

UTILIZING “TIME PIE” TO TEACH SPEAKING OF DAILY ACTIVITIES TO THE EIGHTH GRADERS OF SMP NEGERI 46 SURABAYA

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Abstract

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This research was done to describe how the English teacher implemented “Time Pie” in teaching speaking of Daily Activities to the eighth graders of SMPN 46 Surabaya and to describe the students’ performances toward it. The design of this research is qualitative research. To obtain those kinds of data, the researcher used field notes and video recordings as the research instruments. The result of this study shows that the implementation of “Time Pie” done by the English teacher of SMP Negeri 46 Surabaya ran well. However, he skipped one stage of five stages that the English teacher must follow to teach English speaking to the students. The skipped stage was Responsive stage. It was still fine to skip this stage, because he still did the activity in the Interactive stage. It is similar with responsive stage, but the length and the complexity of this stage is quite harder. Besides, the English teacher of SMP Negeri 46 Surabaya applied “Time Pie” introduced by Rivera one by one. It seemed that the teacher missed one thing, which is he must ask the students to draw a big circle in the middle of a piece of paper and divide it according to the percentage of each activity. It was still fine because the students were still able to read their “Time Pie” and to find out which activity that they spent often and occasionally. While for the students’ speaking performance, the students of SMP Negeri 46 Surabaya are successful speakers. They chose the right vocabularies to transfer their ideas. Through “Time Pie”, the students could practice their oral skill to talk about their Daily Activities. From the students’ speaking performance, it is known that the students were able to use the correct grammatical features, the correct choice of vocabularies and they are fluent in talking about their Daily Activities. Based on the students’ speaking fluency, the students of SMP Negeri 46 Surabaya in class VIII-F can be categorized into three categories. Those are Very Good, Good and Fair category.

INTRODUCTION

Speaking has an important meaning in English teaching learning process. It is so because speaking is one of four basic skills that the students should acquire in learning English, such as listening, reading and writing. Speaking skill is a special language skill. Thornbury (2007) explains that having some knowledge about one language and being able to deliver it in a spoken way is quite different. Learning speaking is not as simple as we learn about grammar and vocabulary (Thornbury, 2007). Speaking is more complex than learning about grammar and vocabulary, with a little concerning to the pronunciation. It involves some knowledge of speaking itself and some other knowledge (Thornbury, 2007). Referring to his explanation, teaching speaking becomes such of an important thing.

The most effective way for the teachers to teach speaking well is by using English verbally in the teaching learning process. Moreover, teachers must also give sufficient opportunities for the students to produce their oral production as many as possible. Harmer (2007) has said in his book that there are three main reasons why students must be drilled to speak English during the English class. Those are: speaking activities give a chance to practice speaking of Daily Activities in a safe context, speaking practices give a feedback for both teachers and students, and the students have to apply this thing more so that they can get an automatic application in their daily lives (Harmer, 2007).

Unfortunately, it has been known that the middle school students in Indonesia find many difficulties to deliver their thoughts. Rather than being active, they prefer to be silent in the whole learning process. It can be worse if the English material is boring. Subsequently, what all teachers have to do is finding a

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suitable material and medium. A medium is a teaching aid that arranges the condition of the students while they are acquiring knowledge, skills and attitudes (Achsinn, 1986). It includes persons, materials, equipments or events.

What has to be considered here is a medium can be applied in the teaching learning process since it is suitable with the material or lesson. The students will be confused if the medium and the material explained are not relevant. Based on this condition, using "Time Pie" is the best choice to teach speaking to the eighth graders. Through "Time Pie", the students can practice their fluency. It is because in the activity, the students will talk about their daily activities.

One thing which is important is to understand "Time Pie" itself. "Time Pie" is a medium that has a function to make the students get involved in practicing their oral skill by talking about their daily activities that are meaningful to them (Rivera, 2006). This medium is primarily introduced by Caroline Rivera in the scientific journal entitled *English Teaching Forum*. Her article is known by *Communicative Activities for Middle School Classrooms*. Rivera has applied "Time Pie" to teach her own students in Mexico.

Moreover, talking about "Time Pie", the previous study conducted by Sharmini Ghanaguru from Malaysia provides the use of "Time Pie" to teach reading (2014). The result of that study shows that the students enjoy the activities very much. They even improve their understanding of the text through this kind of activity. The activity of coloring in this "Time Pie" encourages the students to be able to associate the color with the characters in the story.

Therefore, in this study, the researcher wants to discuss "Time Pie" because this kind of medium is considered as a suitable medium to be used in teaching English speaking to the eighth graders. It is strengthened by the notion that Time Pie is a medium applied in the activity in the teaching of speaking (Rivera, 2006).

Concerning with the background of the study above, the researcher makes two research questions. Those are:

1. How does the teacher implement "Time Pie" in teaching speaking of daily activities to the eighth graders of SMPN 46 Surabaya?
2. How are the students' performances when "Time Pie" is implemented in teaching speaking of daily activities?

