

## ENGLISH LECTURERS' STRATEGIES IN TEACHING SPEAKING CLASS AT UNIVERSITIES IN MAKASSAR

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### Abstract

**Nurul Atika. 2020. English Lecturers' Strategies in Teaching Speaking Class t Universities In Makassar.**

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The objectives of this research are to describe what are the English Lecturers' Strategies In Teaching Speaking Class At Universities In Makassar and how do the students perceive the strategies applied by the lecturers. This research was descriptive qualitative, the participants of the research involve two campuses that are State University of Makassar and University of Muhammadiyah Makassar (Unismuh). The data were obtained through questionnaire and interview. The result showed that, the lecturers from State University of Makassar applied strategies or method discussion, information gap, brainstorming, interview, and presentation. University of Muhammadiyah Makassar applied strategies or method discussion, role play, brainstorming, interview, and presentation. The students' responses toward strategy of teaching speaking were students' tend to be more creativity and different strategy. Therefore, students responded the teachers' strategy positively.

Keywords: Teaching Speaking, Strategies

### 1. Introduction

English has four skills; they are reading, writing, listening and speaking. Speaking is the most important component because in everyday life, humans always communicate with others to get information and meet the needs of activities. Richard and Renandya (2002:210) said that speaking is one of the central elements of communication. Speaking is way to express feeling, idea and emotion.

Anxiety or problems that are always faced by students in speaking are not confident, mistakes in

grammar, lack of vocabulary, pronunciation that is still standard, makes students feel difficult and not confident to speak English. Richard (2012;2) stated that are some typical learners' problem in speaking, there are; (a) frequent communication breakdowns and misunderstanding, (b) lack of vocabulary need to talk about common utterances, (c) lack of communication strategies, (d) speaking slowly and talking too much time to compose utterances, (e) inability participates actively in conversation, (f) ability to speak English naturally, (g) poor grammar, (h) mispronunciation the importance of

mastering English must be further promoted so that Indonesian people, especially students majoring in English, have more good mental speech or qualified so that students can face the modern world and advancing technological advancements. Students are not only active to speak when there is an English lesson and do not use English after the lesson is finished.

## 2. Literature Review

### a. Definition of Speaking

Speaking is a form of human behaviour that utilizes physical, neurological, semantic and linguistic factors very intensively; speaking is also a person's ability to create special, articulated sounds aimed at expressing or expressing opinions or ideas. According to Yule and Nunan (1989:26) argues that speaking is using spoken language which consists of short, incomplete or separated utterances within the scope of pronunciation.

### b. Definition of Strategy

Strategy is a tool or action used by management to achieve performance consistent with the mission and objectives or a particular organization. According to (Brown, 2000: 113) learning strategies are learning activities that must be carried out by teachers and students so that learning can achieve goals effectively. Strategy is a tool or action used by management to achieve performance consistent with the mission and objectives or a particular organization. According to (Brown, 2000: 113) learning strategies are learning activities that must be carried out by teachers and students so that learning can achieve goals effectively.

- Lecturers' Strategies in Teaching Speaking

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Newton and Nation, 2009). Role plays are

activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011).

- Technique in Teaching Speaking

Hamnuri (2007: 7) says that technique is a method used by a person so that the applied method can run well and be effective and efficient. A teacher's success in teaching speaking depends on the techniques mastered or applied by the teacher in teaching speaking English.

## 3. Research Method

The research design of the study was descriptive qualitative research. In this research, the researchers have described the lecturers' strategy in teaching speaking class. This research took place at Faculty of Language and Literature in State University of Makassar and at Faculty of Teacher Training and Education Faculty in University of Muhammadiyah Makassar. These researches begin in August. The researcher used Google-form to shared questionnaire requires. The researcher recorded the interview using audio recorder. Then wrote transcript based on the result of interview. The researcher collected data by the procedures below:

1. The researcher conducted an interview with the lecturers of the speaking class.
2. The researcher shared the questionnaires to students.
3. The researcher explained to students how to do the questionnaires.
4. The researcher analyzed the all data.

