

THE USE OF CLUSTERING TECHNIQUES IN TEACHING SPEAKING AT CHIANG RAI MUNICIPALITY SCHOOL 5 THAILAND

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ABSTRACT

The purpose of this research are : (1) To identify the kind of clustering techniques in teaching speaking, (2) To investigate the use of the clustering technique in teaching speaking, (3) To know the students' responses on the use of clustering techniques in teaching speaking. Data gotten had been using qualitative design from the seventh grade of students and teacher who teaching at Chiang Rai Municipality School 5 Thailand. The result shows (1) The teacher always uses media in teaching and learning speaking process, especially when giving speaking prompt. By giving the students interesting speaking prompt such as video and pictures, the researcher considers it could be very useful to do that in order to have boring less classroom where usually learning speaking could be boringness. (2) The English teacher at Chiang Rai Municipality School 5 creates that by using experiential approach which involves experience of the students. According to Kolb (as cited in Cherry, 2019) experiential learning can be defined as the process where knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience. By asking the students to describe their experience that had happened in their life make them learn about the value from the experience. (3) Students find it easier to accept lessons because they are well organized by the teacher and enthusiastic because the learning atmosphere they experience during the learning process is different than the usual teaching or without using clustering techniques.

Keyword : Teaching Speaking, Clustering Techniques

INTRODUCTION

English is an international language used in many countries around the world including Indonesia. Recently it has become a necessity in communication because English is often employed for fields such as economics, technology, entertainment and tourism. In accordance with the explanation above English is a global language.

The first way to do interaction and communication is by speaking. reciprocal relationships (social) in the form of mutual action between individuals and individuals, between individuals and groups and between groups with groups. Communication forms of human interaction that influence each other, intentionally or unintentionally. In this case, people express their ideas and communicative what they want to convey. That is why speaking is very essential. Aye and Phyu (2015: 1) state that people need an effective English speaking skill in the whole life aspects in this globalization era. Then, Sepahvand (2014:1847) argues that there are some reasons to input speaking as the first aim of studies such as personal satisfaction from being able to speak and reach other interests or career goals. Additionally, Tahir (2015:174) say that somebody is considered successful in learning a foreign language when he or she has ability to speak. Speaking is one of the processes of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. This skill is important for them to practice their capability and understanding, how to express their ideas, and how to spell words well.

The technique is a particular method of doing an activity, usually a method that involves practical skills. There are some techniques that can be applied by the teachers in teaching speaking, one of them is the clustering technique. According to Wiley (2011) clustering is teachers finding groups in students data also lively research area, the task of grouping a set of objects such that objects in the same group (called a cluster) are more similar (in some ways) to each other than to other groups (clusters). This is the main task of mining data exploration, pattern recognition, image analysis, information search. A brief example related to the use of groupings in the classroom will be divided into four groups with four different stories or pictures provided by the teacher. Then, students try to understand the instructions of the teacher so that they can complete the task of each group explaining what is the core of each story and the picture itself.

In general, there are two types of clustering they are hard clustering and soft clustering. In hard clustering, each data point either belongs to a cluster completely or not. In soft clustering, instead of putting each data point into a separate cluster, a probability of that data point to be in those clusters is assigned.

The researcher will choose Chiang Rai Municipality School 5 to conduct the research on June 2020, because this school is one of the pilot and a national standard school in Chiang Rai city, Thailand. Unfortunately, there are still many students cannot speak English well. Some of the students also feel very

insecure in speaking English because of the environment in class room activity can not encourage students to speak using English. But, there is one class where the average students have better English speaking ability than other classes in same level. The class taught especially by Mr. Jeffrey from the Philippines. From the initial observation, there is a distinctive way of teaching English. This is the reason to research-grade 7 entitled “The Use of Clustering Techniques in Teaching Speaking at Chiang Rai Municipality School 5 Thailand”.

METHOD

Research Design, Participant, Setting, Data and Source of Data, Methods of Data Collection, Data Analysis.

According to Robert Wood Johnson Foundation (2016) further adds that observation is a systematic data collection approach in which researchers use all their senses to examine people in natural settings or naturally occurring situations. This research design is qualitative with the type of case study.

Participant, Setting

The participant of this research is Chiang Rai Municipality School 5 teacher, which is a teacher that I will interview regarding the techniques used during the teaching and learning process.

Setting

The research was conducted on June 2020 at Chiang Rai Municipality School 5 Thailand. The School is located at Sankhongnoi Rd, Rob Wiang Sub District, Mueang Chiang Rai District, Chiang Rai 57000, Thailand.

