

# *Reviewer*

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**PROSIDING**

Bahasa, Sastra, dan Budaya dalam Perubahan Sosial  
dan Lingkungan serta Implementasinya dalam Pembelajaran

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dan Lingkungan serta Implementasinya dalam Pembelajaran



Fakultas Sastra dan Budaya  
Universitas Negeri Gorontalo

**2017**



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Seminar Nasional Bulan Bahasa 2017

Bahasa, Sastra, dan Budaya  
dalam Perubahan Budaya Sosial dan Lingkungan  
serta Implementasinya dalam Pembelajaran



Universitas Negeri Gorontalo  
Fakultas Sastra dan Budaya



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## PENGANTAR

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Alhamdulillah, puji syukur kami panjatkan ke hadirat Allah Swt., Tuhan Yang Maha Esa atas terselenggaranya kegiatan seminar ini. Seminar yang mengambil tema bahasa, sastra, dan budaya dalam perubahan sosial dan lingkungan serta implementasinya dalam pembelajaran adalah kegiatan akademik Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo dalam memperingati Bulan Bahasa yang setiap tahunnya diperingati di bulan Oktober.

Kegiatan seminar ini mengangkat beragam isu mengenai eksistensi bahasa, sastra, dan pembelajaran dalam melihat gejolak perubahan sosial dan lingkungan, serta bagaimana institusi pendidikan, akademisi, praktisi, dan pemerhati menyikapi perubahan tersebut. Hal ini penting dilakukan, sebagai persiapan untuk menghadapi tantangan literasi digital yang semakin mengglobal di depan.

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Gorontalo, Oktober 2017  
Dekan Fakultas Sastra dan Budaya  
Universitas Negeri Gorontalo

## PRAKATA

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Seminar Nasional Bulan Bahasa tahun ini mengangkat tema ***“Bahasa, Sastra, dan Budaya dalam Perubahan Sosial dan Lingkungan serta Implementasinya dalam Pembelajaran”***. Melalui seminar ini bahasa, sastra dan budaya diharapkan untuk dapat lebih memberikan dampak yang lebih bermanfaat lagi dalam mewujudkan perubahan yang positif terhadap sosial dan lingkungan melalui pendidikan.

Adapun seminar nasional ini melibatkan beberapa pembicara utama yang juga merupakan guru besar dengan keahlian berkaitan dengan tema seminar. Berikut ini nama-nama pembicara utama.

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2. Prof. Dr. Burhan Nurgiyantoro (Universitas Negeri Yogyakarta)
3. Prof. Dr. Setya Yuwana Sudikan, MA (Universitas Negeri Surabaya)
4. Prof. Dr. Sayama Malabar, M.Pd. (Universitas Negeri Gorontalo)

Seminar ini menyasar berbagai kalangan yang peduli dalam perkembangan bahasa dan sastra. Para peserta terdiri dari dosen, peneliti, guru, mahasiswa, serta para pemerhati bahasa dan sastra.

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Gorontalo, 26 Oktober 2017  
Panitia

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## ENCOURAGING ENGLISH FOREIGN LANGUAGE UNIVERSITY STUDENTS TO SPEAK

Nonny Basalama

Universitas Negeri Gorontalo

### Abstract

Whilst many believe that English foreign language teaching should embrace and integrate independent learning in their classroom teaching, it is a daunting task because EFL teachers need to find ways to facilitate it. This paper considers the literature discussion on defining autonomy learning which can lead to learning before moving to understand the English department students' beliefs, views and experiences in exercising their speaking. More specifically, it discusses the university students' beliefs and attitudes on the 'Show and Tell' technique's implementation in their classroom which relates to how it connects to help them to learn and perform their speaking. The study found that the implementation of that technique has brought into the light in helping the students to speak including they viewed of its beneficial such as increasing their confidence to speak, stimulating their knowledge, and instilling their research skill. It is hoped that this paper will bring a new perspective in teaching English in the foreign context, particularly in facilitating ways to motivate English foreign language learners to communicate the language based on their own creativity, and hence facilitate independent learning to speak the language.

