A STUDY ON PAIR WORK AND STORYTELLING FOR TEACHING SPEAKING FLUENCY

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Abstract: A Study on Pair Work and Storytelling for teaching Speaking Fluency. Fluency in speaking creates a growing demand of Indonesian people on starting teaching English at elementary school level. The aim of this study is to analyze the implementation of pair work and storytelling, and the impact of it toward students' speaking fluency. This study employed a qualitative research design, in order to be able to observe and get detail information on how the students react and interact in the speaking class. This research was conducted on the fifth grade of primary school students. Necessary data were gathered using interview, observation, and the document analysis. The result of this study revealed that pair work and story telling were implemented in the elaboration step in which the students are assigned to do the worksheet. In the implementation process, the teacher inserted motivation to encourage the students. Besides, the implementation of pair work and story telling in the speaking class drives the students to have speech rate around 110 – 130 wpm, silent pauses in 1 – 3 seconds and some fillers.

Keywords: Pair Work, Story Telling, Speaking Fluency

Abstrak: Studi Pengggunaan Metode *Pair Work* dan *Storytelling* untuk Mengajar Kelancaran dalam Keterampilan Berbicara. Kelancaran berbicara menyebabkan semakin meningkatnya minat penduduk Indonesia untuk mulai mengajarkan bahasa Inggris pada tingkat sekolah dasar. Tujuan dari penelitian ini adalah untuk menganalisis penerapan pair work dan story telling, serta dampaknya terhadap kelancaran berbicara siswa. Penelitian ini menggunakan desain penelitian kualitatif, agar dapat mengamati dan mendapatkan informasi rinci tentang bagaimana siswa saling berinteraksi di kelas speaking. Objek penelitian merupakan siswa kelas lima sekolah dasar. Data yang dibutuhkan diperoleh dari hasil wawancara, observasi, dan analisis dokumen. Hasil penelitian mengungkap bahwa pair work dan story telling diterapkan pada tahap elaborasi dimana siswa ditugaskan untuk mengerjakan worksheet (lembar kerja). Dalam penerapannya, guru menyisipkan motivasi kepada para siswa. Di samping itu, penerapan pair work dan story telling di kelas speaking mampu mendorong siswa memiliki kecepatan berbicara sekitar 110 – 130 kpm, jeda dalam 1 – 3 detik dan beberapa idiolek.

Kata kunci: Pair Work, Story Telling, Kelancaran Berbicara

INTRODUCTION

Most of the Indonesian people believe that mastering English is one of the competences to be acquired to live in this globalization era. There is a common assumption that the younger the children learn foreign languages, in this case, English, the better the result would be. Harmer (2002: 37) says that children learn a foreign language faster than adults. A national survey on teaching and learning English at Junior and Senior High School levels conducted by Retnaningsih (2002 cited in Harun, 2005) indicates that almost all the parents interviewed by the researcher state that they wish their children to have good English competence and performance. This expectation can be fulfilled only when the students, especially young children, have opportunities to learn English appropriately at an earlier age.

However, not all language teachers recognize and use good language teaching strategies. Many private courses and public elementary schools have applied teaching English for several years. But, the results of previous studies reveal shortcomings in the teaching of English to young learners (TEYL). As Suyanto cited in Sary (2006) who says that the teaching of English at the elementary schools has been unsatisfactory. What the teachers taught to the students and what they assess on the part of the students are incongruent. The teachers could not apply most of the principles of TEYL even if they shared the understanding. They did not consider principles of assessing young learners appropriately.

As stated by Nunan and Linse (2005), there are many important reasons for telling stories to children of all ages as well as supporting them to tell their own. One of them is that the telling of stories helps to establish and maintain a supportive and interactive classroom community of listening and telling. Storytelling and sharing enable the class to make sense of the world through a range of diverse cultural perspectives.

According to Harmer (2002: 38), children love to discover things and teachers need to provide learning experiences from different sources. In this case, Ur (1991: 288) mentions three strategies to teach children; 1) colorful pictures (sketches, magazines cuts, etc.), 2) stories which offer pure language, and 3) games as the time-out activities. These three strategies can be combined or adjusted accordingly. Teaching English to young learners needs to consider a lot of things, including the teachers, methods, and facilities (Musthafa, 2008). If the strategy used does not meet the students' learning nature, it will become their burden and their learning will be failed.

Nunan and Linse (2005) argued that pair work is a very useful and efficient way of working in language teaching, it is simple to organize and also easy to explain. A group work should not be attempted before the children are used to work in twos first. Pair work means that everyone in the class is occupied, but even if everyone in the class is working the same thing, not all pairs will finish in the same time. Do not be tempted to let the pairs have finished, as soon as the teacher sees that several of the pairs have finished.

