

Teacher's Role and the Principles of Teaching Speaking Skill

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Abstrac

Speaking is productively skill because it can create many words continuously go on. some students want to speak in a certain condition or stimuli. An event when the students express freely what the are feeling in front of the class without being shy to his/her friends. Of course it is not far from teacher' role, how the teacher make his/her students become active in the class. So that's why teacher role in this case is ultimate to create an active and creative students. Something that makes the role of teachet is important is if a teacher takes and play his/her role well applied un the class, it will indirectly motivate the students to show their ability up in front of the class and it will affect when the students are in public society. The research showed that teacher role is ultimate in education due to make a class comfort either for the students or for the teacher to reach educational purposes. Additionally, The teacher played the role in the class more namely as Learning Manager role that applied in the class. The reasons are to make students fell comfort in joining the class, to make the students build their confidence up in order to be able to speak English, etc. Based on the result above, it is suggested for the English teacher to select the appropriate roles needed by the students. Teacher may combine or use more than one role in one subject. Then, teacher should pay attention to the students development in terms of students' speaking ability and have something which challege or treats the students more to speak such as using game or role play.

Key Word : Teacher's Role, Principles of teaching and Speaking

Introduction

Naturally, English has been become a tool for human communication in the world because it deals with international language by which mostly people know either for applying job, education or in social interaction with foreign countries.

Harmer states that in most general way, we can identify four major skills: listening and undertsanding, speaking, reading and writing. When we learn English, we will also find four major skills like above in order to practice these

skills. We do not use new language but use language we already knew. Speaking is called productive skill¹. It tends to a language certainly requires four skills. When we learn English, we do not only learn language itself but also how to master and practice all skills in a language includes English. Speaking is productively skill because it can create many words continuously go on.

In the same word, all normal human beings speak at least one language, and it is hard to imagine much significant social or intellectual activity taking place in its absence. Accordingly, language plays a truly important role in the society². It derives from the language in terms of speaking always exists on human life which become tool for expressing the ideas even they have one language only.

Presently, some students want to speak in a certain condition or stimuli. An event when the students express freely what the are feeling in front of the class without being shy to his/her friends. Of course it is not far from teacher' role, how the teacher make his/her students become active in the class.

Teacher and students are not in separate. They are unity because of Teaching and learning process will not run effectively and efficiently without teacher and otherwise. So, it is ultimate for the teacher to apply and use good way for their teaching in order to create a good teaching and learning process.

In the same word, teacher has to have an appropriate and good technique during teaching because the students are various, not all the students are smart or active who can join the material well, fluently they express their ideas, feeling, and oppinions because they have taken English course and anoher training. Contradictory, there are some students who are passive, they need attention more in understanding the material given by the teacher. Therefore, the existance of a teacher helps the students much, he/she has special possession in managing the whole class.

¹ Jeremy harmer, *How to Teach English. An Introduction to Practice of English Language Teaching*, (Cambridge: Longman, 1998), p. 16.

² William O Grady. Dobrovolsky, Michael. &Aronoff, Mark, *Contemporary Linguistics. An Introduction*, (New York: St. Martin's Press, 1989).

English teachers have one way in teaching their students in speaking so that each students has a chance to speak in front of his/her friends although their speaking is incorrect. So, for those who are passive will not be shy anymore, every students try to speak English. So that's why teacher role in this case is ultimate to create an active and creative students

Something that makes the role of teacher is important is if a teacher takes and play his/her role well applied un the class, it will indirectly motivate the students to show their ability up in front of the class and it will affect when the students are in public society.

Additionally, the teacher uses an unique role when teaching. Therefore, in some study is deserved for creating both teacher and students better. Role is one step of way by which the teachers are helped to make the students easy to understand the subject.

