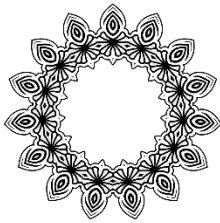# TEACHING SPEAKING BOOK

Halaman Sengaja Dikosongkan

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TEACHING SPEAKING BOOK

Sanabil

Teaching Speaking Book
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Layout: Lalu Ahmad Didik Meiliyadi, MS
Desain Cover : Sanabil Creative

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KATA PENGANTAR DEKAN

Alhamdulillah, segala puji hanya milik Allah SWT. Shalawat & Salam semoga senantiasa terlimpah pada teladan agung Nabi Muhammad SAW, beserta keluarga, sahabat dan pengikutnya sampai hari kebangkitan kelak. Berkat rahmat dan hidayah Allah SWT, kompetensi penulisan buku mahasiswa pada tahun 2021.

Kompetisi Buku Mahasiswa Fakultas Tarbiyah dan Keguruan (FTK) UIN Mataram tahun 2021 adalah upaya fakultas berkontribusi dalam implementasi meningkatkan literasi mahasiswa, dimana kuantitatif, grafik riset dan publikasi mahasiswa PTKI masih harus terus ditingkatkan. Tujuan lainnya adalah meningkatkan mutu mahasiswa dengan mewujudkan suasana akademik yang kondusif dan proses pembelajaran yang efektif, efisien dengan kemudahan akses sumber belajar bagi mahasiswa. Publikasi ini juga diharapkan men-support peningkatan kualitas mahasiswa dalam konteks memberi kontribusi dalam meningkatkan nilai akreditasi masing-masing program studi di Lingkungan Fakultas Tarbiyah dan Keguruan UIN Mataram.

Kompetisi penulisan buku mahasiswa tahun 2021 berjumlah 20 judul dan berorientasi interkoneksi-integrasi antara agama dan sains, berspirit Horizon Ilmu UIN Mataram dengan inter-multi-transdisiplin ilmu yang mendialogkan metode dalam Islamic studies konvensional berkarateristik deduktif-normatif-teologis dengan metode humanities studies kontemporer seperti sosiologi, antropologi, psikologi, ekonomi, hermeneutic, fenomenologi dan juga dengan ilmu eksakta (natural scincies) yang berkarakter induktif-rasional.

Mewakili Fakultas, saya berterima kasih atas kebijakan dan dukungan Rektor UIN Mataram dan jajarannya dengan

diadakannya kembali kompetisi peulisan buku mahasiswa FTK UIN Mataram pada tahun 2021. Tak ada gading yang tak retak; tentu ada masih kurang, baik dari substansi maupun teknis penulisan pada petunjuk teknis (pedoman) penulisan buku referensi ini. Di 'ruang' inilah kami harapkan saran kritis dari khalayak pembaca. Semoga agenda ini menjadi amal jariyah dan dihadirkan keberkahan bagi sivitas akademika UIN Mataram dan ummat pada umumnya.

Mataram, 31 Agustus 2021 M
Dekan

Dr. Hj. Lubna, M.Pd.
NIP. 196812311993032008

ACKNOWLEDGEMENT

In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this book can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers. The written of this book entitled "Teaching Speaking". This book is written as a reference material and teaching material that can be used properly and correctly for all level of education.

Finishing of writing this book is actually a miracle for us since it was Firstly regarded as task would be very hard to do. However, it has now been denied since this book has finally been written. Then, I would like to thank Allah SWT for The Blessing given to me so that the writing of this book has been finished without any meaningful problem.

Finally, it is obviously that this book is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the reader for the better of this book is hoped. I hope this book can be useful to all of people.

Mataram, 10 Augustus 2021

Writer

CHAPTER I
INTRODUCTION

In language, most people believe that children will acquire their first language easily if they get used to hearing it in everyday life. In this case, parents have an important influence during the child's learning process, this is because parents can show variations in the form and function of the language used. In the acquisition of a second language, the interaction also has an important influence. However, some language teachers admit that listening, reading, and speaking people who are often ignored by society are the main things in children's language acquisition.[1]

Child partners in interaction can interact and input when they are directly involved in the conversation. Children in this case are intended to use clear language so that it is easily accessible to their interlocutors. Swain in Christine (2007) says when students have to speak using the targeted language, they will pay attention to its structure (grammar and pronunciation). Although language is generated, the process of language acquisition cannot occur. Giving reciprocity should be given to children so that they know that what they are doing is not fully understood, leading to the choice of words used between the child and the interlocutor. In the situation of research, children use formal language aspects such as grammar and pronunciation. Some experts believe that when the process of choosing the meaning of words occurs, children can improve the form of language used by the message they want to convey. Vice versa, when children use language that is not by its grammar and structure, the quality of the language they use will improve. Thus, the use of incorrect grammar and structure will continue to be usedSPEAKING AND LANGUAGE ACQUISITION

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[1] Goh. Christine. C. M, (2007). Teaching speaking in the language classroom. Singapore: Soemeo Regional Language Center

A. Speaking

Speaking skills consist of two words, namely skills and speaking, both of which have their respective meanings when combined will become more meaningful and easy to understand with the improvement of this child's speaking skills. Furthermore, speaking, in general, can be interpreted as delivery of one's intentions (ideas, thoughts, ideas, or hearts) using spoken language, so that it can be reached by others. Speaking is essentially a process of communication with the sound produced by the human speech apparatus in which messages are sent from one source to another. In communication, some act as transmitters of intent and recipients of intent. For communication to be good, there needs to be good cooperation between the two parties.[2]

Speaking is a necessity of human life. As social beings, humans will communicate with other people by using language as their main tool (Huda, 1997). Talk about activities that are important in daily life. Speaking can be obtained by: (a) imitating, namely observing a model both from peers and from older people; and (b) training, with guidance from adults.

Speaking skills need to be done to children from an early age so that they can express their thoughts, ideas, and feelings through spoken language. In addition, having good speaking skills will also become a good habit for children. For example, by practicing speaking skills from an early age, children will know how to speak politely to older people, children will have more vocabulary, and children can compose good sentences and words in conveying their wishes to others.

In linguistics it is explained that speaking has special characteristics or characteristics, namely:
a. Aiming, speaking activities bring a person to achieve his goals and desires.
b. It is interactive, there is dialogue so that the communication process will occur.

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[2] Huda, N. (1997). A national strategy in achieving English communication ability: Globalization perspectives. 4(Special Edition).

c. Meanwhile, the communication process only occurs during the conversion process.
d. Occurs in a special frame, namely, communication only occurs at a certain time, takes place in a certain place, there is a topic, and both parties are ready.
e. Alpha (not paying attention) punctuation.
f. Limited words

Speaking is a skill, and the skill will not develop if it is not practiced continuously. Therefore, the ability to speak will not be mastered properly without being trained. If you always practice, speaking skills will certainly get better. On the other hand, if you are embarrassed, doubtful, or afraid of making mistakes in practicing speaking, your speaking skill or skill will be further away from mastery.

Several things must be considered in the communicationstrategy, namely:

1. Using a lot of words/indirect (not to the point)
2. Changing new words to make them more familiar (absorption of foreign words), for example, mosque
3. Use common or familiar words.
4. Using expressions or code-switching, for example: using the Javanese language of karma on older people.
5. Using gestures or facial expressions to confirm what we want.

Children are often too shy to say something when they don't understand the other speaker or when they realize that the conversation partner doesn't understand them. Parents can help children overcome this reluctance by reassuring them that misunderstandings and the need for clarification can occur in any type of interaction, regardless of the child's language skill level. Parents can also provide strategies and phrases to children that are used for clarification and checking to understand.

By encouraging children to use clarifying phrases when misunderstandings occur, and by responding positively when they do, as they develop control of multiple-clarification strategies, children will gain confidence in their ability to manage various communication

situations they may encounter outside the play environment.

B. Language Acquisition

Language is the most important communication tool for humans. Human language is very dynamic so it can develop continuously. Humans use language to socialize and express their thoughts. Therefore, language is the most basic need for humans.

Language is considered as something special because language is a human means of thinking which is the initial source of human understanding and knowledge. As a symbol of understanding, language has enabled humans to understand what is around them, and led them tohave knowledge and expertise. From thinking that then humans try to find and research where language comes from, since when do humansspeak, and where do humans get and learn it. Language is not automatically understood and mastered by a newborn human child. The various stages needed to be able to speak fluently and fluently and can be understood and understand what other people say. Language is a means of communication acquired by humans from birth. Mastery of a language by a child begins with the acquisition of the first language which is often called the mother tongue. Language acquisition is a very long process since children do not know a language until they become fluent in the language. Language acquisition or language acquisition is a process that takes place in a child's brain when he acquires his first language or mother tongue.

The acquisition of language by children is one of the greatest human achievements. That's why this issue gets so much attention. Language acquisition has been studied intensively for more than two decades. At that time, much has been learned about how children speak, understand, and use language, but very little is known about the actual process of language development. One thing to note is that language acquisition is very much determined by the complex interaction of aspects of biological, cognitive, and social maturity.

The term acquisition is used to translate English, acquisition which is defined as the natural language acquisition process of a child when he learns his mother tongue (MURIEL, 2012). The acquisition of

a second language or bilingualism is a gradual progression starting from mastering the first language (L1) plus knowing a little second language (L2), then mastering L2 gradually increases, until finally mastering L2 is as good as L1.[3] Second language acquisition is the process when a person acquires another language after he has mastered to some extent his first language. Equate second language terms with foreign languages. But for conditions in Indonesia, it is necessary to distinguish the term second language from a foreign language. For conditions in the (first language) in the form of a certain regional language, the second language (second language) in the form of Indonesian or a foreign language (foreign language). A second language is usually the official language of a particular country. Therefore, a second language is indispensable for political, economic, and educational purposes. In general, the first language of an Indonesian child is their respective regional language because Indonesian is only learned when the child enters school and when he has mastered his mother tongue. Compared to first language acquisition, the second language acquisition process is not linear.

For children, a second language is more to be learned than acquired. When viewed from the process and development of a second language, there are two ways described by the hypothesis of differentiation and language acquisition and learning, namely:

a. The first mode of second language development is language acquisition which is a process that coincides with the way children develop abilities in their first language. The results or consequences of language acquisition, competencies that are acquired subconsciously. Other ways of providing acquisition include implicit learning, informal learning, and natural learning. In non-technical language, it is often called "picking up" language acquisition.

b. The second way of developing a second language is by learning the language, which refers to conscious knowledge of the second language, knowing the rules, being aware of the rules, and being

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[3] McLaughlin, Barry. 2012. Second Language Acquisition in Childhood: Volume 2. School-Age Children. California: Psychology Press

able to talk about those rules which are commonly known as grammar. Some synonyms include formal knowledge of a language or explicit learning. Some second language learning theorists assume that children acquire language, whereas adults can only learn it. However, the acquisition-learning hypothesis demands that adults also acquire that the ability to pick up language does not disappear in adolescence.

