

## The Contribution of Speaking Practice with the Native Speaker to Student's Speaking Ability in Junior High School

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### Abstract

Students' speaking ability is not only determined by the teaching and learning process in the classroom, but is also influenced by several factors including: facilities, goals, motivation and learning environment. In this study, researchers used descriptive qualitative research. The subjects of this study were 40 students from class VII SMP PGRI 8 Denpasar. Data collection techniques used in this study were questionnaires, interviews, observation and documentation. Data analysis was obtained after contributing to speaking practice with native speakers in improving students' speaking skills. Based on the results of the study, it was revealed that speaking practice with native speakers made a positive contribution to students' oral production. Conversations with native speakers can increase students' confidence in language, vocabulary and students are also familiar with the expressions used in everyday language, and finally from this research the researcher can find out about students' abilities in: Grammar, Vocabulary, Accuracy and Fluency.

**Keywords:** *Contribution, Speaking Practice, Native Speaker, Students', Speaking Ability.*

### Abstrak

Kemampuan berbicara siswa tidak hanya ditentukan oleh proses belajar mengajar di dalam kelas, tetapi juga dipengaruhi oleh beberapa faktor antara lain: fasilitas, tujuan, motivasi dan lingkungan belajar. Dalam penelitian ini, peneliti menggunakan Penelitian Kualitatif Deskriptif. Subjek penelitian ini adalah 40 siswa dari siswa kelas VII SMP PGRI 8 Denpasar. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner, wawancara, observasi dan dokumentasi. Data analisis diperoleh setelah memberikan kontribusi latihan berbicara dengan penutur asli dalam meningkatkan kemampuan berbicara siswa. Berdasarkan hasil penelitian mengungkapkan bahwa latihan berbicara dengan penutur asli memberikan kontribusi positif terhadap produksi lisan siswa. Percakapan dengan penutur asli dapat meningkatkan kepercayaan diri siswa dalam bahasa, kosa kata dan siswa juga terbiasa dengan ekspresi yang digunakan dalam bahasa sehari-hari, dan akhirnya dari penelitian ini peneliti dapat mengetahui tentang kemampuan siswa dalam: Tata Bahasa, Kosakata, Akurasi dan Kefasihan.

**Kata kunci:** *Kontribusi, Latihan Berbicara, Penutur Asli, Siswa, Kemampuan Berbicara.*

## I. INTRODUCTION

There were four language skills, which were reading, listening, speaking, and writing. Reading and listening were receptive skills, and also speaking and writing were productive skills. Speaking was the productive skills in oral mode than the other skills. Speaking was more complicated than reading and listening because pronouncing words. Through speaking skills, students can ask and answer question about various substance, engaged in a short conversation fluently, opinions, feelings, and attitude, express the experiences, and communication with the native speaker in classroom. However, the above statement cannot be separated with finds and participation from all part like head master, teacher students and the promise of the language teacher to lead his students in speaking practice.

Furthermore, Richard and Rodger, 1986 define language learning was language to communicate. It means that learning language was automatically learning to speak. Thus, English was widely spoken. This means that speaking ability would be a major goal of learning English as a foreign and a second language. The speaking ability in English as very important for the language learners because of many reasons, such as it was as a global language. Used as an instrument of knowledge

acquisition, and as a tool of bilateral communication in the world. So in teaching speaking, most teachers wish their students were able to speak fluently. In this regard students were prepared with some kinds of experience which can support them in oral production of target language, and through in the classroom the students would be expended to have experience which had never gotten in language classroom.

The present researcher expects right teaching techniques to provide students with appropriate teaching materials in the classroom. The researcher as English teacher should create a positive outside classroom environment, so the students can practice their speaking ability comfortably and interestingly because of it. Here the teacher and the student had the same opportunity to used English. The teaching and learning process outside classroom should not only happen between teacher and students, but also between students and students, as well as between students and native speaker (foreign tourist).

## **II. METHOD**

In the study there were two kinds of theories that could be applied; they were speaking theory and native speaker theory. Speaking was an articulation of the sound to express thought. Tarigan ( in Mahsin 2003, p. 21) said that speaking was the capability to articulate the sound expressing and delivering thought, opinion and wish. The term "Native Speaker" was pivotal in a number of areas. Firstly, even the generative linguistics, the concept of an "ideal speaker-listener, in a completely homogenous speech community was crucial (Chomsky, 1965:3)". The method of the study which the present researcher used was Descriptive Qualitative method. This research used descriptive qualitative method which was intended to describe a specific set of phenomena. The rational element for the purely descriptive survey was the fact that the information which was provided was independent and the answer of the research question posed. After the instruments were determined the next step was collecting the data. The data means the whole information that was directly collected from the subjects. The data was obtained by giving the teacher and the students some questions through interview, observation, and documentary. Those questions were given to get a valid data about the result of the research.

