IMPROVING STUDENTS' SPEAKING ABILITY BY USING INSTRUCTIONAL MEDIA FOR ADVANCED LEARNERS

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Abstract

Nowadays, the use of media in language learning is very important. It will make the teaching and learning process be more attractive and effective. Instructional media is an aid which is able to help teacher in their teaching activity. There are many kinds of media that can be used in teaching and learning process, especially in teaching speaking. This article will discuss the use of video as one of instructional medias to teach speaking for advanced learners. A video can be used for presenting the content, starting conversation and providing illustration for concept. By applying the steps of using video in teaching speaking, hopefully, teachers can take benefit from it. There are three steps of using video in speaking activities; namely: choosing the video, preparing the viewing guide and speaking task.

Key word: instructional media, video, teaching speaking

A. INTRODUCTION

Speaking is one of the language skills which is used to communicate one's thought to another. One cannot convey his/her ideas without speaking because they need to interact with other people. In English classroom, students are assigned to speak their target language (English) fluently. Many language learners regard speaking ability as the measure of knowing the language. These learners define fluency as the ability to converse with others, much more than the ability to read, listen, or to write.

On the other hand, writer finds some problems that are faced by students in speaking English. The first problem is that students feel worried to make mistake while speaking. Before starting speaking, students have already paid too much attention to what is going to say, whether the utterance is correct or not. Second problem is students' proficiency English. It includes the ability in vocabulary, grammar and pronunciation. Those three abilities consciously should be mastered by students as the basic ability in speaking. The last is

that teaching speaking is not interesting since teacher does not prepare the material and class situation which encourage students eager to speak.

Teaching speaking can be fun and enjoyable if the teachers can use visual aid which helps the students easier to understand the material. Visual aid in furthermore, can be called as instructional media. By using Instructional media, teachers and students both will find the new teaching atmosphere which indicates their students' motivation, attention, and participation regularly increased

This article will discuss about the solution and strategies which can be used to improve students' speaking ability by using instructional media

B. TEACHING SPEAKING

Brown and George Yule (1999:23) say that the primary function of spoken language is interactional; to establish and maintain social interaction. However, the important function of spoken language is primarily transactional – to convey information. Nunan (2000:4) has created a three

dimension grid for speaking and oral interaction, one dimension is relating to the interactional context, while another is relating to the different functions which can be performed in these contexts, and the third is relating to the management of interaction and negotiation of meaning.

To maintain the interaction, speaking activity needs a complex skill between speaker and listener. It involves an active process. A speaker should think the idea to express, because there are many aspects should be considered such as vocabulary, grammar, and situation (Finnochiaro, 1987:109-110). In line with that idea, Murcia (2001) defines speaking activity involves three area of knowledge, they are:

> 1) Mechanism (pronunciation, grammar, and vocabulary): using the right order with the correct pronunciation

> 2) Functions (transaction and interaction): knowing when clarity of message is essential (transactional/information exchange) and when precise understanding is not required (interaction/relationship building)

> 3) Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants)

Furthermore, it is obvious that speaking is not an easy activity in teaching English. It needs other skills and competence to be mastered in order to have the communication runs well. Actually, there are two skills that are closely related to spoken language. They are speaking and listening. Hammer (1991:46) says, speaker and listener have some reasons to speak and listen. A speaker wants to say something in his/her communicative purposes which are selected from their language store. While a listener wants to listen "something" interesting from the communicative purposes of what is being said. Related to this idea, speaking and listening are both activity

which cannot be separated during the interactive process.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency and avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary. To help students develop communicative competence in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

C. INSTRUCTIONAL MEDIA

Instructional media is an aid which is able to help teacher in their teaching activity. From the teacher's point of view, in-

structional media serves four general principles (Gutschow, 1973:139):

1) Media can help to simplify the teaching process, and they can help to perfect it
2) Machines allow the teacher practices the principle of object teaching and illustration.
3) With the help of media, the use of mother tongue of the students can be avoided.
4) Media are instruments of motivation if they are used in such away as to stimulate learning.