The differences between acquiring and learning languages are as follows:

1. The acquisition has the same characteristics as the acquisition of the first language of a native speaker child, while language learning is formal knowledge.
2. The acquisition is done subconsciously whereas learning is a conscious and intentional process.
3. Acquiring a child or second language learner learns like picking up a second language whereas in learning a second language learner knows a second language.
4. In acquiring knowledge, it is obtained implicitly, while in learning, knowledge is obtained explicitly
5. Obtaining formal teaching does not help children's abilities while informal teaching-learning is very helpful.

There are two types of language learning, namely the naturalistic type and the formal type in the classroom. First, the naturalistic type is natural, without a teacher and intentional learning takes place in a social environment. In bilingual and multilingual societies, naturalistic types are common. Learning a language according to this naturalistic type is the same process as the acquisition of a first language that takes place scientifically so that the resulting language acquisition between children and adults is different. Second, the formal one takes place in the classroom with the teacher, materials, and tools that have been prepared, language learning this type is done intentionally or consciously, formal language learning should be better than naturalistic

learning, but in reality, it is not.[4] some various causes or factors influence the language learning process.

a. Factors Affecting Second Language Acquisition

Several factors affect the acquisition of a second language, namely as follows:

1. Age Factor

Children seem to find it easier to acquire a new language, while adults seem to have difficulty acquiring the second level of proficiency.[5] Thisassumption has led to the hypothesis of a critical age or critical periodfor learning a second language. However, the results of research on theage factor in second language learning show the following.

a. Children aged 5 years already have good language skills, the sentences conveyed can be understood by others. In conversation,he can already use words that connect cause and effect, such as thewords "maybe" or "should".

b. In terms of the speed and success of learning a second language, it can be concluded that children are more successful than adults in acquiring a phonological system or pronunciation even many of them achieve pronunciation like native speakers; adults seem to progress more rapidly than children in morphology and syntax, atleast at the onset of learning; children are more successful than adults, but not always faster. The difference in age affects the speed and success of learning a second language on the aspects ofphonology, morphology, and syntax but does not affect the acquisition of the sequence.

2. First Language Factor

Second language learning experts generally believe that the first language influences the process of mastering the second

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[4] Cazden, Courtney B. 1975. Second Language Acquisition Sequencesin Children, Adolescents, and Adults. Final Report.
[5] Flege, James Emil. 1999. Age Constraints on Second-LanguageAcquisition. *Journal of Memory and Language 41, 78–104*

language of learners. While this first language has long been considereda nuisance in the second language learning process. This is because a learner unconsciously or does not transfer the elements of his first language when using a second language. As a result, there is what is called interference, code experts, code-mixing, or also an error. Basedon certain theories or hypotheses, this can be explained as follows:

a. According to stimulus-response theory proposed by behaviorism, language is the result of stimulus-response. So if someone wants to increase the utterance, he must increase the acceptance of the stimulus Therefore, the influence of the environment as a source of stimulus becomes very dominant and very important in helping the second language learning process.In addition, behaviorism also argues that the process of language acquisition is a process of habituation.[6] Therefore, the more students are accustomed to responding to the stimulus that comes to them, the greater the possibility of their language acquisition activity. So, the influence of the first language in theform of transfer when speaking the second language will be enormous if the learner is not continuously given the stimulus of the first language. Theoretically, this cannot be eliminated because the first language has been instilled in the learner. However, with constant habituation and acceptance of stimuli in the second language, it can be reduced.

b. The contrastive theory states that the success of learning a second language is more or less determined by the linguistic state of the language that has been mastered by the previous learner.The second language is a transfer process. So, the structure of the language that has been mastered has many similarities withthe language being studied, there will be a kind of facilitation inthe transfer process. On the other

[6] Derkhasan, Ali and Elham Karimi. 2015. The Interference of First Language and Second Language Acquisition. Theory and Practice in Language Studies, Vol. 5, No. 10, pp. 2112-2117

hand, if the structure of the two is different, it will be difficult for the learner to master the second language.

3. Environmental Factors

The language environment is very important for a learner to be able to succeed in learning a new language (second language). The language environment is everything that the learner hears and sees concerning the second language being studied. Things included in the language environment are situations in restaurants or shops, conversations with friends, when watching television, reading newspapers, in the teaching and learning process in class, and so on. The quality of this language environment is important for learners to gain success in learning a second language, formal language. Factors that are also very influential in the process of language acquisition are environmental factors.[7]

Six factors need to be considered carefully, namely goals, learners, teachers, materials, methods, and environmental factors. However, the factors of the goal, the learner, and the teacher are the three main factors of these three factors. Second language ability concentrates on matters concerning the learner and the learning process.

C. Cognitive Processes in Speaking

In the course of his life, humans often face various problems that need to be solved. Thinking to solve problems and produce something new is a complex activity and is closely related to others. A problem generally cannot be solved without thinking, and many problems solve problems that are new to people or groups.

The function of thinking is to solve problems (problem-solving). Generally, we move according to habit. But when we face situations that

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[7] Gardner, R.C. 1979 Social psychological aspect of second language acquisition. Oxford: Blackwell

cannot be dealt with in the usual way, therein lies the problem. The next thing to do is to solve the problem. When we have aproblem, we often want it to go away quickly in any way without any problems first, so that the results of solving the problem found briefly,are unsatisfactory for us, or even lead to new problems. In this paper, the author discusses the notion of thinking, because, by thinking,humans can solve all problems. In addition, an explanation is also a thought process, because by knowing the thought process, we can not only solve problems, we can even make discoveries.

Thinking is a variety of activities that use concepts and symbols instead of objects and events. Thinking can be classified into two types, namely: First, Associative Thinking, which is an idea that gives rise to other ideas. Second, Directed Thinking. The process of directed thinking is a thought process that has been predetermined and directed at something, directed at solving a problem.[8]

Plato argues that thinking is speaking the heart. In another sense, thinking is an ideational activity. This opinion states two facts, namely:

1) That Thinking is an activity, so the subject of thinking is active

2) That the activity is ideational, so it is not motorized,although it can be accompanied by both things

Thinking using symbols can also be said to be something that can represent everything in the external environment as well as within ourselves, in our minds. Words are symbols. The word "book" represents an object consisting of sheets of paper bound and printed with letters. Likewise, the word "cat", represents the cat animal. The more things that need to be shown in our brain, the more vocabulary that must be stored in our brain. Therefore, intelligent people,read a lot or socialize, have more vocabulary than people who never socialize. Language is not a tool that is quite powerful in the thought process, but language is the only tool used as a shadow or image.

Thinking is a variety of activities that use concepts and symbols

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[8] S. Sreena, M. Ilankumaran. 2018. Developmental Speaking as a Strategy to Enhance Communication Skills – A Cognitive Based Approach.Volume 7, pp 613-618

instead of objects and events. To facilitate understanding of thinking, the author provides examples of thinking using images. For example, imagine that you are on the UIN Mataram. Then you want to read a book at the Regional Library. In this case, you will use a shadowor image of the city of Mataram, especially those related to campuses and libraries. You will think about which roads will be taken, how muchtime is spent on the way to the center.

Thinking can be classified into two types, namely: First, Associative Thinking, which is an idea that stimulates the emergence of other ideas. In this process, it is stated that in the psychological realm what is important is the occurrence, storage, and operation of responses. Higher mental faculties, such as feelings, wills, desires, and thinking all originate/occur because of the operation of responses. The human activityitself is ignored.

The train of thought in the process of associative thinking is not predetermined or directed. So, these ideas arise or are associated (associated) with previous ideas spontaneously. This type of thinking is also called divergent (spreading) or creative (Goh, 2007) thinking, generally for creators, inventors, initiators, and so on in the fields of science, art, and marketing. Divergent thinking also means thinking in different directions, you will get unique answers that are different but correct. The terms that are the same as divergent thinking are creative thinking, imaginative thinking, and original thinking. Other terms that have the same meaning as logical thinking; critical thinking and reasoning.

1. This associative thinking process has several types, namely:
   a. Free association: One idea will give rise to ideas about other things, anything without any limits. For example, Sati ideas about food can stimulate the emergence of several ideas, namely ideas about restaurants, kitchens, rice, orphans who have not had time to be fed.
   b. Controlled association: One particular idea will give rise to ideas about other things within certain limits. For example, the idea of "buying a car" will shape other ideas, such as its

price, taxes, maintenance, brand, or model. But it doesn't stimulate ideas about things other than that, like traffic, or traffic police.

c. Daydreaming: Dreaming freely without limits, also about things that are not realistic. For example, fantasizing about being a rich person, being Superman, or being a snow-white.

d. Dreams: Ideas about various things that arise unconsciously during sleep. This dream is sometimes forgotten upon awakening, but sometimes it can still be remembered.

The second is directed thinking? The directed thinking process is a thought process that has been predetermined and directed at something, usually directed at solving a problem. This type of thinking is also called convergent thinking. For example, when he is repairing a broken machine, he puts all his knowledge into it, and if necessary he will search the internet for more information about the machine. All the information is aimed at one point, namely to find out where the machine's fault lies. Why the machine suddenly won't work? If it is found, then the mechanic is no longer difficult to repair. This is what is called convergent thinking. In this directed thinking, it is necessary to formulate strategies to be able to direct the way of thinking in solving problems, namely:

Overall Strategy: Here the problem is seen as a whole and is tried to be solved in the framework of that whole.

Dualistic strategy: Here the problem is divided into parts and tried to be solved part by part.

2. The process or way of thinking has three stages, namely:

a. Formation of Understanding The formation of understanding is formed through four levels, as follows:

b. Analyze the characteristics of a number of its elements one by one. For example, want to form human understanding. We take people from various nations and then we analyze their characteristics. For example, Indonesian Humans have

the following characteristics: living creatures, virtuous, brown-skinned, black-haired; European human characteristics: Living creatures, virtuous, fair skin, blue eyes open, blonde or white hair; Negro human characteristics: living beings, virtuous, black, bulging black eyes, curly black hair,

c. Comparing these characteristics to find which characteristics are thesame, which are not the same, which are always present, and which arenot always present, which are essential, and which are not.

d. Abstracting is setting aside, removing the characteristics that are notessential. Capture the true characteristics. In the example above, the essential characteristics are virtuous living beings.

