DEVELOPING A MODEL OF TEACHING SPEAKING THROUGH DISCUSSION AND PRESENTATION FOR ACCOUNTING EDUCATION STUDENTS

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ABSTRACT

*T*he aim of this research is to prove that accounting education students will be able to speak English well, if they train and teach with the accurate and suitable model. He used educational R&D as a method for conducting this research. There are three stages: Pre-development, Development, and Dissemination/distribution.The researcher used Communicative Language Teaching for applying in discussion and presentation model for teaching speaking for accounting education students. Method of data collection uses in this development research are:Primary data by using observation, interview, focus group discussion, and test. and Secondary data is collected from various sources such as: previous relevant researches, books, journals, and research reports. The research finding showed that discussion and presentation model is able to generate the students speaking ability of accounting education.

Keywords: *developing; model; presentation; speaking; teaching*

INTRODUCTION

There is no doubt anymore that English is the most crucial international language in the world. English is not only used as a means of international communication but also used in international business, politics, education, science, and technology. How can we understand the science and knowledge in the world, if we do not understand English at all? How can we communicate with the foreign people to run on our business or to make some agreement with them, if we can not speak English well? Because of its strategic and important role in business, international communication, science and technology, therefore, English is admitted to be the first foreign language to be taught in Indonesia.

Teaching speaking is not an easy job, therefore, it should be done by the lecturer seriously and carefully. Eventhough, there are a lot models and methods of teaching speaking but there is no best models and methods, therefore the lecturers should be smart, creative and careful in selecting the most suitable and appropriate models and methods for his/her students. By selecting good, suitable and appropriate models and methods, it will determine the successful of teaching speaking.

Unfortunately, the students speaking ability of accounting education still low and unsatisfying. Based on the background of the study and all the explanation above, therefore, the researcher is able to identify some problems why the students speaking ability is still low and unsatisfying, those are follows; (1). The students lacked of spirit and motivation to study English, (2). The students 'environment' did not support the speaking condition, (3). The students have limited vocabularies and grammar, and (4). The students felt ashamed, afraid, worried and nervous and nervous in speaking. As the result, the students have low ability and difficulties in expressing, ideas, desires, feeling, or minds through speaking.

Problem Statement: The researcher puts forward the statements of the problems, as the following: 1.What is the existing model of teaching speaking process for accounting education students? 2. What kinds of model which is required for teaching speaking forthem? 3. What is the most significant improvement on accounting education students' speaking throughdiscussion and presentation model? 4. How effective is the model of teaching speaking through discussion and presentation for accounting education students?

Objective of the research: The main targets of this dissertation research are; 1. To find out the existing model of teaching speaking class of accounting education students. (He will do observation and need analysis to find out the problem), 2. To signify that discussion and presentation model is suitable for teaching Speakingforaccounting education sudents. 3. To find out the most significant improvement on the students' speaking ability through discussion and presentation model. 4. To measure the effectiveness of discussion and presentation model for teaching speaking foraccounting education students.

The Framework of Thought. The researcher observed and recognized that the English mastery of uni-versity students is still low and unsatisfying, especially, the students' speaking ability of Accounting Education Department. Their ability is still unsatisfying. The main target of the researcher to conduct this research is to prove that dis-cussion and presentation model is good for improving the students' speaking ability.

Hypothesis. Based on the problem, the review of related literatures, and the rationale, the researcher states the hypothesis as follows:

"Discussion and Presentation will be a good model for teaching speaking for the students of accounting education and will give a lot of advantages when it is implemented in the classroom for teaching speaking for them".

After seeing and understanding the problem, thus, the researcher wants to develop a good, accurate and suitable model for them, He wants to find out the best solution of the students' problems in speaking, especially, for accounting education students", as the pilot project of his research.

The reasons why did he choose accounting education as the respondents of his research and development study because he wants to prove that they will also be able to speak English well, if they teach and train in good, accurate

and suitable model, therefore by applying discussion and presentationmodel in a class, it will give them special freedom to express their ideas, desires, and minds through speaking. Besides that, choosing accounting education students as the respondents of his research is very interesting and challenging. It gives-more spirit and motivation to conduct his research and development study. If he chooses English department as the respondents of his research, so it is not interesting and challenging anymore.