Data and Source of Data

Kinds of data collected in this research such as pictures and etc data related to the use of clustering techniques in teaching speaking. Meanwhile the sources of data is the one English teacher at the seventh grade of Chiang Rai Municipality School 5 Thailand.

Methods of Data Collection

This research used 3 techniques to collecting data. As the instrument, the researcher came to the school to conducted the interview held to get more detailed data. Through the documentation and observation, the researcher can portrait the real situation of teaching and learning.

Data Analysis

To analyse the data, researcher used data analysis procedure suggested by Ary, at all. After conducted all the data needed, the researcher will organizing, summarizing and interpreting the data.

FINDING AND DISCUSSION

This research is intended to know the kinds of clustering techniques used by the teacher in teaching speaking and the implementation of clustering techniques in teaching speaking at Chiang Rai Municipality School 5 Thailand to reach the goals the researcher conducted observation and interview to the English teacher. When the researcher did observation of English teacher on August 2019 in Chiang Rai, Thailand and did interview on June 2020 via messenger, the researcher finds out that there are two kinds of the clustering techniques that used by the teacher, hard clustering and soft clustering. In hard

clustering, classification and provoke for students' knowledge and comprehension to understand the material compulsively so that students can explain each statement to be conveyed. Soft clustering used to classify and provoke student knowledge to make it easier to understand material, especially for students who are considered easier to understand the material.

When the researcher interviewed the teacher on June 2020 via messenger, found data that the teacher before starting to the lesson, the teacher used to create a contextualize lesson in interesting situation which students know. It is good to give motivational activities about the lesson that would hook the students to learn in the classroom. The motivational activities that would hook the students restated by the teacher such as show them videos, pictures, and other visual things. Then, tell the students a motivational story after that ask them what they can get from the story.

Progressing to the lesson, the teacher explained the lesson clearly using eclectic approach. Eclectic approach can be good most of the time because as teachers need to vary technique to suit each individual of students or learning.

The finding of the research when the researcher did observation of the English teacher on August 2019 in Chiang Rai, Thailand and interviewed the teacher on June 2020 via messenger, found data that the teacher always created meaningful classroom by using experiential approach. He asked the students to describe the best place they were have gone or the worst time ever happened. Showing the

students pictures and telling them to describe using words that appeal to the senses is the best way to stimulate their motivation to learn in the classroom.

Motivation is one of the crucial points that the students must have and the teacher must stimulate it. As teachers, motivation needed to be compelled in teaching and learning process. In additional, English teacher at Chiang Rai Municipality School 5 Thailand said that these activities would make the students get active and get motivate in learning English, because they already know that learning English, could be fun by doing games in the classroom.

When the researcher did observation of students on August 2019 in Chiang Rai, Thailand and did interview on June 2020 via messenger, show that students are more enthusiastic, persistent, tenacious, and imaginative learning to speak using this technique. This is caused by: (1) Students can discuss with each other when solving problems. (2) Material is easier to remember. (3) The material is easier to understand and (4) Students feel satisfied because they can construct the concept of speaking independently. Students get many opportunities to interact with peers or teachers (ask questions, argue, evaluate their friends' solutions or their own solutions, so that cognitive conflict often occurs, and reflect on themselves), so that the accommodation and assimilation process takes place naturally and efficiently. In addition, learning to speak with this technique can also build an academic social environment so students can develop their

knowledge through social interaction in accordance.

Based on the finding that the researcher has found, the teacher always uses media in teaching and learning speaking process, especially when giving speaking prompt. By giving the students interesting speaking prompt such as video and pictures, the researcher considers it could be very useful to do that in order to have boring less classroom where usually learning speaking could be boringness. As stated by Mateer and Ghent (2018) that using media will engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. Following the statement of them, it is proven that media could be one of the ways to engage students to get them participated and to motivate students' interest in learning speaking especially in describing something.

The teacher also always creates contextualize lesson in interesting situation. By doing that, the teacher gets students' attention easier to make them get participated in teaching and learning process. Contextualizing the lesson by giving interesting activities in the classroom also could make the students easier to understand the lesson particularly understanding speaking which require students to understand the way of how to speak. Clarified by the teacher that give motivational activities that related to the lesson would hook the students to learn and encourage the students to think in the classroom. It is also noted by Nadhirin (2010) on his blog stated that contextualize the lesson in teaching and learning process is the

best learning systems that match the performance of the brain, to form patterns of the brain that will create meaning, and by connecting content of the lesson with the context of the daily lives of students.

