A VIEW ON THE TECHNIQUES OF TEACHING SPEAKING

By : Drs. Mansur M.Pd
Dosen FKIP UNIROW Tuban

ABSTRACT:

Teaching English skills to learners become a important issue nowdays. English teachers should concern to the importance of motivating their students to master the language skills. In fact, it is not easy to teach all the skills especially productive skill, speaking and writing. Teaching speaking in the classroom needs varieties of teaching techniques in order that the learners are active in the teaching-learning process in the classroom. English teachers should choose the techniques which are appropriate with situations and conditions in the class. They have to consider how to create a conducive atmosphere so that all learners are actively involve in speaking activities.

In this short article, the writer suggests some theories of teaching speaking which are proposed by some wellknown teaching experts. It is hoped that by reading this short article, readers (English teachers) would find benefit from it.

Introduction

The Definition of Speaking

Language is basically oral. The oral (spoken) language comes before and more important than its representation in writing. Long time ago before human was able to write, speaking was the only means of communication. When human was born normally, the ability to speak appears outomatically. At least, they are able to speak one language, that is, their mother tongue. Because of this gift, they take it for granted. They feel that speaking is very easy. The problems appear when someone is learning a foreign language. Mastering language skills, especially speaking is not an easy job. Most of the foreign language learners feel that the ability to speak is a difficult matter, because speaking covers many aspects: phonological, morphological, syntactic, semantics, and discourse. In addition, in speaking there are microskills and macroskills.

Mackey(2001: 79) defined that speaking is oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning.

According to Hornby (1999: 399) speaking is derived from the word speak which means make use of words in an ordinary voice (not singing). Byrne (1997: 8) defines: "Oral comunication is a two-way process between a speaker and a listener and involves the productive skill of speaking and the receptive skill of listening".

According to Brown, speaking is divided into microskills and macroskills.
Brown (2007: 272)) proposed microskills of communication as follows:

1. Produce of chunks of language of different lenghts.
2. Orally produce differences among the English phonemes and allophones variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc), system (e.g tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents in appropriate phrases, pause groups,breath groups, and sentences.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse. Meanwhile, macroskills of communication according to Brown (2004: 272) are as follows:

12. Accomplish appropriately communicative functions according to situations, participants, and goals.

13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other non verbal cues along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlucator is understanding you.

To summarize the theories, in short, it can be said that speaking is the use of words or expressions orally in interaction between a speaker and a listener.

In other word, it can be said that speaking is the process of delivering or conveying ideas or messages from a speaker to a listener. There are always two parties who are involved in the process of speaking, a speaker and a listener. Someone is considered as a good speaker or a good communicator when the speaker is able to deliver ideas clearly. The speaker must consider the aspects of linguistics and non linguistics of communication; the speaker must consider aspects of microskills and macroskills of comunication.

Good speaking performances can be seen from some indicators such as fluency, comprehension, vocabulary, grammar, and pronunciation. When a speaker is able to produce understandable communication, to speak fluently, to use appropriate vocabulary, to use appropriate grammar, and to use clear and acceptable pronunciation, then the speaker can be considered as having a good speaking performance.

Discussion

1. Techniques of Teaching Speaking

The objective of teaching speaking is fluency. It is expected that at the end of the course the students are able to speak fluently. In order to achieve the objective, teachers must choose appropriate techniques to make speaking class active, creative, and communicative. Teachers should provide activities that promote students to communicate to each other.

One of the well known approaches which enables students to use the language in speaking actively is communicative

language teaching (CLT). The important goals of CLT are both fluency and accuracy.

Brown (2001: 43) proposes six interconnected characteristics as a description of CLT.

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.

2. Language techniques are designed to engage learners in pragmatic, authentic, functional use of language for meaningful purposes. Organizational of language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques.

4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5. Students are given opportunity to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistics interaction with others.

Furthermore, Brown (2001: 275)proposed seven principles for designing speaking techniques. They are as follows:

1. Use techniques that cover the spectrum of learner needs, from language-based. Focus on accuracy to message-based focus on interaction, meaning, and fluency. Doing a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, help learners to engage in interactive activities.

2. Provide intrinsically motivating techniques. Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.

3. Encourage the use of authentic language in meaningful contexts.

4. Provide appropriate feedback and correction.
   In most EFL situation, students are totally dependent on the teacher for useful linguistics feedback. It is important that teachers take advantage of their knowledge of English to inject the kind of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening.
   Many interactive techniques that involve speaking will also of course include listening. As teachers are perhaps focusing on speaking goals, listening goals may naturally coincide,and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication.

