

LECTURER'S STRATEGIES IN TEACHING SPEAKING AT SINTUWU MAROSO UNIVERSITY

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Abstract: The objective of this research are to find out the strategies used by the lecturer in teaching Speaking subject and to find out students' responses towards the strategies that are used by the lecturer. This research uses a descriptive qualitative approach. This research uses observation, interview, and questionnaire to collect the data. The subject of this research are lecturer who teach Survival Speaking subject and 21 students in the second semester of English Education Study Program in 2020/2021 academic year. The result of this research obtains that there are three strategies that are used by the lecturer in teaching Survival Speaking subject, namely ; Brainstorming, Small-Group Discussion, and Demonstration. The students responses towards strategies are used by the lecturer can be seen from the result of the questionnaire, the students responses are ; students likes survival speaking subject, interest in the strategies used by the lecturer in speaking subject, can pay attention when the lecturer provide survival speaking subject, strategies used by the lecturer make students feel easy to speak English well, motivated to speak in front of the class because the strategies used by the lecturer, make students understand new words that are hear in the survival speaking subject, more understand the material given by the lecturer, also feel happy to give opinions and questions to lecturer during survival speaking subject, and like the strategies used by the lecturer when giving assignments and evaluation in the survival speaking subject.

Keywords: *Strategy, Speaking, Students Responses*

Speaking is a person's ability to express or express ideas. In this research, researcher focused on teaching strategies on speaking skills. When someone speaks, they interact using language to express their feelings and thoughts. Speaking is an important part of language teaching that must be mastered, so that lecturer have the responsibility to prepare students to speak in English.

In teaching, Lecturer must prepare themselves well to teach in front of the class, then the lecturer provides interesting things to support student learning activities, especially when speaking. Speaking is one of the most difficult skills in English for students so it becomes a challenge for lecturer to make students confident and able to speak English fluently. In the teaching and learning process at the University of Sintuwu Maroso, Department of English Education, Lecturers face the problems experienced by most passive students in every conversation or discussion in speaking lessons. They feel less confident in speaking English, and do not have high motivation in every conversation activity. Students who can communicate in fluent English with good grammar, pronunciation, fluency, comprehension, and good vocabulary are considered to have proficiency in English.

However, teaching speaking is not easy because to be a good speaker in speaking English students must master the speaking component at the same time. In this case the English teacher is required to make the English class atmosphere fun, interesting and interactive for students in every speaking activity so that students feel

confident in speaking. Moreover, the purpose of teaching speaking is to increase students' speaking skills when they interact with other people.

Strategy is an important aspect of the teaching and learning process. In the teaching and learning process, strategy is an activity that lecturer must do to make learning effective and efficient. Lecturer have the first obligation in designing strategies according to the conditions of students in learning activities. Lecturer must be able to choose the right strategy in teaching speaking to students. There are many strategies that can be applied and developed in the learning process, the strategies used in teaching reading are certainly not the same as the strategies used in teaching speaking, readers are focused on understanding, while speaking focuses on producing spoken language. The strategies used by the teacher must be in

accordance with the abilities and conditions of the students. The indicator of speaking is the success or failure of the teacher in providing several teaching strategies to teach speaking to students.

Based on the description above, it is necessary to observe the English lecturers on teaching speaking in the second semester Survival Speaking subject of English Education Study Program at Sintuwu Maroso University. The objective of this research are to find out the strategies that are used by the lecturer in teaching Speaking subject and to find out students responses towards the strategies that are used by the lecturer.

1. Speaking

a. Definition of Speaking

Speaking is the main skill in communicating. Of the four skills in English, speaking has an important role which serves as an aspect of global transformation. Speaking is the process of producing distinct meanings and information in different conditions via the use of verbal and nonverbal symbols (Kayi: 2006). "Talking is the same as conventional oral interactions to convey information, express ideas, and thoughts" (Miller, 1998). Therefore, speaking is not just symbols or words but speaking is a tool to communicate ideas that are compiled and developed according to the needs of the listener. It is clear that the main purpose of speaking is communication.

