

## Developing Speaking Activity Model through Set Phrases for Secondary Students

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### Abstract

The present study is aimed to describe the development of a model of teaching speaking called Set Phrases, to reveal the strengths and limitations of the model, and to reveal students' perception on the implementation of Set Phrases in SMP Negeri 1 Candimulyo Magelang. This study belongs to an Educational Research and Development. The model was developed by adapting Borg and Gall's model (1983) simplified into six steps: 1) Research and Information Collecting or Need Analysis, 2) Planning, 3) Develop Preliminary Product, 4) Field Testing and Experts' Judgments, 5) Product Revision, 6) Dissemination and Implementation. The field try-out was conducted in one class of grade VII students of SMP Negeri 1 Candimulyo Magelang. The data were collected from interview, questionnaire, teacher's field notes, students' note, test results, and experts' feedback. The collected data were analyzed using four stages of Miles and Huberman (1994) qualitative data analysis: data collection, data reduction, data displayed, and drawing and verifying conclusion. The result of the research showed that Set Phrases was an effective model to enhance students' speaking skill indicated by the increasing students' fluency, accuracy, and self-confidence in speaking. Set Phrases indicates to be appropriate for novice learners in large classes and for those who have low motivation in learning English. Besides, the students got benefits of understanding English materials more easily, increasing motivation, and having better interaction with others. Furthermore, this Set Phrases is an effective model to conduct speaking in classroom activities because it emphasizes on continuously graded materials.

**Keywords:** *developing model, set phrases, speaking skill.*

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### Background

There are many reasons why languages are learned. One of them is to communicate or exchange information through speech or writing. As an international language, English is learned in Indonesia as a foreign language to make Indonesians able to communicate or exchange information by speech or writing.

In educational field, since language function is to communicate written and orally, students must be able to write and speak English. Speaking needs more energy and courage, because speaking needs spontaneous thought and relationship with others. Based on the information in sharing session of Magelang English Teacher Forum, the speaking skill is the one that most of teachers find it hard to develop in their school because of many reasons: the limited time, the complexity of material that must be finished, motivation of the students, the teachers' creativity, the government rules and the students' environment that do not completely support to the development of speaking skill. The teachers focus on national examination, so the development of English is focused mostly on reading and writing.

In this study, the writers offer an effective model of teaching speaking— called a model — that is set phrases. This model of teaching is designed to teach speaking by using Set Phrases to develop students' speaking skill. Set Phrases is conducted in the pre-activity in class, for fifteen to twenty minutes. In the activity, the students practiced speaking with teacher and friends. The term of Set Phrases as a model in teaching speaking is taken from Renandya's fifth principles out of his eight principles of language learning which are shortened into FLAMINGOS (Fluency, Lexis, Amount and intensity, Motivation, Input, Grammar, Output, Set Phrases) that play vital roles in language learning. As the main materials in the speaking activity in this model are sets of expressions, the model is then called Set Phrases.

This study is limited the problem on the development of speaking skill in daily expression for seven grade students in SMP N 1 Candimulyo Magelang that is achieved by implementing Set Phrases as weekly activities. thus, the formulations of problem in this study cover how a model of effective teaching speaking based on Set Phrases can be developed, what the strengths and limitations of this Set Phrases model are, and how the students' perspectives of the Set Phrases implementation are.

## **Literature Review**

### **Teaching Speaking in Junior High School**

Teaching and learning in the classroom based on the 2013 curriculum pay more attention to the development of the attitudes (spiritual and social), knowledge, and skills of students by instilling all the aspects during the process of teaching and learning. In Permendikbud RI No. 65, 2013, the main activities of teaching and learning in the classroom use scientific approach. Scientific approach consists of five steps: observing, questioning, experimenting, associating, and communicating.

There are many methods in English language teaching, the one that suitable with this curriculum in developing students' competence is Communicative Language Teaching or CLT. CLT refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures (Richard and Rodgers, 2001: 172). From the principle, the main goal of classroom activities is meaningful communication. Communication is combination of different language skills, and fluency is an important factor in it. Learning to use language cannot be separated from trial and error as a part of process to gain the goal.

Since the Set Phrases model is focused to develop speaking skill for seventh graders of SMP N 1 Candimulyo, the procedures follow Howatt's "weak" instead of "strong" version of Communicative Language Teaching (Richard and Rodgers, 2001: 155):

"The weak version of CLT stresses the importance of providing learners with opportunities to use their English for communicative purpose and, characteristically, attempts to integrate such activities into a wider program of language teaching. ... The strong version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself."

The teacher who teaches speaking to the beginners must provide everything needed by the students, from being the model to create the suitable topic and situations. As students' vocabulary mastery is limited, their self-confidence and motivation in speaking must be boosted, the teacher has to have reasons for students to speak. The teacher is instrumental in helping students learn to speak fluently and should carefully consider the following (Alatis: 2007):

- Teacher should motivate students to practice as much as possible.
- Teacher must give students a reason for speaking. Choosing familiar and interesting topic for students to discuss will motivate them to speak.
- Teaching speaking in the language classroom can be challenging.
- Teachers should provide appropriate feedback and correction.
- Teachers should focus both on fluency and accuracy.

