THE STRATEGIES AND ASSIGNMENT OF TEACHING AND LEARNING OF SPEAKING ABILITY IN AN EDUCATIONAL INSTITUTION

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Abstract

This research is conducted to describe the implementation of teaching and learning strategies and the assignment of innovative speaking ability for formal school. The research method used in this study is qualitative research with library research. The learning strategies for the students may consist of direct and indirect method. The teaching strategies can be a part of the activities available done in the class, such as; role plays, simulation, telling story, interview, conversation, discussion, and using the target language outside the classroom. The assignment form of speaking ability may be grouped as; Imitative Speaking (word repetition task and phone pass test), Intensive Speaking (directed response test and read-aloud test), responsive speaking (question and answer and giving interaction and direction), interactive speaking (interview and discussion conversation), and extensive speaking (oral presentation and retelling story and news)

Keywords: Strategies, assignment, speaking ability

INTRODUCTION

Language is essentially a means of communication among the members of society[1]. As a tool of communication, language plays the important role to share an opinion, inform information, give and receive an order, express a feeling, and do other daily routines. For instance, how human all around the world can live together and understand one another for one peaceful life is one of the proofs that they need a tool to discuss and talk about the one distance and prospective, in this case, they use language to connect one another. In fact, there are thousands or more languages used by the human being in every location around the world. Language has no existence apart from the social reality of its users. Although language is a precondition for social life, it does not exist on its own and does not simply reflect some pre-existing reality[2]. That creates the multilingual lives in the social relations. Every language has their own characteristics, roles, cultures, and values, but, the essential of the language itself is one thing; understanding one another among the human.

Language is an ability that has to be learned by every human being, specially the children. For instance, Children acquire a language one step to other steps through the social relations with their parents, as the result, they have at least one language as their

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[1] Anca Sirbu, The significance of Language as a tool of communication, "Mircae cel Batran" Naval Academy Scientivic Bulletin, Vol. XVIII, No.2, 2015. Hlm.405

[2] Romaine 1991 in Hamzaa Alshenqeeti and Naif Alsaedi, *Is Multilingualism A Problem? The effect of multilingualism at the societal level*, an Article, Ta'ibah University, ARECLS, 2012, Vol 9, hlm.63

mother language. The process is natural and unconscious and begins at birth[3]. The existence of mother language becomes the proof that language is easy to have as long as the social relation supports their capability in communication. The important thing about learning language is that earlier is better. For that, children become the easiest subject to learn an object or a language in specific.

Unfortunately, there are still a lot of students who do not acquire at least a foreign language. One of the foreign languages that is difficult to be mastered by Students is English. This can be proven by the English Proficiency Index 2020 based on EF Education First. As the international language that the majority of world society use English as their communication tool, Indonesia is placed on 74th. This position is lower than some South East Asia countries such as Singapore, Philippine, and Malaysia. This information should be a big question how Indonesia can be ranked on that place. The Indonesian students learn English since they were Elementary School, Junior and senior high school. Yet, nothing can be expected from this study. Neither the students cannot arrange a word to be a sentence in the written form nor can they speak English in their daily communication. This is interesting issue to discuss what really happens to Indonesian students or Indonesia education system in formal school.

To overcome such problem, one of the solutions is implementing the teaching and learning strategies and assignment of innovative speaking ability in formal school. Teaching and learning strategies can be known as instructional strategies which means that the determination of some policy before presenting the contents as the help to achieve the teaching objective[4]. Teaching and learning strategies is a mean to achieve the learning objective. Meanwhile, the word "assignment" is more complicated than just a test. Test can be known as measurement of teaching success which counts whether the teaching is running well or not. Yet, assignment means deeper than just a test. According to H Douglas Brown, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance[5]. In an explanation, a assignment can be defined as a way to see a deeper development of students after receiving the teaching material either in the formal or non-formal assignment. Assignment does not only focus on the result of learning, but it may consist of the teaching content that can help the students to experience the wider experiment, trial-error, training, and more.

