

Teaching Speaking



BERMUTU

Better Education through Reformed Management
and Universal Teacher Upgrading

Ministry of National Education
Directorate General of Quality Improvement of Teachers and Education Personnel
CENTER FOR DEVELOPMENT AND EMPOWERMENT OF
LANGUAGE TEACHERS AND EDUCATION PERSONNEL
2009

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PREFACE

Center for Development and Empowerment of Teachers and Education Personnel (CDELTEP) or Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan (PPPPTK) Bahasa is in charge of promoting the quality of language teachers and school principal, school supervisor, and so forth. Hence, the Center takes part in the project of Better Education Through Reformed Management and Universal Teacher Upgrading (BERMUTU) in order to multiply their competencies and professionalism.

As a government institution that is professionally managed, PPPPTK Bahasa provides quality education services aligned with education reform and globalisation demand projected by Education for All (EFA). Likewise the institution develops Teacher Competency Standards inclusive teaching materials as a means of achieving the required competencies.

In the framework of the Minister National of Education Decree Number 14 year 2005 on Teacher and Lecturer, the Center, in an effort to generate competent and professional teachers, organizes various training activities to fulfill specific competency standards and certification programs. Therefore, the development of these learning materials are expected to be a useful resource for teachers.

Finally, constructive criticisms for further materials improvement are welcome and can be sent to PPPPTK Bahasa, Jalan Gardu, Srengseng Sawah, Jagakarsa, Jakarta 12640; Telephone (021) 7271034, Facsimile (021) 7271032, and email: admin@pppptkbahasa.net

Jakarta, September 2009
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CHAPTER I

INTRODUCTION

A. The Background

Realizing that language used in the oral form is not the same as the language used in the written form. Speaking is the productive skill . It cannot be separated from listening. When we communicate we convey the message, which is meaningful. It comes from the meaning, which is expressed in the form of speech act.

In teaching speaking teachers should know the concept of speaking, the element of the sound for instance phonemes because it seems the teachers still find difficulties in pronouncing them based on the classroom observation during the upgrading and it is important for teachers to pronounce correctly since they should be a good models for their students. The teachers also still have problems of understanding and applying models of learning and teaching, and various techniques of teaching speaking such as: CLT, CTL, educational drama, TPR plus speaking

B. The Purpose

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.

C. The Indicators

1. To explain the concept of speaking as productive skill and as oral communication skill
2. To mention the nature of communication
3. To explain that English sound as the element of speaking skill
4. To identify the models of learning and teaching speaking: CLT, CTL, Educational drama and TPR plus
5. To mention many kinds of techniques used for teaching speaking

CHAPTER II THE CONCEPT OF SPEAKING

A. Speaking As Productive Skill.

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer says [2007] they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.

B. Speaking As Oral Communication skill.

When communicating his or her idea someone utters English sounds and he or she expects the response from the listener. Talking about communication, Harmer [1993] puts forward the nature of communication as follows: Communication happens when the listener can give the response to the speaker after the listener understands the message given. The message can not be understood when pronunciation is not clear. This is the evidence that mispronunciation can cause the students to have misunderstanding. In the following section the writers of the module provide a review of twenty vowel phonemes.

1. Twenty Vowel Phonemes

Studying a target language means studying its elements, which consist of phonemes, morphemes, syntax and lexicon. Phonemes refer to words, syntax refers to grammar and structure and lexicon refers to meaning. In this section, we will study the 20 vowel phonemes, those are :

5 Long vowel phonemes :

- i : - bee, see, knee, etc.
- a : - barn, far, car, etc.
- ɔ : - born, corn, thorn, etc.
- u : - boon, soon, moon, etc.
- ɜ : ə : - burn, earn, learn, etc.

7 Short vowel phonemes :

- i - it, bit, hit, etc.
- ʌ - up, shut, cut, hut, etc.
- ɒ : - pot, hot, top, fox, etc.

- e - pet, pen red, wet, etc.
- æ - cat, hat, black, bat, etc.
- ə - a long, ago, away, etc.

8 Diphthongs :

- ɔɪ : - boy, toy, coin, etc.
- ai - buy, guy, shy, why, etc.
- ei - bay, say, way, gay, ray, etc.
- ʊə - poor, tour, sure etc.
- iə - ear, hear, tear, etc.
- Eə] - share, care, where, air, etc.
- ou - no, show, so, though, etc.
- au - now, about, aloud etc.

