

OUT-CLASS LANGUAGE LEARNING COMPARED TO PRESENTATION, PRACTICE, AND PRODUCTION TECHNIQUE TO TEACH SPEAKING

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Abstrak: Keterampilan berbicara telah diajarkan di setiap lembaga pendidikan. Hal ini menunjukkan pentingnya memiliki keterampilan komunikasi yang baik, termasuk dalam menggunakan bahasa Inggris. Dalam hal ini, guru memainkan peran yang sangat penting dalam mencapai keberhasilan siswa untuk menggunakan bahasa Inggris mereka. Dalam pembelajaran, guru sering menemukan kesulitan dalam mengajarkan keterampilan berbicara tersebut. Untuk mengatasi kesulitan guru dalam menemukan teknik pengajaran yang tepat, pembelajaran bahasa di luar kelas (OCLL) dianggap sebagai strategi alternatif yang tepat untuk mengajarkan keterampilan berbicara. Hal ini menciptakan peluang dan penghargaan besar bagi siswa maupun guru. Selain itu, OCLL dapat memberikan banyak manfaat dalam hal kesenangan, kenikmatan, pengembangan pribadi, motivasi dan kepercayaan diri. Artikel ini mencoba mendeskripsikan dan mengelaborasi konsep penggunaan Pembelajaran Bahasa di Luar Kelas (OCLL) untuk mengajarkan keterampilan berbicara. Teknik *Presentation, Practice, and Production* (PPP) digunakan sebagai perbandingan untuk teknik OCLL.

Kata kunci: Luar Kelas; Pembelajaran Bahasa; Berbicara; Praktik

Abstract: Speaking skill has been taught in every part educational institutes. This shows the importance of having good communication skill, especially in English. Teachers play very important roles in achieving the success of the students to use their oral language of English. Somehow, teachers often find difficulties in teaching such speaking skill. To overcome the teacher's difficulty of finding the proper teaching techniques, Out-Class Language Learning is considered as an appropriate alternative strategy to teach speaking skill. It proposed great opportunities and rewards to both students and teachers. It gives many benefits in terms of fun, enjoyment, personal development, motivation and confidence. This article tries to describe and elaborate the concept of using Out-Class Language Learning to teach speaking skill. Presentation, Practice, and Production (PPP) technique is used to compare the OCLL technique.

Keywords: Outclass; Language Learning; Speaking; Practice

INTRODUCTION

Speaking skill has a great position among other skills of language that should be comprehend by English language learners. Learning speaking skill has been considered as one of the most challenging of the four skills given the fact that it involves a very complex process of constructing the meaning

(Murcia in Gruyter, 2006:139). It is necessary to be noted that spoken skill of English has been taught in every formal and non-formal educational institutes. This teaching shows the importance of having good communication skill in English by school learners. It is undeniable that teaching speaking skill is ensured not easy. In teaching such spoken skill schools oftentimes find difficulties,

whether coming from the teacher or the students. The teacher unavoidably plays very important roles to the success of students in using their oral language of English. To overcome the teacher's difficulty of finding the proper teaching techniques, there are some teaching approaches and techniques which can be implemented by the teachers to teach speaking to the English language learners, such as out-class language learning (OCLL) and another teaching technique called Presentation, Practice, and Production (PPP) technique. Learning approaches and techniques are important in the process of second language acquisition. It has also been demonstrated that learning strategies can be taught effectively to second language learners (Baker & Boonkit, 2004).

Students' creativity also plays very important role to the development of the students' speaking skill. Students' creativity determines the success of students in actualizing their speaking capability. Students' creativity in learning the language skill, especially the spoken skill is also influential toward the students' quality of life. It has been stated that one of the aims of the National Education implemented is to form potential learners to be creative human (UU Sisdiknas No.20, 2003).

Based on the description above, it affirms that students' creativity is quite needed in the acquisition of spoken language. To provide good methods in teaching speaking skill will have lead students into having higher sense of creativity in learning to speak English. On the one hand, teaching method also plays very important rules OCLL is claimed to be an effective teaching method to teach students in learning to speak English.