### Introduction

English oral communication skill has become a crucial issue for Indonesian English learners because the fact still shows that although English has been learned by the learners for many years; three years in Junior and three years in senior high school, and even for few years in university level, the learners in fact still have struggled in expressing their oral communication practice. Many related literatures in ELT have discussed this issue considering various factors which become the factors of its failure including the ELT teaching method (see also Basalama 2010 for this discussion). More particularly in Gorontalo, as one of the Indonesia provinces, the problem of English foreign language learners for being able to speak English is quite more apparent. This happens because the exposure of English in its surrounding is quite low compared to other contexts such as English use in Bali, Jakarta or many more. Even for the English department students, especially the ones who are classified as freshmen students; quiet freshly graduates ones, it is common to find out the majority of the students are facing the struggle in their speaking. As a consequence, various efforts are necessary to be facilitated by the lecturers in order to help the students to be more confident, brave and feel enjoy to exercise their speaking practice. One of the efforts has been tried by the English speaking lecturers including the researcher herself was to embrace 'Show and Tell' technique in the classroom of speaking for general communication course which is running in semester two in English department, in the Faculty of letter and culture of the state university of Gorontalo (UNG).

As a part of larger research project, this paper in particular discusses eight English department students' beliefs, attitude and experiences; exploring their views on the 'Show and Tell' technique implementation and to what extend it has helped them to speak English more independently. It is hoped that this paper will bring a new perspective in teaching English in the foreign context, facilitating English foreign language learners to be brave and confidently express their English communicative practice.

## Supporting Theories

Several theories have been considered useful in giving a clear perspective for the researcher to better understand her study. Therefore several concepts such as speaking, autonomy learning and 'Show and Tell' are considered important to be discussed in the following.

Speaking is one of the English skills which should be mastered by English foreign language learners, and the students should also be able to speak the language naturally. In relation to that, Howarth (2001) says that speaking demonstrates one's feelings, information and idea which those all are derived from a one's true condition. This means that one in their speaking should demonstrate their speaking naturally and obviously 'being independent' as it relates to their own condition. Thus speaking by memorization would be not represent its nature and should not be occurred in the first place.

The concept of learner's autonomy has been discussed by several scholars in the following. Dang (2010) said that the perception of learner and their autonomy learning can be facilitated practically in several ways depending upon "political, social and contemporary situations" (Dang, 2010). This is more elaborated by Wenden (1991) saying that the first related to a learner's ability to know how to learn something while Cotterall (1995) goes to the second one regarding a learner's ability to decide what kind of activity they will choose to do and how they manage to do that. The third one related to what has been underlined by Dickinson (1987, p.11) which referring to learning activity facilitated by a learner who is able to do that though a teacher is not there in helping their learning process. In other words a learner is powerful to run their own learning without the presence of a teacher.

Narrowing to learning English, the English foreign language learners who can demonstrate their active role in their learning process can also be classified as being autonomous in their learning. This notion has become a challenge for English teachers as they should facilitate learners to be able to speak in that ways, to be active in their speaking learning process as well as to deliver their speaking independently. In accordance with this, Smith (2008, p.2) explains that the students have the power and right to learn for themselves. By increasing the students' motivation to learn independently, it can contribute to the development of students' autonomy. Thus, in order to contribute to the development of students' autonomy in language classrooms, it is vital that students be involved in making decision about their own learning. Therefore as an EFL teacher, playing the role as a facilitator and a motivator to empower their students to learn and speak independently is critical.

Sinclair (2000) pinpoints that learner autonomy involves a number of important aspects of learning such as exploration and decision making, which can be summarized as follows: autonomy is a construct of capacity; learners are responsible and aware of their own learning process. There are various and unstable degrees of autonomy; learners constantly reflect on their learning and make decisions. Learners do not depend on teaching strategies alone; and sociocultural, individual and psychological dimensions affect the promotion of autonomy.

Following some varying concepts of speaking and autonomy learning above, the explanation of several perspectives in related literatures about 'Show and Tell' are also considered important to be highlighted in this section.

In many related literatures the concept of 'Show and Tell' refers to how a learner will bring an object or thing to the classroom, talk about it and then followed by question and answer after presenting it. Almost always its implementation takes place for the primary school children (citations). However, I strongly belief that with some modifications and adjustments made,

this technique is quite possible to be implemented for students in higher education, more particularly in the context of teaching English as a foreign language.

When applying the technique in her speaking course, the researcher has guided her students to several procedures. First, the explanation of the technique and how it works are important as an introduction. Second, Students are guided of how they should be involved in the process of learning by requiring them to conduct their speaking planning individually before coming back to the class in the next meeting, presenting their speaking presentation project. The planning process covers the choice of one should make decision of what favorable thing or what kind of food they would like to bring for their presentation; as a media for them to express their speaking skill. The favorable thing means few things; a learner can choose thing such as their favorite tool, picture, game or anything that they can show it and tell about it in the speaking classroom presentation. It includes their favorite pet or an inspirational figure for them. Third, after the topic was chosen, a learner should conduct a mini research activity in terms of collecting more information about the object chosen, which then it would be used to develop what they should talk and incorporate in their speaking presentation. Of the sixteen meetings in the course syllabus, there are about four meetings available for the students to practice the 'Show and Tell' which contained two special themes ; Show and Tell your favorable things (two meetings) and Show and Tell with your local food tradition (two meetings). For food cultural presentation, the learner was also encouraged to interview some people such as parents and or others who have more knowledge about the food cultural tradition. These all are strongly suggested for the students to do as this activity can develop the speaking content and its quality.

