



**THE USE OF MINI STORY TECHNIQUE  
IN IMPROVING ENGLISH SPEAKING SKILL:  
A Pre Experimental Study of the Members at Semarang  
English Cafe English Course**

**A FINAL PROJECT**

**submitted of the requirement for the degree of Sarjana Pendidikan**

**By**

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**SEMARANG STATE UNIVERSITY**

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## APPROVAL SHEET

The final project with the title The Use of Mini Story Tecnique In Improving English Speaking Skill: A Pre Experimental Study of the Members at Semarang English Cafe English Course has been approved by the advidors to be continued to the committee of final examination on:

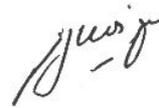
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## DECLARATION OF ORIGINALITY

I am writing this on behalf of myself

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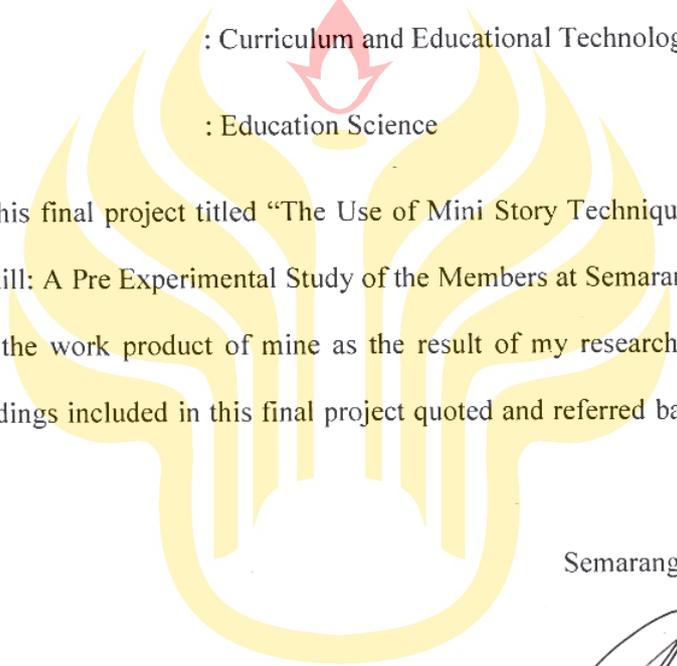
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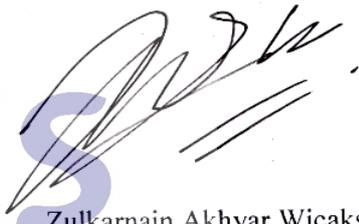
States that this final project titled “The Use of Mini Story Technique In Improving English Speaking Skill: A Pre Experimental Study of the Members at Semarang English Cafe English Course”, is the work product of mine as the result of my research. Another opinions and research findings included in this final project quoted and referred based on scientific ethical code.

Semarang, January 12<sup>th</sup> 2017



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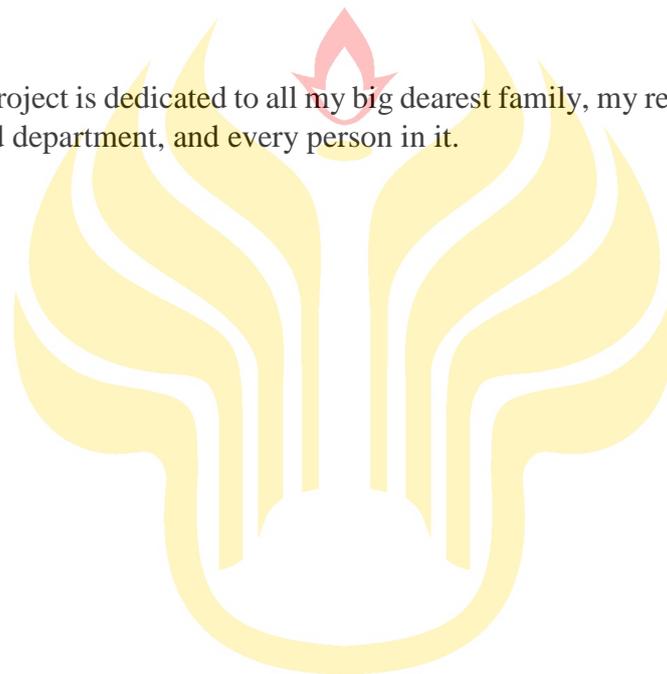
## MOTTO AND TRIBUTE

### **Motto:**

The development of the nation is not decided by the number of its human resource and the vast of its area, but by the mastering of knowledge by its resources (Kartini in Panggil Aku Kartini Saja by Pramoedya Ananta Toer).

### **A tribute:**

This final project is dedicated to all my big dearest family, my relatives, my friends, my honored department, and every person in it.



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## ACKNOWLEDGEMENT

I (the researcher) praise to Allah for blessing me with courage and spirit, so that the researcher be able to finish this final project titled “The Use of Mini Story Technique In Improving English Speaking Skill: A Pre Experimental Study of the Members at Semarang English Cafe English Course”. This project is proposed to the final examination committee of the final project Education Science Faculty in order to fulfil one of the requirement to get the degree of Sarjana Pendidikan.

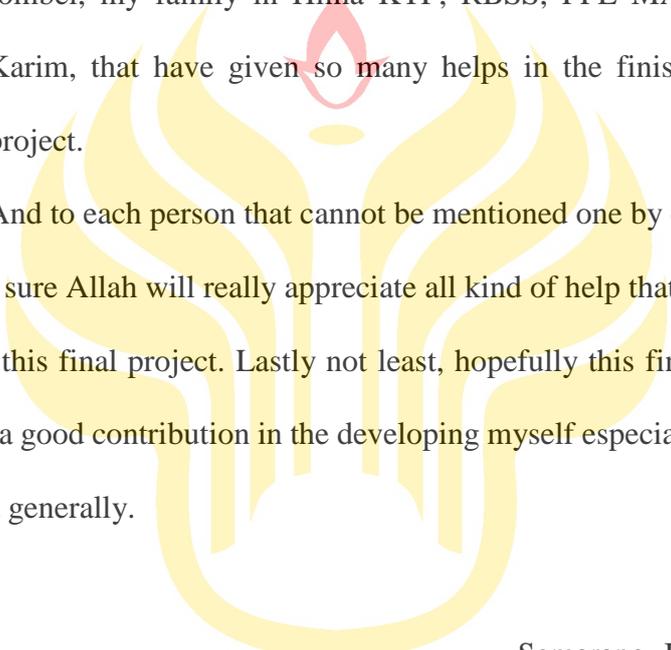
In the finishing of this final project, the researcher blessed with so many help from so many people. So that, the researcher would like to express the gratitude to:

1. Prof. Dr. Fathur Rokhman, M. Hum. The rector of Semarang State University that having full responsibility to the education performance in Semarang State University.
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3. Drs. Sugeng Purwanto, M.Pd. The chairman of the Department of Curriculum and Educational Technology that have given me research permit and support during the research.
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7. My lovely mother: Nur Aini, my lovely father: Moh. Agus Arifin, and my beloved sister: Arini Ayuningtyas, for their compassion and prayer.
8. My lovely friends, my colleagues in my department, my family in my rombel, my family in Hima KTP, RBSS, PPL MAN Kendal, KKN Karim, that have given so many helps in the finishing of this final project.
9. And to each person that cannot be mentioned one by one.

I am sure Allah will really appreciate all kind of help that have given to me in finishing this final project. Lastly not least, hopefully this final project will be able to give a good contribution in the developing myself especially, and education in Indonesia generally.

Semarang, January 12<sup>th</sup> 2017



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Writer

## ABSTRACT

**Wicaksana, Zulkarnain Akhyar** (2017). *The Use of Mini Story Technique In Improving English Speaking Skill: A Pre Experimental Study of the Members at Semarang English Cafe English Course*. Final Project, Curriculum and Educational Technology Department. Education Science Faculty. Advisors Dr. Yuli Utanto, S.Pd.,M.Si., and Drs. Budiyo, M.S.

**Keywords:** Mini Story, Speaking Skill, Experimental Study, Elementary Level, Learner, Member.

The background of this research was the ineffectiveness of the use of memorizing and writing technique in improving members speaking skill happened in Semarang English Cafe. Then, the researcher proposed the technique called *mini story* as the alternative considered technique to solve it. Based on that problem, the statements of the problem that proposed in this research are (1) How is the significant difference before and after the learners have been taught speaking using mini story technique (2) What are the strengths and weaknesses of using mini story technique in teaching speaking to members of Semarang English cafe. This research used *pre-experimental study with one group pre-test and post-test design* for the design of this research since this research only used one group as a subject. The number of the subject in this research was nine available members of Semarang English Cafe. The tools for collecting data were test and observation. The technique of data analysis that used were normality-test and t-test. The result of this research showed that there is significant difference in speaking score of members before and after learning used *mini story* technique. In pre-test members gained 92,16 average and in the post-test they gained 136,94 average. In addition, after t-test was conducted, the score of probability was 0,000. Since the score of probability was higher than 0,005, so  $H_1$  is accepted. Based on the result above, *mini story* was an effective technique in improving speaking skill, especially in grammar, vocabulary, and comprehension aspect for members in elementary speaking level. Then, researcher suggests the tutor (the teacher) to use *mini story* as an alternative technique in order to improve members' speaking skill. In addition, the researcher also suggests the members (the students) to use *mini story* as an additional considered technique to study English personally, especially in speaking aspect.

