

SPEAKING ACTIVITIES APPLIED BY THE TEACHER IN TEACHING SPEAKING OF THE ELEVENTH GRADE SMA N 2 BANGKINANG

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ABSTRACT

Speaking is one of the skills which are taught in English. It is intended to express our ideas or our thought. In teaching and learning activities, teaching speaking is possible to do by applying some speaking activities such as interview, discussion, role play, etc. The speaking activities are used based on the purpose of the learning outcome. The teacher have to be able to decide the appropriate speaking activities used in teaching speaking. However, some teachers are not accustomed with the variation of speaking activities. The tendency of using the discussion activity is still in use by the teacher. In this research the researcher found some speaking activities which were applied by the second year students at SMA N 2 Bangkinang namely interview, discussion, dialogue, question answer, and reporting. This research is descriptive research. There are three instruments used in this research, observation sheet, interview, and documentation. Technique used in analyze the data is based on three indicators of speaking activities. They are type of activity, organizational form, and instruction. The Findings found that from five kinds of speaking activities four of them were classified as communicative activities and the rest were classified as quasi pre communicative. Based on the organizational form, it was classified as group work, pair work, and whole class teaching. Meanwhile, based on the instruction given, mostly the teacher used target language (English), but at the second meeting is mostly used combination (mother tongue and target language). Furthermore, based on the length of instruction, mostly the teacher used Long instruction. And the last one, based on support for instruction at the first meeting, the teacher used paralinguistic, written clues, and restatement. Meanwhile at the second meeting, the teacher used paralinguistic, visual, written clues, and restatement.

Keywords: *Speaking Activities, Teaching Speaking*

Introduction

Speaking intends to express the ideas, thinking and others optimally by spoken word. It means that, in speaking speaker can express everything by themselves. It is important to use English actively. It relates to how we are able to communicate communicatively each other. By using speaking is the most

effective way to do communication. Speaking also seems the most important skill to master. In term of measure this one, is the ability to carry out conversation in dialogue, express ideas, sharing, exchange information, etc, how to communicate communicatively. All these describing apply in teaching and learning process, means there is a classroom activity.

In classroom activities, in order to be able to speak in the target language, the students need struggle to speak in. As it is known that speaking is a spoken product, it demands us to speak. We have to deliver our thinking or ideas directly without need to think the grammatical. It means that we need to have activity which is more attended to practice. Speaking demands us how to have good at communication. It means that one and other must understand each other. Since speaking is struggling to achieve, the teacher need to create a situation which is effective to help the students to have good communication.

In Indonesia, English is one of the compulsory subjects which is include in Curriculum 2006, KTSP for Elementary up to Senior High School Students. The writer did the research at SMA N 2 Bangkinang. It is located on Jl. A. Rahman Saleh Bangkinang. It has twenty nine classes. It consists of nine classes for grade ten (X), ten classes for grade eleven (XI), and also ten classes for grade twelve (XII). This schools supports by some laboratories. They are physics laboratory, chemistry laboratory, language laboratory, computer laborattory, and biology laboratory. There is also some buildings for students activities such us English Club, medical, and others. The activities of teaching and learning starts at 7.30 a.m to 2 p.m. They have morning activities every Friday and Saturday. On Friday, the activities relate with religion. On Saturday, the activity is English Day. In English Day fulfill by some performance such us storytelling, drama, conversation, sing an English song, speech, etc. Meanwhile, for English lesson it conduct twice a week. It consists of six hours in a week.

Talking about teaching and learning process which is doing at SMA N 2 Bangkinang is based on syllabus. Based on syllabus especially speaking, it shows that for grade eleven, second semester, it has three standard competency which is consists of two basic competences each other. The total of them are six basic competences. The materials are about congratulating and complimenting, narrative text, hortatory text, and spoof text. The indicator of the materials are identify a topic of a monologue text, identify a specific information of a text, identify communicative purpose of a text, identify main idea of a text, etc. Every indicator has specification time.

Nature of Speaking

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Based on the curriculum 2004 the students are intended to have the English ability in listening, speaking, reading, and writing. Meanwhile Widdowsoon defines that speaking is the physical embodiment of abstract system which involves the manifestations either of the phonologically system or of the grammatical system of the language or both. For example in “he speaks clearly” clarity or distinctiveness of speech refers to the manner in which the phonetic system of the language is manifested in “he speaks correctly” the meaning is what he says conforms to the accepted reveals for sentences formation. According to Mukminatien (1999: 4) Speaking ability is complicated because it covers various language components (Grammar, vocabulary, pronunciation, *etc*). It refers not only to the grammatical system of the language but lexical system.

