

THE STRATEGIES OF ENGLISH LECTURERS' IN TEACHING SPEAKING

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Abstract

One of the responsibilities a lecturer should concern while teaching the students is to create a communicative environment, instead of worrying about the process of teaching and put no regard on the students' language ability. This research aimed to find out the kinds of strategy in teaching speaking of English Education Study Program and to know the application of those strategies in the classroom. The research designed in this study was a descriptive qualitative to describe the status of things in the present or in the past. It meant that the data gathered were not analysed in term of number statistical accounting, but were analysed in the qualitative form which is more than more numbers or frequencies. Based on the research findings, it can be concluded that the most lecturers' teaching strategy that used in teaching speaking are using recording & transcripts, dialogues, discussion, classroom conversation, and casual chat. Lecturers' used that technique because it is based on the handbook and it is easy to practice. Some other strategy sometimes used by lecturers', but the frequency is very rare. The most used are dialogues and conversation and chat and jokes. Based on the discussion, most students like the strategy that used by the teacher. They followed lecturers' instruction.

Keywords: *lecturers' strategy, teaching speaking*

One of the responsibilities a lecturer should concern while teaching the students is to create a communicative environment, instead of worrying about the process of teaching and put no regard on the students' language ability. Nevertheless, speaking activities in class sometimes do not work properly as the lecturer wanted it to be. There are so many factors that make the students feel afraid to express English spoken language

in class. The teaching learning process should not only happen between students and their lecturer, but also among students. In order to create an environment where the interactions between students may happen, there are so many strategies can be applied.

Brown (2001:14), strategies were the specific activities manifested in the classroom that was consistent with a strategy and therefore was in harmony

with approach as well. Consequently, lecturer s' strategies in teaching speaking to the students are really important. It is interesting to the researcher to study about these strategies implemented by the lecturer because it is considered that teaching strategies influence the quality of students' English learning condition and finally the students' ability in English. From some strategies in teaching speaking, it must be there is one which is effective and made students' fun. Based on the explanation above, the researcher interested to conduct the research at Batanghari University. The research entitled: "English Lecturers' Strategies in Teaching Speaking of English Education Study Program at Batanghari University".

Teaching speaking is the action of guiding the students to be able to communicate and show any interaction to another person involved in the conversation. Thus, in teaching speaking skill it is necessary to make the students have clear understanding involved in speech.

As Brown and Yule (1999:3) describe that there are significant differences between spoken and written language in language teaching. Spoken language has been pictured as teaching students to pronounce written sentences in foreign

language teaching. Furthermore, Brown and Yule (1999:3) also states, there is no longer a secure, tried-and-tested, teaching tradition to lean upon. The fact that as a teacher, we need to provide the classroom with appropriate teaching materials, communicative environment of teaching learning process, or the demand to always bring a teaching strategy that will increase the students' speaking skill.

The term of teaching can be understood by several points of view. Generally, teaching means the action of someone who teaches to let the learner to know certain knowledge or skill, in certain setting of learning and teaching. According to Brown (2000:7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teaching needs to be seen as a process, includes someone who teaches, has the learner, the material, and also the setting. Which all of the components needed in teaching have to be maximized to achieve what it is referred to effective teaching.

One of the primary concerns of improving speaking English is to involve students consciously in their own learning process as they work to improve their spoken English. According to Morley in Manalu (2009:5), the purpose of teaching

speaking is to help the students to accomplish four things: to improve self confident in speaking and listening to English, to improve intelligibility in speaking and listening to speaking English, to improve fluency in speaking English, and to improve accuracy in speaking English.

From the explanation from the experts above, can concluded that teaching speaking is the action of facilitating the learning process of the students with various strategies to be able to be said as successful learning.

Discussing of strategies in English language teaching, it initially cannot be separated with understanding strategy and approach. According to Richards (2010:30), in language teaching, the theory, philosophy, and principles underlying a particular set of teaching practices. Language teaching is sometimes discussed in terms of three related aspects: approach, strategy, and strategy. Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the strategy), and different strategies make use of different kinds of classroom activity (the strategy).

Meanwhile Brown (2000:14), states that approach is a principled basis upon which the teacher can choose particular designs and strategies for teaching a foreign language in a particular context. Teaching is the series of classroom activities that is chosen by the teacher to be applied in giving the language inputs to the students. In teaching speaking, various speaking strategies are designed to help teacher in teaching English speaking regarding the approach, strategy, or some practical teaching strategies.