The purpose of this article is to discuss the effectiveness of using Out-Class Language Learning to teach speaking skill viewed from students' creativity. In this case, Presentation, Practice, and Production (PPP) technique is used to compare the OCLL technique.

DISCUSSION

Common Problems in Speaking

There are some problems that foreign language learners are used to facing when are confronted with the activity of speaking as (Penny, 1996) as the following:

Inhibition

It is generally believed that speaking activities require some degree of real-time exposure to an audience. It is different from reading, writing, and listening activities. In learning speaking, learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes and errors, feeling unconfident, fearful of criticism or losing face, or simply shy of the attention that their speeches attracts.

Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Low or Uneven Participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Types of Speaking Activities

Learning to speak English requires any interactive activities which engage learners in communicating their languages. Fascinating spoken activities attract language learners to participate in the every class learning. However, it is necessarily noted that spoken activities must not directly demand such high expectation for simultaneously speaking competence from language learners by pressing them with such difficult and complex activities. Language learners should have passed

through easier stage of spoken activities and continued with higher stage of spoken learning activities. With such stages the language learners realize that being competent speakers of English need phases and various activities driving them to communicate.

The following are some activities in parallel to spoken considered interactive and can be used for language learners in learning to speak English in the classroom as stated by Rogers et al;

Controlled activities

Lower learners of language may not be able to develop their words, phrases, or sentences in oral communication individually. Learners certainly need an exposure on how such words are composed to produce the other words. Controlled activities give learners the repetition or practice developing sentences which are prompted by pictures or word cues. These activities are able to improve the accurate use of words, structures, and pronunciation of the learners, and even to foster their confidence to communicate.

Guided activities

For example, model of dialogues which students can change to talk about themselves and to communicate their own needs and ideas; tasks which the students carry out using the language (structure and/or vocabulary) which has been taught beforehand. Giving plenty of controlled and guided activities can encourage students to speak. This is due to the students' happiness of achieving new vocabularies, grammar structures, expressions, and model sentences before they really apply them in the real communication.

Creative communication

In the freer communication activities, students are given opportunities to practice their fluency with specific use of language items. Any incorrect language produced will be not put as high intention and it is not worrying thing, since students are driven into how they can develop their spoken

proficiency in the fluent speed. Students in freer communication activities are really on their own way of using the language.

Thus, from the elaboration of speaking skill above, it can be inferred that speaking is a mode of communication involving two or more people who are engaged in interacting to one another to produce, receive, process and to convey their ideas, thoughts, opinions, and rhetorical utterances involving the knowledge of grammar, vocabulary, and pronunciation in fluent and accurate rate of speech. The ability to speak English depends on what types of activities provided. There are three activities which can be developed in the teaching of speaking namely controlled activities, guided activities, and creative or freer communication.

The Characteristics of Successful Speaking Activities

The following are traits of successful speakers in speaking activities based on Penny (1996: 120):

Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly distributed.

Motivation is high

Learners are eager to speak: because they are interested in the topics and have something new to say about it, or because they want to contribute to achieving a task objective.

Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Out Class Language Learning

Out class language learning or OCLL is defined as students' activities in listening, speaking, reading, writing, vocabulary learning, and grammar learning to improve their English ability outside of the classroom (Li-Bi Shen et al. 2005). The use of out class learning may vary from individual to individual. However, as Nunan demonstrate, 'the determination to apply their developing language skills outside the classroom' (Nunan, 1991: 175) can play an important role for learners in terms of their second language development. Context is a very important consideration in any study investigating out-of-class learning. Norton (2001: 311) also suggested that English learners participate in specific local contexts with specific practices which create English learning opportunities.