Long vowels :

- i : - bean
- ʊ : - boon
- a : - barn
- ɔ : - born
- ɜ : - burn

Long vowels have their length considerably reduced when they occur in a syllable closed by /p, t, k, tʃ, θ, s, ʃ/, e.g. in soup, seat, leak, porch, half, earth, loose, leash. This shortening of the vowel is highly significant in distinguishing a word such as seat from seed.

Exercise 1.

Identify the vowels, write the appropriate symbols.

1. Seed, seat, loose, lost, halve, half, four, surge, search.
2. pronounce these words : identify the vowels, write the symbols.
Search, lark, fought, shoot, heart, hurt, pass, purse.
3. Pronounce these words : peace, bird, shoe, law, lord, card.

Exercise 2.

Short vowels : i , e , ə e , ʌ , ɔ , ʊ , ə

a. Please identify i or e
bit, bet, sit, set, tin, ten.

b. Identify ʌ or ɔ
cut – cot, wonder – wander, fund – fond.

c. Listen and repeat.

bet	good	cat	bit
city	man	dog	another
colour	bad	son	accept
much	waiter		
men	weighty		
collar	gone		

d. Listen, repeat, find out the meaning :

Feed	-	feet	-	fit
league	-	boot	-	foot
card	-	caught	-	cot
sword	-	sort	-	soot
purr	-	purse	-	purpose

e. Pronounce these words, write the correct symbols.

tea	head	big	bad	dog
hurt				
bid	teeth	live	want	heard
ate	sick	heart	saw	women
tooth				

Exercise 3.

Match the following words with the symbols :

	A	B	C
Home	ou	ə	ɔ
Cheese	i	i:	3:
About	au	ua	ou
Name	ai	ae	ei
Taste	3:	ae	ei
Cow	ɔ	au	ou
Goes	ɔ	ɔ	ou
Town	ɔ	au	ou
Saw	ɔ:	ou	au
beer	iə	ε a	i:

Exercise.4. .

a. Which words/words have symbols of “short vowel phoneme? (s) ?”.

- | | | | | | | |
|-----------|------|------|-----|-------|---|-------|
| 1. caught | - | cot | - | cough | - | cut |
| 2. saw | - | show | - | she | - | shore |
| 3. sale | - | sell | - | shelf | | |
| 4. code | - | cot | - | coat | | |
| 5. boon- | book | - | bus | | | |

b. Complete the example of long vowel phonemes.

- ɜ: - burn,,,,
- u: - moon,,,,
- ɔ: - born,,,,

c. Read and write the symbols of the underlined words then out the meaning of the whole sentences.

- a). The little boy beat his sister.
b). The little boy bit his sister.
- a). I am leaving with my brother.
b). I am living with my brother.
- a). You ought to feel it inside.
b). You ought to fill it inside.
- a). The water does come from the lake.
b). The water does come from the desk.
- a). She is waving a piece of cloth.
b). She is weaving a piece of cloth.

2. About Intonation.

Hello dear participants .Can you do the exercises? Have you discussed how would you present it to our colleagues later? Practice again and again would be better and try to learn the 2o vowel phonemes by heart. Now you are expected to review intonation because we frequently find out that most learners need to practice intonation.

Question Intonation

1. Questions using question words must have falling intonation ↘
2. Questions using modals auxiliaries have rising intonation. ↗
3. Questions with or have falling intonation ↘

Exercise 4..

Now you put the correct arrow to the following questions:

1. What is your name?

2. Where do you come from?
3. How did you come here?
4. Can I help you?
5. May I be excused from the meeting?
6. Where were you born?
7. How long have you been in Melbourne?
8. Shall I open your coat?
9. Would you have tea or coffee?
10. Will you go or stay?

C. Models of Learning And Teaching Speaking.

The goal of learning and teaching English in junior and senior high school even in primary school is C.C [communicative competence]. It is C.C which is designed based on Celce and Murcia [Department Of Education, 2004], and it covers discourse competence, actional competence, linguistics competence, socio cultural competence, and strategic competence. Based on the 2004 TEFL high school syllabus, 2006 TEFL high school syllabus and KTSP teacher of English should teach English communicatively. It means that teacher should encourage the learners to have C.C by creating the atmosphere of the class which is rich in communication. In other words, the characteristics of the class should be students centered, cooperative, the students should work in the small groups, they should be very active in discussing the tasks and exercises. Dealing with the above characteristics of the class we put forward the following models of learning and teaching, CLT, CTL, Educational Drama and TPR Plus Speaking. The reason why we focus on those four models of teaching because they are not against School based Curriculum or they are relevant to S B C or KTSP.

