

Teaching Strategy Used in Teaching Speaking Skill at Universitas Lakidende Unaaha

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Abstrak

Kata Kunci:

Dosen, Strategi Mengajar, Keterampilan Berbicara.

Meningkatkan keterampilan berbicara siswa memerlukan strategi yang tepat. Penelitian ini bertujuan untuk mendeskripsikan jenis strategi yang digunakan oleh dosen dalam mengajar berbicara pada mahasiswa semester empat Jurusan Pendidikan Bahasa Inggris di Universitas Lakidende Unaaha. Instrumen penelitian ini adalah lembar observasi. Subyek penelitian ini adalah dua orang dosen Jurusan Pendidikan Bahasa Inggris yang mengajar mata kuliah Speaking IV di Universitas Lakidende Unaaha. Pengumpulan data dilakukan dengan mengamati dosen. Penelitian ini melibatkan kondensasi data, penyajian data, dan penarikan kesimpulan sebagai prosedur analisis data. Ada lima strategi pengajaran yang digunakan oleh dosen dalam mengajar berbicara sebagai hasil penelitian, yaitu Presentation, Drilling, Asking and Answering, Role Play, dan Storytelling. Kesimpulan dari penelitian ini adalah ada lima strategi yang digunakan oleh dosen Speaking untuk mengajar mahasiswa semester empat Jurusan Pendidikan Bahasa Inggris Universitas Lakidende Unaaha, yaitu Presentation, Drilling, Asking and Answering, Role Play, dan Storytelling. Selain itu, disarankan agar dosen dan guru Speaking memilih strategi pengajaran yang tepat dan menciptakan berbagai strategi yang komunikatif, kreatif dan efektif untuk diterapkan dalam pengajaran Speaking, dengan demikian, tujuan pengajaran dapat tercapai.

Abstract

Key Word:

Lecturer, Teaching Strategies, Speaking Skill.

Improving the students' speaking skill requires the appropriate strategies. This research aims to describe the kind of strategies which used by lecturers in teaching speaking on the fourth semester students of English Education Department at Lakidende Unaaha University. The instrument of this research is observation sheet. The subjects of this research were two lecturers of English Education Department who teaching speaking IV course at Lakidende Unaaha University. The data was collected by observing the lecturers. This research involved data condensation, data display, and drawing the conclusion as the procedure of data analysis. There are five teaching strategies used by lecturers in teaching speaking as result of the research, those are role play, presentation, drilling, language games, answer and question, and storytelling. The conclusion of research is, there are five strategies used by the speaking lecturers to teach the fourth semester students of English Education Department at Lakidende Unaaha University, namely Presentation, Drilling, Asking and Answering, Role Play, and Storytelling. Also, it is suggested to the speaking lecturers and teachers for choosing the appropriate teaching strategy and create various communicative, creative, and effective strategies to be implemented in teaching speaking, therefore, the teaching objectives can be achieved.

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INTRODUCTION

Speaking is one of main language skills used to interact orally with the other persons, therefore, speaking is very essential to master for making easier in communicating among people in the social life. It is line with Dionar and Adnan (2018), speaking is the foremost skill for the effectiveness of communication. In other words, there is no the effective communication, without speaking one another. In teaching English, speaking skill must be taught to students as one of significant elements for mastering English.

Hadfield (2000:3) states that speaking is a kind of bridge for learners between the classroom and the outside. In building a bridge, teacher as facilitator have to provide more opportunity to students for purposeful communication in speaking class. In addition, Harmer (2008, 123), good speaking activities can and should be extremely engaging for the learners if they are participating fully – and if the teacher has set up the activity properly and can then give the sympathetic and useful feedback – they will get tremendous satisfaction from it. Therefore, a teacher or lecturer who teaches speaking English has an important role in

developing students' speaking skill, in other words the teacher or lecturer must be able to create a comfortable and active speaking learning atmosphere, students must be active in speaking activities, so that they can master speaking quickly.

In Indonesia, teaching English speaking has various problems, such as low confidence in speaking, lack of vocabulary, and poor grammar skills. According to Nasution and Sukmawati (2019:48), the lecturer revealed that the problems mostly occurring to the students were (1) they were not confident in speaking and would speak if they were only asked to speak; (2) they still find that grammatically errors in speaking are something embarrassing; and (3) they have limited vocabulary which makes them stutter while speaking. These three major factors hamper them to develop their speaking skills. To overcome these problems, the teacher or lecturer must apply the appropriate strategies in teaching speaking.

