INOVASI PENDIDIKAN

Jurnal Pendidikan

RAGAM BAHASA LISAN PEDAGANG KAKI LIMA DI PASAR RAYA KOTA PADANG
Elan Halid

GAYA BAHASA MEMINTA IZIN MELALUI SMS MAHASISWA UMMY SOLOK
Mike Amelia

PENDEKATAN PROBLEM SOLVING DENGAN BEBERAPA METODE UNTUK MENINGKATKAN HASIL BELAJAR
Ulva Rahmi

PENERAPAN TEKNIK PROBLEM BASED LEARNING BERBASIS MEDIA GAMBAR
Dwi Muthia Chan dan Legi Efrita

THE USING WORD FORMATION TYPES ON ESSAY WRITING
Mezia Kemala sari

FAKTOR-FAKTOR YANG MEMPENGARUHI HASIL BELAJAR EKONOMI
Ripho Delzy Perkasa

PENGGUNAAN KALIMAT EFEKTIF PADA TUBUH SURAT DINAS
Mimi Sri Irfadila

PENGARUH MOTIVASI KERJA TERHADAP DISIPLIN KERJA GURU EKONOMI KABUPATEN SOLOK
Desi Armi Eka Putri

PENGARUH MODEL PEMBELAJARAN ELABORASI TERHADAP HASIL BELAJAR MATEMATIKA
Ergusni

ANALISIS KEBUTUHAN PENGEMBANGAN E-LEARNING PADA MATA KULIAH METODE PENELITIAN
Afrahamiryano, Dewi Ariani, dan Nona Perta

PENINGKATAN MOTIVASI SISWA MELALUI COOPERATIVE INTEGRATED AND COMPOTITION
Erina Khairi

UPAYA MENINGKATKAN MOTIVASI DAN HASIL BELAJAR MATEMATIKA MELALUI LEARNING CONTRACT
Suferizal

UPAYA PENINGKATAN AKTIVITAS DAN HASIL BELAJAR MATEMATIKA MELALUI SYNERGETIC TEACHING
Febrida

PENINGKATAN AKTIVITAS BELAJAR FISIKA MELALUI OHP OVERLAY TRANSPARASI
Desdhliana

PENINGKATAN AKTIVITAS BELAJAR IPS DENGAN METODE TANYA JAWAB
Aswardi

HUBUNGAN KEPEMIMPINAN KEPALA SEKOLAH DENGAN SIKAP GURU TERHADAP PROFESIONALITAS GURU
Emilda

SEMIOTIKA IKLAN SEPEDA MOTOR HONDA DALAM KORAN PADANG EKSPRES
Nila Mayasari

KEMAMPUAN MENULIS CERITA FABEL BERBANTUAN MEDIA AUDIO VISUAL
Megasari Martin

PRAKTIKALISASI MULTIMEDIA PEMBELAJARAN TUTORIAL INTERAKTIF
Prima Yudhi

HUBUNGAN PENGUASAAN GRAFIK FUNGSI DENGAN HASIL BELAJAR MATEMATIKA
Iltavia

LANGUAGE LEARNING STRATEGIES IN SPEAKING SKILL AS AN INTRODUCTION BASED COMPETENCE LEARNING-CENTERED TECHNIUE
Beniario

UNSUR INTRINSIK KUMPULAN CERPEN REMAJA *MISS LATE* KARYA SISWA MA KM MUHAMMADIYAH
Laila Fitri

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Universitas Muhammadiyah Sumatera Barat

INOVASI PENDIDIKAN

DAFTAR ISI

Vol. I. No. 15, Maret 2016

RAGAM BAHASA LISAN PEDAGANG KAKI LIMA DI PASAR RAYA KOTA PADANG
Elan Halid 1

GAYA BAHASA MAHASISWA MEMINTA IZIN MELALUI SMS DAN RESPON DOSEN PADA MAHASISWA BAHASA INGGRIS UMMY SOLOK
Mike Amelia 10

PENERAPAN PENDEKATAN *PROBLEM SOLVING* DENGAN BEBERAPA METODE UNTUK MENINGKATKAN HASIL BELAJAR
Ulva Rahmi 20

PENERAPAN TEKNIK *PROBLEM BASED LEARNING* BERBASIS MEDIA GAMBAR TERHADAP KETERAMPILAN MENULIS CERPEN SISWA KELAS V SDN 24 JATI KOTA PADANG
Dwi Muthia Chan dan Legi Efrita 30

THE USING WORD FORMATION TYPES ON ESSAY WRITING BY SECOND YEAR STUDENT AT EDUCATIONAL ENGLISH DEPARTEMENT IN FKIP PADANGPANJANG
Mezia Kemala Sari. 47

