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FAKULTAS SASTRA
UNIVERSITAS SAM RATULANGI
MANADO

SAMPLE MATERIALS FOR TEACHING SPEAKING SKILLS

Frieda Theresia Jansen

Abstrak

Studi ini membahas contoh-contoh materi untuk kemahiran berbicara pada mahasiswa jurusan Bahasa Inggris Fakultas Sastra Unsrat Manado. Materi diberikan sesuai dengan kebutuhan mahasiswa dan kurikulum jurusan Bahasa Inggris.

Materi percakapan disusun berdasarkan pada pendekatan lancar berbicara (*fluency*) dan kemudian diikuti oleh kesempurnaan berbicara (*accuracy*). Para pembelajar diberikan kesempatan untuk berbicara bahasa Inggris sesuai dengan topik yang dibahas di dalam kelas.

Percakapan dilakukan secara berpasangan atau secara berkelompok.

Kata kunci: materi bagi pembelajar, kemampuan berbicara, metode berpasangan, Bahasa Inggris, mahasiswa Fakultas Sastra Unsrat.

I. INTRODUCTION

1.1. Background of the Study

Language is one important aspect of every society. It is the principle medium which human beings use to communicate with each other. It also serves as a bound that links people together and binds them to their culture.

Penulis artikel adalah Dosen Tetap pada Jurusan Bahasa dan Sastra Inggris Fakultas Sastra Universitas Sam Ratulangi, Manado.

English is as a foreign language in Indonesia and it must be studied by students from junior, high school until the university level. At the university level all students at the first semester should study English; it is a compulsory subject for them.

Speaking is one of the language skills learned in school is as a part of the English subject. Speaking is taught to the students of English Department at the Faculty of Letters of Sam Ratulangi University. In teaching speaking skills, English teacher's role is very important. She/he has to motivate the students to be more active, gives the materials the students will have ample opportunities to express themselves in English, selects and designs speaking activities that engage in authentic language. So, at the end of the lessons hopefully, the students will be able to speak English fluently and can use English in real life situations.

The aims of the writer to write the paper are:

- To provide sample materials which are relevant to the needs of the students.
- To develop students ability to use the English language functions in real-life situations.
- To achieve the objective of the course the teacher expected to apply communicative approach in teaching speaking skill.

Since the students also have subjects like listening, reading and writing, the writer only focuses the materials on practicing conversation. This materials are given to the students of first semester of English Department Faculty of Letters Sam Ratulangi University Manado.

1.2 Statement of Problem

In this study, there are several problems that have to be answered:

- What types of speaking skill materials are appropriate to use?
- In what ways do the writer do to develop students/ability to apply communication skills in oral interaction?

1.3. Methodology

This study uses descriptive method and it is done through the following steps:

- **Collecting Data**
The materials for speaking skills are taken from some sources such as Speaking Skills Books and magazine.
- **Analyzing Data**
The materials which have been collected will be selected by the writer and then give the suitable materials for them.

II. THE CONCEPTS OF TEACHING SPEAKING SKILLS

2.1. What speaking is

Speaking or conversation is the meaningful spoken exchange ideas, information or feeling which must involve two or more persons (Eckard and Mary Kearry, 1981 :41). So, it is not a monologue, a speech, an oral report, or a recitation. In other words, conversation is not the repetition, or manipulation of sounds but two-way process between speakers and listener/listeners, which involves the productive skill of speaking and receptive skill of speaking skill and receptive of listening.

Nolasco (1987:5) states that conversation refers to a time when two or more people have the right to talk or listen without having to follow a fixed schedule. In conversation, everyone can have something to say and anyone can speak at any time. According to him, the purpose of conversation includes the exchange of information, the creation and

maintenance of social relationships such as friendship, the negotiation of status and social roles, as well as deciding on and carrying out joint actions.

The above views, therefore, give us the idea that interaction always exists between the speaker and the listener and both sides have positive functions in the interaction.

The interaction between speaker and listener is a complex process. In a sense that the speaker has to encode the message he wishes to convey in appropriate language, while the listener has to decode (or interpret) message (Byrne, 1988:8).

While speaking, the speaker needs to have the ability to express himself intelligibly, reasonably, accurately and without hesitation (otherwise communication may break down because the listener loses interest or gets impatient. Anyhow, in expressing himself, time pressure tends to affect the language being used because he has less time to plan, organize and execute his message. Consequently, he is often exploring his phrasing and meaning as he speaks. It is easier for the speaker if he uses less complex syntax. In addition, because of time pressure, he also sometimes take shortcuts to avoid unnecessary effort in producing individual utterances. This often leads the speaker to abbreviate the message and produce incomplete sentences or clauses, omitting unnecessary elements where possible.