## INTISARI

**Wicaksana, Zulkarnain Akhyar** (2017). *The Use of Mini Story Technique In Improving English Speaking Skill: A Pre Experimental Study of the Members at Semarang English Cafe English Course*. Skripsi, Jurusan Kurikulum dan Teknologi Pendidikan. Fakultas Ilmu Pendidikan. Universitas Negeri Semarang. Dosen Pembimbing Dr. Yuli Utanto, S.Pd.,M3.Si. dan Drs. Budiyo, M.S.

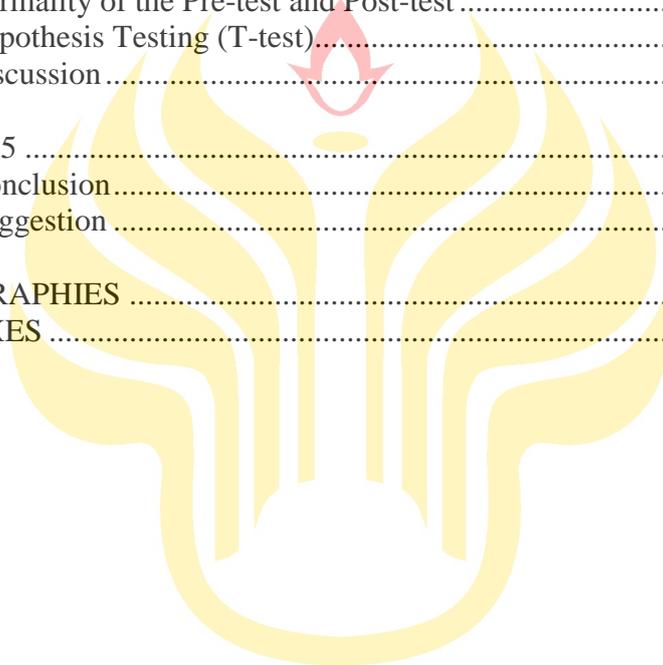
**Kata kunci:** Mini Story, berbicara, *experimental study*, *elementary level*, pembelajar, *member*.

Penelitian ini dilatarbelakangi oleh ketidakefektifan penggunaan teknik mengingat kosakata dan menulis kalimat untuk meningkatkan keterampilan berbicara bahasa Inggris para *member* English Cafe Semarang. Setelah beberapa kali pertemuan menggunakan teknik tersebut, mereka masih saja mengalami kesulitan dalam menyusun kata-kata menjadi sebuah kalimat sederhana sesuai kaidah gramatika bahasa Inggris. Berdasarkan masalah tersebut, rumusan masalah yang diajukan di dalam penelitian ini adalah (1) Apakah terdapat perbedaan yang signifikan antara kemampuan berbicara para *member* sebelum dan sesudah menggunakan teknik *mini story*, (2) Apa kelebihan dan kelemahan penggunaan teknik *mini story* di dalam pengajaran berbicara kepada para *member* English Cafe Semarang. Penelitian ini hanya menggunakan sebuah kelompok sebagai subjek penelitian, oleh karena itu penelitian ini menggunakan desain *one group pre-test and post-test*. Penelitian ini menggunakan sembilan orang *members* English Cafe Semarang. Teknik untuk mengumpulkan data adalah tes dan observasi. Teknik analisis data yang digunakan adalah *normality-test* dan *t-test*. Hasil dari penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara kemampuan berbicara bahasa Inggris para *member* sebelum dan setelah menggunakan teknik *mini story*. Nilai rata-rata para *member* di *pre-test* adalah 92,16, lalu setelah *post-test* dilakukan nilai rata-rata para *member* meningkat menjadi 136,94. Sebagai tambahan, setelah *t-test* dilakukan, probabilitas nilai adalah 0,000. Probabilitas nilai  $< 0,05$ , artinya  $H_1$  diterima. Berdasarkan hasil di atas. Teknik *mini story* adalah teknik yang efektif untuk meningkatkan kemampuan berbicara para *members* English Cafe Semarang di level *elementary*, terutama dalam aspek gramatika, pemahaman kosakata, dan pemahaman. Sebagai kesimpulan, peneliti menyarankan kepada para tutor English Cafe Semarang untuk menggunakan teknik *mini story* untuk meningkatkan kemampuan berbicara para *members*. Sebagai tambahan, peneliti juga menyarankan kepada para *member* untuk menggunakan teknik *mini story* sebagai teknik tambahan untuk mempelajari bahasa Inggris, terutama dalam aspek berbicara.

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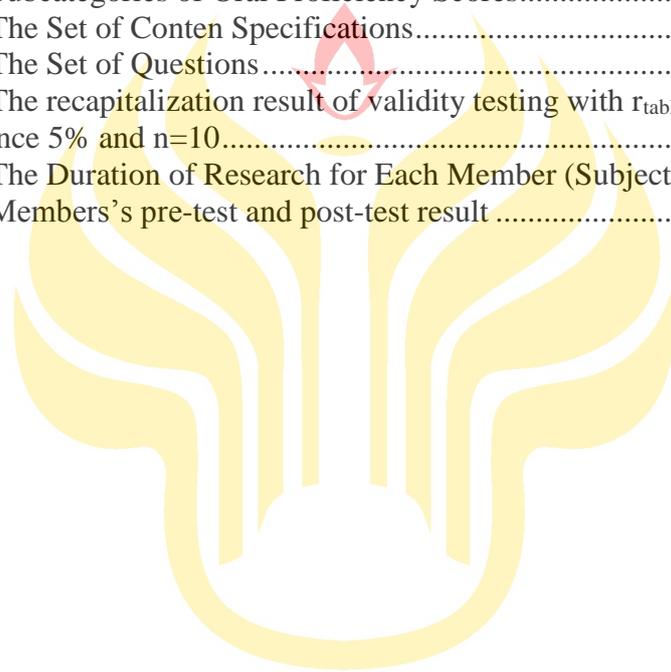
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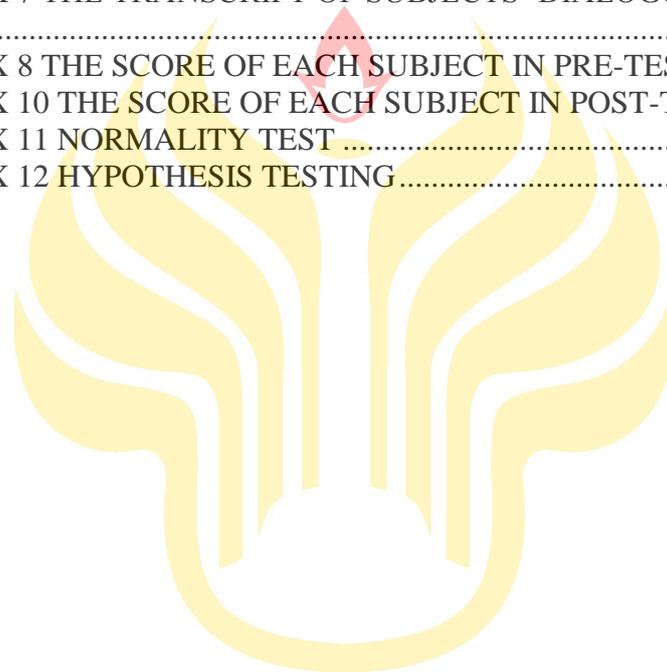
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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Problem

English is the language which wanted to be mastered by the most majority of people in the world. Mark Robson (Director of English and Exams British Council) clearly states in English Effect Report (2013, p. 2) that English is spoken at useful level by 1.75 billion people worldwide (that's one people in every four people), and by 2020, about two billion people will be using it or learning to use it. English is the dominant language of the 21st century. As the language of communications, science, information technology, business, entertainment and diplomacy, it has increasingly become the operating system for the global conversation.

The more English used in almost every aspect of life, the more people want to learn. This is exactly what happened in almost every part of the world, included Indonesia. Many Indonesian have started learning and teaching English from so many years ago. Formal and non-formal education institution in Indonesia have started teaching English to its learners. Since English is placed as a foreign language in Indonesia, teaching and learning English in Indonesia are more challenging than any other neighborhood countries, like Malaysia and Singapura which use English in their daily. That is why Indonesian needs a more extra effort to be as good as them in English. In other

word, having a clear approach, method and technique in every education institution provides English teaching and learning is an absolute requirement.

According to Nunan (2003, p. 8), there are three principles needed to be implemented in language teaching. First of all, learning process must focus on the learners (a learner-centered classroom). It is in which learners are actively involved in the learning process. Second, teachers need to develop their own methodology. Which means, teachers need to try out new ideas, record the lessons, observe the teaching, if possible have a peer observer in teaching, and above all reflect on what happened in the classroom. Lastly, building instructional sequences based on a pre-task, task, and follow-up cycle.

Those theories lead my thought towards what happened in the institution in which the researcher teaches English, Semarang English Cafe English Course. English Cafe is one of the well-known English course in Indonesia located in Yogyakarta City, Daerah Istimewa Yogyakarta (DIY) Province, Indonesia. The main learning objective of English Cafe is more focus in improving the speaking skill of the learner.

Unlike the others English course, English Cafe uses a cafe as classroom. The people of English Cafe strongly believe that the enjoyable, leisurely and easygoing atmosphere provided by cafe would be able to make the learner easier to process the materials. Because its uniqueness, now a days, English Cafe already had some branches institution spread in some big cities in Indonesia, Semarang included, then it is called Semarang English Cafe. Like English Cafe

in the center, Semarang English Cafe's main learning objective is also more focus in improving members' speaking skill.

To achieve its objective, English Cafe provides 50 meetings for each learner. The meetings consist of ten meetings for learning theory (grammar class), and 40 meetings for learning speaking (daily talk class). Grammar class is a class in which the learner will learn about some grammatical rules in English helped by a module as a guidance. Whereas, daily talk class is a class in which the members will practice speaking English more directly. In other word, the real effort for achieving the objective happened in all daily talk class.

