

TEACHING SPEAKING BY USING GRAFFITI BOARD TO JUNIOR HIGH SCHOOL STUDENTS

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Speaking is one of the important skills in English. It is one of the language skills beside listening, reading, and writing that must be mastered by English learners. This paper explains one of the strategies that can be used to improve the speaking skill of junior high school students. The strategy is using a graffiti board. Graffiti board is a medium used by the teacher as a place for students to record their thought about a particular concept as they engage in a series of experiences related to the text. In this paper the writer discusses how to implement the teaching by using graffiti board to teach speaking skill. This strategy must consider a good planning, preparation of the material, and teaching activity. They are three teaching activities: pre-teaching activity, whilst teaching activity, and post-teaching activity. It is hoped that the use of the graffiti board can improve speaking skill of junior high school students.

Key words: Teaching Speaking, Graffiti Board

INTRODUCTION

Background of the Problem

Speaking is an important skill in learning and teaching English. It is one of the language skills beside listening, reading, and writing that must be mastered by English learners. Speaking is the oral communication by which people can deliver information to each other in daily life, especially in school environment. Through speaking, someone can express and exchange ideas, information, and feeling to others.

For the teachers, teaching speaking needs some strategies or techniques that can make the students understand the material. There are some strategies applied at SMP Adabiah Padang, they are role play, games, and making a dialogue. The students can perform them in front of the class. The teacher gives them five or ten minutes to prepare, then they will perform it in front of the class. And the teacher asks the students to perform in turn in groups. However, it is difficult for the students to use this strategy because of the limited vocabulary and the confidence of the

students to perform in front of the class. While one of them comes forward, the others will make a fuss.

The strategies used by teachers still do not improve students speaking ability. Firstly, it is caused by the strategies that make the students bored. The students just listen to the teachers and say what the teacher says. So, it makes the students bored to speak English. Second, the students are not active to speak in the class because the students rarely speak and take part in the speaking classroom activity. Consequently, the students become passive to talk that may due to their lack of speaking ability. Third, the students have low motivation to speak English. The strategies used in class which seems monotone make the students do not have desire to talk. Because of that the students need this some interest you make them motivated to speak.

Graffiti board is a strategy that is a place for students to record their thoughts about a particular concept as they engage in a series of experiences related to the text. Those strategies above are recommended to be used in speaking class. the writer chose graffiti board because it can solve the problem in teaching learning process and the strategy makes the students active in the class.

The Formulation of the Problem

Based on the background of the problem explained before, the problem of this paper is formulated into the following question “how can a teacher apply the graffiti board strategy in teaching speaking to junior high school students?”

The purpose of the Paper

This paper is expected to give a contribution to the teachers and the writers. For the teachers, it is hoped that this strategy can be used in teaching speaking to improve students speaking skill because it has many strategies that can learn. The last one for the writer, it is hoped that she can apply this strategy in teaching speaking if she becomes a teacher in the future.

REVIEW OF RELATED LITERATURE

The Nature of Speaking

According to Bailey (2005), speaking is a comprehensive volume addressing the most important issues for teaching learners to produce oral language with practical ideas supported by theory. The simple language and clear explanations will likely be most appreciated by novices to teaching speaking.

Chaney in Kayi (2006:1) defines that speaking is the process of building and

sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Speaking is a crucial part of second and foreign language learning and teaching. The teachers need to incorporate a purpose allow for multiple forms of expression. They also need to combine structured output activities, which enable for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

2.1 Teaching Speaking

Teaching speaking is one of the significant aspects to master English as foreign language as whole. As a teacher, one has to know a good way and select a good teaching strategy which can be used to improve students' speaking ability. In the teaching of speaking, teachers should explore their strategy to make students interested to learn. Willis (1996:127) states that in teaching speaking teachers can use a circle activity around central task, involving an input phase, a rehearsal phase and a performance phase. First, learners hear a recording of native speaker undertaking a similar task to the one they are to do, providing them with rough model; then, they perform the task in a small group during which students express themselves without worrying about errors;

the teacher observes and provides feedback. Finally, students perform the task before class, with the focus on all-round performance.