3. Opinion formation; is the laying of a relationship between two or more meanings, the relationship can be formulated verbally in the form of:

a. Opinion refuses: that is, do not accept the characteristics ofsomething, for example, I do not agree. Amir is not diligent.

b. Opinions accept/agree: accept the nature of something, for example: Amir is smart, water spills.

c. Assumptive opinion: which expresses the possibilities of a trait in a thing, for example, you may misunderstand, I may be wrong.

4. Decision Formation This third process is an attempt to draw a conclusion which is a decision statement. Decisions are intended as theresult of the work of reason or thought that is systematically arranged from two objects that are connected as before.

a. Regarding this decision can be divided into: Inductive decisions; namely those taken from special opinions to form a general opinion, for example:
   - Copper is heated expands
   - Silver is heated expands

- Iron is heated expands

Decision: all metals when heated expand (general).

    b. Deductive decisions; namely those taken from public opinion to formspecific opinions, for example: - All parts of the body when pinchedhurt - Cheeks are part of the body Decision: cheeks when pinched hurts.

    c. Analogous decisions; that is taken by comparing or adjusting an opinion with specific opinions that already exist. For example: - Dodo smart child goes to class (special) - Rani is smart child, go to class(special) - Sore neck skin, reddened Nunung's decision, the clever child, was, of course, going to class.

D. Speaking skill

1. Speaking is not a discrete skill

One of the central difficulties inherent in the study of speakingis that it overlaps with a considerable number of other areas and disciplines (Huges, Rebecca: 2011). How far, for instance, is thestructure of a conversation culturally determined (also dealt with in pragmatics and ethnography)? How far are the grammar and vocabulary of speech different from other sorts of grammar (which is related also to the fields of syntax and semantics)? What are the critical factors in the stream of speech that make it intelligible (prosody, phonetics/ phonemics)? Some of the relationships are indicated in Figure 1.1

2. Teaching speaking is not easily separated from other objectives

When the spoken language is the focus of classroom activity there are often other aims which the teacher might have. For instance, atask may be carried out to help the student gain awareness of, or to practice, some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced), or to develop productive skills (for example rhythm, intonation or vowel-to-vowel linking), or to raise awareness of some socio-linguistic or pragmatic point (for instance

how to interrupt politely, respond to a compliment appropriately, or show that one has understood).

> **Quote**
>
> An early plea for the teaching of speaking in its own right With regard indeed to the pronunciation of our tongue, the obstacles are great; and in the present state of things almost insuperable. But all this apparent difficulty arises from our utter neglect of examining and regulating our speech; as nothing has hitherto been done, either by individuals or societies, towards a right method of teaching it.
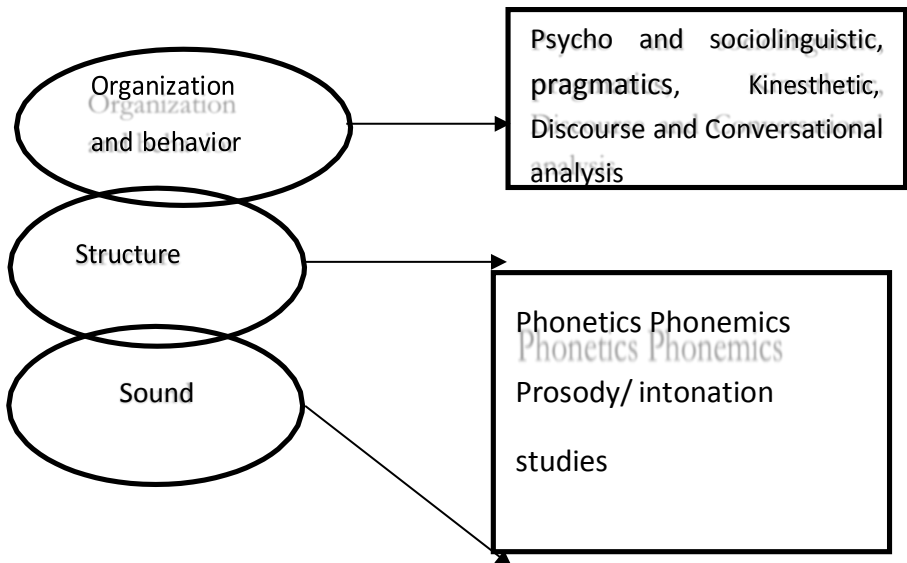
Figure 1.1 Levels and fields of research into speech and conversation

E. Communication Strategies

Communication is a basic human activity. By communicating, humans can relate to each other. The importance of communication for humans cannot be denied as well as for an organization. With good communication, an organization can run smoothly and successfully. The

occurrence of communication is a consequence of social relationships (social relationships). It consists of at least two people who are related to each other. Which because of the relationship it causes social interactions (social interactions). Communication takes place if, between the people involved, there is a common meaning about something that is being communicated. If a person understands something that is stated to him by another person, then communicationtakes place. In other words, the relationship between them is communicative. On the other hand, if a person does not understand something that is stated by another person to him, then communicationdoes not take place. In other words, the relationship between these people is not communicative.

These relationships and interactions will produce what is called cooperation. This collaboration can occur between two or more people and can also occur between organizations. One of the things that are needed in organizing an event is good cooperation between people or teams.

1. Strategy

Strategy is a careful plan of activities to achieve specific goals. The choice model looks at how communicators choose among various message strategies to achieve a goal, while the message design model pays attention to how communicators construct messages to achieve goals.

Communication strategy is a design made to change human behavior on a larger scale through the transfer of new ideas.

A learning strategy is a plan or planning that is carried out in the learning process to achieve the goal of mutual understanding. This strategy is usually used in various fields, one of which is language. The communication strategies for learning in language are as follows:

a) Skill strategy explaining

A teacher must have skills in explaining the learning material. This strategy aims so that the recipient of the learning material can understand the content of the material.

b) Questioning skill strategy

This questioning skill strategy aims to see the feedback on the recipients of the learning material. A question from a teacher is considered a stimulus, while an answer from a recipient of the material is called a response. Whether a recipient of learning material understands or not the material that has been explained. In addition, this strategy displays the active or inactive side of a recipient of the material.

c) Skill strategy using a variety of stimuli

This strategy applies all kinds of ways to get feedback from the recipient of the material. The teacher tries to provide material for learning interestingly so that the recipient of the material is enthusiastic and stimulated when receiving the material. The learning process will be more effective because the recipient of the material is active by providing feedback quickly.

d) Skill strategy to provide reinforcement or reinforcement

This strategy provides reinforcement or reinforcement, meaning that the teacher motivates reinforcement to get stimulus and response from the recipient of the material

e) Strategies for opening and closing lessons

The communication strategy in the language used in this learning process is how the effort of the learner source communicates and facilitates the physical and psychological state of the recipient of the material. This strategy is not only carried out when opening the teaching process but also at the end of the teaching process.

f) Strategies for group and individual teaching skills

This strategy trains the skills of the teacher in the learning process to distinguish how to teach for a recipient of the material and a group of recipients of the material. The teaching process between individuals and groups is usually different. A teacher is usually more focused on learning material and explains the material in detail when teaching only in an

individual scope.

g) Class management strategy

A teacher in this strategy is tasked with maintaining conducive classroom conditions during the learning process. Conducive conditions are the main factor so that the recipient of the material can understand the material presented by the teacher. Conducive classroom conditions provide peace of mind so that the recipient of the material is responsive and gets quick feedback and the learning process becomes effective. The recipient of the material can maximize the mind in responding to the material presented by the teacher.

h) Skills strategies for guiding small group discussions

This strategy is a strategy used in groups, usually in the form of discussion. Discussion is the process of giving information and giving feedback from one person to another. In group discussions, it usually takes cooperation in groups to solve problems that exist in the learning material.

2. Communication

Communication is the process of delivering messages by one person to another to inform, change attitudes, opinions, or behavior, either verbally (directly) or indirectly (through the media). Communication is a process of storing information (messages and ideas) from one party to another.

As already in the definition above that if two people are involved in communication, for example in the form of a conversation, then communication will occur or last as long as there is a common meaning of what is being said. The similarity of the language used in the conversation does not necessarily lead to the same meaning. In other words, understanding the language alone does not necessarily understand the meaning conveyed by the language. The conversation between the two people can be said to be communicative if both of them, in addition to understanding the language used, also understand the meaning of the material being discussed. However, the understanding of communication described above is basic, in the sense

that the communication must at least contain the same meaning between the two parties involved. It is said to be minimal because communication activities are not only informative, namely so that othersunderstand and know, but are also persuasive, namely so that other people are willing to accept an understanding or belief, perform an actor activity.

In addition, communication is very essential for individuals, relationships, groups, organizations, and society. Communication is a line that connects humans with the world, communication as a means to express oneself and influence others. Therefore, if humans do not communicate, they cannot create and maintain relationships with others in groups, organizations, and society. Communication allows humans to coordinate all their needs with and with other people. Communication includes responding to messages received and then creating new messages because everyone interacts with others through the process of creating and interpreting messages that are packaged in the form of symbols or a collection of meaningfulsymbols that are very useful.

Communication includes the process of adaptation to people and the environment. Through that process, humans create and interpret messages not only as individuals but as groups, relationships with others, or organizations as a form of relations with the environment that are their interests with humans.

Communication strategy is a mixture of communication planning (communication planning) with communication management (communication management) to achieve the goals that have been set. The communication strategy must be able to show how its operations are practically to be carried out, in the sense that the approach can vary depending on a condition and situation.

Communication strategy is the planning, tactics, designs, and methods used to expedite the communication process, paying attention to all the parts that exist in achieving the desired goal.

Communication strategy is a way that speakers use to express their intentions when they face communication difficulties due to their limited knowledge of the target language. Communication is defined as the delivery of messages, knowledge, feelings, and experiences to the

communicant (receiver) from the communicator (source) through certain channels either directly or indirectly, and communication can be said to be effective if there is a commonality of meaning and the language used by the communicator. To the communicant so that what the communicator wants can be understood by the communicant, and has an effect on the communicant following what the communicator wants. Communication is a necessity in human life.

Markers of the use of communication strategies. First, the speaker wants to communicate a certain intention to the hearer. Second, the speaker feels unable to develop communication because of linguistic and sociolinguistic limitations to express an intention. Third, the speaker chooses to avoid communication and tries to use a certain method and this effort stops when the speech partner has understood the meaning stated.