## **III. RESULT AND DISCUSSION**

### **a) Speaking Ability**

Many of the learners indicated that they talked to or practiced their speaking with native speaker, and other foreigners and Indonesians who speak English. Speaking practice outside the English classroom appeared to be an essential indication of the learners' communicative development and competence.

#### **1. Definition of speaking**

Speaking was an articulation of the sound to express thought. Tarigan ( in Mahsin 2003, p.21) said that speaking was the capability to articulated the sound expressing and delivering thought, opinion and wish. Based on the idea above, it could be concluded that speaking was to utter the articulation of sound to express or stated. Also delivered the opinion or wish. If, both speaking and ability were combined, it would mean a capability to utter the articulation of sound to express or stated or to deliver thought, wish to other persons.

#### **a. The meaning of speaking ability**

Speaking ability consist of two words "speaking" and "ability".

Speaking as the capability to articulate the expression and delivering thought, opinion and wish. Tarigan, 985:21 (in Mahsin 2003,p.21).

Ability was a power in doing something, fitness for ability for being improved (Hornby, 2004). Based on the ideas, it may be concluded that speaking was to utter the articulation of sound to express or stated also deliver the opinion and wish. Therefore, if both speaking and ability were combined, so it means that capability to utter the articulation of sound to express or deliver thought, wish to utter people to do communication task.

#### **b. The aspect of speaking ability**

As the speaker we were asked to be able to delivers right massage and could be understood and familiars by other people or listener, referring to the aspects of speaking, Tarigan 1985, p.42 stated that speaking activity may be viewed from appropriate word of

speaking target. The other opinion said that the aspect of speaking consist of utterance, grammar, vocabulary, fluency, content and comprehension Roekhan, 1990, p.23 (in Neneng Nurhasanah 2011, p.12).

Based on the above opinion, it could be concluded that aspects of speaking ability were determined by utterance, grammar, vocabulary, fluency, content and comprehension.

c. The importance of speaking ability

There was no doubt whatever that speech was the most important ability possessed by human beings. It is our chief aim in acquiring knowledge, in satisfying our needs and desires, and in adjusting ourselves to the world in which we live. Hence it follows that the individuals that possess this ability were almost predictable persons who was attain the greatest success in their life. Effective speeches were the key to effective thing. It could be impossible to choose a career of any kind today if someone does not had capability of effective speaking or communication. So, effective speech could be a greatly valuable asset for individual.

In every field of life people were now realizing how vital a good speech was to their success, and they were demanding special training. The tremendous popularity of speaking classes offered by school, educational departments, and similar instructions reflect a universal needed for and appreciation of effective speech. In these classes we were largely concerned with the speech in our everyday human context, our conversation, and our conversations of opinions.

d. Speaking as a way of communication

Man was social creature, and the first act long his life was social act. In other words, it was the action of the exchange of the experience, interpreter and receive though, expressing desires willingness and in the sequence of their daily life, people need to talk, to utter' or to speak anything in his mind to come to his desires to one another. The capability in transmitting the ideas into speaking, Tarigan Hendry Guntur 1986, p.16-1 stated several common principles stand of speaking activity, namely involved two person or more, use linguistics codes or symbols conventionalized, the exchange activities of the participants, connects the communication with another (intercalates) immediately, currently process, involved vocal and auditory, apparatus, indiscriminate the fact and what was accepted as the rules.

e. The nature of speaking

Brown H.D, 1993 (in Abdul Gafur 2011,p.6) stated that speaking was a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and fluency. While, he also stated that speaking was the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure and discourse.

f. Function of speaking ability

Speaking was as one of the language skill that had vital function to orally express any messages, ideas, opinions, and emotions. Furthermore, Fraser (1976: 5) elaborates some functions of speaking as follows: representative function, directive function, and evaluation function, Based on the function of speaking stated above, the researcher can conclude that the speaking skill was of the language skill that has important roles for human's life.

g. Problem in speaking

In teaching speaking, there were many problems occur especially for the students. The problems according to Ur (1991, P.121) were as follow; inhibition, nothing to say, low or uneven participation, and mother tongue use.

**b) Native Speaker**

Native speaker (of English) were people whose first language in English. They learned English when they were children, they think in English. They use it naturally, usually native speaker of English were people from English speaking countries like the USA, great Britain, Australia, Canada, Ireland, etc ([Http://www.Lx/Edu/cac/newlang.html](http://www.Lx/Edu/cac/newlang.html)).

1. The native speaker in teaching

Native speaker (or competence use of the language) know how to said a word that was how to pronounced it. This knowledge was made up of three areas, namely sounds, stress and intonations. When they teach English, they would know how to make the students to be understood when they speak. They need to be able to said what they said, it means that their pronunciation should be at least adequate for those purpose, The native English teacher could help the students to make the various sound the occurred in English and differentiate between them. Especially where such distinctions change meaning. And would help them to understand and use certain sound rules.

