The Development of Speaking Teaching Model at SMP Negeri I Muaro Jambi

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Abstract

Based on the writer's observation and interview with some English teachers in Jambi Province, the writer concludes that the teaching of speaking is the biggest problem they have. Because of that, the writer conducted a research at one of junior high schools in Jambi Province, SMP Negeri 1 Muaro Jambi, to investigate the model used by the English teachers and develop it. The writer investigated the model usually used by teachers by doing observation when the process of teaching 'Descriptive Text' took place and interviewing the English teachers. Then, the model was described in five structures namely syntax, the social system, principles of reaction, support system, and effects of the model. After that the writer developed it into the new model called Ci-Y model. The next step, the writer conducted a quasi experimental research to know the effectiveness of the two models. The populations of the research were the first grade students which consisted of six classes. The samples were two equivalent classes namely class B and F. Class B was taught with Teacher Model and class F with Ci-Y Model. At the end of the research, the two classes had speaking test. The result of test showed that Ci-Y Model was more effective than the model usually used by the teacher. It also showed that score of class F was higher than class B.

Key words: teaching speaking, Teacher Model, Ci-Y Model

Introduction

Speaking, as one of the four language skills developed in the English language teaching at junior high school in Indonesia, gets bigger emphasis than other skills. Considering that language acquisition begins from spoken to written language, the emphasis to spoken language develops gradually to written language which starts from the seventh grade of junior high school to the twelve grade of senior high school. Written language will develop slowly if students do not master spoken language (Depdiknas, 2003; Agustien, 2004:42). But, although speaking gets bigger emphasis, the aims of teaching speaking has not yet been reached.

From the writer's interview with some English teachers and observations at some junior high schools in Jambi Province, the writer concludes that in the process of teaching English speaking: 1) some teachers tend to use *bahasa Indonesia*, 2) some teachers tend to use lecture method, 3) it seems that teaching speaking is teaching about speaking not how to speak, 4) teachers do not give enough time to students to practice speaking English, 5) teacher is the centre of all activities, 6) some students are passive.

The writer also found the same problems when doing a survey at SMP Negeri 1 Muaro Jambi on June 12, 2012 and July 17, 2012. Consequently, the average of students' English score for final examination was under *KKM* (the minimum standard criterion)

Accordingly, some studies about language learning show the problems of English teaching in Indonesia (Dardjowidjojo: 2000, Musthafa: 2001, Frans Cleophas: 2006). Although they do not specifically tell in what skill those problems occur, it can be assumed that those problems also happen in teaching speaking.

This study is one of efforts to overcome the problems of English teaching in Indonesia, especially the problems of teaching speaking. The aims of study are to describe: 1) how English

teacher teach speaking at the seventh grade of SMP Negeri 1 Muaro Jambi, and 2) the appropriate model of teaching speaking at the seventh grade of SMP Negeri 1 Muaro Jambi.

Literature Review

Speaking Skill

Speaking is an oral productive skill which happens face to face between speaker and hearer (Widdowson, 2011:57). It is an interactive process to build meaning which covers producing, receiving, and processing information (Burns dan Joyce, 1997:26). Speaking skill can help people to express feelings and ideas better than other language skills.

There are three functions of speaking namely function as interaction, transaction, and performance (Richards, 2008: 21). Function as interaction refers to daily conversation in daily life environment. The main aims of conversation are to build social relationship and to create satisfying interaction with other people. (Richards, 2008: 22). It implicitly means that message in conversation is not the main goal. Function as transaction refers to the situation where the focus of conversation is what is uttered or done. Who the speaker is or how the conversation is done is not really important (Richards, 2008: 24). Function as performance refers to public talk. Public talk is done to transmit information before an audience, such as classroom presentations, public announcements, and speeches" (Richards, 2008: 27). The focus are: message, audience, organization and sequence of talk, and form and accuracy of language. The language used is mostly like written language and often in the form of monolog.

In language teaching the ability to speak can be indicated by mastering *pronunciation, grammar, vocabulary, fluency,* and *comprehension* (Brown, 1994: 172-173). In order to make students able to speak English, the teaching of speaking must cover those components. The ability to speak can be developed through some activities in learning process. Those activities are dialogues, plays (Urr, 1991); free discussions (Hedge, 2000); role-play (Urr, 1991; Harmer; Hedge, 2000), simulations (Urr, 1991) information gap (Hedge, 2000; Harmer), storytelling (Harmer), brainstorming (http://hsc.unm.edu/som/ted/; http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html), story completion, interviews, reporting, playing cards, picture narrating, picture describing, and find the difference (http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html).

Teaching Model

All learning activities designed and conducted by teachers have to bring students to the process of an active learning. Teachers have to choose a model that can motivate students to study and use all their potencies optimally. Learning is not only listening to and getting information from teachers. Learning is an activity to get knowledge and skills, and improve attitude. The use of appropriate model will arouse students' enthusiasm. They will be more motivated to study and do all tasks given by teachers.