In daily talk class English Cafe implements memorizing vocabularies and making or writing sentences technique to improve members' speaking skill. So, at the back part of every module there is a list of vocabulary. The amounts of the vocabulary is 200 words. In every meeting in daily talk class, the members would be asked to memorize at least five words and figure their meaning out, then they must to make sentence based on those words. Since the center of English Cafe uses those techniques, Semarang English Cafe does the same things.

Based on the observation, speaking level of the majority of Semarang English Cafe's members are still in elementary level and below. According to Cambridge Institute (2008, p. 1), they still have a very simple understanding to people's speech, but only on short word or phrases and/or inaccurate answer, frequent hesitation, limited range of vocabulary with little or no evidence of ability to expand answers, and pronunciation that tremendously blocks

understanding. As the researcher have stated before, Semarang English Cafe uses memorizing vocabulary and making sentences technique to improve members' speaking skill. Unfortunately, after conducting some meetings in daily talk class, the members' speaking skill does not improve significantly and even they still have the same problems as when they came on the first time.

Based on that reality, based on Nunan's theory, memorizing and making sentences technique should not be placed as the main technique to improve speaking skill for two reasons. Firstly, memorizing and speaking aspect are two very different aspect in language. When people are able memorizing so many words, it does not guarantee they can speak well. Secondly, there is no direct interaction (communicative purpose) which is crucial needed to improve speaking in memorizing and making sentences technique. Roughly say, memorizing and making sentences is not the right technique to improve members' speaking skill. It does not mean it should be replaced, but there must an extra technique to improve learners' speaking skill more. In other word, tutors need to develop their own technique (Nunan, 2003, p. 10). If there is no step forward to be taken, the learning speaking activities in Semarang English Cafe will not run ineffectively.

In order to minimize those problems, and improve members' speaking skill at once effectively, Semarang English Cafe needs to add a new technique. The researcher proposed a technique developed by AJ Hoge, well known as AJ, called *mini story lesson*. The following is a short introduction about who AJ is:

AJ Hoge started as an English teacher; the author of *Effortless English: Learn To Speak English Like A Native*. In a few years,

he built and led an international movement of millions of customers, fans, and followers. He built his “edu-tainment business” (education + entertainment) to a point where audiences of 3000+ people were coming to see him speak. AJ combined physical demonstrations, emotional storytelling, and high-energy audience interaction with a powerful speaking message of How To Create A Superstar Career. Instead of just getting on stage to speak, AJ would physically energize audiences with demonstrations so they would be more involved with the presentation. AJ Hoge started as a normal English teacher, teaching English as a foreign language. He created a powerful new method for teaching. However, he initially faced incredible resistance from students, other teachers, and school administrators who found his methods “too different”. Eventually AJ developed the necessary leadership skills to convince students to adopt his methods. (Hoge, 2015).

In *mini story lesson*, members will listen to the story which is delivered by AJ himself. As its name, mini story contains a long simple story delivered in a certain time, in order to get the learners experiencing the spoken English grammar more deeply. The story would be funny and very unusual, so the learners would enjoy the lesson and would not easily get bored when they learn.

While telling the story, AJ would not only tell the story, but also ask some questions to the learners. In this occasion, beside improving their listening skill, they also learning how to speak directly. In other word, the interaction in the target language would happen during the lesson. Moreover, in order to strengthen learners’ speaking and understanding in English, AJ would repeat the statements and the questions so many times. As the result of that, learners’ answer would also be repeated. This repetition would help the learners to improve their listening, grammar and the most important their speaking skill (Hoge, 2013).

Until now, mini story lesson is well known as one of the most successful technique to improve someone's speaking skill based on AJ's journey. Even though this technique will be presented like story telling (listening skill) and a simple conversation (speaking skill) between the speaker and the learners, it will help the learners by giving them a basis understanding about how to speak English fluently and correctly. The important point the researcher wants to emphasize is acquiring language is a never ending journey. The learners need to improve their speaking skill by more advance technique than mini story.

Based on that problem which is facing by Semarang English Cafe and the advantages of mini story lesson, the research about *The Use of Mini Story Technique To Improve Learners' English Speaking Skill* aimed to find out how effective the use of mini story technique in improving learners' speaking skill would be conducted.

## **1.2 Statement of the Problem**

Based on the background of this research, the researcher concludes that there are some flaws in the process of English speaking learning in Semarang English Cafe Semarang, which are:

- 1.2.1 Memorizing is not a good technique to be implemented as the main technique to improve speaking skill.
- 1.2.2 Writing sentences is also not a good technique to be implemented as the main technique to improve speaking skill.
- 1.2.3 The tutors do not involve the members into the active learning speaking process.

1.2.4 The majority of the members still have difficulties in constructing or arranging a simple correct statement.

### **1.3 Scope of the Research**

This researcher only focuses on the use of mini story technique in teaching speaking, especially in performing present and past tense in a simple statements. Then, the subject of this research is nine available members of Semarang English Cafe English Course.

In this research, the researcher focused on how the members state simple present and past statements in grammatical correct, since grammar played an important role in speaking. For scoring process, the researcher would score the all aspect in speaking (grammar, vocabulary, pronunciation, comprehension, and fluency), because every aspect is impossible to be isolated.

### **1.4 Research Questions**

Based on the background of the problem, then the focus problems in this research as follows:

- 1.4.1 How is significance difference before and after the learners have been taught speaking using mini story technique?
- 1.4.2 What are the strengths and weaknesses of using mini story technique in teaching speaking to members of Semarang English Cafe?

### **1.5 Objective of the Research**

- 1.5.1 To find out the effectiveness of the implementation of mini story technique to improve speaking skill level of the members of Semarang English Cafe.

## 1.6 Benefits of the Research

The result of this research is expected would give the benefits as follow:

### 1.6.1 Theoretical Benefit

The result of this research is expected to help spread the knowledge about mini story as one of the technique to improve English speaking skill, either for the teacher or for the students.

### 1.6.2 Practical Benefit

#### 1. For the Teacher (Tutor)

Providing the information widely, so that the teacher will be able to improve students' speaking skill

#### 2. For the Students

Since this technique also can be used for solitary learners, so that the students will also be able to use mini story technique to improve their speaking skill by themselves.

#### 3. For the Other Researchers

The result of this research will give to the other researcher to conduct a developing research with the same topic or the correlated one.

## 1.7 Elaboration of Terms

1.7.1 Mini Story is one of the technique to improve speaking skill through listening to an unusual, funny story, and speaking through answering the questions from the speaker.

1.7.2 Improving speaking skill refers to the effort to improve speaking skill in the process of teaching and learning.

- 1.7.3 Semarang English Cafe is one of the independent English course in Semarang. It is a branch institution from English Cafe Center located in Yogyakarta.
- 1.7.4 Member is how Semarang English Cafe calls its students.



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## **CHAPTER 2**

### **THEORY, THEORITICAL FRAMEWORK AND HYPOTHESIS**

#### **2.1 Mini Story As A Learning Technique**

In every language learning, especially in the classroom context, must has a practical technique to improve learners' speaking skill. There are like a hundred techniques that have been published formally by researcher, linguist and teacher in language learning world. One of the practical technique to improve language skill, especially in speaking skill is mini story which emphasizes into the importance of listening and answering simple question to improve English speaking skill.

##### **2.1.1 How Mini Story Works**

Mini story is a technique developed by AJ Hoge (AJ) to improve learners' speaking skill. The basic foundation of learning technique in mini story is listen to the story and answer to the question of the story. Unlike telling a common story, in this technique the speaker will tell a story, but not finishing it directly. The speaker will gradually give the information about the story, then based on every information, the speaker will ask some simple easy questions to the learners. The learners' job are listening to the story carefully and answering the questions quickly and immediately. In other word, the learners learn to speak directly.

The following is the example interaction (in the text form) of learning activities by mini story technique. S stands for learner's example answer and T stands for the speaker's questions and statements.

T: (The learners will hear) Elvis **the spider** can't swim. But he wants to. What does Elvis want to do?

S: (Learners is thinking, then answer) Swim.

T: (The learners will hear again) Swim. Elvis wants to swim. What is Elvis?

S: (Learners is thinking again, then) Elvis is a spider.

T: (The learners will hear) Of course, Elvis is **a spider**.

T: (The learners will hear) How many legs does Elvis have?

S: (The learners answer immediately) Eight.

T: (The learners will hear) Just checking. Okay, Elvis has eight legs. Because?

S: (The learners answer immediately) Because he is a spider.

T: (The learners will hear again) Because he is **a spider** of course. Elvis has eight legs because he **is a spider**.

T: (The learners will hear) Elvis **the spider** has a problem. What is his problem?

S: (The learners answer) He can't swim.

S: (The learners will hear) His problem is he can't swim.

T: (The learners will hear) Poor Elvis, he can't swim. He wants to swim, in fact, he wants to swim a very long way.

T: (The learners will hear) Does he want to swim a short way or a long way?

S: (The learners answer) A long way.

T: (The learners will hear) A long way. He wants to swim a very long away.

T: (The learners will hear) How far does Elvis, the spider, want to swim?

S: (learners are imagining for the answer, because the answer have not been told by the teacher, but the students still must to answer) Hmm, a hundred miles?

S: (The learners will hear) Obviously, he wants to swim across the Atlantic Ocean.

S: (Learners receive the clarification) Okay, Elvis the spider wants to swim across the Atlantic Ocean. (Story still goes on.) (Hoge, 2015).

