

Breakthrough in Teaching Compliment for Speaking Class Focusing on Students' Engagement

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Abstract

This paper tries to focus on students' engagement, teaching stages in TESOL, effective activities in classroom, and students' responses. Students' engagement is so important in learning, since high-quality learning outcome will be got. Therefore, it plays a significant role in enhancing learning processes and outcomes for students. The teacher used stages in TESOL such as Opening, Ice Breaking, Lead-In, Presentation, Controlled Practice, Semi-Controlled, and Free Practice. In opening, the teacher brought an interesting card to raise students' interest; in Ice Breaking, the teacher used TPR to get students' engagement; in Lead-In, the teacher asked students to stick the cards on the board. The purpose of Lead-In is checking students' understanding; in presentation stage, the teacher asked student how to express compliments in formal and less formal; Controlled practice stage aims to give students opportunity to say and practice; Semi-Controlled for provoking students' autonomy by giving opportunity to them to make their own sentences. In last stage, Free practice, the teacher focused on students' confidence and fluency by giving opportunity to them to speak up more. The last stage is feedback. The teacher asked about process, content, and context. The students' responses are the students enjoy in classroom. It is a parameter if the students enjoy the learning process. Another a good response is the students also understand in what domain and how to express compliments.

KEYWORDS: Students' engagement, students' activities, teaching stages.

Introduction

English is as primary language in many fields, such as education, business, technology and international relations. For English foreign language learner, it gives them a big challenge. The learners must have a good competence and performance in English. Those are pictured in listening, speaking, reading and writing abilities. The problem comes up when the exposure in the environment is not enough. One of the boundaries is when the country doesn't make it as official language. Therefore there is limited domain for them to practice. It is supported by Hwang's article in 2014. The second problem is the paradigm that learners must perform well in front of the class. This case leads them to have anxiety, less voluntary participation, passive learners and unmotivated to learn. Ghoneim (2013) stated that speaking is core problem in interaction. Others problems in speaking class such as learners are reluctant to speak in English, they tend to speak in their mother tongue. In teaching problem, some teachers bring certain topics in the class, they ask students to explain the topic without applying ordered teaching stages. The teachers are active while students are lack of exposing themselves in

using the language in the class. Therefore, students need to involve more in the class. Then, students get more exposure, and confidence.

Speaking

Speaking a language is very difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. The problem arises in speaking classroom since learners get minimal exposure in EFL classroom. Due to minimal exposure to target language and contact with native speakers, adult EFL learners in general are relatively poor at spoken English, especially regarding fluency. Few students can achieve native like proficiency in oral communication.

Shumin in his article pictures some affecting factors in oral communication such as age or maturational constraints, aural medium, sociolinguistics factors, and affective factors.

1. Age or Maturational Constraints

The interactive behavior learner is influenced by a number of factors. Age is one of the most commonly cited determinant factors of success or failure. A foreign language learner and second language learner is different. The difference is the exposure to speak. Natural exposure happens in second language learners while classroom exposure happens in foreign language learners. Adult learners do not seem to have the same innate language. Specific propensity as

2. Aural Medium

The role of language comprehension plays an important role in the development of speaking ability. In fact, during interaction, every speaker does a double role both as listener and a speaker.

3. Sociocultural Factors

Language is a form of social action. In other word, shared values and belief create the tradition and social structures blending in a community. It is also expressed in their language. Thus to speak a language, one must know how the language is used in social context. It is well known that each language has its own rules of usage as to when, how, and to what degree a speaker may impose a given verbal behavior on his/her conversation.

4. Affective Factors

Efl learners become tongue-tied or lost words in an unexpected situation which often leads to discouragement and a general sense of failure. Adult are concerned by how they are judged by others. The sensitivity of adult learners to make mistakes, or fear of losing face has been the explanation for their inability to speak without hesitation.

Teaching Speaking

Speaking is the most fundamental of human, and we do it constantly, we do not often stop to examine the process involved. Yet having a simple conversation is anything but a simple process, particularly if someone speaks a new language. While teaching speaking for foreign language learners are great challenges for a teacher.