Teaching model is a blueprint that can be used to guide teachers to prepare and do the teaching process. But, it may not dictate teachers' actions. It gives teachers flexibility to use their own creativity. Teaching model is a teaching design of where teachers can apply all skills and knowledge they have. (Brady, 1985:7; Eggen and Kauchak, 2012:8).

Teaching model has common structure where the application of each teaching model is described in that structure. The structure of a teaching model can be described in 5 aspects. Those aspects are syntax, the social system, principles of reaction, support system, and effects of the model (http://www.shodhganga. inflibnet.ac.inbitstream10603418808_chapter3.pdf). Syntax or steps of a model describes how a model is done. It is the systematic sequence of learning activities. The social system describes about rules and relationship between teachers and students. In some models, teacher is dominant while in other models students are dominant. But, in certain models teacher and students are equal. *Principles of reaction* is the way teachers regard and respond students. The principles guide teacher to choose teaching model and how to respond students. *Support system* explains supporting conditions that teacher need to apply a

model. Support system can be books, films, laboratory tools, references, etc. *Effects of the model* are results of that can be reached from a model used. Effects of the model are instructional and nurturant effects. Instructional effects are direct effects from the teaching process and nurturant effects are indirect effects which implicitly found in learning environment.

Relevant Studies

The followings are studies about the teaching of English speaking in Indonesia: 1) *"Peningkatan Kemampuan* Speaking *melalui Pembelajaran yang Menyenangkan dengan Model* Students Wheels *pada Kelas VII C SMP Negeri 2 Mirit Tahun Pelajaran 2007/2008"* (Ari Sulistyowati, 2007), 2) *"Pembelajaran Keterampilan Berbicara Model Kooperatif Teknik Mencari Pasangan dan Teknik Kancing Gemerincing pada Siswa Introver dan Ekstrover di SMP"* (Sri Sunarsih), 3) "The Effectiveness of Using Mingle Technique in Improving Student's Speaking Ability at the First Year of Junior High School" (Darmayenti, 2003), 4) "Improving Student's Motivatian and English Speaking Ability by the Implementation of Actional Functional Model at Grade VII D of SMP N 1 Lembah Gumanti, West Sumatera" (Widiawaty. A in Zainil, 2010: 63-66). All studies aimed to improve students' speaking ability.

Methods

Participants

The populations of this study were all VII grade students of SMP Negeri 1 Muaro Jambi in academic year 2012/2013. The total numbers of the students were 168. They were students of class A, B, C, D, E, and F with 28 students of each class.

Data Collection and Analysis

The data for this study were collected through the observation of teaching speaking process, the interview with the English teachers, and the administration of speaking test. The instruments used in this study were observation sheet, interview guidance, guidance for assessing speaking test (adapted from Harris, 1969 dan Finocchyro, 1983 dan Brown, 2010; Juknis penyusunan perangkat penilaian psikomotor di SMA, Direktorat Pembinaan SMA, 2010) and recording tool.

The data about the model used by the teacher was analyzed based on its structure(http://www.shodhganga.inflibnet.ac.inbitstream10603418808chapter3.pdf). Then, the analysis was used to develop the teacher model to get the new one. The next step was doing an experiment to examine the two models for two months. The experiment done was a quasi-experimental design with one control class and one experimental class. At the end of the research, the posttest was administered to see the effectiveness of the two models. All data from observation and test was analyzed and interpreted.

Result and Discussion

The Teacher Model

All teaching models can be explained based on its common structure. The common structure of a model consists of *syntax (steps of the model), the social system, principles of reaction, support system,* and *effects of the model* (http://www.shodhganga.inflibnet.ac.inbitstream10603418808_chapter3.pdf).

a. Syntax

As the first step, the teacher told students definition and generic structure of descriptive text. After that, she gave an example of descriptive text orally by using picture as media. Then, she gave students questions about the text orally. The next step, the teacher gave students written questions about the text and asked students to give written answer as well. After

students finished answering the questions, teacher and students discussed students' work. As the last step, teacher asked students to bring pictures on the next meeting.

On the next meeting, the teacher evaluated students' speaking ability. In doing evaluation, the teacher did not use certain instrument.

b. The social system

The teacher was the central of the learning activity. She stood in front of the class and gave students information about the topic (descriptive text), gave example, gave instructions and assessed students' performance (without certain instrument). Students sat on their chairs, listened, and did teacher's instructions.

c. Principles of reaction

In the process of teaching, the teacher helped students to understand the material. She answered all students' questions concerning with the text. She also gave students motivation and chance to speak and gave rewards if students could make good descriptive text.

d. Support system

The students' books prepared by school were used to support the process of learning, while the media used were pictures of people, things and animal.

e. Effects of the model

The effect of the model was students understand about the aims of learning descriptive text, the structure of descriptive text, and aspects of the language.

