

**TEACHING ORAL COMMUNICATION SKILLS:  
A PROPOSAL FOR AN IN-SERVICE TRAINING PROGRAM  
FOR ENGLISH TEACHERS OF SECONDARY SCHOOLS  
IN YOGYAKARTA SPECIAL TERRITORY PROVINCE, INDONESIA**

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**I. INTRODUCTION**

The flow of globalization and advancement in the information and communication world constitute challenges for the Indonesian national education to produce tough and competitive young generations to be able to compete in both the national and international levels (Law number 3 on the National Education System Article 4). In relation to this, it is language that is considered effective to create tough and competitive learners. The reason is that language is a means of achieving various goals and solving various problems in the real life (Vygotsky, 1978, 1986).

It implies that language teaching is not aimed at teaching the knowledge of the language, but teaching the skills of performing various actions with the language as the primary tool to build the social relationship with the surrounding people. This kind of competence is known as communicative competence. According to Celce Murcia, et.al. (1995), communicative competence consists of five sub competences, namely discourse competence, socio-cultural competence, linguistic competence, actional competence, and strategic competence. Responding to this the teaching of English in Indonesia is aimed at developing the learners' ability to communicate in the oral as well as written forms. The ability to communicate in this sense essentially refers to the discourse competence, which is the ability to understand and/or producing oral and written texts of certain literacy levels realized into four language skills, namely listening, speaking, reading, and writing.

In response to this a new curriculum has been designed and named as School-Based Curriculum. Due to this new curriculum, a shift in the English language teaching practices is supposed to occur. This new situation requires English teachers to adapt themselves with it. They have to shift from the conventional teaching practices to text-based teaching practices. Unfortunately, however, this is not as simple and easy as what is expected to happen because many teachers do not find it

easy to adjust themselves with the new approach in terms of the teaching and assessing the language skills. Furthermore, even ironically, the teachers themselves do not possess the required communicative competence. In fact, to be able to impart the competence to their students, they should themselves possess it and should also be competent in the teaching of the language (Bowers, 1987).

Considering the fact outlined above, it is a vital need and an urgent condition to update the competencies of the English teachers. In view of this, they have to get a new training and to gain new insights in English language teaching so that they are able to apply new theories to improve the quality of their classroom teaching practices, especially in the teaching of oral communication skills and also improve their English proficiency to gain better communicative competence.

## **II. DESCRIPTION OF THE PROGRAM**

The training is aimed at helping English teachers in appreciating the importance of developing or teaching oral communication skills for their students. This training is designed for in-service English teachers of secondary schools. In reaching the aim, the materials on the aspects of teaching oral communication skills are presented through different techniques, such as lectures, discussions, role plays, as well as teaching practice. At the end of the training, the participants will be assessed in terms of their knowledge and skill of teaching oral communication skills through writing a lesson plan and performing it in teaching practice.

### **A. Target Audience**

The main target of the training program is the English teachers already in-service in the secondary schools in Yogyakarta Special Territory Province, Indonesia. Thirty in-service teachers of English will participate in this training program. Those teachers are taken from five regencies in this province. Each province has to send six English teachers (two English teachers of junior high schools, two English teachers of senior high schools, and two English teachers of secondary vocational schools). They are all graduates with undergraduate degree in English teaching.

## **B. Trainers**

Qualified trainers who have knowledge in linguistics, especially Applied Linguistics, and English language teaching, especially TEFL, with the practical experience of teaching listening and speaking are recruited from the English Language Education Department of the Faculty of Language and Arts of Yogyakarta State University. They will conduct lectures, discussions, and tutorials. During the training program, all of them will regularly coordinate issues.

## **C. Support Facilities**

Classroom : The classroom is equipped with a whiteboard, separate desks and chairs easily moved for each participant, projector, and LCD.

A Language Lab : The lab should be equipped with up-to-date computers, headphones, a whiteboard, LCD and projector.

Internet connection : Global connection is of essential importance for the success of the training. The participants need to get materials for their teaching.

## **D. Design of the Training Program**

The whole training course will last for four weeks (during the one month school holiday) and is divided into three stages: (1) speaking and listening, (2) teaching oral communication skills, and (3) peer teaching. In the beginning of the training the teachers are given a pre test on their speaking and listening proficiencies as well as their knowledge on teaching oral communication skills. In the end of the training they are also given a post test on the same aspects as those in the pre test.