Researchers can argue from theory above that speaking is a process in conveying various meanings and information in words (verbal) or cues (non-verbal) and speaking is something that is commonly done by everyone to others when they want to convey various information and express ideas and thoughts. Talking is not only to communicate with other people but by talking we can get new information and can share ideas with others. Two or more people can speak in speaking, some are the speakers and some are the listeners.

Speaking is not just conveying a word, but speaking must contain meaning that can be accepted by others. This is comparable to the function of language as a means of communication to convey message orally. So, the public must know the norms of how to speak properly. Apart from grammar, people also need to know how to use the word in the right place.

2. Teaching Speaking

Teaching speaking is a complex activity. Lecturer should hold many activities into one activity. They must have many attractive strategies and methods for educating students who share many characteristics. The lecturer teaches four skills at the same time indirectly in the speaking class. Teaching speaking have a high attention in many language programs and teaching strategies cannot be denied as a factor affecting teaching outcomes. teaching speaking is an important factor in language learning. By speaking students have the opportunity to apply their language knowledge in everyday life. For speaking activities, the lecturer becomes an assessment medium to measure student learning achievement. For example, a lecturer conducts tests by reading aloud, dialogues in pairs or telling stories. Khamkhien (2010: 184) says that to assess how language learners improve their performance and achieve language learning goals, the four macro skills namely listening, speaking, reading, and writing are usually the areas most often assessed and focused on.

3. Strategy in Teaching Speaking

In learning, lecturer are required to provide teaching plans and strategies that will be used when carrying out learning in order to achieve the desired learning objectives, as stated by MIT (2002) that teaching strategy is a way of making decisions about courses, individual classes, or even the entire curriculum in the world of education, begins with an analysis of student characteristics, learning objectives, and instructional preferences of lecture. In this case the strategy use by the lecturer must be based on the needs of the students in accordance with the objectives of carrying out the lesson. Kindsvatter (1996) also argues that, to achieve success in the classroom environment, lecture must recognize what their students need, things that can hinder the program in learning, and be able to adjust the learning methods that will be taught to students. This allows the lecture to see in advance the difficulties experienced by students while carrying out the learning process and the needs of students in order to adjust the learning program to be planned.

The researchers can argue from two theories above, that the teaching strategy is how the lecturer treats students in the learning process with several variables such as learning objectives, materials to be taught, methods to be use in learning, and evaluation tools used in measuring students' abilities in learning. Using strategies in learning, lecture can achieve the

teaching goals they want to achieve. In the case of teaching speaking, the strategies applied can help students communicate effectively and efficiently.

4. Types of Strategy

There are many kinds of teaching strategies that can be applied in the language teaching process. Wehrli (2003) describes the teaching strategy are as follows :

1) Brainstorming

Brainstorming is a technique for coming up with new ideas. with the assesment is postponed until the maximum number of ideas has been generated. Brainstorming agreement can be seen from a creative atmosphere without criticism to achieve unlimited alternative ideas oer solution. Brainstorming can provide inspiration, broaden horizons, is learning in making decision

There are 3 steps for implementing brainstorming that is suggested by Rawlinson(1977:35) in the following:

- a) Explain the formulation of the problem, the lecturer raises and explains the problem then explains how students participate in speaking learning
- b) Developing ideas, the lecturer expects students participations in developing innovative ideas and outside that variety of habits that might be developed
- c) Evaluating the result ideas, the lecturer provides the opportunity for students to conclude the ides that have been collected

2) Small Group Discussions

Small groups of 5-10 individuals debate case-based assignments in this teaching strategy, exchanging opinions while going through the problem-solving process. That statements above is supported by Salvin et al(2007) who stated that small group discussions focus on with some prior preparation, creative problem solvingStudents and facilitators share responsibility for addressing significant learning topics, which encourages exploration.