1. CLT [Communicative Language Teaching].

We describe CLT based on two terms of CLT those are CLT in The Western Context and CLT in THE Indonesian context {Mulyana, Kim, 1997}. Richards [2001] writes that the term CLT is used for substituting the term Communicative Approach, which has become an umbrella term. [Savignon 1994, Turner 1994 in Mulyana Kim 1997.] It means that CLT is not an approach or a method but it is a set of approaches which have similar belief that the goal of language teaching is Communicative Competence.

CLT in the western context is different from CLT in the Indonesian Context, in terms of each goal and the term of English used. In the Western context CLT is used for teaching English as a second language and the goal is C.C but it is designed based on Hymes [in Mulyana Kim 1997] which covers four components those are: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

a. Communicative Language Teaching (CLT) In the Indonesian Context
English language is taught at school and spoken as a foreign language in Indonesia. It is one of the compulsory subjects to be learned at school based on

the High School syllabus. The following lines will describe the characteristics of Communicative Language Teaching (CLT) in the Indonesian Context. Based on the curriculum (2004, 2006 and KTSP) are mentioned that the learners have to produce the production skills; they are Spoken and Written. It means that the goal of language teaching is to make the communicative competence and to develop procedures for the teaching of the four language skills that acknowledge the independence of language and communication. In teaching-learning process focuses on the learners and the teachers are as facilitators. It can be seen in the process that learners are more active than the teachers. The learners work in pairs or groups employing available language resources in problem solving tasks.

Communicative Language Teaching in the Indonesian context has the following characteristics (Mulyana, Kimtafsirah, 1997:51):

1) One of the goals of CLT in the Indonesian context is to develop reading abilities followed by speaking, listening and writing abilities, in addition, enhancing vocabulary, and mastering the elements of language based on the learners' need. However, the goal of CLT in Western Context is also adapted, that is communicative competence.

2) CLT in the Indonesian context is equal to the 'Meaning Based Approach'. According to Fuad Abdul Hamid (Hamid, 1996:8), the Meaning_Based Approach adopts the following beliefs :

Language is an instrument for the expression of meaning reflected in the structure of the language,

Meaning is determined by linguistics as well as situational features, basic to the development of meaningfulness in language teaching supported by cross cultural understanding.

Meaning can be represented by different oral or written sentences. A sentence may have different meanings depending on the context in which it is used.

Learning a foreign language is learning to communicate in a foreign language, written or oral, as a target language. Learning to communicate in a foreign language entails the necessity to learn other aspects of the target language.

Learning motivation is a significant factor determining the success in learning. The degree of motivation is mostly determined by the degree of meaningfulness of the teaching materials and the teaching learning activity plays a significant role in achieving successes in learning.

Learning materials and activities become more meaningful when reflect the needs of the learner in terms of experience, interest, values, and future prospect.

In the teaching learning process, the student should be considered an important subject, rather than a mere object of instruction.

In the teaching learning process, the teacher serves as a facilitator that helps the students develop their language skills.

3) The elements of CLT in the Indonesian context include :
Teaching communicative competence to EFL students,

Teaching language as communication,
Teaching communicating in the target language either teaching learners to have productive skills or receptive skills. Most communication occurs between students.

- 4) Classroom environment of CLT in the Indonesian context :
- Usually a large class.
 - Learners speak the same L1
 - The teachers are non-native speakers of the target language,
 - The teachers need more information on error correction.

CLT in the Indonesian context needs a place for 'grammar discussion' (Mulyana, Kimtafsirah, 1997:51). Teachers need support to find the way to help their students. The current myth that CLT means 'no grammar' is not true. Long and Crookes (1992), Ellis (1992), Holliday (1994), Thompson (1996) explain how a focus on grammar in the context of CLT is desirable.

Long and Crookes's (1992) Task - Based Language Teaching focuses on form in context rather than "forms".

Ellis (1992:3-11) describes how teachers should form a plan or activities which encourage learners to discover a particular grammar rule, to learn about a grammar point for them selves with the help of teachers. Holliday (1994:185) provides the example of a way of teaching grammar in a large class. Thompson (1996:9-5) claims that the focus has now moved away from teachers covering grammar to the learners discovering grammar.