Part of oral communictaion competence is the ability to initiate conversation, to nominate topics, to ask questions, to control coversation, and to change the subject.

7. Encourage the development of speaking strategies.

    The concept of strategic competence is one that few beginning language students are aware of. The classroom can be one in which students become aware of, and have a chance to practice strategies (Brown, 2001: 275-276).

    In addition, Ur (1996: 124-128) suggests some techniques and activities to activate the students' speaking in the classroom into discussions and role-plays.

    Below are some techniques suggested by Ur:

    a) Discussion

        1) Describing pictures

        These techniques can be employed to any students' levels, which depend on the level of difficulty. Students are asked to describe a simple picture or a complex picture.

        a) Pictures differences

        It is a kind of information gap activity. Students work in pairs. They are given different picture and asked to find the differences by communicating each other. This technique provides plenty of meaningful and purposeful questions and answers exchanges.

        b) Thing in common

        In this techniques students are asked to walk around and talk to their classmates to find about something they have in common. And at the end of the lesson they have to report to the class everything that they have found. This technique encourage students to work closely with their friends.

        c) Solving problems

        Problems are given to the students to be solved and discussed. This activity enables them to thing creatively and deeply.

        d) Role-plays

1) The students are taught a short conversation then asked to learn it by heart. Although this activity is a type of traditional activity today, it is good for beginners or the less confident students.

2) Plays

    This technique is the follow up of dialoque technique. Plays can be conducted based on something students have read, composed by the students and teachers or from textbooks.

3) Simulation

    In this technique students are asked to act as other people in a simulated situation to solve problems given in the simulation.

4) Role-play

    In this technique teachers provide role cards to their students. The cards state situation and topics that students use as a clue in speaking.

    From the explanation of the experts above, it can be elaborated that in designing speaking techniques it is important that the techniques promote students in interactive communication. The techniques should promote students in a wide range of use of the language in real communication, give them plenty of oportunities to communicate each other, and encourage them to develop their own speaking strategies. The emphasis of the techniques should be more on communicative competence rather than on grammatical competence.

2. Developing Classroom Speaking activities

In traditional methods, classroom speaking activities are dominated by drills and grammar practices. Teachers provide their students with certain grammatical forms and drill them in order to make the students competence in the grammartical forms. The drills are usually in the forms of isolated sentences, so it does not give the students opportunities to use the language in real communication.

In modern era, teaching learning language focuses the classroom activities more on communicative activities which give plenty opportunities to the language learners to use language in more real communication. The changes are influenced by some theories that learning language should give learners more practices during teaching-learning process in order to achieve the goal of learning the language, namely communicative competence. At the end of instructions the learners should be able to use the language as a means of communication. The goal can be reached if the classroom activities provide the learners chances to interact to each other.

To design effective classroom activities in gaining the goal of communicative speaking class, it is very important for teachers to be familiar with the types of speaking performance in the classroom. If the teachers are familiar with the types of speaking performance in the classroom then it is easier for them to decide what materials and activities are used in the classroom. Brown (2001: 271-274) proposed the types of speaking performance that students are expected to carry out in the classroom.

1. Imitative
   A very limited portion of classroom speaking time may legitimately be spent generating human tape recorder speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

2. Intensive
   Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or gammatical aspect of language.

3. Responsive
   A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments.

4. Transactional (dialoque)
   Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialoque)
   Interpersonal dialoque is carried out more for the purpose of maintaining social relationships than for the transmission of fact and information.

6. Extensive
   Students at intermediate to advanced levels are called on to give extended monoloque in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monoloques can be planned or impromptu.

Furthermore, Harmer (2005: 271-274) suggested some of the most widely used classroom speaking activities. Below are the suggested activities:

1. Acting from a script

    Teachers can ask their students to act out scenes from plays, their coursebooks, or dialoques they have been written by themselves. This frequently involves them in coming out to the front of the class.

    When choosing who should come out to the front of the class teachers need to be careful not to choose the shyest student first, and they need to work to create the right kind of supportive atmosphere in the class. They need to give students time to rehearse their dialoques before they are asked to perform them. By giving students practice before they give their final performances, teachers ensure that acting out is both a learning and a language producing activity.

2. Communication games

    There are many kinds of games which are designed to provoke communication between students, such as information gap, television and radio games, call my bluff, and snake ladder.