In preparing teaching in the form of small group discussion, there are several steps in implementing small group discussions as follows:

- a) Divide the class into small groups
- b) Give questions in case study that have been prepared
- c) Give instructions to each group to discuss the answer to these questions
- d) Ensure that member of each group active in the discussion

- e) Give instructions to each group to choose a students to present the results of the discussion
- f) Lecture clarification in providing conclusions and follow-up actions

3) Demonstration

Demonstration refers to performing an action so that students may see how it's done in order to help them translate theory to practice. In implementing a good and efective demonstration method, there are several steps that must be understood by the lecturer (Suprijono, 2013) :

- a) Lecturer convey the competencies to be achieved
- b) The lecture presents a glimpse of the material to be delivered
- c) Prepare the necessary materials or tools
- d) Choose a students to demonstrate according the prepared scenario
- e) All students pay attention to the demonstration and analyze
- f) Each students presents the results of their analysis and also demonstrates the student's experience
- g) The lecture makes conclusions

4). Games

Games are employed as motivators and chances for principle application by bringing competition, involvement, practice, and feedback to the learning experience. According to brown(2001) the use of games in learning aims to practice verbs, tenses, questions, certain locatics, etc to make speaking learning more interesting.

There are several steps in optimizing the learning strategy by games :

- a) Preparation games
- b) Starting with an interesting story or narrative
- c) Closing games
- d) Evaluation of the games

RESEARCH METHOD

The method uses in this research is descriptive qualitative. Qualitative research as an approach or investigation to explore and understand the central system (Creswell and Raco: 2010). Aource of the data are one lecturer who teach Survival Speaking subject and fourth semester students of English Education Study Program that consists of 21 students.The data are collected by using observation, interview, and questionnaire.

FINDINGS AND DISCUSSIONS

The strategies used by the lecturer inSurvival Speaking subject and students responses to the

strategies used by the lecturer in the Survival Speaking subject will be described in this section. The findings from the observation sheet, interview, and questionnaire will be explained as follows :

Lecturer Strategies in Teaching Survival Speaking Subject

In this research, the researchers used observation sheet and interview to collect the data or the information about the strategies that were used by the lecturer. Actually there are many strategies used by the lecturer when teaching Speaking, but referring from the theory from Wherli(2003) there were four strategies used by the lecturer in Speaking. The researchers found out three strategies in Survival Speaking subject, namely ; brainstorming, demonstration, and small group discussion strategies.

1) Brainstorming

Lecturer used brainstorming in teaching survival speaking subject. In applying the brainstorming strategy, the lecturer first explained what material would be discussed, explaining how the students achievements with the material that were intended as a reference for students about what things can be assessed on the material to be discussed.

In this strategy, students were also required to be able to develop their ideas about the material. In this case students would be more active in speaking, because lecturer provided opportunities for students to develop their ideas and thoughts about the material being discussed. This can be proven in the first finding that the lecturer gave opportunity to students to provide the material that has been discussed, there were 5 students who could provide their responses in the form of explaining the floor plan or location that had been displayed in English. In the second finding, there were 2 students who could give their ideas about the meaning of asking clarification and repetition. After giving the opportunity to students to convey ideas and responses, the lecturer then clarified and gave feedback.

2) Small Group Discussion

In implementing the small group discussion strategy, the lecturer applied more to discuss together and determining their own groups friends as opponents to speak because of the current condition that require every student and lecture to conduct online learning. In ensuring students activeness in small group discussion, the lecturer required that each student speak in groups about the assignment given and then displayed it virtually. In this strategy, the lecturer re-explain the material by

giving conclusion about the material being discussed to clarify again and currently again, if there were mistakes or misunderstanding of students. The feedback made by the lecturer in this strategy was by giving assignments that were done right away to find out things are not understood by the students

3) Demonstration

In implementing the demonstration strategy, the lecturer provided material through NEO application so that it could be studied before by the students and during the Survival Speaking activity the lecturer provided an opportunity for students to explain the material according to their responses. In the findings, the lecturer gave assignments to students to demonstrate the direction symbol, which is one of the materials given during learning. Students were directed to make videos to demonstrate of the direction symbol for road users.

There were 16 meetings in the Survival Speaking Subject, including 1 (one) Mid-Term examination and 1 (one) Final Test examination. Due to the limitations of the time, the researcher could only make an observation 2 times. The first observation was carried out on 11th meeting on Monday, March 29th, 2021 and the second meeting was on 13th meeting on Monday, April 12th 2021. From the two observations, it was found that there were 3 strategies used by the lecturer in the Survival Speaking Subject. But after re-interviewed, the researcher found that the lecturer also used other strategy in teaching Survival Speaking subject, namely the Independent Study strategy. In the strategy, the lecturer gave example in the form conversational discourses or dialogues and the students would make a conversations with followed example and used their own words, meaning that the students paraphrased dialogues given by the lecturer.