After observing and analyzing the process of teaching speaking with the teacher model, the writer found some weaknesses that caused the failure of reaching the aims of learning. The weaknesses are:

1. The teacher did not give students enough time to practice speaking
2. The teacher did not give students chance to cooperate with others
3. The teacher did not use time effectively to develop students' speaking ability
4. The teacher did not have certain instrument to measure students' speaking ability

Based on the weaknesses found the writer developed the teacher model to reach the aims of learning. The new model is described as follow:

The New Model

a. Syntax

As the first step, teacher tells students definition and generic structure of descriptive text. Then, she shows students a picture and asks students to mention all the words relating to the picture. After that, she makes an example of descriptive text orally based on the picture. The next step, teacher asks students to sit in pairs and gives the same picture to each pair. She asks each pair to discuss the picture in ten minutes. After that each student in pairs describes the picture to his friend by turns. While students do the activity, teacher supervises and gives help if necessary. After students finish their activity, teacher asks them to stand in front of the class to describe the picture they have by turns. Teacher gives rewards to students who can make good descriptive text.

b. *The social system*

Teacher is the designer of learning environment. She designs the process of learning and the role of teacher and students. In this model, teacher activates students to take part actively in the process of learning. She also helps students to reach learning goal.

c. Principles of reaction

Teacher helps students to understand the material well. She gives students chance to ask what they don't understand and what they want to know about descriptive text. Teacher

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motivates and gives students chance to make spoken descriptive text. She gives reward to students if they are able to make spoken descriptive text well.

d. Support system

The students' books prepared by school are used to support the process of learning, while the media used are pictures of people, things and animal.

e. Effects of the model

The effect of the model is students understand about the aims of learning, the structure of descriptive text, and aspects of the language. The most important is students are able to make simple spoken descriptive text.

The effectiveness of The New Model

In order to know the effectiveness of the new model, the writer conducted a trial through a quasi experimental research. At the beginning pretest was administered to find two equivalent classes to be the subject of the research. Based on the score of pretest, the writer found that class B and class F were equivalent. The minimum standard score of class B was 28 and the maximum standard score was 56. On the other hand, the minimum standard score of class F was 28 and the maximum standard score was 48

Tabel1. Pre-test Score

Stand. Score	20	24	28	32	36	40	44	48	52	56	60
Score	5	6	7	8	9	10	11	12	13	14	15
Class					Number of Students						
A	-	-	1	4	-	10	3	9	-	1	-
B	-	-	1	1	3	2	7	13	-	1	-
C	-	1	1	3	2	9	7	3	3	-	-
D	1	-	4	-	2	10	4	3	1	-	-
E	-	-	1	5	5	1	4	8	3	1	-
F	-	-	1	2	2	1	7	15	-	-	-

Score Categories:
5 – 10 = poor
11 – 15 = fair
16 – 20 = good
21 – 25 = excellent

Then, the writer chose class B as control class and class F as experiment class. Class B was taught with the teacher model and class F with the new model. The learning process took place for about two months. At the end, posttest was administered to see the effectiveness of the new model. The result of the test shows that the minimum standard score of class B is 28 and the maximum score is 68 while the minimum score of class F is 60 and the maximum score is 84.

Table2. Post-test Score

Stand. Score	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84
Score	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Class						Number of Students									
B	1	2	-	1	3	12	4	4	-	-	1	-	-	-	-
F	-	-	-	-	-	-	-	-	3	8	6	3	3	4	1

Before the experiment done, the ability of all students of the VII grade of SMP Negeri 1 Jambi to make descriptive text was only in poor and fair categories. It means that the teaching model used by the teacher was not effective. And after the experiment done where class B was

taught with the new model, the score of students' of class F increased significantly. From 28 students, 3 students were in fair category and 25 students were in good and excellent category.

Conclusion

The purpose of this study was to describe: 1) how the English teacher of the seventh grade of SMP Negeri 1 Muaro Jambi taught speaking, and 2) the appropriate model of teaching speaking at the seventh grade of SMP Negeri 1 Muaro Jambi. The results of data analysis showed that in the teaching speaking process the teacher did not give students enough time to practice speaking and chance to cooperate with others, the teacher did not use time effectively to develop students' speaking ability, and the teacher did not have certain instrument to measure students' speaking ability. Based on the teacher model, the writer made a new model called Ci-Y model. The result of the speaking test of the classes which were taught with the teacher model and the Ci-Y model showed that the experiment class reached better score than control class.

However, further research is needed on the issue of teaching speaking model to improve students' skill to speak English. The findings of this study can be used as reference and implemented in the process of teaching English speaking as well.

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