Discussion

Definition of Speaking

Speaking is an inter-active process of constructing meaning that involves producing and receiving and processing information³. Additionally, Speaking is often considered as undervalued skill. Perhaps, this is because we can almost all speak, and so we take the skill to much for granted. Speaking is often thought as a 'popular' form of expression, which use the un-prestigious 'colloquial' register: literary skills are overall more prized⁴. It means that speaking is a skill by which people can use it in various ways of expressions such as by gestures, body movements, and signs or symbols. According to Christopher Turk, many people argue that speaking well is no more than the application of common sense⁵. While state that Peter Watkins speaking is the main aim of the lesson it can sometime

³ Kathleen.M. Bailey, *Practical English language Teaching : Speaking* (Singapore: Mc.Graw Hill,2005). P.2.

⁴Zainollah,*The Problems of Teaching English Speaking At English Dormitory Program Of Bata-Bata English Center (BBEC) Mambaul Ulum Bata-Bata Islamic Boarding School Palengaan Pamekasan* (Thesis STAIN Pamakasan, Unpublished 2012) p. 15-16.

⁵ Christopher Turk, *Effective Speaking Communicating in Speech* (London: chapman & Hall, 1994), page.3

lead to dissatisfaction⁶. It means that speaking is the most important skill that must be mastered. Because it can be the measurement of someone's skill.

Elements of Speaking

According to Jeremy Harmer on his book, *The Practice of English language Teaching*, he told "The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information⁷. Whereas, Jeremy said that there are two elements of speaking, are:

a. Language Features

Language features is the language element necessary for spoken production. There are four kinds of elements that important. There are:

1. Connected speech

Effective English speakers need to be able not only to produce the individual phonemes of English. (*as in saying I would have gone*) but also to use a fluent 'connected speech' (*as in I'd 've gone*).

2. Expressive devices

Every English speakers change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

3. Lexis and grammar

In spontaneous speech is marked by the use of number of common lexical phrase, especially in the performance of certain language function.

4. Negotiation Language

Effective speaking benefits from the negotiator language use to seek clarification and to show the structure of what students are saying.

5. Mental/Social Processing

⁶ Peter Watkins, *Learning to Teach English A Practical Introduction for new teacher* (England: Delta Publishing, 2005), Page.76

⁷ Jeremy Harmer, *The Practice Of English Language Teaching*, (Longman: Malaysia, 2003), p.269

Mental/social processing is the knowledge of language skill. It depends to the process of language skill. Whilst, in processing the skill it needs as following:

6. Language Processing

Effective speakers need to be able to process language in their own heads and put into coherent order so that it comes out in forms that are not only comprehensible, but also convey, the meanings, that are intended.

7. Interacting with others

Most speaking activities involve interaction with or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow other to do so.

8. Information Processing

The speakers also need to be able to process the information that delivers to the listener.

Kinds of speaking

According to Rudolp, et al. At the Challenge of Effective Speaking there are many kinds of speaking that the students should know⁸, those are:

1. Speaking Accurately

Speaking accurately is speaking which using words that convey the meaning preacisely. It means that when students speak accurately, they want their partner can interpret their words correctly and understand the meaning what students want to convey exactly. If the listener cannot understand what the students mean, it seems that their speaking is fools.

2. Speaking Clearly

⁸Zainollah, *The Problems of Teaching English Speaking At English Dormitory Program Of Bata-Bata English Center (BBEC) Mambaul Ulum Bata-Bata Islamic Boarding School Palengaan Pamekasan* (Thesis STAIN Pamakasan, Thesis Unpublished 2012) page. 19.

Speaking clearly is the way the students use spoken language clearly, without ambiguous and confusing language. In speaking clearly, they also need a large of vocabulary. The more they have a large vocabulary, the more choices they have from which to select the word, which want to deliver.

3. Speaking Vividly

Vivid language it means a language that is full of life-vigorous, bright, and intense. While, speaking vividly is the way the students splively, can make their listener interest with their information, and they can remember the students message. Usually, speaking vividly is one of strategy that is used by the speaker in speaking public with some stressings in their speech or others.

