



THEME 1

SPEAKING, LISTENING
& COMMUNICATION

The Students' Activity in Speaking Class of Indonesian Learners

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Introduction

Teaching English for English as Foreign Language (EFL) learners especially in Indonesia is not an easy thing to do. The teachers have to find the interesting strategy to improve the students' skills and to make a good atmosphere in the class. Creating an interesting English class need a good preparation. The process of teaching and learning is one way for the teachers to transfer the information to the students. So, the teachers have to use simple language so that the students can easily understand the material. In addition, EFL learners have to master English well. In the English Education Department of Teacher Training and Education, Faculty of Muria Kudus University, some of the students are still afraid in using English to communicate. It is a big task for the lecturers to develop the students' speaking skill. This study focuses for the fifth semester students who have to be able to use public speaking skills in class. They are free to choose the topic to be presented but most of them have chosen topics related to their surroundings.

Statement of the Problem

This study was conducted to investigate the students' activities of the fifth semester students of English Education Department of Teacher Training and Education, Faculty of Muria Kudus University in academic year 2014/2015 toward public speaking. This study describes the extent to which of the fifth semester students of English Education Department of Teacher Training and Education faculty of Muria Kudus University in academic year 2014/2015 can use the skills of public speaking.

Review to Related Literature

Teaching Speaking

People can communicate through written and spoken language. Spoken language can be conveyed through verbal and non-verbal. In the communication, using non-verbal language is allowed because of the certain situation. For example, if someone asking something to someone else and that person only respond with a smile. That situation

sometimes happened in communicating and it is often used. It shows that language is not only conveyed through verbal but also can use sign language / symbol. Meyers (2005:2) states that speaking is about sharing an idea, giving information, expressing a greeting, stating an opinion or sending a warning. In addition Chaney (1998) speaking can be defined as the process of building and sharing meaning by using verbal and non-verbal symbols, in a variety of contexts.

Cameron (2001) states that speaking is one of the active uses of language besides listening. In speaking we are producing a text. It is common for the people in making the mistakes while speaking. The ability to talk to other people does not always lead to understanding. It is sometimes difficult to do especially for the people who have different mother tongue. Sometimes people lose communication because the meaning is not clear. So, communicating need to be delivered clearly in order to make others understand what we mean.

In English class, the teacher/lecturer has to use specific strategy or media to get the students' attention. In teaching speaking, there are five components that need to be considered, namely pronunciation, grammar, vocabulary, fluency and comprehension, which are briefly explained in the following sections:

Pronunciation

Pronunciation is very important for teachers and students because it is related to the phonology. English pronunciation is a component, which is the main point in language acquisition. Students need a lot of practice in terms of pronunciation because English is the target for the students

Grammar

Grammar is the structure of the language in accordance with the applicable rules. This is very important because if one of structure, it can change the meaning of a word

Vocabulary

Vocabulary means diction or choice of words used in the communication. Communication can be delivered in spoken and written form. People need a vocabulary to explain the meaning of their intentions

Fluency

Fluency is very necessary for teachers and students in the teaching and learning process. Fluency is the main purpose of language learners. Both teacher and students need fluency for successful communication.

Comprehension

Verbal communication may sometimes need to clarify because it can interpret in a different sense. In addition comprehension means the ability to understand others means.

Public Speaking

Public speaking is a process or actions carried out by someone while talking or giving a lecture to a group of people or entertain others. Public speaking is generally understood as a face-to-face between the individual and the audience for the purpose of communication. Essberger (1999) states that the purposes of Public speaking are to inform, to train, to persuade, to sell. Anderson defines that there are some consider things to do. They are tell a short human-interest story, refer to the audience and their worlds, engage them in some way, start without slides, find the humour.

The students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University are required to master the English language skills and components. English skills and components are the main points of language that is used for someone to comprehend the language. In fact, most of the students have a low ability to speak English especially speaking in public. For that reason, the students have to join the course namely Speaking course. Speaking course for the fifth semester students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University has four credits. The main point material in Speaking is public speaking. In the class, Speaking is divided into two: Public Speaking I and Public Speaking II. During the class, Public Speaking I discusses about the activities related to real-life situations, for example a tour guide, host of the program, reporter, etc. While Public Speaking II, students have to do teaching practice in front of their friends. In this study focuses on Public Speaking I.