THEORETICAL FRAMEWORK

Speaking Ability

Speaking is an ability to communicate, inform, share, and deliver any ideas from a person to other people. According to Hornby, speaking is expressing ideas or feelings

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[3] Jamie Wallin, Boonsri Cheevakumjorn. Learning English as a second language. J.Eng.Educ.Society. Vol-5, No 1. Hlm.1

[4] Dr. Arvind Kr. Gill and Dr. Kusum. Teaching Approaches, Methods and Strategy, SRJIS 2016, Vol.4, No.36. hlm.6695

[5] H Douglas Brown, *language assessment principles and classroom practices*, (San Fransisco: Longman, 2003).hlm. 4

using language[6]. Speaking means an ability that becomes the customs and most activities that human do in their daily. It can be imagined how much words can be produced in everyday activities. This improves how speaking ability is an important skill to have while other ones support it. To have the wide achievement of the target for this thesis theory, the researcher sets eight items that explains the full concept of Speaking Ability. They are;

Basic Types of Speaking Ability

Speaking has its own types and sequence during the development of it. This proposes to divide the skill sequence and the students' process in a learning of speaking ability. There are several types of speaking ability. They are[7];

1) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation

2) Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

5) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech

The Elements of Speaking Ability

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[6] Horby, *Advance Learners' Dictionary*, (New York: Oxford Dictionary Press, 1994), hlm.398.

[7] H Douglas Brown, *language assessment principles and classroom practices*, (San Fransisco: Longman, 2003) hlm.141-142

The spoken language has its own parts or elements to consist. Every single sentence spoken, voice pronounced and intonated are some of proofs that the spoken language has the elements in the process of producing the communications. In general, the elements of Speaking are[8];

1) Pronunciation

Pronunciation means as the voice of the word is produced to be spoken. Pronunciation can be defined as a way of how a word is pronounced to be understood by speaking partners.

2) Vocabulary

Vocabulary is a single component of a sentence form which becomes the formulation of the words to be spoken in order to form an arrangement and understandable communication. Vocabulary is the second form after the letter as becoming the first. A sentence is created by a word or a vocabulary.

3) Grammar

In English, grammar means as role of arranging a sentence. By the existence of grammar, the speaker can know what is the subject, verb, object, or adverb in a sentence when doing a communication. A grammar can be a reason that the communication is understood well.

4) Fluency

Fluency becomes the last element of speaking. It can be defined as an ability to speak in a good performance, such as, intonation, the mastery of the vocabulary, grammar, and pronunciation.

RESEARCH METHOD

This research uses the Qualitative Approach that it is an intensely personal kind of research, one that freely acknowledges and admits the subjective perceptions and biases of both participants and researcher[9]. This research fully collects the data through the library, in that; this research is The Library Research. There are two kinds of data source used in this research, they are:

1. The primer data, they are; H Douglas Brown "*language assessment principles and classroom practices*", Scott Thornbury "*How to Teach Speaking*" and Penny Ur "*A Course in Language Teaching*".
2. The Secondary data consists of some scientific writings such as; book, a journal, article, essay, sites, or other sources that relates on this study.

The steps of collecting data are held through the library research. In this research, the documentation is used to find the data about the Teaching and Learning of Speaking Ability through the written sources published.

The analysis data used are by two steps, a) content analysis method (Suharsimi Arikunto) is the an analysis of a book in which, as the result of the analysis, there can be a

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[8] Jeremy Harmer, *The Practice of Language Teaching*: *Third Edition*, Edinburgh, (Gate: Pearson Education Limited, 2007), hlm266-271

[9] Donald Ary, "*Introduction to Educational Research 8th edition*", (Canada: Wadsworth Cengage Learning, 2010), hlm.420

conclusion of book to incline to one explanation or others, b) Descriptive method (Sanapiah Faisal) is trying to describe or interpret what exists, either the condition or the relation, the opinion appearing, the process running and developing.

RESEARCH FINDINGS AND DISCUSSION

The Strategies of Learning Speaking

According On the authority of Oxford, strategies system includes strategies like[10],

Direct Method;

1) Memory strategies: Creating mental linkages, Applying images and sounds, Reviewing well, Employing action
2) Cognitive strategies: Practicing, Receiving and sending messages, Analyzing and reasoning, Creating structure for input and output
3) Compensation strategies: Guessing intelligently, Overcoming limitations in speaking and writing

Indirect Method

1) *M*etacognitive strategies: Centering your learning, Arranging and planning your learning, Evaluating your learning
2) Affective strategies: Lowering your anxiety, Encouraging yourself, Taking your emotional temperature
3) Social strategies: Asking questions, Cooperating with others, Empathizing with others

The Strategies of Teaching Speaking

Teaching speaking is sometimes considered a simple process of commercial language school around the workd, which hires people with no training to teach conversation. Although, speaking is totally natural, speaking is a language other than our own is anything but simple.[11]

The following subs are needed to explain in order to have a wide explanation about the teaching and the topics related.