It is important to know and to understand about the purpose of speaking. Department of Pendidikan dan Kebudayaan (2004) in Sumiaty (2006:13) states that by having the language abilities, the students are expected to :

- a. Conduct about many things
- b. Be able to describe things, people, places, and sequence orally.
- c. Express ideas, opinions, and feelings.

Moreover, speaking has its own function. Brown &Yule (1983) made a useful distinction between the interactional functions of speaking (in which it serves to establish and maintain social relations), and the transactional function (which focus on the exchange of information).In workshop with teacher and in designing my own materials I use an expanded three part version of Brown and Yule’s framework (after Jones 1996 and Burns 1998) :talk as interaction : talk as transaction : talk as performance. Each of these speech activities are quite distinct in terms of form and function and require different teaching approaches.

Talk as Interaction, refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function such as in meeting, people do greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interactions with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal depending on the circumstances

and their nature has been well described by Brown and Yule (1983). The main feature of talk as interaction can be summarized as follows :

- has primarily social function
- reflects role relationship
- reflects speaker's identity
- may be formal or casual
- uses conversational conventions
- reflects degree of politeness
- employs many generic words
- uses conversational register
- is jointly constructed

Second, talk as transaction. This type of talk refers to the content. The message is the central focus and making oneself understood clearly and accurately, rather than participants and how they interact socially with each other. In transaction talk is associated with other activities. For example, students may be engaged in hand-on activities (e.g in science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. (Jones 1996).

Burns distinguishes between two different types of talk as interaction. One is situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g asking someone for direction). Accuracy may not be a priority as long as information is successfully communicated or understood. The second type are transaction which focus on obtaining goods or services, such as checking into a hotel or ordering food in restaurant.

The main feature of talk as interaction are :

- it has a primarily information focus
- the main focus is the message and not the participants
- participants employ communication strategies to make themselves understood
- There may be frequent questions, repetitions, and comprehension checks as in the example from the classroom lesson above
- There may be negotiation and digression
- Linguistics accuracy is not always important

Talk as performance tends to be in the form of monolog rather than dialogue, often follows a recognizable format (e.g a speech of welcome) and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction.

The main features of talk performance are :

- There is a focus on both message and audience
- It reflects predictable organization and sequencing
- Form and accuracy is important
- Language is more like written language
- It is often like monologic

Some of the skills involved in using talk as performance :

- Using an appropriate format
- Presenting information in an appropriate sequence
- Maintaining audience engagement
- Using correct pronunciation and grammar
- Creating an effect on the audience
- Using appropriate vocabulary
- Using appropriate opening and closing

Teaching Speaking

The goal of teaching a second or foreign language is to gain ability to communicate in the target language.(Mabrur, 2002:8). Therefore the teacher should give the students opportunity to use the target language to communicate with others. The teacher could use speaking class to improve students' speaking ability. And it can be an effective way for the teacher to know whether the students active in class or not.

It is not easy to make speaking class active. Usually students do not say much in target language. And they only listen to what the teacher says. Rivers (at Mabrur,2002) states about three factors why the students prefer to be silent in speaking class. The three factors are :

- 1) They have nothing to say
- 2) The teacher may have chosen the topic which is uncongenial to them or they have nothing to express in native language or in foreign language.
- 3) They may be conscious of their limitations in foreign language and feel that by expressing themselves open the ridicule.

2.2.1 Reason for Teaching Speaking

Learning English is so complicated. When we learn English, we learn four skills that English have. It demands us to work as hard as possible. It makes us ask about the reason of why should we teach speaking in Classroom. Here are some reasons why we should teach speaking in classroom.

The first is motivation. Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning.

Then, the last is speaking is fundamental to human communication Just think of all the different conversations you have in one day and compare that with how much written communication you do in one day. Which do you do more of? In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Do you think this is a good balance? If the goal of your language course is truly to enable your students to communicate in English, then speaking skills should be taught and practised in the Language classroom.