AJ notes that mini story is a special kind of story that design to understand English easier and faster (Hoge, 2013). The learners constantly listening to the question and answering the question as fast as they can, so that it will train learners' brain to respond and think in English faster and

faster without thinking about grammar rules, because that is actually how the conversation works: the people we are talking to, certainly wait our respond immediately and quickly (Hoge, 2013).

If we looked at the example above, the story is kind of funny and very unusual (how can a spider swim across the Atlantic Ocean?). AJ uses this idea for making the learners enjoy the lesson. He states that human's brain usually easier to remember strange, funny, unusual situation than just usual situation (Hoge, 2013). In fact, there will be a new vocabulary list. By using them in an unusual, funny story, it will easily to memorize, and it will last much longer in learners' brain. Another important point about mini story is the use of vocabulary and grammar pattern will be repeated again, again and again. As the result of that, the learners will conduct a deep learning, and automaticaly the grammar pattern will go into learners' brain without studying it from the boring text book.

### **2.1.2 The Mini Story Looked As The Natural Approach**

Natural approach less emphasize on teacher monologue, direct repetition, and formal questions and answers, and less focus on the precise production of target language phrases or sentences. Rather than that, natural approach more emphasizes on the *input*, optimizing the readiness of the learners to start talking and writing, providing a long period of attention to what the learners hear and read before trying to produce the language, and optimizing the use of written and spoken materials as a comprehensible input.

Stephen D Krashen in (Richards & Rodgers, 2011, p. 182), claims from his theory, *input hypothesis theory*, that there are four issues in the relationship between what learners is exposed to of a language (the input) and language acquisition. First, the hypothesis relates to acquisition, not to studying. Second, people acquire the language best from understanding input that is slightly above their current level of language. “An acquire can ‘move’ from stage 1 (where 1 is the acquirer’s level of competence) to stage 1 + 1 (where 1 + 1 is the stage immediately following 1 along some natural order) by understanding the language containing 1 + 1” (Krashen and Terrell 1983:32) in (Richards & Rodgers, 2011, p. 182).

Third, the skill to speak cannot be taught directly: rather, it “emerges” independently in time, after the learners as built up the linguistics competence by understanding input. Fourth, if there is an appropriate quantity and quality of comprehensible input, 1+1 will be provided automatically. Comprehensible input refers to written or spoken language that the learners understand.

In the use of mini story lesson, the learners will not ask to speak or respond to the question before hearing the audio file and reading story text at least for once. For emphasizing vocabularies, instead of explaining its meaning in mother-tongue language, the speaker will describe the meaning in English. There will be no text book grammar explanation during this lesson.

After knowing the speaking level of the majority of the members of Semarang English Cafe through observation, the researcher found that the speaking level of them is still on elementary level or even below that. That is the reason why mini story which contained story delivered with so many repetition and told using a simple statements is appropriate to upgrade their speaking level. The level of audio that slightly above the learner skill level will give them a good input.

### **2.1.3 The Rules in The Use of Mini Story**

Since mini story developed by A. J Hoge, this rules below also according to his statements. In more general way, this rules stands for how to speak English fluently. This rules derived from his bad experience as an English teacher back in the day. When he taught English using the old boring method, like using grammar text book, memorizing a lot of vocabulary and grammar pattern, changing the chapter after only once or twice meetings, he found his students get bored and cannot receive the materials optimally.

Through his bad experience, after studying some researchers, he finally be able to develop his own technique about how to speak English fluently (Hoge, 2013).

#### **1. Learn English Phrases Not Individual Word**

Someone will acquire the language from reading and listening. For some language learners, they usually have a small note to write down every new vocabulary that they receive. According to AJ, that habit need to be fixed. Instead of writing down a list of word, write a phrase or a whole sentences

is better for getting a better result in language acquisition. It will make the learners know not only the meaning of the word, but also know how and when they should use it, because sometime there are certain words in the certain situation, and there might be another words that has the same meaning but cannot be used in that situation.

The other result, is that the learners will get a free grammar understanding without studying it in the context of grammar text book. There is so much grammar on those phrases and sentences. The more learners study from phrases and sentences, the more grammar understanding they will get. This technique is more effective in making learners understand about grammar, than just studying from grammar text book that demanding them to memorize grammar rules.

## 2. Do Not Study Grammar Rules

What AJ wants from the English learners is not actually do not study grammar rules at all, because grammar is impossible to be isolated in language, but leave the old technique of learning grammar which is memorizing the rules. He bravely states that memorizing the rules does not give a positive effect in our speaking. That is what actually happens in the majority of school in non-English speaking country, such as Indonesia. One of the alternative way to learn grammar is learning from the real authentic English phrase or sentences.

According to AJ, learning and memorizing grammar rules will cause the learners think and analyze about English. He gives the permission to

think and analyze about English for writing, not for speaking. When writing, the learners have so much time to think about what are they going to write, there is no speed and pressure, they can write very slowly if they want to, and even they can easily revise what they wish to write.

However in speaking, the person that the learners are talking with is waiting for their respond immediately. In other word, there is almost and even no time to think about grammar rules in the real conversation. If that happens, it will cause a problem when learners communicate with others.

### 3. Learn With Your Ears Not With Your Eyes

What happens in the most of English class, especially in Indonesia. Usually, the teacher tells the learners to read a lot of text books, the teacher write a lot of stuff on the board then the learners write it down on their book, the learners do a lot of writing activities for test or reading a lot of English dialogue. In other word, they still learn with their eyes not with their ears. AJ briefly states that none of that activities will improve learners' speaking skill optimally. As the result of that, the learners will more understand the written and how to write a language than a spoken and how to speak a language.

When learners want to improve their speaking, listen to a lot of English material is the key. The best input for the learners that still in beginner or elementary level, listen to easy English is the best materials, such as listening for academic listening test. In fact, when they listen to the

materials that they do not understand most of it, their learning will not be successful.

AJ bravely notes that learners should listen to something that they can understand 95% of it without dictionary, the other 5% learners can easily guess the meaning. When learners guess the meaning, the learners is actually studying about new vocabularies. Then, when the learners can understand almost 99%, it is time to move on to something that is a slightly more difficult. After about six until twelve months, the learners will be able to start speaking well enough without a long pause. But remember, the listening process should not be stopped. In other word the learners need to listen to the English materials in every single day to get a good result

#### 4. Learn Deeply

Learning deeply according to AJ means totally learn and master it. When the learners learn something only for once or twice, obviously they will never master it, so that they need a lot of repetition in doing that. Learning deeply is something that learners usually not receive when they learned English in school.

Usually the lesson in regular English class the program usually runs to fast. There is a lot of pressure that is felt by teachers to finish the text book in definite time. As the result of that, their pressure will effect to learners also. For example, the teacher must finish chapter two that talks about simple past tense only in one week, then on the next week they obligate to start studying chapter three and four that talk about simple continues tense

and simple perfect tense, adding with memorizing some vocabularies. According AJ, those idea is totally wrong, because they never learn it deeply.

The other effect when the learners do not apply learning deeply is they would have a lot lack in their knowledge. For example, so many learners actually know or memorize grammar rules, but very often in the same time they cannot use it in communicative conversation correctly and immediately. The other example is, learners might know about some vocabularies, usually when the teacher test them to tell the meaning about some particular words, they will be able to answer, but the story become totally different when it comes to the conversation.

Again, to be able to master it, to get deep learning, to be able to use it correctly in communicative conversation, the learners have to repeat and focus to the materials that they are studying with, what they are listening to, until they can totally master it.

#### 5. Use Point of View Story

Point of view story is a series of story that told from a certain time in order to learn spoken English grammar. For example, past tense, so that the story tells about the story in the past. In other word, the speaker uses all grammatical structures in past form. As the learners listen to that story, they learn everything about past tense, from the grammatical structure until the form of verb.

The master key to optimize the use of point of view stories is (again) learners must to listen to it in so many times. According to AJ, listen to that stories at least for two weeks can help the learners understand the idea of English spoken grammar and also improve learners' speaking skill. Of course, the more they listen, the better their speaking will be. The following is the little example from the point of view story, taken from AJ's story.

“There were two penguins named Tod and Louis. Tod and Louis were normal penguin when they were young. When they were young, they were very normal penguins. They liked to eat fish and they liked the cold weather. However, five years ago, they changed. Since that time, they hated the cold. Since five years ago, they have complained about the cold every day. Since five years ago, they have dreamed of Thailand. They wanted to buy a beach resort in Thailand. Since that time, five years ago, the have talked about it, buying a beach in Thailand. Every day, they have told the other penguins, “We have no bond about it, we hate the cold!” Starting five years ago, and cotinuing every day, they have told the others penguin the same thing. Every day they have said to everybody else, “we make no bonds about it, we hate the cold.” They have that, again, again and again.” (Hoge, 2015).

#### 6. Only Use Authentic English Materials

According to AJ, the real authentic English material is the materials that are made only for English native speaker, such as American, Canadian, British, Australian. It can be in the form of books, audio, video and the others, not in the form of English text or audio book that contains a person telling a bunch of rules to use English.

The materials have to be fun and easily understood by the learners. So that, the materials level need to be conformed with learners' English speaking level. For example when a kid under ten years old want to improve his reading skill, since kids around that age interested in pictures and color,

so that the best materials for them is a comic books which contains a real English conversation materials. By reading so many comic books, their vocabularies will improve and their understanding about grammar structure will go into their mind deeply. It can be applied for the adult also.

The same way should be applied in the effort of improving speaking ability. Since speaking comes from listening, the learners need to listen to the real audio or video English materials which are made for English native speaker. For example, learners can listen to the British radio broadcast, watch American TV shows and the others.