The instrument for collecting data used by the researcher to get the data through observation was:

### 1. Interview

The researcher conducted telephone-cellular for interviews with lecturers. Then, the researcher made some questions to interview that was answered by lecturers.

## 2. Questionnaire

In this research, researcher gives questionnaire to students of English Department to confirm information and confirms the answer given by their lecturer. From collecting data through questionnaire, the researchers find out the student's responds using Google form.

The data analysis was based on Miles-Huberman, consisting of three concept; data reduction, data display, and conclusion drawing verifications (Miles and Hubermans, in Sugiyono (2012:246).

## 4. Findings and Discussion

### A. Findings

The findings of the research present the result of the questionnaires and interview from the lecturers. Another instrument was not carried out by the researcher, namely the observation of teaching lecturers during class. Because of pandemi of Corona virus case and the teaching and learning process on campus must be transferred to online lectures. That resulted in researchers unable to carry out observations and check field note stages.

### 1. Strategy of Teaching Speaking

The interview on August 2020, about strategy of teaching speaking used by the lecturers from State University of Makassar and University of Muhammadiyah Makassar. Researchers found two different points of view from UNM and Unismuh lecturers.

#### a. Lecturer of English Education program of UNM

Researchers can find out that the strategies used by the English Education Program lecturers from the results of these interviews can be concluded that the lecturer uses an intensive, interactive approach to students, and then the lecturer provides independent learning opportunities to students under certain supervision.

#### b. Lecturer of English Education program of Unismuh

From the results of interviews with Unismuh lecturers, researchers can find out that Unismuh lecturers use

several strategies, namely communication, media, assignment, presentation, and speaking. Meanwhile, the problems faced are low self-confidence of students, lack of insight and lack of vocabulary skills.

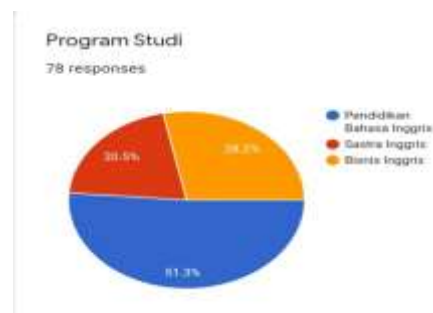
According to Kayi (2006) there are some techniques that teacher can use in teaching English speaking. Strategies and techniques in teaching are very influential in the success of a teacher/lecturer in teaching in class.

the different strategies used by lecturers from the two different campuses in teaching speaking in the classroom. Discussion, brainstorming, interview, presentation strategies are similar strategies used by the two lecturers to achieve the goal of learning effective speaking. There are different strategies used by these two lecturers, UNM lecturers choose to use the information gap, while Unimush lecturers use a role play strategy to improve students' speaking skills in class.

### 2. Student Perception to Strategies Applied by the Lecturers

This is to determine the students' perceptions regarding the strategies used by the lecturers. Researchers distributed questionnaires via Google-form to three study programs at UNM, namely Business English, English Education and English Literature for class 2019 and English Education classes on the Unismuh Makassar campus.

Figure 4.1 Data findings total respondents by students



#### a. English Education program of UNM

Researchers distributed questionnaires via google form in the 2019 class of English Education study program. As much 28 respondents answered the questionnaire questions. From the English Education study program, 28 respondents answered that the strategies applied by the speaking lecturers had very good marks by the students.

**b. English Literature**

17 respondents from the English Literature study program, who said the strategies applied by the lecturers were very good or effective, 14 people said that 3 people were not good.

**c. Business English**

22 respondents who answered questionnaires from the Business English study program 11 people said that the strategy applied by the speaking lecturer was good or interesting and 8 people said that the strategy applied was good enough.

**d. English Education program of Unismuh**

10 respondents who answered the questions, 7 said the strategy applied by the lecturers was good, 1 person discussed the teaching strategy of the lecturer during the pandemic, and 2 people said it was less efficient.

From the Literature, Business and Education study program, it has a learning character and a desire that must be fulfilled by lecturers so that in the learning process, lecturers and students can be active so that they can achieve good and memorable learning goals. The strategy applied by the lecturer is the key to how students can be interested and enthusiastic about learning without fear or lack of confidence.