CHAPTER II
METHOD OF TEACHING SPEAKING

A. Direct method (direct method)

The direct method is a way of presenting foreign language subject matter where the teacher directly uses the foreign language as the language of instruction, and without using the language of the students at all in teaching. If there is a word that is difficult for students to understand, the teacher can offer props, demonstrate, draw, and others. For example, the bench teacher teaches simple words that can be used by students in English with the media around (pen, pencil, desk, etc.), so students can easily catch the symbols of the language. Then the student repeats the word he has heard. In this method, students practice directly saying certain words or sentences in English.[9] In principle, this direct method is the main method in teaching foreign languages, through this method students can directly practice their tongue skills in pronouncing a foreign word. Although it may seem difficult at first to imitate, it can motivate students to learn English easily and enthusiastically.

Likewise, if we consider a mother teaches language to her children directly by teaching her, leading her to say a word for word, sentence by sentence, and her child obeys it even though it still looks funny. For example, the mother teaches "daddy" then the child says "dada" and so on. But over time the child recognized the words and finally he understood what they meant.

Based on Piaget's theory, a child is an active learner and tends to be very interested when faced with something new around them. Based on this theory, a teacher must be able to take advantage of the activity and interest of a child in learning English which can be combined with direct teaching methods. Teachers can invite their students to be active

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[9] Andriyani Nila. (2015) *using the direct method in teaching to improve students' speaking skill at purikids language course* . Yogyakarta: eprints.uny.ac.id.

during the learning process by playing while learning because games are something that children like. Teachers can make games related to English lessons. For example, the teacher says the word "pencil" in English, then the students say the word again. Next, the teacher makes a small box containing the letters of the alphabet placed in front of the class, after that the teacher asks students to find the words and arrange them on the blackboard. Activeness and speed in this word-composing game are needed so that students can be motivated to be more active in pronouncing new vocabulary and rearranging them into the right words.

The characteristics of this method are:

The subject matter is first given word for word, then sentence structure. Grammar is only casual, and students are required to memorize grammatical formulas, but the main thing is that students can pronounce the language well.10 In the teaching process always use aids (props) in the form of direct, indirect (artificial objects) or demonstrations through certain symbols or movements. After entering class, students are conditioned to accept and converse in a foreign language and are prohibited from using other languages.

Direct Method Procedure:
1. Students take turns reading the text aloud.
2. After reading, they ask questions according to their language.
3. The teacher answers according to their language as well.
4. The teacher and students recite the vocabulary together.
5. Students arrange questions and statements for other students.
6. The teacher asks students to fill in the exercises.
7. Students read the exercise aloud and complete the missing words.
8. The teacher asks students to take notes by dictating.[11]

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[10] Haliwanda. (2019). The Effect of Using Direct Method in Teaching Speaking Skill at the Second Year of SMK Negeri 1 Bener Meriah-Aceh. Journal Basis

[11] Krause, C.A. 1916. The direct method in modern languages. New York

Direct Method Steps:

1. Preparation phase, in this phase the teacher explains the background information of the lesson, the importance of the lesson, and prepares students to learn.
2. Demonstration phase, in this phase the teacher demonstrates skills correctly or presents information step by step.
3. Guided training phase, in this phase the teacher plans and provides initial guidance.
4. The feedback phase, which is the phase where the teacher must check whether the students have succeeded in doing the task well and provide feedback.
5. The independent further training phase, namely the phase in which teachers prepare opportunities for further training, with special attention to applying to more complex situations and everyday life.

The teacher acts as the person in charge and selector, collecting and designing diverse subject matter and group activities for use in groups. In choosing learning materials, they are not only selected based on the teacher's perception but also must consider the interests and needs of the child, besides the teacher must also choose the right situation or activity for the presentation of certain material.

B. Natural method (natural method)

The natural method is called so because, in the learning process, students are brought to nature as well as learning their mother tongue. The characteristics of this natural method include: the sequence of lessons is given first through listening/listening and then conversation, reading, writing, and finally grammar. The lesson is presented at first introducing simple words that have been known by students and then introducing objects ranging from objects in the classroom. Props and dictionaries that can be used at any time are needed, for example, to explain and interpret difficult words in a foreign language, and increase vocabulary as the main requirement for mastering a foreign language.

Natural methods use more activities in their learning. This method emphasizes more on listening and speaking, then emphasizes

the accuracy of pronunciation and grammar, communication skills are developed by discussing questions and answers in class, and more interestingly, the learning uses demonstrations such as visual aids.12 There are also many interesting ways to teach this method, such as games based on this method.

Natural Method Features:
1. The order of lessons is first given through listening and then speaking, reading, writing, and finally grammar.
2. The lessons are presented at first introducing simple words that are already known to students, then practicing objects ranging from objects in the classroom, at home, and outside the classroom, even getting to know foreign countries or foreign countries.
3. Teaching aids and dictionaries that can be used at any time are indispensable, for example, to explain and interpret difficult words in a foreign language and increase vocabulary or enrich vocabulary as the main requirement for mastering a foreign language.
4. Because the ability and fluency of reading and conversing are very important in this method, grammatical lessons are not given much attention.
5. Using several teachers alternately, so that students hear the sounds of words and sentences from different people.

Natural Steps:

1. The teacher is the main source of input in the target language. Teachers are needed to be able to provide language input with various kinds of assistance such as providing - so that children can cope with the input given.
2. The teacher acts as the creator of an interesting and relaxed and friendly group atmosphere so that there will be an effective filter

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12 Terrell, Tracy D. 1977. A Natural Approach to Second Language Acquisition mid Learning. The Modem Language Journal, 61,325-37

in learning. For this affective filter to occur, the teacher does not force the children to speak in groups before they are ready to speak; the teacher does not correct the mistakes made by the children, and the teacher provides learning materials according to the child's interests.

The direct method is a direct and natural teaching method. In this method, vocabulary is taught through demonstrations of objects and pictures, and other visual materials. The basic goal is that students learn to communicate using language spontaneously and verbally.[13]

C. Conversation method (conversation method)

That is teaching foreign languages such as English, Arabic, or other languages that directly invite students to chat/speak in the foreign language that is being taught. Starting with words or sentences or expressions commonly used in daily activities or conversations in class around school, at home, in the office, and so on; increasingly widespread and diverse.

The name of the language is speaking as the main function of language; the second role is reading and understanding writings or books. So the main function of learning a foreign language is the ability to speak actively, communicate orally, or converse. That is the main goal or main target of learning a foreign language, studying it with the ability to read and understand or master passively. Therefore, the main and first method in teaching and learning foreign languages should be the Conversational Method. This method is carried out with the Direct Method and Natural Method, which are implemented by applying the functions and principles of the provisions of each of these methods.

In developed countries such as the US and Europe, people apply this third method as the main practice coupled with adequate and compatible audio-visual aids so that within one semester they can visit countries that are studied, studied, and practiced for 1 year. Have

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[13] Masruddin. (2018). the students interest towards the use of natural method in teaching speaking. Journal of English language teaching.

immediately been able to write accompanied by in the foreign language. So in addition to the appropriate method, the media, and complete books, the teacher has high abilities, the students also need to study hard and be smart. Without these four conditions being met, people can learn foreign languages for years or even decades.

D. Phonetic method (hearing and speaking)

This method prioritizes ear training and speaking training, namely how to present foreign language lessons through listening exercises followed by exercises to pronounce words and sentences in the foreign language being studied. This Phonetic method can be said to be a combination of the two Natural and Reading methods above. Whereat first according to this method the lesson begins with listening exercises, then followed by exercises in pronouncing words or sentences in a foreign language. Then followed by reading and conversation reading exercises.

The steps for implementing this method that can be done are:

1. The teacher reads foreign language readings in front of the class or opens a reading program in the form of a video cassette radio, students listen and pay close attention to this reading program, seriously, no one is playing games while reading it, students must pay close attention to the style and intonation, as well as certain facial expressions in reading 2. The series in the reading should be arranged in such a way that it becomes a perfect continuous reading material.

2. The teacher can stop certain series if the lesson series is considered complete and mastered by the students, then it can be continued in the next session. After the reading lesson is over, the conversation practice can be done. For example, conversations that are simple at first, then lead to complex conversations that are more.

3. To clarify speech and conversation, this method is recommended to use teaching aids

4. At the end of each subject matter, the teacher should provide practical reading and conversational exercises for each student,

and don't forget the teacher can give various special notes, conclusions, and also advice in the form of encouragement. motivate for students to study seriously, diligently, and routinely every day doing homework

Advantages of the Phonetic Method:
1. This method teaches students reading skills fluently and fluently as well as conversational skills, lots of dialogue exercises, and writing dictation
2. Students listen to reading errors and conversations from the teacher or classmates, to then change and correct the locations of the errors.

Disadvantages of the Phonetic Method:
1. This method requires seriousness and professional expertise on the part of the teacher. Besides planning and time must be mature
2. At the first beginner levels, this method is still difficult to apply, especially for children who do not yet have adequate basic foreign language provisions, because it is necessary to motivate students and teach communicatively
3. If the lesson series are not structured and planned in such a way, then the lessons and mastery of the material for students become floating; for example, the subject matter of reading is given a little, also the conversation is full of responsibility. Therefore, the time and material arrangements should be arranged in such a way that both are mastered.

E. Practice-theory method

This method, as the name implies, emphasizes the practical ability of the theory. Comparisons can be in the form of 7 units of practical material and 3 units of theoretical material. Learning a foreign language first and prioritizing practice, then accompanied by grammar theory. So here what is important is how students can be able to speak foreign languages practically, not theoretically. Therefore, teaching must be directed at communicative or conversational skills, while grammar can be taught casually. In the early stages of practical subject matter can be

selected and applied to simple things, whether it is through everyday conversations that have to do with the world of students' schools or the wider household and community environment or can also mention details of names. Objects and verbs as the basis for the formation of conversational language. While at the advanced level, the subject matter is developed more broadly and complexly through theoretical conversations and scientific reasoning.

The advantages of the Practice-Theory Method:
1. Students gain hands-on or practical skills in a foreign language
2. Students do not feel confused by grammatical rules or rules because grammatical lessons are only taught casually, like a sharpener of understanding
3. Teaching can be dynamic, lively, and fun, especially once in a while the teacher can intersperse with funny conversations and interesting demonstration media
4. Most following the natural purpose of language teaching: what is called language is speaking, communicating orally

Disadvantages of the Practice Theory Method
1. Requires teachers who are proficient and active in foreign languages
2. At the initial elementary levels, this method is still difficult to apply because the vocabulary and language of students are still limited, even stiff. Teachers must memorize good sentence patterns for students
3. In general, the applicative ability of students' foreign languages is largely determined by the motivational factors on the part of the teacher in addition to the style and sympathetic personality of the teacher. And this is rarely possessed in a single teacher person. Teachers need to often motivate students on the sidelines of teaching foreign languages.

