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CONTRIBUTING FACTORS IN DEVELOPMENT OF SPEAKING SKILL

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Abstract
Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Low motivation in speaking will be formidable reality for the teacher. The students are often reluctant to speak because they are shy and are not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinions. The type of this research is ethnography research (realist ethnography), but the research is not stop in Ethnography but it is followed with Research and Development (R&D). Both of them are included in Qualitative Research. Language teachers always develop speaking skills by using different techniques and strategies, the data indicated that the selected teachers were using the communicative approach, direct method, and audio-lingual method and others. The techniques mostly used were discussion, role play, oral report, questions and answers, conversation and debate. The way teachers assess students' performance was effective.
Keywords: *speaking; skill development; factors of speaking*

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INTRODUCTION

The teacher can get a lot of alternatives strategies to teach speaking. It can be considered by the teacher training institutions in developing English speaking activities in formal and non-formal education, which are more relevant to teachers' actual needs – both theoretical and practical needs. It can also be used by the teachers as references in their efforts to self-improve their professionalism. Some findings by the teachers can be used to initiate self-reflection on their current speaking. There are problems in teaching speaking such as clustering, redundancy, reduced forms, performance variables, fluency, stress, rhythm, intonation, colloquial language, rate of delivery (Brown, 2007: 326).

Low motivation in speaking will be formidable reality for the teacher. The students are often reluctant to speak because they are shy and are not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, there is a worry about

speaking badly and therefore losing face in front of their classmates. This situation makes obstacle in teaching speaking (Harmer, 2007: 345). Speaking is negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener (Kimtafsirah, 2009: 367). He argues that speaking mean anticipating the listener's response and possible misunderstanding, clarifying one's own and the other's intentions, and arriving at the closest possible match between intended, perceived, and anticipated meanings.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998: 13). In addition, Florez (1999: 7) says that speaking is the concept of meaning in terms of delivering, accepting, and processing the information. Speaking is unplanned process where the process can start and finish in any situation. Kayi (2006: 33) argues that speaking is a basic human skill, because people speak persistently, and almost stops to investigate the process involved. Speaking is an instrument to express messages to the listeners directly whether the listener understands or whether the speaker or listener is in control and be able to adjust the situation when he is communicating his idea or he is aware and enthusiastic or not (Fulcher.G, 2003: 77). Speaking is a means of increasing the students' confidence, building a warm, uninhibited, confident, sympathetic relationship among the students and between the teacher and students.

It is a means by which the students can see the practical and tangible value or use of the language as they speak and interact through it . It gives life to the classroom teaching learning process. There are three types of speaking situations; interactive, partially interactive, and non-interactive (Harmer, 1991:347). First type is interactive. Interactive speaking situation includes face to face conversation and telephone calls in which we are alternately listening and speaking and have a chance to ask for clarification, repetition, or slower speech from our conversation partner. The second type of speaking situation is partially interactive. In this type of speaking, the speaker speaks but the audience does not interrupt. Nevertheless, the speaker can see the audience and judge from the expression on their face and body language whether or not he is being understood.

Speaking ability has several indicators. The indicators of speaking ability are as follows.

1. Pronunciation

   Away in which language is spoken in the definition of pronunciation. It is included of segmental feature, vowel, consonant, stand intonation patterns. The speaker is supposed to apply them well and correctly.

2. Vocabulary

   One of the linguistics factor in which it is a number of words with the role combining them to make up language in speaking. Vocabulary is very essential but it is the first thing to be considered if speaking takes place in very early stages. Vocabulary is the total number of the word which makes up a language.

3. Grammar

   Grammar is the rule in spoken language and written language. We must obey the rules of grammar to obtain a good result in written language; we can also find the grammar rule in pronunciation morphology and syntax. In speaking performance, sometime the speaker and the listener do not care about the grammar it self. But in this time the researcher does not discuss about the grammar so far.

4. Fluency

   It shows that people are able to communicate well. Someone who can communicate fluently but he may not be able to use the language fluently. Someone can be said fluent if he can require some criteria or categories. Those can say the words fluently and knows what he/she will say then.

5. Comprehension

   It means the mind's act or power understanding that is explained in the oxford advanced learners' dictionary of current English. In speaking, the speaker and the listener must have a good understanding, So that conversation certainly requires a subject to response to speech as well as to initiate it.

METHOD

The reason underpins the use of an ethnographic approach is the research findings have indicated that an ethnographic approach to language education provides a rich source of information. James Spradley (1996: 22) Ethnography is the study of cultures, behavior, habitual system and language through close observation, reading, and interpretation for months or years. Ethnographic researchers work in the field, in the culture which they are studying.

The type of this research is ethnography research (realist ethnography), but the research is not stop in Ethnography but it is followed with Research and Development (R&D). Both of them are included in Qualitative Research. There is a speaking strategies book to as a product of ethnography research. So this research is combining between Ethnography and Research and Development (R&D). The reason underpins the use of an ethnographic approach is the research findings have indicated that an ethnographic approach to language education provides a rich source of information.

