IMPROVING OF EFL LEARNERS' SPEAKING PROFICIENCY THROUGH SPEAKING ACTIVITIES INSIDE AND OUTSIDE THE CLASSROOM: A THEORETICAL REVIEW

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Abstract

In an attempt to improve the learners' speaking proficiency in EFL, the demand to teach speaking English is increasing more and more in all levels of education in Indonesia. Many kinds of strategies are applied in teaching and learning process of speaking in order to enable the leaners to perform the microskills and macroskills of communication. The widely accepted instructional method in EFL is Communicative Language Teaching which emphasizes that the goal of language learning is to increase learners' communicative competence. The competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence as the undrelying abilities of speaking proficiency. Therefore, it is the main purpose of this paper to depict the way in which teaching speaking should encourage learners to engage in appropriate speaking activities both inside and outside the classroom to gain communicative competence. Classroom learning is one way to practice and learn speaking, but multitudes of opportunities for learning and practicing speaking exist outside the classroom in English context. So, the learners need to be encouraged to develop speaking habit and use it in real life communication.

Keywords: *Teaching Speaking, Communicative Competence, Speaking Proficiency.*

INTRODUCTION

Due to the importance of English in the modern world and global communication, the Indonesian government has recommended the need of mastering English for the citizens with the idea about technology and science transferring, trade and commerce, economic development, tourism and intergovernmental communications. Indonesian government has great commitment to teaching English at all levels of education (elementary school, junior high and senior high school, and tertiary) through developing effective curriculum for the teaching and learning of English in order to facilitate the learners who are learning English in formal education to master the language well. The curriculum which is considered as an effective English curriculum at present is School-Based Curriculum, because it has been implemented in teaching English for elementary, junior and senior high school since 2006.

In reference to the description of competence standard and basic competence of teaching English at senior high school based on School-Based Curriculum and pointing up to one important particular speaking skill. The instructional objectives of English subject for senior high school based on School-Based Curriculum (2006) in order that the learners have abilities: (1) developing communicative competence in spoken and written form to achieve informational literacy level; (2) having awareness about the importance and essence of English to increase nation competitiveness in global community; (3) developing learners' understanding about relevance between language and culture (Permendiknas, 2006).

Those instructional objectives are elaborated through Competence Standard - Basic Competence, and these competences are developed more specific in indicators. The Regulation of the Ministry of National Education No. 23/2006 specifies the competences standard of English speaking for senior high school learners as follows: the learners express oral meaning in formal and informal interpersonal and transactional discourse, in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review, in everyday life contexts (Permendiknas, 2006).

In relation to the competences standard of speaking English for senior high school, it is very difficult for the EFL learners to reach the entire competences standard of speaking English which are stated in the curriculum. This matter, because of some problems are like limited time in teaching and learning process in the classroom, learners' low motivation, inadequate speaking activities, less opportunities to practice speaking, learners are reluctant to engage in English speaking activities or uneven participation, and also learners' linguistic and personality are going developing. Shumin (2002) states that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. The Shumin's statement indicates that the learners encounter the difficulties in using language in social interactions if they do not have adequate communicative competence that underlying speaking ability.

Regarding the learners' problems in English speaking, Defrioka (2009) in her research depicts that common problem for EFL teacher is dealing with a passive class, where learners are unresponsive and avoid interaction with the teacher and other learners. This is especially true when a teacher seeks interaction in teacher-class dialog, such as asking question to the class as the whole and expecting at least one student to respond. Ur (1996:121) states that some problems with speaking activities are: learners are often inhabited about trying to say things in a foreign language in the classroom, they have no motive to express themselves beyond the guilty that they should be speaking, low or uneven participation, and the learners may tend to use mother tongue. In line with that Padmadewi (1998) in her research found that learners attending a speaking class often felt anxious due to pressure from the speaking tasks which require them to present individually and spontaneously within limited time. Moreover, based on her research

Tutyandari (2005) explained that learners keep silent because they lack self confidence, lack prior knowledge about topics, and because of poor teacher-learner relationship.

Learners' problems in speaking always occur in every speaking activity, such as low motivation, reluctant and uneven participation to engage in English speaking activities. Brown (2007) commended that one of the more complicated problem of foreign language learning and teaching has been to define and apply the construct of motivation in participating to the interaction. It is very necessary to construct learners' motivation in language learning, both intrinsic and extrinsic motivation.