4. Speaking Appropriately

Students must have been appropriate speaking when they do communication with other people, because through this way students can use the language to the needs, interests, knowledge, and attitude of their listener. It means that students should know how to use 5 W and 1 H (what, whom, where, when, why, and how) in our communication. It can avoid from miscommunication with other, when the speaker uses question or uses statement.

The Problem of Speaking

There are many people who know English well but they are hesitant to start speaking English. One reason or another, they don't find English speaking very easy.

There are three problems faced by English Speaking Learners.⁹

1. Some people can't recollect the right word for the right situations in the sentences. It is said to be vocabulary problem, it means some words are not know or fully alert that whu they don't come to help when, and they need to come to serve you. It becomes a big problem in English Speaking.

⁹ <http://obamaskill.blogspot.com/2011/02/Learner-Speaking-english,04/11/2013>.

2. About the second problem, everyone knows very well, it is the problem of grammar. Some people know grammar but when they speak in English, grammar is not used as naturally as it happens in the mother tongue. So grammatical correct speaking is considered the greatest hurdle by most of the people.
3. Third problem has already been discussed that is lack of practice generally, many people don't start speaking in English for years because they know the truth that some grammatical mistakes are held when they want to speak in English.

Memorizing vocabulary is important to have a good speaking ,but sometimes students shy to express their language in front of their friends because their fear of making mistake in grammatical rules.

According to Ur in Bambang Yudi Cahyono's Book, some fundamental problems that appear in the speaking class include inhibition. complete silence, and low participant. Learners often feel afraid to say things in a foreign language. They are usually worried in making mistake, fearful or criticism or losing face, or simply shy of the attention that their speech attracts¹⁰. Sometimes learners feel be shy and afraid to speak foreign language. Because they worry make some mistake in front of their friends.

Definition of Teaching

Teaching cannot be defined apart from learning because teaching and learning are related each other. Teaching is showing or helping someone to learn how to do something giving instruction, guiding study of something, providing with knowledge causing to know or understand.

Additionally, Learning is a relatively permanent change in behavioral tendency and it is the result of reinforced practice". Furthermore, he explained that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Therefore, the understanding of how the learner learns will

¹⁰Bambang Yudi Cahyono,*The Teaching of Language Skill and English Language Component* (Malang:State University of Malang press,2010),P.15.

determine the philosophy of education, teaching style, approach, and method and classroom technique¹¹. It means that learning is a process of students behaviour through some stimuli as a result of reinforced practice.

Teaching Speaking

According to Hornby, teaching means giving the instruction to (a person): give a person (knowledge skill, etc)¹². While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. Tarigan defines that speaking is language skill that developed in child life, which is preceded by listening skill, and at the period speaking is learned. It means that speaking is the basic language¹³.

The process of speaking skill has happened or preceded by listening skill. Increasing listening skill is very beneficial for speaking ability. The goal of teaching speaking skill is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication¹⁴.

From those definitions from some experts, the researcher can take conclusion that teaching speaking is the way for students to express their emotions, communicative need, interact to other people in any situations, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Principles for Teaching Speaking Skill

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching Fourth Edition*, (Longman: Inc: 2000) p.7.

¹² Masriyadi, *Teaching Speaking Through Snake and Ladder In The Second Grade Of MTs. Darur Rahmah Sentol Pademawu Pamekasan*, (Thesis: STAIN, 2012), p.14.

¹³ Ibid, p.15.

¹⁴ Ibid.

Speaking teaching learning in order to achieve well where the students can speak English Fluently. The teacher must use the principles for designing speaking techniques¹⁵, such as:

- a. Focus on both fluency and accuracy, depending on your objective

In our current zeal interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciations tips. We need to bear in mind a spectrum of learner needs, from language-based focus on accuracy message-based focus on interaction, meaning, and fluency.

