

## **Teaching Speaking by Using Short Conversation**

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### **Abstract**

The aim of writing this paper is to describe teaching speaking by using short conversation. Through short conversation, the people can express their ideas orally. So from various kinds of materials that can be used in teaching speaking, short conversation is the interesting materials to encourage students to speak. The students can exchange their ideas when they do short conversation, and it can make the students creative to be able to speak. The teacher is suggested to consider using short conversation in teaching speaking

**Key word: Teaching, Speaking, Short Conversation**

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### **A. INTRODUCTION**

As we know that English is an international language that is important almost all over the world and has an important part in education. In Indonesia, English is one of the subjects that must be learnt in educational institution. It is taught from high school until university level, but many Indonesian people cannot speak English well. As an English teacher, we must pay attention highly to students'

competence in English, especially is relation to four language skills, namely listening, speaking, reading and writing.

However, developing English speaking or oral skill is a real challenge for many English teachers since the students do not live in an English environment. According to **Cameron** (2001:40), speaking is the active use of language to express meanings so that other people can make sense of them.

Based on the writer's experience in teaching practice at Senior High School, there are some problems faced by students in speaking. First, the students do not have adequate vocabulary. Hence, they cannot express their ideas. Then, the students cannot pronounce the words correctly and it makes them feel embarrassed and it can increase their anxiety to speak because they are afraid of making mistake. Beside that the students are less motivation in the classroom.

As a result, they do not engage actively in learning process. In this context, it has traditionally been difficult to achieve good standards of fluency of oral production because the input received by students is insufficient. There are too few English classroom hours. Therefore, to overcome or solve this problem, the English teachers are demanded to create an appropriate technique or activities for teaching, especially English speaking to students.

Based on the explanation above, the writer suggests an effective way to improve

and increase student's English speaking fluency, that is through short conversation.

### **The Nature of Speaking**

One of the four skills that should be mastered in learning a language is speaking skill. In the field of the study, the aim of learning a language is to be able to communicate with others fluently and communicatively.

Learning the second language is learning to interact successfully in the language. It does not only involve the productive skill, but also the comprehension skill that can be heard speaking performance, which requires the accuracy, fluency, structure and vocabulary mastery of the students.

In speaking, the ability to compose the sentences is highly needed because oral communication takes place when someone makes sentence to perform a validity of different act of an essential social nature. In addition, **Brown** (2004:140) states that speaking is an interactive process of

constructing meaning that involve producing and receiving and processing information.

**Widdowson** (1984: 54) also add that speaking is the active productive skill and makes use of oral production.

In brief, speaking is an active productive skill involving the knowledge of language: complex mental and physical aspects of the speakers when one produce sentences.

### **The Importance of Speaking**

In fact, speaking is the main skill among the four language skills. **Fletcher** (1990:1) states that speaking becomes a vital skill to be used in every field, such as: industry, technology, agriculture, art, culture and education.

**SIL INTERNATIONAL** (2003) states that there are three kinds of speaking situations in which we find ourselves: interactive, partially interactive, non-interactive. From interaction, people will know how well someone has capability in a language. People will judge how the

speakers speak. **Taylor** (2014:7) supports this idea that by practicing speaking to others, people can learn a great deal about themselves, about their strength and weaknesses.

In short, speaking is very important in language learning and active communication. Speaking plays an important role in this life. By speaking the speakers can express their idea and the hearers can judge everything about themselves.

### **The Elements in Speaking**

#### **1) Grammar**

English grammar is quite different from Indonesian grammar. English has many tenses, which are not found in Indonesian grammar. So, in speaking English, one must master and know exactly what he/she wants to talk if the speaker make mistakes in grammar when conversation occurs.

Grammar is more important for someone who wants to learn English because it is one aspect of language for communication. **Byrne** (2006:34) supports this statement that grammar is the base knowledge in learning a language. So structure or grammar of English plays a very important part in speaking.

Grammar is how to combine words to become good sentences and a listener can get the ideas from speaking. The listeners will be very confused when someone speaks ungrammatically.

## **2) Vocabulary**

The English contains more than half of a million words, but in ordinary speaking we only have a small percentage of them. Thus, we have ample room for building a larger and better vocabulary.

The learners cannot use a language without having knowledge about the vocabulary. In the other words, vocabulary also plays important rules in a language. **Lado** (1977:183) states that vocabulary is

the lexicon of written language, which is called words. So, we need as much as possible vocabularies to build our language well

## **3) Pronunciation**

In speaking English we should keep pronunciation because it will influence the meaning of words. According to **Morris** (1980:58) the goal of learning English is how to pronounce that language. In English, there are many words that have the same pronunciation but different meaning. We can say that if we speak with wrong pronunciation, the hearer will not understand what we just said.