2.2.2 Principles for Teaching Speaking

1. Be aware of the differences between second language and foreign language learning context.
2. Give students practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or limiting teacher talk.
4. Plan speaking tasks that involve negotiation for meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interpersonal speaking.

2.2.3 Techniques in Speaking

Brown (1994) provide some principles for designing techniques as follows :

1. Techniques should cover the spectrum of learner needs from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Techniques should be intrinsically motivating.

Ur (2000:131-134) described some techniques used in teaching speaking in the classroom such : dialogues, plays, simulation, role play and debate.

Richards and Renandya (2002:42) provide these following techniques that can be applied by the teachers in teaching speaking such as : role play, native

speaking, pen friends, group presentation, interclass debate, speech competitions and concerts.

2.2.4 Activities in Speaking

To help students develop communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in our learners. The discussions below center on the major types of speaking activities that can be implemented as follows:

1. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In

role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3. Simulation

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

7. Dialogue

Dialogue is one of media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. The primary objective of using dialogue is developing students' competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue (short and long the students are motivated by the teacher's question.

8. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

9. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

10. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

11. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds:** Earning money

- **Hearts:** Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.2.5 Categories of speaking activity

a. Type of activity

William Littlewood (1991, 8) proposes a solution for bridging the gap that Revell demands by categorizing activities into two groups: pre-communicative activities, and communicative activities. The aim of the pre-communicative activities is, apart from producing certain language forms in an acceptable way.

Pre-communicative activities are therefore divided into two subcategories: 'structural activities', such as mechanical drills or verb paradigms, for producing accurate and appropriate language forms.

The second form is 'quasi-communicative activities', such as question-and-answer activities, giving directions to a stranger basing learner's replies on, for example, a town plan, or questionnaires, which bear a potential functional meanings of the language. (Littlewood 1991, 9-14)

The third category forms a group of 'communicative activities', which Littlewood divides into two further categories: 'functional activities', and 'social interaction activities'. The aim of the functional communication activities is to practise students' ability to get meaning across as effectively as possible. Littlewood includes here activities based on sharing information with restricted and unrestricted cooperation (identifying pictures, discovering sequences, locations, missing information, 'secrets', differences, etc.), sharing and processing information (reconstructing story sequences, pooling information to solve a problem, etc.), or processing information (for example, groups must decide what they will take for a trip). social interaction activities, in addition to overcoming an information gap or solving a problem, extend the social meanings of the language through, for example, simulation and role-play activities, discussions or conversations thus developing also social acceptable in the language use.

b. Organizational Form

All the activities are organized in certain organizational forms. The aim of this is to introduce three most commonly used organizational forms –whole-class teaching, groupwork, and pairwork

- whole class teaching

The teacher leads the whole class through a learning task. For example, the teacher conducts a class discussion of an article from a newspaper, asking questions about it and eliciting comments around.

- Group work

In group work, the teacher divides the class into small groups to work together (usually four or five students in each group).

- Pair work

In pairwork, the teacher divides the whole class into pairs. Every student works with his or her partner, and all the pairs work at the same time.

c. Instructions

a. the use of language

The used of language (mother tongue or target language) that is used for providing instructions will be considered. It is basically agreed, for example Ur and Byrne that explaining instructions in mother tongue is acceptable especially with classes whose knowledge of the target language is not on a sufficient level yet. The aim is primarily to find ‘a more accessible and cost effective alternative to sometimes lengthy and difficult target-language but sometimes it should be given in both languages, but at the same time is afraid that students may ‘switch off’ knowing that they will be repeated in their own language.

b. The Length of Instruction

Secondly, there is a length of instructions. Optimal choice, according to Scrivener (1994) is based on sequencing instructions in a sensible order, using short sentences and avoiding or separating instructions clearly from ‘the other chit-chat, telling off, joking, etc.’ (p.98). All of these is necessary because as Ur (1991, 18) warns the concentration span of students is limited; and, therefore, the instructions should be clear and concise.

c. Support for Instruction

Furthermore, support for instructions, such as, visual , written clues, paralinguistic, repeating, restatement or paraphrasing.

Paralinguistics included some aspects. They are hand gesture, body movement, facial expression, and eye contact.. Then visual support can be in form of text book, or object of the use. Written clues can be in form of written in a card or written on the whiteboard.