Moreover, according to Elly (1977), instructional media can be classified into six general categories, they are:

1) Still picture: photographic prints sketches, cartoon, charts, graphs, and maps
2) Audio: these include the voice of teachers, radio, disk and tape recording
3) Motion pictures: film
4) Television: television and videotape
5) Real things: real objects
6) programmed and computer assisted instruction: computer

Meanwhile, Klasek (1972) classifies instructional media into seven categories:

1) Visual media; motion pictures, slides, and film strips, still or flat pictures, graphics.
2) Audio media; audio tape, disc recording, radio
3) display media; chalkboards, bulletin boards, over head projector
4) real or stimulated experience; stimulation, models, gaming, realia, community
5) printed media; books, text book, work book
6) programmed learning; instruction uses a series of stimuli and responses in a sequential manner to achieve prescribe instructional objectives

Since the experts in instructional media have different ideas in classifying instructional media, the writer tends to group them into three categories.

1) Visual Media

Visual media are things or objects that can be seen. They can be categorized into two kinds; projected visual media and non projected visual media. Projected visual media are OHP, slides, filmstrips, and motion pictures. Non-projected visual media are teachers, display media, pictures, charts, real things, and models.

2) Audio Media

Audio media are things or objects that can be heard. They include the voice of teacher, radio, tape recording or audiotape

3) Audio Visual Media

Audio visual media are things or objects that can be seen and heard. They are television, video tape recorder, and films

Among these three types, the writer tries to focus the writing on the application of using visual media in teaching speaking. The reasons are visual media can be useful to the language teacher by helping them create situations which are outside and inside the classroom walls to speak, introducing the students to the unfamiliar cultural aspects, giving reality to what might be misunderstood verbally by the students.

D. DISCUSSION
Teaching Speaking

Speaking is interaction between two or more people in receiving information where there is a speaker and listener. According to Brown (2004:140) speaking is an interactive of constructing meaning that involves producing, receiving and processing information. Language learner need to process their speaking by receiving the information first then giving feedback by producing some information. Also, Brown (2001: 267) states that when someone can speak a language it means that

he/she can carry on a conversation reasonably competently.

Bashir, *et al* (2011:38) defines speaking as a productive skill in the oral mode. Language learners need to recognize that speaking involves three areas of knowledge: Mechanisms (pronunciation, grammar, and vocabulary), Functions (transaction and interaction), and Social and Cultural Rules and Norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants).They need to master these three areas of speaking so that they can carry out each conversation perfectly.

In addition, Richards and Renandya (2002: 204) say that 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. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying message directly without any accompanying speech.

From the definition above, it can be concluded that speaking is the process of expressing ideas to construct meaning. In speaking, the language learners need to know three areas of knowledge: Mechanisms, Functions, and Social and Cultural Rules and Norms. Also, they will require the ability to use the language appropriately in social interactions.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. The second stage is presentation. The whole language operations that will be given in the lesson are presented in context. The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses.

According to Kroeker (2009) up to the present days, there are three well known approaches in the teaching speaking in a second or a foreign: the indirect approach, direct approach and indirect approach plus. Based on Dornyei & Thurrell (1994:41) indirect approach is based on the idea that speaking skill is formed through students 'active participation in interactive activities such as discussion, role-play, information gaps, and problem-solving activities.

Direct approach is based on information about a systematic program of micro skills, communication strategy, language input, and processes that lead to fluent speaking. In addition, Thornbury and Slade (2006:295) define indirect plus approach as a combination of learner-centered training, language exposure, interactional activities and teaching speaking as a spoken discourse seen from its elements.

From the explanation above, the nature of teaching speaking can be done in several ways. First, we need to state the objective of the lesson, second we consider the way how the lesson is presented, and then we consider the practice and result of the lesson. Moreover, when teaching speaking, we can also use three approaches in teaching speaking such as indirect approach, direct approach, and indirect approach plus.

Teaching Speaking By Using Media

Before starting teaching, teacher should choose one media from visual media for example, authentic video. By using this media, students can actively practice the language being taught. Students can speak and practice more about new lesson and with interesting materials.

Fazey in Burt (1999) suggests that the teachers think of using a video as a three part lesson, including previewing, viewing and post viewing activities.