THE RESEARCH METHOD

Communicative Language Teaching; The method uses in this R and D study is CLT, because the theory of language, theory of learning and principles in CLT are easy to be understood by the university students so they can apply it in the real situation. There are three features in common: information gap, choice, and feedback in CLT that made the students to express their ideas freely.(Brown, 2001:43). Theory of learning in CLT is that activities that involve real communication promote learning; activities in which language is used for carrying out of meaningful task promote learning. Language that is meaningful to the learner supports the learning process, the primary function of the language is to allow interaction and communication, and language learning comes about through using language communicatively rather than through practicing language skill(Littlewood, 1981:73)

Model of Teaching Speaking

The method that is used for Classroom activities is Communicative Language Teaching/CLT.The teaching scenario as the following below: 1x meeting:100 minutes.

A. Discussion: 30 minutes

1. Introduction the researcher and programs
2. Checking the list of students
3. Deviding the groups for discussion(one group consists of 4 students)
4. Preparing the topics for discussion that is in line with accounting students
5. Giving a topic for discussion(one topic one group)
6. Conducting a small discussion or FGD
7. Making summary of discussion

B. Presentation: 60 minutes

1. Conducting Presentation
2. Asking one group to present the result of discussion of a topic given
3. Delivering presentation of a topic'summary of discussion in front of class
4. Opening a large discussion by involving all of the students in a classroom
5. Inviting questions and feedback
6. Drawing the conclusions of presentation.

Closing the meeting: 5-10 minutes

RESEARCH DESIGN

Educational Research and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard (Gall, Gall and Borg (2003: 569).

He used educational R&D for conducting this research. There are three stages: Pre-development, Development, and Dissemination/distribution.The researcher used Communicative Language Teaching for applying in discussion and presentation model for teaching speaking for accounting education students.

Method of Data Collection.

Data is information material to give specific description of research object. The activities of development are not separated by data. In this development research, there are two kinds of data:

a. Primary data.

Primary data is also called authentic data or new up to date data. To obtain primary data, the researcher must collect them directly. Techniques of primary data collection use observation, interview, focus group discussion, test, and etc.

b. Secondary data.
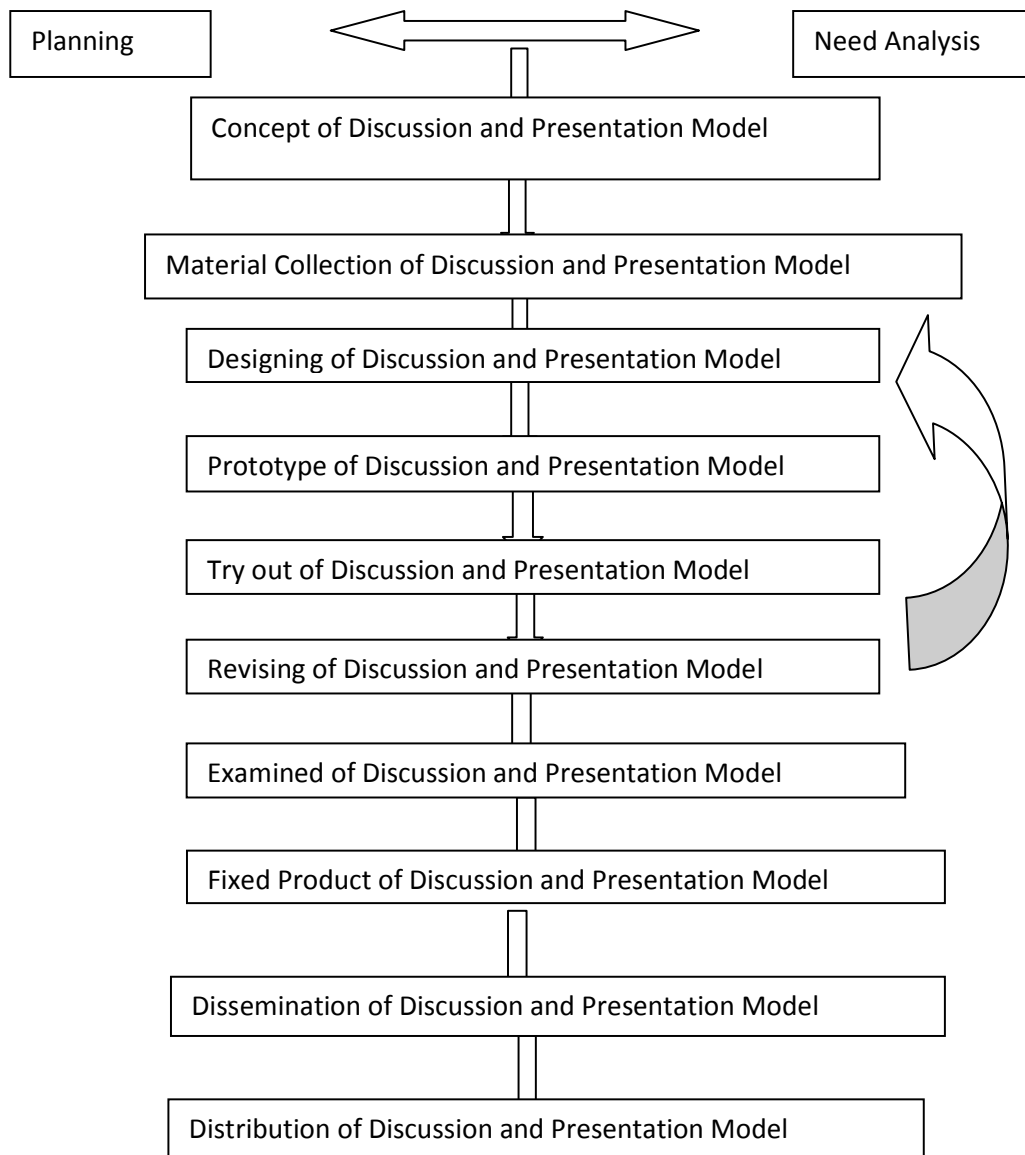
This data is collected from various sources namely previous relevant researches, books, journals, research reports, and etc.