Constructing Learners' Motivation in Engaging to English Speaking Activities

In self-determination theory, Deci and Ryan (1985) quoted in Dornyei (2002) explained that intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. While extrinsic motivation involves performing a behavior as a means to an end that is to receive some extrinsic reward or to avoid punishment. In order to motivate the students engage in speaking activities or interaction inside and outside the classroom, school parties or teachers must create school environment which enable the students interact to use English in real communication and students' opportunities for exposure to the target language and for language practice. Environmental influences can engender learners' motivation as Wentzel (1999) quoted in Dornyei (2002) in social motivation theory state that a great deal of human motivation stems from the sociocultural context rather than from the individual. In this matter, communicative language activities environment stimulate students' foreign language interaction and learners can benefit from participating in naturally occurring conversations. Learners are encouraged to have higher motivation in learning foreign language, particularly to involve themselves in speaking activities in order to be able to perform oral communication in real interaction.

In engaging in English speaking activities EFL learners should have language learning motivation whether internal or external factors. Williams and Burden (1997) quoted in Dornyei (2002) established theoretical framework of SL/FL motivation as follow:

Table of Williams and Burden's (1997) Theoretical framework of LS/FL motivation

INTERNAL FACTORS	EXTERNAL FACTORS

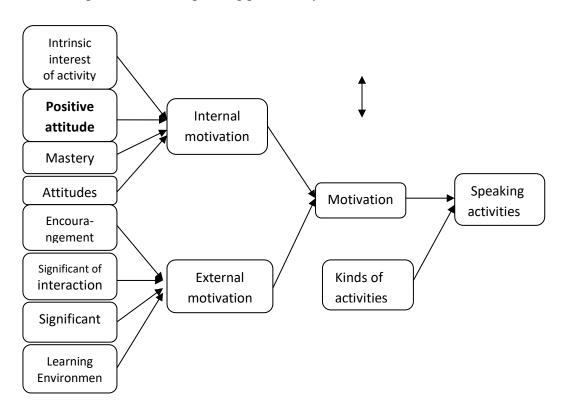|	
Intrinsic interest of activities • Arousal of curiosity • Optimal degree of challenge Perceived value of activities • Personal relevance • Anticipated value of outcomes • Intrinsic value attributed to the activity Sense of agency • Locus of causality • Locus of control re: process and outcomes • Ability to set appropriate goals Mastery • Feelings of competence • Awareness of developing skills and mastery in a chosen area • Self efficacy Selt-concept • Realistic awareness of personal strengths and weaknesses in skills required • Personal definitions and judgments of success and failure • Self-worth concern • Learned helplessness Attitudes • To language learning in general • To the target language • To target language community and culture Other affective states • Confidence • Anxiety, fear • Developmental age and stage gender	Significant others • Parents • Teachers • Peers The nature of interaction with significant others • Mediated learning experiences • The nature and amount of feedback • Rewards • The nature and amount of appropriate praise • Punishments, sanctions The learning environment • Comfort • Resources • Time of day, week, year • Size of class and school ethos Broader context • Wider family networks • The local education system • Conflicting interests • Cultural norms • Societal expectations and attitudes	

This theoretical framework shows many aspects of motivation encouraging the EFL learners learning language, particularly related to engage in speaking activities. Based on Williams and Burden (1997) theoretical framework, we try to set up the new model in accordance with the present purposes in order to construct learners' motivation in engaging to speaking activities which are able to improve their speaking proficiency.

Figure 1. Theoretical framework model of motivation aspects in speaking activities to improve learners' speaking proficiency

The above schema designs the flow of thought which maps the direction of the present attempts which deals with learners' motivation in English speaking activities. Learners' engagement depends on their motivation and diverse available activities.

In spite of teaching and learning speaking English went well inside the classroom, but it is not enough opportunities for the learner to engage in whole   real communication. On that account, the opportunities should be prepared outside the classroom through diverse speaking activities to enable students develop their speaking competence in

nature setting. Learning speaking can be a challenging and exciting task, especially for learners who are located in an environment where the people always speak English such as in Islamic Boarding School, where the learners always practice speaking outside the classroom. In classroom learning is one way to practice and learn speaking, but multitudes of opportunities for learning and practicing speaking exist outside the classroom in English contexts. One who is shared by many others, that practicing speaking outside the classroom in English environment is essential to improve English speaking competence.

Knigh (2007) in his research states that obviously a learner has many more opportunities for type of interaction outside, rather than inside of the classroom. This coincided with Mukminatien (1999) suggested that teachers provide their students with more sufficient input for acquisition in the classroom and encourage them to use English either inside or outside the classroom. Students also are very unlikely to develop communicative competence if only using language inside of a classroom. This type of language proficiency is yet another thing that is most likely learned outside of the classroom. Out of class English use is essential for most learners to develop a high level of English language proficiency.