1.   Previewing: the teacher must engage the learners interest in what they will do and prepare them to od

it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the video

2. Viewing: the teacher should remain the students to observe the reaction and see what they do not understand in classroom. The teacher's role is to press the pause, rewind and play button as needed

3. Post viewing: the teacher should review and clarify complex points, encourage discussion and explain and assign follow up activities whether they are included in the students speaking activities and materials that accompany the instructional media (video)

Davis (1998) points out that teaching video is not as simple matter of pressing "play" and telling students to watch. A significant amount of careful preparation is required to exploit the rich potential video can offer. The good news is that well-designed video-based activities can be successful aid to stimulate students to speak.

1. Choose the Video
This requires careful consideration of several criteria:

a. intelligibility
Can the students understand the language of the film? Don't be afraid to challenge students with natural language. With a certain amount of explanation and vocabulary instruction, along with contextual clues, students can understand far more than the teacher expects

b. appeal
The movie must be appealing and engaging students' motivation. In addition, as Tatsuki (2001) points out, teacher should like the film as well. Enthusiasm is infectious, choose the movie that teacher can share with the students.

c. language objective
Teacher may wish to choose the movie which emphasizes particular grammatical, curricular, or thematic objective

d. length
Most teacher need to limit length to fit available class time.

e. familiarity
Consider whether or not students have already seen a highly popular film. In many, however, they will have seen it in their native language not English. This can in fact be favorable choice, since students will be familiar with the story.

a. Prepare the Viewing Guide
a. Prepare some brief previewing questions, as well as basic background information to help establish the necessary schema
b. Prepare a list of vocabulary which essential for describing each scene.
c. Review any grammatical structure that teacher whishes students to practice
d. Show a selected scene, ask the students to watch *"just for fun"*
e. Ask the students to watch again to prepare them to speak

b. Speaking Task
a. Ask students to talk about one of the character of the movie, expressing their opinion about his/her situation.
b. Ask students to pretend to be one of the character, and talk about it
c. Let them to perform a peer dialogue between two characters in the movie, which take place after the film has ended. Then ask them to enact their dialogue with small group
d. Ask the students to prepare the power point presentation about the movie, describing the main character, plot, theme, and personal opinions
e. Ask students to talk and describe the power point that they have made.
f. Advanced students can talk about the purposes, context, or the rela-

tionship of the movie toward current issues.

Visual media is much more often used in teaching and learning process it is because visual media more effective and efficient. Furthermore, in teaching speaking for example is picture. Generally, this media used it is because concrete. It means that students should identify and imagine in giving statement of its self. Therefore, by using this media is able to emphasize on seeking of students. The primary purpose uses this media to make easily understandable in giving opinion or probably perception of that picture. Fortunately, students give some opinion about the picture that was given by their teacher spontaneously and emotionally.

In this case, the teacher can be use visual media as an alternative the teaching speaking because the visual media its self is able to make the students more interesting. The teaching speaking is more interesting and it can give motivation to the students understand about the lesson longer and automatically. Probably, the visual media can give meaning practically about vocabulary and grammar that was given by the teacher. The teacher should use the visual media as media because this media are easy to get and use. Finally, students should improve the motivation and imagination to speak fluently.

In the teaching and learning process of speaking is extremely simple namely by visual media used. Teacher should temporally give some picture or the other of the kinds of visual media. And it generally conducted by the teacher in teaching speaking. In this case, the priority of teaching speaking by using visual media it absolutely depends on the teacher in the way of teaching speaking.

Speaking is one of productive language skill that must accustom in daily life in order to make habit in oral communication than others skill. Traditionally, when students speak with others they think how to make a good sentences systematically that regard has good response. Particularly,

speaking is very important it is as communication in giving opinion and emotion to share with others.

There are still many activities that can be designed by the teachers to stimulate their students to speak. The key word is never give up to try the new thing/techniques, especially teaching speaking by using media. Students will regularly feel happy if their teachers create good atmosphere to motivate their students to speak.

E. CONCLUSION

Speaking is one of the central elements of communication. Without speaking one cannot convey their idea to the others. In teaching speaking for advanced learners, it is needed special attention and instruction. In order to provide effective instruction, it is necessary for the teachers to provide the teaching speaking materials by using interesting instructional media

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