How a student structures their speaking presentation in their speaking planning is also considered important to be previously notified. A speaking presentation is divided into three sections; opening speech, the body of talk and closing speech. In opening section, every individual is free to greet the classroom, introduce themselves and say what they are going to present. In the body of talk, a student will focus to share their favorite one into more depth and detail. For example, why they love it so much, what kind of reasons behind their chosen topic and so forth which those all demonstrate their ability to develop their speaking topic including showing how much research they have done in order to develop their speaking, the enrichment of the vocabularies they show and so forth. The third section would be a closing speech one should make after delivering their body of talk by summarizing their speaking points of their favorable things and perform their closing statement. By applying this 'Show and Tell' technique which has been integrated with two big themes mention above; your favorable things and your food cultural tradition, it was hoped that the technique has been useful to help the students in enhancing their speaking skill; covered aspects in speaking such as their pronunciation quality, the enrichment of their vocabulary, their comprehension and fluency. Therefore, in examining the students' beliefs and attitudes of the implementation of this technique all the concepts discussed above have been useful for the researcher to make meaning of her study.

## **Methodology**

As a part of larger Research and Development (R & D)study , the data of this paper discussion focus was taken from the interview with 8 university students, understanding the students' beliefs, views and experiences of 'Show and Tell' technique implementation applied by the researcher in her classroom teaching of the speaking for general communication course. The model of interview was a focus group interview where the 8 students' views were explored in the same time, and it was run for approximately 60 minutes

discussion in exploring to what extent they believe of the technique, and how it is connected to their independent learning style.

The participants were students of English department who have experienced to the 'Show and Tell technique implementation when they were doing their course of 'Speaking for General communication in semester two. The focus of exploration is in two big themes designed in the syllabus which are; 'Show and Tell their favorable things' and 'Show and Tell their traditional food culture'. The students currently are now doing their fifth semester.

The participants were chosen due to their availability to be interviewed and they were as ones who had passed the course and experienced the implementation of the technique. The interview was delivered in English, yet the participants were not restricted to answer the interview question in English because the main aim of the interview is to go in depth in understanding how their beliefs and attitudes on the technique applied and then relate that to the sense of autonomy learning they experienced during the process of learning, not judging their speaking ability. The researcher also would like the participants will feel free to express their beliefs and views without feeling that their English would be put on the table by the interview conducted. In presenting data analysis and interpretation, the recollections of the interviews which contain Indonesian would be translated literally into English without changing any meaning emerge in the recollection. Yet the students' recollections in English would be kept as they were in order to preserve the original meaning they intended to deliver.

In order to preserve the participants' personal identity, all the eight participants were named in pseudonym. The eight participants consist of 6 females (Aina, Bella, Dania, Naima, Wiwin and Yana) and two males (Al and Rama). For the sake of the reliability and conformity of the study, after doing data analysis and interpretation, the researcher went back to check with the 8 participants about the several key points revealed in the study, and make the confirmation with the participants of what they meant during their interview process. This way is necessary to be conducted in order to avoid and prevent wrong interpretation of the original meaning of the participants' recollections.

## **Finding and Discussion**

The discussion of several key points emerged as important in understanding the students' belief and attitudes of their learning in speaking classroom, in particular related to the implementation of 'Show and Tell' which was applied in their speaking for general communication classroom. Overall it is found that all the eight participants hold positive beliefs and attitudes to the implementation of the technique they experienced in their classroom. They raised several things including the nature of its implementation and the beneficial factors they have experienced which are more likely have influenced to their positive beliefs and attitudes as well as have improved their speaking ability. These all are discussed further below.