**B. Discussion**

The discussion part reveals findings interpretations result from the interview and questionnaire of this research. It is elaborated from each research question.

**1. Strategy of Teaching Speaking**

Through the interviews conducted, researchers can find out that the strategies used by UNM and Unismuh lecturers have differences in teaching speaking in class. UNM lecturers have several stages in teaching regularly to students, namely intensive, interactive, and extensive. In giving assignments to students is also a very important component for UNM lecturers because through assigning assignments, lecturers are able to assess students and their development of abilities UNM

lectures also argued in the result of interviews conducted that in group assignment, student were also trained to work with teams and be responsible.

Unismuh lecturers also have different strategies in teaching speaking researchers get information through interviews that Unismuh lecturers use communication strategies, media, assignments, presentations and discussions to improve students' ability to communicate in English. Unismuh lecturers also found difficulties in teaching speaking based on the fifth interview question. Unismuh lecturers said that the difficulties faced were students having low self-confidence, narrow insights, inadequate vocabulary, so they find it difficult to compose words and convey them in public. In addition, several problems in pronunciation were also a list of difficulties experienced by the lecturer.

Effective Teaching in Higher Education book by George Brown and Madeleine Atkins suggest the although effective teaching is best estimated in relation to your goals, there are some features of teaching on which there is both a consensus among lecturers and evidence from studies of student learning.

Generally speaking, effective teaching is systematic, stimulating, and caring (McKeachie and Kulik 1975; P.A.Cohen 1981; Marsh 1982). Obviously the emphasis on these factors varies between lecturers and subjects and each of these factors is complex and, in practice, challenging.

**2. Student Perception to Strategies Applied by the Lecturers**

From the result, those students want an attractive strategy for learning speaking based on data from student responses from three study programs. Approaching the speaking skills of each student is also considered very important in the learning process, so that all students get the same treatment of the learning rights that must be received from the lecturer concerned.

Students want a new strategy such as outdoor learning so that the learning process is not rigid, in addition, researchers also find that the discussion

strategy is a strategy that is very popular with students, storytelling, question and answer, video conversation, and increasing speaking during the teaching and learning process. The involvement of the lecturer in directing or providing solutions when students face difficulties in the speaking class is what students want besides helping in improving pronunciation. The main reason is that teaching and learning are complex processes influenced by many different factors, so students need exposure to an appropriate mix of strategies.

According to Spady (1994), not all students learn the same thing in the same way since there are differences among learners in the way they perceive and gain knowledge and form ideas and think; in addition they have different background knowledge, skills and dispositions, so a 'one size fits all' approach is unlikely to succeed all the time. Much of the current research recommends that lecturers need to use appropriate variety in their teaching, and to adjust and adapt with changing times to suit technologically savvy students (Bayat and Naicker 2012, 891; Tshuma 2012, 24).

## 5. CONCLUSION AND SUGGESTIONS

### A. Conclusion

In terms the findings, the researcher concludes the result of the research as follows:

1. UNM and Unismuh lecturers use different strategies in the teaching and learning process. Lecturers try to provide the best for students in front of the class and transfer their knowledge. Strategies such as interaction, interactive, extensive, presentations, assignments, media and communication are strategies that have been implemented by the two lecturers from UNM and Unismuh. In addition to strategies, lecturers also provide motivation to students even though they also face difficulties during teaching such as student's different abilities, learning motivation, and low self-confidence of students. Lecturers must be able to form a more interesting and enjoyable learning atmosphere. So that students can receive lessons more relax and enjoy the learning atmosphere.

## 2. Student responded

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Student responded to the Strategy of Teaching speaking of lecturers, which were considered enough for students. To improve the quality of teaching, there are several things students want to improve, such as outdoor learning, discussion or debate methods, storytelling, speaking practice, conversation, speaking in turns and full English

## B. Suggestions

1. This research conducted at State University in Makassar and Universitas Muhammadiyah Makassar. But hopefully the next researchers can conduct a research in other educational institutions.

2. The lecturer should apply suitable strategy in teaching speaking skill. In addition, the teacher should be more any acknowledgements authors wish to make should be included in a separate headed section at the end of the manuscript but before the list of references.

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