

PROCEEDING



ENGAGING ENGLISH LEARNERS IN
NEGOTIATED LANGUAGE LEARNING

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PROCEEDINGS “Engaging English Learners In Negotiated
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PREFACE

Welcome to Siliwangi International English Conference (SIEC) 2016 organised by English Education Department, University of Siliwangi.

A rapid move of globalization and a burgeoning impact of *English as Lingua Franca* (ELF) have potentially established and fostered the research issues in second (L2) and foreign (FL) language teaching and learning. However, a dearth of attention has been devoted to second language and foreign language listening and speaking viewed from the learners-centered lens. This notion becomes the point of departure for refining a language teaching and learning to be more innovative and creative. With this in mind, engaging English language learners in negotiated English language learning is the avenue to enlighten the language teachers, learners, researchers, material developers and policymakers in framing their capacities for betterment in a language teacher education.

The current proceeding offers valuable information towards the aforementioned issues. In other words, the selected papers represent the cutting-edge developments, particularly in the realm of second and foreign language learning and teaching in multicultural contexts. Briefly stated, it envisages the readership in a wider interest of investigations, particularly in ESL and EFL settings. More specifically, it enables the pre-service and in-service teachers, teacher trainers and educators, professional development coordinators, administrators and researchers in exploring further about theories and practices in teaching and learning English.

The publication of the SIEC Proceedings has taken a long process for a year involving conference planning, screening of presentation abstracts, and the preparation of the Conference Proceedings.

We would like to express our gratitude to the fine work of our contributing presenters upon which the accomplishment of the SIEC 2016 Conference Proceedings depends. We applaud their considerable effort and thank each author for regarding our publication as a venue for sharing their insights.

SIEC 2016 Committee
November 2016

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THE SKETCH OF TEACHING SPEAKING IN ISLAMIC TERTIARY LEVEL OF EDUCATION (A Case Study at English Studies Department of Faculty of Humanities of UIN Sunan Gunung Djati Bandung)

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ABSTRACT

This study briefly sketches the speaking activities the lecturer designed to improve students' speaking ability through classroom observations in one of EFL classes at English Studies Department of Faculty of Humanities of UIN Sunan Gunung Djati Bandung. The focus of the class was on Speaking for general communication. The classroom observations were conducted in seven class periods consecutively. The result showed that the lecturer designed various activities in teaching Speaking for general communication in the EFL class. The lecturer applied teaching activities through physical movements of which they were set up in three stages: pre-speaking, while-speaking, and post-speaking. The activities in the pre- speaking **were aimed at generating students' interest, activating student's prior knowledge, and trying to anticipate any difficult vocabularies. The while- speaking stage is to invite students to be involved at speaking through various physical activities, such as role-playing a dialogue, retelling a story, listening to English songs, and presenting drama. The post-speaking stage is to internalize what they have practiced or presented and to check students' comprehension.**

Keywords: Teaching speaking, physical movement, teaching stages, teaching activities, speaking practice.

INTRODUCTION

The existence of English in Indonesia cannot be denied by everyone. Even, in school context, English has become one of subjects examined in National Examination and School Examination (the Government Regulation of the Education and Culture Minister No. 59 of 2011). In academic context, English has been taught in separated courses of which it represents the language skills—starting from listening, speaking, reading, to writing course. Among the four language skills or courses, speaking should get much more attention to teach than others since it usually takes part in the oral communication between students and lecturers or students and students.

Teaching speaking is not an easy task for the English lecturers. The lecturers frequently face many barriers in teaching students how to speak well as they are, by borrowing terms given by Burns and Joyce (1999), being afraid of making mistakes, being laughed by their classmates, or being criticized in the classroom. However, in speaking class of English Studies Department of Faculty of Humanities of UIN Bandung, the students seemed to show their interest in speaking course. Even, I have interviewed informally some of the students relating to speaking course. They said that **“the only the day of speaking course they miss a lot.” I also checked the students' scores of speaking for general communication course whether or not the students' interest is corresponding to their scores. Fortunately, the document shows students' fantastic score of speaking for general communication course—the A score is more dominant than B's, and the B's is more dominant than C's.**

Looking at the students' competence in English speaking class with minimum errors in accuracy and fluency and their speaking fantastic score, I am lured to know about the teaching speaking activities designed by the lecturer in the classroom. Starting from late January to mid-March 2016, I was allowed by the speaking lecturer to observe the speaking activities consecutively. Checking the word *consecutively*—the root of consecutive—in an Advanced English Dictionary and Thesaurus results in some other words relate to it. The possible words are *straight, sequent, serial,* and *successive*. Here, I attended the class in the first five class periods, then absent in the sixth class period, then attended again in the seventh class period. During attending the speaking class, I took some notes relating to teaching and learning **speaking activities, as the lecturer didn't allow me to** take a camera. Besides, I also interviewed the lecturer in the end of every class period relating to the design of the teaching activities.

PROBLEM

With regard to the aforementioned case, this study aims at sketching the teaching activities or strategies applied by the speaking lecturer in one of EFL speaking classes, especially Speaking for general communication course, to the second semester students of English Studies Department of Faculty of Humanities of UIN Sunan Gunung Djati, Bandung.