Based on the 1994 TEFL High School Syllabus teachers on English should be creative, flexible and adaptable. Some information relating to what teachers should believe before teaching communicative competence to EFL students, provided as being :

Teachers should be familiar with the meaning of communicative competence. It consists of : grammatical competence or knowledge of the language code, sociolinguistic competence or an understanding of the social context of language use, discourse competence or the ability to construct coherent texts in different genres and strategic competence or verbal and non verbal strategies, e.g. initiate conversation (see Canale and Swain, 1980). In other words, the ability to speak competently not only entails knowing the grammatical rules of language, but also knowing the what to say, to whom, in what circumstances and how to say it.

Teachers should create the atmosphere of the EFL students' class to be rich in communication. It means that students should negotiate the meaning during active communication. To negotiate the meaning means to have the freedom to initiate the meaning, not just reacting and responding to what teacher say.

Teachers should meet the needs of their students. EFL students in Indonesia have different needs adjusted to their background. The belief that CLT is not only an approach but a set of approaches leads to the development of teacher's lesson plan. Teachers should have a bank of

activities and tasks which support the development of communicative competence.

Teachers should be familiar with the meaning of 'task' and 'activity'.

The Australian Language Levels (ALL) Guidelines advocates that a communicative / task based approach is :

"The central organizing unit for teaching, learning and assessment is the activity. An activity is described as involving the purposeful and active use of language, where learners are required to call upon their language resources to meet the needs of a given communicative situation" (Pocket ALL, 1991:23).

Reviewing the key of communicative or Task-Based Approach, which is one of the approaches of CLT, is very helpful for creative teachers. The goal of CLT, the activities / task that should be carried out in the communicative class could be the control or the guide for teachers when designing the plan for teaching communication skills.

Examples:

- Songs
- Games
- Quiz
- Puzzles
- Pictures
- Information Gap

PROCEDURE

Lesson Plan

Subject : English
Theme / sub theme : Occupation/ what do you do?
Class /Semester : VII/1

Objectives :

1. Students are able to identify people's occupation.
2. Students are able to describe someone's occupation.
3. Students are able to respond to any questions given by the teacher.

Pre –activity :

(Preparing the students achieve the most from the mini-dialogue). Ask the students to study some pictures and match the occupation. Ask them to pronounce some words relating to occupation written on the board or on the paper.

Whilst-activity :

(Guiding Students to handle the information and messages in the text). Students are divided into groups of five and the work sheet is distributed, ask them to do in group.

Post-activity :

Students are asked to discuss about what they have got.

Students are asked to tell what they have discussed. Students are asked to be in pair and describe a job of a person; then one of the pair is asked in front of the class and she/he will ask the class to guess who and what she/ he does (the person in their groups description).

The worksheet is about :

Speaking practice, by asking students some questions.

Ask students to retell the main idea of the text.

Ask students to retell the detailed meaning of the text.

The script of the text

CHEF

Gene Rivers is a chef in a large hotel. He prepares food for important people. The restaurant of the hotel is famous for its excellent food. Gene prepares special dishes for kings, queens, presidents, movie stars, and many well-known people. He is the best chef in the city, they say.

(Adapted from Easy Does It, by Dean Curry).

Exercise 1: Pronounce the following words describing jobs.

- | | |
|----------------------|-------------------|
| 1. business man | 6. doctor |
| 2. waiter / waitress | 7. teacher |
| 3. typist | 8. artist |
| 4. bartender | 9. movie director |
| 5. receptionist | 10. farmer |

exercise 2 : What does each person do ? You will hear Diane, Tracy, Greg and Joe talking about their jobs. Draw a line from each person's name to his or her job.

Diane	- a waitress
	a businessman
Tracy	- a typist
	a taxi driver
Greg	- a car salesman
	a farmer
Joe	- a teacher
	a gardener

Exercise 3 : You will hear the text, listen carefully, and choose the correct answer. (Do not distribute the text)

Choices to make :

1. Gene works :
 - a. In a restaurant
 - b. In a store
 - c. In a bakery
 - d. In a hotel
2. Gene prepares:
 - a. Chefs
 - b. Food
 - c. Special dishes
 - d. Restaurants
3. Gene is :
 - a. A president
 - b. A King
 - c. A Chef
 - d. A Movie Star
4. Gene's food is:
 - a. Well known
 - b. Excellent
 - c. Famous
 - d. Pretty

Exercise 4 : Please work in the small group and Answer the following questions:

1. Where does Gene work?
2. For whom does he prepare food?
3. Is the hotel restaurant famous? Why?
4. Does Gene prepare special dishes? Why?
5. Is Gene the best chef in the city? Who says so?