3. Discussion

    One of the reasons that discussons fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

    The buzz group is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for a quick discusions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with, before being asked to talk in front of the whole class, the stress level of that eventual whole-class performance is reduced.

    One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives. An example of this kind of activity is where students consider a scenario in which an invigilator during a public exam catches a student copying from hidden notes. The class has to decide between a range of options, such as:

    The invigilator should ignore it.

    She should give the students a sign to show that she's seen (so that the student will stop).

    She should call the family and tell them the student was cheating.

    She should inform the examing board so that the student will not be able to take the exam again.

4. Prepared talks

    A popular kind of activity is a prepared talk where students make a presentation on a topic of their own choice. Prepared talk represents a defined and useful genre, and if properly organised, can be extremely interesting for both speaker and listeners.

5. Questionnaires

    Questionnaires are useful because, by being pre-planned, they ensure that both of questioner and respondent have something to say each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or people talks.

6. Simulation and role-play

    Many students derive great benefit from simulation and role play. Students simulate a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role

of a character different from themselves or with thought and feelings they do not necessarily share. Simulation and role play can be used to encourage general oral fluency, or to train students for spesific situation.

The range of of exercise types and activities compatible with a communicative language teaching is unlimited. The important point is that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. These attempts take many forms. Wright (1976) achieves it by showing out of focus slides which the students attempt to identify. Byre (1978) provides incomplete plans and diagrams which students have to complete by asking for information. Geddes and Sturtridge (1979) develop jigsaw listening in which students listen to different taped materials and then communicate their content to others in the class.

From the theories above, it can be concluded that there are many types of speaking activities that can be implemented in the classroom. The language teachers should be careful in choosing what activities they use in the classroom. The choice of activities should be oriented toward students' benefit namely communicative competence. The activities should enable students to communicate actively during teaching-learning process, in order that they have opportunities and experiences to use the language in real communication.

3. The Characteristics of Successful Speaking Activities

When one learns a foreign language, his ability to master the language orally is a pride for him. As mentioned above that speaking is one of the important skills in learning a foreign language. In fact, mastering speaking skill is not always easy for every learner. There are many problems faced by learners when they are practicing speaking.

Brown (2001: 270) said that there are eight characteristics of spoken language which make oral performance easy as well as, in some cases, difficult. They are as follows:

a) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b) Redundacy

The speaker has an opportunity to make meaning clearer through the redudacy of language. Learners can capitalize on this feature of spoken language.

c) Reduced forms

Contractions, elisions, reduced vowels, etc, all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking then in turn stigmatizes them.

d) Performance variables

One of the advantages of spoken language is that the process of thinking as one speaks allows one to manifest a certain numbers of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause

and hesitate. For example, in the thinking time is not silent; English inserts certain filler such as uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e) Colloquial language

Make sure students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f) Rate delivery

Another salient characteristic of fluency is rate of delivery. One of teachers tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h) Interaction

Interlocutors is very important in speaking skill as the creativity of conversational negotiation is important component in speaking skill.

Ur (1996: 120) indicated four problems that may effect the succesful speaking activities in the classroom.

a) Inhibition

Speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b) Nothing to say

Even if they are not inhibited, teachers often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c) Low or uneven participation

Only one participant can talk at a time if he or she to be heard; and in a lang group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d) Mother-tonque use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it easier, because it feel unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in a small groups it can be quite difficult to get some classes particularly the less disciplined or motivated one to keep to the target language (Ur, 1996: 121).

To solve the problems of speaking difficulty, there are number of ways in which teachers can help students to achieve success in speaking activities. Harmer (2005: 252) proposed a number of steps teachers can take which will help students achieve success:

1) supply key language: before asking student to take part in a spoken activity teachers may check their knowledge of key vocabulary, and help them with phrases and questions that will be helpful for the task.

2) plan activities in advance: teachers need to plan production activities that will provoke the use of language which they have had a chance to absorb at an earlier stage.

3) choose interesting topics: it is important to try and find the type of tasks (and the topic

material) which will involve the member of classes. It is better to find out from students what their favourite topics are through interview or questionnaires, or by observing them and then come to conclusions about what kinds of topics seem to produce the best results.

4) Create interest in the topic: because teachers want students to be engaged in the task, they should create interest in the topic which the activity explores. Teachers can create interest by talking the topic and communicating enthusiasm. Teachers can ask students to think about what they might say and give them opportunities to come up with opinions about the topic before the activity starts.