FAKTOR-FAKTOR YANG MEMPENGARUHI HASIL BELAJAR EKONOMI SISWA DI SMA NEGERI 1 LUBUK ALUNG
Pipho Delzy Perkasa. 55

PENGGUNAAN KALIMAT EFEKTIF PADA TUBUH SURAT DINAS DI KANTOR WALI NAGARI KATIALO KECAMATAN X KOTO DI ATAS
Mimi Sri Irfadila 66

PENGARUH MOTIVASI KERJA TERHADAP DISIPLIN KERJA GURU EKONOMI SMA NEGERI DI KABUPATEN SOLOK
Desi Armi Eka Putri 76

PENGARUH MODEL PEMBELAJARAN ELABORASI TERHADAP HASIL BELAJAR MATEMATIKA SISWA KELAS X SMAN 1 X KOTO KABUPATEN TANAH DATAR
Ergusni 86

ANALISIS KEBUTUHAN PENGEMBANGAN *E-LEARNING* PADA MATA KULIAH METODE PENELITIAN DI FKIP UMMY SOLOK
Affrahamiryano, Dewi Ariani, dan Nona Perta 96

PENINGKATAN MOTIVASI SISWA MELALUI COOPERATIVE INTEGRATED AND COMPOTITION PADA PEMBELAJARAN MENULIS BAHASA INGGRIS DI SMPN 4 BUKITTINGI
Erina Khairi 102

UPAYA MENINGKATKAN MOTIVASI DAN HASIL BELAJAR MATEMATIKA MELALUI *LEARNING CONTRACT* SISWA KELAS VIII SMPN 4 BUKITTINGGI
Suferizal 110

UPAYA PENINGKATAN AKTIVITAS DAN HASIL BELAJAR MATEMATIKA MELAUI PENERAPAN STRATEGI *SYNERGETIC TEACHING* SISWA KELAS IX SMPN 4 BUKITTINGI
Febrida 123

PENINGKATAN AKTIVITAS BELAJAR FISIKA MELALUI OHP DENGAN OVERLAY TRANSPARANSI DI KELAS IX C SMPN 4 BUKITTING
Desdahliana 134

PENINGKATAN AKTIVITAS BELAJAR IPS DENGAN METODE TANYA JAWAB DI KELAS VII A SMPN 4 BUKITTINGI
Aswardi 145

UNIVERSITAS MUHAMMADIYAH SUMATERA BARAT

HUBUNGAN KEPEMIMPINAN KEPALA SEKOLAH DENGAN SIKAP GURU TERHADAP KOMPETENSI PROFESIONAL GURU PADA MTsN PASIR LAWAS
Emilda 156

SEMIOTIKA IKLAN SEPEDA MOTOR MEREK HONDA DALAM HARIAN *PADANG EKSPRES*
Nila Mayasari 167

KEMAMPUAN MENULIS CERITA FABEL BERBANTUAN MEDIA AUDIO VISUAL SISWA KELAS VIII SMPN 2 BUKITTINGI
Megasari Martin 178

PRAKTIKALISASI MULTIMEDIA PEMBELAJARAN TUTORIAL INTERAKTIF DALAM PEMBELAJARAN MATEMATIKA KELAS VIII SMPN 1 PADANGPANJANG
Prima Yudhi 187

HUBUNGAN PENGUASAAN GRAFIK FUNGSI DENGAN HASIL BELAJAR MATEMATIKA PADA POKOK BAHASAN INTEGRAL DI SMAN 25 JAKARTA
Iltavia 195

LANGUAGE LEARNING STRATEGIES IN SPEAKING SKILL AS AN INSTRUCTION BASED COMPETENCE LEARNING-CENTERED TECHNIQUE
Beniario 205

UNSUR INTRINSIK KUMPULAN CERPEN REMAJA *MISS LATE* KARYA SISWA MA KM MUHAMMADIYAH PADANGPANJANG
Laila Fitri 212

UNIVERSITAS MUHAMMADIYAH SUMATERA BARAT

LANGUAGE LEARNING STRATEGIES IN SPEAKING SKILL AS AN INSTRUCTION BASED COMPETENCE LEARNER-CENTERED TECHNIQUE

Beniario
Dosen Pendidikan Bahasa Inggris FKIP-UMSB
beni.ario88@gmail.com

Abstrak

Strategi belajar bahasa pada kemampuan berbicara, didasarkan pada pembelajaran yang berpusat pada siswa *instruction. based competence* Artikel ini didasarkan pada ketidakmampuan siswa dalam berbicara bahasa inggris di sekolah, disebabkan kurangnya kesempatan untuk berbicara dalam bahasa Inggris. Penerapan instruction based competence adalah salah satu peluang untuk memberikan kesempatan untuk bebicara berdasarkan kebutuhan dan gaya belajar sehingga dapat menumbuhkan nilai-nilai tanggungjawab, percaya diri dan membiasakan dalam berbicara bahasa Inggris, baik di dalam kelas maupun di luar kelas.