In speaking, fluency is the learner's capacity to produce language in real time without undue pausing or hesitation (Thornburry, 2005: 3). Communicative tasks which develop fluency are those where the focus is on the message not on the form. Fluency and acceptable language should be the primary goal in these activities rather than accuracy. Meanwhile, according to Brumfit (1984: 56), fluency is regarded as natural language use. Moreover, Richard, Platt, and Weber (1985: 108) define that fluency is the features which give a speech the qualities of being natural and normal, including the native-like use of pausing, rhythm, intonation, stress, the rate of speaking and use of interjections and interruptions.

In addition, Fillmore (1979: 93) states that fluency is the ability to talk at length with few pauses, talk in coherent, reasoned, semantically dense sentences, have appropriate things to say in a wide range of contexts, be creative and imaginative in language use. Fluency is also helped by having students say phrases and sentences to perform dialogue and play extract if teachers spend some time coaching them will also make them aware of speaking customs and help them to improve their overall fluency.

There are some schools categorized as International Primary Schools in Bojonegoro, East Java which have implemented the teaching and learning conducted in English instead of the official national language, Bahasa Indonesia. One of them is SD-Integral Luqman Al-hakim.

In teaching English, the school implements Cambridge Primary English toward the students. Cambridge Primary combines a world-class curriculum with high-quality support for teachers and integrated assessment. The curriculum is dedicated to helping schools in developing learners who are confident, responsible, reflective, innovative and engaged. The English curriculum framework provides increased speaking and listening opportunities to help students develop a competency in English compare with the learning objectives to help lesson planning and help teachers understand the learners' progress.

This study focused on analyzing the implementation of pair work and storytelling, and the impact of it toward students' speaking fluency in the fifth grade of SD-Integral Luqman Al-hakim since they come from middle to high-level economic families and have been known as active students. Actually, the students have already accustomed to using English since the first grade but they seem to be reluctant to present their oral language. In speaking class, the teacher has to encourage them by giving motivation

METHOD

This research conducted in SD-Integral Luqman Al-hakim in the first semester of the 2015/2016 academic years. The design of this study was a qualitative case study. The respondent of this study were 24 fifth grades students. In this study, the process of collecting data involved both the selection of instruments and the sites where the instruments would be appropriately administrated. In collecting the data, the researcher conducted four techniques: observation; interview and document analysis.

RESULT AND DISCUSSION
Result
The Implementation of Pair work and Storytelling
The teaching documents used were syllabus and lesson plan which made based on Cambridge Curriculum and National Curriculum. The syllabus is used by the teacher to organize and design the teaching and learning process and also the materials that will be taught in the classroom. Their syllabus covers some elements, standard competence; basic competence; indicators; learning

goals; time allocation; learning activities; and assessment.

In composing syllabus and lesson plan based on the data taken by interview and the hard file, it is known that the syllabus is developed in English and then the lesson plans were in the Indonesian language. The teacher-developed the lesson plan based on the syllabus. In fact, the teacher does not always make the lesson plan for every meeting. She believes that worksheet is more important for students, and lesson plan is only useful for the teacher. It is in line with the principal's statement that he did not ask the teacher to make the lesson plan for every meeting.

From the observations, it can be seen that the teacher has implemented pair work and story telling. The implementation covers three stages: *opening, main activities, and closing*. In the main activities she possesses three sub-steps, they are exploration, elaboration, and confirmation. *In elaboration*, the teacher acted as a facilitator for the students. In this step, pair work and story telling are implemented in teaching speaking. The teacher distributed worksheet contained material and assignment that the students have to do. This is a way to promote the new ideas. Then, the students started to do the worksheet with the guidance from the teacher. The teacher here facilitated the students to make cooperative and collaborative learning. Furthermore, she also facilitated the students to present the result in pairs.

The Impact of Pair Work and Story Telling toward Students' Speaking Fluency

Deal with the observation taken during the study, it can be noted that there were no any written sources of the data for describing students' speaking fluency. And there was no any document that could provide the description for the students' speaking fluency. These data were mostly collected through the observation, interview and other personal communications with the teacher and students.

The indicators of fluency that has been constructed cover the speed (rate of speech), semantic density (fillers), and hesitation (pauses). The teacher uses pair work and storytelling to provide more opportunities for students in speaking because the time to teach English lesson is limited only one meeting in a week. In speaking class, most students can speak in normal speed, around 110 – 130 words per minute. They sometimes use fillers in telling their stories, it is supported by the English teacher who said that in practicing speaking some students still use fillers such "emm", "uh", "yak" twice until four times only. The teacher said that it is normal because they are still at the level of elementary students. When they search for the correct manner to express their ideas, they may pause their speaking 1 until 3 seconds and then continue it.

Discussion

From the result, it can be said that pair work and storytelling that are

implemented in the speaking class of International Primary School are very useful and helpful for the students' speaking fluency. Pair work in a language class is a cooperative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in pairs (Johnson, Johnson & Smith, 1991: 15).

Burling in Bruner (1986) states that storytelling develops fluency. Learners acquire language in an amusing way, which enables them to speak it. In the process, they develop their hearings for what sounds right. As a result, they learn how to speak the language that way, whether it sounds right or not to them. This process closely resembles that of first language acquisition.

