

IMPROVING SPEAKING ON MONOLOGUE DESCRIPTIVE TEXT THROUGH ICARE SYSTEM

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Abstract

This paper aims at describing improving speaking on monologue descriptive text through ICARE system. The teacher should try to use attractive technique to attract the students' interest to speak actively. One of the technique that can be used by the teacher in teaching learning process, especially in speaking process is ICARE system. Speaking is significant to an individuals living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate. The teacher should select ICARE system to make the students interest in teaching and learning process, because it is very important especially in English learning. By using ICARE system in speaking process, the students can easily to express their ideas, thoughts, and feelings. There are many texts that students learn, one of them is descriptive text. In this way, the students are expected to be able to learn and practice to speak the descriptive text based on the ICARE system given by their teacher. This activity is better done in group. Before the class activity, teacher divides the students into several groups or asks them to choose their own group, they can be divided into 5 to 6 groups that consists of 3 to 4 persons every group. After that, the teacher asks the students to practice in front of the class based on the picture that the teacher had show in piece of paper. Picture activity above can give the students the opportunities to be active in learning English speaking.

Keywords : *Teaching Speaking, Descriptive Text, ICARE system.*

A. Introduction

In line with GBPP (*Garis- Garis Besar Pedoman Pengajaran/ The General Instruction of Teaching*), the teaching-learning process of the English language concentrates on the four skills, that are; listening, speaking, reading, and writing. One of the four skills above which plays a significant role in mastering English is speaking. As a skill, speaking is the most

used skill by people rather than the three other skills.

According to Richards (2008) learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency. As a counselor, a teacher will be a friend of the student, for example inviting personal

respect and familiarity. Class structure needs to be organized within school where students learn in groups under the guidance of teachers. As a manager, the teacher will act like manager of the company, guiding the students to learn, take initiative, and the best ideas they have. There are many learning strategies or methods offered to make the students active and creative such as *Quantum Learning*, *Accelerated Learning*, *Cooperative Learning*, *Contextual Teaching and Learning*, and so on.

Generally, students are less able to express the spoken language even though they have experienced learning in a discussion on oral. Several ways have been done such as, give special time to speak through extracurricular conversations, give the task to learn how to use spoken language at school or at home in a group, but the results are still unsatisfactory because it is still 40 % of students have not been revealed skilled English orally. The others is only capable of expressing with an average frequency of two to three sentences with memorized. There are many factors that make student speaking skill is low. It could be caused by internal factors and external factors. Motivation, interest, and intelligence are the examples of internal factors. This is the phenomenon of the difficulties experienced in teaching students in the school. The students often think that English

is difficult to learn. They do not understand how to speak English well. In addition, they are afraid of making a mistake in speaking English. They always think about structure when they are going to speak.

The writer chooses one of the learning strategy that is expected to make students active and interactive in English verbally by using ICARE system. With the ICARE system students will be able to apply direct communication based on the idea or learning experience that is owned, thus the student skills will increase because they will practice acceptable oral language during the learning process. Therefore, during the implement of ICARE system learning process needs to be studied as well.

In the standard competence of Junior High School English has some discourses, one discourse is simple descriptive monologue. The standard competence is: "Expressing meaning in short simple monologue by using a variety of spoken language accurately, fluently, and gratefully to interact with the immediate environment in the form of descriptive text and procedure." (Standard Content, 2006; 4). There are two monologues in the standard of competence in speaking skills above, there are descriptive monologues and procedure, the writer chooses descriptive monologue discourse in this paper.

B. Review of Related Literature

The Concept of Speaking

Speaking is significant to individuals living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. When we speak, a great deal more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more.

According to Webster (1980), speaking has a variety of meanings:

- a. To tell, to say, to make known or as by speaking, to declare; to announce.
- b. To proclaim; to celebrate.
- c. To use or be able to use (a given language) in speaking.
- d. To address.

Bryne (1998) states that, oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.