Teaching and learning speaking requires endeavor through a systematic and programmatic teaching and learning process in order to more facilitate the students to communicate and interact with the teacher and other students. Teachers have an important role in fostering students' ability to speak English well, encouraging them to speak English more often either inside and outside classroom activities. Syamsurizal (2008) in his research stated that the teaching of speaking in a target language should enable the learners to use the language orally for many purposes just as they do in their native language. While Padmadewi (1998) in her research advised speaking teachers activate the students' prior knowledge by asking question related to topics under discussion. She also mentioned that students' self-confidence can be enhanced and their anxiety reduced by giving them tasks in small group. Because the ability to speak in the target language is essential, it is important to give learners appropriate tasks that ensure and aid them to master the speaking skill. The teacher is obliged to provide appropriate ways, strategies, or techniques that help learners to speak in the language.

The Purpose of the Teaching Speaking
The main purpose of teaching speaking to EFL learners is to improve learners' spoken communication skill, so they are able to express themselves using the target language appropriately based on the context which they need. In an attempt to improve the learners' speaking competence in EFL, the demand to teach speaking English is increasing more and more in all levels of education in Indonesia. Many kinds of approaches and methods are applied in teaching and learning process of speaking in order to enable the learners to perform the microskills and macroskills of communication. The microskills regarding to the smaller elements of language (phonemes, morphemes, words, collocations, and phrasal units), while macroskills

acquaint speakers with larger elements of language related to cohesion, function, fluency, styles, nonverbal communication, and strategies option.

The widely accepted instructional method in teaching speaking is communicative language teaching (CTL) which emphasizes that the goal of language learning is to increase students' communicative competence. Harmer (2007:69) states that a major stand of CLT centers around the essential belief that if students are involved in meaning focused communicative tasks, then language learning will take care of itself, and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a students' development of knowledge and skill.

Teaching of speaking to the EFL learner needs, is one of the most important in learning a foreign language especially English. In a very general usage, speaking a language clearly entails many different purposes which are important to be remembered that in teaching speaking deems entirely upon the learner's ultimate purpose in learning to speak English. Folse (2009:4) states that teachers need to know why learners want to speak English, whether it is for study, business, job, and to be able to communicate at all activities. This coincided with Richards and Renandya (2002:201) who argued that speaking is used for many different purposes, and each purpose involves different skills. When speakers use casual conversation, for example, the purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time they spend with friends. In some situations, speakers use speaking to give instructions, to describe things, to entertain people, other speaking purposes. Richards and Renandya (2002:201) further argued that each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in. English speaking activities outside the classroom setting involves interactions between learners and teachers and between learners and learners. The learners are expected to be able to express themselves in English language for both transactional and interactional purposes. Gebhard (2000:169) states both types of interaction frequently exist are speaking inside and outside the classroom, and the teacher ought to ensure that his or her learner have the competence to apply them.

Moreover, in line with the English speaking activities outside the classroom, It is very important to create particular scheduled activities, such as English speaking week, morning English conversation, afternoon English speaking, English debate, public speaking, outdoor English meeting which enable the students' opportunities to engage themselves to practice speaking English. In relation to opportunities, Rivers (1968: 160) states that the teacher will need to give the learner many opportunities to practice the speaking skill; he will use imagination in devising situations which provoke the learner to the use of the language in the expression of his own meaning, within the limits of what he has been learning. Supriani (2009) in her research stated that to have good competence in English, learners should speak as much as possible. This kind of activities must also be held outside the classroom since there is a little opportunity to

speak inside the classroom in a teaching process. This is one of activities of autonomous learning, and they should be aware that their success to achieve good competence in speaking depends on their own effort.

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Communicative Competence Underlying Speaking Proficiency

To improve speaking proficiency depends on aspects of communicative competence which are abilities underlying of speaking proficiency as Richards and Renandya (2002: 201) introduce the useful model developed by Canale and Swain to account for the components of speaking ability. This model describes speaking proficiency as depending on grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, each of which needs to be addressed in a speaking course and teaching. Savignon (1983:22) defined communicative competence as the ability to function in a truly communicative setting in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors. Furthermore, Brown (2000:246) referred to communicative competence as that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.

The discussion of the communicative competence is mainly based on the version from Canale and Swain (1980) which are strategic competence, discourse competence, sociolinguistic competence, and strategic competence. Bachman (1990) developed theoretical about communicative competence based on his version, in which a part of it is like as Canale and Swain version. Bachman's version is language competence which comprises three components is focuses on organization competence, pragmatic competence, and strategic competence. Only when the learners have knowledge of language and the capacity to execute the competence, could they use communicative language ability properly in a certain context. In the theoretical of Canale and Swaim (1980) and Bachman (1990) can show the abilities underlying speaking proficiency. Bachman theoretical model language function are essentially the purposes that learners

accomplish with language, e.g., stating, requesting, responding, greeting, parting, etc. Functions cannot be accomplished without the forms of language (morphemes, words, grammar rules, discourse rules, and other organizational competencies (Brown, 2000).

