



Review on the Students' Speaking Skill (A Case Study of the 6th Semester Students Attending Microteaching Class)

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Abstract

Teaching practice is one of the main activities for the 6th semester students who are attending Microteaching class. Students have the opportunity to have teaching practice with their peers. They have to learn the basic skill in teaching and also learn how to speak in front of the class by applying the language classroom expression. To be a good teacher, they have to speak well in using the language classroom expression and when they speak well it will affect their teaching activity in class. Since speaking skill is very important in teaching, it is part of our interest to find out how well the students' speaking skill in microteaching class. This paper will share the result of our observation and analysis on the students' speaking skill by analyzing their competence in: 1) pronunciation 2) grammar, and 3) vocabulary. Twenty (20) students, as the sample, will be video recorded and then the records were analyzed based on those three components. It shows that intensive practice is still needed concerning with those three components as mentioned before. The result of this observation and analysis will be very important for the lecturers to consider when they teach microteaching class.

Keywords: speaking skill; teaching practice; three components

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INTRODUCTION

Preparing students to become English teacher candidate will need a great attention from the lecturers who are teaching the microteaching class. Microteaching may be described as an organized, scaled-down teacher training program where a trainee teacher plans a short lesson, teaches it to a reduced group of students (three to ten) in a 5 to 20 minutes lesson then reflects their teaching afterwards (Reddy KR, 2019). In this paper since the microteaching class is attended by student teachers so the teaching situation is setting up in which a teacher teaches a brief lesson to small group of fellow trainees as the pupils. This microteaching class is one of the compulsory courses that must be taken by the 6th semester students for their preparation on their next program to have the real teaching in real classroom practice. This course is helpful for the students as inexperienced teacher to improve their teaching skill (SINGH, 1987).

During the microteaching class, the students get the chance to learn how to teach the students for the junior to senior high school level. They may choose one of those two level to prepare the teaching material from the first to the third grade. For the senior high school level, there are two choices whether they want to focus on the vocational school or the general senior high school. Every Microteaching class consists of 20 students, and it is handled by two lecturers. The students get the same chance to have teaching practices. At the end of every students practice, there will be reflection and also comment from their peers and the lecturers. Their teaching performance is video recorded for the shake of individual and peer review.

The importance of microteaching activities is also supported by G.A. Brown. He stated that the pupil-teachers trained using the microteaching instrument are expected to have a greater range of technical teaching skills to choose from for overcoming day to day classroom teaching problems (G. A. Brown, 1975). Some



considerations on the importance of microteaching class for the students are as follows:

A more complicated teaching activities in class can be achieved by the students if they have acquired the basic teaching skill in microteaching class, the students will be put in the limited classroom situation so that the attention can be focused on the specific teaching components. Microteaching class also make them learn how to behave in the classroom. A more systematic, objective, and detail observation can be done in microteaching class, and the result of the observation can be used as the feedback for the students as the novice teacher (Indiati & Sumardiyani, 2011)

In microteaching class the students learn eighth teaching skills: opening and closing the lesson, explaining, questioning, giving reinforcement, making variation in the teaching learning process, guiding discussion, class management, and teaching individual and small classes. If we take a look into detail, it can be seen that all of those teaching skills require students to have good speaking skill. Speaking skill is a tool for the students to conduct a good communication with the students. Without good communication, the class will not run effectively. As it is stated by (Sumardiyani & Sakhiyya, 2007) that teacher has this sort of tool which is inherently 'built-in' himself. It is verbal language. Through language, message transferred, things accomplished, instruction done. The strategy to speak this instructional purpose is badly needed for the teachers and teacher candidates.

Speaking for Instructional Purpose

As it is mentioned before that speaking for instructional purpose as the tool in the classroom communication between the teacher and the students is very important to be acquired by the teacher candidates. Speaking for instructional purpose concerns on the practical classroom procedures which have to be verbalized.

According to Hughes, there are various language functions related to classroom management which must be acquired by teachers candidate in the terms of classroom competence. The language functions are: giving instructions, sequencing, and supervision, asking questions, replying to questions, metalanguage, reference, affective attitude, and social ritual (Hughes, 1991). All of these language functions will be used in classroom situation, so it is important for the semester 6 students as the teacher candidate to learn these competence in microteaching class.