Based on the previous definitions, it can be synthesized that speaking is the process of sharing with another person, or with other persons, one's knowledge,

interests, attitudes, opinions or ideas. Delivery of ideas, opinions, or feelings is some important aspects of the process of speaking which a speaker's idea become real to them and their listeners.

The Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Richards (1998), the functions of speaking are classified into three; they are talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches. Below are the explanations of the functions of speaking:

a. Talk as Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship.

Meanwhile, talk as interaction has several main features as follows:

- Has a primarily social function
- Reflects role relationships
- Reflects speaker's identity
- May be formal or casual

- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register

Some of the skills (involved in using talk as interaction) are:

- Opening and closing conversation
- Choosing topics
- Making small-talk
- Recounting personal incidents and experiences
- Turn-taking
- Using adjacency pairs
- Interrupting

That is why some students sometimes avoid this kind of situation because they often lose for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

b. Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in

language lesson) to explore concept associated with tenses and derivations.

Meanwhile, talk as transaction has several main features as follows:

- It has a primarily information focus
- The main focus is the message and not the participants
- Participants employ communication strategies to make themselves understood
- There may be frequent questions, repetitions, and comprehension checks
- There may be negotiation and digression
- Linguistic accuracy is not always important

Some of the skills involved in using talk for transactions are :

- Explaining a need or intention
- Describing something
- Asking questioning
- Confirming information
- Justifying an opinion
- Making suggestions
- Clarifying understanding
- Making comparisons

Compared with talk as interaction, talk as transaction is easier for some student because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned since

current communicative materials are a rich resource of group activities, information-gap activities and role plays.

c. Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

The main features of talk as performance are:

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

Some of the skills involved in using talk as performance are:

- Using an appropriate format
- Presenting information in an appropriate sequence

- Maintaining audience engagement
- Using correct pronunciation and grammar
- Creating an effect on the audience
- Using appropriate vocabulary
- Using appropriate opening and closing

It is clearly seen from the features and skill involved in using talk as performance that initially talk as performance needs to be prepared in much the same way as written text. Therefore, this kind of talk requires a different teaching strategy.

The Kinds of Speaking Activities

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

a) Discussion

Discussion is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion really useful activity for the teacher in order to activate and involve student in classroom teaching. Typically,

student are introduced to a topic via reading, listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

According to Celce-Murcia (2001) there are several steps that should be done by the teacher before starting the discussion activity, that are: first, planned (versus random) grouping or pairing of students may be necessary to ensure a successful discussion outcome. Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it is kept on time, take note or report results. And finally, students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected.

b) Information gap/problem solving

One type of speaking activity involves the so-called “information gap” where two speakers have different parts of information making up a whole. Because they have different information, there is a “gap” between them. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

c) Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some way in determining the content of their talks. Speeches can be frightening for the speaker and after while boring for the listeners, so it is a good idea to assign the listeners some responsibilities during the speeches. It is an excellent time to require peer evaluation of classmate’s speech.

d) Role plays

One way of getting student to speak in different social context and to assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves. Role play is more than just play-acting. It offers chances for rehearsal and engagement that some others activities fail to give.

e) Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other word, it is not adequate to have students produce lots of language; they must become more

metalinguistically aware of many features of language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication. In any case, the resulting interaction will provide a sample of spontaneous from (and for) the learner to analyze. In a variation of the conversation, learners are required to tape-record an interview with native speaker on a topic of their choices and then report the result to the class.

ICARE Learning System

ICARE system concept is introduced by the Decentralized Basic Education (DBE) and developed by the United States Agency for International Development (USAID) in 2006, ICARE stands for introduce, connect, apply, reflect, and extend which aims to improve students' learning outcomes with different stages of learning as follows:

a) Introduce

At this stage the teacher as facilitator introduces the topic (learning objectives) to the students.

b) Connect

And then, the teacher try to connect the topic with something that attracted the students attention, i.e. the things that related to the daily lives and people experiences.

c) Apply

At this stage, the students learn to use what they had learned . So that students are directly involved in real life by practicing new skills.

d) Reflect

Reflect is an activity through group discussions and individual notes in the students journal.

e) Extend

At this last stage, the teacher extend what has been experienced and learned by students, and the students will practice their learning experiences in the daily lives. In this way, the students will express their ideas or learning experience.

