

**USING PAIRED VERBAL FLUENCY AS A STRATEGY IN TEACHING
SPEAKING DISCUSSION TEXT TO SENIOR HIGH SCHOOL
STUDENTS**

PAPER

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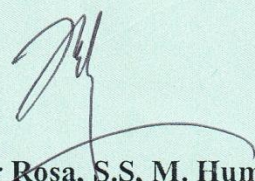
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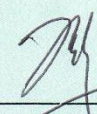
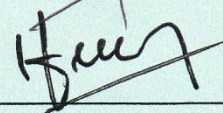
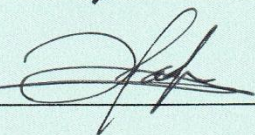
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ABSTRAK

**Nova, Ivoni Oki 01591:”Using Paired Verbal Fluency as A Strategy In Teaching Speaking at Senior High School”.
*Makalah. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.***

Jika kita melihat pada realita kehidupan pendidikan Indonesia, di beberapa sekolah pengajaran Bahasa Inggris terasa sangat membosankan bagi siswa. Proses belajar di sekolah cenderung hanya terfokus pada peran guru di depan kelas, sehingga siswa kurang mendapat kesempatan untuk mempraktekan ilmunya. Khususnya pada pengajaran Skill Speaking, siswa biasanya hanya mendengarkan materi yang disampaikan oleh guru ataupun melihat atau mengamati dari media yang digunakan guru.

Jika siswa diberikan kesempatan lebih untuk mempraktekan sendiri di kelas, maka pelajaran yang disampaikan akan terlaksana secara maksimal. Salah satu strategi yang bisa digunakan guru adalah *Paired Verbal Fluency*. Dalam strategi ini, peran siswa dalam proses belajar dikelas akan lebih maksimal. Hal ini dikarenakan karena dalam pelaksanaannya siswa dituntut lebih untuk menyampaikan kembali apa yang telah disampaikan temannya dalam bahasa inggris.

Penulis berharap, dengan menggunakan strategi ini diharapkan guru mempunyai strategi yang lebih bervariasi dalam mengajarkan Bahasa Inggris. Dengan demikian proses belajar akan terasa lebih menarik, sehingga penyerapan materi bagi siswa akan menjadi lebih maksimal.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is one of the important skills that should be mastered by the students besides three other skills in learning a language. The students must be able to speak well in English. If the students do not have the ability to speak well in English, they will get difficulties to express themselves or to take part in classroom activities, such as to communicate between teachers and students, express ideas and opinion, speech, etc. However, to speak well is not easy because someone who wants to speak should be able to give understanding to people who listen to them and express their ideas.

The purpose of teaching English at Senior High School is the students are able to develop their competence in communicate both oral and written form. Based on curriculum 2006 (*Kurikulum Tingkat Satuanpendidikan*) for Senior High School, in term of speaking, students are expected to be able to produce oral texts and written texts. There are two main categories of text in Senior High School; they are monologue and functional text. One of monologue texts that should be done in Senior High School is a Discussion text. Discussion text has purpose to present information and opinions about more than one side of an issue ("for" points and "against" points). The Discussion text is commonly used to look at more than one side of an issue. Discussion text allows us to explore various perspectives before coming to an informed decision.

It is important for the students to know and understand all aspects of discussion text in order to make them interested in studying English. If they do

not understand about it can make them do not have motivation in studying English. They feel speaking is hard and afraid to speak and make a mistake.

To face this problem, it is necessary for the teachers to use good strategy in teaching speaking. Teachers can use many ways to make student interested in learning English especially speaking skill. Teachers must be creative to choose and use strategies or ways that can make students feel easy in learning English and give them a motivation to learn English. So students have more intention to the lesson and are motivate to be active in speaking English.

There are many strategies that can use by teacher in Speaking Class. For example, by using power point. Teacher shows slide which is contain the example of a discussion text. The slide shows the social function and the generic structure which is packed with interesting animation and colour. The purpose is to catch the students attention in learning a discussion text. This media may catching the attention of the students. It has beautiful colors and pictures but it still does not help much to motivate students in learning.

In this case, the writer has another way to help student. The writer tries to propose *using paired-verbal fluency as a strategy in teaching speaking Discussion text at junior high school*. *Using paired-verbal fluency as a strategy* is a good strategy in teaching speaking because this activity is very interesting to students. This kind of activity is done in group. In group, they can give and take information to each other about a topic. It gives maximum language practice and the students have opportunity to see how effective they can communicate in English.

Using appropriate strategy that is suitable to the students' background in teaching speaking can influence the students to pay attention to practice speaking English. It can also motivate the student to improve their speaking ability. In addition, this strategy is very useful and applicable; it will increase the student's ability in speaking without being afraid of making mistakes. The students will have self confidence and the teacher will not find difficulties to ask students to speak because they have got chance to do so.

B. Limitation of the Problem

Related to the background of problem above, this paper is limited on teaching speaking Discussion text in Senior High School by *using paired-verbal fluency as a strategy*.