As stated by the teacher that he explained the lesson by using eclectic approach which can be good to be used for teachers to vary the technique in teaching. Kumar (as cited in Mwanza, 2017) states that eclectic approach is a combination of different method of teaching and learning approaches. Variance of techniques or methods in teaching should be had at least by teachers. Teachers have the right to choose what the best technique for the students. It shows on the finding of English teacher's answer when did interview that teachers need to vary technique to suit each individual of students or learning group. In order to make variance of technique and appropriate situation in the classroom, teachers could make fun games to explore more. It would make the students think that learning English does not always speak but they also could have fun during the learning process. As stated by the teacher in Municipality School 5 Thailand, give the students chance to explore and play game works best at a particular time in a particular situation. Students love visual things very much. It is proven by Ramakrishnan and Annakodi (2013) that vision is the strongest of the senses. Using posters, drawings, videos, pictures, and even some guided imagery help the students learn. It is shows that providing visual media gives concrete guidance for learn. It is shows that providing visual media gives concrete guidance for students to learn and understand the

lesson. By using vision of students, teacher able to compel the lesson through the students' mind for long term memory. After showing visual things, the teacher applied socratic method in order to help the students think, and convey their thought. Human usually get easier to describe and convey their thoughts after seeing something, as well as students. Teachers able to guide the students to get solid thoughts what they see. Based on the definition, socratic method sought to expose contradictions in the students' thoughts and ideas then guide them to solid, and tenable conclusions (Fabio, 2018). It might help the students to be critical thinkers after seeing a picture they could create their own perspective and describe it logically based on their thoughts.

Creating meaningful classroom is one of the implementation of clustering techniques in teaching speaking. The English teacher at Chiang Rai Municipality School 5 creates that by using experiential approach which involves experience of the students. According to Kolb (as cited in Cherry, 2019) experiential learning can be defined as the process where knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience. By asking the students to describe their experience that had happened in their life make them learn about the value from the experience. As human knows, experience is the best lesson in life which consists of strength or weakness itself. As teachers, utilizing

the experiences would be the best way to insert values of motivation for the students. Cherry (2019) added that the experiential theory proposed by Kolb takes a more holistic approach and emphasizes how experiences, including cognition, environmental factors, and emotions, influence the learning process. As well as stated by Ramakrishnan and Annakodi (2013) that emotion is the strong memories are closely related to strong emotional experiences, both positive and negative. Teachers can create a positive environment by encouraging and praising students' efforts and compelling value and meaning of the lesson. By doing that, teachers indirectly stimulate students' internal motivation. Explaining what would the lesson affect the students make their thoughts and motivation build stronger.

Students' response when the teacher using clustering technique, teaching are more interesting and fun. Students find it easier to accept lessons because they are well organized by the teacher and enthusiastic because the learning atmosphere they experience during the learning process is different than the usual teaching or without using clustering techniques.

Munawir Yusuf (2005: 70) also state that children who experience slow learning are often found in public schools. The accommodation that given by teacher to the students are giving students what they need, such as motivation and the opportunity to speak, reveals what they want to convey. Beside that also assimilation that given by teacher to the students is incorporate the knowledge students

get with other fields of study, and also being able to apply to social life outside the scope of school. Koentjaraningrat (1996: 160) state that assimilation is a social process that occurs in various groups of people with different cultural backgrounds after they interact with incentives, so that the distinctive characteristics of the cultural elements of these groups change into elements. Assimilation in education is incorporate the knowledge gained in school with the students' daily lives. For example, students' speaking skills obtained from school can be applied anywhere, both within the school and outside the school environment.

CLOSING

Conclusions

Based on the result of analysis as presented in chapter IV, the researcher concludes that there two kind of clustering techniques used by the teacher they are hard clustering and soft clustering. Then implementation of clustering technique the teacher consider that media becomes the main supporting in teaching speaking which used by the teacher to give speaking to prompt the students. Visual media is the best choices in order to hook the students' attention in participating the class by contextualizing the lesson and giving them motivational activities. Applying clustering techniques after that could guide the students in making opinions and ideas. Clustering techniques known is the way chosen by the teacher to match each student. Exploring the lesson by playing games, and role play are the great way to make students get participated and having fun when learning. In

additional clustering techniques is the best way to do for exploring students' interest in learning. To make them get active, participated, and motivated.

Suggestion

On this research, the researcher suggests teachers to create more, techniques, method or approaches to make students get understand and motivated in learning speaking. Because teaching is not just to deliver the lesson but to give a meaningful lesson to make the students always remind of the teacher who has taught them. In additional for the students, they are suggested to use clustering technique while speaking in the class so they can more easily also creative. Clustering technique is a way to organizing the motivation, generating idea and built the students' idea also the students freely to choose the word that they like in their speaking. The researcher hopes that the students will increase their ability in speaking especially by using clustering technique.

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