Tomkins in Sokowati (2002: 4) argues that role play activity can encourage students' thinking and creativity. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationship among the students as they play their parts calls for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Based on Brown and Yule (1999) and Thornbury (2005) theory, the strategies that can be used to promote the second language learners to speak based on those three categories mention above are as follows:

Using Recordings and Transcripts

This strategy is done to raise learners' awareness of features of spoken language. It is to expose them to instances. The strategy is done by playing learners recordings of monologue or multiparty talk. By doing this activity, the learners will know how the speaking activity goes and how discourse management is in progress.

Using Live Listening

This strategy is used to raise learners' awareness of features of spoken language too. By using live listening it gives the bigger chance for the students to engage in a learning activity with their teacher. The advantage of live listening is that the learners can interact to ask questions, clarify details, and solicit repeats.

Noticing-Gap-Activities

This strategy is used by making the learners to get important messages about their current state of proficiency by attending to their own output, and by

making comparisons between their output and that of others. In the learning of speaking, learners may benefit from first "having a go" and then observing a skilled practisioner performing the same task. Example : Students make a group, each group have a same topic, then they told about the content of the topic and compare it to other group.

Drilling and Chants

Drilling and chants are the strategies regard to appropriation activities. Drilling that is imitating and repeating words, phrases and even whole utterances. Thus, after learners have listened to a dialogue the teacher can isolate specific phrases or utterances and ask learners to repeat them. The effect of repeating them is bound to make them more salient. Drilling also provides a means of gaining articulatory control over language-of "getting your tongue round it". Chants, on the other hand, is a more playful form of practice that replicates the repeating and chunking nature of drilling is the use of chants. Chants is more memorable than in standard drills.

Writing Tasks

Writing has a useful role to play as an initial stage in the appropriation of newly encountered language for speaking. It can

act as a way of easing the transition from learning to using. Learners tend to rely on a very narrow repertoire of memorized expressions in face-to-face interaction. So, an important function of classroom speaking activities is to help learners extend their range of such features. The form of the activities can be in dictation, paper conversations, computer mediated chat and rewriting. Example : teacher told about a story, then students write on paper, after that they retell the story orally.

Dialogues

Practicing dialogues has a long history in language teaching-not surprisingly, since language is essentially dialogic in its use, and any grammar structure or lexical area can be worked into a dialogue with a little ingenuity. Dialogue practice also provides a useful change of focus from teacher-led classroom interaction. Even in a large classes with fixed furniture, setting up pairwork is not an insurmountable management challenge.

Task Repetition

The contextual teaching can impact the fluency of learners' English speaking. This strategy is also influence the

students' accuracy and complexity of production. With the advent task-based learning, it is found that by manipulating the condition of speaking tasks: giving learners unlimited time when performing a task increases their accuracy, but at the expense of their fluency, allowing time for pre-task planning enhances fluency, resulted faster speech and fewer silent pauses, likewise, pre-task planning has a positive effect on the complexity of the language that is produced, repeating a task shown gains in accuracy (including pronunciation), fluency, and complexity.

Presentation and Talks

Whether or not learners will have to give presentations or talks in real life, the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking. This is especially the case if they also have to respond to questions. Example: teacher asked students to present about a topic then another student will ask it.

Stories, Jokes, and Anecdotes

Storytelling is a universal function of language and one of the main ingredients of casual conversation. Through their stories learners not only practise the

essential skill, but they can also get to know one another: we are our stories. Narration has always been one of the main means of having learners recount folk tales, or amusing or dramatic incidents based on a series of pictures. The value of encouraging learners to tell their own stories has been recognized, and coursebooks now include personalized narrating tasks, whether monologic or dialogic, as matter of course. Example : Teacher asked students to read a fairy tale, then teacher asked them to retell orally about the story that they have read.

Drama, Role-play, and Simulation

Speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. Situations that learners are likely to encounter when using English in the real world can be simulated, and a greater range of registers can be practiced than are normally available in classroom talk. Moreover, simulation and artifice suit the temperament of certyain learners, who may feel uncomfortable “being themselves” in a second language.

Discussion and Debates

The best discussion in the classroom is the one that is spontaneously arise in the English speaking class, either it is because of the students’ personal experience that they report in the classroom or from a text or topic in the textbook that triggers some debate. It is become important to the teacher to be able to raise the situation where discussion and debate can be formed in more formal way for teaching English speaking.