Keywords: Learning strategies, instruction based competence, learner-centered

INTRODUCTION

Speaking is one of language skills that must be mastered by the students informal or formal schools. It affects on the other skills in such; listening, reading, and writing, these skills strongly support to speaking skill . Being able to speak English well, a learner has to know about language components such; grammar, pronunciation, structure, and vocabulary. In the other hand, if they don't know the language components above, they will not be able to speak English fluently and correctly.

Based on curriculum 2006 (school based curriculum) for junior high school, in term of speaking, students are expected to be able to pronounce the word , and create the sentences correctly in order to be able to communicate in English. That's way, English become as a compulsory subject being taught for all level, started from elementary to university with different need in every school.

Dealing with this, O'Malley & Pierce. (1996: 59) Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. When someone understands the meaning of communicating then the listener responds it directly what the speaker said, that is communication and the goals of communication.

Relating to the curriculum in junior high school, the goal of learning speaking skill is to communicate each others to express and share their ideas spontaneously. In fact, a great number of students do not have well capability to speak in English. There are many factors influence this condition namely; lack of vocabularies, lack of grammar mastery, and worry about mistake and also students' strategies in mastering the language.

Besides, it can be seen in speaking activities, the students cannot express their ideas in English. They do not know what to say although they have ideas in their mind, so they are not willing to ask and answer the questions during classroom teaching process.

Based on the observation, the other problems is a teacher sometimes does not facilitate the students to speak, teacher takes more time to speak rather than students, and he does not involve the students to design planning, practicing, and evaluating to attract students' responsibility, attention and motivation. However, someone will do willingly when he/she knows what he/she should do to improve his or her speaking skills. That's why most of the students cannot speak English

Based on the problems above, learner-centered instruction technique is to solve the problems. The advantages why uses learner-centered instruction technique are such as; to build their responsibilities of English, to develop their mental, emotional, to help develop skill in oral communication, to develop social skills, to give a chance to speak English, to develop self-confidence, and teamwork to achieve a specific purpose.

English learning through learner-centered instructional technique as a competence based learning strategies must have their own strategies. What strategies do the teachers use in learning and teaching process?. This research will answer the questions by formulating the problems. (1) How to motivate the students in learning speaking process?, (2) how to build their sense of responsibility?, and (3) how to implement learner-centered instructional as a competence based learning strategies.

In addition, the purpose of this research is to encourage the English teachers or lecturers to view their teaching, not only from their teaching methods but also from their students learning strategies and help the students realize their strategies in their studies. The result of the comparison may help them to choose and apply the learning English through learner-centered instructional technique as a competence based - learning strategies that work for them. They decide to replace their ineffective learning strategies with the effective ones.

The Concept of Language Learning Strategies in Speaking Skill as an Instructional Competence Based Learner-Centered Technique

Learning English in speaking skill through learner-centered instructional technique as a competence based - learning strategies, in this research, are defined as the technique or devices used by the learners to acquire the language successfully.

Brown (2001: 46) explains that

> "Learning centered is terms apply to curricula as well as to specific techniques. It can be contrasted with teacher-centered, and has received various recent interpretations. Learners-centered instruction includes:
> 1. Techniques that focus on or account for learners' need, styles, and goals.
> 2. Techniques that give some control to the student (group work or strategy training, for example). Curricula include the construction and input of

students and do not presuppose objectives in advance.
3. Technique that allow for students creativity and innovation.
4. Technique that enhance a students' sense of competence and self-work".

Then, Chamot, et al (1999: 53) state

"Learner-centered instructional is an environment that creates and fosters independent students who are aware of their learning process and who, through this awareness, are able to take control of their learning. A learner-centered classroom must initially be created by the teacher and then accepted by students. It does not occur automatically, but rather must be worked at so that all participants support the environment and are supported by the environment."

Next, Nunan & Lamb. (1996:156) defines that learner-centered is self-instruction is a neutral term referring generally to situation in which learners are working without the direct control of the teacher.