5) Activate schemata: eventhough students are now interested in the a topic, they may find it difficult to take part with any enthusiasm if they are unfamiliar with the genre the task ask them to work in. For this reason, teachers should give them time to do things such as discuss what happen in interview if they are going to role play an interview.

6) Vary topics and genre: variety, as a cornerstone of good planning does not just apply to the activities teachers ask students to be involved in. It is important to vary the topics teachers offer them so that teachers cater for the variety of interests within the class.
    It is also vitally important to vary the genres teachers ask their students to work with if the teachers want them to gain confidence in speaking in different situations.

7) Provide necessary information: when teachers plan a speaking task they need to ask themselves which bits of information are absolutely essential for the task to be a success and then give that information to students before they start.

Ur (1996: 121-122) suggests five ideas to help teachers solving the problems that may influent the success of speaking activities in the classroom. Teachers can do the suggestions below.

a) Use group work
    Group work increases learners talking time. Learners have plenty of times to practice with their friends and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. Eventhough in group work means teachers cannot monitor all students well, but the amount of time remaing for positive, useful oral practice is still likely to be far more than in the full-class set up.

b) Base the activity on easy language
    The language level is very important in an activity. A careful selection of language level should be considered by teachers in conducting activities in teaching-learning process. It is a good idea to teach or review essential vocabulary before the activities start.

c) Make a careful choice of topic and task to stimulate interest
    The clearer the purpose of the discussion the more motivated participants will be. A good topic is one to which learners can relate using ideas from their own experience and knowledge.

d) Give some instruction or training in discussion skills
    If the task is based on group discussion then include instructions about participants when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a

chairperson to each group who will regulate participation.

e) Keep students speaking in the target language

Teachers might appoint one of the group as monitor, whose job is to remind participants to use the target language. However, the best way to keep students speaking the target language is that teachers simply to be there as much as possible.

In addition Ur (1996: 120) identifies that there are four characteristics of successful speaking activity.

1. Learners talk a lot

   Most of the activity is occupied by learners talk. The role of teachers is as facilitators and motivators.

2. Participation is even

   Classroom discussion is not dominated by a minority of talkative participants: all get chance to speak, and contributions are very evenly distributed.

3. Motivation is high

   Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

   Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

From the explanations above, it can be elaborated that to conduct successful activities in the classroom are not easy. There are a lot of obstacles that are faced by teachers in the teaching-learning process in the classroom. The different personalities of learners is one of them. In speaking classes it is very often that the talkative learners tend to dominate the activities. Talkative learners are always motivated to talk a lot, while the quite ones speak less or even do not

say anything.

Some experts propose the solution of the problems stated above. There are steps or activities that can be applied by teachers in their classrooms. It is very important for the teachers to be creative and selective in choosing what activities are appropriate for the learners. They should choose the activities that promote students' participation and reduce the problems that hamper the successful speaking activities.

The characteristics of successful speaking activities can be seen from students' participation, students' talking time, and the comprehensibility of their speech production. The speech that they produce should be understandable for the listeners.

CONCLUSION

Based on the explanation above, it can be elaborated that there are plenty of teaching techniques that can be applied in teaching speaking skill in the classroom. English teachers have to consider carefully in choosing the techniques that will be applied in teaching-learning process of speaking. They have to select which techniques are appropriate with the conditions and situations of their class, because no single technique is appropriate with all situations and conditions in all classroom. Each technique has each own strengths and weaknesses.

A technique may be good for certain conditions but it may be not suitable with another. Teachers should choose the activities that enable all learners in classroom to participate and to interact each other. The activities should give same opportunity to all learners to practice speaking.

References

Brown, Douglas H 2007. *Principles of Language Learning and Teaching.*Fifth Edition.New York: Longman.

Brown, Douglas H (2005). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* New York: Longman

Good T L and Brophy J E (1994). *Looking in Classroom, 6th edition*. New York: Harper Collins

Green, P. (1987). *Communicative Language Testing: A Resource Book for Teachers Trainers.* Strasbourg: Council of Europe.

Harmer, Jeromy. (2005*). The Practice of English Language Teaching*. Cambridge: Cambridge University Press.

Larsen, Diana Freeman. (2000). *Teaching and Principles in Language Teaching.* Oxford: Oxford University Press.

Richard, Jack C and Rodgers, T . (2001). *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press.

Ur, P (1996). *A Course in Language Teaching.* Cambridge: Cambridge University Press.