2. Concepts of native speaker

The term “native speaker” was pivotal in a number of areas. Firstly, even in generative linguistics, the concept of an “ideal speaker listener, in a completely homogenous speech community was crucial (Chomsky, 1965:3” (in Wahyudin 2011, p.19), Chomsky (in Wahyudin 2011, p.19) set up some tentative criteria for “prototypical native speaker of language” as follows:

- a. He /she were born in a country where the English was dominant.
- b. He/she acquired language as a child (preferably).
- c. The inhabitants were regarded as speaking the stand form of English.
- d. He/she has grammatical, lexical, phonological, and sociolinguistic competence in the standard spoken.
- e. He/ she mainly speak English at home.
- f. He/she was not bilingual or if bilingual, does not regularly code-switch between the standard form of English and a dialect of English, or between English and another language. ([Http://www.emic.edu/linguist/issues/html/7-947#2](http://www.emic.edu/linguist/issues/html/7-947#2)).

3. Second language acquisition and learning

The result of second language learning was the ability to comprehended and produce the second language in its spoken and or written form. This in form involves acquisition of some of all the receptive and productive skill traditional categorized as listening, reading, speaking, and writing. In this case he would examine these skill closely in an attempt in determine what the comprise.

a. Second Language Learning

That was, some theories gave primary importance to the learner. Innate characteristics ; some emphasize the essential role environment in shaping language learning ; still other seek to integrated learner characteristics and environmental factors in their explanation for or second language acquisition take place.

b. Language Learning

Language learning was different from acquisition. Language learning was “knowing the rules”, having a conscious knowledge about grammar. According to recent research, it appears that formal language learning was not nearly as previously thought. Many researchers now believe that language acquisition was responsible for the ability to understand and speak second language easily and well. Language learning may only be useful as an editor, which we well call a monitor. We use acquisition when we initiate sentences in second languages, and bring in learning only as a kind of afterthought to make alterations and corrections.

c. Interference From the First Language

In acquiring the ability to communicate in a second language from the first on native language play apart, Thus in acquiring English. Spanish speaker tend to pronounce thing as sing and thank as sank, The explanation of this that (non Castilian). Spanish contain no sound which the equivalent of / o /. The initial consonant sound in thing: therefore. The Spanish speaker substitutes for the initial sound the one its own language that seems most similar: / s / comparisons of technological system of various languages with English exercise many other substitute that speaker of the specific language consistently make in pronouncing English.

- d. Acquiring the Productive Skill of Speaking  
Having the considered the receptive skill (listening and reading) we know process to a discussion of the productive skill, dealing first with speaking. Speaking could be thought of as mirror image of the listening skill and one for which the same linguistic and culture knowledge was required. However, it was only image since it involves the added problem of pronunciation, the articulator production of sound.
- e. Behaviorism: the Second Language View  
According to the behaviorist, all learner whether verbal of non verbal, take place underlying the process, habit formation, learner received linguistic input from speaker in there.
- f. Cognitive Theory: a New Psychological Approach  
Cognitive psychologist tends to see second language acquisition as the building up knowledge system that can eventually be called automatically for speaking and understanding. Cognitive theory was related newcomer to SLA a research, and has not yet been widely tested empirically. Because the theory itself cannot easily predict what kind of structure will automatic through practice and what have been structures, direct application of this theory for classroom teaching are premature.

### c) Discussion

In this case the present researcher describe the condition in the classroom with purpose of the study, so that with took a native speaker in the classroom, the present researcher conclude that applied some approaches which could made the class discipline and concentrate to the lesson and also fun, lively and interesting. It was very important because students at this age need a class atmosphere that help them build confidence and interest, To discuss the data that obtained the present researcher analytic approach was used, and in this case to get the result, the situation of the class were very important to built student's mood and interest to learn and build the confidence to speak in the class. In the classroom the students speaking practice was encouraged by native speaker and the teacher used lots of modeling and oral drills through speaking, oral sharing, discussion and interviewing. Those all used to build grammar, vocabulary, pronunciation, enunciation, and the confidence of students. The teacher used those models of approaches to make the lessons more fun, lively and interesting.

Discussion, interview and oral sharing with native speaker were used to give opportunity for the students to get involved and participate in speaking confidently to the others. Those provide essential basic practice, physically and mechanically. Physically, allowing the students to get their mouth and tongues round new words and started to make them comfortable. And mechanically, putting the new language into more simple phrase and sentences.

## IV. CONCLUSION

Based on the research result and discussion, the present researcher finally came to the conclusion as followed the contribution of speaking practice with the native speaker in increasing students speaking ability for the seventh grade students. By looking at the critical value of this investigation the present researcher inferred, that speaking practice with the native speaker was necessary to be done for the students speaking ability. From this investigation the present researcher could know about the students' ability in grammar, vocabulary, accuracy, and fluency. And then the contribution of speaking practice with the native speaker in increasing students speaking ability for the seventh grade of students were shown in the student's new great spirit, motivation, and increased student's speaking ability.

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