

# Developing Speaking Skill in EFL English Course

Citra Priski Abadi

Universitas Sarjanawiyata Tamansiswa Yogyakarta

citrapriski@gmail.com

**Abstract:** The main objectives of this study are to describe factors contributing the development of speaking skill, and to describe techniques and strategies used by the teachers to develop speaking skill in EFL English Course (PEACE English Academy and PEACE Camp 4 Boy in Pare, Kediri, East Java). The research design used was an ethnography principle. The subjects of the study were 80 students of PEACE English Academy from 4 class levels, PEACE Camp 4 boy, 4 teachers and 1 home principle. The data were gained from observations, interview, and artifact and field notes. The findings depicted that (1) teachers as the main factor of presage variable were observed using many kinds of strategies, and techniques for developing speaking skills, and (2) appropriate speaking techniques and strategies were used to develop speaking skill in the mentioned different speaking class levels. The strategies and techniques are realized because teachers as the main factor applied some unique ways—how to make the English language classroom to be a lot of fun and dynamic place, to enhance students' motivation, and to build English atmosphere in class and outside class as well.

**Keywords:** *speaking skill, teaching technique and strategy, factors, EFL English course*

English has become an obligatory subject in several levels of education, from junior school level up to university level in Indonesia. The goal of teaching English is to provide assessment for students to apply the language in the different context of communication. By mastering English, the high school students are expected to be able to take part in social live and able to communicate to gain information provided in English. In senior high school, the teaching of English is to enable the students to achieve high proficiency in the four skills, i.e., listening, speaking, reading, and writing according to the literacy level as stated in Law of National Ministry of Education and Culture No 22 year 2014.

Unfortunately, in real condition it is still difficult for Indonesian students to practice their English ability in daily conversation even though they have been studying English for ten years in formal junior high school, senior high school and university due to they might get a good score of English in their report card but they cannot speak English fluently yet (Mustafa, 2001). It is the fact that many English as a Foreign Language (EFL) teachers complain about their speaking classes in which a considerable number of students are not responding actively in speaking exercises. Related to this case, it is necessary to identify the main factors affecting the students' participation.

Many factors may affect students negatively in taking part in speaking activities during the teaching experience. First, the large numbers of students which usually consist of 40 students or more become problematic. Such section provides fewer opportunities for them to practice speaking. Richards (2001:20) states that class size affects the quality of instruction in which it should not exceed fifteen for most language classes.

Second, students tend to conceal their mistakes and weakness to protect them from being laughed at. As the result, they are unwilling to speak English. So, the less they practice, the less they improve their speaking skills and the more they are afraid of doing so. Last, most teachers prefer teaching grammar to productive skills such as speaking and writing. This is supported by Mustafa (2001) who explains that many teachers in Asia tend to focus their teaching on grammatical items and knowledge of syntax.

A different condition is at private institutions or EFL Course in English Village located in Pare, Kediri, East Java, especially in PEACE English Academy and PEACE Camp 4 Boy. Learners are able to speak English in different condition even though they have been studying English for two weeks in each level of speaking programs.

Based on these phenomena, the researcher is interested in analyzing some problems related the phenomena. Therefore the research problems are stated as follows, (1) "What factors do contribute the development of speaking skill in EFL English Course (PEACE English Academy and PEACE Camp 4 Boy in Pare, Kediri, East Java)?" and (2) "What techniques and strategies are used by the teachers to

develop speaking skill in EFL English Course (PEACE English Academy and PEACE Camp 4 Boy in Pare, Kediri, East Java)?"

Since the results of this study were based on the local-cultural and social-context, and more importantly on the factual lives of the informants inside and outside the speaking classroom in EFL English Course (PEACE English Academy and PEACE Camp 4 Boy in Pare, Kediri, East Java), they are significant in several ways.

The findings of this study were expected to be used by the Indonesian teachers in the making of its future TEFL policy. They can be used by the teachers as references in designing more local-sensitive curricula/syllabi and textbooks and in planning more relevant in-service and pre-service teacher training speaking programs and they can also be considered by teacher training institutions in developing English speaking activities in Formal Education, which are more relevant to teachers' actual needs – both theoretical and practical needs.

