RITUAL MODEL IN SPEAKING INSTRUCTION BY USING ISLAMIC TEXT

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Abstract

RITUAL model is the model that is used to be applied in the class for improving speaking skill in English especially in the Islamic college. This model has double meanings from the word (spiritual as pertaining to the spirit as the seat of the moral or religious nature) and from the explanation of the abbreviation (RITUAL as Reading, Internalizing, Transleting, and Using Active Learning) that has been supported by some theoritical based as the new trend in speaking instruction. The idea comes from the lack of strategies and models that relate to Islamic values in speaking instructional in the Islamic college. Besides, in speaking instruction, some teachers are little bit confuse about how to relate speaking instruction to Islamic values. Therefore, this new model is the alternative for the English teachers who want to combine the atmosphiere in teaching speaking and islamic values by using Islamic text. As the conclusions, RITUAL model is applicable to be used in Islamic College where the students will not only get the skill in speaking, but also understand the islamic values. In other words, the designing of speaking instructional in by using ritual model is the new trend that can be applied in the class.

Keywords: RITUAL model, Speaking instruction

Introduction

Speaking English is the crucial one in mastering English. It is a kind of tools to show someone's ability. Based on Chaney (1998;13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".It means, without speaking, others will not know exactly someone's skill in English because there is not an activitiy in sharing the meaning. Although writing is also a skill in showing someone's skill in English, however, it can not be done faster as speaking. This is a reason why speaking English is really necessary as a media to communicate. Besides, as the international language, English in speaking is the important one to do as the comunication with others arround the world.

Teaching speaking is the ways to improve students ability in uttering something. However, there are many obstacles that accured in doing so. As the ways to improve the productive skill, teachers have to focus on the accuracy and fluency of the students. Accuracy means the condition where students' speech matches with what native actually say when practicing English. Besides, fluency refers to the extent to which students can practice English quickly and confidently. These two purposes be the chalange for the teachers to be reached for the success of the students in mastering English. If not, the students' speaking skill can not be used in reality.

Appropriate model in teaching speaking must be the consideration for the English teachers. If the model make the students boring and confuse, it can create the laziness to the students in studying. In this case, the teachers have to think how to make the class fun and the students enjoy to study. If the teacher can not think the ways, the result will be less.

Media is also the next important thing to support the success in teaching. The chosen media also must be appropiate with the condition of the schools and students. In the islamic schools and college, there are a few media in teaching that has the relation with Islam. Media about Islam is commonly used by the lecturers who teach some subjects that relate directly with the Islam. In this case, English is a kind of subject that mostly people think is not really close to Islam. It means, they have to think alot about how to use the islamic media that have the relation with English subject especially speaking in the class.

RITUAL model is the new model in studying English that is usefull to create not only English ability in speaking, but also the students' islamic point of view. In this case, RITUAL has the double meanings as its' fuctions like from the word (ritual as pertaining to the spirit as the seat of the moral or religious nature) and from the explanation of the abbreviation (**RITUAL** as Reading, Internalizing Transleting, Using, and Active Learning). The idea comes from the lack of method and media that relate to Islam in the English class. Some teachers think that English is the class that study about the western values. In fact, students' character building in the English class for the Islamic students as the purpose of learning process will be more strength if values in Islam is used supported by the Islamic methods and islamic media. Besides, some previous methods in teaching speaking did not completely relate to the islamic methods and media.

Futhermore, Islamic text is a kind of text that can be used by the lecturer in the English subject in the Islamic institution. For the speaking subject, in this case, islamic text will give the beneficial things for the quality of the teaching. Islamic text means some texts that describe about islamic values and activities that can make the students more closer to Allah. The teaching result hopefully can give the positive changing to the students character and faith.

As the conclusions, RITUAL model is really suitable to be used in Islamic College. The students will not only get the skill in speaking, but also understand deeply about Islam in the class. In other words, the speaking instruction does not only use to increase the students' speaking skill, but also the students character and faith.

Brief Review of Related Theories

What is model in teaching?

According to Abdul Wahab Aziz (2009;52), a model often a teaching that describes the planning process adopted in the teaching-learning process in order to achieves pecific changes in students' behavior as expected. A model as well as teaching models developed on several assumptions, which are: (1) Teaching is an effort to create a suitable environment, where there are various parts of the teaching environment are interdependent. (2) There are various components that include content, skills teaching roles, social relations, forms of activities, means of physical facilities and their use, the whole forming a neighborhood system of interacting parts that the behavior of all participant surged both teachers and students. (3) The third ist he different assumption, as the combinations of these parts will produce a different environment with different results. (4) The fourth assumption is by creating an environment for teaching model, the model provides a specification, which is still rough to the environment in the teaching-learning process in the classroom.

