

# COMMUNICATIVE ACTIVITIES OF TEACHING SPEAKING FOR THE STUDENTS

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## ***Abstract***

*The main objective of learning English is using English as a means of communication. One of the ways for the teachers to make the students use English as a means of communication is using appropriate techniques which match with the learners' characteristics in teaching speaking. Unfortunately, the fact shows that many teachers still do not know the appropriate techniques to teach speaking for the students. They frequently teach speaking using translation and memorizing techniques, whereas, those techniques are not appropriate with the characteristics of young learners. In this case, the teachers have to know the applicable techniques for teaching speaking to the students to achieve the main objective of teaching English. Thus, this article will explain some of communicative activities which can be used by the teachers in teaching speaking.*

**Key words:** communicative, activities, speaking

## **INTRODUCTION**

**S**peaking can be defined as the process of sharing information between speaker and listener in any circumstances. It becomes very indispensable since it is used to convey ideas or arguments particularly in the classroom setting. Speaking is one of language skills learned by the students in a foreign language. It involves a process of building and sharing meaning through the use of language orally. By learning speaking, the students will know the way to express language communicatively. The students will learn how to express utterances meaningfully. Besides that, it also leads them to make interaction in the society by using the language. Because of that, speaking is one of important skill that should be mastered

by the students in learning foreign language.

As a matter of fact, the use of English for speaking is not simple for the students, because they have to master several important elements, such as pronunciation, grammar, vocabulary, fluency and comprehension. These elements are very important in the communication because if they do not master all the elements of speaking, the communication will not run very smoothly. In addition, speaking in a new language is believed to be harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when someone speaks, he/she can not edit and revise what he/she wishes to say, as he/she can if he/she is writing.

English teachers have a responsibility to improve students' English speaking skill; therefore the teachers must have a good teaching method in order to solve the problems faced by the students in learning English. The teachers also need appropriate techniques in teaching speaking to make the students capable of being active and creative in the learning process in the classroom. In order to create effective learning activities in the classroom, the teachers should focus on the students' participation during the process of learning. Therefore, it can be said that one of the effective learning requirements in the classroom is that there is students' participation in the teaching and learning process. By doing this, the students' difficulties will be able to be solved.

Many teachers realize that the best strategy for motivating the students to communicate in English is by changing the situation in the class. By creating an interesting and motivating environment, the students are expected to be immersed in the activities given by the teachers. This idea is also supported by Bailey (2003: 48) saying that an ideal teacher should provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Therefore, the teacher should keep encouraging the students to get involved during the process of learning in the class most of the time.

## **TEACHING SPEAKING**

Teaching speaking can be defined as interactions of oral communication between teachers and students in the classroom. Kayi (2006) says that teaching speaking has some functions to the students:

1. Teach the students to produce the English speech sounds and sound patterns.
2. Use word and sentence stress and intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence
5. Use language as a means of expressing values and judgments
6. Use the language quickly and confident with few unnatural pauses.

The aim of teaching speaking in the classroom is to maintain students' ability to speak well and to improve their ability in oral communication. According to Harmer (2001) the aim of teaching speaking is to train students for communication. To do that, the teacher should be able to develop activities which promote students to use language in real communication. Moreover, Wenxia (2008) says that the teacher should think, when teaching, not only about presenting language in a certain situation, but also as a communicative act. Learning to speak in English will be easier when learners are actively engaged in attempting to communicate.

There are some principles that should be considered by the teacher in teaching speaking. Brown (1994:275) mentions some principles that should be followed by the teacher in speaking skill. First, use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning and fluency. Second, provide intrinsically motivating techniques. Third, encourage the use of authentic language in meaningful contexts. Fourth, provide appropriate feedback and correction. Fifth, capitalize on the

natural link between speaking and listening. Sixth, give students opportunities to initiate oral communication. Seventh, encourage the developmental of speaking strategies.

Moreover, Nunan (2003:54) suggests some principles in teaching speaking. (1) The teacher should be aware of the differences between second language and foreign language learning contexts. (2) Give students practice with both fluency and accuracy. (3) Provide opportunities for students to talk by using group work or pair work, and 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 interactional speaking.

## **SOME ACTIVITIES TO TEACH SPEAKING**

### **Pair Taping**

Pair taping is one of the one of the activities which can be applied in the classroom. Pair taping itself can be defined in several ways. According to Schneider (1997) Pair taping is a fluency practice in which students record themselves speaking freely in pairs. It becomes an effective method for increasing the motivation and achievement of students by recording themselves while speaking in pairs.

According to Kluge and Matthew (2000) pair taping is the same as partner taping that need students to record conversations outside the class every week. It emphasized students to develop greater fluency, gain hours of extra practice, maintain a concrete record of their progress, and get sense of their responsibility for their learning. In other words, pair taping is a technique of recording conversations in pairs.

Clennel (1994) supports that pair taping increases students' fluency in speaking English and the students can make improvisation and using creative words. In pair taping, however, students play with students; using conversation strategies, they are able to return serves and control the tempo of the conversation. In this way, they build up confidence to play with those on the next level. In addition, requiring students to make tapes creates a real need for the strategies, and allow teachers to monitor their use. These self-generated and self-directed conversations give students a rare opportunity to experience themselves as successful English speakers, even though they are imperfect speakers.

In doing this activity, the teacher's role is really needed. Teacher has a function as facilitator which facilitates his or her students with the material that fit for students' level (syllabus). Beside that, teacher has role as a guide, monitor, and give input.