## **Fun, Interesting and Vocabulary Enrichment**

The technique of 'Show and Tell' is a good way to facilitate and improve EFL learners' speaking skill. All of the 8 participants pointed out that when they were introduced to the technique, they felt excited and being immersed to be actively involved in their learning. They believe that it is interesting technique and it has been positively influence their skill in speaking. All of them share their experiences that during the process of preparing their speaking, they started to feel some progress on their speaking, resulting on them to

feel free and comfortable in exercising their speaking. Some examples of the students' recollections (Naim, Aina and Dania) were highlighted below:

...I think 'Show and Tell' is very interesting. I can improve and I can express and share my my feeling towards the people in the class. My friends also will know what I like and I can share those all interesting from me to my friend. For me those all are interesting things in my classroom. This technique can improve my speaking ability because I am speaking on my favorable things, and they all were related to me ( Participant Naim)

...I think as I experienced last time when we did the subject, through 'Show and Tell', this has made my friends and were more encouraged to learn and to be involved in speaking because on the 'Show and Tell' we would talk what we really like the most, and of course these all would be easy for us and we could explore and enrich our vocabularies...( Participant Aina)

...I think if I am not mistaken, that is we got when we were in our semester two. At the time we were quiet new to each other, so 'Show and Tell' can become one media for us to know each other and also to know what do our friends like, beside it can train our speaking, and enrich our vocabularies, more particularly on the topics what we like on something ...( Participant Dania)

The students' recollection clearly show that by sharing their personal thing to their friend in the classroom, it would be connected themselves to their friend, and hence the feeling of excitement has motivated them to orally express their speaking. As a result they feel that their speaking skill has been improved. In the recollection of Aina for example, she raised the exploration and enrichment of the vocabularies as one of the important aspects in speaking. It is interesting to be understood here that it seems the the vocabulary' enrichment in the process can also become beneficial factor to help learner's in other activity outside the classroom. In other words, it can be said that the more vocabularies the students gained through the process of its technique implementation has impacted on them in outside activity. For example highlighted in Dania's recollection below:

...In my view, this Show and Tell on our favorite ones and on food culture can enrich our English vocabularies and it is extended to my other course for example tourism...so when did our practice as tour guide, the experience we had has been so helpful for us in explaining the food culture of one region and delivering it by using English. This happened because we have learned these all previously in our speaking classroom. From these sharing experiences we did in the classroom we learn a lot of vocabularies (Participant Dania).

#### **Easy, simple and avoid boredom**

Easy, simple and avoid the boredom also have been noted by the participants that appear to influence their positive beliefs and attitudes to the technique applying. Here are the examples of their views:

...I think for those freshman students, it was not that heavy. So it can improve our speaking ability. It is easier for the students to talk about something like general stuff because it is just like about 'Show and Tell'. So

I think it can help us to improve our speaking ability if it is involved in the material particularly for those freshman students  
(Participant AI).

...That was incredible. It is one of the good solutions particularly to avoid boredom because we can show our favorite things to them (Participant Rama).

### **Knowledge Stimulation**

One of the benefits of the technique experienced by the eight participants is connected to the students' knowledge. All of them believe in that way describing that the beginning step; the project planning, researching and presenting their project, it is so obvious for them that they gain knowledge on many things, as remarked in one of the students' recollections in FGI; and it can also stimulate the students' knowledge (Participant AI), and as recalled by Aina:

...It is interesting experience I suppose. I remember last time when we were preparing our speaking presentation we must search as many as information as we can which then we should be able to choose which one that can support our speaking presentation of the topic. We learn a lot of things in the process because for me for example, before I do not know the history of the traditional cake I presented in terms of people or Gorontalo people's beliefs about the cake but after I learned from some sources including I made interview with some people I gained a lot of knowledge about it!(Participant Aina).

Like some other participants, the recollection of Aina has remarked the importance of the process she has gone through has matured herself in the way improving her knowledge in several things including the understanding of hers in relation to the history of Gorontalo traditional sweets for example.

### **Corrective Feedback**

It is interesting to highlight that one of the factors considered as enormously important factor influence the students' positive beliefs and attitudes of the technique implementation and how it meant to them is the availability of ' a corrective feedback takes places in the process of their learning at the time. For example, when one of the participants touched the issue of 'baby words' [perhaps meaning as in appropriate word chosen indicated as 'children expression'], a feedback from teacher was given to suggest better version of word choice. The role of 'feedback and its availability' for the students' need seem has become an extremely important factor impacts on the students' views on the technique, motivating them to speak. The highlight recollections were below:

...It is true what Aina says about 'baby words' but we got feedback from our lecturer. So for example when we were using 'baby words', the lecturer will give us some suggestion for appropriate words that suit to what we like to convey our messages. So in my opinion corrective feedback is important (Participant Dania).

...I think it is a gradual process of learning for the students, and the lecture should be able to do ice breaking and be able to facilitate fun learning. It is

because even though the topic and the technique would be easy for the students to do that but if a lecturer in their way is rigid, it would negatively influence the class, and the students' mood also would be bad (Participant Yana ).

