

## **The Implementation of Holistic Approach in Teaching Speaking by the Teacher of English Speaking at the Second and Fourth Semester of the English**

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### **Abstract**

There are a lot of students have low speaking ability. They have difficulties to speak because of thinking about grammatical rules and pronouncing certain English words. It makes them have difficulties in expressing their ideas in speaking. As a result, they prefer to be silent and not fully participate in the classroom activities. The purpose of this study was to know how the teacher implemented the holistic approach in teaching speaking at the second and fourth semester of the English Department. The design of this study was qualitative research. The sources of data were observation and interview. Instruments of this study were classrooms observations, video recorder, field notes, and interview. There were three main points in data analysis technique such as data reduction, data display, and conclusion drawing and verification. The findings of this research showed the process of the holistic approach to teaching speaking which was applied by the teacher. Based on the observations, the researcher found that the teacher had implemented all stages of the holistic approach. Even though, they were not optimal because some aspects of language were not included in some stages such as vocabulary and pronunciation. Furthermore, to promote students' fluency in speaking the teacher provided students a lot of opportunities to practice their speaking. The teacher also provided accuracy tests (grammar and text structure) to promote their ability for further speaking assignments. Feedbacks were given by the teacher after students finished practicing their speaking or accuracy test to help them find out their mistakes. Based on the result of this research, the researcher concluded the teacher implemented the holistic approach in teaching speaking.

**Keywords:** Speaking Ability, Holistic Approach

### **1. Introduction**

Responding to English as a language of international communication and lingua franca, people considerably think to learn English, which are used for education, business, communication and others. Speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly. "Speaking involves interaction with one or more participants" (Harmer, 2001:271). This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. Speaking takes place everywhere and had become parts of our daily activities. Speaking is the most difficult skills to be learned by students, among the four skills (listening, speaking, reading and writing).

According to Nunan (2003), speaking consists of the production of systematic verbal utterances to convey meaning. When we speak we produce words, phrases, and sentences. That why speaking is called productive skill. Language generated by the learners (in speech or writing) is referred to as productive. Language directed at the learners (in reading or listening) is called receptive. Speaking and writing skill are called productive skill, but both skills are different. In speaking, we have to share an idea directly, without thinking about its writing. It means that it is totally natural and there is

limited time for planning and editing speech during conversation even managing the components of language that must work together.

This study was conducted because there were a lot of students had low speaking ability. They had difficulties to speak because of thinking about grammatical rules and pronouncing certain English words. It makes them had difficulties in expressing their ideas in speaking. As a result, they preferred to be silent and not fully participate in the classroom activities.

## **2. Literature Review**

In order to overcome this situation, there is an effective way of teaching speaking that can be done and can promote students speaking skills, that is the holistic approach. According to Burns (2016) holistic approach is an approach to teaching and learning that considers the learner as a whole. Furthermore, she adds a holistic approach to language learning allows the learner to feel safe and happy interacting with real people and real life according to who he or she chooses to be, maximizing the individual potential. The teacher will value their talents and their capabilities. The teacher will show them how their progress and lead them towards learning autonomy. According to Burns (2012), the framework of a holistic approach to teaching speaking cycle includes seven stages. There are, provide input and/or guide planning, conduct speaking tasks, focus on language/skills/strategies, repeat speaking tasks, direct learners' reflection on learning, and facilitate feedback on learning. In order to facilitate students to learn to speak, the researcher believes that a holistic approach is a valuable strategy to overcome those issues in speaking class. The purposed of the study was to know how the teacher implements the holistic approach in teaching speaking. The design of this research was qualitative research. According to Miles and Huberman (1994), qualitative research is resource of description widely, sturdily, and includes the explanation about process which happen in a place or condition. The researcher had chosen an English speaking teacher on English Department as the research subject. The researcher chose him because he indicated in implementing the holistic approach in teaching speaking. The researcher conducted observations at the second and fourth semester of the English department. Meanwhile, the instruments of this research that the researcher used to obtain the data were classroom observation, video recorder, interview, and field notes. In order to analyze the data were collected, the researcher used data analysis by Miles and Hubberman, (1994).

## **3. Methods**

The procedures include three concurrent flows of activity; data reduction, data display, and conclusion drawing/verification. The researcher conducted the first procedure.