Teacher candidates need to learn and practice the language expressions or phrases for classroom situation. For example at the beginning of the class, it is important to start the class by greeting the students as the part of the opening of lesson. Then continue to register or check the students' attendance, attract students' attention to the lesson, and so on. Such activities need different expression, of course, and it must be done as a routine activities. In return, it will give the English exposure to the students through a daily routine. And every teacher candidate must realize this important part of their teaching competence. They must be able to speak well. Speaking which is important for the sake of classroom communication.

Language Components in Speaking Skill

In the previous part, it is mentioned that speaking skill is important especially speaking for classroom instruction. Teacher candidates will be able to teach well if they acquire good speaking skill. Some components of the speaking skill are pronunciation, grammar, vocabulary, and fluency. This paper will discuss three of these components.

Grammar is important in speaking. It is needed for students to arrange a correct sentence in speaking. It is in line with explanation suggested by (Heaton, 1978:5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. For the teacher candidate, it is very important to speak in correct grammatical form since he/she becomes the model for the students in the class.

Vocabulary play an important role in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in



both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In term of vocabulary, teacher candidates can learn language for classroom instruction.

Pronunciation is the way to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Kelly, 2001). Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 2004).

METHOD

This study used a descriptive qualitative study to identify the teacher candidates’ speaking skill in Microteaching class. Cohen stated that Qualitative itself is research that was done for the purpose of understanding social phenomena, social being used in a broad sense. In qualitative, theory would be function as a foundation to understand socio context largely and intensively. The qualitative researcher should do grounded research that was to find out the theory based on the collection data from field (Cohen, 2007). In this study the data were collected from 20 students’ performances in Microteaching course which were video-recorded. The recordings were analyzed for the speaking components – pronunciation, grammar, and vocabulary.

RESULTS AND DISCUSSION

Pronunciation

The pronunciation diagnosis provides opportunities to check areas of the students’ pronunciation. It is a guide to help teachers diagnose the students’ difficulties. Teachers do not have to make comments about every feature. It is best if they make comments only about the items which seem to be giving the student the most difficulty, or that interfere most with the student’s intelligibility. Based on (Adelman, 1982) there some elements of speech which interfere students’ pronunciation.

Table 1. Elements of Speech Which Interfere Pronunciation

Element	Difficulties
Consonants	Does the speaker have repeated problems with any consonants or clusters?
Vowels	Do vowel sounds negatively affect intelligibility?
Syllables and/or grammatical endings	-s endings (Americans, relationships) -d endings (considered, appreciated)
Word stress	Does stress fall on the appropriate syllable?
Rhythm in sentences	Does the speaker speak in a natural rhythm? Or does language sound abrupt or choppy? Is every word given the same stress?
Focus and special emphasis (Prominence)	Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?
Intonation/Pitch	Does tone rise and fall in the appropriate places? Or, does it sound monotone?
Thought groups and linking	Does the speaker pause at commas and other appropriate places
Delivery (rate of speech, loudness)	Does the speaker speak too loudly or quietly, too fast, or too slow?



The following are the result of the analysis on the semester 6 students' pronunciation in their teaching practice:

1. Consonants

In the students' pronunciation, it can be found that they have problems in pronouncing certain consonants. The following are the examples of the problems. The phonetic symbols shows how the students' mispronounce the words:

Birthday card	/b ɜ :rdeɪ/	Assignment	/ əs aɪgm ən/
Ask	/ a:ks/	Language	/læ ŋgwis/
Think	/t i: ŋ/		
Answer	/ ʌnsweɹ/		
Pictures	/p i:kt ər/		

2. Vowels

Paper	/p æp ər/	Remind	/rɪm en/
Finish	/f i:n i:ʃ/	Home	/hʊm/
Young	/ j ʊ ŋ/	Key	/k ju: /
Old	/ ɔld/		
About	/ əb ʊt/		

3. Syllables and/or grammatical ending

In saying the word with -s endings and -d ending, some students pronounced the word without -s and -d or add -s or -d when there is no need to add those endings. The following are the samples of word spoken by the students without -s or -d endings:

- Ok students, let's pray together. Pray begin(s)! (add unnecessary -s)
- There are some handout(s) for you. (failed to add -s)
- There are seven dwarf(s). (failed to add -s)
- When the queen will kill(ed) Snow White....(add unnecessary -ed)
- There four language feature(s)....(failed to add -s)
- Have you finish the question? (failed to add -ed)

4. Word stress

Word stress are important part in pronunciation. First, if we put the stress on different syllable for the same word then the meaning or the type of the word will be different. Second, stressing the wrong syllable in a word can make the word very difficult to hear and understand. Third, even if the speaker can be understood, mistakes with word stress can make the listener feel irritated, or perhaps even amused, and could prevent good communication from taking place. In this discussion, word stress are also part of the students' problem. Some of inappropriate pronunciation on the word stress are noticed. The following are the examples:

- I advise you to....
- We will discuss the expression of suggestion.