According to Schwartz (1998), the goal of teaching speaking is communicative efficiency. Learners should be able to make themselves use the current proficiency to the fullest. They should try to avoid confusion in the message due to the faulty pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Definition of Graffiti Board

Short and Harste in Griffith (2003:1) state that graffiti board is easy to use with primary students because they can respond through art and/or writing. It involves placing a large sheet of paper at each table. Each group member takes a corner of paper and writes and sketches their thought about the book in a graffiti fashion. Their responses, comments, sketches, quotes, and connections are not organized in any manner. The goal is to record initial responses during or right after listening a book. Then, group members can share their thinking using their graffiti as a reference.

The Procedure of Using Graffiti Board

Klippel (1992 : 56), explains about the procedures of Graffiti Board and interesting strategy in teaching. The procedures are:

1. The teacher gives the class an idea or topic
2. The students have to think of Graffiti Board and Interesting point of an idea.
3. The students work on their own group for a few minutes.
4. Each student works with a partner and share their ideas.
5. The ideas are discussed with the whole class.

The Advantage of Graffiti Board

The purpose of graffiti board strategy is to help students “hear” each other’s ideas. Some benefits of this strategy are as follows:

1. It can be implemented in 5 – 10 minutes.
2. Provides a way for shy students to engage in a conversation.
3. Provides a record of students’ ideas and questions that can be referred to at others points during the lesson.
4. Provides space and time for students to process emotional material in the classroom and

reflect on their own thoughts as well as the thoughts of others.

THE IMPLEMENTATION OF GRAFFITI BOARD IN TEACHING SPEAKING

1) Pre-teaching activity

Pre teaching activity has several functions such as giving new information, increasing students’ concentration, and simulating them. There are some activities in pre-teaching activity.

- a. The teacher comes to the class and greets the students friendly.

Teacher : Good morning students!

Students : Good morning teacher!

- b. The teacher reviews the last lesson before continue the new topic.

Teacher : What did our lesson last week? Do you still remember?

Students : Our last lesson is about greeting card, mam.

Teacher : Good.

- c. The teacher brainstorms the new topic buy asking a student to come to the front of the

classroom. (the new topic is descriptive text)

Teacher : Okay, students. Can you describe your friend's appearances? We start from her hair. Is it short or long?

Students: It is long hair, mam.

Teacher : Okay, good. How about her nose? Is it pointed or flat?

Students : It is pointed.

Teacher : Excellent. How about the colour of skin? Is it black or white?

Students : It is a black skin.

Teacher: Good. Can you guess our lesson today?

Students: We will learn about descriptive text, mam.

Teacher : 100 for you.

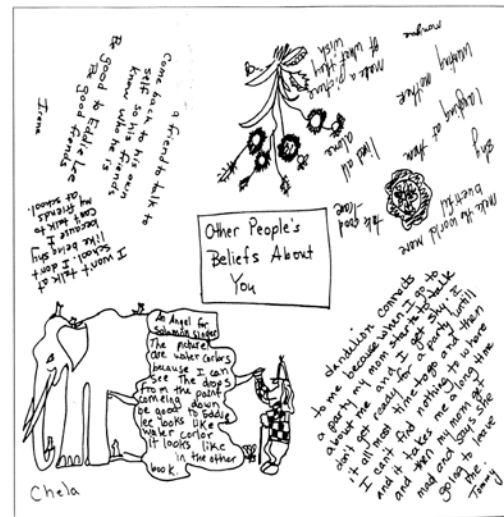
- d. The teacher motivates the students by capturing their attention on interest by giving a new strategy. That is graffiti board.

Teacher: Now, I will give you a new strategy, called by graffiti board. You will speak by putting your work

and explain it in the graffiti board.

- e. The teacher shows an example of graffiti board to their students.

Teacher : Well everybody, this is an example of graffiti that may be found around us.



Teacher: From this example we can make various graffiti

2) Whilst-teaching activity

In this activity, the teacher also uses the graffiti board in teaching speaking.

- a. The teacher presents, explains, and gives the new material to the students. The material is about descriptive text.