**Richards and Renandya** (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed

in conveying messages directly without any accompanying speech

There are some reasons why we must master pronunciation well in learning English, they are:

- English has different spelling and pronunciation
- Intonation in English can change the kind of words if it is separated one by one, it will show the other meaning.
- Pitch in English can make different meaning.

Every speaker wants to express their language well, so do English native speaker who shows the deviation of pronunciation that is done by the foreigner as an occupied community activity. People today are particularly sensitive to variation in the pronunciation of their language. The wrong accent is still an impediment to social or to advancement on entry in certain professions.

#### 4) Fluency

Fluency exerts a significant influence of communication between the speaker and the listener. If the speaker speaks with great difficulty and too clumsy, it is highly likely that the listener will neither understand nor respond relevantly to what the speaker says. Thus, the speaker should speak rather easily and conveniently in order that the listener is able to respond accordingly.

#### The Importance of Conversation.

Conversation is one of the main components, which take part in developing speaking ability. **Dobson** (1972: 78) states that conversation is one of the main aspects that consist of communication between two or more people. Through conversation the students can express something, telling experiences, to inform, to discuss, introducing, asking and joking. By giving the learners comprehensible input about themselves, but also their trips, vacation,

their family and friends to other people in target language.

Conversation can be described as the ability of a person to express his or her ideas, feeling or something in their mind by using language. Conversation takes place when someone uses sentences in social interaction.

In fact, learning to speak in second language is a long process. We cannot directly learn to speak in a second language. We cannot directly speak fluently, but step by step. **Stern** (1983:87) states that the second language learning in more restricted sense refers to the learning of a second language in the environment in which the language in question is used as the regular medium of communication. So, in one idea, conversation is very important in our live because we cannot do interaction without language.

### **Short Conversation to Improve Student's Speaking Ability**

As we know, in learning the second language, it is not easy as we think in mind. There are four skills that a learner should be learned: reading, listening, writing and speaking. In the subject of speaking, conversation plays dominant role. The teacher talks to students and communicates each other in the way of conversation. In community, communication between two or more people is very important because every interaction happened through conversation. Usually a conversation is about ten lines long, but here the writer just suggest about five until eight utterances. It is caused by lack of vocabularies of the students. **Sacks, Schegloff** and et al (1974:42) state that most short conversation seem simple enough they begin with "hello", and with "goodbye", and have a lot of talk in between.

We can see from these examples below:

A: Hi, how are you?

B: I am well. What about you?

A: Like you see, I am fine.

Or this short conversation:

A: Hi, Andy. How are you?

B: Hi, Shanty. I am fine.

A: Do you have time for tonight?

B: Hmmm. for what?

A: Would you like to accompany me to  
vina's house?

I intend to take my books.

B: Fine. I will pick you up at seven o'clock  
tonight.

A: Thank you very much, Andy.

B: you are welcome.

We can also pay attention to this  
short conversation.

A: Hi, may I speak to Anna?

B: All right. But would you like to say your  
name, please?

A: Fine, I am Nadia.

B: Please wait a minute.

A: Thank you.

Teachers can point the topics of short conversation or the teacher asks the students to choose their topics freely and their partner. It means to make the students enjoy and to loose to do this activity even the final purpose is to improve their speaking ability in front of class, as a preparation for conversation activity learners need practice in saying and making phrases and sentences. This statement point that by practicing short conversation can be very closely control the learner small amount of choice in what they say.

Sometime a student scares to speak English because he does not know more vocabularies and its structure, a short conversation will solve this problem. A student just says until four sentences and it will make him feel comfortable when the teacher asks him to talk with his chosen partner and with topics he like. So, by short conversation the students are deeply hoped that it can be active in the classroom. In addition, a short conversation is very convenient, which is characterized by

randomness of subject matter, general lack of planning and spontaneous.

It cannot be denied anymore the use of short conversation in speaking class has added a tremendous number of possibilities for communication practice.

### **Application of Using Short Conversation to Teach Speaking.**

In this application of using short conversation to teach speaking, the writer discusses the role of teacher and the role of student.

#### **The Role of Teacher**

The teacher's role in this activity does not change a lot but is extended. The teacher's function derives from the function of counselors. He/ she still has to introduce new materials and provides a lot of practice to reinforce what is being to talk. He is responsible for providing a safe environment in which learners can learn and grow. Even the teacher should offer the students to choose whatever they want to

converse and find their partner freely, which increase their involvement and motivation.

There are some roles that can be applied by the teacher to encourage the students to speak up, they are

1. Use group works. This will increase the amount of the learners to talk going on limit period of time and also lowers the inhibitions of learners who are willing to speak in front of the class. Using short conversation here is included as a group work of the learner.
2. Base the activity on simple language.
3. Make careful choice of topic and task to stimulate interest.
4. Give instruction or training in discussion skills.
5. Keep students speaking the language target.