2.3 Relevant Research

This research tells about the kinds of speaking activities of the second year students. As we know, there are so many speaking activities which is able to use by the teacher where it can help students to improve their speaking. Here, the writer tells relevant research with this research. The title is DEVELOPING SPEAKING SKILLS by Erik Vilímec. It describe about Developing speaking skills includes several aspects that influence this process. It is more than obvious that the student together with the teacher are the most important ones. The way this process can be influenced from the position of the teacher will be the aim of the thesis. Modern teaching methods of foreign languages count on involving the use of different organizational forms and activities which support such a development. The way teachers organize these activities and the way they perceive the individual steps connected with the organization of activities may

essentially influence the eventual efficiency of the activity and the consequent development of speaking skills.

Method

This research employed descriptive research. According to Gay (2000:275), descriptive research determines and describes the ways things are. The study focuses on describing speaking activities used by the English Teacher at SMA N 2 Bangkinang at XI IPA 3.

There were three instruments used in this research, namely observation sheet, interview guideline, and documentation. The observation sheet is used to gain the information on the speaking activities used in the teaching and learning process. The interview guide is used to gain the deeper information on the teachers' reason of applying kinds of speaking activities.

Finding and Discussion

a. Type of Activity

In first meeting, the teacher has taught about introduction. In this meeting firstly the students do interview. The teacher asks students to make a dialogue about introduction. But, before that the teacher and students discuss about expression in introduction.

After getting the expression used, the teacher asked students to interview their friend to fill the data in making the dialogue. The teacher give time 5 minutes to student. After finish, the students performed the dialogue. In first meeting, the researcher found three kinds of speaking activities. They are Interview, discussion, and dialogue. All of them are clasified into communicative activities.

At the second meeting the teacher taught about report text. In this meeting, firstly the teacher discussed about example of report text that teacher already given through qquestion and answer. After disscuss it, the teacher asked students to sit in group and make a simple report. After finish it, the teacher asked students to report what they have already make. In this meeting, the researcher found two kinds of speaking activities. They are discussion, question and answer, and reporting. Discussion and reporting are clasified as communicative activity. Meanwhile, question and answer is clasified into quasi experimental.

b. Organizational form

It tells about how do the activities organized. There are three classification. They are, whole class teaching, group work, and pair work.

- whole class teaching

The teacher leads the whole class through a learning task. For example, the teacher conducts a class discussion of an article from a newspaper, asking questions about it and eliciting comments around

- Group work

In group work, the teacher divides the class into small groups to work together (usually four or five students in each group).

- Pair work

In pairwork, the teacher divides the whole class into pairs. Every student works with his or her partner, and all the pairs work at the same time.

At the first meeting students have three kinds of activities, interview, discussion, and dialogue. In doing interview and dialogue the students do the task in group work and pair work. But, in discussion the students do it with the teacher as whole class teaching.

At the second meeting, the students have three kinds of speaking activities, discussion, reporting, and question answer. In doing discussion, it is in form of whole class teaching. In doing reporting, students do it in group work. And then, the question and answer do it in whole class teaching.

c. Instruction

1. The Use of language in instruction

Which language teachers use for providing instructions was the first question that has been set in the practical part to be investigated through the small-scale research. Three basic forms were identified – target language (English), mother tongue (Indonesia), and the combination of the target language and the mother tongue. Looking back at the Figure 3, we will see that out of the total of 6 activities, there were (23%) sets of instructions for which exclusively the mother tongue was used. Combination of the mother tongue and the target language (23%) presents the second most frequently used form of the language for giving instructions. The ‘least’ occurring form, therefore, remains the use of the target language, which was used in (52%) sets of instructions.

b. The length of instruction

The length of instruction divided into two categories. Short and long. is based on sequencing instructions in a sensible order, using short sentences and avoiding or separating instructions clearly from ‘the other chit-chat, telling off, joking, and also like yeaahhh...yup...yaa, etc’ Looking back at the Figure 4, we will see that out of the total of 5 activities, there were (66%) using long instruction and (34%) used short instruction.

a. Support for Instruction

There are some categories in support for instruction. They are paralinguistic, visual support, written clues and repeating. Paralinguistic support (hand-gesture, eyecontact, body-movement, facial expressions); visual support (textbooks, objects for the use in the activity, and space for other forms of visual support); written clues before hand (on the cards, pieces of paper, etc.), written on the blackboard and other forms; and finally, repetition, paraphrasing or restatement of the main points as the last category of support for instructions.