...But in the proses after we presented, there would be feedback from lecturer, so all the mistakes we do would be corrected. For example in our class last time, after we presented our topic, the lecturer gave us some feedback and we should note all the feedback. At home we would practice to revise our speaking presentation for the better and we were being asked to submit the revised version in the video. These all automatically have positively influence to our speaking. Our skill has been improved by the process (Participant Aina).

### **Being Confidence To Speak**

Other factors that also considered as one of the beneficial of the technique experienced by the students is their confidence to speak has been facilitated and developed through the technique practice. Of the eight participants, there are four pinpointed that the learning experiences they have gone through in applying the technique in their individually speaking presentation have created their confidence to speak ( Bela, Naima, Wiwin, Yana). Meanwhile the views of others ( Aina, Dania, Al and Rama) are more likely to indicate that they are quite confident speakers, yet it has been even more developed during their learning process. Each of the example is highlighted in the following:

...The technique can encourage students to be more confident to speak. Last time I always felt nervous to speak in front of many people. When the teacher started to teach us to perform with our favorable things also when we will bring our food in the classroom presentation, I remembered I was so nervous but everybody was busy to prepare their things. I said to myself at the time you must do this. Some of my senior friends they supported me in our boarding house. I remembered I did many practices in front of them... (Participant Naima ).

...I think I am confident enough to speak because I followed many of competitions where I should speak English such as English debate, English club but I think last time experience when we were doing the shows were so great. I think my confidence has increased more from time to time ... (Participant Aina).

### **Being Independent and Research Skill**

Being independent and research skill have been also pointed and considered by the students as factors that contribute to their speaking skill achievement. Overall all of the eight participants have raised these issues which appear have subsequently contributed to the beneficial factors emerge because of their experiences in the implementation of the 'Show and Tell'. The process that they have gone through such as collecting all the related information from various resources for example from books and internet sources about the topic that they chose to be presented have influenced their positive beliefs and attitudes.

...In my perspective, before we were doing them all, it is so obvious that we must do some researches. Every of us need to find out some related

materials which can be used to develop and elaborate our talk. After some related materials to our talk have been found, we have to rework on that, how we integrate that in our speaking presentation. I believe though this process, we become independent person in our learning as we do not depend on our lecturer. Besides that, in terms of creativity, students have been more stimulated on their learning by this technique including in the how they create and present thing for the classroom so the interesting condition would takes place in the classroom (Participant Aina ).

... Moreover, by doing their research themselves, their are like trying to figure out the vocabulary related to their material so their vocabulary will be improved and students will make a progress in learning English instead of just reading the materials (Participant AI).

... beside that the students can also learn how to make the food in the food culture performance which they never done this before ... (Participant Dania).

The students' recollections above clearly show how their belief on the benefits that they can obtain in involving on the teaching technique implementation. It shows that they all realize that the process that they have gone through has helped them to not only being independent in their learning but also has helped them to build their curiosity find all the supported information that can help them to build their argument in presenting their chosen topic. In other words, it can be said that the technique applied has built students' speaking independently as well as their research skill. It appears students are facilitated to be autonomous in their learning in a way the decision they can make to go for further research activity in collecting all the supporting information to help them to elaborate their speaking independently. This is strongly linked to what has been claimed by Smith (2008, p.2) who has elaborated the arguments that students' autonomy learning can be derived from the opportunity given to the students to learn something independently. In other words the students are powerful in their learning process including to decide what they have to present their speaking well.

## **Conclusion**

Several conclusions are drawn after the discussion of the section above. First, the researcher is convinced that by doing and interacting with the show and tell, the EFL learners hold positive beliefs and attitudes to how this technique worked and meant for them. It is more likely to say that all the eight participants interviewed have high motivation to speak English during their speaking presentation experiences. Second. Some beneficial are highlighted as important for the learners that have impacted on them and their' speaking skill. They are ranging from what the students reported as the nature of its implementation; fun, interesting and avoid boredom, to the aspects of speaking which notified by them such as the enrichment of vocabularies, pronunciations and fluency that have contributed to the level of their speaking quality. Research skill and being more autonomous in their learning decision have also been pinpointed by the learners. These all can be referred that the technique 'Show and Tell' and its implementation seems to show its effectiveness and contribution to facilitate the freshman English university students to speak English confidently and independently. However, it is recommended that more studies to reveal the effectiveness of



this technique for the students in the long term run as beyond this study covers are necessary to be further instigated.

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