In the brainstorming strategy, the researchers found the same steps from the results of the first and second observations. The small group discussion strategy, the researchers found the different steps or there were the part that didn't do by the lecturer in the first, the lecturer ensured all of the group to be active but in the second observation the researchers didn't found that the lecturer ensure each of the groups active and only 5 group that could present their assignment. In the demonstration strategy the researchers found that there were differences in the steps used by the lecturer. The differences were : 1) in the first observation, the researchers did not find out that the lecturer asked the students to listen and gave conclusions on the material demonstrated by

one of the students, and 2) in the second observation, the researchers found out that the lecturer asked students to listen and gave conclusions on the material demonstrated by one of the students.

Students Responses about the Teaching Strategies that are Used by the Lecturer

The researchers used questionnaire to find out students responses toward the strategies that were used by the lecturer in teaching Survival Speaking subject. From the findings, it could be seen that in statement number 1 there were 6 or 35% of the students chose strongly agree and 11 or 65% of the students chose agree. It could be seen that most of the students likes the survival speaking subject. The statement number 2, 4 or 24% of the students chose strongly agree and 13 or 76% of the students chose agree. It means that most of the students were interested in the teaching strategies that were used by the lecturer in the Survival Speaking subject. The statement numbers 3, 17 or 100% of the students chose agree. It could be seen that all students pay close attention when the lecturer provides survival speaking subject. The statement number 4, there were 5 or 29% of the students chose strongly agree and 12 or 71% of the students chose agree. It could be said that most of the students or half of the class agree that teaching strategies used by the lecturer make it easier for students to understand how to speak English well.

There were 4 or 18% of the students chose strongly agree, 10 or 59% of students chose agree, and 3 or 12% of the students chose disagree, and none of the students chose strongly disagree to statement number 5. It could be seen that most of the students were motivated to speak in front of the class individually, in pairs or in groups because of the strategies that used by the lecturer. The statement number 6, there were 3 or 14% of the students chose strongly agree, and 14 or 82% of the students chose agree. It can be concluded that the strategies that were used by the lecturer make students more understood new words that were heard during Survival Speaking subject.

There were 4 or 24% of the students chose strongly agrre and 13 or 76% of the students chose agree to statement number 7. It can be said that all students understood the material with the learning media that used by the lecturer in teaching Survival Speaking

subject. There were 3 or 18% the of students chose strongly agree, 12 or 70% of the students choose agree, and only 2 or 17% of the students chose disagree to statement number 8. It could be said that most of the students felt hapy when giving opinions or questions to the lecturer during Survival Speaking subject.

The statement number 9, there were 4 or 27% of the students chose strongly agree, 11 or 61% of the students chose agree, and 2 or 17% of the students also chose disagree. It could be said that most of the students felt happy when the lecturer provides feedback after the material has been delivered. In statement number 10, there were 4 or 27% of the students chose trongly agree, 11 or 61% of students choose agree, and there are also 2 or 12% of students disagree about the strategies that were used by the lecturer when giving assignments and evaluation in the survival speaking subject and none of students chose strongly disagree.

From the discussion above, it could be said that most of students gave good responses to the strategies used by the lecturer in teaching Survival Speaking subject. It would be seen that most of the students chose agree rather than disagree with the strategies were used by the lecturer.

CONCLUSIONS

There are three strategies that are used by the lecturer in teaching Survival Speaking subject in English Education Study program, Faculty of Teacher Tranning and Education , Sintuwu Maroso University. The strategies are brainstorming, Small-Group discussion, and Demonstration. The students responses towards strategies are used by the lecturer can be seen from the result of the questionnaire. The students responses are ; students likes survival speaking subject, interest in the strategies used by the lecturer in speaking subject, can pay attention when the lecturer provide survival speaking subject, strategies used by the lecturer make students feel easy to speak English well, motivated to speak in front of the class because the strategies used by the lecturer, make students understand new words that are hear in the survival speaking subject, more understand the material given the media used by the lecturer, also feel happy to give opinions and questions to lecturer during survival speaking subject, and like the strategies used by the lecturer when giving assignments and evaluation in survival speaking subject

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