Research Product:

The research is concerned to design a book about the model for teaching speaking. The research product will be a book as manual user for English teachers as a guidance when they want to teach speaking by using Discussion and Presentation model.

Model Development: Figure 1: Model Development

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┌──────────────┐      ◄──────────►      ┌──────────────┐
│   Planning   │                        │ Need Analysis │
└──────────────┘                        └──────────────┘

        ┌──────────────────────────────────────────────┐
        │   Concept of Discussion and Presentation Model │
        └──────────────────────────────────────────────┘

      ┌────────────────────────────────────────────────────┐
      │ Material Collection of Discussion and Presentation Model │
      └────────────────────────────────────────────────────┘

      ┌──────────────────────────────────────────────┐
      │   Designing of Discussion and Presentation Model │
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      │   Prototype of Discussion and Presentation Model │
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      ┌──────────────────────────────────────────────┐
      │   Try out of Discussion and Presentation Model │
      └──────────────────────────────────────────────┘

      ┌──────────────────────────────────────────────┐
      │   Revising of Discussion and Presentation Model │
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      ┌──────────────────────────────────────────────┐
      │   Examined of Discussion and Presentation Model │
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      │ Fixed Product of Discussion and Presentation Model │
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      │ Dissemination of Discussion and Presentation Model │
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      ┌──────────────────────────────────────────────┐
      │ Distribution of Discussion and Presentation Model │
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Research Development Procedures