Teaching speaking is to teach learners to:

- produce the English speech sounds and sound patterns
- use word and sentence stress, intonation patterns and the rhythm of the second language.
- select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- organize their thoughts in a meaningful and logical sequence.
- use language as a means of expressing values and judgments.

In Speaking, fluency is also important. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

Here are some suggestions for English language teachers while teaching oral language:

- give chances to learners to speak the target language
- Involve students in every activity in a speaking class
- Minimize teacher talking time
- Indicate positive signs when commenting on a student's response.
- Positive feedback on students' activities
- Elicit some questions
- Correct students' mistakes properly
- Provide out side speaking practice

Students' Engagement

Engagement is active. It requires that students be attentive as well as in attendance, it requires students to be committed to the task and find some inherent value in what they do in Ten Steps to Better Students' Engagement's article, there are ten great ideas starting to practice in a classroom are:

1. create an emotionally safe classroom;
2. create an intellectually safe classroom;
3. cultivate your engagement meter;
4. create appropriate intermediate steps;
5. practice journal or blog writing to communicate with students;
6. create a culture of explanation instead of a culture of the right answer;
7. teach self-awareness about knowledge
8. use questioning strategies that make all students think and answer

Students' Activities

Kay stated there are several students' activities for students in speaking classroom such as discussion, role play, simulation, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating and picture describing.

Discussions

A teacher sets the aim of discussion. Therefore the discussion points are relevant to the purpose. The teacher can form groups of students, preferably 4 or 5 in each group and provide topics for each. In class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students.

Information Gap

Students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative

thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

An Overview on Teaching Compliment for EFL Learners

1. Lesson Plan

A lesson plan begins from a planning. Before a teacher comes into a class, it is a must to make clear about what a teacher wants to do. There are a number of general areas to think about as stated by Scrivener (2009) such as atmosphere, the learners, the aims, the teaching points, the tasks and teaching procedure, the challenge, materials, and classroom management.

2. Teaching Stages

In TESOL programs (VIE, 2012), there are several stages in teaching.

First is opening. The nature of opening, 1) it starts with different activities; 2)it creates an adventure in every opening; 3) it raises the learners interest and curiosity; 4) it brings interesting things into the classroom;4) it is something interesting to challenge learners' mind; 5) it uses things in the classroom; 6) it is interesting word on the board; 7) it is not always indoor; 8) it encourages all learners to participate.

In teaching compliment, the opening aims at raising students' interest in the lesson. The teacher wrote learning intention and success criteria on the board. The function of it is to make students understand what they will do in the class.

Second stage is ice breaking, the teacher used TPR. The stage aims at learning using TPR to get students' engagement. TPR According to Asher, it is one of the English teaching approaches and methods developed by Dr. James J Asher. TPR can be assumed as a language teaching method built around the coordination of speech and action. It attempts to teach language through physical activity. Here are the activities: 1)the teacher provided some cards; 2)the teacher asked students to stand up; 3)the teacher asked students to take a card; 4) the teacher asked Ss to find his/her friend who has the same content on the cards. The content of the cards are shown in table 1.1

Table 1.1

Compliments and Responses

Compliment	Response
I would like to compliment you on...	Thank you. It's nice of you to say so
I think your hair is very nice	Thank you, but it really isn't anything special
I just love your...	I'm glad you like it
The chicken is delicious	Thank you
That's nice	Thanks
Pretty good	Thanks

Third stage is lead-in. it aims to check students' understanding. The nature of Lead-in are: 1) it checks students' knowledge, skill, and attitude regarding the target language; 2) simplify the target language into simple sentences; 3)it changes the sentences into simple questions; 4) it doesn't use questions with exactly; 5) it uses questions with forms that the students already know; 6) it use simpler language than the target language (VIE, 2012). Therefore, in this stage a teacher needs to check structure, grammar, understanding of

meaning, vocabulary and sound production, and context. The teacher checked the students' understanding by asking them to stick the cards on the board and read them all.