Finocchiaro and Brumfit (Richard and Rodgers, 2001: 32) illustrate how the procedural phases of instruction are handled in what they call a notional-functional approach:

- Presentation of a brief dialogue or several mini-dialogues.
- Oral practice of each utterance in the dialogue.
- Questions and answers related to the student's personal experience but centered on the theme of the dialogue.
- Study of the basic communicative expressions used in the dialogue or one of the structures that exemplify the function.
- Learner discovery of generalizations or rules underlying the functional expression of structure.
- Oral recognition, interpretative procedures.
- Oral production activities, proceeding from guided to free communication.

Free communication or free speaking can be done after sequences of controlled speaking. In controlled speaking students get words and elements they need to prepare free speaking from the teacher. The students are ready to modify or elaborate their speaking skill in free speaking when they have enough stock of vocabulary and it can be achieved by practicing in controlled speaking.

#### Developing Speaking Skill through Set Phrases

Renandya proposes eight principles implemented in the classroom that students need large extent or scope of understandable language as their input. Output, such as writing and speaking should not be introduced too early. Grammar must be taught to help students to produce understandable and acceptable language. Students also need vocabulary and formulaic language as a stock to supply the students in performing language. Fluency is very important, so students must be trained to speak fluently. Motivation is the teacher's responsibility because it is the key to language learning, and the amount and intensity of instruction which is planned by the teacher should not work separately.

Through Set Phrases, the researcher tries a new model of teaching speaking which is matched between teachers' teaching style and learners' learning style in developing speaking skill, especially for students in SMP Negeri 1 Candimulyo. Considering the characteristics of the students and their environment, the complexity of materials, time allocation in the syllabus, Set Phrases, as a new model is expected to support teaching and learning process in the classroom, especially in teaching speaking.

### **Methodology**

In developing the students' speaking skill through Set Phrases for Grade VII of SMP N 1 Candimulyo Magelang, the writers used Borg and Gall's (1983:775) model of 10 steps covering research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination and implementation which were, in this research, simplified into six stages. Step 4 to step 8 in Borg and Gall's Model were simplified into one step: field testing and experts' judgment. The study involved 35 students of the school. The data analyzed in this research were qualitative and quantitative data. Qualitative data were teacher's notes, students' activity, students' performances during the activities, teachers' perception, students' need, and students' perception. Quantitative data were students' need and their characteristics, students' performance test (fluency, accuracy, and self-confidence), and evaluation of the product from experts and collaborators.

The data in this research were analyzed using four phases qualitative analysis developed by Miles and Huberman (1994): data collection, data reduction, data display, and conclusion drawing. The data were reduced by making code and categorization based on the specific information needed and presented in tables. The data then described to explain the need analysis, classroom observation, students' perceptions on Set Phrases implementation, and experts' judgment on Set Phrases product.

### **Findings and Discussion**

The classroom activities were the main actions to reveal the effectiveness of Set Phrases model. Based on the teacher's field notes written during the Set phrases activities in the classroom and observation in English teaching and learning after the Set Phrases activities, the results were that Set Phrases give positive effects to the students.

Experts' judgment was taken by observing the recorded activities in class after the field testing was completed. The assessment of Set Phrases from experts covers the teaching items, teacher's technique, student's involvement, classroom activities, the purpose achievement, and assessment. The results of all aspects observed from the four meetings were recorded in classroom activities. Below is the table presenting the experts' judgment.

*Table 1 Results of Experts Judgments***EXPERTS' JUDGMENT RESULTS**

NO.	ASPECTS	SCORE				
		SP 1	SP 2	SP 3	SP 4	AVERAGE
1	teaching item	4.19	4.33	4.43	4.73	4.42
2	teacher's technique	3.40	4.00	4.00	4.15	3.89
3	students involvement	3.55	3.75	4.20	4.20	3.93
4	classroom activity	4.13	4.42	4.60	4.67	4.45
5	goal's achievements	4.20	4.31	4.35	4.40	4.32
6	assessment	3.67	4.00	4.00	4.40	4.02
AVERAGE		3.86	4.14	4.26	4.42	4.17

**Notes:**

- 1 = not good / not correct / not appropriate
- 2 = poor / less precise / less appropriate
- 3 = pretty good / quite right / quite appropriate
- 4 = good / correct / appropriate
- 5 = very good / highly precise / highly appropriate

From the table above, in general the Set Phrases activities are increased. The increase can be seen from the score from the experts stated on the table. In details, each aspect of the Set Phrases shows the positive development.

Based on the experts' judgment result, it is found that:

1. Set Phrases as a model of teaching speaking is effective to develop students' speaking skill.
2. The model is appropriate for the students' characteristics (novice learners with low motivation and self-confidence) and environment (large class, limited time).
3. The implementation of the Set Phrases is beneficial to the students' speaking skill.
4. The benefits are not only to develop students' speaking skill but also to help students learn English easier.