The lack of visual media as perceptual and memory enhancers can be another side of the shortcomings of this method.

F. Reading Method

The reading method is to present the subject matter by prioritizing reading, that is, the teacher first reads the reading topics, then is followed by the students. But sometimes the teacher can direct the students to read a certain lesson first, and of course, other students pay attention and follow it.

Reading method technique This reading method can be done by the teacher reading the subject matter and learning to read the teacher's reading well, after that the teacher appoints one of the students to read it, by taking turns taking turns. After each student has a turn to read, the teacher reads it again and again, followed by all students, especially in the first grades; then the teacher records difficult or new words that the students do not know on the blackboard to be recorded in the notebook for vocabulary and so on until the assigned topics are finished.

The advantages of the Reading Method include:
1. Students can read and understand foreign language readings fluently and correctly.
2. Students can use foreign language readings according to the correct reading rules.
3. Of course, with reading lessons, students are expected to be able to translate words or understand foreign language sentences that are taught, with knowledge and knowledge about children being intact.

Disadvantages of Reading Method
1. In this reading method, for beginner levels, it feels a bit difficult to apply, because each student is very foreign to getting used to his tongue, so sometimes he has to be forced to repeatedly guide and repeat words and sentences that are difficult for students' tongues to imitate. Which is not from the foreign language being taught. And thus this method is relatively time-consuming.
2. In terms of language mastery, the reading method focuses more on students' ability to pronounce/pronounce words in foreign

language sentences correctly and fluently. The meaning and meaning of words and sentences are sometimes not prioritized. This can mean teaching is too Verbalistic

3. Teaching often feels boring, especially if the teacher who teaches is not sympathetic, the method is applied in an unattractive way to students. In terms of voice tension, it is sometimes quite boring because each teacher and student is constantly reading the topic of the lesson.

Because this method has significant drawbacks, it is necessary to pay attention to the following:

1. The main points of the material that will be presented should always be adjusted to the level of development and ability of students at a certain level. Choose topics and subject matter that appeal to students that match their soul's desires

2. To avoid verbalism in teaching, the teacher should be able to interpret, translate words or sentences that students do not understand in the readings.

3. In general, teaching aids in the form of loudspeakers, radio cassette tapes, videos, and similar tools help speed up slowing down students' reading tongue. Besides, with props, teaching becomes interesting and not boring.

4. Reading books can be selected and arranged in such a way as to attract and please students. In general, readings in the form of novels, short stories, stories, proverbs, wisdom in foreign languages, science, and others are very interesting for reading material, especially at beginner levels; at advanced levels, readings can be directed at scientific thinking.

G. Oral method

This method is almost the same as the phonetic method and the reform method, but the oral method focuses on oral exercises or oral speeches. Train to be able to speak fluently, harmony, and spontaneity. Train your mouth so that the pronunciation of a foreign language can still sound, it doesn't sound awkward. Exercises on the sound system

through the lips, train the exact exit of the letters of the esophagus, the letters at the tip or the base of the tongue, and so on. The exercises to compose words, make their sentences, and so on, are all done by activating spoken, oral, speaking. The target to be achieved through this method is the ability and fluency of spoken language or direct communication as the main function of language. The principle of this method is: teach the language, do not teach only about language.

H. Pattern-practice method

The most important application of this method is to train students to practice directly saying sentence patterns that have been properly arranged, or doing as intended by the sentence pattern. So sentence patterns that contain meaning, have been prepared or arranged harmoniously from easy, gradually to difficult; and vocabulary material from simple to complex. Students have to actively say, do it until it becomes a habit, so that they live up to these sentence patterns until they become entrenched.

The teacher should be Bilingual (who mastered two or more languages to the point of being internalized), namely the foreign language being taught and Indonesian, with actual abilities. First of all, the teacher compares the two languages, for example, Arabic with Indonesian, about the same words, ways of pronouncing the grammatical system, meaning, sound, and so on, and giving explanations. From bilingual languages, sentence patterns with certain sounds are described and selected for drill material or intensive training materials. Arrange good sentence patterns, and continue to add vocabulary, to brighten up a situation or story. Practice repeatedly and until each student has had a turn. Students are trained to pronounce sentence patterns until they really understand and appreciate the meaning/meaning and memorize fluently without thinking about composing their sentences. After that, students need to be trained in listening to achieve hearing sensitivity (Listening, etc.).

Then there are speaking exercises (speaking drills) for fluency in speaking, reading drills to achieve correct readings, and Writing Drills, namely writing exercises correctly, avoiding mistakes in writing spelling

or letters. These listening, speaking, reading, and writing exercises are very necessary to accompany almost all kinds of foreign language teaching methods, especially English and Arabic.

CHAPTER III
SPEAKING LEARNING MEDIA

A. Utilizing image media in learning speaking

In the learning process, many teachers try to help their students be able and competent to master or be skilled in the language. Such as always emphasizing students to be skilled in speaking or able to discuss and so on.

A teacher must have as many skills and resources as possible in the classroom to make students have more inherent basic knowledge and high stimulant so that they become skilled and competent. One of the effective sources in a learning process is to use the media (instructional aids). Media is one of the important factors that support the success of a learning process in the classroom. Media is a carrier of messages or information between the source and recipient of information. In other words, the use of media is closer to the meaning of the information received than using only verbal language.

In learning English, the use of media is highly recommended, especially if the media is close and contextual to the lives of students. Media is a necessary tool for learning for young learners (young learners). There are several benefits of using media in learning, including for:

1. Help simplify the language learning process and improve it;
2. Generating students' motivation and interest in learning;
3. Explaining new concepts so that students can understand without difficulty and misunderstanding;
4. Make the learning process more interesting and interactive.

One of the media that can be used for this purpose is the image. Pictures can be used as a medium for teaching or strengthening some of the learning skills of students. This is because pictures can translate an idea from an abstract picture into a tangible form that is easier to

understand. We concluded something or argue not only obtained from hearing or reading, but also from what we see around us or from what we remember from seeing it. Image media is not only an aspect of a method/technique but also represents an image of an object, place, or person that is an important part of the learner's experience that the teacher must know.

All learning activities in the classroom have their respective goals to be achieved and there are times when the use of images is needed to achieve these goals. The following are some of the criteria in determining whether a learning activity is suitable for using pictures or not as stated by Wright, namely as follows:

1. Easy to prepare

    Is the image easy to make? If it is difficult to prepare or takes two or three hours to prepare for an activity where we need a lot of time for other classes, then the media is not worth making.

    So it's better if the images that we make should be easy to make and even easy to get and cheap.

2. Easy to organize (easy to use or operate)

    Is the media easy to use in class? If it is difficult to carry, or difficult to use in class, it can be a hassle for the teacher himself or can be time-consuming in class.

3. Interesting

    Is the media attractive to students and teachers? The use of textbooks may be faster to do but there are times when it is not always interesting to use.

    a. Meaningful and Authentic

        Are the images used relevant to the context and learning objectives? If it is appropriate, then the media is said to be meaningful.

    b. Sufficient amount of language (Can add or develop language skills)

        Are students more successful after using picture media than not using pictures? If with pictures students understand better, and they can be more motivated to learn,

for example, to be more skilled in expressing opinions (speaking), then the use of these pictures is very appropriate.

The presence of image media is very important as a means to bridge the success of learning English goals, especially speaking. There are several roles of images in learning speaking according to Wright that we need to understand, including:

a. Pictures can motivate students and make them pay attention and want to participate in the learning process

b. Pictures contribute to the context of the language being used, can bring the "real world" into the classroom such as pictures of trains, landscapes, and others.

c. Pictures can provide information or be a reference in conversation, discussion, or storytelling.

In using image media in learning to speak with its language component, here are some ways or guidelines that can be used:

1. Draw series

Picture series in learning to tell stories or retell (storytelling) The narrative is a type of text that is imaginary. In this case, it can be in the form of fairy tales, folklore, legends, and others. In talking about storytelling, students can retell orally based on the series of pictures given by the teacher.

2. Stick drawing/stick drawing

Picture sticks can be pictures made by the teacher while teaching or have been prepared beforehand. For learning to speak, this type of image can be used to learn vocabulary (vocabulary) verbs (verb).

3. Flashcard

Flashcards are reminder cards or cards that are shown at a glance to students. In its use by remembering the picture cards as quickly as possible, students will subconsciously remember it, then students find and add the content and meaning of the picture.

With the importance of the benefits and ways of using image media in learning English, especially speaking, it can motivate more English teachers to teach better, interestingly, and meaningfully.

B. Film media makes it easy to learn speaking

Watching movies is fun for children, especially teenagers. Most of them prefer English films. The reason they have a good storyline is not long-winded, the music effects and soundtrack are good. The proximity of the film to teenagers can be used as inspiration as a medium of learning.

The film is formed from narrative and cinematic elements. The narrative element is related to the story aspect because there are characters, problems (conflicts), location, and time. While the cinematic elements are closely related to the setting, lighting, costumes and make-up, acting, and movement of the players. Movies with the same subtitles as what the players say can identify how to express and pronounce English text directly from the Native Speaker. The most effective way to learn English is to watch movies seriously. In this way, mastery of pronunciation or pronunciation of vocabulary will be easy to understand. Students can also know how to pronounce the pronunciation of the original native speaker so that over time they will get used to saying it clearly and correctly.

Impressions of live objects in films can also attract the attention of students to know and explore the story in depth. Knowledge, mastery of many vocabularies will increase the confidence of students to dare to speak.

CHAPTER IV
TEACHING SPEAKING AS PRODUCTIVE SKILL

A. What a good speaker does

Learning English has its challenges, one of which is the challenge that comes from oneself, namely doubts and insecurity when using English. For some English learners, public speaking using English is a very scary thing because of their lack of confidence. Whatever the reason behind your lack of confidence to do public speaking, whether it's fear of making mistakes or fear of forgetting what you want to talk about, there are several ways and tips to increase your confidence when speaking in public using English. Let's just see how to do it:

a. Read out Loud

The first way to increase confidence in doing public speaking in English is to practice our English pronunciation by reading the text aloud. Not only practicing pronunciation but reading aloud can also train our English articulation. The better our English pronunciation and articulation, the more confident we will be in speaking English. We can start our reading aloud by choosing simple readings or readings that are familiar to us. After our English pronunciation is felt to improve, we can choose more complex and difficult texts or readings.