On the other hand, while listening, the listener usually tends to make use of prosodic features such as stress and intonation which are part of the meaning of the spoken utterance, as well as gestures such as facial and bodily movements as to help him understand the message.

In relation to the interaction between the speaker and the listener, Morrow (1981:63) mentions that "what you say to somebody depends not only on what he has said to you, but also on what you want to get out of the conversation. The

strategies and tactics involved in using language this way are of fundamental importance in communication". So, in spoken interaction it is useful if speaker and listener are good communicators, that is, good at saying what to say in a way which the listener finds understandable. In addition, the speaker also develops skill which can be expected to occur in spoken interaction.

2.2 Teaching and Learning Speaking Skills

The role of teachers in teaching of speaking is of paramount importance in the EFL situation in authentic, communicative setting do not abound in an EFL situation, particularly since do not generally hear English spoken outside the classroom.

In connection with this, the only way to expose the students to use English is knowing how to select and design appropriate and authentic language learning materials and activities in consonance with age group, interest levels, and language ability of the students. These activities must be based on extremely high-interest level topics in order to promote learning. Also, language functions should be presented in the classroom as to motivate the students to use the target language (Pierce, 1988) According to her one of the greatest obstacle to learning English in a foreign language is motivation. Therefore, teacher must be held accountable for encouraging language learning through the use of materials and activities as to bring the students' world into the classroom. For example, the teacher will teach the students the simple ways of greeting and introducing. First, she/he has to establish the aim of the lesson, the material, and she/he has to do a lesson plan.

We can see the example below:

Topic : Hello

Form : To be : affirmative, negatives, question with

what, yes/no questions and short answers.

Function : Greetings and introducing.

Objectives : At the end of the lesson students will be able:

to talk about other people's name and can spell it.

to ask people's name and give their own.

Preparation : Pictures

Procedure :

1. Lead-in:

- The teacher distribute the materials to be used.
- The teacher asks them to predict the topic based on the picture on part A.

2. Brainstorming :

- The teacher elicits ideas from the students.
- The teacher writes on the board the related topic given by the students.

3. Doing Part A :

- The teacher asks the students to work in pairs.
- The teacher asks the students to put the sentences into the right pictures :
 - What's your name ? Hello. My name's Mary Luke.
 - No. it isn't. Catherine.
 - Hello, Yes, room three four six, Mrs. Lake.
 - What your name ? Is your name Mark Perkins ?
 - John. Thank you. It's Harry Brown.
- The teacher and the students do correction to the exercise.
- The teacher asks the students to practice the dialog without looking at the text.

4. Doing Part B:

- Ask the students about their first names and their surnames.
- Ask the students to work in pairs.
- Ask the students to look at the pictures and put the right first names with the right surnames.

First names: Paul, Sebastian, Billie, Jean, Jacqueline, Karel,

Robert, James, Indira, Jane, Brigitte.

Surname: Wojtila, Bond, Fonda, Mc.Cartney, King,
Onasis, Coe, Bardot, Ghandi, Redford.

- The students do their own free dialogs based on the pictures. They should use personal pronouns **his** and **her**.
- 5. Discussion: The teacher explains the students the grammatical points and vocabularies relevant to the function.
- 6. Closing : Feedback from the whole class on what they think about the lesson.

2.3. Principles of Communicative Language Teaching

The teaching of the materials presented in this study is the communicative language teaching. The following are some underlying principles of the communicative language teaching. Morrow and Johnson (1980:49) propose three aspects of the way people use language for communication:

1. Context

Since language is always affected by the context in which it is spoken, appropriacy to context is important in communicative language teaching. Therefore the language cannot be presented in isolation.. The student has to deal with strings of sentences and ideas.

2. Information Gap

In real life, normally people communicate with each other in order to bridge an information gap that exists between them. The aim of communicative language teaching, therefore, is to put students in positions where they must practice bridging information gaps. The students must practice processing what is said to them and respond appropriately.

3. Aim

When people use language for communication, they always have an aim in mind. Therefore, in the communication

teaching, the students should be put in situation where they have to communicate with each other to achieve specified aims.

Based on the three aspects above, Morrow (1981) proposes five principles underlying the communicative language teaching which are necessarily taken into consideration by language teachers.

Firstly: Know what you are doing.

Make sure that each part of the lesson focuses on some operation or activities that the students would want to perform in the target language.

Secondly : The whole is more than the sum of its part.

This means that students must not only know its various linguistic features, but they must be able to use them as stretches of language that perform communicative functions at discourse level.