The last, Bennie (1977: 21) expresses that

"Learning centers are based on the philosophy that the individual pupils is capable of assuming responsibility for much of his or her own learning. They are based, also on (1) the understanding that children learn in different ways and varying rates, and (2) the belief that it is incumbent upon educators to provide for these differences. It has some characteristics in learning process such as; the abilities as initiative, self-direction in learning, independence, a sense of responsibility, problem-solving techniques, and inquiry, research, and self-evaluation".

The theories above can be concluded, learner-centered is a technique language learning strategy that is based on students' need and style. The most important one is to learn students how to study, a teacher has function to facilitate the success of learning process, to create the environment that support to the learner in learning language strategies, and teacher and help a student when getting a problem.

In language learning strategies in applying learner-centered technique there are several main elements to make a learner success in learning English they are: first, they study independently; a learner studies wherever, whenever she or he stays she or studies based on the language target. Second, responsibility, from the language target that has determined a learner must be responsible to the success of the language. The last one is self-evaluation; she or he must evaluate his or her self toward the language that has studied.

From the strategies known to each of students, it makes them can practice their English especially in speaking, because they sense appreciated in determining their success. And also, it makes them responsible to do something entirely. In addition, they can build their knowledge directly about learning English, so after learning they can do what they have done in the learning process.

Then, the instructional technique on learner-centered will build their competence such as; socio competence, discourse competence, grammatical competence in teaching and learning process. The competence is a target in a good language learner strategies, it can be used as long as their lives, and also it related with curriculum and students' need, or style.

The Developing of Language Learning Strategies in Speaking Skill as an Instructional Competence Based Learner-Centered Technique.

Developing language learner-centered as an instructional competence based learning strategies is highly required in order to be successful in competence based - learning strategies, in improving speaking skills. As a learner this strategy is most important for increasing speaking skill applied in their lives. In applying learner-centered during learning process there are some categories to be guidance, as follow:

According to Bennie (1977: 24)

There are several characteristics about learner-centered instructional technique they are:

1. Instrumental skills of reading, writing, speaking, listening, visual literacy, and mathematics.
2. Productive-thinking and problem-solving skills (analytic thinking skills).
3. Creative and expressive behavior.
4. Social interaction skills.
5. Self-process skill of self-exploration, self-evaluation, self-conception, values clarification, and those information processing skills required for the individual to relate himself or herself to the world of work and play.

Sanjaya (2006: 137) Explains that

> "The successful of applying learner-centered instructional technique, can be seen from the more students involved in applying learning teaching process, the more succeed of the learning centered principles such as; planning, practicing, and evaluation."

Firstly, planning there is an involvement of the students to formula the instructional goals which is appropriate in students' need, ability, experience, and motivation that they had as a consideration to determine instructional activity. There is an involvement of the students in determining lesson plan, There is an involvement of the students in determining and to choose sources of instruction which is needed, There is as involvement of the students in determining and to choose the instructional media that will be used.

Next, practicing is to involve the students whether physically, mental, emotional nor intellectual in every instructional process. It can be seen from the

high attention, and also their motivation in doing the every assessment given and limited time, the students learn directly. Concept and principle are given to the real experience such as; tasting, touching, operating, doing by himself or herself, it can enrich their experience, build the form of work together and interaction in the group, a desire of the students to create the atmosphere of conducive instruction. The students can look for and use the sources provided that are considered as the instructional goal, there is an involvement in doing feedback such as; answer, ask questions, to solve the problems given or appeared during the instructional process started, Happened the multi-instruction side, among the students and the students nor students and teacher, the more interaction involved by the students into learning process. it will be successful technique applied by the teacher in learning process.

The last one is evaluation, in speaking strategies self-evaluation carried out in this technique toward the instructional result done during the classroom process in order to give a chance to develop their selves independently, in such doing a test in the school and assignment held at home, The willingness of the students to set of report whether in written form or oral form about the instructional achievement become on of factors to the successful techniques to apply instruction based competence in speaking skill.

> Furthermore, Sudjana (2001: 37) states that learner-centered is instructional strategies which focuses on students, the activity of learning teaching which is given a chance as the whole as to students, and they are involved in planning, acting, and evaluation. And also, Hamalik: (2001: 204) emphasizes that learning center is the whole of methods, and procedures which is emphasized on the learner in the learning and teaching process to achieve a specific purpose.

In developing learner-centered instructional technique as a competence-based learning strategies with involving; planning, practicing, and evaluating in helping the students to improve speaking ability. The students are involved in the planning, practicing, and evaluating in order to encourage or motivate them in the learning and teaching process. When a teacher knows what a student' s need, so it makes easy in the instructional. when the students give mandate in determining the purpose of instructional, and indirectly they will have responsibility in the instructional. That is most suitable proverb saying; *give a man some fish he may live for days, and teach a man how to fish and he will live a lifetime.* Language learning strategies in applying learner-centered technique is to build their competence cognitively, affectively, psychomotor.