At the first meeting, the teacher used support in form of paralinguistic, written clues, and restatement. At the second meeting, the teacher used all of support instruction.

4.2 Data Anlysis

1. Type of speaking activity

There are 5 kinds of speaking activities in this research. They are interview, discussion, dialogue, question and answer, and reporting.

At the first meeting, the teacher taught about introduction. The reason why the teacher choose this material is because this is the first meeting for them, so the teacher need to know the students' identity. Meanwhile, the students also need to know each other. The first time the teacher demonstrate some expression use in express introduction by asking some students. She asked about students' name, the address, students' hobby , and students' parents' profession. And then the teacher explains some expression use in expression of introduction. The teacher guides students by some questions.

In teaching this material supported by three kinds of activities. They are interview ,discussion, and dialogue. The teacher choosed these kinds of activities because it can help students to know each other and also applied their knowledge about the use of simple present.. Meanwhile for the teacher, it will help the teacher to know srudents' identity. This activity taught in one meeting. Firstly, the teacher explained about the kinds of the expression used in introduction. Then the teacher asked students to make a dialogue in a group or pair. But, before that, the teacher asked students to interview their friend to fill the identity. After that, the teacher asked students to make a dialogue. At the end, the teacher asked students to perform the dialogue.

In getting interview, the students have to find the information about their friend by asking some questions. Here, the students do interaction. It should be clear to make them easier in making the dialogue. In getting interview, it means they are getting to share thir information about themselves. This kinds of activity is classified into communicative activity.

Then, the students also doing discussion. In doing the task, in pair or in group work, they discuss about the dialogue that they are going to be performed. They interact each other to decide what should they perform about. It also focus of interaction. It is also classified as communicative activity.

And also dialogue. In dialogue, there is conversation. In conversation, there will be interaction where the purpose is to get the information. It means, they share the information. So, it is classified as communicative activity. At this meeting, the teacher used three kinds of speaking activities which is classified as communicative activity.

At the second meeting, the teacher taught about report text. The teacher want the students to report something based on the theme that teacher given. The purpose is the teacher want to see the students' speaking ability. In teaching report, the teacher combine the way of teaching reading and speaking. It means, firstly the teacher asked the students to read the text and then the teacher asked them to report it.

In teaching this material supported by three kinds of activities. They are discussion, question and answer and reporting. The teacher choosed this kinds of activities because it suitable with the material and train students to report something. This activity taught in one meeting. Firstly, the teacher distributed example of report text. She asked them to read the text. After reading the text, the teacher and the students discuss about report together. After that the teacher asks some question to the students. Then after students already understand, the teacher asked students to sit in a group, then the teacher give them a theme. The teacher asked students to make a simple report text based on the theme. After that, The teacher asked one or two of them to come forward and report what they have already discuss.

In Discussion, the teacher want to know students' understanding of the text. The teacher and students giving their own opinion. Its purpose to answer the question given by the teacher. It is classified as communicative activity.

Then, question –answer activity also included in teaching this material. This activity included as pre-communicative activity. After that, the teacher also asked students to do reporting. In reporting the students demand to share what they have already discuss in a group. It is classified as communicative activity.

So, there are 5 kinds of speaking activities in this research, such as discussion, interview, dialogue, reporting, and question answer. 4 kinds of activities (discussion, interview, dialogue, and reporting) are classified as

communicative activities. 1 of them (question answer) is classified as quasi communicative activity. It will be presented in figure 1.

Table 1

No	Kinds of Activity	Characteristics	Type of Activity
1	Discussion	<ul style="list-style-type: none">• Interaction• Sharing information• Social Interaction	Communicative Activity
2.	Interview	<ul style="list-style-type: none">• Interaction• Sharing Information• Social Interaction	Communicative Activity
3.	Dialogue	<ul style="list-style-type: none">• Interaction• Sharing Information• Social Interaction	Communicative Activity
4.	Reporting	<ul style="list-style-type: none">• Interaction• Sharing Information• Social Interaction	Communicative Activity
5.	Question-answer	<ul style="list-style-type: none">• Sharing information	Pre-Communicative Activity

2.Organizational Form

In Figure 1 we will see the organizational of speaking activities. They are group work, pair work, and whole class teaching. At the first meeting, the teacher used group work and pair work. The teacher asked students to get interview. It is worked in a group or in pairs. The use of group work and pair work is to help all of students to get the same chance to speak. In interview the students asked their friend identity each other. So, when they do it in group or pairs, it will make all of them speak each other.