Picture 1.1



Students stick the cards on the board

The fourth stage, it is presentation. In presentation, a teacher must engage the students. Therefore, not only him/her presents the material. Several things must be known in presentation are simplicity, clarity, audibility, repetition. Simplicity is giving to understand explanation of TL with clear examples. Clarity is short and simple instruction. It is also effective, clean, and clear board work. Audibility is about voice of the teacher while she/he teaches the students. Repetition is introducing the target language with varied examples through consistently fun activities (VIE, 2012). The presentation aims to introduce several expressions from formal to less formal. The teacher exemplified compliments and responded from the formal & less formal. The teacher asked the students to read, categorize, and differentiate the expressions based on formal and less formal.

Table 1.2

Compliments and Responses

More	Compliments	Responses
More formal	I would like to compliment you on.... I would like to complement you on	Thank you. It's nice you to say so.
Less formal	I just love your... That's nice	Yours is nice Thanks

The fifth stage is controlled practice. The nature of controlled practice is the teacher needs : 1) to make sure that we have already well-addressed the SUVC of the TL that we want the learners to practice; 2) to final check learner' prior competence

(Knowledge, Skill, and Attitude) of the TL in order to make them ready to start practicing the TL communicatively; 3) to focus on accuracy, which means that the teacher needs to make sure that the learners will not use and repeat the wrong TL structure or pronunciation; 4) to foster peer-correction and self correction activities among the learners; 5) to drill the TL with various interesting activities. The controlled practice aims at giving students opportunity to speak out and practice. The teacher did several activities. In teaching compliment, the teacher asked students to fill in the dialogue. Teacher provided dialogues then, divided students into 6 groups. After that, the teacher asked the groups to fill and read the dialogue.

A: dress you have on! B: oh, I just got it yesterday
A: your hair that way! Did you do it yourself? B: oh, Yes, I did. Isn't yours a new cut, too?
A:dinner. You must have spent all day cooking B: But it really only took an hour
A: Wow,place! B: aw,, but it's really nothing great
A: Your garden....., Donna! B: :
A: Excuse me, but I was just admiring your bag. B: oh,.....

The next step is semi-controlled practice. In the stage, a teacher needs: 1) to make sure that the learners are ready familiar with the TL; 2) to foster the natural use; 3) to develop the students' accuracy to fluency, which means that a teacher needs to give greater opportunity for students to use the TL in contextual activities; 4) to foster a sense of autonomy among the students; 5) to give more independent practice activities using the TL (VIE,2012). The stage aims at provoking students' autonomy by giving opportunity to them by making their own sentences. In teaching compliment, the teacher did several activities such as:

- a. the teacher provided 6 pictures
- b. the teacher divided students into two lines (2 group)
- c. the teacher gave pictures to the right line
- d. the teacher asked the left side to give compliment
- e. the teacher asked them to change the partner
- f. the teacher asked them to change the picture

The last stage is free-practice stage. In the stage, a teacher needs: 1) to make sure that learners feel confident with the TL; 2) to focus on the contextual and appropriate use of the TL; 3) to focus more on fluency, which means that the teacher should not interfere

unnecessarily; 4) to encourage full autonomy for the learners in using the TL; 5) to give free practice of TL that relate with the learner' real life context. The stage aims at focusing on Students' confidence and fluency by giving opportunity to them to speak up more. The teacher did several activities such as: the teacher brought wedding photo to build wedding atmosphere; the teacher asked a student to act as a groom; a teacher asked a student to act as a bride, the teacher asked students to attend to the party and give compliment to the guests.

Conclusion

In teaching compliment, the teacher tried to involve the students in every stage by designing in individual or group activities. the teacher engaged the students by activating their prior knowledge in the lead-in stage. The teacher also fostered active investigation in semi-controlled practice by asking them to give compliment to their friends. The teacher promoted group interaction in almost every stage in TESOL. The teacher used game in Ice breaking to engage the students. At the last, the teacher nurtured independent thinking by asking them to create their on compliments to their friends in the free-practice stage.

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