In the first stage of the training the participants will be engaged in the speaking and listening sessions. In the listening session, listening practices are given through both active listening and selective listening. The listening texts presented are taken from different sources (e.g. conversations, documentaries, songs, narratives, advertisements, speeches, etc) to really expose them to various kinds of spoken language. In the speaking session the participants are put into three different types of speech activities: interactions, transactions, and

performances as proposed by Richards (2009) through different types of speaking tasks. The objective primary objective is to remedy and improve their oral communication skills. This first part of the training is also intended to inspire the participants of the various models of teaching oral communication skills.

The second stage of the training provides the participants with the knowledge of teaching oral communication skills. It is aimed at updating their knowledge of theories, principles and practices in the teaching of oral communication skills.

In the last stage the participants are asked to perform a teaching practice based on the new paradigm. The purpose of this activity is for the participants to really apply all the materials they get in the previous parts into the real situation of teaching oral communication skills. The content of the training program is explained in more details in the following table.

**Table 1 The Outline of the Training Program**

STAGE	CONTENT	OBJECTIVE	TIME	
			WEEK	DAY
I	<b>LISTENING</b>	Participants will be able to improve their listening skill	1	1 – 2
	<b>SPEAKING</b>	Participants will be able to improve their speaking skill	1	3 – 4
II	<b>PRONUNCIATION</b> 1. Speech Organs and Places of Articulation (using IPA phonemic transcription) 2. Segmental Sounds 3. Comparing Sounds and Deciding What to Teach 4. Suprasegmental Sounds (Stress, Rhythm, Intonation) 5. Teaching Pronunciation	Participants will be able to 1. distinguish different sounds in English with a set of symbols for representing sounds 2. compare sounds and decide what sounds to teach 3. be aware of the form and function of suprasegmental features of English 4. understand key principles and practices in teaching pronunciation	1 & 2	5 – 7
	<b>GRAMMAR OF SPEECH</b> 1. Functional Constituents 2. Spoken and Written Language	Participants will be able to be aware of the aspects of spoken discourse which will help them teach oral communication skills	2	8 – 10

3. The Grammar in Speech	more effectively		
<b>PRAGMATICS</b> 1. Important Concepts in Pragmatics (definition speech acts, gambits, etc) 2. Teaching Pragmatics	Participants will be able to 1. be aware of the pragmatic features of English and their use in oral communication 2. understand the production of utterances appropriate to social situations 3. be inspired with the teaching approaches of pragmatics awareness in the classroom	2 & 3	11-13
<b>THE TEACHING OF LISTENING</b> 1. Learner Problems 2. Types of Listening 3. Listening Skills 4. How to Teach Listening	Participants will be able to 1. be aware of and understand listening processes 2. explore the skills and sub skills in the teaching of listening 3. plan and teach listening effectively at different levels of complexity 4. build and adapt engaging and interactive listening materials and activities	3	14-16
<b>THE TEACHING OF SPEAKING</b> 1. Learner Problems 2. Speech Types (Transactions, Interactions, Performances) 3. How to Teach Speaking	Participants will be able to 1. be aware of and understand speaking processes 2. explore the skills and sub skills in the teaching of speaking 3. plan and teach speaking effectively at different levels of complexity 4. build and adapt engaging and interactive speaking materials and activities	3 & 4	17-19
<b>SELECTION &amp; USE OF RESOURCES AND MATERIALS</b> 1. References 2. Textbooks 3. Supplementary Materials and Activities 4. Teaching Media	Participants will be able to 1. select and use resources, textbooks for planning listening and speaking lessons 2. select and use supplementary materials and activities for teaching oral communication skills 3. select and use interesting and useful media for teaching oral	4	20

		communication skills		
	<b>LESSON PLANNING</b> (Listening & Speaking Lessons) 1. Basic Concepts in Making a Lesson Plan 2. Components of a Lesson Plan 3. Models of Lesson Plans 4. Steps in Making a Lesson Plan	Participants will be able to understand the important concepts and steps of making a lesson plan for teaching oral communication skills	4	21
	<b>MANAGING TEACHING &amp; LEARNING PROCESS</b> 1. Teacher's Physical Performance (proximity, voice, gestures/body movement, teacher and student relationship, etc) 2. Seating Arrangement 3. Grouping 4. Classroom English	Participants will be aware of and understand the importance of effective classroom management for the success of teaching oral communication skills	4	22
III	<b>TEACHING PRACTICE</b>	Participants will be able to apply what they have learned in the training program in the form of teaching practice.	4	23-24

Some additional explanations of the table are provided below.