After conducting preliminary research on the fourth semester students of English Education Department student at Lakidende Unaaha University, the researcher found that several students achieve several winnings like in speech competitions, debates, and so on. Students also are very active in speaking class, their ability of vocabulary and grammar is good enough, and they seem motivated to join in speaking class. Then, based on their speaking course grades, most students have an A grade, and others obtain a B grade. So, it is able to be stated that the speaking skills on the fourth semester of English language education students at Lakidende Unaaha University are quite good. The lecturer is certainly one of the factors that makes a big contribution to improving students' speaking skill, especially the use of appropriate teaching strategies in the speaking class.

A teaching strategy is an educational technique, method, or plan of classroom action or interactions intended to accomplish specific teaching/learning goals (Ayua, 2017). William and Burden (2003) stated that strategies are used by teachers are the factor of success in language learning. In this research, it expected the strategies applied by lecturers in teaching speaking skill can make students mastering and improving speaking very well. Based on it, the researcher wants to know what strategies are used by lecturers to teach speaking on the fourth semester students of English Education Department at Lakidende Unaaha University.

METHOD

Research Subject and Object

The subjects of this research were two English lecturers who teaching Speaking IV of the fourth semester English Education Department students at Lakidende Unaaha University. Those lecturers' initials were IW and MF. Before the researcher chose the subject, the researcher considered the criteria of the English lecturers who suited this research's characteristics. The researcher considered that these two English lecturers were appropriate to this research because the lecturers applied several strategies in teaching speaking and also, they are a teaching partner of Speaking IV. The object was the strategies that used by the lecturers in teaching speaking in the classroom. Those strategies were role play, drilling, presentation, question answer, games, discussion group, storytelling, and brainstorming.

Research Instrument

The researcher used observation sheet as the research instruments. The observation sheets used by the researcher adopted and adapted from Fortune (2000). The observation sheet focused on the lists of teachers' strategies in teaching speaking skill whether it is used in the observation or not, or as an additional strategy.

Technique of Data Collection

For this research, the researcher collected the data through observation. The researcher observed the class by using observation sheet. Then, the researcher checked the strategy applied in the class. The researcher observes the classes for three meetings. The researcher tried to obtain some strategies used by the lecturers in teaching speaking. The observation sheet consists of strategies based on the stated and described strategies by the experts.

Technique of Data Analysis

The data from the observation was analyzed by using descriptive qualitative method. According to Miles, Huberman and Saldana (2014), the procedure of data analysis for this research involves data condensation, data display, and drawing the conclusion/ verification.

RESULT AND DISCUSSION

Teaching Strategies used by the Speaking lecturers (IW and MF)

The result of the research was collected by using the observation sheet. Both of the lecturers were

observed by the researcher to find out what the strategies are applied in improving the students' speaking skill. The result of the researcher's observation was the lecturers used various strategies. The following is the result of the observation in the classroom with lecturers IW.

Table 1. Teaching Strategies Used in Classroom by IW

Strategy	Description								
	1 st meeting			2 nd meeting			3 rd meeting		
	Obs	Not App	Add	Obs	Not App	Add	Obs	Not App	Add
1. Role play		√			√		√		
2. Drilling			√		√				√
3. Presentation	√				√			√	
4. Games		√			√			√	
5. Discussion		√			√			√	
6. Storytelling		√		√				√	
7. Question and		√	√			√		√	
8. Brainstorming		√			√			√	

The table 1. above shows the IW's teaching strategy toward the implementation of the strategies in improving the students' speaking skill. The observation sheet included eight strategies related to the speaking skill improvement. From the table above, it can be concluded that in there are only five strategies that the researcher found in the observation, those are *presentation, drilling, question and answer, storytelling, and role play*. The first meeting of the observation lecturer IW applied presentation as the teaching speaking strategy with additional strategies, drilling and question and answer. In the second meeting, the lecturer used story telling with question and answer as the additional strategy. In the last meeting of observation, the lecturer applied role play strategy in improving the students' speaking skill with the drilling as an additional strategy.

Then, the researcher conducted the same observation with lecturer MF. The researcher found that both of the lecturers applied the same strategies in improving the students' speaking skill, although the lecturer taught with the different time with the same class. The following is the result of the observation in the classroom with lecturer MF.