Thirdly: The process of communication is as important as the form of the language.

Students should be put in the situation in which they can practice the target language. All activities should provide students the opportunities to experience three communicative processor which Morrow (1981:61-63) identifies as the process of bridging the information gap; the process of selecting what ideas to express and what linguistic forms to use; and the process of creating spontaneous interaction or feedback in communication.

Fourthly : Learning by doing

Only practicing communicative activities in the classroom would give the students opportunities to communicate in somewhat real-life situations. All classroom activities must be learner-centered

which allow the students to take active role as participants.

Fifthly : Mistakes are not always mistakes

Students errors are tolerated and are seen as a natural outcome of the development of communication skills.

In addition, Morrow (1981) also points out certain principles of communicative methodology, one of which is that participants must be able to deal with stretches of spontaneous language at discourse level. Information gap is important too. Teachers should use this information gap strategy in language teaching as to promote communicative activities. The communicative ability of the students will be improves if they are exposed to such activities.

2.4. Characteristics of Communicative Materials

Materials for communicative teaching should reflect the principles of communicative teaching. In relation to this Richards and Rogers (1986) point out some characteristics of functional materials with the functional communicative methodology. They specified the following:

1. Materials will focus on the communicative ability of interpretations, expression and negotiation.
2. Materials will focus on understandable, relevant,, and interesting exchanges of information rather than on the presentation: of grammatical form; and
3. Materials will involve different kinds of text and different media, which the learners can use the develop competence through a variety of different activities and tasks.

Based on the characteristics of communicative materials, students are expected to be able to use English functions in real life situations without ignoring the form o the language. Pierce (1988) says that language function should be

taught in the classroom, so, the writer therefore, has decided to adapt the index of language functions from J.L. Van Ek (1980) to be proposed in this study. They are as follows:

1. Socializing
2. Imparting and seeking information
3. Expressing and finding out emotional attitudes
4. Expressing and finding out intellectual attitudes
5. Getting things done.

Under the above categories of functions, the following activities are chosen and designed for the speaking materials in

LANGUAGES	FUNCTIONS	CATEGORIES
1. Socializing		1. Socializing
- Introduction	Introduction	
2. Imparting and seeking information		2. Imparting and seeking information
- asking and giving directions	giving direction	
3. Getting things done		3. Getting things done
- Offering	Offers	
- making suggestions and giving advice	suggestions	
4. Expressing and finding out emotional attitudes		4. Expressing and finding out emotional attitudes
- likes and dislikes	giving direction	
5. Expressing and finding out moral attitudes		5. Expressing and finding out moral attitudes
- apologizing and forgiving		

III. SAMPLE MATERIALS FOR SPEAKING SKILLS

3.1. Organizing of Materials

The materials for speaking skills in each lesson are presented in the following order:

- Language Expressions
- Conversations
- Activities

The language expressions in each of the lesson are intended to be repeated by the students after the teacher. The conversations are given as models in which the language

expressions are used. the conversations are intended to be listened to and practiced by the students. The activities will engage the students in conversations are semi guided and free conversations and can be done in pairs and / or in groups. In some lessons, conversations in a form of a discussion as well as writing are also given, but the writing activity is meant to be the students homework.

3.2. Specification of Contents

CATEGORIES	FUNCTIONS	LANGUAGE EXPRESSION
1. Socializing	Introduction	Hello Hi I'd like to introduce myself My name is... How do you do
2. Imparting and seeking factual information	Asking for and giving direction	Can you tell me...? How can I get to...? Is this way to...? Go across....
3. Getting things done	a. Offers b. Making suggestions and giving advice	Here, have a... Would you like me to...? Please have a... Can I get you...? I was wondering you'd even thought of... I think it might be a good idea to....

4. Expressing and finding	Likes and dislikes	I don't like... I can't stand.... How do you like...? Do you like....?
5. Expressing and finding out intellectual attitude	a. Invitations b. Permission	I'd like to invite you How about....? May I invite you? Could you come to...? Can I...? May I....? Do you mind if I...? Is it O.K if I...? Permit me to.....

IV. CONCLUSION AND SUGGESTION

The writer arrives at the following conclusion and suggestion:

- Classroom activities must be learner-centered which allow the students to take active role as participants.
- Fluency is more important than accuracy, so materials will focus on understandable, relevant, and interesting exchanges of information rather than on the presentation of grammatical form.
- Students should be put in situation where they have to communicate with each other to achieve specified aims.
- The teacher should make selection of materials for the need of her students in terms of level of difficulty and suitability for the development of skill or skills intended so that her students may find it is easy to speak.

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