The components of communicative competence proposed by Canale and Swain (1980) quoted by Shumin (2002) include grammatical competence, discourse competence, sociolinguitic competence, and strategic competence, reflect the use of the linguistic system and the functional aspects of communication respectively. The Grammatical and discourse competences reflect the use of the linguistic system itself, while sociolinguitic and strategic competence define the functional aspects of communication. These components of communicative competence are going to be explained more detail in the further working through ideas.

Grammatical competence involves the mastery of language codes both verbal and nonverbal, such as vocabulary, derivation, sentence formation, pronunciation, spelling, and semantics Huda (1999:23). In line with that Shumin (2002: 207) stated that grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllabes, pronunciation of words, intonation, and stress. Furthermore, Savignon (1983: 37) explained that grammatical competence is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these to form words and sentences. In addition

Discourse competence is the connection of a series of sentences or utterances to form a meaningful whole Savignon (1993:38). This coincided with Brows (2000:247) states that discourse competence is the ability to connect sentences in stretches of discourse and to form a meaningful whole out of series of utterance. Furthermore, Kamiya, (2007) explains that discourse competence is the mastery of rules concerning cohesion and coherence of various kinds of discourses in second or foreign language.
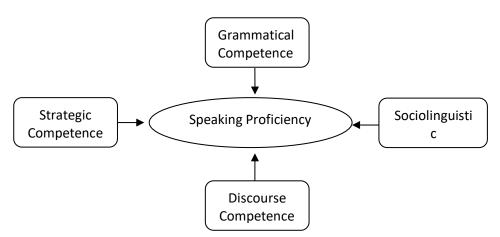
Huda (1999:33) explains that sociolinguistic competence relates to the extent an utterance is expressed and understood correctly in different sociolinguistic contexts, which in turn depend on certain factors such as speaker-listener status, the objective of the interaction, and the rules and norms of the interaction. This coincided with Brows (2000:247) explained that sociolinguistic competence is the knowledge of the socio-cultural rules of language and of discourse. This type of competence requires an understanding of the social context in which language is used. In addition, Shumin (2002:207) stated that understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the adaptability in order to be able to encode and decode the discourse around them correctly.

Brown (1994: 228) explains that strategic competence, which is the way learners manipulate language in order to meet communicative goals is perhaps the most

important of all the communicative competence elements. Kamiya (2007) described strategic competence is the mastery of verbal and nonverbal communication strategies in SL/FL used when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to enhance the effectiveness of communication (e.g. paraphrasing, how to address others when uncertain of their relative social status, slow speech for rhetorical effect, etc.).
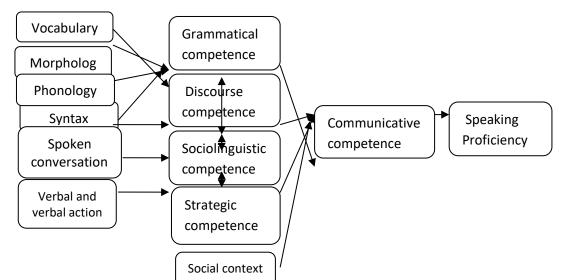
Shumin (1996) developed theoretical framework of communicative competence based on Canale and Swain (1980), in which four communicative competence, grammatical competence, discourse competence, sociolinguistic competence, and strategic competence which are underlying speaking proficiency.

Figure 2. Speaking proficiency and the components of communicative competence (Shumin, 2002:207)

Shumin (1996) obviously shows the framework model in easy manner in which four aspects of communicative competence are underpinning of speaking proficiency. All these competences relation function as the founded theoretical bases of the present writing purpose which focus on developing EFL learners' speaking proficiency. The new following proposed schema clearly portrays the theoretical framework of the present writing which is related to learners' speaking proficiency.

Figure 3. Theoretical framework for English speaking proficiency and the components of communicative competence

In this theoretical framework in which speaking proficiency depends on communicative competence which comprises of four components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence as the factors affecting the learners' abilities underlying speaking proficiency.

CONCLUSION

In this writing the writer has tried to demonstrate the improving of EFL learners' speaking proficiency through speaking activities based on theoretical review. Teaching of speaking to the EFL students is the most important in learning a foreign language especially English. One of the widely accepted instructional method in teaching speaking is CLT, in which this method emphasizes that the goal of language learning is communicative competence. Communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, as abilities underlying speaking proficiency. Description of four components of communicative competences are very clear with intention is to discover the kinds of knowledge and skills that EFL learners need abilities underlying to develop their English speaking proficiency through understanding and applying those communicative competence. Speaking proficiency can be gained by the EFL learners through practice speaking both inside and outside the classroom activities or other places where enable to engage in using spoken English in real life.

In teaching speaking in order more communicative, teacher must be able to use many kinds of speaking activities, such as role play and simulation, information gap, group solving problem, and other speaking activities. Speaking activities can be carried out both inside and outside the classroom depends on speaking goals. Those activities enable the students to engage in interaction in real communication to improve speaking proficiency.

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