

# LEARNING OF SPEAKING SKILLS IN BEGINNER LEVELS IN TEXT OF INDONESIAN LANGUAGE MATERIALS FOR FOREIGN STUDENT (BIPA) IN STKIP PGRI SUMATERA BARAT

**Refa Lina Tiawati R.**

*Prodi Pendidikan Bahasa dan Sastra Indonesia  
STKIP PGRI Sumatera Barat  
E-mail: refalina.2012@gmail.com*

**Abstract:** Subjects BIPA teaching materials require student skills to make BIPA learning materials (material) as creative as possible, where the BIPA learning material created must adjust to the level of material difficulty of BIPA learners. The material created is adjusted to the level of BIPA learning. The material drawn must pay attention to the gradation of the difficulty, the material must be arranged from easy to difficult and concrete to the abstract. Material that does not vary will regulate saturation. Variations are done well in the selection of game types and theme choices. This study aims to describe learning by using words at the user level on the text of BIPA Teaching Materials by students of STKIP PGRI Sumatera Barat. This study uses descriptive qualitative method, using the method of triangulation, which is comparing and or matching data obtained from teaching material documents, and the application of BIPA material by students of Indonesian language and literature education program at STKIP PGRI Sumatra Barat who are taking BIPA elective courses. From the results of the study, 1. The speaking skills used by students of STKIP PGRI Sumatra Barat still do not vary in terms of technique, 2. The skills in the text of BIPA teaching materials can still be re-displayed and see.

**Keywords:** *Speaking skills, Beginner Level, BIPA*

There are several reasons behind this research, namely the problems encountered in teaching BIPA Teaching Materials courses. First, the subject matter of BIPA teaching materials requires students' skills to create / develop teaching materials / BIPA learning materials as creatively as possible, where the BIPA learning materials made must adjust to the level of material difficulty of BIPA learners. The material compiled must pay attention to the gradation of difficulty, the material must be arranged from easy to difficult and concrete to abstract. Material that does not vary will cause saturation. Variations are made both on the selection of skill types and choice of themes. An example of learning speaking skills, the teacher does not only train learners in dialogue. Other types of speech must be given gradually. The theme of the conversation also varies according to the needs of the learner. In addition, what must be considered in writing BIPA material is the integration of material. Language learning refers to learning four language skills: listening, speaking, reading, writing and culture. Because, BIPA is a learning program for Indonesian language skills (listening, speaking, reading, and writing) for foreign speakers.

In addition, good teaching material according to Breen and Candlin is material that is beneficial for learners. The characteristics of good material contain the following things.

1. According to purpose (instructional, curricular, etc.)
2. There are tasks that students do
3. Pay attention to students' interests
4. Pay attention to the development of communication activities
5. Pay attention to students' learning and concepts about language
6. Contains flexibility in making choices
7. Obviously what has been and will be learned
8. Pay attention to how to serve
9. Using other learning resources in the classroom
10. Describe the teaching-learning situation in the classroom, and
11. Contains evaluation of procedures and content of the lesson.

Secondly, based on observations in the class of BIPA teaching materials that the teaching researchers showed, there were difficulties in students making BIPA learning materials according to the characteristics of good BIPA material. Because of the lack of inspiration / ideas in writing.

Third, there is a sense of compulsion from students to complete the task of BIPA teaching materials, which are group assignments.

Based on the above problems, BIPA instructors must be able to teach Indonesian with a variety of learning techniques for all four language skills, especially speaking skills which is the second skill after listening which must be understood by the learners themselves. Language while through learning the learner will get information through speech or voice he hears from the teacher or his interlocutor.

For this reason, according to Iskandarwasih and Sunendar (287: 2009) the learning techniques of speaking skills for beginners that can be used are: 1. Repeat, 2. Look at the words, 3. Word card games, 4. Interviews, 5. Memory games, 6 Storytelling pictures, 7. Biography, 8. Class management, 9. Role playing, 10. Phone games, 11. Alphabet games.

The purpose of learning speaking skills at the beginner level to

1. Reciting the sounds of language
2. Deliver information
3. Express agree and disagree
4. Explain your identity
5. Retelling the results of the reading or reading
6. Express expressions of respect
7. Role play

### **BIPA Materials**

BIPA learning material is essentially a tool used to teach BIPA students who are directly used as learning material to achieve the learning objectives that have been set. In simple terms, learning material can be interpreted as the material used for learning and which helps the achievement of learning objectives, where students are required to do something about it with certain types of behavior. The language material developed in BIPA learning is based on the level of the learner's Indonesian language skills. For beginners, language material is given, including greeting words, simple daily expressions, simple sentences, active sentences, passive sentences, negative sentences, prepositions, question words, number words, and affixation (me(N)-, me(N)-kan, me(N)-i, se-nya, di-, di-kan, di-i, ber-, ter-, dan pe(N)-).