## **METHOD**

This research was designed as an ethnography study. The data were largely collected through observation (in which recording and note taking were done), artifact and interviews. The data were documents, interview transcripts, data questionnaire, teaching activities transcript and field notes obtained through observation, and other written notes. The data were analyzed using Miles & Huberman's (1994) interactive model of data analysis. That is, the data were analyzed through three cyclical steps, namely, data reduction, data display

and conclusion drawing/verification. Before selecting and reducing the utterances, the researcher, transcribed the utterances occurring in the conversation or interaction of the teachers and students in the classroom.

There are several steps in conducting the research as follow: (1) *Observing and recording (with camera and sound recorder)* the process of teaching and learning English Speaking in Class and Outside Class (PEACE Camp 4 Boy). In this process the researcher recorded the activities and took pictures those describing the process of teaching and learning English speaking. (2) *Interviewing the teachers and students* after the researcher observe the class and outside by sound recorder. (3) *Doing Transcript the important utterances* which were describing the techniques, strategies and some variables in teaching and learning English Speaking in PEACE class and Camp from video recording and sound recording. (4) Analyzing the data collection; the data collection are *Questionnaires, video recording*; the process of teaching and learning Speaking English, *Daily Conversation, sound recording* (Teacher interview and student interview), *field-notes* and *teaching materials*. (a) Categorizing or classifying of strategies, techniques and variables (b) Interpreting the data descriptively. After the data categorized completely, the last steps of the research are interpreting the data in a brief descriptions and calculating the percentages of each findings.

## **FINDINGS AND DISCUSSIONS**

In research finding, the first step that researcher conducted is asking the students to fill out the questionnaire in

PEACE English Academy and PEACE Camp 4 Boy, after this, the researcher calculated and provided description of the teachers' role implementation, techniques and strategies used by teacher for developing speaking skills, activities developed by teacher, students' role implementation, teaching materials, seating arrangement and the supported the data questionnaire by data interview, artifact, transcript of teaching speaking skill processes.

Based on data collections that researcher acquired, the data findings be able to be divided into four variables for developing speaking skills in PEACE English Academy and PEACE Camp 4 Boy. These are *presage variable* (teacher's factors), *context variables* (students' factor, teachers' factor, institutions' factors, teaching materials, and seating arrangement), *process variables* (teacher and student teaching and learning behavior in class and outside class), and *product variables* (immediate pupil growth and long term pupil effects).

In determining variables of developing speaking skills in PEACE English Academy and PEACE Camp 4 Boy, the researcher intentionally uses Dunkin's theories to generalize several factors that support for developing speaking skills in research fields. These variables are some factors that determine the effective of developing speaking skills activities in class and outside class. It because of teaching and learning are very complex operation. As a result, the success of classroom teaching depends on many factors.

## **Factors Contributing the Development of Speaking Skill**

### ***Teachers' Factor***

Teachers' factor is the main factors impacting process variables of developing speaking skill because the activities of developing speaking skill completed in class connected with (Presage variables) teacher formative experiences, teacher training experiences and teaching skills.

Most aspects of classroom learning involve the teacher. It is a commonly held view that the success of teaching depends primarily, although not entirely, upon the teacher. Therefore, Savignon in Holliday (1994:8) reminds us that a purely learner-centered approach needs to be implemented with caution, because "teachers too are very important participants in the classroom".

From the total of 80 students who gave response related teacher's roles in class and outside class (PEACE Camp 4 Boy), observation checklist, interview, recording of teaching speaking process, documents showed that all of teachers have good English background of study.

Teachers in PEACE English Academy graduated from famous and accredited English Course and Universities in Kediri and Malang. They also were trained by Course Director "how to teach Speaking skills and how to motivate students". Therefore, they always can be a classroom manager, a learning facilitator, an evaluator, guider and program planner. Teachers were able to perform certain duties in order to fulfill their roles. It was shown from the data questionnaire that student filled.

The majority of students from four level of speaking class; foundation speaking and moving speaking for

beginner, pre-active speaking for intermediate student and active speaking for advanced students replied that the role of their teacher is "very high and high", almost more than 50% students of PEACE English Academy and member of PEACE Camp 4 Boy agreed that teacher always conduct to; organize, guide, and supervise their student group discussion, give changes their students to participate in speaking activities, encourage their students to say something in English, give their students appropriate amount of speaking skills practices, monitor their students' performance to see that it is satisfactory, teach their students speaking strategies and advise their students to use strategies to learn speaking

### ***Students' Factor***

Students' factors are the main central factor that determined context variable of developing speaking skills. Teachers and Institutions organize some factors of developing speaking skills such seating arrangement, materials and teaching facilities based on student's need and conditions. Student's factors also determine the result of developing speaking skills (product variables).