LITERATURE REVIEW

To support the ways of answering the problem, the previous research and review of theories relating to the teaching strategies of speaking skill would be elaborated below.

Speaking is a language skill which was, and still is, a core research field. Some previous studies relating to this present study have been conducted by many researchers. For **example, Christamia (2014) conducted a study on improving students' speaking skills through** English songs and puppets at grade IV of SDN ADISUCIPTO in the academic year 2013/2014; **Susilawati (2013) conducted a study on improving students' speaking skills using drama at the** eleventh grade students of language class of MAN YOGYAKARTA in the academic year 2012/2013; Purwatiningsih (2015) conducted research on improving speaking ability through story telling technique by using picture series; a study on comparing the effectiveness of role-play and dialogue techniques, but given the same topics was conducted by Danasaputra (2003), but in the form of interview was conducted by Diani (2005); and a study on applying a task called Talking about Something in English (TASE) in small groups was conducted by Wijayanti (2005).

At the English Studies Department of Faculty of Humanities of UIN Bandung, speaking is not served **as integrated courses but as discrete one due to the students' needs to speak** various types of English discourses intensively as part of their curricular activities. The teaching of speaking in this Department is not only focused on training the students to speak accurately but also focused on encouraging the students to speak fluently. The former is considered to be form-based instruction and the latter is considered to be meaning-based instruction (Murdibjono, 1998). According to Cahyono and Widiati (2011), while the former aims to provide learners with language forms (e.g., phrases, sentences, or dialogues), the latter usually student-centered, aims to make learners able to communicate and the lecturer, therefore, plays a role more as a facilitator than a lecturer.

METHOD

Applying descriptive qualitative design in this study, which involved one speaking lecturer, is to understand and report the characteristics of current and past situation by describing what already exists in a focus group as individuals with similar characteristics. Observation checklist and interview guidance were used as the research instrument to collect the data needed. The observation checklist was used as the main instrument of which it

focuses on the speaking lecturer's actions or behaviors in teaching speaking for general communication course. The observation checklist consisted of variables and descriptors concerning how the speaking lecturer teaches in the classroom. Meanwhile, interviews were **used to 'support or confirm** or verify the impression of which has been gained through **observation' in collecting the data relating to how the lecturer teaches the students in the classroom** (Kvale, (1996:35).

The class observed was Class B amounting to 40 students at the English Studies Department of Faculty of Humanities of UIN SGD Bandung, which ran for one semester from late January to mid-March 2016. The class period was 90 minutes long and was conducted from 8.40 a.m. to 10.10 a.m. on Thursday. Those 40 students were 26 female and 14 male. All of them use English as a foreign language. The class was tailored for facilitating speaking derived from physical movement activities. In the seven class periods of observations, I served as a non-participant observer in the whole class periods. In every class period, I was assigned to play a role (as a story teller, a listener, and an actor) with the lecturer for modeling activity or commonly known as a role model.

FINDING AND ANALYSIS

This study is concerned with the need to sketch the teaching activities designed by the speaking lecturer in teaching speaking for general communication course to English Studies Department students of Faculty of Humanities of UIN Sunan Gunung Djati, Bandung. Based on the observations, in general the stages of teaching speaking course can be divided into three stages: pre-speaking, while- speaking, and post- speaking. Each of which has some activities that have been designed by the lecturer prior to teaching. Although I could only do the observation for seven meetings to which it should be all meetings, I could capture the other experiences of the respondent through interviewing. As stated by Seidman (2006), the interview guide is used as it can capture the meaning people involved in education make of their experience.

Based on the result of observation and interview, there are many different activities designed by the respondent in teaching speaking for general communication course to students. The design of teaching activities, which is presented in seven class periods, is divided into individual and group activities. Individual activity covers retelling a story presented in the first two class periods and listening to the English songs presented in the third and fourth class periods. Meanwhile, the group activities consist of role-playing dialogues played in the fifth and sixth class period and presenting drama showed in the seventh class period. In the process of teaching and learning in every class period, the lecturer always did three stages: pre-speaking activity, while-speaking activity, and post-speaking activity. Besides, the lecturer also prepared suitable and appropriate speaking materials pursuant to the activities being done, in addition to speaking activities to make students more active during class.

Pre-speaking Activity

In the stage of pre-speaking, most of the time students pay attention to what is being said with the purpose of getting them interested in the topic, warming up them, and getting them the general information about the topic. At that time, the lecturer started the lesson by showing some pictures of place, characters, plot, or other realia related to the story, dialogue, song, and drama and ask the students what they think the story, dialogue, song, and drama are about, whether they ever read the short story or dialogue, whether they ever listened to song, or saw drama presentation, what kind of short story *Bandung Bondowoso* is, etc. The lecturer then asked the students to explain the story, dialogue, song, drama they read, listened, and saw through actions, visuals, and spoke some sentences. The lecturer sometimes gave a quiz by asking the students if they already know any words in English related to the story, the dialogue, song, and. While the students answered the quiz, the lecturer, on the board, wrote any English

words coming out from the students. Finally, the lecturer explained the unknown vocabularies from the story, dialogue, song, and drama through building some sentences. This pre-speaking activity which was done **within 15 to 20 minutes was primarily aimed at activating students' schemata**—borrowing the term used by Anderson and Lapp (1988) to help them comprehend the text they were going to speak.