For the middle level, language material is given, including expressions in Indonesian, complex sentences, active sentences, passive sentences, negative sentences, transitive and intransitive sentences, prepositions, question sentences, and affixation afiksasi (me(N)-, me(N)-kan, me(N)-i, se-nya, di-, di-kan, di-i, ber-, ter-, dan pe(N)-, pe(N)-an, per-an, ber-an, memper-kan, member-kan.). As for the advanced level, the material presented is basically the same as the material for the intermediate level, only the complexity level is different.

For the advanced level, the emphasis is more on analytical understanding of language material. To the students, in addition to being given the materials, many were also given analytical materials, namely analyzing the wrong sentences and justifying them and changing sentence patterns without changing their meaning. Listening and speaking materials are developed using dialogue material, ranging from very simple dialogues (eg greetings) to very complex and formal dialogues (for example: seminars). The dialogue material is in the practice of learning as well as being used for listening learning material. Thus the listening and speaking learning material is packaged in one material form.

### **BIPA Teaching Material Learning Objectives**

The student's goal of the BIPA teaching material course is to be able to know and create / write BIPA teaching materials according to the needs of the BIPA learner. Material for students who learn Indonesian with the aim only for students who want to study, work, or become researchers in Indonesia. The level of difficulty of the material for BIPA students at the basic level will be different from the material for middle and advanced level. Material that is too difficult or too easy will affect BIPA students. Thus, students in the subject matter of BIPA teaching materials

can organize BIPA teaching materials / materials by paying attention to the difficulty gradient. Material must be arranged from easy to difficult and concrete to abstract. Therefore, there are several things that must be considered in the development of BIPA material by students:

- a. The aim of BIPA students to learn Indonesian
- b. Gradation of material difficulties
- c. Material context
- d. Material integration (language, language and culture)

### **Types of Speaking Skills in the Development of BIPA Teaching Materials**

Before talking about how to develop speaking material for BIPA students, the following types of speaking will be discussed first. There are five bases that can be used in classifying types of speech. The five foundations are the situation, objectives, methods, delivery, number of listeners, and special events.

#### **a. Situation**

Based on the situation, speaking can be classified or speak in informal and formal situations. In informal situations, the speaker must speak informally. Conversely, in a formal situation the speaker is required to speak formally too. Informal speaking activities are mostly carried out in everyday human life. This activity needs to be done because humans are social beings. Types of (informal) speaking activities include: exchanging experiences, conversations in the family, phone calls with friends, announcements and giving instructions in informal situations (Logan et al., 1972: 116). While the types of formal speaking activities include the following activities: lecture, planning and assessment / audit, interviews, parliamentary discussions (Logan et al., 1972: 116).

#### **b. Purpose**

In general, the purpose of people talking is to entertain, inform, stimulate, convince, or move their listeners. In line with the purpose of the speaker above we can also classify speech into five types, namely: 1) Speaking entertaining, 2) Speaking informing, 3) Speaking stimulating, 4) Speaking convincingly, and 5) Speaking moving.

Of the five types of skills above, there are differences based on verbal. The first type of course acts to please the listener's heart. For example jokes, humor telling stories, etc. The second type of instruction conveys information. Speakers of efforts to get vocabulary and sentences that can be accessed by Berlin listeners can be well received. In such a type, talk is nuanced seriously, sometimes as stiff. The speaker is higher than the listener. This status can be influenced by authority, knowledge, experience, position, or spread beyond the listener. In talking to stimulate, talk trying to enthusiasm of the listener, listeners who work more diligently, do good, behave more politely, learn more continuously. Talks are usually based on a sense of compassion, need, willingness, hope, and inspiration of the listener.

#### **c. Delivery Method**

Based on the way of delivery, speaking can be classified into four groups: Submission suddenly, Submission based on small notes, Submission based on memorization, and Submission based on the text.