### **1. Data Reduction**

In the data reduction, the researcher analyzes the teacher refer to teaching speaking cycle by Burns (2012). Here, the researcher coded the conversation between teacher and students and also activities during the class as well as coding the dialogues in the interview with the research subject. Coding process enables the researcher to analyze and classify the data based on the stages of teaching speaking.

In the coding phase, the researcher used the following types of code to indicate in which observation and interview it was. In this stage, the data obtained from observations (including field notes) and interview. The researcher selected all classes

which were taught by the English speaking teacher. The data also obtained by interviewing the teacher in giving information about the teaching speaking process, problems which might be arisen in teaching speaking process and also how to overcome those problems.

## 2. Data Display

Data display can be presented into a matrix, graphs, charts, and networks. In this phase, the researcher arranges the data which have been coded then analyzed into steps of the teaching speaking cycle by burns (2012). The researcher displayed the data into the table as shown below:

| No. | Teaching-Speaking Cycle of Holistic Approach | Teacher's Act |
|-----|--|---------------|
| 1   | Focus learners' attention on speaking        |               |
| 2   | Provide input and/or guide planning          |               |
| 3   | Conduct speaking tasks                       |               |
| 4   | Focus on language/skills/strategies          |               |
| 5   | Repeat speaking tasks                        |               |
| 6   | Direct learners' reflection on learning      |               |
| 7   | Facilitate feedback on learning              |               |

Table. *The data display used by the researcher*

Having the data displayed above done, the researcher discussed them in the form of text. The researcher explained each stage of teaching speaking cycle of the holistic approach by Burns (2012) and comparing in the manner of what the teacher done in the class during the observation in the research field.

## 3. Conclusion Drawing and Verification.

The third stream of analysis is conclusion drawing and verification, according to Miles and Hubberman (1994) conclusion drawing involved stepping back to consider what the analyze data meant and to assess their implications for the question at hand. In the last stage, the result or conclusion had given about the implementation of the holistic approach in teaching speaking by the teacher. Then data were checked once again before they were considered final with the resources.

## 4. Result

The result of observations and interviews showed the process used by the teacher in implementing holistic approach in Teaching Speaking which had applied by English speaking teacher during teaching speaking process. According to Burns (2016) in implementing holistic approach in teaching speaking there some stages that the teacher needs to do in the classroom. There are focus learners' attention on speaking, provide input and/or guide planning, conduct speaking tasks, focus on language/skills/strategies, repeat speaking tasks, direct learners' reflection on learning, and at the end of the stage teacher facilitate feedback on learning.

Based on the observations, the researcher found the teacher had implemented all stages of holistic approach in teaching speaking. Even though, they were not optimal because some aspects of language were not included in some stages. For example in stage 4, This stage should conduct after the teacher provided opportunities to practice their speaking,

and getting the students to notice and analyze errors heard during they practiced their speaking in stage 3 such as analyze about grammar, text structure, vocabulary, and pronunciation. However, in implemented this stage the teacher provided students with accuracy assignments (text structure or grammar) in the form of sentences. These assignments had the same objectives as the theory, which aimed to provide knowledge for students to promote their further speaking assignments to be better. Furthermore, the researcher found many activities to develop students' ability in speaking such as provided those opportunities in every meetings to speak in front of the class and also practiced with their friends in pairs that was given by the teacher, the teacher also asked students to explain about something, and the teacher also gave some question then continued by asking their opinion. According to Nunan (2015), Students will be much more confident speakers and their speaking abilities will improve by giving students some rehearsal such as, information-gap activities, telling stories, favorite objects, and students' presentation..

## 5. Discussion

The first stage is focus learners' attention on speaking. This stage done by the teacher and suitable with the theory, the teacher needs to prepare and motivate students for a further lesson at the beginning of the class. Based on the observations, the researcher found that the teacher provided students' four times opportunity to practice their speaking ability according to the topics that was given by the teacher in previous meeting and continue to present it continuously for the next meetings and the second way the teacher asked some questions to students and asked them to respond the questions by giving their opinions.

The second stage of holistic approach is provide input and guide planning. In implemented this stage, the teacher provided students new subject material and explained it clearly, the teacher also taught them how to do the subject material. Moreover, the teacher provided opportunities for students to ask some questions about the subject, and the teacher also provided the subject material with some examples before students asked to practice it. In this stage the teacher acted as an organizer (Harmer, 2001), an organizer means managing a classroom with a variety of activities. Here, the teacher also provided students' proper instructions, information, and creating activities. Because, in this stage the teacher acted as someone who supported his students and taught them how to do the activity.