Here the teacher is also demanded to create a comfortable atmosphere for the learners. If the students feel secure, they are



free to direct their energies to the task of conversation.

Therefore, to make this system successful, the teacher is assigned multiple roles:

1. To become counselors, fine tuning the learning program to different needs and capabilities of learners.
2. To choose the learning materials/modules, which are not beneficial.
3. To Assess learner's work on the material.
4. To encourage and to motivate learners.
5. To deal with individual problems on individual basis.
2. The teacher assures the learners about the importance of speaking English well and fluently.
3. The teacher should make the students know that learning is their responsibility and guidance on counseling is the teacher's responsibility.
4. He might prepare the students for the topic in general and activity in particular.
5. The teacher may have to explain about the operational ways of pair work including the nature of task given.

Besides, there are some possible teacher's act in class based on this case, they are:

1. The teacher should make the students aware of the objectives of the course.

We can say that the teacher's role in the class conversation is to expose the learner new ways of looking at a piece of literature, there must always be present those who can and will open new avenues

for exploration. The last to remember is the teacher should give feedback to develop confidence of the students by being supportive and sensitive to their needs. By listening and observing student's interchanges, the teacher can measure levels of confidence, fluency, motivation and attitudes to the problem solving.

### **The Role of Students**

In Community Language Learning, learners become members of a community. Learners are expected to listen attentively to the teacher, freely to provide meanings that they wish to express, to report deep inner feelings and frustration as well as joy and pleasure and to become counselors to other learners.

There are five stages of language learning that should be noticed by learners:

#### **1. Community Language**

Learning compares language learning to the stage human growth.

2. Learners begin to establish their own self-affirmation and independence by using simple expressions and phrases they have previously heard.
3. It is a separate-existence stage. Learners begin to understand other directly in the target language.
4. The learner's function is independence, even though their knowledge of the foreign language is fill rudimentary.
5. Learners refine their understanding of register as well as grammatically correct language used. They may become counselor to less advanced students while profiting from contact with their original teachers.

### **B. THE PROCEDURE OF TEACHING SPEAKING BY USING SHORT CONVERSATION**

## **Preparation**

Before the teacher begins to teach speaking, she must prepare everything that is important in teaching and learning process. The preparation includes the material selection, media and time arrangement. But, the teacher can also ask the learners prepare themselves in the former meeting. Or the teacher can ask the students directly (spontaneously) as the way to measure their capability in speaking English

## **Procedure**

### **1. Pre-teaching activities**

In Pre-teaching activities, the teacher of course should master the material being taught. This is very important in teaching and learning process. In teaching and learning process there are several ways to follow, here they are:

- Choosing the appropriate dialogue with teaching situation.

- Deciding how much time is allocated to a short conversation that the teacher intends to use.
- Warning the students to make sure their topic after they enter in front of the class.
- If the teacher intends to give guiding to the learners. He must write down an example on the board.
- The teacher can read the example of short conversation and ask them to listen carefully.

### **2. The Whilst-Teaching Activities**

After the teacher do the activities above, now the teacher go to the whilst-Teaching Activities. They are:

1. The teacher divides the students in groups at least 2 person in one group.

2. She can ask each group to discuss about the topic given or whatever they want to talk.
3. She also can use some pictures as a media to guide them to talk further about the topic and their prior knowledge about pictures.
4. Ask the students to make short conversation, they free do some speaking activities in form short drama, interview, or role play.

### **3. Post-Teaching Activities**

1. Giving the learners opportunity to present their short conversation in front of the class.

2. Helping them if they find difficult word while speaking.  
While they present the short conversation, the teacher monitors and evaluates their works or their presentations.
3. Giving feedback to the students to make their topic clear.
4. The teacher lead students to conclude the material
5. The teacher closes the class.

## **C. CONCLUSION**

After discussing the main topic, teaching speaking by using short conversation, the writer can draw the conclusion that by applying short conversation in speaking class, the students can have much opportunity to practice speaking. And there is no pressure for him to speak something in English. And we can take free topic which are related to their daily activities, will give them lightness to

improve their limited English words in front of the class. They are free to say whatever they want to talk and independent to find their chosen partner.

In short conversation they are unconsciously motivated to practice that they have in their mind, they will be used to maintaining their own language and will improve all their capabilities as well as they can.

A teacher plays an important role in providing a safe environment for learners beside becomes a counselor and giving feedback. He or she must resist the pressure to teach in the traditional senses and he must attempt to learn new roles and skills to conduct the process of teaching learning speaking especially by using conversation more comprehensive and interesting for the learners.

In using conversation in teaching speaking, there are three main steps that are done by the teacher. They are pre-teaching, whilst teaching and post teaching activities.

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