While-speaking Activity

This stage is useful to help learners develop the skill of eliciting messages from spoken language through activities. In the stage of while-speaking, it was found that the respondent applied several activities acquiring physical movements as follows.

Role-playing Dialogue

One of interesting activities in teaching speaking is through role-playing a dialogue. The majority of students felt motivated to practice and encouraged to active participation in the lesson. The lecturer designed a dialogue not to be long but relevant, realistic, and appropriate **with the students' interest. In working with this dialogue activity, the lecturer asked for me to play** a role as one of the characters mentioned in the dialogue. In this class period, I served as a participant observer that the lecturer assigned for becoming a partner in a role-play. Before playing the role, the lecturer read the text aloud by himself to describe the situation and place where the dialogue is conducted. The lecturer together with me acted it out in pairs to give the students an idea of how to play a role in the dialogue. While playing a role, both the lecturer and I were playing the content of the dialogue. In this case, the lecturer became a role model of what a good player is like (Day & Bamford, 2002). Having played the role, the lecturer asked the students to act their dialogues out by their own ways in front of the class.

Telling a Story

In the first session of this stage, the lecturer acted as a story-teller to give an example and skill of how to tell a story well. The lecturer told the story of *Bandung Bondowoso* with a clear and loud voice inasmuch as if not, the students may lose interest for the story. In the next session, the lecturer then asked the students to show the texts assigned a week before. They were then asked to understand the text carefully, to understand grammar and difficult words, employ dictions based on its context, use their own sentences to deliver the story, and to tell the story in front of the class.

Listening to English Songs

This teaching strategy seems to be more appropriate for listening skill. But, the idea of using this strategy is to give students an idea of what to speak to what the students have listened to (Harmer, 1991). In working with this activity, the lecturer did *free listening activity*—let the students listen to the song completely to hear the music and the lyrics. The song was played two times. In the second time, the students were allowed to imitate the songs. Next activity, the lecturer asked the students to come forward to tell what the English song is about. This activity continued until a good interpretation to the song is covered. At the end of the activity, all students sang one of the songs.

Doing Drama

Drama is a powerful language-teaching tool that involves all of the students interactively. The students were very enthusiastic and serious in their practice. The teaching procedures in practicing the drama: 1) being a role model. The lecturer and I acted out a script to inspire the students of how to perform a play; 2) asking the students to select one of the existing scripts and learn it. In the drama group, the students discussed each play they had and later performed it into a performance in front of the class; 3) asking the students to perform a dialogue in groups. The students performed their play in front of the class. Each group had 10 minutes to perform it; **4) giving feedback on students' pronunciation. The lecturer noted the students' mistakes and** told the mistakes to students. Thus, other students did not make the same mistakes.

Post-Speaking Activity

The post-speaking stage was designed to extend the understanding of the students learned at pre-speaking and while-speaking stages into other learning tasks like writing the answers. EFL students need to act upon what they have learned to expand their thinking, and as stated by Linse (2005), a well-planned post-speaking activity is a useful device for them to speak and think. This post-speaking stage helps students internalize what they have spoken, listened to and comprehended. The ways the lecturer internalizes it can be done through moving on from speaking practice to focus on other language skills, such as reading, listening, and writing.

In this context, the lecturer linked the speaking skill with writing skill. He checked the **students' comprehension of the material given by asking them to write what he asked. For example, he questioned the students "what do you know about Roro Jongrang? What does the song of You came to me tell about? Write an essay as your reflection on speaking activities you are involved inside! Etc.** Connecting the speaking task with the writing tasks is essentially related because EFL speaking can be taught in an integrated way along with other language skills (Cahyono & Widiati, 2011). This post-speaking stage was run in 15 minutes.

In short, the teaching procedures or stages starting from pre-, while-, to post- speaking have helped the lecturer, teacher, or those working on teaching organize the lesson in order to provide the students with step-by-step instruction. In addition, by using those stages, the lecturer could have an opportunity to set how much time should be spent on each stage. Besides, those stages, according to Widodo (2009:43), enable the lecturer to decide what kinds of learning activities or strategies that the students would go through in one lesson.

CONCLUSION

This study has sketched various types of activities designed by the speaking lecturer in the teaching of speaking for general communication course in English Studies Program of Faculty of Humanities of UIN SGD Bandung. These various activities were intended to help students improve their speaking skill. One principle thing designed by the lecturer in every meeting of teaching is the use of three phase techniques of teaching: pre-speaking activity, while-speaking activity, and post- speaking activity. These phases, which are relevant to the principles of effective learning strategies, are supported by physical movements to attract the **students' interests. Unfortunately, the students were only asked to find texts or to choose one of** existing texts. It would be better if the students were asked to write their own stories. Although the three phases are advisable to be applied by other lecturers, the lecturers should notice that when there are problems, they should see the problems as challenges and look for solutions.

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