The four ways of conveying also lead to four speaking activities: Speaking abruptly, speaking based on small notes, speaking based on rote, and speaking based on script. Sudden talk occurs because someone without prior planning must speak in public. This can occur because of the demands of the situation. For example, because the speaker who had been planned was unable to appear, he was forced to find a replacement. Or in a meeting someone is asked to suddenly give a speech, farewell speech, and so on. In this situation the speaker must use his experience for the organization of the conversation. A number of speakers use small notes on the card, usually in the form of important points for speaking. Based on the note the speaker told a lengthy story about something. This method is what is meant by speaking based on small notes. How to speak like that can succeed if the speaker has prepared and mastered the content of the conversation in depth before appearing in public.

Speaking based on manuscripts carried out in a situation that according to certainty, is official, and concerns the public interest, for example: news announcer on TVRI or RRI, official speech of the president in a meeting with the DPR / MPR.

### **Number of listeners**

Oral communication always involves two parties, namely listeners and speakers. The number of participants who function as listeners in oral communication can vary for example one person, several people (small groups), and many people (large groups). Based on the number of listeners, speaking can be divided into three types, namely:

- 1) Speak interpersonally,
- 2) Speak in small groups, and
- 3) Speak in large groups.

### **Special Event**

In everyday life, humans often face various activities. Some of these activities are categorized as special, special, or specific events. Examples of special activities are birthdays, farewells, introductions, gifts. The event can take place in all places such as at home, in the office, in the meeting hall and so on. In each of the special events mentioned above, certain ceremonies are made in the form of short speeches or speeches such as welcome speeches, congratulations on successes, all the way, congratulations on getting acquainted and so on. Based on these special events, speaking or speech can be classified into six types, namely: (Logan et al., 1972: 127-129) Speech presentations, Welcoming speeches, Speeches, Farewells, Supper speeches (dinner), Introducing Speeches, and Speech nominations (favor).

### **Conclusion**

Based on the description above, it can be concluded that speaking skills are needed in life. BIPA lecturers must be able to choose the right type of speech to be given to BIPA students at the elementary, middle, and advanced levels.

In addition, the choice of material of course must be oriented to the needs and benefits for BIPA students. BIPA students who will study in Indonesia will certainly need a variety of speaking skills from easy to difficult such as presentation skills in public. For students who will only live in Indonesia but do not study or do not work like housewives may not need speaking skills as difficult as the first case.

### **Reference**

- Burmeister, Lou .1998 *Reading strategies for middle and secondary school teachers*. Massachusetts Addison-Wesley Publishing Company
- Frecman, Dvid.E. & Freeman, Yvonne,S.(1994). *Acces to second language acquisition*. Heinemann,NH
- Gooman, Kenneth (1998). *Reading in Bilingual Classroom:Literacy and biliteracy*. Nasional Clearinghouse for bilingual education, rosslyn,NA.
- Goodman, Yetta, M, Watson. Doroty,J., &Burke, Carolyn, L.(1996). *Reading stategeis: focus on comprehension*. Richard C. Owen publishers, Inc., Katonah. New York
- Hall, Nigel (1987). *The emergence of literacy*. Heinemann, Postsmouth.
- Hamid,Fud Abdul. 1987. *Proses belajar manager bahasa*. Jakarta: Dirjen Dikti
- Iskandarwassid dan sunendar dadang (2009). *Strategi Pembelajaran Bahasa*. Bandung: Remaja Rosdakarya
- Keraf, Gorys. (1989). *Komposisi*. Flores: Nusa Indah.
- Larsen-freeman & Long. Michaek (1991). *An Introduction to second language acquisition research*. Longman, New York
- Logan, L.H. 1972. *Creative Communication*. Toronto: Macgraw-hill Ryerson Ltd.
- Mardjono, Sartinah.1983. *prinsip-prinsip pengajaran bahasa dan satra*. Jakarta: Depdikbud
- Pranowo.1996. *analisis pengajaran bahasa*. Jakarta: Gajah Mada University.
- Riasa, Nyoman dan Danise finney.2001. *prosiding KIPBIPA IV*. Jakarta: Pusat Bahasa
- Reutzel. D. Ray (1996). *Developing literacy: A Whole child View*. Scholastic Inc.
- Setiadi, Riswanda. 1999. "pengajaran Baca Tulis permulaan untuk penutur asing"(makalah KIPBIPA III) Bandung.IKIP Bandung.
- Tarigan, Henry Guntur. 1979. *Membaca sebagai suatu keterampilan berbahasa*. Bandung:Angkasa