RESEARCH METHOD

In order to answer both research questions, the researcher decided to use Qualitative Research as her research design. For further information, the purposes of this study are to observe the implementation of "Time Pie" to teach speaking to the eighth graders at SMP Negeri 46 Surabaya by the English teacher and the eighth graders' performances while "Time Pie" was being implemented. However, the researcher leads the reader to look up and at the same time to study the details achieved through a basic qualitative research.

Ary, et al. (2010) explain that the basic qualitative studies describe the targets to interpret phenomena or processes. In addition, Strauss, et al. (1998) state that this kind of research is done through two ways. Those are interviews and observations. This study deals with only one way, observation. The researcher did some observations to record some information related with the implementation of "Time Pie" in teaching speaking and the students' performances toward the implementation.

Based on the research questions, it is obvious that the subjects of this study are the English teacher of SMP Negeri 46 Surabaya and the eighth graders of SMP Negeri 46 Surabaya. While for the setting of the study, the researcher chose the class of VIII F at SMP Negeri 46 Surabaya which is located at Jalan Bintang Diponggo Kav.874 Surabaya, East Java, Indonesia.

Furthermore, to answer the first research question, the data were from the result of the observation of the utilizing of "Time Pie" done by the English teacher of SMP NEGERI 46 Surabaya. Then the sources of the data are the observation results when "Time Pie" was implemented in the classroom. While for the second research question, the researcher used the students' performance explanations as the data through their speaking activity when "Time Pie" was implemented. The data were obtained from the recording of the students' performances during the implementation of "Time Pie" in the classroom.

In this study, the researcher used qualitative technique to describe the teacher's behavior, the activities of "Time Pie", the actions of the English teacher, and the students' performances when "Time Pie" was implemented in the classroom.

There is one technique used to gain the data in this research. It is observation. This observation was held in four meetings. The first observation was conducted on Friday, 20th of March 2015, the second observation was conducted on Monday, 23rd of March 2015, the third observation was conducted on Friday, 27th of March 2015

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and the last observation was held on Monday, 30th of March 2015.

In order to collect the data that were needed in this study, the researcher chose two instruments. Those are field notes and audio recordings.

Then the researcher analyzed the data through: familiarizing and organizing, coding and reducing, and interpreting and representing (Ary et al., 2010). Those steps are introduced by Donald Ary and his friends (2010).

RESULT OF THE STUDY

Utilizing "Time Pie" in Teaching Speaking of Daily Activities

There are two reasons why speaking is needed to be taught. Those are transactional and interpersonal reasons. Transactional reason shows that speaking is needed to convey information and facilitate exchanges of goods and services (Harmer, 2007). Based on the activities that were done by the English teacher of SMP Negeri 46 Surabaya, he taught the students how to ask something or services from others. From the observation results, the teacher taught his students how to ask something or services from others by modelling them to prepare the students' stuffs, make 14 circles on the pieces of paper, divide the circles, and so on. Besides, the implementation of "Time Pie" that the teacher taught required the students to maintain good relationships among students. It means that the way of the English teacher of SMP Negeri 46 Surabaya has been right.

Furthermore, Harmer has cited that one of the three main factors to get the students speak in the classroom is to practice their speaking in a safe way (Harmer, 2007). From the third meeting, the English teacher required the students to practice speaking in a safe way. The teacher corrected every mistake that the students had made. For example, the teacher corrected mispronunciation of word "usually" /yusuali/ with a correct one, /yusuəli/, or from the pronunciation of word "activity" /ektiviti/ to /ektifiti/ and so on. It means that the teacher's activities were right.

Moreover, from the third and fourth observation, the teacher showed that to teach a language well, it must be started from the modelling stage. In teaching English, it has been known as imitative stage. In this stage, the students are asked to imitate a word, a phrase or a sentence if it is possible (Brown, 2004). In the third meeting, the teacher provided sentences regarding with how to state and ask about Daily Activities to be imitated by the students. Then the teacher asked the students one by one to make their own sentences using Simple Present

Tense. This activity belongs to intensive stage (Reading aloud). The tasks included in this stage are directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks and translation up to the simple sentence level (Brown, 2004). The next stage that the teacher has to do in teaching speaking is responsive stage. Unfortunately, the English teacher of SMPN 46 Surabaya skipped this stage. The researcher had her own opinion about this. She thinks that it was still fine for the English teacher to skip the responsive stage, because he still did the activity in the interactive stage. Interactive stage is similar with responsive stage, but the length and the complexity of the interaction stage is quite harder (Brown, 2004). In the interactive stage, the teacher asked the students to practice their dialogue with their friends. Then the students faced the extensive stage. In this stage, the students get speeches, oral presentations and story-telling for their task (Brown, 2004). Meanwhile, the students of class VIII F had to present their work in front of the class without any texts.