This research is conducted in Pare, Kediri. Pare is located 25 km northeast of Kediri, or 120 km southwest of Surabaya. Pare is on track-Malang and Kediri, Jombang, Kediri lines and Jombang - Blitar. This area is known as "*KampungInggris*" (English Village). English village is a complex of education in some village and hamlet in the district of Kediri Regency. It is not an institution but only designation for Pare-Kediri districts because these districts flourishing in the English language course institution, no less than 100 language sources in Pare.

The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happenings in the classroom or English course. There are many vehicles for collection of data listed but in this research researcher will take five data collections techniques: questionnaire, recording, observation, field notes. Technique of Analyzing Data in this research are Data Reduction, Data display, Conclusion drawing/verification.

RESULT AND DISCUSSION

1. The Teachers' Factor

In developing English speaking skill, the teachers and home principal demanded the students to speak English in daily communication because they stay in 24 hours English area. The teacher thought that speaking is not difficult for us if we always try to practice in the classroom and outside of the class (PEACE Camp 4 Boy. In PEACE English Academy, the teachers taught 20% theories of speaking, 60% practicing of speaking and 20% suggesting and motivating the student how to learn and practice speaking effectively.

All of the teachers in PEACE English Academy have good experience for using many kinds of strategy for developing English speaking skill. It is because the teachers have been selected by the Director of PEACE English Academy. All of teachers in PEACE English Academy have a good education background. They were graduated from State University in Kediri and Malang. It is seen from teacher profile of PEACE English Academy (at appendix 18), data questionnaire that was given to the students showed that teachers have good experience of teaching and learning English speaking, data recording of teaching process and interviews also showed that the teachers are creative and attractive in teaching English speaking because they have followed many kinds of teaching English training.

In the following teachers' role in speaking classes and PEACE Camp 4 boy, the respondents were asked to report about their teachers' role implementation in four classes of speaking program (FS: Foundation Speaking, AS: Active Speaking, Peace Camp Boy, MS: Moving Speaking and PS: Pre-active Speaking.

From the total of 80 students who gave responses to the role of teachers in arranging and organizing group discussion, no one answered "Very low" (0%)and (0%)"low", respectively. The majority of students in four class replied that the role of their teachers is'Very high' and 'high'. It indicates that almost more than 50% from four classes agreed that the teachers conduct "group arranging and opening group discussion, presenting the new language to practice speaking systematically and meaningfully, giving a change to participate in

speaking activities, encouraging to say something in English, giving appropriate amount of practice, monitoring students' performance to see that it is satisfactory, guiding and supervising during group/pair discussion, providing activities for free expressions, teaching speaking strategies, advising to use strategies to learn speaking".

Based on the student interview also proved that teachers in PEACE English Academy were creative and could organize the students to apply many kinds of strategies in teaching and learning speaking. This is one of data interview with students in Active Speaking class. The students reported that teachers always give students' need to support group discussion such giving some vocabularies related the topic, controlling the student performance and do evaluation after finishing the activities.

2. The Students' Factor

English learners in PEACE English Academy and PEACE Camp 4 boy are from many different countries in Indonesia (from Medan, Palopo, Maluku, Kalimantan and other countries). It is appeared from data interview that the researcher asked. They also had different level of study from senior high school, under graduate program, postgraduate program and also doctoral program. They learned English because they need English for their job and education. Their job and their education obligated them to speak English in daily communication. The students in PEACE English Academy and PEACE Camp 4 boy have high motivation in learning Speaking English. They tried to find many ways of learning English together and have a high awareness to learn English and use it in everyday life. It is seen from data interview with student in PEACE Camp boy.

a. Learner attitude, Motivation and Self-Esteem

   It is seen from the data of the interview, the student who learn English are tolerated to his friends and helped his friends to know the right expression.

b. Teaching Material

   The teachers also gave the students audio or video of learning English speaking. They never used CDS and DVD in classes because these tools are uneasy tools for students. They prefer use audio or video from notebook or laptop that they

have downloaded before teaching speaking. The teachers asked the students to save the audio or video on their mobile phone.

c. Classroom Organization / Sitting Arrangement

As regards classroom organization, the whole class method was observed to be the dominant one for the entire sessions of the visits. The teachers used pair/group work and also questions and answers were seen during the classroom observations. The nature of the seating (the desks which are movable) and the size of the class (fewer than 22 students and especially in active speaking only 7 students) were also found to be favorable to teach speaking skills in a desired way (in pairs and group work).

CONCLUSION

Language teachers always develop speaking skills by using different techniques and strategies, the data indicated that the selected teachers were using the communicative approach, direct method, and audio-lingual method and others. The techniques mostly used were discussion, role play, oral report, questions and answers, conversation and debate. The way teachers assess students' performance was effective. They were evaluating them in every meeting. Teachers were giving correction to students' errors and mistakes in the fun ways. They were using the techniques such as repeating, correcting the error together and the teacher always gave opportunities to the students to ask helps in class and outside class. They always used strategies to develop learners' speaking skills. English teachers always develop speaking activities which enable students to use the language for communication. The study depicted that the teachers always used supplementary materials that they create to support teaching and learning English speaking activities which are conversation, discussion, questions/ answers, storytelling and debate. As the analysis of the data reveals the activities in the piece of papers were adapted to meet the need of the learners.

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