Regarding the data finding, English learners in PEACE English Academy and PEACE Camp 4 Boy are from many different countries in Indonesia, They also had different level of study but they had same purposes coming to Pare, English Village, They want to learn English based on their need for their job and education. It is obligated them to speak English in daily communication.

The students in PEACE English Academy and PEACE Camp 4 Boy have high motivation in learning Speaking

English. They always tried to find many ways of learning English together and have a high awareness to always learn English and use it in everyday life, and some learning strategies of developing speaking skill.

Regarding the data finding, the students in PEACE English Academy and PEACE Camp 4 Boy used many kinds of learning strategies such as cognitive strategies, meta-cognitive strategies, socio-affective strategies and communicative strategies.

First, *Cognitive Strategy*. Hedge (2000:77) defines cognitive strategies as "thought processes used directly in learning which enable to deal with the information, some example of this strategies in PEACE English Academy and PEACE Camp 4 boy are; (a) students repeat to read some vocabularies and common expression from supplementary materials that teacher gives (b) they make group discussion in their room with their roommates (c) they put paperboard on the wall that contains of vocabularies and daily conversation in strategic place such as bathroom, guestroom, and bedroom.

Second, *Meta-cognitive Strategy*. Hedge (2000:78) states "meta-cognitive strategies involve planning for learning, thinking about learning and how to make it effective, self-monitoring during learning and evaluation of how successful learning has been after working on language in some ways. Some examples of implementation of these strategies in PEACE English Academy and PEACE Camp 4 Boy are; (a) Students always tried to correct themselves when they feel that they are not using the correct form while speaking. (b) They did evaluation related

their weakness and strengths in speaking English.

Third, *Socio-affective Strategy*. According to Oxford (1990) "socio-effective strategies are concerned with the learners' emotional requirements such as confidence, while social strategies lead to increase interaction with the target language and some example of implementation of this strategies in PEACE English Academy and PEACE Camp 4 Boy are; (a) *they speak English outside the classroom* because they stay in English Area. They will get punishment when they use Indonesia language in PEACE Camp 4 Boy area, (b) *they asked teacher, classmates or roommate for correction of error in their speaking*. Students and members of PEACE English Academy always ask for help to the student after teaching and learning English Speaking. Commonly student asks the students about grammatical, pronunciation and diction. (c) *They talk and share ideas about language learning problem and effective speaking strategies with their teacher and classmates*. In daily life, student and members of PEACE English Academy and PEACE Camp 4 Boy always learn English together. They always help each other. They always find some solution for their problem in speaking English.

Last, *Communication Strategy*. When learners use gesture, mime, synonym, paraphrases, and cognate words from their first language to make themselves understood and to maintain a conversation, despite the gaps in their knowledge of the second language, they are using communication strategies (Hedge, 2000:78-79). These strategies are commonly strategies that always happen in daily conversation of the students or

members of PEACE Camp 4 boy. It occurs because PEACE Camp 4 boy is English Area, 24 hours using English. Students used physical motions when they can't think of the word while speaking in English such as gesture to indicate the meaning.

### **Teaching Materials**

From all of data collection that researcher gained indicated that nearly all of students answered "they used many supplementary materials in their classrooms". Teachers used different materials such as audio-video visual, teacher-made or ready-made teaching aids (pictures, models, diagrams, charts, maps), to supplement the lessons except the textbooks. Teachers were playing active role in preparing, adapting or modifying materials to develop their learners' speaking skills.

Teachers do not use textbooks to teach speaking skills and use a piece of paper that they made to support students' learning activities in class because they didn't want their student read the text when practicing English Speaking and help students to speak English naturally without memorizing script monologues. The example of data is shown from the interview.

**Interviewer:** *Different language experts believe that using supplementary materials for classroom lessons is more helpful to teach speaking skills. However, you were not using textbook. What is your opinion here?*

**Interviewee:** *Most of students here have short time to learn English.*

*I must create simple supplementary material that student really need. Because of that teachers in here always give a piece of paper in each speaking classes. And I don't want to student read the textbook when teaching English Activities done.*

### **Seating Arrangements**

It such as Richards (2001:20) states that class size affects the quality of instruction in which it should not exceed fifteen for most language classes. Different scholars suggest that classroom organization should be convenient to teach speaking skills in a more attractive way. Nunan (1991) identifies four different ways in which the class is organized. These are individual basis, pair work, group work and whole class.