Below are some more tips for reading aloud:
- Choose readings with topics and topics that interest us to make reading more enjoyable.
- Record your voice while reading, then listen to the recording to find out what still needs to be improved and improved
- Ask others for help to correct our pronunciation
- Read in front of a mirror to see our gestures and expressions
- Read aloud in front of our friends or family and ask their opinions and suggestions about our speech, gestures, and expressions

-   Do this speaking practice by reading aloud 5 to 10 minutes every day so that English pronunciation skills improve quickly.

b. Listen and Repeat

The second tip to increase confidence in speaking English is to listen and repeat or listen and imitate. This method is the same as the way a baby is learning to talk. They listen to adults talk and imitate them until they speak fluently. In the same way, we can improve our speaking English skills to be more confident when using it. Listen to native speakers speak and repeat what they are saying. We can take advantage of podcasts or radio shows on the internet to be able to hear firsthand how native speakers speak. Pay more attention to the pronunciation, intonation, articulation, and emphasis of the words and sentences they say. After that, try to repeat what they said. Remember that we are not recommended to use songs in English to do this listen and repeat the exercise. That's because emphasis, intonation, and articulation in songs are often obscured by music and tone.

c. Watch and Repeat

This method is more or less the same as listen and repeat. The difference is, in watch and repeat, the media used is in the form of video. There are many videos on YouTube or on other video streaming sites that we can use to practice our English speaking skills. In addition to videos on the internet, we can also watch movies or TV shows. When watching, don't forget to repeat the words spoken by the characters or people in the video. This watch and repeat activity can not only help practice our English pronunciation, but it can also help us train our body movements and facial expressions. Gestures and facial expressions are important when doing public speaking. Seeing and imitating the gestures and facial expressions of reliable public speakers can help us to practice our gestures and expressions.

News shows with news anchors and videos of people giving

speeches or presentations are recommended media for us to watch and imitate if we want to train our English pronunciation, gestures, and facial expressions at the same time.

d. Practice with Partners

It's okay to practice public speaking alone. However, it is even better if we practice with other people. Remember that public speaking is speaking in public or public. Practicing speaking in front of other people is a great way to conquer our fear of public speaking. In addition, practicing speaking with other people can also improve our English skills more quickly, especially if our practice partner is a person with good English skills. If we don't have acquaintances who can help us practice, we can.

Join a language community or English club at school or in our area. By joining, we are more likely to find people who have the same goals as us so that we can train with them to achieve common goals. Join an online English group. Many English learning sites provide a space for users to converse with each other. By joining this group, we have the opportunity to speak directly with native speakers which will certainly help increase our confidence.

e. Speak Slowly

There are still quite a lot of English learners who think that the faster someone speaks English, the more fluent he or she will be in English. Though speaking speed does not determine a person's level of fluency in English. Most reliable public speakers, such as Barack Obama and Steve Jobs, speak quietly when they do public speaking. That's because speaking quietly shows composure and confidence. On the other hand, speaking quickly can give the impression that we are very nervous and lack self-confidence.

Speaking slowly can also give us more time to think and arrange the next words we will say. What's more, by speaking slowly, our audience will more easily digest and absorb the words we say. Therefore, instead of speaking as fast as possible, focus on slowing down your speech and giving weighty words that will result in a

better rhythm in your public speaking.

f. Practice Our Posture

As mentioned a little above, gestures or body language is no less important than the way we speak when we are speaking in public. If we want to give the impression of confidence, stand tall. Standing tall with your shoulders back and your head held high will allow you to speak clearly and confidently. Of course, for us to get used to this posture, we have to get used to it by practicing. Therefore, when we are practicing our way of speaking for public speaking, practice our posture and body gestures.

g. Don't Be Afraid of Making Mistakes

Fear of making mistakes is one of the reasons why there are still many English learners who are not confident in using English. Native speakers also make mistakes quite often when they speak, and they don't mind it. English, like any other language, is a tool for communication. For that, as long as our audience understands what we mean, language errors are not a problem. What's more, our interlocutors may not care whether our English grammar is right or wrong. Even native speakers will not think that our English is not perfect if we make mistakes when talking to them.

If other people laugh at our English, just ignore them. Always remember that people who laugh at us are not necessarily greater than us. The fact that we dare to speak in English alone is good because English is not our mother tongue. When making grammatical or pronunciation mistakes, make those mistakes as motivation for us to continue to improve our English skills.

h. Practice and Prepare

Arrange and prepare the words that we want to say in public speaking. After the public speaking script is ready, practice. By practicing and preparing yourself, you will be more calm and confident when speaking in public. It must be remembered that never memorize a public speaking text word for word. Memorizing

it this way can make us forget what we want to say when we are doing public speaking. Instead, we understand and memorize the gist of the text. If we already know the subject of the text, we can describe it in our own words. In other words, the words that we will convey in public speaking do not always have to match the original words that we have compiled previously as long as we understand the main point of the text. Another technique so that we can master the text is to rewrite the public speaking script in our own words.

Practice makes perfect. Memorizing public speaking texts is not enough. We have to practice to deliver it. With frequent practice, we will master our public speaking material. The more we master the script, the more stable and confident we will be when appearing in public later.

i.   Fake It 'till We Make It

"Fake it 'till you make it." is a proverb in English which means we pretend to be good at something and pretend to be confident. This pretended intelligence and confidence can gradually become real because we are used to instilling it in ourselves. For that, pretend that we are reliable public speakers with high self-confidence. Pretending coupled with practice will make the pretense authentic.

j.   Set Our Mindset

Last but not least in developing the confidence to speak in public is to set our mindset towards ourselves. The point is that we have to instill in our minds and ourselves a sense of optimism that we can, that we are confident to use English in public. Whether we realize it or not, this positive mindset can affect our attitude. By having the thought that we can, we will be motivated to keep practicing to realize what is implanted in our minds.

B. Strategies to develop speaking skills

The ability to speak is often assumed to be a product of language

learning. But speaking is also a very important part of the process of learning to speak. An effective teacher can teach students speaking strategies. Using techniques of telling fun experiences, delivering announcements, and using language to learn the language that can help them improve their knowledge of the language and their confidence in using the language. Teachers help students learn to speak so that students can use speaking to learn.

1. Learning tells of the most memorable experiences.

The most memorable experience is an event that is hard to forget. The most impressive experience is a topic that can attract students' attention in following the lesson. Interesting topics will stimulate students to participate in the conversation. Media that can be used by teachers to attract student's attention can be in the form of photos that are displayed through the LCD so that students in the back seat can see it. The phases in this strategy include:

Tell Phase. The teacher starts the lesson with a short talk. In the discussion, the teacher relates to his own experience. The teacher tells about what was done, what happened, and how it felt. For example, the teacher can tell stories about trips taken, watching movies, and sporting events followed, and so on. The teacher must try to package the conversation as interesting as possible so that it can attract the attention of students.

At the time of the narration, the teacher displays photos of impressive events through the LCD screen. The photo is expected to be able to attract more students' attention. After the teacher tells the experience experienced, the teacher conveys the learning objectives that students must be able to achieve in the learning. In conveying this goal, the teacher should be able to show the benefits for students if they can achieve the learning objectives that have been described.

Prepare Phase. In this phase, the teacher assigns students to ask and answer questions with their classmates about the most memorable activity or experience, for example, the experience during the holidays. For this reason, students are required to draft

questions about the activities experienced by students. Like the question what do you do on vacation? With whom? How long? How did it happen? What do you feel? What is the benefit of this incident? And similar questions. The conversations carried out by these students should be packaged in everyday conversational language.

Repeat Phase. In this phase, the teacher can assign students to form groups of three to five people with the composition of new group members. In the new group, students are assigned to repeat the question and answer activities carried out. A student takes turns giving answers to their group mates' questions. This repetition phase is important to provide opportunities for students to present and practice their talk with their friends.

Wear Phase. This phase is a mixed activity. Students are assigned to stand and form new groups of six or more people (adjusted to the timing and number of students). In these new groups, each student gets the opportunity to share their most memorable experiences during the school holidays. This phase provides practice opportunities for students with new friends in their group. In this phase, it is hoped that students will no longer memorize the conversation material because in the previously formed groups they have asked and answered questions about their respective experiences. At this time it is also expected that students can appear speaking according to the corrections that have been given by their friends, use vocabulary appropriately, fluently, and have grumbles and expressions that match the stories they tell.

2. Learning to deliver announcements.

The strategy of delivering announcements can also be accompanied by discussion and question and answer methods with peer correction techniques. Another technique is to include jokes and group formation arrangements by the teacher. Media that can be used by teachers in this learning can be in the form of video delivery announcements. Two videos that contain the delivery of good and bad announcements can be done so that students become

more interested in paying attention to the learning material. Assessment is done by individual performance test techniques.

At this stage, the first step that the teacher can take is to ask questions about the experiences of students in delivering announcements. In addition, the teacher can also tell about the activities of delivering announcements that occur in daily life at school. The use of several jokes about successful and unsuccessful results in learning to deliver announcements can be shown to students to attract students' interest in learning.

At this time the teacher can do this by assigning students to form groups of four to six people. The formation of groups should be done by the teacher to form a heterogeneous group both in terms of ability and gender. Next, the teacher shows two videos showing a person making an announcement. One video contains the delivery of the announcement in a good way and the other video contains the delivery of the announcement in a bad way. After the video ends, in groups the teacher assigns students to make a review of the two videos. The review is in the form of a comparison of the delivery of the two videos both in terms of the order of ideas, vocals, pronunciation, gestures, expressions, and others.

C. Developing speaking activities
1. Information gap

The information gap is a learning technique that contains elements of the game. Learning that contains elements of the game is proven to make students feel happy and excited during the learning process. In addition, students will more easily grasp the material in this way. Learning to convey information with the information gap technique provides opportunities for students to practice speaking directly and individually so that students practice speaking. In addition, learning with the information gap technique uses visual image stimulation which is proven to help students' memory. The presence of resource persons is also proven to help the learning process. Most importantly, the information gap technique has elements that cannot be

predicted, this is important so that the communication process takes place realistically. It is hoped that after this learning students realize that what they learn is useful for their later life so that they can develop their speaking potential.

Hammer (2007) also adds that the information gap is when a student has to talk to his partner to solve a puzzle, draw a picture, but something in its place (draw and arrange), or find similarities and differences between pictures. The information gap technique is a combination of which technique (which face)?, pretending to forget (loss of memory), and sharing information (shared information). This activity is one form of many communicative activities.