The Set Phrases was designed based on the students' need and characteristics, and the strength identified after the research completed are:

1. Designed in mini dialogue, the Set Phrases requires interaction of the students. The interactions need more than one student in one occasion of practice. Hence, this activity is appropriate for large class because many students involve and have chance to speak in limited time.
2. The formulaic language mixed with real information based on the students' identity which formulated in dialogue help the students to reduce their anxiety and raise their self-confidence and motivation to start speaking.

3. This Set Phrases is appropriate and beneficial in increasing students' speaking skill, relationships, self-confidence, and motivation.
4. The Set Phrases emphasizes on continuous and gradual activity which only takes fifteen to twenty minutes in teaching and learning activities. The continuous and gradual activity becomes the key to make students habituate and skilled at what they learn.
5. The material in Set Phrases was formulated and implemented to support the teaching and learning process, although the developing skill is focused on speaking, it can support other skills of the students.

The limitations in this Set Phrases in this research are as follows:

1. The Set Phrases design is only on self-introduction which covers personal data, family members, and professions.
2. The developing model for students in SMP N 1 Candimulyo is only for VII graders in semester I.
3. There are five classes for seven graders, and the field testing is only conducted in class VII E.
4. This design is appropriate and beneficial for beginners mainly in early speaking activities.

After for about a week practicing the model inside and outside the class, the students made reflection of what they felt from their practices. The reflection's purpose was to understand the students' perception of Set Phrases application. They wrote their reflection on a sheet of paper. Since there were four set phrases, there are four reflections from the students. The reflections were categorized into three major categorizes:

1. Benefit (B) consists of speaking (s) and non-speaking (ns). Non-speaking has three aspects: relationship (r), material (m) and self-confidence (sc).
2. Motivation (M) consists of two terms: enjoy (e) and challenged (c).
3. Obstacle (O) consists of pronunciation (p), grammar (g) and others (o).

From the students' reflections of set phrases 1 to set phrases 4 the writers found the results as presented in Table 2.

Table 2 Result of Students' Reflection

No.	Categorization	Data sp 1	Data sp 2	Data sp 3	Data sp 4
1.	<b>Benefit</b>	<b>21</b>	<b>12</b>	<b>49</b>	<b>49</b>
	- Speaking	- 14	- 3	- 27	- 30
	- Non-speaking	- 7	- 8	- 22	- 19
	<i>*material</i>	<i>*4</i>	<i>*3</i>	<i>*11</i>	<i>*14</i>
	<i>*relationship</i>	<i>*2</i>	<i>*5</i>	<i>*2</i>	<i>*5</i>
	<i>*self confidence</i>	<i>*1</i>	<i>*0</i>	<i>*9</i>	<i>*0</i>
2.	<b>Motivation</b>	<b>35</b>	<b>40</b>	<b>5</b>	<b>2</b>
	- Enjoy	- 20	- 16	- 3	- 2
	- Challenged	- 15	- 14	- 2	- 0
3.	<b>Obstacle</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>4</b>
	- Pronunciation	- 2	- 5		- 0
	- Grammar	- 0	- 2		- 0
	- Others	- 10	- 6		- 4
<b>4.</b>	<b>TOTAL</b>	<b>68</b>	<b>65</b>	<b>54</b>	<b>55</b>

Extracted from the students' reflection above, most of the students said that the activity was fun, enjoyable, and challenging. They never felt bored, because the expressions were changed every week. They stated that their speaking ability and their self-confidence increased when speaking in English. They wanted to continue the practice and get ready for more difficult speaking practice, such as role play. The other benefits the students got were the Set Phrases was very useful to help them to understand English materials and to make better interaction.

## Conclusion

The conclusions pertinent to the product were as follows: 1) The development product results that Set Phrases as effective model in teaching speaking was beneficial, effective, and appropriate to be implemented in SMP N 1 Candimulyo, 2) The Set Phrases model was effective to enhance students' speaking skill, to support English teaching and learning process for beginners in large class, because many students involved in the activities and the material was taken from the theme discussed in English teaching learning, 3) From their reflections, the students appreciate that Set Phrases are beneficial, effective and appropriate not only in increasing their speaking skill which covers self-confidence, fluency, and accuracy but also in making better interaction and helping them easier to understand the English materials.

To increase the students' speaking skill through Set Phrases, the researcher's suggestions are: 1) The Set Phrases was design based on the students' need and characteristics. Due to the characteristics of the students in SMP N 1 Candimulyo more or less are similar to other suburban school students, this model may be applied for the same level of students in other suburban schools, 2) Since the development of Set Phrases was gradually and continuously, the

development was not only in mini dialogue, but also in more challenging forms for the higher level students, 3) The development products in this research can be used as an effective model in teaching speaking for beginners.

The researcher planned to implement this model in large classes of SMP Negeri 1 Candimulyo and disseminate this product in Magelang English Teachers Forum, especially in Sub-Rayon 06 whose students' characteristics were more or less the same. This study is then hoped to be continued by other researchers who want to help low level students speak English better.

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