- The training is scheduled from 8 am to 4 pm. (1 hour break in between the morning sessions and afternoon sessions)
- Each session lasts for 60 minutes from Monday to Saturday (7 sessions a day)
- Participants are required to attend all sessions.

### **E. Activities**

As the training program involves theories and applications, the training materials will be presented in various activities: lectures, discussions, participants' presentation, video presentation, demonstration, observation and analytical report, workshops, and teaching practice

## **F. Evaluation**

Evaluation helps to assess the participants' needs are being served. Two types of evaluation, assessment of the participants and evaluation of the training program will be carried out.

The evaluation serves the following objectives:

- To know whether the training program meets the intended objectives and the trainees' needs,
- To find out whether the trainees' skills in teaching oral communication skills have been improved so that they can teach listening and speaking skills effectively in secondary schools,
- To find out the strengths and weaknesses of the training program, and
- To get feedback from the trainees to conduct a better training program for innovating the English teaching practices of oral communication skills.

### **1. Participant Assessment**

Three types of post test will be conducted.

- A written test on the knowledge on the knowledge of teaching oral communication skills will be given in the end of the training.
- The participants are also required to take an oral test to find out whether their own oral communication skills have been improved.
- Micro teaching will be also be conducted by the participants (They also have to prepare a lesson plan)

### **2. Training Evaluation**

This evaluation is potentially the most valuable because the participants judge how well the training is conducted in preparing them for the target situation in which they are working. The information will be summarized in the form of evaluation report and is expected to provide the basis for further discussion and decision making. The evaluation includes test results, questionnaires, interviews, and informal means.

### **III. OBJECTIVES/SCOPE AND LIMITATIONS**

#### **A. OBJECTIVES/SCOPES**

1. provide teachers with language improvement materials to develop and/or improve their oral communication skills;
2. update knowledge of theories, principles, and practices in the teaching of oral communication skills;
3. equip teachers with the abilities to be aware of and to cope with the problems rising in the teaching of oral communication skills;
4. introduce the aspects of grammatical discourse and different kinds of pragmatic features of oral communication in oral texts; and
5. develop lessons in teaching different listening and speaking skills

#### **B. LIMITATIONS**

Due to constraints of time and budget, this training is designed for only in-service English teachers of secondary schools. The course content only covers the teaching of oral communication skills. Thus, this training does not provide the participants with the materials on the teaching of written skills (reading and writing skills).

### **IV. IMPLICATIONS**

In line with what has been discussed above, the following are the implications of the training program.

1. The implementation of this training program requires the Regional Education Office to provide funds for the success of achieving the goals of realizing secondary school graduates with sufficient oral communication skills. It is also hoped that in the coming years more teachers will be trained for the same training program. Therefore, a strong commitment from the government is highly appreciated.
2. Since the training program lasts for four weeks with a lot of new insights, strong motivation and positive attitude is highly expected from all participants. Without these, no significant changes in the teaching practices of oral communication skills will take place.



3. As changing from the old (conventional) practices of teaching oral communication skills is presumably not a quick process, further supervision and evaluation must still be provided for the participants in the form of observation, lesson study, or reports.
4. The important aspects of oral communication skills such as pronunciation, pragmatics, and also the grammar of speech must always be highlighted by the trainers throughout the training program to really raise the participants' awareness and understanding of teaching oral communication skills.
5. It also implies that the teachers are challenged to always explore any available references to help them teach oral communication skills creatively and innovatively.

## **V. SUMMARY**

The purpose of this project is to improve the quality of the teaching of oral communication skills for secondary school teachers of English in the province of Yogyakarta Special Territory. The main focus is on the helping the teachers in appreciating the importance of developing oral communication skills for their students.

Stage I of the training program provides the teachers with the opportunities to improve their own oral communication skills. Stage II updates the teachers' knowledge of theories, principles and practices in the teaching of oral communication skills. Stage III challenges the teachers to really apply the theoretical and pedagogical competence of teaching listening and speaking into the real teaching practice.

It is expected that in the end of the training program the teachers will be inspired to move one step ahead towards the best practices in teaching oral communication skills.

## VI. BIBLIOGRAPHY

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