Besides, according to Taufik (2010;14), learning model is basically a form of learning that is reflected from start to finish is typically presented by the teacher. In other words, the learning model is a frame of the application of an approach, methods, and techniques of learning. It means that the learning method is all the planning and procedures and the steps of learning activities including option of the evaluation method that will be implemented. Learning methods can be considered as something orderly procedure or process to do the learning.

Principles of Teaching Speaking in Class

There are some principles that can be used in the class. In this case, Levy (2009) gives the nine best principles that can be used in improving teaching speaking classes. They are:

a. Focus on the ccommunications and fluency, not correctness

Rarely even in our native languages, we concern ourselves if the conversation is proceeding "correctly". The point is if our meaning is coming through. This is what should be emphasized to students. It is not a matter of right or wrong, but whether or not others understand your English and can respond to you.

b. Lay the groundwork

In this case, students have to agree on some basic rules for engagement like **listening to** each other courteously; listening actively by clarifying meaning and asking for examples; advancing one's own opinions clearly while considering the audience, etc. Most students will really know these rules already from their first languages—there are probably some cultural universals in politeness.

c. Student directed: student choice of topics

Most native speakers will excuse themselves from such conversations as soon as possible. Teachers should be wary of assigning controversial topics such as the legality of abortion or same sex marriage without gauging the climate of the class and having an idea of how receptive students will be to such topics.

d. Small group/pair work

Having students work in small groups or pairs is usually more productive for a number of reasons. Students are less self-conscious if they are "performing" in front of a small group rather than large, and they have more chance to speak in a smaller group. In addition, conversations generally occur in smaller groups, as any party or meeting will demonstratepeople gather in small groups to talk when given the opportunity. Setting aside regular time for students to get into groups for discussion will help them develop their conversation skills.

e. Encourage students to rotate partners

In this way, students get to know more of their peers and get exposed to more ideas while still having the structure provided by having a stable group for a period of time.

f. Teach students strategies

Too often conversations even between native speakers fall flat because the participants do not know conversation strategies. In addition, there is a difference between an everyday conversationand an

academic conversation. Many if not all of our students can carry on an everyday conversation without much difficulty: "What would you like for dinner?" "I dunno. Pizza?Chicken? What do you want?" Much of our day-to-day "conversation" goes on in exchanges like this and requires few strategies. But to have a real "conversation" on the topic of food choices, for example, the conversational partners will have to know different strategies for introducing the topic, drawing each other out, asking for opinions, advancing their own, using examples, and so forth.

g. Teach Vocabulary

Introducing some key phrases and words related to the topic will help this. For example, on the topic of different types of vacations today, students should learn words like "condo," "time share," "hotel," "motel," "extended stay," "business class," and "coach."

h. Teach both formal and informal conversation skills

There are specific strategies for entering, extending, and ending conversations both formally and informally. For example, with "Hey, Diana! How was your vacation to Hawaii?" I am signaling to Diana that I'd like to open aninformal and probably brief conversation on the topic of her vacation that might extend a little into my vacation and vacations in general. However, with "What do you think about how we vacation today? Hasn't it changed quite a bit from even ten years ago?" I am signaling a different kind of conversation—more in-depth and analytical as the conversation participants consider different types of vacations, and more academic. Knowing these strategies for different types of conversations will help students avoid confusion and even annoyance and gain experience in different types of conversations.

i. Grade on degree of participation and understanding of conversation. Assess informally.

Because the focus of instruction, and of conversation itself, is on communicating meaning rather than on correctness, students should be assessed mostly informally.Teacher canwalk around the class, sit in on conversations, and get an idea this way on the degree of participation of each student. Students can also be asked to hold a conversation in front of the teacher or class and be assessed by a rubric on the degree of responding to and advancing topics, on use of strategies and vocabulary.

Data Analysisand Discussion

1. RITUAL Model in Teaching Speaking.

Ritual model in teaching speaking is really important to improve students speaking skill. Why it is important? The first answer for this question is as the alternatif model for lecturers in teaching English by islamic ways. The next is to make students, from islamic college especially, more close to Islamic value in learning English. It is unique because it is the first model that combine teaching speaking with Islamic value. The name of 'RITUAL' or in Indonesia means 'religion activity' as the abbreviation of Speaking by **Reading, Internalizing, Translating, and Using** Active Learning is the new point of view for improving the quality in teaching speaking that suitable with the culture of Islamic English students in Indonesia.