5. Rhythm in sentences

Rhythm is the musicality of English—the ups and downs and the connected speech and the linking of words, which together, change how we say sentences. In this discussion, the students' talk will be analyzed based on whether they speak in natural rhythm or all the words are given the same stress. From all the recording, there are two recording which show that the students have very poor rhythm in their talk. They speak unnaturally. It seems that they try to memorize the words to speak from their own scenario.

6. Focus and special emphasis

In this part, the analysis is based on whether the students used emphatic stress to indicate keyword. An empathic expression is one that is said with emphasis and stress to indicate importance. This type of expression is used to show you have strong feelings about what you are saying. Spoken emphatic phrases have stress on the word that is used to emphasize or intensify your feelings. The following are the examples of the expressions:

- Do you really understand?
- Thank you very much for your help.
- I certainly understand what you said.



7. Intonation/Pitch

In this discussion, the students' talk are analyzed based on the intonation or pitch. Does tone rise and fall in the appropriate places? Or, does it sound monotone? Almost all the students tried to speak in good intonation to make their talk did not sound monotone, but some students failed to speak in good intonation. The following are some samples of the inappropriate tone rise and fall:

Do you enjoy this story? (inappropriate tone rise and fall)

What do you know about narrative text? (inappropriate rise and fall)

Let's check your answer. (monotone)

You can share your opinion about Panda. (monotone)

All of you come forward, please. (monotone)

8. Thought groups and linking

In general, the students will pause the talk when they wait for the students' respond, and when they explain the material and need to focus on certain part of the lesson. In detail, the analysis is based on the pauses in their talk whether they paused at the appropriate place or not. Some inappropriate pauses are noticed. The following are some examples of students talk in class which used inappropriate pause:

Before we start our lesson today, I want the leader of this class to lead morning pray. (no pause after the word today)

Let's check your attendance. When I call your name please say present or rise your hand. (the student paused at the end of the first sentence)

I have handout for you. Okay students, Notice and Caution. Okay, please read the definition of Notice and Caution. (The student paused at the end of the first sentence)

I have some pictures for you. They are Joko and Suro. (The students paused at the end of the first sentence)

At the end of this analysis, the number of students' failure in pronouncing for thought groups and linking are measured as much as 28% of the whole performance of class.

9. Delivery or rate of speech loudness

In general, the students in Microteaching class speak loudly when they are conducting teaching practice. Their voice can be heard loud enough by the students in the whole class. They speak slowly since their talk is for the purpose of teaching. Only one student speaks in very low volume so the rest of the can get clearly of what she is talking about. During the reflection session, the student declared that she is not ready to have teaching performance, so she lacks of self-confidence.

Grammar

Grammar is the other component in creating communication to be able to understand. Grammar in written and in spoken language is different when constructing sentences (written form) or utterances (spoken form). It is supported by Biber (Al, 1999). It is said that: The grammar of speech has its own constructional principles; it is organized differently from writing. Spoken English has its own discourse markers, too." The discourse markers found in spoken language are: frequent non-clausal units, a variety of tags not found in written style, such as question tags, interjections, hesitators, interjections, condensed questions, echo questions, response forms, and polite speech formulae. Those discourse markers are part of the language knowledge that we should consider to make our communication run smoothly.

To be able to create the communication alive, one has to acquire grammatical knowledge. It relates with the grammatical knowledge. As stated by (Freeman, 2012) grammatical knowledge was characterized into three dimensions: linguistic form, semantic meaning, and pragmatic use. Form is defined as both morphology, or how words are formed, and syntactic patterns, or how words are strung together. This refers to linguistic accuracy. The meaning describes the inherent or literal message conveyed by a lexical item or lexico-grammatical feature. This is concerned with the meaningfulness of an utterance. The last dimension, pragmatic use is mainly concerned with making the right choice of forms in order to convey an appropriate message for the context.



