IMPLEMENTING AUDIO DIARIES AS A DAILY SPEAKING TASK

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Abstract: Audio diaries can be an innovative method as a daily speaking task. It uses mobile phone which relatively cost and readily available device. Audio diaries give the challenge for students to tell their stories in their own way. Unfortunately, due to lack of current literatures of audio diaries as a daily speaking task, therefore this article just give minimum information of audio diaries. This article will discuss two points of audio diaries as a daily speaking task. The presenter will firstly discuss the general information about audio diaries and second will report implementation audio diaries as daily speaking task. The contribution of this article is also outline a suggested modified method as a daily speaking task.

Keywords: Audio diaries, mobile phone, daily speaking task.

What I hear, I forget
What I hear and see, I remember a little
What I hear, see and ask questions about or discuss with someone else, I begin to understand
What I hear, see, discuss and do, I acquire knowledge and skill
What I teach to another, I master

(Mel Silberman)

Those statements have modified and expanded by Mel Silberman into active learning credo. Due to limitations of the students in learning foreign language, especially those who are taught by a native teacher, the writer emphasizes active learning in this article through the audio diaries speaking as a daily task where students are dominantly make their own creativity of recording using mobile phone.

Based on the results of interview with a native English speaking teacher, the writer shows that using audio diaries is the personal innovation’ teacher which is based on the concept of journal / diary writing to improve creativity and writing skills. It is not used or applied in the classroom. It is only homework assignment which the teacher checked at the end of class.

Literature Review

There are a few techniques which are used in giving the task to students in speaking classroom. One of them is audio diaries. This technique adopted from diary writing which developed by the native English speaking teacher himself. According Rubin (2003: 10), a diary is a set of notes about what one is thinking, doing, feeling at a particular moment, while Bolton in Guy (2004: 11) states that the diary is one of the oldest forms of literature in the west. These diaries contain stories of happenings, hopes, and fears of what might happen, memories, thoughts and ideas, and all the attendant feelings. Due to lack of current literatures of audio diaries so the writer takes literatures from diary writing which is in the implementation give the contribution to audio diaries. This audio diary is as well as diary writing, merely the difference is the tool and the way to deliver. In audio diary, the tool which is used is mobile phone which relatively cost and readily available device and the way to deliver is recording orally. In recording all activities on mobile device, definitely need to prepare anything to say at that time as well as in writing a diary. Wagner (2008: 14) defines communication skills as follows:

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
- Use multiple media and technologies, and know how to assess impact and their effectiveness a priori
- Communicate effectively in diverse environments (including multilingual and multicultural).

Getting from Kukulska-Hulme and Bull (2008: 13) in many sources note that language learning diaries are used by various parties involved in the second language education context. Diary studies have been defined as “first-person case studies” (Bailey, 1991), and can provide insight into learners’ explicit thoughts about their knowledge or the learning process: learners record aspects of their learning in their diaries, which may include their thoughts, feelings and attitudes about their learning, or features of the target language that they notice. This is best done within an environment where learners have a certain degree of autonomy, i.e. the freedom to make
some decisions about their learning such as taking responsibility for objectives, content, progress and method of learning (Macaro, 1997; Palfreyman & Smith, 2003). The diary can be part of the formal learning process, but it can also be an informal or complementary activity. The purpose of this paper is to demonstrate how guided audio diary using as a daily speaking task.

A Rationale for Audio Diaries as a Daily Speaking Task

There are several reasons why audio diaries might be appropriate as a daily speaking task. Firstly, this technique could develop students’ confidence in speaking English. Since English be a foreign language, surely there are so many problems facing the students, they tend to be passive in sharing their ideas, much more silent, moreover the teacher is a native speaker. Through audio diaries, the students have opportunities to tell whatever they like and because of audio diaries as daily speaking task, the students can prepare in advance what they are going to record. Baniabdelrahman (2013: 81) proposes that diaries have the advantage of allowing students to engage in more natural speech and give them the benefit of engaging them on a personal level, which helps to increase their overall motivation with the subject matter.

Another benefit to audio diaries as a daily speaking task is that it encourages self-monitored speaking. Before students submit their recording to the teacher, they should listen it themselves. Perhaps, they will find the wrong grammar and pronunciation and make them true soon.

Potential Limitations for Audio Diaries as a Daily Speaking Task

One of the potential limitations because audio diaries as a daily speaking task is not used or applied in the classroom but homework assignment which the teacher checked at the end of class. The teacher doesn’t give feedback to the students maximally because of the limited time. This is something that is otherwise difficult to assess because with classes as large as 30-40 students, it can very difficult to monitor and assure that each student gets sufficient speaking practice. As for weaknesses, just for the lazy and forgetful students will not benefit from this activity. Beside that, because, audio diaries is as daily speaking task, there will be possible, the students write in advance, prepare all the words they will record in mobile phone so they are only read it and record in mobile phone at the same time.

Variation in Using Audio Diaries

If there are so many speaking teaching techniques so there are so many variations which are used audio diaries in speaking classroom.

- Audio diaries can be done during the class, so it isn’t used as a daily speaking task. There will be plenty of time of the teacher giving the feedback and the teacher can oversee process of recording in the classroom.
- Creating the questions to the students which relates with information available in order that the students learn to respond quickly.
- Creating the questions with change the tenses. So, the students are not only learn to respond quickly but also learn to arrange the new sentences which appropriate with the tenses are given the teacher.

Report of Implementation Audio Diaries as a Daily Speaking Task

The information detailed in this paper has been gleaned from the implementation of audio diaries as a daily speaking task. The students certainly have more confidence in speaking English although there are problems in pronunciation and grammar. but it does not matter, because the main principal in speaking foreign language is the confidence first. They are trained to record their daily activities tend to proceed in learning. Rubin (2003: 10) added that successful learners are aware of the process of learning and how their efforts affect the outcome of their learning. Diaries can help build this awareness and can allow teacher to help learners improve the process. Moreover Baniabdelrahman (2013: 18) added that The teacher’s role in oral diaries is to encourage the students to continue to engage in the program, to give advice and counsel when things are not working as expected, and to listen to the diaries where appropriate to give feedback as to the language acquisition of the student (Zwart, Wubbels, Bergen, & Bolhuis, 2009).

Conclusions

Audio diaries as a daily speaking task such as the one adopted in writing diary. As such this paper represents a description of how this audio diaries can be used a reminder for the students and also consolidate their new knowledge. The concept discussed in this paper additionaly reflect a personal innovation from the native English speaking teacher who is concerned on audio diaries as a daily speaking task. In practice at the class, Audio diaries as a daily speaking task beside providing benefits for students, it also still many shortcomings. It is need a teamwork between teacher and students. In students’ side, they have to encourage. motivate themselves that audio diaries is as learning process in building language better, while, in teacher’ side is
caring that his students learn and willingness to innovate new ideas especially in betterment of audio diaries. The key finding is that recording the students’ stories using mobile phone as its tool is easy task.

References