- b. Provide intrinsically motivating technique

Try a call times to appeal to students ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be" even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often English student don't know why we as them to do certain things: it usually pay to tell them.

- c. Encourage the use authentic language in meaningful contexts

This theme has been played time and again in this book, one more reminder shouldn't hurtle is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnect little grammar exercise where we go around the room calling on student one by one to pick the right answer. It takes energy and creativity to deviseauthentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

- d. Provide appropriate feedback and correction

In most EFL situation, students are totally dependent on the teacher for useful linguistic feedback. In ESL situation, they may such feedback "out there" beyond the classroom, but even then you are in a position to be of great benefit. It is

¹⁵H. Douglas Brown, *Principles of Language Learning and Teaching Fourth Edition*, (Longman,Inc: 2000) p.327-330.

important that you take advantages of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

- e. Capitalize on the natural link between speaking and listening

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skill. As you are perhaps focusing in speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

- f. Gives students opportunities to initiate oral communication.

A deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give direction, and provide information, and students have been conditioned only to "speak when spoken to". Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject.

- g. Encourage the development of speaking strategies

The concept of strategies competence is one that view beginning language students are aware of. The simply have not thought about developing their own personal strategies for accomplishing oral communicative purpose.

Kinds of Techniques for Teaching Speaking

There are some activities to promote speaking on teaching speaking. They are:

- a. Discussion

In teaching speaking, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion group. The discussion group helps much to make students more fluent in their speaking.

- b. Role play

On other way of getting students to speak in role playing. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher give information to the learners such as who they are and what they think or feel. How they are as if involved to the situation given by the teacher to have a role play in certain character.

c. Information gap

In this activity, students are are supposed to be working in pairs. One student will have the information that other partner does not have and the partner will share their information.

d. Story telling

Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

The students can be ordered to tell what in the past for instance, their experience at their home.

e. Picture describing.

Another way to make use of pictures in speaking activity is to give students just one picture and having them describe what it is in the picture¹⁶.

Similarly, describing picture indirectly make the students speak. When the teacher shows the picture, then asks students to tell what is happening in that picture, the students will answer in terms of speaking moreover when the picture is colourful.

Characteristics of a Successful Speaking Activity

In the learning speaking, classroom activities play an important component to develop student skill to express the thought speech. It is crucial to set up or

¹⁶ Zainollah, *The Problems of Teaching English Speaking At English Dormitory Program Of Bata-Bata English Center (BBEC) Mambaul Ulum Bata-Bata Islamic Boarding School Palengaan Pamekasan*, (STAIN Pamekasan, 2012) p. 25.

organizes classroom activities in order to built successful speaking activity thus penny stated that their at last four characteristics of successful speaking activity such as¹⁷:

- a. Learners talk a lot: as much as possible the teachers have change to talk and practice English.
- b. Participation is even: classroom discussion is not dominated by minority of talk active participation. All get change to speech, to express their idea to respond all activities in the classroom.
- c. Motivation is high: this is one of significant aspect in learning language especially in speaking.
- d. Language is of acceptable level: language learning activity should let the students express that are relevant exceptable and easily comprehensible in any level.

From those characteristics of successful speaking activity mentioned above, we can see that the teacher should reach all of them to obtain that his/her teaching is success.

The Roles of a Teacher

Teachers are probably the most important factors influencing the process of learning. Directing students learning at any level is a very personal and idiosyncrasy. How the teacher will teach the students depends on large of attention intensively from the students. If the students are enthusiasms and respect to the lesson in the classroom, the teacher will be enthusiasms giving the material In the institution, teacher has a duty teach his students to design of learning and make reflexive of mateerial. At home, teachers are responsible to teach their children as educator. Likewise, in the society teacher has a duty of social

¹⁷Rumayyah, *The Implementation Of Prediction Model For Student Speaking Skill at Eight Grade of MTS Darul Iman Pamolaan Sampang*,(STAIN Pamekasan, 2012), p.20.

development, social motivator, social innovator, and social agent¹⁸. It derives from that the teacher has to act as good as possible either at home or in the institution.