Conversation and Chat

Classroom conversation and casual chat have varied over the years. Conversation and chat provide a good condition in English as a second language class. Conversation and chat is best to be applied in a traditional grammar-focused class.

Outside-class Speaking

Learners can improve their speaking ability with the ease of the transition from classroom to the outside world, the teacher can use the strategy as a task to do outside class.

Based on the explanation above, the researcher concludes that teacher strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an

analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components.

RESEARCH METHOD

The purpose of this research was to analyze the teaching speaking strategies of English lecturer. The design of this research is descriptive qualitative research. Bogdan & Biklen (1982) suggest that qualitative research considers several aspects such as; (1) natural environment as source of data, (2) researcher as key instrument, (3) process as more important aspect than result, (4) inductive data analysis, (5) participants backgrounds to respond to a phenomenon as essential aspect.

The samples of this research were three English lecturers. They are the English lecturer from English Education Study Program of Batanghari University, Jambi. The sample was taken by purposive sampling technique. In this research used observation and interview as the techniques of data collection.

Observed the lecturer while teaching in the class was done by the researcher for one month to find out the method that used by the lecturers in teaching speaking.

The data collected from the observation and interview was described and analysed by using qualitative descriptive analysis. The steps to analyse the data of the research are: read the results of repeated observations and interview, made the report, based on the result interpretation after that made conclusions and recommendations from the data obtained.

FINDINGS AND DISCUSSION

Findings

This result shows the strategies used by the lecturer in three meeting in every semester. Sometimes the lecturer cannot use all the strategy, but the lecturer knew what suitable strategies to teach in every meeting. Pre-activity is the beginning of the lecturer start the lesson, then it continued in while activity which contains the strategy that will be used by the lecturer. After that, the post activity is at the end of the lesson in that meeting. The strategies which always or often use in three-time meeting and success in making the students more active in the classroom

became the effective strategy for the lecturer and students.

The lecturer did whole items in pre-activity. But the lecturer cannot do whole items in while-activity for teaching speaking. It was because the lecturer did not have much time to do whole activities. But, Stories, Jokes, & Anecdotes and Conversation & Chat are the most strategies used in teaching speaking because it always used from the first meeting to the third meeting during researcher observation. Then, for the post activity, did all step. For more detail, the observation result about teaching strategies can be seen as follows:

Table 2

Teaching Strategies Tabulation Result

Strategies	L A	L B	L C
Using recording & transcripts	2	2	2
Using Live listening	0	0	1
Noticing-Gap-activities	1	1	1
Drilling and Chants	0	0	0
Writing tasks	0	1	1
Dialogues	2	2	2
Task Repetition	0	1	1
Presentation & talks	1	1	1
Stories, Jokes, & Anecdotes	3	3	3
Drama, role-play & Simulation	2	2	2
Discussion & Debates	1	1	1

Conversation & Chat	3	3	3
Outside-class speaking	0	0	0

Based on the table above it can be seen that the most using by the lecturer in teaching speaking in Stories, Jokes, & Anecdotes and conversation, and chat. Based on the interview, the lecturer used both of strategies because the strategies were easy to understand and the material is also easy to get, besides students still like to have fun in learning. They need more stimulation and motivation in learning English, especially speaking.

Based on the interview, the lecturer A sometimes used recording & transcripts when to teach speaking. It is because this campus has the tape recorder to play the cassette and also has the transcript that appropriates to the recording. So, it makes the lecturer easy to teach speaking using this strategy. The lecturer A sometimes uses live listening when teach speaking. Drilling and Chants when sometimes used by her in teaching speaking. But it is included in the difficult strategy. Students are easy to feel bored. Writing tasks is one of strategy that often used by her because it is the practice strategy and easy to understand. Dialogues is also another technique used by her. It is the most

strategy for used. Besides it is easy, the steps can be seen in a book. Task repetition used by her, when students feel bored in classroom. Students can get attention using this strategy. The lecturer A said that presentation & talks become one of strategy that used. This strategy is easy and the step written in English book. So, students can do this strategy. Stories, Jokes, & Anecdotes actually one of fun strategy, but the lecturer A need to collect some funny story. The fact, students are lazy and do not have much confidence to speak well. Drama, role-play & Simulation is never used by her. This strategy is very difficult, because it needs many preparation, but if the kinds of this strategy based on book, it can used it. Discussion & debates is often used by her. But, it needs more preparations because students need more motivation to speak. Then, Conversation & Chat also often used by her. She used this strategy because it is easier and it included in the handbook. Outside-class speaking is the last strategy that never used by her. She said that this strategy is not efficiency. Even this strategy good but it need many preparations. Then, it should her plan before.