This learning activity involves at least one student who has information and the other students who do not have it but need it. To get this information, students who do not have it must communicate in a certain form. Skills that can be developed with this activity are speaking skills. And the learning syntax using the information gap task technique is as follows:

1) The teacher determines the competencies and topics to be developed, for example describing shapes such as circles, triangles, lines, rectangles, and the position of objects.
2) The teacher prepares two sheets of paper with similar pictures, for example, one contains several two-dimensional images with certain positions, and the other paper contains pictures of the same dimensional shape but has a different position.
3) The teacher divides students into groups that can be in pairs or several people, each student gets a different picture from his partner's picture.
4) The teacher explains the procedure for the activity in which each pair must ask and answer each other to find differences and similarities.
5) The teacher gives an example.
6) After finishing, one of the group members or pairs is asked to report the results of the question and answer.

7) The teacher discusses and provides input regarding student errors.

CHAPTER V
TECHNOLOGY IN TEACHING SPEAKING

The digital revolution has brought many changes in life, where modern technology has become a part of everyday life. The digital era makes the world seem borderless because of the distance and time that seem to be connected by the internet. Not a bit of information in cyberspace is presented in English, this is what makes the ability to master one of this international languages very important to have.

Technology is changing the way we process information. Therefore, it is not surprising that the way we learn also changes because of it. As new technologies emerge, the opportunity to learn will become a reality for people all over the world.

Access to better technology is proving valuable in the eyes of those learning English. Now they will be better prepared to continue to study independently and begin to see the importance of face-to-face classes with their teachers and fellow students, which means they are more likely to complete their studies to the end.

A. Internet

Internet is a general term that is widely recognized ad used by people all over the world. From a technological point of view, we can define the internet as a computer network. Internet as a global network system has enabled the dissemination and exchange of information without any geographical boundaries. Internet which in principle is a communication tool between humans has the potential to be used in foreign language learning, including the English language.

Through the internet, students can find many learning materials, like audio, video, audio-video recordings, games, quizzes, and so on. To improve their speaking skills students can use skype, google talk, zoom meeting, and other applications where students can connect with other friends, teachers, experts, and even native speakers. Therefore students

can practice the application of speaking English and also solve the difficulties in speaking English directly.[14]

As a modern media, the internet has its shortcomings and limitations, especially in its applications in the classroom. The limited use of the internet that not all students have in learning English is an obstacle that will be faced by teachers in the classroom. Limitations of the application of the internet in the classroom include frustration when internet access is slow, lack of teacher skills in using computers and the internet, expensive installation and access cost, and not all information on the internet according to the child's developmental level.[15]

B. Podcasting

Speaking skill or ability to speak in English lessons is one of the abilities that must be mastered by students. However, students often experience difficulties in this regard. Many factors affect students' speaking ability in English. Some of them are not confident, not used to, and feeling nervous (nervous) excessively. This is exacerbated by the current state of the COVID-19 pandemic. Students must study at home for an indefinite time, and do not have friends to practice speaking with. In addition, they cannot meet with the teachers who can guide, provide input and assess directly. Thus, their abilities cannot be honed to the fullest.

To deal with the problems mentioned above, one solution is to use podcast media. What are podcasts? A podcast is an audio recording of a discussion that discusses a certain topic that can be listened to. Podcasts are commonly used to listen to the news, science, and so on. The podcast is different from radio, we can access it anywhere and anytime and also choose the topic that we want to listen repeat the trick, and skip the parts that we don't like on the topic

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[14] B.W. Parveen.2016. Use of Technology in Improving Speaking Skills: volume 3.

[15] Sunardi.2011. Internet teaching English language.

Podcasts help to upload or download audio files in the desired language and can be used as learning audio materials that are useful for class activities like discussion and so on. The audio covers different pronunciations and accents in learning to speak English. It helps students to improve their English speaking skills. Students can use these files in and outside the classroom as entertainment and as a part of their education.

C. TELL

TELL or Technology Enhanced Language Learning is the use of computer technology including hardware, software, and the internet to improve language teaching and speaking. What needs to be mentioned is that TELL is not a teaching method however an approach that can be used with teaching methods to assist in teaching and learning.

Advantages of TELL:

1. Provide and display more interesting and language learning styles compared to traditional teaching styles.
2. TELL transform the classroom into a student-centered environment. Students can: choose the order of materials is presented o them (e.g. advance grammar programs and vocabulary building), control the level of progress (e.g. students can work on levels 1 & 2 on grammar today and then level 1 on vocabulary the next day)

Disadvantages of TELL:

1. Cost of technology
2. Cost of training
3. Cost of media
4. The teacher must be comfortable with using technology
5. Access issues outside the classroom

Main types of media using TELL
1. *Sound (audio)*
    - Radio broadcast
    - Recorder playback of speeches

-   Recorder storytelling

2. *Film (video+audio)*
    -   Short films
    -   Interviews
    -   Full-length full feature movies

3. *Images/graphics*
    -   Charts
    -   Paintings
    -   Photos

4. *Text*
    -   Essays
    -   Journals
    -   Articles
    -   Email
    -   Chatting
    -   Books [16]

D. Quicktionary

Quicktionary is a device more precisely device like a pen. It allows learners to copy and store printed text, internet links. The device can scan a printed word then say the words in speaker or earphone. Simultaneously, the scanned words serve on the small LCD screen.

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[16] Kranthi K .2017.Technology Enhanced Language Learning(TELL). Volume 6

Accessing this device seems to be a more convenient method. This device allows students to help their understanding in learning especially language learning. There are additional features in the Quicktionary pen that assist the reader in teaching and learning the language. They include:

- Displays
- Syllables
- Spells
- Words out loud
- Keeps a history of scanned words
- Defines words with definition (cross-reference)
- Scan inverted hyphenated text and
- Scans left or right depending on the comfort of the user.[17]

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[17] P.J.Gerber.2020. Assistive Technology for Adults with Reading Challengers: The Quicktionary Reading Pen Option.

E. Speech Recognition Software

Speech recognition or commonly known as automatic speech recognition (ASR) is a development of techniques of the system that allow a computer or mobile phone to receive input in the form of spoken words. This technology allows a device to recognize and understand spoken words by digitizing the word and matching the digital signal with a certain pattern stored in a device. The spoken words are identified and the results of the identification of the spoken words can be displayed in written form or can be read by the device.

Speech recognition software can be used to develop applications learning English conversation interactive so that the application can be used as an interlocutor for the user. In addition, users can also improve verbal skills in speak English. The need for English language learning media becomes more increasing. It is encouraging the need for various tools or media which can be used as a tool for learning English well.

On Android gadgets, there is an application known as automatic speech recognition which serves to use voice as an input tool in carrying out a process. Automatic speech recognition consists of two kinds: namely speech to text which changes words to text and text to speech change text to sound. Application usage automatic speech recognition itself can be used for processing word search. Search the location of a location performs commands in device android.

This application or software helps students to improve speaking skills, which convert the spoken form to machine-readable input. This software evaluates and provides a score of comprehension, grammar, pronunciation, and provide the correct forms.[18]

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[18] B.W. Parveen.2016. Use of Technology in Improving Speaking Skills: volume 3.

CHAPTER VI
TECHNIQUES IN TEACHING SPEAKING

Speaking is an important part of the process of learning English. as one element of language, speaking plays an important role in social life so that the ability to speak must be mastered by anyone. Thomrnbury (2006) says that speaking is a thing that is natural and integral so that we forget how to first get and able to talk because that's when we ant mastering a foreign language we have to learn again.[19] In an educational environment, students are required to be able to speak in the process of learning. Students have to be able to express their ideas. They should also answer questions or ask questions well during learning take place. Students are required to be able to express an opinion, defend an opinion, refuting the opinions of other students, or influencing other students to follow the line of thought. Students may already master the way of speaking, but the ability to be mastered is mainly only in the form of the ability to speak in certain situations face to face or in small groups.

The current English conversation learning system must prioritize students' communication skills because in that way students will be able to express themselves to learn to follow the rules of the English language when communicating. Factors causing the low skills of students in understanding English speaking is learning technique inappropriate is a factor the most dominant. The teacher continuously introduces English patterns and expressions without going through the context or situation that is right, and not followed by practice and application. There is very little interaction between students. therefore, is skill enhancement to speak English no optimal, to solve the problem, the teacher must keep trying to find a way to ho the problem can be resolved.

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[19] Thornbury, Scott, (2008). How to Teach Speaking. UK: Pearson Education,

Techniques in teaching English speaking skills are very crucial to encourage students to improve speaking skills. Inaccuracy in the selection and use of teaching techniques can result in a decrease in students learning motivation. Selection of skills teaching techniques speaks English adapted to educational level.

A. Discussions

After content-based lessons, discussion can be applied for a variety of reasons. Discussion is an effective teaching technique in language activity that helps students create a more interactional environment especially in speaking. Welty (1989) said that discussion is the process of talking things over among two or more people, preferably face to face.[20] He adds that the total discussion process ideally is a cooperative attempt on the part of several individuals to work together as a group, through the change of idea orally, toward some group objectives. Students can discuss to a conclusion, share ideas about an event, or find solutions in their groups. Before the discussion, the purpose of the discussion activity must be set by the teacher. In this way, the purpose of the discussion can be achieved, so that students do not spend their time chatting with each other about things that are not related to the theme of the discussion. For example, students can engage in agree or disagree discussions. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group. Then each group works on their respective topics according to the group for a certain period and presents the results of their discussions in front of the class.

Biehler and snowman (1993) in Richard's book (2000), stated that group discussion is collaborative learning that the teaching technique is in which the teacher will allow the students to push themselves or to encourage the students to practice their English conversation in class. We apply it to chance conversations, where the theme is subsidiary to the desire to get acquainted, where the talk passes from one topic to

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[20] Welty.W. (1998). Discussion Method Teaching: A Practical Guide. Moscow: University of Nebraska Press

another and only by chance lingers long enough anywhere for the through the attention of a subject. Discussion can be applied when students finish working on the questions. Invite them to discuss the English problems they have been working on so that they get used to finding solutions and conclusions.

B. Roleplay

Another way to improve students' speaking skills is role play. Roleplay is a simulation of the behavior of the person being played which aims to train students in the face of a situation of narration; practice the English language spoken intensively, and provide opportunities for students to develop communications skills. Students pretend that they are in various social roles. In the role-play activity, the teacher provides information to students as to who they are and what they think or feel. Like actors and actresses, they learn to play any character and don't miss out on imitating the way they speak. Learning English especially in conversation will be very fun if done with this role-play method. This role-playing method is believed to be very effective when learning English conversation. With this role-playing method, the delivery of the dialogues in the conversation will be more striking as in the original situation.