Discussion

The emphasis in Communicative Language Teaching on the processes of communication, rather than mastery of language forms, leads to different roles for learners from those found in more traditional foreign language classrooms.

Questions:

- a. What are Communicative Language Teaching and Contextual Teaching and Learning?
- b. Tell three teacher's roles in Communicative Language Teaching!
- c. What is the goal of classroom activities in CLT?

2. CTL Used for Teaching and Learning Speaking

The principles of CTL were introduced by John Dewey in 1916 and now they are adopted by many schools in the United States of America. Dewey (Suyanto,

K.K.E.2002) underlined that curriculum and the method of teaching had to be adjusted to students' interest and their experiences.

a. Definition of CTL and Its Components

CTL is not 'Behaviorism' which focuses on stimulus-response and drills. In other words, CTL is different from conventional way of teaching or traditional way of teaching. To clarify what CTL is, the following line will provide the definition of CTL and the differences between CTL and Traditional teaching and learning .

"CTL is an approach of teaching and learning that relates the materials and classroom activities to real situation and actual experience focusing on the learning process leading to creativity, critical thinking, problem solving and being able to apply their knowledge in their daily lives." (US Department of education , 2001 in Suyanto, K.K.E. 2002). Based on the above description the writer can conclude that there are three points in the definition of CTL that can be underlined, those are:

It is educational process that help teachers.

Teachers should relate his teaching materials and activities to the real experience.

Students should connect their knowledge and experience to their daily lives as members of society.

What kinds of context should be connected? They should connect context of their personal, social and their cultural circumstances. To achieve this aim the system encompasses the following eight components:

- 1) Making: meaningful connection;
- 2) Self-regulated learning;
- 3) Doing: significant work
- 4) Critical and creative thinking;
- 5) Collaboration;
- 6) Nurturing the individual;
- 7) Teaching high standards;
- 8) Using authentic assessment.

In other word, we can illustrate that CTL covers the following steps:

Meaning based studying;
The implementation of knowledge;
Critical thinking;
Standard-based curriculum;
Cultural sensitivity ;
authentic assessment.

The following section will provide the important principles of CTL

b. Principles of CTL

The principles of TEFL of high school syllabus, that was the 1994 syllabus encouraged teachers to be adaptable creative and flexible. The competence-

based curriculum , which will be notionally be implemented in 2004 highlight that teachers should be innovative; to be innovative means creative, and CTL which has the following principles could help teachers to be more innovative as one of the characteristic of professional teachers.

The Principles of CTL

- 1) Inquiry
- 2) Questioning
- 3) Constructivism.
- 4) Learning community
- 5) Authentic assessment
- 6) Reflection
- 7) Modeling

Ad 1. Inquiry

- a. Begin with observation and progresses, to understanding a concept of phenomenon
- b. A cycling process of observing, questioning investigating, analyzing, and theorizing, both individually and with others
- c. Develop and employ critical thinking skills.

Ad 2. Questioning

- a. Used by teachers to prompt, guide and assess students thinking.
- b. Used by students throughout on an inquiry based activity.

Ad 3. Constructivism.

Construct their own sense of meaning from new experiences based on prior knowledge

Ad 4. Learning community

- a. Speak and share ideas.
- b. Collaborate with others to create learning that is greater than if we worked alone.

Ad 5. Authentic assessment

- a. Mature students' knowledge or skills;
- b. Requires application of knowledge or skills
- c. Product or performance assessment;
- d. Relevant, contextualized tasks;
- e. Process and product can both be measured

Ad 6. Reflection

- a. Ways of thinking about what we have learned.
- b. Reviewing and responding to events, activities, experiences.
- c. Recording what we have learned; how to feel, new ideas.
- d. Can take many forms; journals, discussion, art work;
- e. Process and product can both be measured.

Ad 7. Modeling

- a. Thinking aloud about your own learning process (to think aloud: to speak one's thought);
- b. Demonstrating how you want students to learn; and teaching based on CTL.
- c. To propose examples of learning and teaching English based on CTL.

Based on CTL used for teaching language, teachers should be familiar with the followings.