The materials again, should be conformed with learners' listening and speaking level and their favorite. When the learners like drama, listen to the audio or video drama; when they like about healthy, listen to the lectures about healthy is the best way; when they like cartoon, then watch the cartoon. The other main key, is still, they need to listen to those materials so many times, until they can totally master it.

## **2.2 Speaking Ability**

Since the basic learning approaches and methods are the same in all language learning, this chapter will discuss about some important stuffs which correlate with English speaking learning, or language learning in more general term.

### **2.2.1 Definition of Speaking**

In my personal experiences in learning language, I found that speaking skill is the most complicated skill to be mastered than any other skill (listening, reading and writing). Speaking in new language is harder than reading,

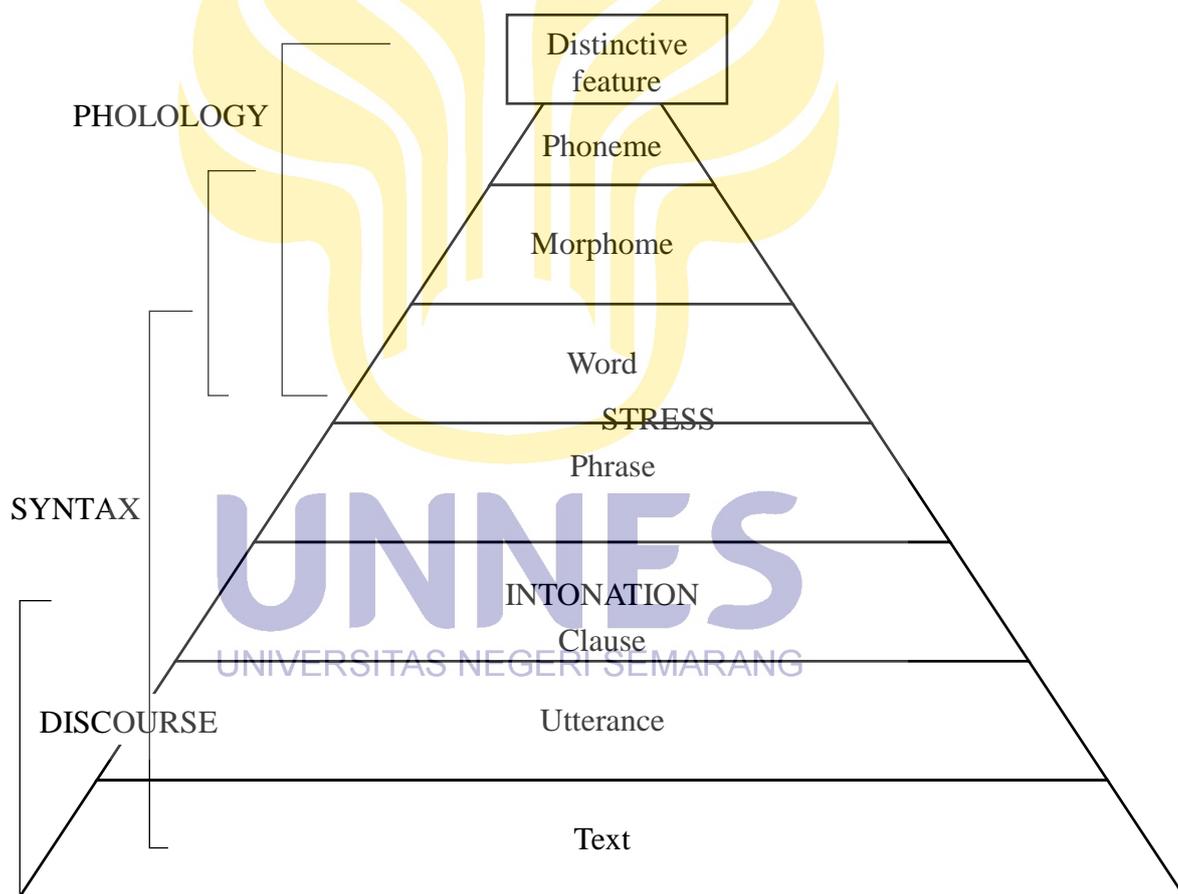
writing or listening for two main reasons (Bailey, 2003, p. 48). First, unlike writing, speaking always happens in *real time*, which means, when we speak, the person we are talking to is waiting for us to speak back, to respond. Second, when we speak, we cannot manage to revise or edit what has been said, as we can manage when we write (Bailey, 2003, p. 48).

Similar with Bailey's say, AJ as one of the international English teacher and the founder of Effortless English Institution, he also states that when we write, we have a plenty of time to think something that will be written, there is no huge pressure in writing, then we can easily ask to the other to fix our writing, but all of those thing will not happen in speaking. However, when we speak, we need to respond immediately, instantly and automatically (Hoge, 2013).

In language learning, the term of language which is generated by the learners is referred to as productive. For the language which is directed to the learners is called receptive. Speaking is refereed as productive skill which consists of producing systematic verbal utterances in forwarding the meaning (Bailey, 2003, p. 48). Spoken language has some characteristics, that are: auditory, temporary; immediate reception, prosody (rhythm, stress intonation), immediate feedback, planning and editing limited by channel (the medium of the message in oral or written language) (Bailey, 2003, p. 48). In other word, people need to study to overcome those characteristics when learn a spoken language.

### 2.2.2 The Elements of Speaking

In order to communicate well, we must make ourselves to be understood by the people we are talking to, and must understand their talking. There is some needs to be accurate in speaking of target language. This is so tricky, “because as we saw in the speaking-writing contrast, there is limited time for planning and editing speech during conversations. And for less-than-proficient speaker, managing the components of language that must work together when we speak is very demanding indeed (Bailey, 2003, p. 50).”



**Figure 2.1:** Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity

That list above depicts the linguistic elements involved in speaking. The left column lists derived from the linguist's analysis, and the center column lists is referred to the teachers. The following is the explanation of those components (Bailey, 2003, p. 51).

1. Text and Utterance. Text means, "stretches of language of an undetermined length. Spoken texts are composed of utterance. An utterance is something a person says, but it may not be a full sentences" (Bailey, 2003, p. 51). For example, offering someone what about to drink, we might say, "would you like a glass of water?" This is an utterance in a fully grammatical context. But when we say, "water?" although this is not a sentences fully grammatical context, but it still an utterance.
2. The next two levels, clauses and phrases. "A phrases is two or more words which function as a unit but do not have a subject or a verb marked for tense" (Bailey, 2003, p. 52). For example like, a great English teacher, after lunch, above the kitchen. "Clauses are two or more words that do contain a verb marked for tense. These may be full sentences (John ate the cake) or something less than a full sentences (while Jhon was eating the cake...)" (Bailey, 2003, p. 52). Besed on the explanation, phrases and clauses do not usually appear in isolated, especially in speaking.
3. The next levels are morphemes and phonemes. "Consonants and vowels are segmental phonemes. A phoneme is a unit of sound in language

which distinguishes meaning. It can be either consonants (like /p/ or /b/ in the words *pit* and *bit*) or vowels (like /I and /a in *bit* and *bat*)” (Bailey, 2003, p. 52). A morpheme is the smallest unit of language that has meaning. For example, the word *uneventful*, it has three morphemes, which are event, -full, and un-

4. A distinctive feature, “relates to how or where a sound is produced when speak. The distinctive feature which makes /b/ and /p/ separate phonemes in English is voicing: when /b/ is pronounced the vocal cords are vibrating, but when /p/ is pronounced, the vocal cords are not vibrating. It contributes to the speaker’s accent” (Bailey, 2003, p. 53).
5. The last one, there are three other labels, stress, rhythm, and intonation. They are called suprasegmental phonemes, “because when we speak, they carry meaning differences but they “operate” above the segmental phonemes” (Bailey, 2003, p. 53). For example, when we speak “I think I know,” it will deliver different meaning depending on the stress.

### 2.2.3 Basic Types of Speaking

There are five basic types of speaking (Brown, 2003, p. 141) that are:

1. Imitative

Cannot be denied that the very basic of speaking performances derived from the ability to simply parrot back (imitate) a word, phrase or sentences.

“While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included

in the criterion performances” (Brown, 2003, p. 141). This types more stress on something traditionally labelled as pronunciation.

This type easily to find in the learning activity in classroom in Indonesia in which learners are asked to mimic some vocabularies or phrases or full sentences that have been said by the teachers. In this case, the effort from the learners in understanding the language is very limited and usually this type is not really meaningful to be used in communicative conversation. This type just long enough to allow the learners to retain the short stretch of language.

## 2. Intensive

The second type of speaking is the production of short stretches of oral language designed to show the competence of grammatical, phrasal, lexical or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture) in a narrow band (Brown, 2003, p. 141). For the examples of intensive assessment task included directed respond task, reading aloud, sentences and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the sample sentences level.

## 3. Responsive

Responsive speaking includes interaction but at the somewhat limited level of short conversation, standard greetings and talk, simple request and comments, and the like. The stimulus is almost always a spoken prompts in order to preserve authenticity, with perhaps only one or two follow-up questions. The following are its examples:

a. Ali : Hey, bro. I need to talk to you, do you have the time?

Omar : Yeah. Ten minutes for you.

b. Siti : What is the most difficult time that you have ever had in your life?

Khan : I've broke up with my wife once about five years ago.

c. Mehdi : What's up? Are you doing okay?

Hasan : Alhamdulillah, I'm doing okay. And yourself?

Mehdi : Little tired after finishing the test, but overall I'm still fine.

Hasan : Good luck for your score, then. I must go now.

Mehdi : Thanks. Good luck for your day.