Good teacher is a person who plays well all roles or put himself on appropriate function either in the class or outside classroom. They take a part as:

1. Teacher as Demonstrator

Teacher must master the material well that will be learned to their students. As a teacher, he must learn continuously to enrich knowledge about education. So that the teacher can explain the material clearly and make students understand it well. The researcher takes conclusion, those are:

- a. Mastering the material first
- b. Explaining the material uses simple language
- c. Applying some media clearly.
- d. Teacher as Learning Manager

Teacher should be able to manage their students in the classroom. A good environment that is round be challenged and can make interest students to learn, giving the students to satisfy and comfort to rich in education purpose, teacher will manage all of about school activities such as make calendar academic, scheduling about school activity, The purpose are¹⁹:

- a. Planning the lesson
- b. Organizing many source of learning to get learning purpose
- c. As manager, teacher can motivate and stimulate the students
- d. Observing all things and identify what were already or not to use in learning purpose

2. Teacher as Mediator and Facilitator

As a mediator the researcher should be able to interact others. So the researcher must be creative uses their knowledge to interact and communicate others. This is

¹⁸ Mohammad surya, *Psikologi Pembelajaran dan Pengajaran*, (bandung; pustaka bani quraisy, 2004), p. 89

¹⁹ Wina sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta : kencana prenda media group, 2005), p.23.

aimed to create good atmosphere maximally to reach a good social interaction. Besides, they must provide source of learning that can be used to reach purpose of teaching learning process.

- a. Assessing the students
- b. Planning the learning
- c. Implementing the plan
- d. Evaluating the process

3. Teacher as evaluator

In learning process, the teacher should be a good evaluator. Therefore, in teaching learning, they must complete some learning activities in order to all purposes off learning can be reached well. That's why giving scoring must be done by the teacher to know the goal of learning process²⁰.

It means that the teacher should be smart to evaluate something which is lack in teaching learning process in order to make revise to be better in the next section. The evaluation forms are as follow:

a. Demonstration skill

Asking the students to perform indirectly helps the students to show their mastery in certain material. By it, the teacher will know how far the students understand about the lesson.

b. Applying new idea with another situation

Being a creative teacher are really expected. That makes students challenge and spirit to study due to they always have idea in various situations.

c. Expressing the students idea

Teacher asks the students to play 'role play' then other partner giving comment about that. It helps students to express their ideas, hopefully teaching learning

²⁰ Moh. Uzer Usman, *Menjadi Guru Profesional*, (Bandung: Remaja Rosda Karya, 1995), hlm, 7-10

becomes students centre in which the students have taken much part in the class than the teacher.

d. Written exercise

To know the students progression, teacher can give some written exercise by giving some questions dealing the material taught directly to the students.

5. Teacher as corrector

Teacher should be different in giving both good and bad score among students. He/she should be manage the whole students in the class. If the students made a mistake, it is the teacher duty to correct them to be better cognitively or behaviourally .

6. Teacher as informer

Exactly, the teacher is as a source of learning material for instance science, knowledge, technology, and etc. Similarly, the teacher informs everything that the teacher see, hear, know to the students to share some experiences to the students in the class.

Conclusion

The teacher roles in speaking class is essential especially in teaching English because teacher' way influences to the students skill includes speaking. The ways that the teacher use to play the role in speaking class are various (learning as manage, demonstrator, and source). The teacher has multifunctions during the teaching and learning process.

The reasons why the teacher choose to play that role in speaking class, they are: First, It makes students feel comfort in joining the lesson. Second, It invites the students to have new idea to create nice atmosphere into their own class and it brings them to their life. Next, it indirectly tries the teacher to be professional and

creative teacher by having good management in the class. Last, the students build their confidence up in order to be able to speak English.

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