The concept of OCLL

Previous researchers have founded some concepts of out-class language learning strategy; Rubin (1975) identified seven general characteristics of the good language learner, which include such out-of-class strategies as seeking out opportunities to use the language by looking for native speakers, and going to the cinema or to other cultural events. Bialystok (1978, 1981) described the role of out-of-class strategies in language learning, and identified four types of language learning strategies: formal and functional practising, monitoring, and inferencing. Functional practice occurs when the language learner increases his opportunity to use the language for communication, such as going to movies, reading books, or talking to native speakers. The main aim of the activity is to achieve exposure to meaningful language. Bialystok (1981) carried out a research project regarding the role of conscious strategies in contributing

to second language proficiency. It was found that functional practice, corresponding to the use of out-of-class activities, helped improve performance on all tasks accomplished by the subjects. Benson (2001: 62) divides out-of-class learning into three categories: (1) self instruction; learners deliberately plan to improve the target language and search out resources to help them do this, for example by using self study grammar books to improve their grammar, (2) naturalistic language learning; learners can learn mainly unintentionally through communication and interaction with the target language group, for example when engaged in discussions with English speaking classmates or colleagues, and (3) self-directed naturalistic language learning; learners create or seek out a language learning situation, but may not focus directly on learning the language while they are in that situation. For example, learners may subscribe to an English newspaper everyday with the underlying aim of improving their vocabulary, but may read it mainly for the news without undertaking any specific learning activities.

Advantages and disadvantages of OCLL

In one hand, utilizing a teaching technique, strategy, or method contributes to the significance toward the improvement of learning achievement. As a part of language learning strategy, Out-class language learning offers fantastic opportunities and rewards to both students and teachers alike. It provides many benefits in terms of fun, enjoyment, personal development, motivation and even increased subject performance.

In the other hand, students not only obtain positive benefits, but they also may attain a few disadvantages from using OCLL, such as students who are used to learning with the teachers' control tend to get difficulty to adjust themselves with their learning individually; for example in applying self study grammar books to improve their grammar, It is really hard to learn grammar without teacher's instructor. Besides, in applying Naturalistic

language learning, students with individual characteristics of learning may have the difficulty in learning unintentionally through communication and interaction with the target language group. As the result, the team from which that student comes from may get bad effect toward the team's good performance and achievement.

The Concept of PPP

PPP stands for Presentation, Practice and Production. It is a teaching method developed within the situational approach of language teaching up to the 1960th. Techniques that are employed in the teaching of speaking within PPP involve memorization of dialogs, question and answer practice, substitution drills and various forms of guided speaking practice. PPP presents new languages which gives students an opportunity to practice language in a safe learning environment where it is difficult to make mistakes. However, it makes students learn language items they may not be interested in or ready to learn and gives them few opportunities to really use the language for communication (Spratt et al: 63). PPP begins the learning with an introductory phase in which new teaching points are presented and illustrated in some way and where the focus is on comprehension and recognition. Examples of the new teaching point are given in different contexts. This is often followed by a second phase where the students practice using the new teaching point in a controlled context using content often provided by the teacher. The third phase is a free practice period during which students try out the teaching point in a free context and in which real or simulated communication is the focus (Richards, 2008: 9).

From above elaboration it can be inferred that PPP is teaching method emphasizing on the contextualized learning where language learners are given controlled and very restricted activity with the individual characteristics of learning. PPP is still used to teach since it is still considered effective

to teach language skill to the language learners particularly for teaching the spoken skill.

Procedure of Teaching Speaking Applying PPP

Harmer (2007: 50) writes the sequences of PPP to deal with lesson plan that are firstly the teacher presents the context or situation for the language (e.g. describing someone's holiday plans) and both explains and demonstrates the meaning and the form of the new language (for example, 'the going to' future-e.g. 'He's going to visit the Hermitage Museum'). The students then practice making sentences with 'going to' (this is often called controlled practice and may involve drilling before going on the production stage in which they talk more freely about themselves ('next week I'm going to see that new film') or other people in the real world ('My cousin's going to buy new car', etc)

Advantages and disadvantages of PPP

The use of a teaching method contains advantages and disadvantages as the consequence of its use. PPP as one of the classroom teaching method also gives some advantages which can be acquired from learning spoken English as foreign language. The following are considered as advantages of teaching spoken English using PPP method such as giving students an opportunity to practice language in a safe learning environment where it is difficult to make mistakes, and it is quite building-approach for students (Spratt, et al. 2005). These strengths have made PPP be still widely used by teachers to the materials presentation in the classroom learning. These strengths are also indicated to be the reason why PPP teaching method is still found in many learning institutes such as schools.