Holt (2006) states that the process of learning will be increased if the student is required to do the following things: restatement of the information with own words, give an example, look at the relation between the information and facts or other ideas, using a variety of ways, and predict the consequences.

There are some advantages in ICARE learning system:

1. Improving students' skills by using ICARE system through English simple monologue descriptive learning.
2. Increasing students' ability by using acceptable English pronunciation

- fluently and use proper sentence structure.
3. Increasing the students confidence to reveals acceptable spoken English.
 4. Improving teachers' skills in teaching students by using the ICARE system.

Descriptive Text

According to Gerrot and Wignel (1998), descriptive text is a text which describes what a person or thing is like. The social function of descriptive text is to describe a particular person, place or thing. Because the teaching learning is focused in spoken language, it's called descriptive style. They explain that description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Description only provides information about a particular object or person.

The generic structure of descriptive text are identification and description. Identification is introduction or identifies phenomenon to be described and description is the characteristics, parts, or qualities of things, place, or something to describe.

The characteristics or language feature of descriptive text are: (1) Using the Simple Present Tense, (2) Using an adjectives and compound adjectives, (3) Using of linking verbs / relating verbs (4)

Using of degree of comparison and, (5) Focus on specific participants or objects.

For Example of Descriptive Text.

The National Monument

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consists of a 117, 7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

**PROCEDURES OF TEACHING
SPEAKING MONOLOGUE
DESCRIPTIVE SKILLS THROUGH
ICARE SYSTEM**

In this chapter, the writer explains the expert's point of views about procedures of teaching speaking monologue descriptive skills through ICARE system.

There are some preparations that need to be done by the teacher in procedures ICARE system. The teacher is preparing the material that will be taught in the class. Preparing the material will help the teacher while teaching process. Moreover, the teacher should prepare the material (text) based on the curriculum. Nowadays, the texts are available in the textbooks that students use at school. The teacher also searches the other texts from the internet in order to add the students' knowledge about the texts. The teacher can also create their own text to be read by the students. The texts should be interesting and the topic of the text should close to the students' daily life. Therefore, the students are motivated to read it.

Procedures of teaching speaking through ICARE system are applied as follows :

1. At the beginning of study, the teacher introduces about the purpose of study and greets the students.

2. The teachers do brainstorm by asking all sorts of colors through a designated object. This way is an effort to link or connect the purpose of the study with real life and clarified the students know about that color by asking to some students randomly. Then, asking about the color of hair, skin, and eyes .
3. The teacher connects using Possessive Pronoun "his and her " by stating the kinds and types of hair, skin, and eyes to the student who are described. Then, some students apply the modeling that has been done by the teacher using Possessive Pronoun "his and her " by stating the kinds and types of hair, skin, and eyes of their friends .
4. The teacher reflect the study by asking about the various of colors and types of hair, skin, eyes, and faces of people. Then, the teacher ask the students to retell about it.
5. To facilitate the students to describe a person or things the teacher recall back the things how to describe and making the drafts.
6. To expand or extend their knowledge or experience, the students learn social skills in a group discussion, each group is given a picture of a person who should be described.
7. At the end of study, the teachers should make individual assessments with

describes one of the faces of famous people or students by each student who have prepared by teachers.

The procedures are divided into three phases: pre- teaching activities, while-teaching activities and post- teaching activities. These steps are provided to brainstorm the students' idea and categorize their idea based on the figure need to be described.