As regards classroom organization, the whole class method was observed to be the dominant one for the entire sessions of the visits. Teachers always used pair/group works were seen during the classroom observations. The nature of the seating (the desks which are movable) and the size of the class (7 active speaking students, 12 moving speaking students, 19 pre-active speaking students, 20 foundation speaking students and 22 camp members) were also found to be favorable to teach speaking skills in a desired way (in pairs and group work). The interviews also indicated that teachers mostly used whole class sitting arrangement due to favorable class environment.

It is also proved by data interview with moving speaking teacher:

**Interviewer:** *Could you tell me why in this Course only receive 20 students for one class?*

**Interviewee:** *It is ideal numbers of students in class. We can teach English effectively and we can always evaluate the student's performance every day. If every class, there are more than 20 students. It can make teaching and learning ineffective. As we know PEACE is Pare English Application Center) it has meaning all of teacher and students practice English. Everyone must have opportunities to speak English, ask help and do the best.*

### **Techniques and Strategies Used to Develop Speaking Skill**

Based on the data finding, teachers in PEACE English Academy and PEACE Camp 4 Boy used many kinds of techniques and strategies for developing speaking skills. They develop some activities to support the daily activities in speaking class and outside class.

The teachers used four techniques for developing speaking skills, these are: (1) *elicitation techniques* that consist of group discussion, dialogues, conversation, question and answers, translation, interpretation, Instruction, oral report, interview, storytelling, or drama, (2) *techniques of integrating speaking skills with other skills* such as listening with speaking, grammar with speaking, reading with speaking and pronunciation with speaking, (3) *techniques of assessing speaking*

*skills* in which teacher creates the unique activities to give many opportunities for students to speak English in class, one of example is; teacher asks students to speak about the topic that student gave in front of the class directly without any preparation, and (4) techniques for responding to learners Errors and Mistakes; In this techniques teacher always asks the students to bring *the card of shock therapy*. This card helps the students to know their weakness of speaking about pronunciation, diction, grammar and others.

In implementing speaking techniques, teachers are required to prepare some strategies that support the techniques of speaking because techniques related with strategies were implemented by teachers in class and outside class. In PEACE English Academy and PEACE Camp 4 Boy, teacher always creates some strategies for building English atmosphere in class and outside class. These strategies also help the students to always speak English in English Dormitory or PEACE Camp 4 Boy.

The common strategies that always teacher does in PEACE English Academy and PEACE Camp 4 Boy are (1) the teachers help the students to keep on talking through teaching them speaking strategies such as gestures, (2) the teachers always help the students discover what ways of learning work best for them in developing speaking skills, (3) the teachers help the students to find quick ways of recalling what students have learned by using rhymes, particular context and personal experiences, (4) the teachers help the students ask for error correction, (5) the teachers encouraged their students to speak English outside the

class, and (6) the teachers help the students not to be so much concerned with accuracy.

## CONCLUSION

From all that have been discussed and analyzed so far, the following conclusions have been drawn. It is obvious that the role of a language teacher is to create the best conditions for learning. Teachers act differently in different situations. The teachers are playing active roles in developing speaking skills. They use many kinds of teaching strategies and techniques to develop speaking skill. They focus on doing activities in real activities through

conversation, discussion, role-play, oral report, question and answers, and debate.

Generally, the teachers are easier playing their roles in presenting the lessons, giving appropriate practice, supervising and monitoring the practice sessions, motivating the learners, giving activities for free production, and encouraging students to always use English outside their classrooms such as English camp. The students are very active because the teaching materials are based on the students' need for communicating in English Area (PEACE Camp 4 Boy), and it is because the seating arrangement is to be favorable for developing speaking skills.

## REFERENCES

- Hedge, T. (2000). *Teaching and learning in language classroom*. Oxford: Oxford University Press.
- Holliday. (1994). *An introduction to functional grammar* (2nd ed.). London: Arnold.
- Miles, M. B & Huberman, A. M. (1994). *An expanded sourcebook: Qualitative data analysis* (2nd ed.). California: Sage Publications.
- Mustafa, B. (2001). Communicative language teaching in Indonesia issue of theoretical assumption and challenges in the classroom practice. *Journal of Southeast Asian Education*, 2.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall International Ltd.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.