#### 4. Interactive

There is some differences between interactive and responsive speaking. Interactive speaking has a longer length and more complex interaction, sometime included multiple information exchange and multiple participants. The interaction usually takes in two forms, which are *transactional* and *interpersonal*. Transactional has the purpose for exchanging specific information, for example the conversation for ordering food, asking the opinion about a specific topic, and the others. The first two conversation examples above is transactional.

Whereas, interpersonal has the purpose for maintaining social relationship, for example, asking about condition, asking about feeling, and the others. The last conversation example above is interpersonal.

## 5. Extensive (Monologue)

Extensive monologue is the conversation in which the interaction between speaker and listener will be highly limited. For example, speeches, oral presentation, story-telling, oration, and the others. In extensive speaking, the use of language will be more deliberative and formal for extensive level, but the casual delivered speech (for example, telling vacation, how to make a delicious pasta, and the others) cannot be accepted in extensive speaking.

Every types of speaking has been explained above should to be implemented to learners in an appropriate level. This is usually tricky for the teacher in picking which the best type to be taught to the learners, because there are so many types of learners in only one class. Since acquiring new language is not a short journey, the teachers need to convey the learners that they need to sacrifice their time if they want to be able to speak well in the target language. Practicing only in class, will not make them a good speaker.

### 2.2.4 Micro- and Macro Skill of Oral Production

In acquiring a new language, included English, there is no such thing as a quick process. Every human being must gradually learns and takes step by step in order to be a good English speaker. It will be taking a year to be able to understand the speaking of native English speaker. It will be taking a year or even more to be able to deliver a good speech and be able to be understood by English native speaker. Both conditions is not possible to be acquired in only one condition, there is no day without learning.

Listening is the best input for improving speaking (Hoge, 2013). Someone needs to listen more before speaking. After having confidence in understanding listening, it is time to move on to speaking. If someone wants to speak fluently, he/she needs to speak more. It is impossible for someone to accomplish the language acquisition in an advanced skill (for example to be able to use appropriate style and gesture, and appropriately accomplish communicative functions according to the situations he/she is facing to without through the simpler level.

For the need of knowledge, linguists have developed the conditions to distinguish whether someone has been made in an advanced level or still in the level below according to the production of its language. The advanced skill refers to macro skill of oral production refers to larger elements of speaking: fluency, discourse, function, style cohesion, nonverbal communication, and strategic options. The level below is micro-skill of oral production in which someone can produce small chunks of language such as phonemes, morphemes, words, collocations, and phrasal units (Brown, 2003, p. 142).

The micro- and macro-skill total roughly 16 different objectives in speaking (Brown, 2003, p. 142).

**Table 2.1:** The differences objectives of micro and macro-skill in speaking

Micro-skills	Macro-skills
Produce differences among English phonemes and allophonic variants.	Appropriately accomplish communicative functions according to situations, participants, and goals.
Produce chunks of language of different lengths.	Use appropriate styles, registers, implicature, redundancies, pragmatic, conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonations contours.	Convey links and connection between events and communicate such relations as focal and peripheral ideas, events and feelings, new informations, generalization and exemplification.
Produce reduced forms of words and phrases.	Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
Use an adequate number of lexical units (words) to accomplish pragmatic purpose.	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how good your interlocutor is understanding you.
Produce fluent speech at different rates of delivery.	Appropriately accomplish communicative functions according to situations, participants, and goals.
Monitor one’s oral production and use various strategic devices (pauses, fillers, self-corrections, backtracking) to enhance the clarity of message.	Use appropriate styles, registers, implicature, redundancies, pragmatic, conventios, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

**Table 2.1:** The differences objectives of micro and macro-skill in speaking  
(continuation)

Micro-skills	Macro-skills
Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, plurization), word order, patterns, rules, and elliptical forms.	Convey links and connection between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, generalization and exemplification.
Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentences constituents.  Express a particular meaning in different grammatical forms.	Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

### 2.3 Learning Strategies

In 1970s, while the knowledge of second language acquisition highly increased, language teachers and researchers came to one conclusion that no single research finding and no single method of language teaching would absolute success in teaching second language (Brown, 1987, p. 91). In fact, certain language learners seemed to be successful without consider methods or learning strategies in a textbook context or in the context of teaching in the classroom. Simply, the importance of individual variation in language learning began to be considered (Brown, 1987, p. 91).

Rubin and Stern (1975) in (Brown, 1987, p. 92) begin to consider about that observation. Through it, they describe a “good” language learners in context of personal characteristics, style and strategies. Although, his

description tends to describe about learning language in general, but still relevant to be implemented in speaking aspect only.

**Table 2.2:** The characteristic of a good language learner according to Rubin and Stren

Rubin “Good Language Learner”	Stren “Good Language Learner”
Willing and accurate guesser.	A personal learning style or positive learning strategies.
Strong drive to communicate.	An active approach to the learning task.
Uninhibited	A tolerant and outgoing approach to the target language and empathy with its speaker.
Attends to form.	Technical know-how about how to tackle a language.
Practice (seeks out conversation).	Strategies of experimentation and planning with object of developing the new language into an ordered system and of revising this system progressively.
Monitors own speech and the speech of others.	Constantly searching for meaning.
Attend of meaning.	Willingness to practice.
Willing and accurate guesser.	Willingness to use the language in real communication.
	Self-monitoring and self sensitivity to language use.
	Developing the target language more and more as a separate references system and learning to think in it.
	A personal learning style or positive learning strategies.

The development of the research of second language acquisition in 1970s leads the other researchers to define more about learning strategies. Michael O'Malley and Anna Chamot and colleagues is two of them. They define the more specific learning strategies than what have been defined by Rubin and Stern. They study the use of some 24 strategies by learners English as a Second Language (ESL) in the United States. There are three main categories about the best learning strategies according to them, that are: metacognitive, cognitive, and socio effective.

Metacognitive is a term used in the comprehension of learning process, from choosing the most appropriate theories, formulating the strategies that involve planning before, during and after (evaluating) learning activities. Cognitive strategies are more limited to deal with the manipulation of learning technique, task, and materials. Socio-affective strategies have to do with the use of language for transacting with others. The learning strategies according to O'Malley can be seen more detail in this table below.

**Table 2.3: Learning Strategies**

Learning Strategy	Description
<b>Metacognitive Strategies</b>	
Advance Organizer	Making a general but comprehensive preview of the organizing concept of principle in an anticipated learning activity.
Directed Attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.
Selective Attention	Deciding in advance to attend to specific aspect of language input or situational details that will cue the retention of language input.
Self-Management	Understanding the condition that help one learn and arranging for the presence of those condition.
Functional Planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task
Self-Monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
Self-Evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.
<b>Cognitive Strategies</b>	
Repetition	Imitating a language model, including over practice and silent rehearsal.
Resourcing	Using target language references materials.
Translation	Using the first language as a base for understanding and/or producing the second language.
Grouping	Reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes.

**Table 2.3: Learning Strategies (Continuation)**

Learning Strategy	Description
Note Taking	Writing down the main idea, important points, outline, or summary of information presented orally or in writing.
Deduction	Consciously applying rules to produce or understand the second language.
Recombination	Constructing a meaningful sentences or larger language sequence by combining a new elements in a new way.
Imagery	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations.
Auditory Representation	Retention of the sound or a similar sound for a word, phrase, or no longer language sequence.
Keyword	Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the word and the familiar word.
Contextualization	Placing a word or phrase in a meaningful language sequence.
Elaboration	Relating new information to other concepts in memory.
Transfer	Using previously acquired linguistics and/or conceptual knowledge to facilitate a new language learning task.

**Table 2.3: Learning Strategies (Continuation)**

Learning Strategy	Description
<b>Socio-affective Strategies</b>	
Cooperation	Working with one or more peers to obtain feedback, pool information, or model a language activity
Question for Clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples.

Wenden (1985) in (Brown, 1987, p. 94) states the meaning of identifying successful learning in learners of second language. She states that all learning strategies are the key in making a learners become autonomy which is the most important goals of language learning. Therefore, teacher can benefit from an understanding of what makes learners successful and unsuccessful, and conducts a setting for the realization of successful strategies in the classroom.

All of the learning strategies above do not focus only on speaking aspect, in fact it discovers all aspect in language learning generally. Every aspect in language cannot be isolated. But for some points have strong implications in learning speaking directly, like repetition. Since speaking is a behavior, learners must behave themselves to speak more, including practicing and also silent understanding. References can be a great point too. The references in which using target language (listening in this case) can be an effective input, as long as it comprehensible.

Stephen D. Krashen, a professor at the University of Southern California in linguistic program states that an input in language acquisition must be comprehensible and interesting (Krashen, 2015). For example reading for pleasure (voluntary reading), watching an interesting movie, listening to the radio or music, having conversation, having a good time with English are the best comprehensible and interesting input. Then gradually and systematically, the understanding of vocabulary and grammar construction ability will improve.

Since the input must be comprehensible, the question which will usually come is “I’m a new English learner, how can I understand text book or people’s talking?” The simple answer for that question is, starting from the easy part and interesting for the learners, for example reading comic books, and when you find a new vocabulary, then try to find the meaning in the dictionary. Gradually learners will start with input which is more complicated. Stephen D. Krashen clearly states in one of his lectures in the first International English Language Learning (ELT) Symposium in Yildiz Technical University, Turkey, that:

“Our research over the last 25 years shows again and again free voluntary reading, reading for pleasure is the most powerful tool we have in all language education. What results are saying again and again and its again overwhelming, free voluntary reading is the source of reading ability, writing ability, ability to write respectable prose, ability to handle a complex grammatical constructions, a lot of our vocabulary, all are educated vocabulary just about come from reading, most of our ability to spell, all this come from reading, a powerful form of comprehensible input.” (Krashen, 2015)

Krashen's theory gets a full support from the other linguist and also the author of *The Linguist: A Personal Guide to Language Learning*, Steve Kaufmann. He implements Krashen's theory to his personal language learning. Now, he is speaking twelve languages. In his online lecture, according to Dr. Mary Ann Lyman (Director of the National Language Resource Center at San Diego State University), he says that, there are only three things that matter in language learning, that are: the attitude of the learner, time with language, and the ability to notice (Kaufmann, 2015).