Ments(1999) mentions a lot of areas where role play could be used[21]. He said it could be achieved by devising scenes of everyday life, in particular those situations which make use of the vocabulary to be learned, the students can be encouraged to apply language in a free and exciting way. He also observed that one is using language and different ways of communicating and for this reason, learning becomes an integral part of the task. About role play ments claimed that it expresses hidden feelings, the student can discuss private issues and problems, enables students to empathize with others, and understand their motivation.[22]

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[21] Ments.v.m.(1999). The Effective Use of Role Play: Practical Techniques for Improving Learning

[22] Binod.N.(2019).Effectiveness of Role Play in Improving Speaking Skill. Volume 1

The point is that role play is a learning method that invites students to be directly involved in learning, mastering of subject matter he studied at lack of limitation of words and movements, but not out of teaching materials.

C. Simulation

Simulations are very similar to role-playing games, but what makes simulations different from role plays is that they are more complicated. In the simulation, students can bring items to class to create a realistic environment. For example, if a student acts as a singer, he or she brings a microphone to sing and so on. Role-playing and simulation have many advantages. First, because simulations entertain and motivate students. Second, according to Harmer (1984) shows, Simulation increases students' self-confidence, because, in role-playing and simulation activities, they will have different roles and do not need to speak for themselves, which means they do not have to take the same responsibility. Moreover, role play focuses on the effective relationship, while simulation focuses on an outcome. Simulation allows students to experience content material directly. Players take a part in an event rather than experiencing it variously by reading about it. Through this participation, players had a concrete experience that may help them to understand the summary even though through an analogy. [23]

D. Storytelling

Storytelling is a technique or ability to tell a story, setting scenes, events, and dialogue.[24] Brewer (2007) also describes storytelling as speaking with a clear intonation, telling something memorable, interesting, have special values , and has a specific purpose. Storytelling is a technique or ability to tell a story, setting scenes, events, and also

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[23] Nurviana.H.Dkk.(2013). Improving Speaking Skill Through the Use of Simulation Technique. Volume 1.no.2

[24] M Zuhriyah. (2017). Storytelling To Improve Students' Speaking Skill. English Education: Jurnal Tadris Bahasa

dialogue. Storytelling uses the presenter's ability to tell a story with style, intonation, and aids that attract listeners.[25] Storytelling is often used in the teaching and learning process, especially at the beginner or children level. This technique is useful for practicing listening skills in a fun way. Eye contact, facial expressions, gestures, voice/intonation, speed, or props are factors that influence the storytelling process to run.

Types of storytelling, including:
1. Fables, namely fairy tales that contain the animal world. This fairy tale is the most liked by the little ones because the children's interest in animals is still very high. For example, the tale of the Mouse Deer and the Crocodile.
2. Legend, is a fairy tale related to natural wonders, usually contains the events of a place. For example, the fairy tale that occurred in Lake Toba, the occurrence of Mount Tangkuban Perahu.
3. Myths, namely fairy tales about gods and spirits. The story is about animist beliefs. For example, the fairy tale of Nyi Roro Kidul.
4. Sage, which is a fairy tale that contains many historical elements. Because it is told by word of mouth, over time there are additional stories that are imaginary. For example, the fairy tale Jaka Tinggir.
5. Parables, namely fairy tales that contain many educational values or short and simple stories that contain parables or wisdom as a way of life. For example the fairy tale Si Malin Kundang.

Storytelling Benefits

There are nine benefits when we do storytelling, namely: (1) stimulating thinking skills in children, (2) giving fun, joy, enjoyment, and awakening imagination in children, (3) providing new experiences and

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[25] R Afrilyasanti, Y Basthomi. (2011). Digital Storytelling: A Case Study on the Teaching of Speaking To Indonesian EFL Students. Language in Indi

developing insight in children, (4) developing ability and speaking in children, (5) connecting words with images, (6) building children's visualization, (7) studying traits and characters, (8) inspiration from various personalities and, (9) developing analytical skills.

Storytelling is an effective way to develop children's cognitive (knowledge), affective (feeling), social, and conative (appreciation) aspects. Musfiroh (in Fitriyanti, 2017) describes some of the benefits that can be obtained through fairy tales including according to, among others:

a. Cultivating values.

Storytelling is a means to "say without saying", meaning that storytelling can be a means to educate without the need to be patronizing. When listening to fairy tales, children can enjoy the fairy tales that are conveyed while understanding the values or messages contained in the fairy tales without the need to be told directly or dictated. The storyteller only tells stories without the need to emphasize or discuss separately the values contained in the fairy tale.

b. Able to train concentration power.

Storytelling as a medium of information and communication favored by children trains their ability to focus their attention for a while on certain objects. When a child is listening to a fairy tale, they usually don't want to be disturbed. This shows that the child is concentrating on listening to fairy tales.

c. Encourage children to love books and stimulate children's interest in reading.

Storytelling with the media of books or reading stories to children can encourage children to love books and love to read. Children can speak and hear before they learn to read. Writing is a secondary system of language, which at the beginning of reading must be associated with spoken language. Therefore, good language development is very important to prepare children to learn to read. Storytelling can be an effective example for children on how to read. Storytelling with book

media can be an effective stimulation because at that time children's interest in reading begins to grow.[26]

d. Storytelling stages

There are three stages in storytelling, namely preparation before the storytelling event begins when the storytelling process takes place, and after the storytelling activity is completed.

1. *Preparation before storytelling*

    1) Choose a story that fits the characteristics of the child's age before starting to tell the story, because in choosing a story, parents need to pay attention to the child's cognitive stage. Early childhood who are in the range of 2-6 years are still in the concrete operational stage, so the form of the story that is used as a storytelling method must adapt to the child's abilities.

    2) Parents can memorize the path or path of the story they want to read.

    3) Determine the atmosphere and imagination that will be displayed, such as background sounds of animals, splashing water, or the sound of vehicles, and so on.

    4) Train the intonation of the atmosphere, in gestures and facial expressions.

    5) Can also provide complete props to support the appearance and costumes in storytelling.

    6) Prepare provocative dialogues for children so that they can create a more intimate and supportive atmosphere.

    7) Selection of the right and conducive time, for example at night before the children go to bed with the chosen storytelling place must be safe, cool, and fun for the children.

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[26] F Khodabandeh. (2018)The Impact of Storytelling Techniques Through Virtual Instruction On English Students'speaking Ability. Teaching English With.TechnologyCeeol.Com

2. *When storytelling takes place*

The most important process in storytelling is at the storytelling stage because it is from this process that the value or message of the story can be reached and absorbed by the child.[27] This process becomes the experience of a child and parents must display a pleasant impression when telling stories. In addition, it is also necessary to know that the storytelling process is not just reading a storybook, the way of storytelling is an element that makes the story interesting and liked by children. Several factors can support the story.

The ongoing storytelling process so that it becomes interesting for children to listen to, including:

1) Make eye contact When storytelling takes place, parents should make eye contact with In teaching and learning activities, especially in learning English, interviewing is used as one of the techniques in teaching speaking, because it is considered to enable students and students to be directly involved in speaking activities.

3. *After the storytelling activity is completed*

When the storytelling process is completed, parents should evaluate the story. Through these stories, we can learn about anything. After that, parents can invite their children to enjoy reading and recommend books with other themes with interesting content.

e. Interview

Referring to the research journal Olyvia Revalita Candra in 2016, there are various techniques in teaching speaking, including jigsaw, think-pair-share, numbered heads together, one stay two strays, and

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[27] DR Sharma. (2018) action research on improving students' speaking proficiency in using cooperative storytelling strategy - journal of nelta surkhet, 2018 - nepjol.

three-step interview. Interviewing is used as one of the techniques in teaching speaking because it is considered to be able to activate students and students to be directly involved in speaking activities. Interview techniques are an effective way to encourage students to express their thoughts, ask questions and take notes, it would be better to do it with three or four students in each group. For the application of interview techniques to work well, according to him, some steps must be applied by the teacher, namely:

1) The teacher divides the student groups into several groups.
2) Students in pairs play the role of the interviewer and the interviewee.
3) After the first interview, the partners switch roles: the interviewer plays the role of the interviewee, and vice versa, the person who was interviewing becomes the interviewee. After all the pairs have swapped roles, then each pair can present the results of their interviews to the whole class in turns.

E. Story completion technique

Story Completion is a fun method. All students have the opportunity to speak in speaking activities where they sit around. The teacher started the story, but after a few words, the teacher stopped narrating. Each student begins to narrate from the point where the story stops. They add to the existing story. They can add new characters, events, descriptions, and more. In this technique, the students in the group are asked to continue the story told by the previous speaker based on their creativity and imagination. Before that, the teacher must start the story that the students must complete. This will be an interesting technique because each student is motivated to speak, ignoring the mistakes they will make later.[28]

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[28] W Hamsi. (2018). Developing students'speaking ability through story completion - jo-elt (journal of english language teaching- e-journal.undikma.ac.id

In this learning process, the teacher provides keywords to help this process run fun. The use of a data-show projector is very helpful for students in viewing pictures, trying to imagine what is happening, and the keywords on the projector display will make students more excited and learning more fun.

Teachers provide maximum opportunities for students to speak up to the desired target language by providing a supportive environment that includes collaborative work, materials and assignments, and knowledge that can be shared evenly. Support as many students as possible to speak in each Speaking activity. For this purpose, different things are practiced on students. Reduce speaking time in class when students participate in speaking, then observe the results of their speaking.

The teacher shows positive signs when commenting on the responses of students, asking questions that are provoking, for example, "What do you mean? "to encourage students to talk more. Responses such as "Your presentation was great, it was a good job. Don't correct students' mistakes when they are speaking. Correction in pronunciation is done after they do speaking, in correcting it is general and not aimed at certain students.

Learning activities with this method, are also carried out outside the classroom, students can contact their parents or other people in digging up additional information on the topics given by the teacher, besides they can also browse the internet, of course, this also requires close supervision so that students do not use the available opportunities for other things whose purpose is different from the ongoing learning.[29]

The teacher supervises the students while they are preparing the material by going around the class. Diagnosing problems faced by students who have difficulty expressing themselves in achieving language targets and giving them more opportunities to practice speaking.

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[29] SJ Hukom. (2019). Story completion: A technique in teaching speaking- **Jurnal Tahuri,**- ojs3.unpatti.ac.id

So by using the Story completion method, students will get provisions in actively speaking English which will be useful for their future, in addition to the provision of written language

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