Pre-Teaching Activities

Pre teaching activities is done at the beginning of the class. It is used to give students' background knowledge and build their ideas through asking and giving question to the students interactively. The procedures as the following:

- 1) The teacher greets the class. Sometimes the teacher ask the students to pray before starting the teaching and learning process.

Teacher : *Good morning class!
How are you this morning?*

Students : *Morning sir! Fine!*

Teacher : *OK, before
beginning our study, let us pray.*

- 2) The teacher gives illustration which leads students to the main activities and explains about the purpose of study.
- 3) The teacher introduce some picture to the students.

- 4) The teacher gives some question to the students based on the picture.

Teacher : *Now class, look at
the picture. What picture is it?*

Students : *Human face!*

- 5) The teacher connect the learning with ask about the color, parts, and name of the picture to the students.

Whilst- Teaching Activities

Exploration

- 1) The teacher leads the students to categorize and personalize that picture into a draft.

Teacher : *OK students, Based on
your idea that is written on the
white board, please you
categorize and personalize them.
The things that you can
described based on the picture.*

- 2) The teacher explain about the generic structure and language features of descriptive text.
- 3) The teacher tell about the picture to the students and apply with the characteristics of descriptive text.

Elaboration

- 1) The teacher do reflect with say about the picture and ask the students to say it.
- 2) The teacher do extend with ask the students work in group. Every group is

given the picture which should be described.

3) The teacher ask the students to describe about their friends or themselves.

Teacher : *Now we are going to described one of your friends, your teacher, or someone you like in front of the class.*

Confirmation

This phase is the step of making sure whether the students have understood about the material taught to the students. If the students still do not understand, the teacher has responsible to re- explain it. The teacher re-explains about the text that has been written; it included the genre of the text, the text organization, the communicative purpose of the text, and the tense that is mostly used in that text.

Post-Teaching Activity

The purpose of post- teaching activities is to evaluate students' comprehension on the subject matter and the teacher asks the student's reflection toward the teaching process. The teacher leads the students to conclude the material that they have studied.

There are four advantages of using picture:

- a. The students will be relax and have higher motivation. It is caused by pictures that can stimulate students in studying.
- b. It provides motivation and lower stress.
- c. It encourages students to interact and communicate with their friends.
- d. Each of students in group of course wants to be the winner, so they will motivate themselves to write, to explore thought and idea.

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer explains the expert's point of views about conclusions and suggestions.

Conclusion

In learning English to express simple monologue descriptive by using ICARE system, there five steps in learning process: (1) *Introduce*, at this stage the teacher introduces the purpose of study and social functions (life skills) that are involved in the learning process. (2) *Connect*, the teacher try to connect the study and topics within real life. In learning descriptive monologues process the teacher ask to the students about the nature, color, form, and condition about something to describe that related to the topics. (3) *Apply*, the students try to applied their knowledge to reveal parts of the face and body parts through the

frequently asked some questions or play a quiz. (4) *Reflect*, in this step teachers help the students to determine the things which is expressed as a student records or documents. (5) *Extend*, train the students to describe something and to assess in learning process is extend, in this step can allows the students to elaborate their knowledge in real life to bring of their creative ideas.

Suggestions

Concerning for all those explanation of ICARE learning system, the teachers should try to use it in speaking lesson, because ICARE learning system are expected can make the students interested in English.

Before the teacher will applying ICARE learning system, the writer will give suggestion as follow:

- 1) Before begins the lesson the teacher needs to motivate the students to raise their confidence. The motivation such as game simple games, quizzes, songs and so on, because the students will express their own language based on their experience.
- 2) Learning assessment do as effectively as possible in order to save the time.
- 3) The teachers needs to explained about the assessment to the students in order to achieve the best score.

- 4) The drafts about the things that need to be described will help the students to learn and practice in order to achieve competency.
- 5) The students should be work in groups, because the students will learn about socialization, help each other, and works among their friends. This way will raises students' self-confidence, mutual respect, and give the courage to speak in front of the class.

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