In listening case, Steve Kaufman suggests that the language learners should get themselves to focus on comprehension and listening input, and build up that comprehension that can create the enjoyable experiences on language until they can listen to it almost like listening to the music. Then eventually when they start to speak, they would not get ingrained with any bad habits, and they will have an easier time to pronouncing (Kaufmann, 2015).

#### **2.4 Self Esteem, Risk Taking and Motivation in Determining Learning Speaking**

Beside any approach, method, technique or any stuff which has something to do with the visual factors that can be effective to the success of language learning, the factors lied within a person has special place to contribute the success in language learning also. In fact, some researchers and teachers briefly state that those factors are more determine than the technical factors itself. Brown (1987, p. 101) called them as *personality factors*. Self-esteem, risk taking and motivation are some of them.

##### **1. Self Esteem**

Every human beings have a need to define their personality and finding an acceptance in expressing the self to be valued by others. The more adult people become, the more they will have concept of the self. The other's acceptance about the self-concepts of someone will result a good self-esteem.

The following is a brief explanation of self-esteem according to Coopersmith (1967) in (Brown, 1987, p. 101):

“By self-esteem, we refer to the evaluation which the individual makes customarily maintains with regard to himself; it expresses an attitude of approval and disapproval, and indicates the extent to which an individual to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitude that the individuals hold towards himself. It is subjective experience which the individual conveys to others by verbal respond and other expressive behavior.” (Brown, 1987)

People derive their self-esteem from the judgements in the result of interaction with the world around them, whether it is from verbal or non-verbal interaction. General or global self-esteem is the first level of self-esteem that refers to the thought that received by an adult, and usually stable, resistant to be change except by active and extended therapy. Situational or specific self-esteem is the second level of self-esteem, referring to the judgement of oneself in a certain condition and situation, such as social interaction, work, education, family, or in the context of personality factors, such kindness, empathy, flexibility (Brown, 1987, p. 102).

The third level is task self-esteem, refers to the more particular task within specific self-esteem (Brown, 1987, p. 102). For example, in the family subject matters, the capability of father to feed his family. In the

context of athletic, skill in a particular sport, such as pitching in baseball or jumping smash in badminton and the others. Specific self-esteem in language learning refers to its acquisition itself, and task self-esteem refers to one's self-evaluation in a particular aspect of the process (speaking, listening, reading, and writing) or in a special kind of classroom exercise.

Adeleide Heyde (1979) in (Brown, 1987, p. 102) have studied about the correlation about the three level of self-esteem with the oral production (speaking) of American college learners in learning French as a foreign language. She found that high positive correlation occurring between the task self-esteem and the oral production of the language. In this cases, could be concluded that the teachers have a high positive and influential effect on both linguistics performance and emotional aspects of the learners.

## 2. Risk-Taking

Some people may attempt assume that high risk-taking learners will yield high positive result in language learning. That is good point as long as the learners do not too bold in blurting out some meaningless verbal garbage which no one can understand (Brown, 1987, p. 105). A good learners, as Rubin (1975) said, makes willing and accurate guesses. Simply, every guess need to be calculated first before taking action.

In many cases, the silent learners well spread in the classroom who are unwilling to look foolish when mistakes are made, they have low self-esteem. The teachers need to play their role to strengthen their self-esteem and convey them that making mistakes is a certainty in learning process.

According to Beebe in (Brown, 1987, p. 105), that fossilization may be due to a lack of willingness to take a risk, it is 'save' to stay within patterns that accomplish the desire function even though there may be some errors in those patterns.

### 3. Motivation

Human beings is always motivated by something in every their action, no exception for English speaking learners or the language learners in general. Some of them are motivated to get a job with a good salary in the future or to be able to travel to so many places in the world. Some of them want to acquire a high score in English test for scholarship requirements or to get a job. Some public figure in language learning world, such as Stephen D. Crashen (a linguists), A. J. Hoge (an international English teacher), and Tony Robbins (a motivator) claim that proper motivation is a key to bring a success in every human learning.

“Motivation is commonly thought of as an inner driver, impulse, emotion, or desire that moves one to a particular action” (Brown, 1987, p. 114). In general way, Ausubel (1968) in (Brown, 1987, p. 114) mentions about six desires or needs of human organism which role as a fundamental of the construct of motivation.

“(1) the need of *exploration*, for seeing “the other side of the mountain,” for probing the unknown; (2) the need for *manupulation*, for operating (to use the skinner’s term) on the environment and causing change; (3) the need of *activity*, form movement and exercise, both physical and mental; (4) the need for *stimulation*, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings; (5) the need for *knowledge*, the need to process and resolved contradictions, to quest for solution for a

problems and for self-consistent system of knowledge; (6) finally, the need of *ego enhancement*, for the self to be known and to be accepted and approved of by the others.” (Brown, 1987).

In language learning context, Nelson and Jackson (1970) in (Brown, 1987, p. 115) mention that a number of instructional, individual, and sociocultural factors is considered whether it can strengthen or deter motivation. The need of an appropriate instructions by the teacher cannot be denied as one of determine factors in the success of teaching in classroom context. Being looked from the individual context, almost never find a learner that achieve fluency in a foreign language solely within the confines of the classroom, the successful one need to more explore their skill outside the classroom. Sociocultural circumstance, such as friends whom they are socializing with, and the place which they are occupying also have a big impact in the development of their speaking skill. Those three factors always stand hand in hand.

## **2.5 Mini Story As a Part of Educational Technology**

The eclectic approach have been produced varied definition of educational technology. Those definition mention some referral or basic substances that included within. Some of the most important development definitions of educational technology are as followed:

- a. According to Ely (1963) in Miarso (2004, p. 200), educational technology is a branch of educational theory and practice focused particularly on the design and use of message which control learning process.
- b. According to Tickton (1970) in Miarso (2004, p. 200), instructional technology is a systematic way of designing, carrying out, and evaluating

the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication, and employing a combination of human and non-human resources to achieve a particular objectives.

- c. According to Seel and Richey for AECT (1994) in Miarso (2004, p. 200), instructional technology is theory and practice of the design, development, utilization, management, evaluation, (and research) of resources, process, and (system) for learning

Those scientific basic developments and definitions then have produced the other scientific basic, in which theory, model, concept, principle, proposition and procedure included within. That development also included the change of “educational technology” into “instructional technology”. The reason of this change is to emphasize the focus study of instructional technology, that is “learning” by purposefully and having a clear goal.

Based on those developing theories, according to Miarso (2004, p. 204), then it can be concluded, that the field study of educational technology is vast, as long as that field is about problem solving in learning. The basic consideration of that conclusion are as followed:

- a. Learning can be conducted by everyone, whether by individual or group in the organization.
- b. Learning conducted about everything, although our concern is on that having a goal and a systematic process, according to values and norms in society.

- c. Learning can be conducted in everywhere, and every time.
- d. Learning can be conducted in everywhere, in school, in house, in working place, in place of worship, and in society.
- e. Learning can be conducted with so many ways, whether individually or together.
- f. Learning can be conducted by internal and external stimulus.
- g. Learning can be conducted for every interest which giving benefit to ourselves and to others.
- h. Domain of educational technology covers theory and practice in designing, developing, using, managing and assessing process, source, and learning system.

Based on the theories stated by some expert in educational technology (instructional technology), mini story as a technique to improve speaking skill in English is as one of the domain branch of educational technology. For more specific explanation according to domain of educational technology, it covers using, and source aspect.

## **2.6 Theoretical Framework**

Speaking skill is the referred as productive skill which consist of producing systematic verbal utterance to convey meaning. The characteristic of spoken language are: auditory temporary; immediate reception; prosody (rhythm, stress intonation); immediate feedback; planning and editing limited by channel. Speaking skill can be acquired from a good input. According to Krashen (2013) the best input for speaking can both, that are reading and

listening for pleasure. His statement is supported by Hoge (2015) that listen to an authentic English materials so many times will improve learners' speaking skill effectively.

Beside input, the attitude of the learners also have a big impact in the success or failure of learning speaking. According to Brown (1987, p. 101), motivation, risk taking and self-esteem are some of the attitude that the learners need to be controlled also. The important of learners' attitude in learning speaking also stated by Rubin and Stern (1975) in (Brown, 1987, p. 92), they say a willingness to use language in real communication and a strong drive to communicate will make the success in learning easier to be achieved.

A good input and the attitude of the learners will determine the success of learning speaking, so that the need of technique that can provide those determine factors cannot be compromised. One of the technique which predicted will be able to provide those factors is mini story, a technique to improve English speaking skill through listening and speaking (answering), developed by A. J Hoge. Mini story as the independent variable in this research that contain story with simple statements, questions and a lot of repetition is predicted would be able to improve learners' speaking skill for some reasons.