C. Formulation of the Problem

The problem of the paper is formulated in this following question: "How is *paired-verbal fluency* used *as a strategy* in teaching speaking discussion text to senior High School students?"

D. The Purpose of the Paper

This paper is expected to give explanation about teaching speaking discussion text by using *paired-verbal fluency as a strategy*. The writer hopes that the students will give more attention to the subject and improve not only their motivation but also their ability in learning process. And it can give knowledge for the people that read this paper. Furthermore, it is aimed to give contribution for the English teachers to teach speaking a discussion text.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Speaking is used by people to communicate with other. Someone who has good speaking ability also good in communication and someone who has not good speaking ability have not well in communication. Most of senior high school student get difficulty in speaking. It might cause by the strategy that used by teacher in teaching process is not interesting for student. Therefore, the teacher should be creative to find an appropriate strategy to make them active not only in speaking but also in teaching learning process.

To teach speaking, the teacher should consider with a good teaching strategy. There are many strategies that can be applied in teaching speaking; especially in teaching speaking discussion text, one of them is using paired verbal fluency strategy. Paired verbal fluency can help the students to develop their speaking skill and to understand a discussion text. It is very useful because the students have opportunity to speak English fluently about a topic. The teacher can apply this strategy in speaking class by divided the students in groups which each group have one speaker to explain much more about the topic and three rounds with different length of time. Using paired verbal fluency strategy can improve the students' motivation, make them enjoy and fun to speak English during learning speaking discussion text.

B. Suggestion

Based on conclusion above, the writer would like to give several suggestions to English teacher while teaching speaking discussion text by using paired verbal fluency to senior high school students. First, when deliver the material, the teacher should be active and use English. The teacher should more creative in finding a strategy in teaching process. One of the strategy that can be used in teaching speaking discussion text is through paired verbal fluency like has been explain in this paper. The advantage is to make students more enthusiastic, interested, and motivated during classroom activities. In using paired verbal fluency strategy the teacher should pay attention and follow the procedure to make the teaching learning process run well and success. The teacher should know the student's difficulties during the studying process. One of way is by giving more attention for students who has low motivation in writing a narrative text. The last, the teacher should give motivation and reward to make the students interested in speaking class.

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Appendix 1

1. Greeting

The teacher comes into the classroom and greets the whole class.

Teacher : “*Good morning students?*”

Students : “*Good morning sir “*

Teacher : “*How are you this morning?*”

Students : “*Fine, how are you?*”

Teacher : “*I am fine too, thank you. Before we come to our lesson today, let’s check your attendance first.*”

Appendix 2

1. The teacher reviews the last material and brainstorms the students by showing some pictures related to the topic followed by some question. After that teacher continue the lessons as follow:

Teacher : *Firstly, I want to ask some of you, have you ever seeing Boxing?*

Student : *“yes, sir”*

Teacher : *“what do you think about that sport?”*

Students : *“it is a good sport sir”*

Teacher : *“good. What else?”*

Students : *“it is a bad sport sir”*

Teacher : *”good, your opinion that say it is a good and a bad sport is true.*

We are not always having same opinion about something. So that, today we are going to learn about discussion text. ”

Appendix 3

Boxing

By Kerry William

There was a lot of discussion about whether boxing should be banned. The people who agree with this idea, such as Sarah, claim that if they do carry on boxing they should wear something to protect their heads. They also argue that people who do boxing could have brain damage and get seriously hurt. A further point they make is that most of the people that have died did have families.

However, there are also strong arguments against this point of view. Another group of people believe that boxing should not be banned. They say that why they invent it if it is a dangerous sport, people enjoy it. A furthermore reason is if they ban boxing it will ruin people's careers.

After looking at the different points of view and the evidence for them I think boxing should be banned because five hundred people have died in boxing since 1884.

Appendix 4

Teacher : *“before we discuss about the topic, I will introduce you the way of the discussion. There are three rounds in this discussion, all of them are same and the length of time is different. The length of first round is 60 seconds, second round is 40 seconds, and the third round in 20 seconds. I will begin the discussion by saying “Go”. It is mean that the represented for each group will talk for 60 seconds in turn. For example, when I say “Go” partner A/ student A talk for 60 seconds and partner B/ student B must listen carefully. At the end of 60 seconds, I say “switch” and partner B/ student B will also talk for 60 seconds, but partner B/ student B cannot repeat the information from partner A/ student A about what he/ she already said, and partner A/ student A will listen. Then at 60 seconds I say “stop”.*

Appendix 5

Teacher : *“the first time is a chance for group A and group B. Then we continue to other groups. All group A raise your hand and all group B raise your hand. Each group represented please come in front of the class. Group A represented by Ayu and Group B represented by Herman. Now we come to first round. Are you ready?”*

Students : *yes sir”*

Teacher : *“Now, please listen my instruction carefully.*
“In round 1 each partner/ student explains about the topic in 60 seconds briefly”
“In round 2 each partner/ student will do the same steps, but only it will be 40 seconds for each partner to add the important information”
“In round 3 you have to summarize what you heard about what you have discussed. You have 20 seconds for each partner to explain it. Let’s start!”