- b. Teacher asks the students to note the text, read, and answer the question.

Teacher : 1. What is the title of the text ?

2. What does the animal of the text ?

3. How the description of the animal ?

- c. Teacher discusses about the answer of question with the students.

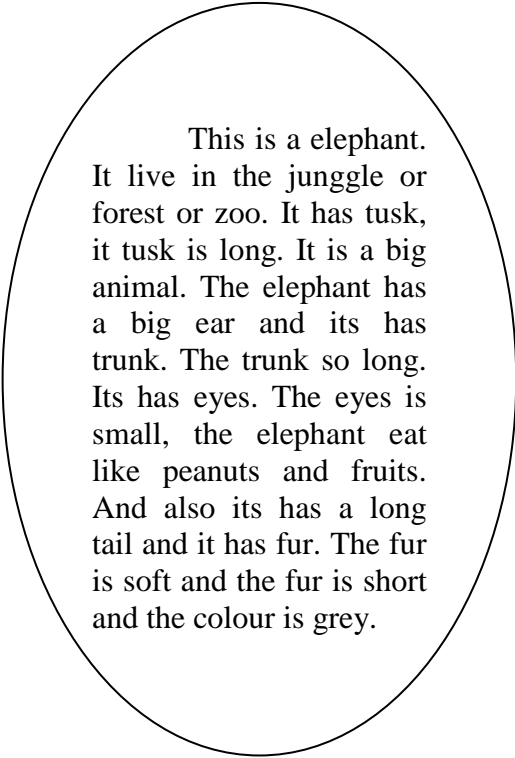
- d. The teacher gives a new topic, but here the teacher asks the students to make a graffiti of the topic.

Teacher : Now, I will give you a new topic. The topic is about a elephant. Please describe it by yourself.

- e. The teacher asks the students to think about the topic given in limited time.
- f. After limited time the teacher asks the students to report the graffiti that they have made by writing on the white board.
- g. Each student will speak orally by telling the graffiti into the descriptive text.

- h. The teacher asks other students to share about the graffiti board that there is not completed by giving added explanation.

- i. After the students make the complete descriptive text, the teacher shows a good descriptive text and discuss together with the students.



This is a elephant.
It live in the jungle or forest or zoo. It has tusk, it tusk is long. It is a big animal. The elephant has a big ear and its has trunk. The trunk so long. Its has eyes. The eyes is small, the elephant eat like peanuts and fruits. And also its has a long tail and it has fur. The fur is soft and the fur is short and the colour is grey.

3) Post-teaching activity

Post teaching activity is an activity that is done after pre-teaching and whilst-teaching activity. In this activity the teacher tries to measure how far the students have good understanding

in comprehending of the material. There are some activities that can be done in post-teaching activity, as follows:

- a. The teacher reviews and discusses the topic that has been learned.
- b. The teacher can also give the appreciation to the students that have already performed and given their own opinion.

Teacher : Thank you for my students that have already performed your best.

Teacher : It will be impressive if you always practice your English.

- c. The teacher may give one more topic to all the class as a home work.

Teacher : To make your English better, now I provide you more topics to be discussed and prepare the best opinion individually at home.

- d. The teacher writes the topic on board

“My Bedroom”

Teacher : This topic will be discussed next meeting.

- e. The teacher prepares the class to end the meeting,

Teacher : I think enough for our lesson today, see you next meeting!

CONCLUSION AND SUGGESTION

Conclusion

Teaching speaking through graffiti board can help students express their ideas easily. They can prepare their logical thinking before giving ideas to other based on the latest information happened in society. Graffiti board enables them organize their ideas and express them freely. The ideas in their mind will motivate them to talk freely and link ideas with other field of knowledge that will create heated conversation in the class.

Suggestion

The writer through this paper has some suggestions to the English teachers at junior high school. In order to make teaching speaking more interesting and

more effectively, the teacher can apply graffiti board strategy to develop students speaking. In conducting the strategy in the classroom, both teacher and also students need time to adjust with this strategy. It needs patience and persistence. If this consideration is put into attention, graffiti board can develop student's speaking ability.

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