- Learning by doing.
- Collaborating.
- Communicating.
- Initiating/modeling.
- Observing-identifying info.
- Discussing.
- Singing and playing.
- Listening, speaking, reading, and writing.

After reading the above description of CTL the writer will compare it to CLT

CTL	CLT
<ol style="list-style-type: none"> 1. It stands for contextual teaching and learning 2. It can be used for teaching various kinds of subject, mathematics, physics, biology, geography, history, language, etc. 3. It is popular in the USA, it has been applied in six states in the USA. 4. Learners-centered learning . 5. Class should be rich in communication in which students are actively involved in group discussion. 6. It covers six principles inquiry, questioning, constructivism, learning, modeling, authentic assessment. 	<ol style="list-style-type: none"> 1. It stands for communicative language teaching 2. It is used for teaching languages. 3. It appeared in Europe in 1970's, it has been an umbrella term since then. 4. Students-centered learning 5. Teachers should create the atmosphere of class in which it is rich in communication 6. It is a set of approaches which covers ; students-centered learning, cooperative learning, interactive learning, whole language learning .

Both of CTL and CLT focus on communicative competence of students. It means that CTL can be applied based on competencies –based syllabus/curriculum as long as it is adjusted to Indonesian students. In other words, the materials should be adjusted to students' backgrounds and needs and to the syllabus. Since KTSP is nationally implemented, so CTL should be based on mentioned curriculum.

The following section will propose the examples of learning and teaching based on CTL that teachers are going to use in the classroom.

The first example

Lesson Plan

Topic : Describing object (things displayed at the chemist's

Class/Year : Year 3, Junior High School.

Time : 2 x 45 minutes.

1. Specific Objectives

After studying students are able:

- to identify the objects.
- to describe the object orally
- to ask questions relating to the objects
- to write a short composition about the objects

2. Pre-activity

Teacher opens the lesson, starting it by greeting, saying the prayer, and checking the attendance list. To arouse students' interest teacher asks some questions relating to the topic.

e.g. the teacher shows a picture/photograph of a chemist shop. Then ask some questions.

- Have you been to a chemist shop?
- What can you find there? Etc.

3. Whilst-activity

Teacher invites some students to work in a small group and come before the class. They have to guess the wrapped things (teacher provides the wrapped things, without opening them. They have to guess. To find out what they are by touching, smelling, discussing it with the members of the group (5 minutes). The next step, other students ask them questions, yes/no questions. The last step the group should identify the mysterious thing after they open them.

4. Post-activity

Students should write a composition describing a chemist's shop.

The second example

Lesson Plan

Topic : Experience

Level/School : Year 1 – Junior High School

Time : 2 x 45 minutes

1. Pre-activity
Teacher starts teaching by opening the lesson (greeting, saying the prayer, and checking the attendance list).
To arouse students' interest teacher shows the picture drawn by him/her self, describing his experience .

For example:

Where he/she was born, his/her family, and then his/her unforgettable experience .

2. Whilst-activity
Ask students to work individually, each students should draw a picture, entitled, "The most unforgettable experience".
It will take them 30 minutes to do so. Then after they have finished drawing. The teacher ask them to present their pictures and describe them on succession . It will be better to stick the picture on the wall after their presentation. After everybody describe the picture, in post-activity they have to write their story.
3. Post-activity
Write a short composition entitled, "The most unforgettable experience".

The third example

Lesson Plan

Topic : Neighborhood walk
Class/school : Year 3 – Junior High School
Time : 2 x 45 minutes

1. Pre-activity
Teacher starts teaching by opening the lesson (greeting, saying the prayer, and checking the attendance list).
To arouse students' interest teacher by asking one of the students to look at the school yard through the window and say to him/her. Can you describe the school yard orally?
2. Whilst-activity
Teacher asks students to work in a group of 5. Teacher gives information related to the task. E.g. group A should interview 2 people in the canteen using Indonesian then report in English. Group B should observe and describe the office of the headmaster. Group C should write a poem and report it. Group D Interview the vice principle in Indonesian asking how many students, teachers, male students, female students , classrooms there

are and when the school was built then write the report in English. Group E observe the trees around the school and describe them, and so forth

3. Post-activity

Ask students to report their work orally.

Teacher gives feedback about students' mistakes.

Discussion

After reading the three examples above here are some questions to be discussed.

Exercise.