The students, on the other hand, take an important part as active speakers because the success of this activity depends on the students themselves. They should train themselves to speak English correctly and fluently. Students should work together in order to keep their conversation flow well and improve their speaking fluency. They should be able to express their ideas in doing conversation, so that they can have good communication and gradually their fluency will improve better.

According to Schneider (1993), teacher needs to explain pair taping to the students and gives following instructions:

1. Students talk about any topic they wish and change partners if necessary. This type of interaction seems to energize them. As fixed pairs can run out of things to talk about, the teacher should

- encourage speaking with as many different partners as desired.
2. Students have to be natural, flowing conversation: do not pause or stop while taping, do not leave long periods of silence, and students are not allowed to speak in their own language except to ask the English equivalents such as with "How do you say...?" or "What's...?" Pairs are further recommended to share their stores of vocabulary and structures, and so learn from each other. Students follow such guidelines that make the most of the opportunity in doing this activity. Pair taping affords them to increase their ability to communicate in English.
  3. Students should tape once a day. A substantial part of the success with pair taping is due to students recording many times a week. Speaking English becomes a routine part of their daily schedule then and makes the act of speaking English feel more ordinary. Common sense might accordingly suggest that the more frequent and longer tapings there are the better. The teacher must balance this, when deciding the number of days and length of sessions, with the function pair taping has in a class and with what students find workable and reasonable.
  4. Write the date of taping in the class log. The teacher should establish a log that will show the days and frequency of taping and whether any students ever get behind. In person or by note the teacher can advise those who have missed a few days to record an extra day a week in order to catch up. Students who keep a written record of when they record are also apt to feel increased responsibility for the taping.

5. Get enough tapes for recording. The students will use half of their tapes for recording during a week and the teacher will keep the other half a week for checking.

### Active Debate

Debate is process of presenting idea or opinion which two opposing sides try to defend their idea or opinion. Krieger (2005) says that Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Halvorsen (2005) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. From the opinions above we can conclude that debating is a clash of arguments for every issue.

There are some procedures of debate: according to Halvorsen (2005), there are six steps in debate: *first*, Students must first be made aware of a debatable topic and of the variety of potential positions that can be taken on the topic. *Second*, Students should then be given an opportunity to research the topic somehow and form their own opinions on the issue. *Third*, Next pairs or small groups should be formed where like-minded students can share their opinions on the topic and gain information from others. During this step students should be encouraged to think about the potential arguments that will come from the other side and how they can respond to these arguments. *Fourth*, Now some form of debate must take place where the two (or three or four) sides share their opinions and present their arguments. This could take the form of a classic debate, with opening and closing arguments from both sides and time for rebuttals all done as a class. Alternatively, it could simply be small groups or pairs sharing their differing

points of view with one another. *Fifth*, the instructor should follow-up with a summary of the opinions and views expressed by all sides and an assessment of their strengths and weaknesses. *Finally*, the class and instructor should be allowed to express their opinions on which side made the case most convincingly.

### **Information Gap**

This technique is also effective in teaching speaking for the students because it can encourage the students to be pro active to talk in the class. Nunan (2003) says that in information gap one person has information and the other lacks. They must use the target language to share that information. For example, one student has the direction to a party and must give them to a classmate. In addition, Harmer (2007: 129) states in this technique there are two speakers which have different kinds of information, and they can only complete the whole picture by sharing that information-because they have different information, there is a gap between them. To make this activity successful, it is important that the students understand the details of the task for example they are prohibited to see his/her friend's information. It is also a good idea for the teachers to give example or to demonstrate how the activity works by getting a student up to the front of the class and doing the activity with that student, so that everyone can see exactly how it is meant to go.

To make it more understandable, the teachers should follow the following procedure: first, the teacher should pre teach and practice vocabulary and structures for the particular task. Students should also have to be familiar with the question and answer formula. Second, the teachers should explain the information gap procedures by modeling a sample of gap activity. Third, the

teachers ask the students to work with partner. One learner in each pair gets handout "A" and the other get handout "B". fourth, the teacher then ask the students to ask and answer questions and record answers until both form "A" and form "B" have been completed. Finally, the students compare their papers each other.

### **Discussion**

Discussion can be defined as a learning activity which encourage the students to express their ideas, opinions and questions to their classmate or teachers. Mayuni (1995) says that discussion is a method of solving problems about a selected topic. This activity aims to make the students able to work in a team, improving their interpersonal skills and independence. There are some advantages of doing discussion in the classroom. First, this activity can emphasis on learning instead of teaching. Second, it can make the students participate fully. Next, it can make the students cooperate one another. Fourth, it can improve students critical thinking skills. Fifth, it will provide the students with ample opportunity for training self expression. Finally, it can make the teaching and learning process more interesting.

According to Harmer ( 2007: 128) there are several kinds of discussion which can be applied in the classroom.

1. Buzz group

It is a small group discussion which consist of 4 untill 5 students.

2. Whole class discussion

In this discussion, the teacher can divide the students into two teams where each of team give their opinions about the topic.

3. Panel discussion

It is also a small group discussion which consist of 3-6 students and

lead by one mediator then the teacher ask them to sit in a panel to discuss the topic.

## CONCLUSION

In order to make the teaching learning process more interesting and motivating the teacher should pay

careful attention to his/her teaching method. He/she must be able to make a better atmosphere in the class, for example by using the activities mentioned above. By implementing the activities listed above, the learners will be more motivated in learning English and the class will be more interesting.

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