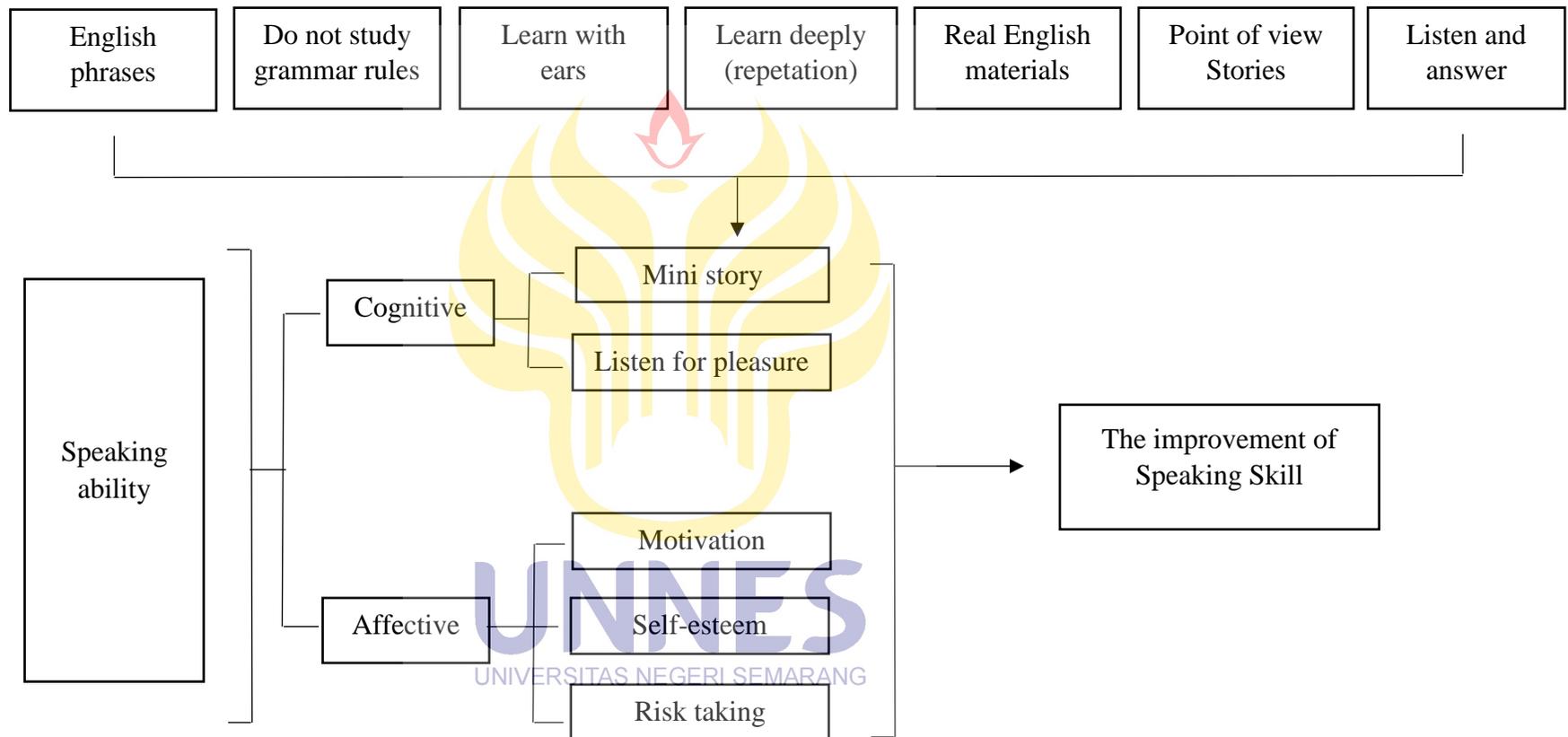
First, mini story is served in the form of auditory authentic English lesson. Second, the learners will enjoy the lesson and also motivated to conduct the lesson seriously, because the lesson is served in the form of funny, unusual, and delivered with speaker's strong emotion. Beside the story is told, the speaker will ask so many simple questions based on the story, so it will train

their brain to think in English way. As the result of that, it will also train their tongue to speak English. The repetition is provided to put the learners into the deep learning circumstance. In other words, the learners will actually practice English with the real authentic English circumstances.

According to Hoge (2015) there are some ways that should be followed by learners in order to use mini story technique more effectively; (1) learn English phrases, not individual words, (2) do not study grammar rules, (3) learn with your ears, not with your eyes, (4) learn deeply (repetition), (5) use real English materials, (6) use point of view stories, and (7) use listen and answer mini stories.

The statement that states the mini story is an effective way to improve learners' speaking skill is being strengthen by Musyarofah (2015) through her research which concludes that, mini-story technique successfully solve learners' problems in speaking. First, it could solve learners' inhibition in speaking. Second, about their 'nothing to say' problem. Third, about low or uneven participation in speaking class. The last is the use of target language that is so limited. 75% of learners achieved the learning outcomes and more than 75% learners agreed the lesson was done successfully. Based on that research, mini story technique definitely be able to improve learners' speaking skill.

This following is the scheme about the correlation between mini story and the improvement of English speaking skill:



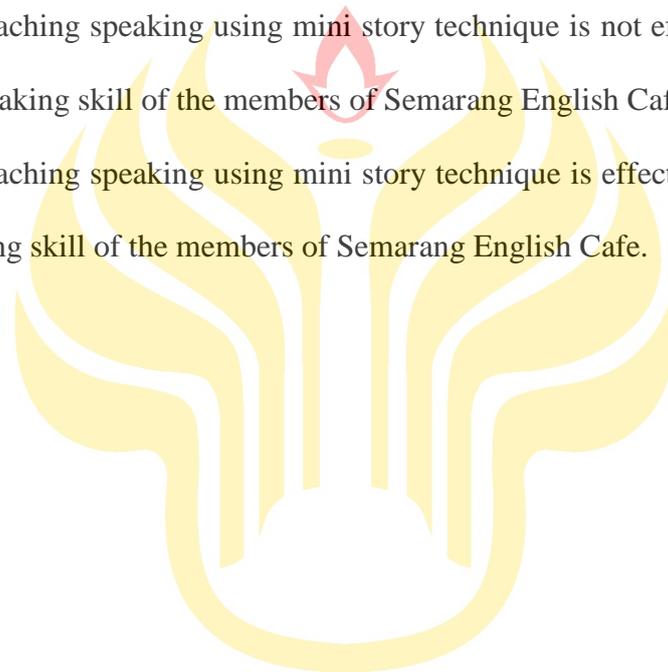
**Figure 2.2:** Theoretical Framework of the Use of Mini Story Technique

## 2.7 Research Hypothesis

Hypothesis is the temporary answer for statement of the problem, in which the statement of the problem have been formulated in the question form (Sugiyono, 2013). The following is the hypothesis based on the theoretical framework of this research.

H<sub>0</sub>: Teaching speaking using mini story technique is not effective to improve the speaking skill of the members of Semarang English Cafe.

H<sub>1</sub>: Teaching speaking using mini story technique is effective to improve the speaking skill of the members of Semarang English Cafe.



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## CHAPTER 5

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusion

After conducting the research, the researcher concluded that mini story is an effective technique to improve members' speaking skill, especially in grammar, comprehension, and vocabulary aspect. It could be drawn from the result of *mean* between pre-test and post-test. The pre-test *mean* is 92,16 and the post-test *mean* is 136,94. Then, after conducting t-test, it is gained t-score of sig. (2-tailed) is  $0,000 < 0,005$ . It means, mini story technique is effective to improve member's speaking skill. So, the null hypothesis ( $H_0$ ) that states, teaching speaking using mini story technique is not effective to improve the speaking skill of the members of Semarang English Cafe is rejected. Meanwhile,  $H_1$  that states, teaching speaking using mini story technique is effective to improve the speaking skill of the members of Semarang English Cafe is accepted.

In addition, mini story is effective in encouraging members to perform speaking more. Instead of performing their grammar skill in writing which is used in the previous technique, in mini story they perform their grammar skill in active speaking. The most important of all, mini story technique directly guides the members to achieve the real learning goal of Semarang English Cafe particularly, and English Cafe generally.

Therefore, from all the advantages of *mini story*, it still has some flaws. First, the length time of mini story audio file is too long, it is about 15 minutes until 20 minutes. As the result of that, in the middle of learning process, the members usually get bored. For solving that problem, researcher usually stops the audio file for a little while, and plays a video that can entertain the members. Second, *mini story* technique is more appropriate for individual study not group study, because it requires speech from the listener directly, and also for the easier monitoring from teacher or tutor.

## 5.2 Suggestion

Mini story is one of the alternative technique in teaching and learning speaking. Actually, there are so many other techniques can be used by tutor or teacher to improve their learners' speaking skill. However, according to researcher's observation after learning speaking using it, mini story is capable to help the researcher (as a learner) understands grammar structure for speaking and memorizing the vocabulary more. Beside that, in mini story technique, the learner always be driven to perform speaking more since the speaker in mini story audio always asking questions.

As the result of this research, there is an improvement in members' speaking skill after they received treatments using mini story technique. So, the researcher would like to give some suggestions as followed,

1. Mini story technique is a good technique in improving speaking skill for the learners in elementary level or below, because it contains are about

telling the story and asking the questions with a simple statements and in correct grammatical structure.

2. Beside in the classroom, the learning activity should happened in the outside of the classroom also. The tutor or teacher should gives them the audio file of mini story and encourage them to practice it in their home by themselves or with their friends. In addition, there are still many kind of audio file than the audio that was used for this research. Hopefully, the members have the awarness to learn English from them also.
3. In this research, the researcher used the same audio files and transcripts from the developer of mini story technique, A. J Hoge. For the next researchers, they can develop this technique by using their own audio and transcript in order to achieve one of the purpose in language teaching: teacher needs to develop their own method.
4. Finally, the researcher hopes that the result of this research can be useful for the reader and they will get a useful information about the use of mini story technique in teaching and learning speaking.

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