1. What is CTL?
2. What are the principles of CTL? And explain each of them.
3. What's the difference between CTL and CLT?
3. Educational Drama.

We believe you have already heard the word drama, haven't you? Drama is a piece of writing written to be performed on the stage. Educational drama is used for teaching in the classroom. It consists of miming, role play simulation and the empty chair technique. We believe that most teachers are familiar with role play but simulation is different from role play. Simulation technique is performed based on the scenario illustrating the plot showing the problem to be solved In this section we would review miming. technique, and the empty chair technique.

a. Miming technique.

In this technique the teacher should provide the scenario to be acted out by students. The followings are the steps used for teaching speaking:

- 1) Teacher provides the scenario;
- 2) T.asks students to work in small group of five;
- 3) Each group should appoint each representative[one or two or more depending on the scenarios:
- 4) T.distributes the scenario to each representative then asking students to act out one by one;
- 5) For example: in the scenario it is written;act out yhat you are sad because youare not allowed to go to the party.You may just mime your expression do not say a word.[expresikan perasaan anda seperti orang berpantomim];
- 6) After the student acts out the teacher asks him or her to ask Yes /No questions
- 7) Finally the student who become the actor /actress should communicate what she did to the audience.

- 8) T asks each student to act out on succession[berurutan] then ask them to do the same thing.

The purpose of this activities is motivating students to speak up based on miming technique. In he following lines we provide the example of the lesson plan.

Lesson Plan

School : Junior High School
Class/Semester : VII/1
Subject : Speaking
Topic : Asking and answering questions
Sub topic : asking and answering questions using **To**

be and To do

Basic competence:

Students are able to communicate orally.

- Indicators: 1. Students are able to ask questions by using to be and to do
2. Students are able to answer questions by using to be and to do

Learning and teaching Objectives:

1. After studying, students are expected to be able to ask questions by using to be and to do:
- 2 After studying students are expected to be able to answer question by using to be and to do

Materials: The use of to be and to do in interrogative sentences and affirmative sentences.

Learning and Teaching activities:

Pre activity:

Greeting students , double checking the attendance list, saying the prayer ,arousing students' interest by asking questions [one or two] Then putting forward the objectives of learning and teaching

Whilst Activities:

Teacher ask students to work in the small group, then the appointed student[s] who should become the actor[s] and the actress[es] should act out the scenarios one by one or one or on succession based on the scenarios provided by the teacher.

For example:

Teacher: Dafi, Please act out this scenario {act out that you are playing the kite, so Dafis act out then the teacher ask other student to ask questions.

Teacher: Now Dafy tell what you are doing . Then the Teacher ask other student to act out based on The next scenarios

Post activity:

the teacher discuss the problem of students concerning to be and to do, pronunciation and intonation

Method: putting the theory of Educational drama into practice

Evaluation: Authentic assessment , oral test

The Empty Chair Technique.

In this technique the teacher should provide the scenario and he /she should be the initiator. The following lines deal with the steps of the implementation of The empty chair technique:

The teacher writes the scenario:

The teacher becomes the facilitator

The teacher says; Imagine that some one is sitting on this chair he is about 13 putting on uniform.

The Scenario: the principle of the school is very angry because his student did something wrong He did not give the school fee.

The teacher should act out as the school principal, then he says: Ok, John , why did not you give the school fee? What is the matter with you Listen John AT school you are my student but at home you are my son I am so embarrassed.

After the performance the teacher asks questions to students orally and ask students to answer .for examples:

Is the boy junior high school student?

Who is the man?

What is the matter with the boy?

Task: Participants should ask other questions based on the scenario.

b. TPR plus Speaking

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity .Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory and humanistic pedagogy as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925.

TPR reflects a grammar – based view of language. Asher states that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor or teacher ” (1977:4).He views the verb, and particularly the verb in the imperative , as the central linguistic motif around which language use and learning are organized. Asher’s TPR is a “Natural Method” .There is three processes as central:

- 1) Children develop listening competence before they develop the ability to speak .At the early stages of first language acquisition ,they can understand complex utterances that they cannot spontaneously produce or imitate.

- 2) Children's ability to listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.
- 3) Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

TPR as directed to right-brain learning, whereas most second language teaching methods are directed to left-brain learning. The child language learner acquires language through motor movement- a right-hemisphere activity. Right-hemisphere activities must occur before the left hemisphere can process language for production.