Figure 2 – Phase I – Pre development of Discussion and Presentation Model

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┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Planning of  │   │ Exploration  │   │ Determining of│
│ Discussion and│  │ study to make│   │ discussions and│   ┌────────┐
│ Presentation │   │ theories     │   │ Presentation Model│ │ Phase  │
│ Model        │   │ construct of │   │ specification │    └────────┘
│              │   │ Discussion and│  │              │
│              │   │ Presentation │   │              │
│              │   │ Model        │   │              │
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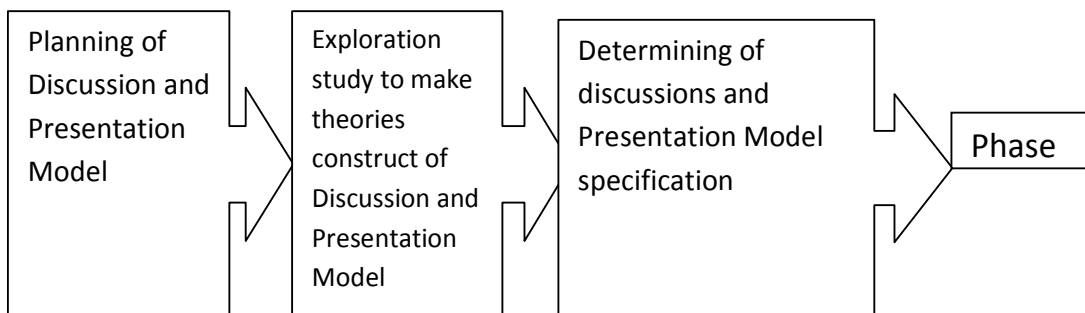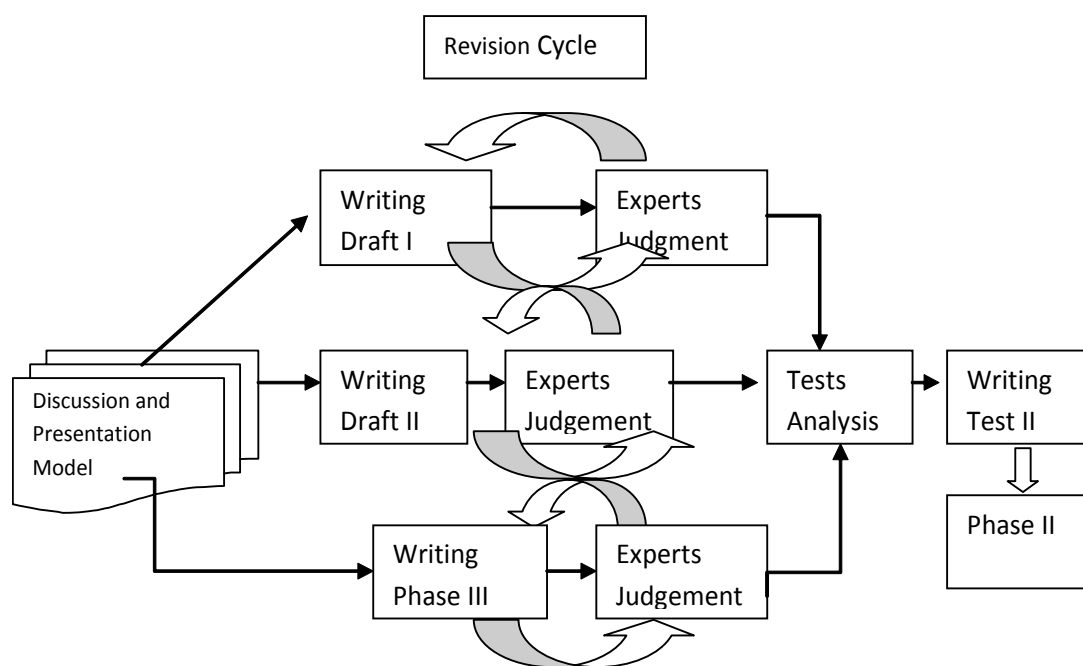
Figure 3 : Phase II Development of Discussion and Presentation Model

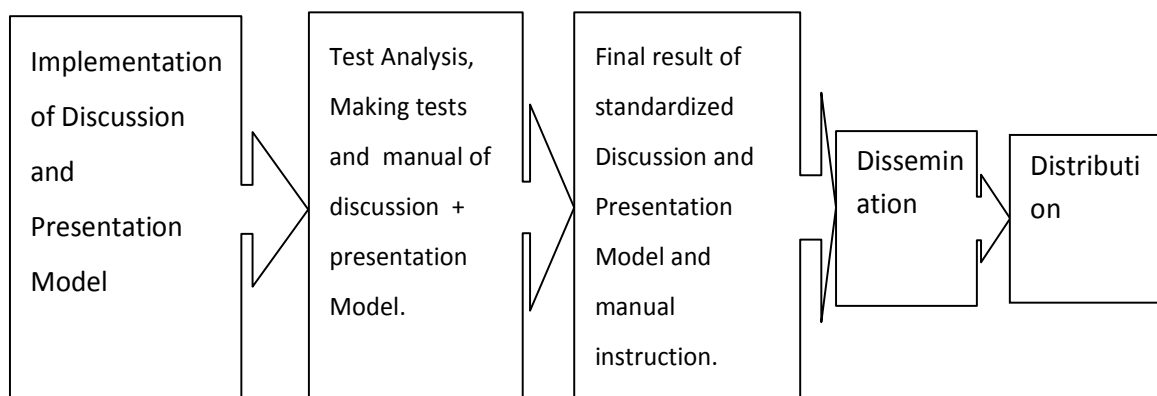**Phase III-Implementation of Discussion and Presentation Model figure 4**