Method of the Study

This study used a qualitative and quantitative method. It describes the activities carried out in the Speaking Class. This study aimed to describe the activity of the students and the extent to which the students of the fifth semester of English Education Department of

Teacher Training and Education, Faculty of Muria Kudus University in the academic year 2014/2015 in using Public Speaking.

The data of this study is public speaking skills used by the students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University. In addition, the data source of this study is the fifth semester students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University in the academic year 2014/2015 which consists of 30 students.

In collecting the data, observation and documentation are needed in this study. In the observation, the writer observed the activity conducted by the students of English Education Department of Muria Kudus University in using Public Speaking. While in the documentation, the writer took notes and recorded the students' activities.

In analyzing the data, the writer did some steps as follows:

- a. Identifying kinds of activities used by the fifth semester students of English Education Department of Muria Kudus University
- b. Analyzing to what extent do the fifth semester students of English Education Department of Muria Kudus University can use the ability of public speaking
- c. Interpreting the students' performances in using public speaking

The guidance in giving the score for the speaking ability of the students by oral test, the writer uses scoring scale based on Brown (2004).

Table 1: The Scoring Scale of the Speaking Ability

No	Speaking Components	Indicator	Points
1.	Pronunciation	a. Students have few traces of foreign accent.	5
		b. Students are always intelligible, though one is conscious of define accent.	4
		c. Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
		d. Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat.	2
		e. Students have pronunciation problem severe as to make speech virtually unintelligible.	1
2.	Grammar	a. Students make a few noticeable errors of grammar word order.	5

		b. Students occasionally make grammatical or word errors which or not, however obscure meaning. c. Students make frequent errors of grammar and word order, which occasionally obscure meaning. d. Students have grammar and word errors make comprehension difficult. e. Students have errors in grammar and word order so severe as to make speech virtually unintelligible.	4 3 2 1
3.	Vocabulary	a. Students' use of vocabulary and idioms is virtually that of native speaker. b. Sometimes, students use inappropriate terms or must rephrase ideas because of lexical inadequacies. a. Students frequently are wrong words conversation somewhat limited because of in adequate vocabulary. b. Students misuse of word and very limited vocabulary so extreme as to make comprehension quite difficult. c. Students have limitation vocabulary so extreme as to make conversation virtually.	5 4 3 2 1
4.	Fluency	a. Students have speech as fluent and effortless as that native speaker. b. Students have speed of speech seems to be affected by language problems. c. Students have speed and fluently rather strongly. d. Students usually hesitant often force in to silence by language limitation. e. Students have speech is as halting and fragmentary as to make conversation virtually impossible.	5 4 3 2 1
5.	Comprehension	a. Students appear to understand everything without difficult. b. Students understand nearly everything at normal speed, although occasionally repetition may be necessary. c. Students understand most what is said at slower than normal speed with repetition. d. Students have great difficulty following what is said. Can comprehend only social conversation spoken slowly. e. Students cannot say to understand even simple conversational English.	5 4 3 2 1

To make an easy score calculation, the score is multiplied by 4. So, the total score is 100. Then to describe its score, the writer uses the assessment criteria from Brown (2004, p. 244) as follow:

Table 2: The Assessment criteria of the speaking ability

No.	Score	Criteria
1.	90 – 100	Excellent
2.	76 – 89	Good
3.	60 – 75	Sufficient
4.	30 – 59	Unacceptable
5.	5 – 29	Poor

Finding and Discussion

The Students' Activities in Speaking Class in Using Public Speaking

Based on the syllabus of Speaking for the fifth semester students of English Education Department of Muria Kudus University, the students have to be able to speak in public. Speaking in public is not easy for the students. So, the lecturers' task is making the students be active in the class. The students conducted the activity individually. It takes 4 meetings for the writer to do this study. Each student has 10-15 minutes to present his/her topic. After that, the other students give comment on the other students' performance. Comments given are related to the topic and performance. The students are free to provide comments within 2 minutes. Each performance is given by two comments from a different point of view. The lecturer gave extra points / chances for students who give comment on the performance of their friends. By giving extra points, students are more active in the classroom. In fact, this activity can be used by the students to improve their speaking skills as well as their achievements.