Children's language skill development and their overall developments are related, but they are developed separately (Freeman, 2004). That is why to get a good result using the strategies to teach speaking, the teacher must have a plan before giving a lesson to the students starts from the preparation, implementation, and closing. The first step is preparation; the teacher has to do a preparation before she comes to the classroom in order to make the teaching and learning process runs well. In fact, the teacher does not always make a lesson plan but she always makes worksheet based on the syllabus. In short, the teacher should prepare and plan well the material before coming to the class.

The second step is the implementation of the teaching strategies. In the classroom, there are three stages of teaching speaking: pre-teaching, whilst teaching and post teaching. In pre-teaching, the teacher builds students background knowledge about the topic that will be learned. In whilst teaching, the teacher explains about the lesson. In this stage, there are three processes: exploration, elaboration, and confirmation. The last, in post teaching, teacher concludes the lesson and checks students' understanding.

In pre-teaching activities, the teacher greets and motivates the students. Greeting the students is very important to know how the students are. Motivating is also useful to increase students' enthusiasm. In line with Bantjes (1994: 118), he argues that the motivation of the teacher in the classroom affects the learning of English. Keeping students motivated and interested are two important factors. Motivation and interest are crucial in supporting student success with challenging, informative activities that support success and which help the student learn complex skills (Grabe & Stoller, 1997: 45). When students are motivated and interested in the material they are learning, they make greater connections between topics, elaborations with learning material and can recall information better (Alexander, Kulikowich, & Jetton, 1994: Krapp, Hidi, & Renninger, 1992: 5).

In whilst teaching activities, it is the stage where the topic is introduced, delivered, and practiced during the class. This stage is divided into three stages: exploration, elaboration, and

confirmation. In exploration section, the teacher builds the students' knowledge by showing the pictures or videos. According to Herrel and Jordan (2004), visual scaffolding is a strategy in which the language used in instruction is made more understandable by the display of videos that allow the students to hear English words and connect them to the visual images being displayed.

In elaboration, the teacher gives an example of the text that students going to learn by showing the videos that related to the text. If necessary, the teacher may play the video performance twice. After giving an example, the teacher asks students to explain some information that they get based on videos. Then, the teacher may give them several of guided questions. Halliwell (1992) mentions that when students are working with controlled and guided activities, teachers want them to produce correct language.

In confirmation, the teacher gives feedback, conclusion, and encouragement to their activity to reflect students' performance. It is supported by Celce-Murcia (1979) who said one of the areas affecting classroom interaction that the teacher should attend is feedback and correction; when a teacher allows for positive student participation, his/her responsibility to provide useful feedback and correction to the students becomes even greater. In this step, teacher and students will discuss the mistakes that they have made and correct the mistakes together.

The overall implementation of pair work and storytelling influences the students' speaking fluency. As stated by Richard, Platt, and Weber (1985) that in foreign language learning fluency includes speaking with a good but not necessarily perfect command of intonation, vocabulary, and grammar. In this study, the students are stated as fluent in speaking after they have assessed by using Linse's indicators. Most students are able to talk in a coherent way and have appropriate things to say. They speak in normal speed around 110 – 130 words per minute. According to Pyo (cited in Richard, et al, 1985) the average speech rate of an elementary school is 130 wpm, which is considerably slower than the natural speed of native speakers (about160 to 190 wpm).

When they search the correct manner to say their words, they may use fillers such as 'uhm', 'emm' and have a silent pause or silent period in 1 – 3 seconds. Stahl (1995) constructed the concept of 'think time', defined as a distinct period of uninterrupted silence by the teacher and all students so that they both can complete appropriately information processing tasks, feelings, oral responses, and actions. Moreover, Mary Budd Rowe (1992) found that periods of silence lasted more than 1,5 seconds in typical classrooms.

After observing the students' speaking activities in the classroom, it can be concluded that most students are able to speak English fluently when the teacher implements pair work and story telling. They can speak in everyday conversation and classroom discussions generally fluent, with occasional lapses while they search for the correct manner

of expressions. Moreover, students are able to produce spoken language to communicate ideas with ease but not necessarily perfect command of intonation, vocabulary, and grammar.

CONCLUSION

Pair work and story telling are well implemented in the fifth grade speaking class. It makes all students have opportunities to speak up for a limited time and brings positive effects toward the students themselves. In order to introduce English to young learners, they need to get exposed to the language much. Being exposed to the English language teaching instruction will accommodate the language use. Additionally, the main goal of International Primary School enables the students to use English as their communication language through various learning activities and learning materials.

From the implementation of the pair work and story telling to teach speaking, it can be drawn important point that it gives impact to students' speaking fluency. It makes students speak and interact actively with their peers. Besides, the student's intention to speak is increased when the teacher implements pair work and story telling. It can make students be fluent because they have opportunities to produce more spoken language.

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