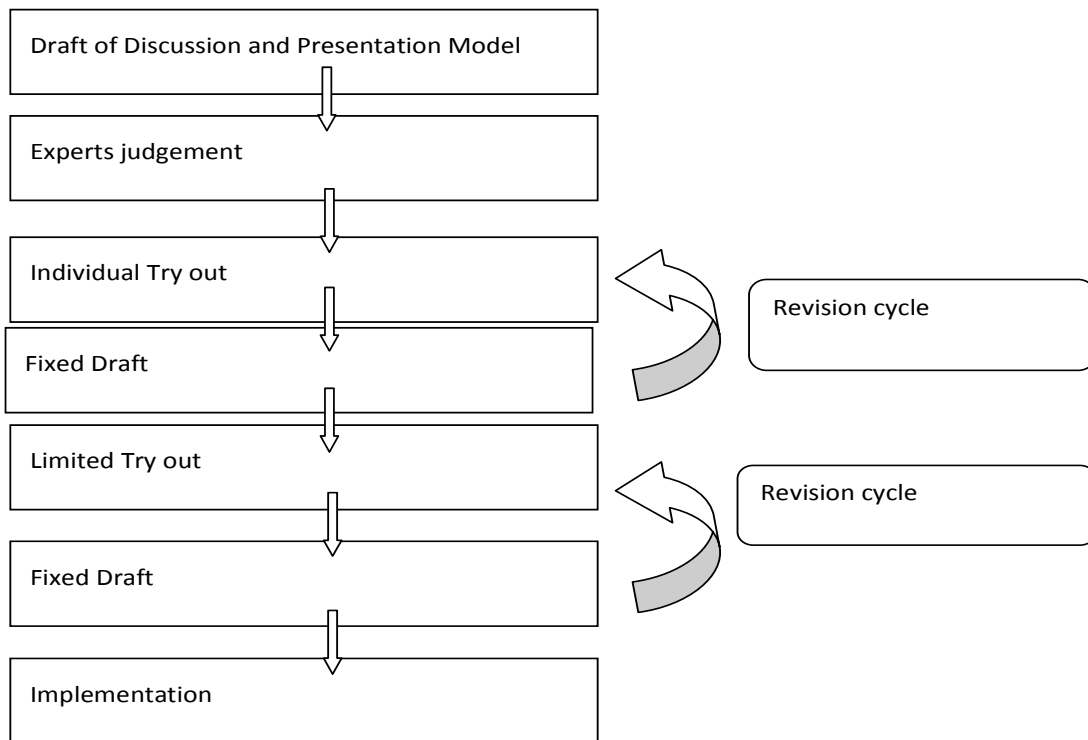**Figure 5: Try out Design** Draft of Discussion and Presentation Model

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┌─────────────────────────────────────────────────┐
│ Draft of Discussion and Presentation Model      │
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                        ↓
┌─────────────────────────────────────────────────┐
│ Experts judgement                               │
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┌─────────────────────────────────────────────────┐
│ Individual Try out                              │          ┌──────────────────┐
└─────────────────────────────────────────────────┘          │ Revision cycle   │
┌─────────────────────────────────────────────────┐          └──────────────────┘
│ Fixed Draft                                     │
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┌─────────────────────────────────────────────────┐
│ Limited Try out                                 │          ┌──────────────────┐
└─────────────────────────────────────────────────┘          │ Revision cycle   │
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│ Fixed Draft                                     │
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│ Implementation                                  │
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Method of Data Analysis

*   The process of pre development is the planning of discussion and presentation model. The porpuse of activity is exploration study to make theories construct of discussion and presentation model and then determining of the specification.

*   In the development of discussion and presentation model, the activities will be writing draft and consult to the experts and conducts test analysis based on the experts judgement.

*   The expected results of this development phase is completed theory of constructs that concern about discussion and presentation model and then the researcher will develop basic theories of completed discussion and presentation model instruments.

*   The implementation phase of discussion and presentation model product is the field testing.

*   The expected results of this development phase is completed theory of constructs that concern about discussion and presentation model and then the researcher will develop basic theories of completed discussion and presentation model instruments.

*   The implementation phase of discussion and presentation model product is the field testing.