Similarly, the language learner should proceed to language mastery through right-hemisphere motor activities, while the left hemisphere watches and learns. When a sufficient amount of right-hemisphere learning has taken place, the left hemisphere will be triggered to produce language and no initiate other, more abstract language processes. The learner is asked to illustrate or tell what the learner has done. Here what it is called Total Physical Response plus Speaking.

The general objectives of Total Physical Response plus Speaking are to teach oral proficiency, Comprehension is a means to an end, and the ultimate aim is to teach speaking skills. Whatever goals are set, however, must be attainable through the use of action – based drills in the imperative form and illustrate what the action has been done orally.

Conversational dialogues can be made after a few second actions done. Role plays center on everyday situations, such as at the restaurant or supermarket can be set as the situation of the speaking. Learners are expected to recognize and respond to novel combinations of previously taught items. They are required to produce novel combinations of their own. The teacher plays an active and direct role. It is the teacher who decides what to teach, who models, and presents the new materials, and who selects supporting materials for classroom use. Materials, realia, slides, and word charts play an increasing role.

PROCEDURE

Example

Review . This was a telling event in which individual students were moved with commands.

Lesson Plan

Topic : Making tea

Class/School : Year 1 Junior High School

Time : 2 X 45 minutes

Pre-activity:

Teacher shows a picture of making tea. To arouse the student's interest teacher asks some questions; e.g: What do you see in the picture?

Whilst-activity:

The students are asked to listen carefully of the teachers' instructions.

Shinta, pick up the spoon and put them in the cup.

Rama, take the hot water and give the cup to Helena

Helena, pour the hot water into the cup and take a pack of tea

Aldo, take some sugar and give to Helena

Anton, put some sugar and the pack of tea into the cup of hot water,

Sarah, stir it and taste it

Next, the students are asked questions which they can answer. Example would be:

What are the things I asked to take?

What did Anton put into the hot water?

What did Sarah do?

What did they make?

Teacher writes the students' answers on the whiteboard.

Next, the students are asked to discuss in a group of four how to make tea.

Finally, each group is asked to make the dialogue of making tea.

Post-activity:

The students are asked to conclude what they have got:

7. Language function/focus (imperative)

8. Genre (Procedure)

The students are asked to discuss about a recipe in pair.

Then they are asked to set a short dialogue of how to make something from the recipe.

Discussion

From the example, it shows how to create and motivate the students' speaking ability in the classroom or teachers' speaking ability in-service

training. Here also the students enjoy in studying, not only individually but also the learning community is practiced.

Questions:

1. What is the difference between TPR and TPR plus Speaking?
2. Do you think that 'stress' is very important for successful language learning? Explain it!
3. In the example above the genre used is "procedure", discuss with your Group to use another genre in the teaching-learning activity by using TPR plus Speaking!

CHAPTER III CLOSING REMARK

Thank God, that we have finished learning the supplementary module of Teaching Speaking. This chapter provides the summary of the module Speaking is the productive skills and it can not be, separated from listening. Being oral communication skill, it motivates learners to communicate in English fluently with correct pronunciation. Learners need to learn the conversation, the transactional function and the interpersonal function.

Studying language means studying its elements. One of the elements is phonemes that refer to English sounds. Based on the idea that mispronunciation can cause students to have misunderstanding during communication, the 20 vowel phonemes should be reviewed . In addition, intonation should be highlighted too. It is suggested that the instructor also review the consonants which are considered to be pronounced, e.g. [f] and [p].

Models of teaching speaking is very important to be put forward and we conclude the four models of learning and teaching covering CLT, CTL, Educational Drama, TPR Plus Speaking are discussed. Preceding by highlighting the goal of learning and teaching English in Indonesia, that is Communicative Competence, which is also the goal of CLT, we underline that is not against the KTSP.

CTL which is used for teaching English also focuses on the communicative activities, therefore we believe it is not against the KTSP.

Educational Drama and TPR Plus Speaking need the students active so each characteristics are relevant to the characteristics of School based Curriculum(KTSP). In addition, the 2004,2006 syllabus and KTSP suggest that teacher of English should teach English based on CLT. Based on that information we underline the importance of the four models of teaching speaking to be implemented. The examples of the implementation of each models are provided in order to help the readers or participants to implement them in the class.

Communicative Language Teaching is an Approach which refers to a diverse set of principles that reflect a communicative view of language and language learning, and that can be used to support a wide variety of classroom procedures.

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