Based on interview, the lecturer B sometimes used recording & transcripts

when teach speaking. The lecturer B seldom used Noticing-Gap-activities when to teach speaking because this strategy is difficult to explain the way to students. This strategy also will spend much time. Drilling and Chants when sometimes used by the lecturer B in teaching speaking. But it is included in the difficult strategy. Students are easy to feel bored. Writing tasks is one of strategy that often used by him because it is the practice strategy and easy to understand. Dialogues is also another technique used by him. It is the most strategy he used. Besides it is easy, the steps can be seen in a book. Task Repetition sometimes used by him. He used it when students feel bored in the classroom. Students can get attention using this strategy. The lecturer B said that Presentation & talks become one of strategy that used. This strategy is easy and the step written in English book. Stories, Jokes, & Anecdotes actually one of fun strategy, but the lecturer B need to collect some funny story. He sometimes used this strategy. Drama, role-play & Simulation is never used by him. This strategies is very difficult, because it needs many preparation, but if the kinds of this strategy based on the book, it can use it. Discussion & Debates is often used by him. But, it needs more preparation,

because students needs more motivation to speak. Then, Conversation & Chat also often used by him. Even this strategy good but it need many preparations.

Based on the interview, the lecturer C sometimes used recording & transcripts when teach speaking. The lecturer C seldom used Noticing-Gap-activities when to teach speaking because this strategy is difficult to explain the way to students. This strategy also will spend much time. Drilling and Chants when sometime used by the lecturer C in teaching speaking. But it is included in the difficult strategy. Students are easy to feel bored. Writing tasks is one of strategy that often used because it is the practice strategy and easy to understand. Dialogues is also another technique used by her. It is the most strategy by used. Besides it is easy, the steps can be seen in a book. Task Repetition sometimes used by her. She used it when students feel bored in the classroom. Students can get attention using this strategy. The lecturer C said that Presentation & talks become one of strategy that used. This strategy is easy and the step written in English book. So, students can do this strategy. Stories, Jokes, & Anecdotes actually ne of fun strategy, but she need to collect some funny story, she sometimes used this

strategy. Drama, role-play & Simulation is never used by her. Discussion & Debates is often used by teacher. But, it needs more preparation, because students need more motivation to speak. Conversation & Chat also often used by her. She used this strategy because it is easier and it included in the handbook. Outside-class speaking is the last strategy that never used by her. He said that this strategy is not efficient. Even this strategy good but it need many preparations.

Discussion

One of language skills that should be learned by English learners is speaking. Speaking is considered as a necessary skill because of its essential role in facilitating learners to master English. Teaching speaking must use strategies in order to make students interest and increase the student's ability with speaking English. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable and often there

is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

The explanation above is appropriate to Richards (2010:30), that say if in language teaching, the theory, philosophy and principles underlying a particular set of teaching practices. Language teaching is sometimes discussed in terms of three related aspects: approach, method, and strategy. Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method), and different methods make use of different kinds of classroom activity (the strategy).

In fact, students need the strategy which can make them study speaking in fun. That is why the lecturer needs to be more creative in changing their skill in teaching strategy. Besides that, lecturer also must understand what students like in learning activities. Some of the strategy that used in Batanghari University, based on interview has explained by the lecturer. Using recording & transcripts is one of conventional strategy in teaching speaking, but it sometimes effective for some students because they were familiar with. Based on the interview, lecturer A said that she often used this strategy because the media was available in school. Using live listening is one another alternative to teaching speaking. It can be

more effective, if most students have good English basic. While, in English Education Study Program, the students have low ability in speaking, so based on lecturer's interview seldom used it. The lecturer in this strategy prepares the tape recording and the transcript. Then, students will be arranged listen to the tape recorder, then they can imitate the dialogue using transcript. Noticing-Gap-activities Drilling and Chants is also can be used for teaching speaking. This strategy is used by making the learners to get important messages about their current state of proficiency by attending to their own output, and by making comparisons between their output and that of others. Based on the teacher interview, this strategy is quite difficult to do, so he seldom uses it.