Table 2. Teaching Strategies used in classroom by MF

Strategy	Description								
	1 st meeting			2 nd meeting			3 rd meeting		
	Obs	Not App	Add	Obs	Not App	Add	Obs	Not App	Add
1. Role play	√			√	√				
2. Drilling		√							√
3. Presentation					√		√	√	
4. Games		√			√			√	
5. Discussion Group		√			√			√	
6. Storytelling		√			√			√	
7. Question and Answer		√	√			√		√	
8. Brainstorming		√			√			√	

The table 2, above shows the MF's teaching strategies in improving the students' speaking skill. The observation sheet also included eight strategies in improving students' speaking skill. From the table above, the researcher found that the drilling strategy and question and answer were always applied by the lecturer in all of the meeting as the additional strategy to improve speaking skill. Furthermore, it can be inferred that in there are four strategies that the researcher found in the observation. The first meeting of the observation lecturer applied role play with question and answer as the additional strategy. Then in the second meeting the lecturer still applied role play as the strategy with the question and answer as an additional strategy. In the last meeting of observation, the lecturer applied presentation with drilling in improving the students' speaking skill.

Based on the results of observation sheet that had been done, the researcher found there were five strategies used by lecturers in the classroom, the strategies are role play, drilling, presentation, asking and answer, and storytelling. From the data that obtained, the first strategy applied by the lecturer was presentation. In applying the presentation, the lecturer asked the students to present a topic with the problems in front of the class. During the observation, the researcher found that they enjoy their speaking class. In the classroom, students are motivated to express their own opinion by questioning, answering, and responding. Some students were a little stuttered in arguing, but they were able to express their opinions well. The lecturer becomes a facilitator who directed the course of the presentation, provided explanations for things that cannot be solved, and provided corrections for speaking mistakes at the end of the meeting.

The lecturers in all of the meetings as the additional strategy to improve speaking skill always applied the drilling strategy and answer and question as the additional strategy. During those activities, there were students who made pronounce errors, and the lecturers discussed some mispronunciation made by the students, and corrected them. Students listened to the correct pronunciation and imitate it automatically. Also, lecturers gave some questions relating to the topic taught, and students can answer the questions correctly.

Role play is one of strategies applied in this research. During observation, students were relaxed and motivated joining the speaking class by using role play. The lecturers gave the script of conversation to be practiced by the students. Then, the lecturers asked the students to create the conversation by themselves, and practiced in front of the class with their partner. Students enjoyed the class, although they took a long time to create and memorize their own conversation script.

Storytelling is the last strategies which existing in this research. The students looked please to tell the story. The lecturer gave a chance to students for choosing the interesting story, they must understand and memorize the story. Students could do well, although they had a little difficulty in memorizing the story script.

This section deals with the discussion of the relation between the results of the research and the theories which were stated by some experts. The discussion gives some ideas concerning the strategies in teaching speaking skill to the fourth semester students of English Education Department at Lakidende Unaaha University. The objective of this research is to describe the kind of strategies used by the English lecturers in teaching speaking skill to the fourth semester students of English Education Department at Lakidende Unaaha University. There are five teaching speaking strategies found in this research, namely Presentation, Drilling, Asking and Answering, Role Play, and Storytelling.

According to Royani, Sulistyarini, & Tukimun, T. (2023), presentation and question and answer which are most widely used by teachers to teach speaking. It is suitable with this research, presentation, and question and answer are two speaking teaching strategies chosen by the two lecturers to teach speaking.

According to Larsen-Freeman (2000), in role play activity the students are often asked to create their own lines that relevant to the situation. Because of that role play is very crucial in speaking activity since it gives the students an opportunity to practice communicating in a social context from various several roles. Therefore, it can be inferred that role play is one of the effective teaching strategies that can be applied in teaching speaking, as having done by the two speaking lecturers in this research.

According to Mulyati and Nadrun (2021), drilling is useful in developing speed and accuracy in remembering facts, generalizations, and concepts, while storytelling helps the students to useful the information and deliver the messages to others. In other words, drilling and storytelling are the effective strategy to improve students' speaking skill.

Therefore, it can be stated that the importance of use the appropriate strategies in teaching speaking, so that students' speaking skill can be improved, therefore a teacher or lecturer should know and understand the needs of their students in learning, especially speaking learning. It is supported by Thomson (2012) which revealed that that the level of language learners and the types of interactions during the lesson between the teacher and students were all considered as possible reasons why teachers might be choosing to employ a particular type of strategy in teaching foreign language.

CONCLUSION

Based on the result of this research, it can be concluded that there are five strategies used by the speaking lecturers to teach the fourth semester students of English Education Department at Lakidende Unaaha University. The five teaching speaking strategies found in this research, namely Presentation, Drilling, Asking and Answering, Role Play, and Storytelling. It expected can increase students' speaking skill better, especially in the

elements of speaking such as vocabulary, grammatical structure, pronunciation, and fluency. Through this research, the researcher would like to provide suggestions. Speaking lecturers and teachers are suggested to choose appropriate teaching strategy and create various communicative, creative and effective strategies to be implemented in teaching speaking, therefore, the teaching objectives can be achieved.

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