DISCUSSION

In this globalization era the teacher must create good strategies to make a learner learn English rapidly, especially in speaking language learning strategies. Second, English is compulsory subject and a requirement to find a good job, Third, is the learner's need, it makes a learner must learn what she or he wants to do based on their need in the future especially in English. The last is teacher's paradigm is a teacher is not a person must know everything, and also as a source of knowledge but a teacher as a facilitator.

From the phenomena above, the researcher offers a strategy problem solving. One of them is language learning strategies in leaner-centered

instructional technique. This technique offers about how to motivate the students in learning English to get something on the instructional, facilitate, responsibility, building the specific knowledge based on their need, and style.

Language learning strategies in learner-centered instructional technique is how make study every time, everywhere. The and the most important here is not teach a student to study but to make them learn by himself or herself and facilitate a students in learning that is the key of this technique in language learning strategies.

As a effective technique in this era is learner-centered technique in language learning strategies that make learner faster in learning English especially in speaking, so it better to apply this technique in language learning strategies.

CONCLUSION

In conclusion, this research points out learner-centered instructional technique as a competence-based learning strategies for the English teachers, lecturers and private teachers. As an effective strategies in learning English for the learner to improve speaking abilities. And then, as the students should choose and apply the learner-centered technique as a competence-based learning strategies in improving speaking skill. They decide to replace their ineffective learning strategies with the effective ones in order to be successful in learning the language especially in speaking abilities. And also to develop their competence such as; grammatical competence, discourse competence, and socio competence during learning process and during fulfilling the language target which is determined in planning, practicing, and evaluating.

REFERENCES

Bennie. Frances. 1977. *Learning Centers. Development and Operation*. New Jersey: Educational Technology Publication, Inc.

Brown, Douglas. H. 2001. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. Second Edition. San Francisco State University: Pearson Education.

Brown, Douglas. H. 1994. *Teaching By Principle: An Interactive Approach Language Pedagogy*. New jersey: prentice Hall. Inc.

Brown, Douglas. H. 2004. *Language Assessment Principles and Classroom Practices*. White plains: Pearson Education

Benson. Phil. 2001. *Teaching And Researching Autonomy In Language Learning*. New York: Wesley Longman.

Bachman, Lyle. F. 1990. *Fundamental Consideration in Language Testing*. New York: Oxford University Press.

Bigge, L. Morris.1982. *Learning Theories for Teachers. Fourth Edition*. Sydney: California State University.

Brown, Gillian & Yule George. 1983. *Discourse Analysis*. New York: Cambridge University Press.

Chamot, Anna. Uhl. et al. 1999. *The Learning Strategies: Handbook*. Wesley Longman: White Plains.

Cellce-Murcia. Marianne. 1991. *Teaching English As A Second Or Foreign Language*. Second Edition. Newbury House: a division of HarperCollins Publishers Inc.

Gay, R. L. 1987. *Educational Research: Competencies for Analysis and Application.* Third Edition. Melbourne: Merrill Publishing Company.

Hamalik. Oemar. 2001. *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.

Harmer. Jeremy. 1998. *How to Teach English; An Introduction to the practice of English Language* Teaching. Malaysia: Addison Wesley Longman.

Moore, D. Kenneth. 2005. *Effective Instructional Strategies: From Theory to Practice*. New Delhi: Sage Publication, Inc.

Nunan. David. 1992. *Research Method Language Learning*. New York: Cambridge University Press.

Nunan. David & Lamb. Clarice. 1996. *The Self-directed Teacher; Managing Learning Process*. Melbourne: Cambridge University Press.Nitko, Anthony. J. 1996. *Educational Assessment of Students*. second Edition. New Jersey: Prentice-Hall, Inc.

Sudjana. 1993. *Metode dan Teknik Pembelajaran Partisipatif*. Bandung: Falah Production.

Sanjaya. Wina. 2006. *Strategi Pembelajaran: Berorentasi Standar Proses Pendidikan*. Jakarta: Kencana.

Sugiyono. 2007. Metode *Penelitian Pendekatan Kuantitatif, Kualitatif*, dan R & D. Bandung: Alfabeta.

Savigon, Sandra. J. 1983. *Communicative Competence: Theory And Classroom Practice, Text And Contexts In Second Language Learning*. California: Addition-Wesley Publishing Company.

Savignon. Sandra. *1986. Teaching second language reading for academic purposes*. Sydney: Addison-Wesley Publishing Company.

UNIVERSITAS MUHAMMADIYAH SUMATERA BARAT