounter the project about remaking of conversation.



2. The Procedure of The English We Speak Activity in Teaching Speaking

a) Pre- Teaching Activity Warming Up

Before starting the lesson, teacher should prepare the class with warming up like readiness questions for activating students' background knowledge related to the topic of the lesson in order to help student more concentrate and engage with the lesson. Besides, teacher can show picture cards related to the topic of the lesson. Like following:

Teacher : Listen. Look at these pictures. Do you know what they are doing?



Some students : They look sad, Ma'am

- Teacher : Good. What do you think that have made them sad?
- Students : Perhaps, they have problem.
- Teacher : Now, what else do you see?
- Students : The other people help the unhappy one, Ma'am.
- Teacher : Well, some people in the picture are sad and they have difficulties to deal with their problems. It's a bitter pill to swallow. So, the other helps to pleasing the unhappy ones. They are just showing sympathy to the sad ones.

b) Whilst- Teaching Activity

Watching and Discussing the Video

After students' background knowledge activation, teacher explains what kind of activity they will do next. They will watch the Video about showing sympathy with the phrase *A Bitter Pill To Swallow*, then later discuss it. The following is the script for the video podcast:

Rob : Hi everyone... errr, Feifei are you OK? You don't sound as cheerful as normal.

Feifei : I feel terrible today – I've got a headache, feel really tired... I think I'm developing flu. I'm going to take these paracetamol tablets.

Rob : Hold on Feifei. Are you sure you're getting flu? This hasn't gost anything to do with that job promotion you didn't get?

Feifei : Of course not... well, maybe a little.

Rob : Hmm, I know you wanted that promotion so much, but Daisy got it instead didn't she?

Feifei : Exactly – and I've been working here much longer than her and I have loads more experience. It's so unfair!

Rob : I know... it's a bitter pill to swallow.

Feifei : Thanks for the advice, but even if these tablets – or pills - are bitter, they'll make me feel better – now can you show me some more sympathy about my promotion please?

Rob : I was Feifei! When I said 'it's a bitter pill to swallow' I really meant it's a situation that is unpleasant and difficult to accept.

Feifei : OK, I see! You're saying I'm finding Daisy's promotion hard to accept?

Rob : It's tough Feifei but that's the way things are.

Remaking Simple Dialogue

In this stage, student should be divided into a pair or group in order to remake simple dialogues. They could use the word of the phrase, words or vocabulary given or from the other words they know.

PerformingTheDialogue

Whenever the students ready to practice their own dialogue, they have to perform it in front of the class. They are free whether to bring

the text or not. The most important thing, they just present and perform the dialogue without any gesture, role, and the script to be memorized which is made this activity different from a role play.

c) Post- Teaching Activity
Review of The Lesson

At the end of the lesson, the teacher reviews the students' ability in using the latest phrase or words with positive feedback and self reflection in order to understand and comprehend about the topics showing sympathy. There are very latest expression of phrase to showing sympathy like following:

1. "a bitter pill swallow". This phrase means you have to face and accept the difficult situation.
2. "hot potato" which means you will have problem and difficult to handle
3. "a sticky situation which means you will get situation that is difficult to get out of

Through the introduction of this (unique and very up to date) phrase, students will be easy to catch the knowledge of the topic showing sympathy and they will be more interested in learning and speaking English.

C. CONCLUSION AND SUGGESTIONS

The English We Speak activity is one of the activities that teacher can use in classroom in order to engage students' interest to learn and speak English. Through this activity student will develop interest in speaking and learning English. New phrase that is up to date and unique is provided to catch their attention in learning and speaking English. The process of teaching speaking by using this activity is divided into five stages. They are warming up, watching and discussing the video, remaking simple dialogue, performing the dialogue, and review of the lesson. The weakness of this activity is some of student can be confused to choose the topic they want in remaking simple dialogue, but teacher's role is needed to fix this problem. This activity can be a great way to help students speak English naturally and freely.

It is suggested to teacher to use *The English We Speak* activity as one technique in teaching speaking. This activity will help student to speak English naturally, freely, enjoyably and communicatively. It will engage their interest to speak and they will have no anxiety to speak English everyday in their daily life. The teacher should be able to anticipate the weakness of this activity. The confusion of some student might be appearing that needs teacher's capability to control the situation and it will spend much time. But the students' improvements in speaking confidently and naturally will be a good trade in this activity. Then, the students have to pay a great attention to the teacher in order to understand the materials, the rules and the procedures clearly so that the activity can run effectively and the lesson can be understood by the students.

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