The third stage of holistic approach is conduct speaking task. Based on the observations and interview, the researcher found that the teacher provided many opportunities for students to practice their speaking. In the teaching speaking processes, the teacher conducted twice opportunities for students to practice their speaking, at the beginning of the class and after the teacher provided new subject material. In implemented this stage the teacher provided students' opportunity to practice their speaking after they obtained new subject material. The teacher provided students' an opportunity to practice their speaking task with their friends in pairs first before they asked to present it in front of the class, these activity used to prepare students before they presented their task in front of the class. According to Nunan (2015) Pair work are the most effective way of increasing students' talking time. The teacher also provided learners an opportunity to engage in genuine conversation, developing skills in turn taking, speaker selection and change and so on.

The fourth stage of holistic approach is focus on language/skills/strategies. This stage should conduct after the teacher provided opportunities to practice their speaking, and getting the students to notice and analyze errors. During the teacher implemented this stage, the teacher only focused on text structure and grammatical. In implemented this stage, the teacher

were provided students with accuracy tests (text structure or grammar) in the form of sentences. The tests that was given by the teacher, not based on errors heard during the students practiced their speaking in front of the class. But, it was like providing them new knowledge how to use any sentence or expression correctly when they practiced their further speaking task. These tests actually had the same objectives as the theory, which aimed to provide knowledge for students to support further speaking assignments to be better.

The fifth stage of holistic approach is repeat speaking tasks. Based on the interview, the teacher will implement this stage in the next meeting because of limited time, besides the teacher also wants students to practice their speaking at the next meeting. Based on the observations, the researcher found the teacher was implemented this stage used two different ways to improve students' ability to speak. In implemented this stage, the researcher found the teacher provided students' an opportunity to repeat the assignment which done in the first meeting that was retelling a story. Then, in the next meeting the teacher asked students to repeat the same assignment by asked student to read a story that has different topic with the first meeting, then continued by retelling the story. Besides that, in some observations the researcher also found that the teacher provided students an assignment with the same material or topic. However, at the stage of repeating the same assignment, the students were need to increase amount of words that used to present and also increase the difficulties, such as when the students present their assignment, they need to presents it in detailed. Renandya (2016) stated that, when learners repeated a speaking task they produced more accurate and natural speech and demonstrated better framing of their narratives.

The sixth stage is direct learners' reflection on learning. This stage used to encourage students to self-regulate their learning through evaluating the preceding stages. Based on the observations, the teacher had facilitated students to evaluate what they had learned from the previous stages by provided an opportunity to ask the difficulties that students' were faced in the process of learning speaking. Besides that, the teacher also provided students an opportunity to ask about the difficulties they faced toward the assignments that was given by the teacher

The last stage is facilitating feedback on learning. Based on observations, the researcher found that the teacher provided feedback for students after students were finished practicing their fluency and accuracy test. In fluency, the teacher provided feedback for students after they were finished in presenting their topics, the teacher always gave comments to students who had finished in presenting their topic, the teacher also taught students how to present any topic correctly, besides that the teacher also provided some examples to make students easy to understand. While in accuracy, the teacher provided feedback for students after they finished in accuracy test by corrected students' mistakes in accuracy assignment.

## **6. Conclusion**

The result of observations and interview showed the process used by the teacher in implementing Holistic Approach in teaching speaking. Based on the observations and interview, the researcher found that the teacher all the stages of holistic approach in teaching. Even though, they were not optimal because some aspects of language were not included in some stages such as vocabulary and pronunciation. In implemented this approach, the teacher provided students a lot of opportunities to practice their speaking in order to promote their fluency. These activities conducted at the beginning of the meeting and after the teacher finished providing new subject material. Furthermore, the teacher also provided accuracy tests (grammar and text structure) for students in order to promote their ability in speaking for further speaking assignments become better. Feedbacks were given by the teacher after

students finished practicing their speaking or accuracy test to help them find out their mistakes. Based on the observations, the researcher can conclude that the teacher is an English speaking teacher who taught speaking by using holistic approach..

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