Next, it is needed to compare the implementation of "Time Pie" done by the English teacher of SMP Negeri 46 Surabaya with the implementation of "Time Pie" done by Caroline Rivera who has introduced "Time Pie". The teacher started making "Time Pie" by asking the students to draw 14 circles on the pieces of paper. Then he asked the students to fulfill every "pie slice" with their daily activities in a week. After that, he asked the students to make a table and asked them to convert their "Time Pie" that they had made before into the table. Lastly, the teacher asked the students to present their work in front of the class. It seemed that the teacher missed one thing, which is he must ask the students to draw a big circle in the middle of a piece of paper and divide it according to the percentage of each activity. The researcher thinks that it was fine. The students were still able to read their "Time Pie" and to find out which activity that they spent often and occasionally. All in all, the implementation of "Time Pie" to teach speaking to the eighth graders ran well.

The Students' Speaking Performance of Daily Activities

Referring to the students' speaking performance, the students using "Time Pie" can be called as successful speakers. They chose the right vocabularies to transfer their ideas. Besides, the students' grammatical usage is also acceptable. It makes them able to carry out a conversation in a proper language. It is based on Nunan's statement. Someone is successful in his/her speaking if he/she shows his/her ability to carry out a conversation in a proper language function among people (Nunan, 2004).

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For further information, it is needed to discuss about the function of "Time Pie" itself. Rivera stated that "Time Pie" is used to make the students rehearse their oral skills by talking about activities that are meaningful to them (Rivera, 2006). From the results of the students' performance, it was clear that the students could practice their oral skill to talk about their Daily Activities by using "Time Pie".

Then the five components of speaking skill are considered important to talk about. Those are the accent of the students, the grammatical features that they use, the vocabulary choice, the fluency and the comprehension of the students about ideas (Oller, 1991). From the results of the students' performances, the students were able to use the correct grammatical features, the correct choice of vocabularies and the most important thing is they can practice their fluency in talking about Daily Activities. From the earlier observations, the students were only able to state or ask about their daily activities in one sentence. Then by using "Time Pie", they could tell more about their daily activities.

For the final discussion, it is important to talk about the students' speaking classifications. Based on O'Malley and Pierce's statement (1996), there are four categories of the speaking fluency, such as Very Good, Good, Fair and Poor.

The characteristics of Very Good category are the students who were able to use many kinds of the right vocabularies and expressions, use many kinds of the correct grammatical structures, deliver their words fluently with a little pauses which did not disturb the dialogue, communicate with their speaking partners effectively and build the interactions among speakers, and use correct pronunciations (Malley and Pierce, 1996). From the students' speaking performance transcript, one of the groups which belongs to this category was Group 7. It consists of Reza, Ardiva, Dhio and Handhika. They were able to use all of the characteristics that were explained.

Besides, the characteristics of Good category are the students who were able to use many kinds of vocabularies and expressions but made some mistakes in the word selections, use the right grammatical structures but made some mistakes in it, speak many words but used more pauses than Very Good Group did, communicate effectively and use the right pronunciation with a little mistakes (Malley and Pierce, 1996). One of the groups referred to this category was Group 5. The members of this group were Aulia and Febri. Those students were able to fulfill the criteria of the Good Group.

While for the Fair category, the students were able to use only partial vocabulary, use some kinds of grammatical structures with some common mistakes, speak with some pauses which sometimes disturbed the conversation, try to communicate but sometimes with no appropriate responses, and deliver many pronunciation mistakes (Malley and Pierce, 1996). Based on the students' speaking performances in class VIII-F, the group which belongs to this category was Group 2. The members of this group were Bismo, Aurelio, Ghazy and Ponco. Those students delivered their words as the Fair category characteristics.

For Poor category, O'Malley and Pierce (1996) require some criteria. Those are the students, who could only use the basic vocabulary and basic structures with some errors, deliver words but with many pauses that disturbed the communication, not clearly respond to their speaking partners and deliver many mispronunciations. There were no students of SMP Negeri 46 Surabaya in class VIII-F who could be categorized into Poor Group.

CONCLUSION

By looking at the results and discussions in the previous chapter, the researcher makes two conclusions. Those are:

1. The implementation of "Time Pie" to teach speaking of daily activities to the eighth graders of SMP Negeri 46 Surabaya ran well. The English teacher in this school did all steps in "Time Pie" well. Mostly, the students enjoyed the activity and got involved in the learning process. There are eight steps when "Time Pie" was implemented in the English class.
2. By looking at the students' speaking performances, the students of SMP Negeri 46 Surabaya can be called as successful speakers. Those students were able to choose the right vocabularies to transfer their ideas. Moreover, through "Time Pie", the students could practice their oral skill to talk about their Daily Activities. From the students' speaking performance, it is known that the students were able to use the correct grammatical features, the correct choice of vocabularies and they are fluent in talking about their Daily Activities. By looking at their fluency, the students of SMP Negeri 46 Surabaya in class VIII-F can be categorized into three categories. Those are Very Good, Good and Fair category.

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