At the second meeting, the teacher used group work and whole class teaching. The function is to make them sharing their idea each other. In discussion, teacher and students discuss together by answering some question that teacher given. After that teacher tried to build their idea by asking to make a report based on the theme that have already given

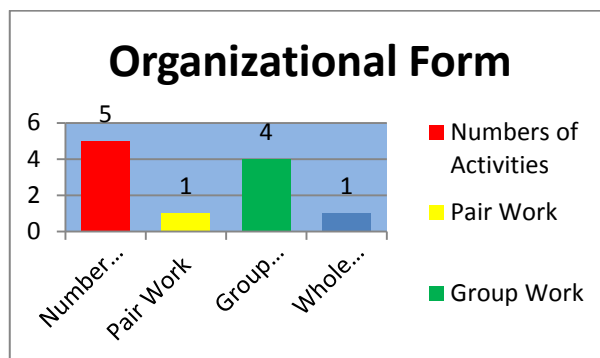


Figure1

3. Instructions

In giving instructions, there are some parts that has been clasified. They are the use of language, the length of instruction, support for instruction, and comprehension check.

a. The use of language.

Giving instruction can be in different language. It because teaching English in Indonesia is Teaching as English as Foreign Language. So, in teaching and learning process the teacher has different language in giving instruction. Some of them uses target language, some other mostly uses mother tongue , and some others combine mother tongue and target language. In Figure 2 we see the use of language in giving instruction by the teacher.

At the first meeting, there are 19 sentences used by the teacher. The classification is in 11 sentences, the teacher used target language (English), 1 sentences mother tongue use (Indonesia), and then 7 sentences the teacher used as combination. Here is the percentage.

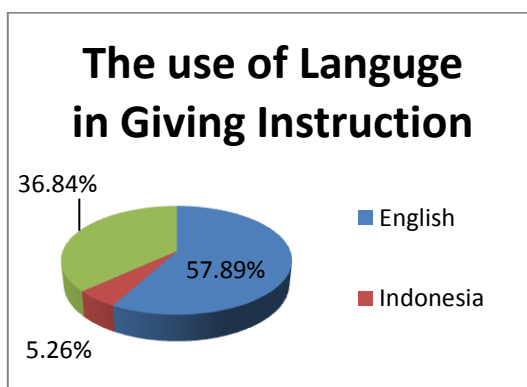


Figure 2

At the second meeting, there are 20 sentences used by the teacher. The classification is in 18 sentences, the teacher used target language (English), 1 sentences mother tongue use (Indonesia), and then 11 sentences the teacher used as combination. Here is the percentage.



Figure 3

a. The Length of instruction

This is tells about how is the portion of teacher in giving instruction. It divides into two categories, they are short and long. is based on sequencing instructions in a sensible order, using short sentences and avoiding or separating instructions clearly from ‘the other chit-chat, telling off, joking, etc.

At the first meeting, there are 19 instructions given by the teacher. The classification is 11 is in form of short instructions and 8 of them is clasified as long instruction.It will be presented in figure 3.

At the second meeting, there are 20 instructions given by the teacher. The classification is 12 is in form of short instructions and 8 of them is clasified as long instruction.It will be presented in figure 4.