1) Speaking Class Activities

There are some types of activities which can be applied in teaching speaking. Those are designed in order to get successful in mastering speaking skill. Those types of activities as follows:

a) Role Plays: Role plays are also excellent for speaking in the relatively safe environment inthe classromm. In a role play, students are given particular roles in the target language.
b) Simulations: Simulatuons are more elaborate than role plays. In a simulation props and document provide a somewhat realistic environment for language practice.

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[10] Kamila Chilkiwiecz, *Direct Language Learning Strategies in The Theory by Rebecca Oxford in English Vocabulary Acquisition at The Age Group of 11-12 Year Olds*, world scientific news journal, 07, 2015, hlm.179-206

[11] H. Douoglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition.* (New York: Pearson Education Company, 2001), hlm.272.

c) Telling story: Teacher can encourage the students to retell stories which they have read in their books or found it in newspaper or internet.

d) Interview: Students can conduct intervieww on selected topics with various people. It is a good idea that teacher provides a rubric a students so that they know what the type of questions. Conducting interview with people gives the students chance to practice their speaking ability both in the class and out of class. It also helps them tob socialized. After interview, each students can present his or her study to the class. So, students van interview each other and introduce his or her partner to the class.

e) Conversation: Conversation is kind of speech that happen informally, symmetrically, and for the purpose of the estblishing and maintaining social ties, follow rules of etiquette because conversation are social interaction. It is generally face to face person to person at the same time. Each students can express their idea, feelings, or news and information is exchanged.

f) Discussion Activities: Discussion activities give learners the chance to speak more freely and express themselves. It is hopeful to structure a discussion activity by giving learners enough information about what they want to say.

g) Using the target language outside the classroom: Using the target language outside the classroom can be a very useful requirement in homework assignments in those cases where the target language is spoken in the environment or second language contexts.

2) Teachers' Role

The following are roles of teacher in teaching speaking. Thornbury states:[12]

a) Use the targer language not only to deal with the subject matter buat also to regulate the interaction in the classroom. You will be a model of how use interactional gambits in natural discourse.

b) Keep the number of display questions (i.e. teacher questions that aimed at getting learners to display their knowledge to display their knowledge, such as 'what's the past of go?') to aminimum. The more genuine the requests for information, the more natural of discourse.

c) Build the topic at hand together with the students; assume that whatever they say contributes the topic. Do not cut off arbitrarily a student's utterance because you perceive it to be irrelevant. It might be very relevant to the student's perception of the topic.

d) Tollarate silences; refrain from filling the faps between turns. This will put pressure on students to initiate turns.

e) Encourage students to sustain their speech beyond one or two sentences and to take longer turns; do not ask student's short untterances as a springboard for your own lengthy turn.

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[12] Scott Thornbury, *How To Teach Speaking,* (England: Longman, 2005), hlm.123.

f) Extend your exchanges with individual students to include clarification of the speaker's intentions and a negotiation of meanings; do not cut off too soon an exchange to pass on to another student.

g) Pay attention to the message of students' utterances rather than to the form in which they are cast. Keep your comments for later.

h) Make extensive use of natural feedback ('hmm'/'interesting'/'I thought so too') rather than evaluating and judging every student utterance following its delivery ('fine'/'good'). Do not over praise.

i) Give students explicit credit by quoting them ('juust as X said'); do not take credit for what students contributed by giving the impression that you had thought about it before.

3) Students' Role

The following are categories that can be used as the role of learners in developing speaking skills in the classroom;

a) Intensive; it goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.

b) Responsive; it consists of short replies to teacher or student initiated question or comments.

c) Transactional (dialogue); transactional language, carried out for the purposes of conveying or exchanging spesific information, is an extended form of responsive language.