The same as the other teaching methods, PPP also have such non-beneficial perspectives. These non-beneficial perspectives involve making students learn language items they may not be interested in or ready to learn and gives them

few opportunities to really use the language for communication (Spratt, et al. 2005).

The Concept of Creativity

Davis (1991: 240) states that “it is important to help students meta-cognitively understand the topic of *creativity*”. The understanding of creativity would increase creativity consciousness, demystify creativity, and increase creative ideas and products. Therefore, creative act is an important aspect of influencing the success of proposing new and brilliant ideas.

The characteristics of creativity

Plus (2008) states that creativity is not only monopoly of merely genius people. Having high intelligence does not assure that people may have ability to think practically, quickly, and creatively. Behaving creatively is also supported by emotional intelligence. There are some characteristics of creativity as stated by Plus (2008). The first characteristic of creativity is having desire to change any things around them to be better. The second one is having sensitiveness to openly behave and perceptive to new things. The third is having in depth interest to dig out more than the surface look. The fifth is having curiosity to any things by questioning. The next characteristic of creativity is thinking in depth to have in depth comprehension. Another characteristic of creativity is fully concentrating on specific problem to acquire the overall understanding. Always being ready to experiment and to implement, provide time and power to search and development is also realized as an important tenets of creativity, while patience is the key to get off the detail problem. The last characteristic of creativity is having the ability to cooperate, think productively with others.

Factors Influencing Creativity

The happening of creativity on a person is not automatically attached to him. It is a result of various experiences and inventions at last leading into what are then called as creative

thinking. Someone who has the creative thinking can be caused by several factors which may generate his creativity. According to Amabile et al (1996), there are two main factors affecting the happening of creativity. They are personal and organizational level. Personal level includes age, creativity decreases with age unless individual is intentionally creative, intelligence, certain level required for certain measures of creativity only, personality high valuation of aesthetic qualities in experiences, interests, attraction to complexity, independence of judgment, autonomy, intuition, self confidence, ability to resolve conflicting traits in self and belief that self is creative, dispositions, high level of intrinsic motivation, follow intrinsic interests, free from evaluations and constraints, capabilities, insight is a result of integration of previously learned behaviors and potential.

Organizational level includes Encouraging of risk taking and idea generation at all levels, Fair supportive evaluation of new ideas, Reward and recognition of creativity, collaborative idea flow and participatory decision making, and Diversity of team members' background, mutual openness to ideas, constructive challenging of ideas, shared commitment.

Based on the explanation above, students' creativity is caused by two main factors which are personal level and group or organizational level. Personal level encompasses student's age intelligence, personality, dispositions, capabilities, and potential. Meanwhile, Group and organizational level involves encouraging of risk taking and idea generation, fair supportive evaluation, and diversity of team members' background. In addition, intrinsic and extrinsic motivation plays significant effects toward the learning creativity.

CONCLUSION

The most important conclusion drawn from this article is that Out-class Language Learning is **considered** as a good method to teach speaking

skill. As a part of language learning strategy, Out-Class Language Learning offers fantastic opportunities and rewards to both students and teachers alike. It provides many benefits in terms of fun, enjoyment, personal development, motivation and even increased subject performance. It also offers flexibility for the teacher and student in the teaching and learning process, especially in teaching speaking skill. In addition, Students' creativity plays very important role to the development of the students' speaking skill. Students' creativity determines the success of students in actualizing their speaking capability. Students' creativity in learning the language skill, especially the spoken skill is also influential toward the students' quality of life.

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