*   Dissemination the product of research that is discussion and presentation Model will be disseminated through Seminars, Workshops, In -

Service Training, Journals, and Newspaper, Articles, and etc.

Distribution the product of research that is a guidance book for teaching speaking through discussion and presentation model will be spread out to the society.

THE REASEARCH FINDING

The researcher found out that discussion and presentation model are good, accurate and suitable for teaching speaking for accounting education students, because; (1). It is appropriate and suitable model for adult students and it has much strength for improving their speaking ability. (2). Discussion and presentation model will give a lot of occassion to help students to practice their speaking. (3). These models will give a lot of opportunities and special freedom for them to explore and express their minds, desires, feelings and ideas through speaking.

Both of the technsiques will support the development of students' speaking ability. From discussion model, the students will get spirit and motivation to study speaking, because the environment and condition support them to practice their English. They will also get a lot of new vocabularies, and grammar from their discussion/group, because all of them will talk, share, and cooperate each other for discussing the topic or material given by the teacher.

Presentation is appropriate and suitable model for adult students and it has a lot of strength for improving the students speaking ability. By using Presentation, the students have a freedom in expressing ideas, minds, feeling and desires through speaking. The principles in presentation are easy to be understood by them, so they could apply it in the real situation. From presentation model, the students will get a bravery to speak up in front of audience/class by presenting the topic given by teacher. It will be able to give a lot of chances for practicing and increasing their speaking ability.From presentation model, the students will get a good and strong self confidence, thus, they will not feel a shame, afraid, and nervous anymore to express their ideas, feelings, and desires through speaking. All of them will support and cooperate each other in presentation and they should speak up and draw their own opinion, therefore, they will try to do the best one in speaking. From these discussion and presentation model the students will be accustomed to speak in English and they will be able to overcome their own problems in expressing ideas, desires, minds and feeling through speaking.

DISCUSSION

The first step that we have to do before teaching is try to find out what are the problems of our students, therefore, we have to carry out observation and need analysis. As every one knows that there is no best methods in the world but the duty of the lecturers or teachers should try to find out the suitable one with the condition of the students and situation of the class. Next, we have to conduct such a research for enlarging and enriching the strategy of teaching

learning process, especially for language instruction. Finally, that is true that teaching is an art, therefore, each teacher or lecturer has their own style for teaching their students, but a great, accurate, and suitable model and method will determine the successful of the teaching learning process.

CONCLUSION

As the conclusion of this research, the researcher believed that it will give a lot of benefits and advantages for:

1. Education

This dissertation research will give many advantages for enlarging and enriching the teaching speaking process, and we have to carry out such a research like this to know whether the model is suitable or not with the condition of the students, because accurate and suitable model will give significant result in teaching speaking process. Discusssion and presentation is one of good model for improving and increasing the students speaking ability, especially in adult class or university level. By doing this dissertation research, they can develop and improve the learning strategy which is appropriate with the condition of their students.

2. Teacher or Lecturers

This dissertation research will give the teachers or lecturers a lot of choices for improving the language instruction process by selecting the suitable technique; therefore they can develop their creativity to improve the teaching speaking process. Since there is no best model for teaching speaking, thus, it stimulates the teachers or lecturers to improve the existing model which is appropriate for teaching speaking. Therefore, they have to be creative, careful, and smart in selecting the most suitable modelthat is in line with the condition of their students. The dissertation research will give the teachers or lecturers a wider view and better ability for improving the condition of passive and silence class to be active and vivid class. The teachers or lecturers will prove that discussion and presentation isa good model for improving the students speaking ability of accounting education students.

3. Students/learners

This dissertation research will give them a lot of experiences for enlarging and enriching their knowledge about language, especially for their speaking ability because no matter what department they come from, the students of university should be able to speak English well. Practicing and learning speaking by using discussion and presentation will give some benefits and advantages for improving the students speaking ability because this modelgives them a lot of experiences and opportunity to practice the language freely through expressing their mind and ideas by speaking. This dissertation research gives the learners/

students a better ability, bravery, spirit, and motivation to explore their speaking as wide as possible.

4. Researcher

This dissertation research will give him a valuable experience for gaining something better in his career and future. It will develop and enlarge his ability inteaching speaking and give him many choices for delivering an excellent service for his students in university, especially in teaching speaking. The dissertation research will give him a wider view, strong belief and better motivation for increasing his innovation, creativity, science, knowledge and ability in teaching speaking.

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