The analyzing utterances conveyed by the teacher candidates were focused on the category of linguistic form. There were 62 clauses which were incorrect grammar made by the teacher candidates. Those mistakes were grouped into different types. The following table presented the types of mistakes they had.

Table 2. Types of Mistakes made by the Teacher Candidates

No	Types of mistakes	Examples	Frequency
1	Tenses	“What do you do during holidays?”	7
2	Agreement/ concord	“I think everyone know this place, right?” “one of your group answer in front of the class”	6
3	The Use of Auxiliary	“...are you understand?” “who is explain the answer?” “what (No Aux) we learn today?”	23
4	Complex sentence construction	“Do you know what is this picture?”	4
5	The choice of Preposition	“...please with your own word” “What are differences about drawing and novel?”	8
6	Singular-Plural Noun	“I’ll give some question” ”I have two picture”	10
7	The Use of ‘to’	“I want all of you come forward, please” “Let me to ask you some questions”	4

Based on the analysis above, we can see that they have some problems in grammar, especially when using auxiliaries. This may happen as the interference of Indonesian language that they learnt before. They are mostly confused in using those auxiliaries in different subject and tenses. As we know, they do not have that rule in their own language.

Vocabulary

(Wallace, 1982) argues that "there is a sense in which learning a foreign language is basically a matter of learning vocabulary in target language." Hence, vocabulary is the basic aspect of language in teaching learning process. It means that it is an important part of the language components like grammar, pronunciation, spelling, etc.

Therefore, Wilkin (1984) suggest that "without grammar, very little can be conveyed but without vocabulary nothing can be conveyed." This statement is parallel to what Wallace (1982) comments that "it is possible to have a good knowledge of how the system of language works and yet not able to communicate in it; whereas if we know the vocabulary we need, it is usually possible to communicate well."

From the statement above, it can be concluded that vocabulary is very important in speaking. And it is even more important for the students who are trained to be teachers. They need to learn abundant vocabulary in their teaching practice. The vocabulary will help them to teach successfully and also for good communication with their pupils in class.

Concerning the condition above, the analysis on the vocabulary discussion is based on the use of language teaching expressions. The following are the examples of the mistakes in using vocabulary in the students’ talk during the performance:

1. Word Formation:

- Come forward please to present your describing. (...to present your description)
- Please make the dialogue, the theme is about your school facilitation. (... facility)
- This is a house. There is a luxury house. (... There is a luxurious house)

2. Word choice

- Did you take your attention of the way? (Did you pay attention ...)
- Please do it in your house (Please do it at home)
- Ristia, attention please! Do you know this picture? (Ristia, Pay attention please)



Yes, they are different. The ruler is more taller ... (ruler is longer ...)

What are the differences about drawing book and novel? (... the differences between...)

Please, watch the video be carefully. (Please, watch the video carefully)

3. Missing word in the verb phrase:

Look the example of recount text! I'll read ya (Look at the example ...)

Read in your home (Read it at home)

Please make a recount text based in your experience in your weekend. (... make a recount text based on ...)

Okay class, please look the bottom of the story, (Okay class, please look at the bottom of the story ...)

4. Redundancy

Then lets study about kinds of adjective words. (... about kinds of adjective)

CONCLUSION

Microteaching as one of the compulsory subjects in the curriculum of education faculty should be taken by all teacher candidates including English education department. Before taking the course, they have to pass some pre-requisite courses. Those pre-requisite courses are the teaching strategy, designing the lesson, and the four language skills (Listening, Reading, Writing, and Speaking). Speaking for Instructional Purpose is the last speaking level which prepare them to speak in front of the class. Speaking for Instructional Purpose is very important tool in conducting teaching activity. To acquire this skill, students need to master the elements in speaking i.e. pronunciation, vocabulary, grammar and fluency. In this paper three elements are analyzed. From the analyses, it can be found out that in that three areas the result is still low. Referring to the result of analysis, it is suggested that the lecturers who prepare the students as the teacher candidates to expose them with the language teaching expressions. As speaking for teaching is far different from speaking in general, the teacher candidates should be exposed to the language teaching expressions in a real classroom situation. The more exposure they have, the better they learn.

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