There are many activities used by the students related to Public Speaking. Those are tour guide, news reporter, host of program, sales promoter, and commentator.

- a. Most of the students of the English Education Department of Muria Kudus University took the topic of tour guide. This topic is the most dominant than others because the students consider that being a tour guide is fun. In presenting the tour guide topic, some of the students did live reporting on the tourism objects and some of them presented in the class.
- b. The students also took the topic of being news reporter. News reporter is an activity where we can deliver news to the other people. In this case, the students delivered the news to their friends.
- c. The third activity is the host of the program. Being the host of the program, the students pretend to have a program like the one on television and apply into the

classroom. Programs that were chosen by the students are entertainment and music.

- d. Sales promoter is an activity to promote something to others. The students promote several products such as mobile phone, beauty products, snacks etc.
- e. The last activity is becoming a commentator. The students especially male students commented about the football match on TV and then presented to the class.

The Ability of the Students in Using Public Speaking

Based on the activities of public speaking that is used by students, public speaking is one way to express the idea in public in this case is in the classroom. It is very important to students to prepare them to become a teacher in the future. When they are not able to do public speaking they cannot manage the class well in teaching and learning process in the future. In addition Public Speaking can be used by the students to practice speaking in public and it can be used to improve their confidence. In this study the writer assess the ability of students in speaking.

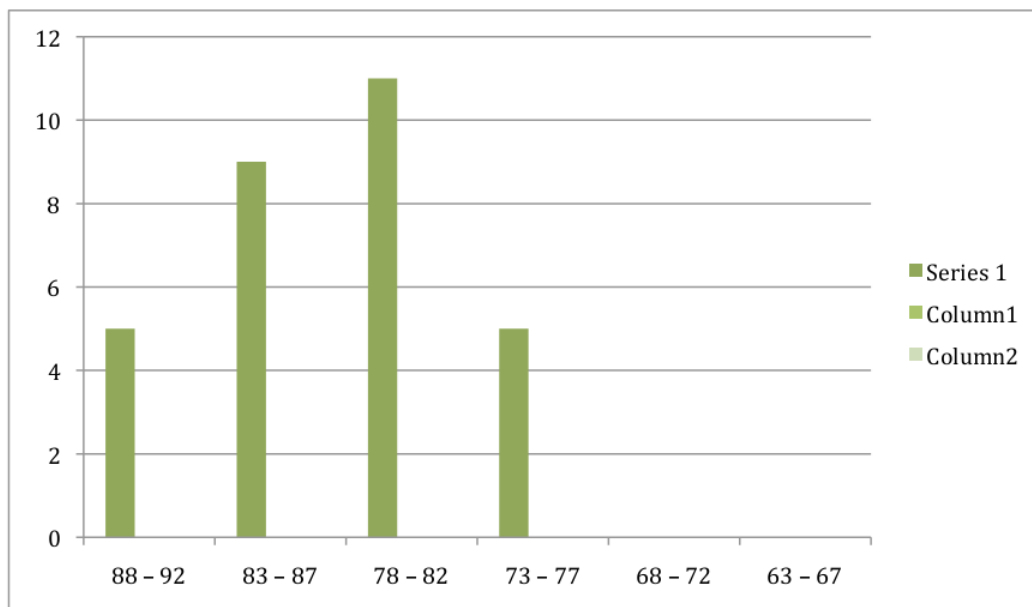


Figure 1: The histogram of Students' Speaking Ability of English Education Department of Muria Kudus University

In this study, the writer also gave the students score while they were performing public speaking. From the result of the analysis the mean is 80.1. So, the students' ability in using public speaking can be categorized as good.

Conclusion

Based on the results of the research, the writer can conclude the following:

There are some activities used by the students of English Education Department of Muria Kudus University in using public speaking. They are tour guide, news reporter, host of program, sales promoter, and commentator. The most dominant topic used by the students is tour guide because they considered that being a tour guide is fun. In using Public Speaking, the writer also concludes that the students are able to use Public Speaking correctly since the mean of the Speaking score is 80.1 and it can be categorized into good. The writer suggests that the teachers should motivate the students to explore the topics of public speaking because it can improve the students' speaking skill.

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