Problems in Speaking Activity

Speaking may become the trouble skill to master by several students because speaking is about how to produce the ideas in which it is going to be expressed in oral through a relation of communication. There are some problems appearing during the speaking ability. They are[13];

1) Inhibition. Unlike writing, reading, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2) Nothing to Say. Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3) The low or uneven of participation. Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

4) Mother tongue-use. In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier.

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[13] Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), hlm.121

Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using target language.

Assessments of Speaking

According to Nunan, there are some types of components that should be assessed. They are[14];

1) Grammar: Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2) Vocabulary: The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

3) Comprehension: Understanding the context of the conversation and able to give appropriate response according to the question.

4) Fluency: The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

5) Pronunciation: Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

6) Task: Task deals with finishing the command given during the speaking test.

Here are the assessments designs or types based on the basic types of spoken language in accordance with Brawn on his book[15]. They are;

1) Imitative Speaking
   a) Word Repition Task: A variation on such a task prompts test-takers with a brief written stimulus which students read aloud. Scoring specification must be clear in order to avoid reliability breakdowns.
   b) PhonePass Test: Research on the PhonePass test has supported the construct validity of its repetition task not just for a test taker‟s phonological ability but also for discourse and overall oral production ability. Test-takers read aloud, repeat sentences, say words, and answer question.

2) Intensive Speaking
   a) Directed Response Task: In this type of task, the test-taker elicits a particular grammatical form or a transformation of a sentence in order to produce the correct grammatical output.
   b) Read-aloud Task: Intensive reading-aloud task include reading beyond the sentence level up to a paragraph or two.

3) Responsive Speaking
   a) Question and answer: Question and answer tasks can consist of one or two question from an interviewer.

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[14] Nunan in Yenny Rahmawati and Ertin, *Developing Assessment for Speaking*. Journal of IJEE, Vol I No 2, hlm.2014. 202

[15] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2003), hlm. 144

b) Giving instructions and directions: The administrator poses the problem and the test-taker responds. Scoring is based primarily on comprehensibility and secondarily on other specified grammatical or discourse categories.

4) Interactive speaking
   a) Interview: A test administrator and a test-taker sit down in a direct face to face exchange and proceed through a protocol questions and directives.
   b) Discussion and conversation: As informal techniques, those offer a level of authenticity and spontaneity. Assessing the performance of participant through scores or checklists predetermined.

5) Extensive Speaking
   a) Oral Presentation: Oral presentation is carefully designed to elicit pronunciation, fluency and integrative ability, sociolinguistic and cultural knowledge.
   b) Retelling story or news: Test-taker hears or read a story or news event that they are asked to retell. The objective in assigning such a task vary from listening comprehension of the original to production of a number or oral discourse features, fluency, and interaction with the hearer.

In accordance with Scott Torn Bury that there are two parts of criteria that need to be assessed and becomes the goal of the language. They are[16];

1) The Accuracy of Speaking: it consists of grammar, vocabulary, and pronunciation
2) The fluency: it consists of discourse management and interactive Communication

The following table is the scale of oral testing criteria[17];

Table 1.1

Accuracy		Fluency	
Little or no language produced	1	Little or no communication	1
Poor Vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary makes obvious grammar mistakes, slight foreign accent.	3	Get ideas across but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short turns	4
Wide vocabulary appropriately use, virtually no grammar mistakes, native like or slight foreign accent	5	Easy and effective communication, uses long turns	5

CONCLUSION

The teaching and learning strategies may encourage the full set activities of class in which the students and teachers play the important role in this process. The learning strategies for the students may consist of direct and indirect method. The teaching

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[16] Scott Thorn bury, *How to Teach Speaking*, (San fransisco: Longman, 2002), hlm. 128-129
[17] Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), hlm.135

strategies can be a part of the activities available done in the class, such as; role plays, simulation, telling story, interview, conversation, discussion, and using the target language outside the classroom.

The assignment form of speaking ability may be grouped as; Imitative Speaking (word repetition task and phone pass test), Intensive Speaking (directed response test and read-aloud test), responsive speaking (question and answer and giving interaction and direction), interactive speaking (interview and discussion conversation), and extensive speaking (oral presentation and retelling story and news)

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