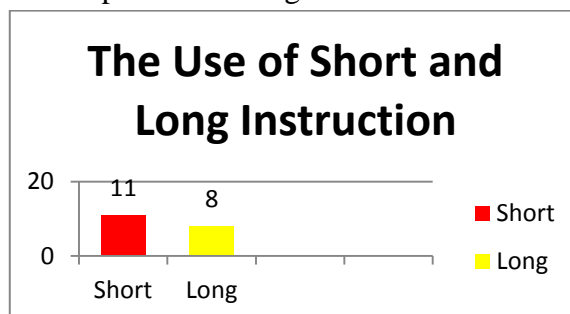


Figure 4

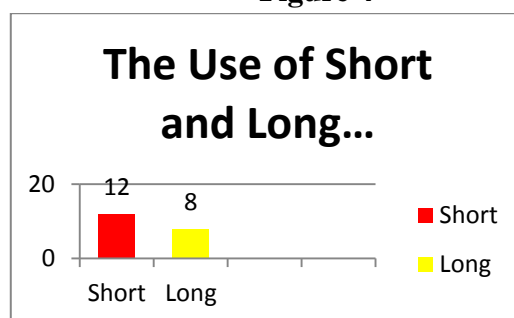


Figure 5

1. Support for Instruction

It uses to make the students easier to understand the material.They are paralinguistic, visual support, written clues and repeating. Paralinguistic support (hand-gesture, eyecontact, body-movement, facial expressions); visual support (textbooks, objects for the use in the activity, and space for other forms of visual support); written clues before hand (on the cards, pieces of paper, etc.), written on the blackboard and other forms; and finally, repetition, paraphrasing or restatement of the main points as the last category of support for instructions.

At the first meeting, the teacher used support in form of paralinguistic, written clues, and restatement.The teacher used hand gesture, eye contact, body movement and facial expression. Then, the written clues used by the teacher is writing on whiteboard.The teacher write down some expression used in Introduction.Then, the last is restatement.It will be presented in Figure 5.

At the second meeting, the teacher used all of support instruction. The teacher used body gesture, eye contact and also movement. Then, visual support also used by the teacher, it is in form of text. Written clues also used by the

teacher to help the students in getting understanding about report text. The last one is restatement. It will be presented in figure 6.

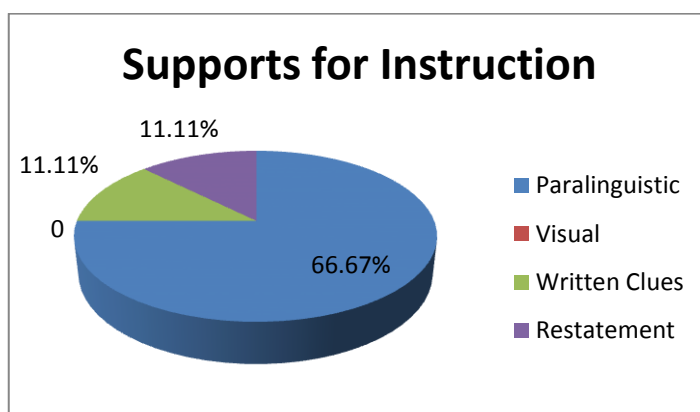


Figure 6

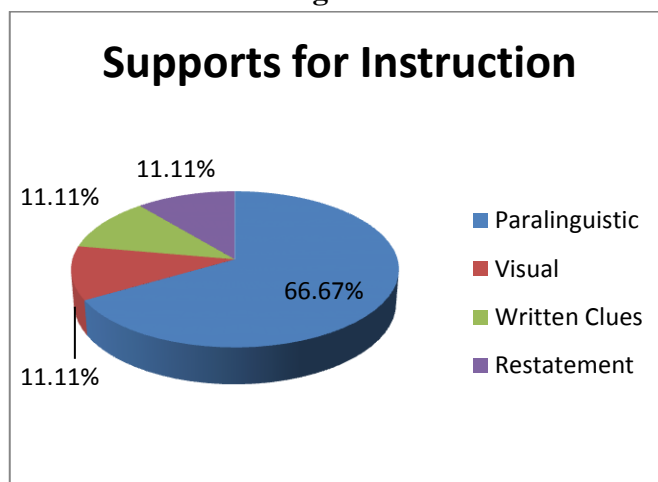


Figure 7

CONCLUSION

Teaching speaking is not as easy as we think. It demands the students to explore, to share everything in their mind. However in some cases the basic difficulties which is faced by the students is because of the lack of vocabulary. This asic attend some problems then, such as low of motivation and less confident to speak in English.

However, the teacher has to found a way to solve students' problem. One of the way is by giving some kinds of speaking activities. In this research, the researcher found 5 kinds of speaking activites. They are discussion, interview,

dialogue, reporting, and question answer. These kinds of activities have purpose to make students to be able to speak in English.

Furthermore, the students still keep in a bad habit. They do not want to speak, event the teacher has already given some kinds of activities.

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