Drilling and chants are the strategies regard to appropriation activities. Drilling that is imitating and repeating words, phrases and even whole utterances. Thus, after learners have listened to a dialogue the teacher can isolate specific phrases or utterances and ask learners to repeat them. Based on lecturer's interview, they often used this strategy, because it was easy to understand for students. Besides, students become more active in speaking class.

Writing has a useful role to play as an initial stage in the appropriation of newly encountered language for speaking. It can act as a way of easing the transition from learning to using. The form of the activities can be in dictation, paper conversations, computer-mediated chat and rewriting. Lecturer A often used rewriting for writing task. Practising dialogues has a long history in language teaching not surprisingly, since language is essentially dialogic in its use, and any grammar structure or lexical area can be worked into a dialogue with a little ingenuity. Dialogue practice also provides a useful change of focus from lecturer classroom interaction. Lecturer A said, she often used dialogue in pair work. Students will memorise the dialogue then she asks them to move in front of class to practice. It was easy but based on her experience it was not effective to improve students speaking skill. For example, a lecturer gave students dialogue script, then they must practice it.

The contextual teaching can impact the fluency of learners' English speaking. This strategy is also influences the students' accuracy and complexity of production. In speaking, lecturer A has used this strategy, but in giving limitation time only when students told about

herself. It was not effective too, because students often lost idea, so they will ask to add the time more and more. For example, lecturer asks students to tell about their family.

Whether or not learners will have to give presentations or talks in real life, the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking. This is especially the case if they also have to respond to questions. In some material, lecturer A have given this strategy to students. Most of they have good interactive but another still passive.

Story telling is a universal function of language and one of the main ingredients of casual conversation. Through their stories learners not only practise the essential skill, but they can also get to know one another: we are our stories. This strategy became familiar in recent years because there were some story telling competition. It made students more fun in learning speaking, beside it also can stimulate their brain to focus and remembered about a story or material. For example students must retell by their own words about the story that has given by lecturer.

Speaking activities involving a drama element, in which learners take an

imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. Even though lecturer A said this strategy entertained and fun, but the preparation and time duration become big problem in manage it. This kind of speaking strategy needs preparation. For example, lecturer asks them to find a drama script, then they must prepare all the drama parts, they must prepare costume, dialogue, stage, and much more.

The best discussion in the classroom is the one that is spontaneously arise in the English speaking class, either it is because of the students' personal experience that they report in the classroom or from a text or topic in the textbook that triggers some debate. Lecturer A said that she often used this strategy because students love it. They have more time to find they need and then they will keep their argument. The problem was debate need the good speaker, while only a few students can speak well. For example, lecturer gave students a topic, then students must have the discussion and share their opinion orally.

Classroom conversation and casual chat have varied over the years. Conversation and chat provide a good

condition in English as a second language class. Conversation and chat are best to be applied in a traditional grammar-focused class. Lecturer often used this strategy because it was easy and students understand. But honestly, it can not be enough to improve students' speaking skill. For example, lecturer gave them a task just like a seminar. One of them present the topic, another can ask the presenter.

Learners can improve their speaking ability with the ease of the transition from classroom to the outside world, the lecturer can use the strategy as a task to do outside class. In this technique, lecturer needs to find the suitable result. Based on interview result, lecturer never does this strategy, because they just knew about this strategy. For example, lecturer asks the students to observe their environment, then they must retell to their friends.

Dialogues and conversation and chat became the most strategies used by them. It means lecturer pretend those strategies is easy to understand to students. Besides that, the material is available. The students have some favourite techniques to study speaking. One of them is storytelling. Storytelling is a creative art form that has entertained and informed

across centuries and cultures. It also has good potential to motivate students in speaking. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Second, students also can tell riddles or jokes. Discussion also are favorite one. Discussion method is emphasis pupil-activity in the form of discussion, rather than simply telling and lecturing by the lecturer. Thus, this method is more effective. Students like to share their idea and then they can make the conclusion.

CONCLUSION

Based on evidences which were provided in findings and discussions, the researcher presents several items of conclusion as follows :

1. The most lecturer' teaching strategy that used in teaching speaking in English Education Study Program is using recording & transcripts, dialogues, discussion, classroom conversation, and casual chat. The lecturer used those technique because it is based on the handbook and it is easy to practice. Some other strategy sometimes used by the lecturer, but the frequency is very rare.

2. Based on discussion, most students like the strategy that used by the lecturer. They followed lecturer' instruction.

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