It is normal for babies and children to learn speaking first, become fluent, then start to do reading, then go on to do writing. Therefore, the natural order is listening, speaking, reading, and then writing. If we relate it to RITUAL model, it is not suitable.Is it strange that schools across the world teach listening first, then reading, then speaking and finally writing? Although it is different, the main reason is that when you learn a foreign language, students need to read material to understand and learn it. Therefore, even though the natural order as what English children do is listening, speaking, reading, then writing, however, the order for students who study English as the foreign language is listening, reading, speaking, and then writing. It is suitable with the RITUAL model who start asking the student to do listening from the teacher reading, then they read it, then they do speaking and finally they write it down.

There are some purposes in RITUAL model. In this case, the writer focus to improve the speaking skill. The procedures that can be followed can be described as the explanation bellow:

1. Preparation

This is the step where the lecturer has to prepare anything that are needed to apply RITUAL model. Since it is the speaking instruction, the lecturer should follow the curiculum that suit to the speaking class and relate the Islamic text with the material of speaking.

2. Reading

This is the first step that the students must do in RITUAL model. In this step, there are many activities that must be done by the students;

a. The lecturer ask one of the students to read the text.

b. One students will read one sentence

c. In doing so, the lecturer do any correction deals with the pronunciation.

d. After the text has already read by the students, the lecturer ask their understanding about the text

3. Internalizing
   a. Since the text consist of some valuable massages, the lecturer encourage the students understanding about the affective domain from the text.
   b. The affective and Islamic values from the text are internaliazing to the students personality through discussion and sharing by high touch approch.
4. Translating
   a. After the internalizing step, there are some exercises that must be answered by the students in order to increase the students understanding in grammar.
   b. Translating is the good way for students to improve their speaking ability in grammar since the students follow the process of translating while sharing their ideas from the mother tounge to the forein language where in this case is English.
   c. They study grammar are not on the time they are talk, but when the task of translation are given to them relate to the islamic text that has been choosen. So that, translating is assumed will not distrube the fluency of their English.
5. Using Active learning
   In this time, students try to perform the role play inspirated from the islamic text that has been given by the lecturer in front of the class by the unsripted role play. In this step, the students actuate the role play by their performing without memorize the dialogue. It can be focus on one setting if the students' ability is limited. If the students speaking ability in the advance stage, the story can be add by considering the time and the verses that can be mastered by the students. The important thing here is, the students can perform the role play based on their ability. So, teacher has to measure what islamic text that will be chosen, the length of the text and the length of the time. As the result, class looks like the stage for showing the role play.

2. **The Final Goals in applying the RITUAL model**

Since RITUAL model in learning English is the combination between the English and the Islamic view, there are special result the the teacher has to reach. There are two purposes for applying the RITUAL model:
1. The RITUAL model in teaching English by using Islamic text improve the students' skill in speaking.
2. The RITUAL model in teaching English by using islamic text improve the students' understanding on Islam.

Futhermore,the academic objectives of applying the RITUAL model are
1. to create the teaching speaking model by the Islamic atmosphere
2. to enrich the knowledge in teaching especially for the research based development

Besides, the practice objectives are
1. to improve the students' speaking skill in the Islamic College by using Islamic text
2. to increase the students understanding about the content and value from Islamic text
3. to build the islamic character of the students to be the condusiveness of the country
4. to be the alternatif for the teachers to increase the students' character building in teaching
5. to integrate the science and the religion in one contect for the students' comprehensive understanding about live
6. to support the vision of Islamic College to produce the more islamic students
7. to be the new point of view for the next researcher to conduct the research from other English skills

Conclusion and Suggestion

As the conclusion, some methods and medias that have been applied by the English lecturers in Islamic College do not completely show the way to improve the spritual quality for being the good moslem. In fact, it is the important thing that should be considered as the lecturer to support the vision of the Islamic College in making the students to be a good moslem and has the islamic personality. However, some English lecturers only focus on the material and the English skills without think alot about the spritual of the students. So, the Ritual model in teaching speaking is one of the alternatif that can be used by the English lecturers especially in Islamic college to improve the teaching quality to support the vision of islamic institution.

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