TEACHING STRATEGIES USED BY THE LECTURERS AND STUDENT'S RESPONSE IN ENGLISH SPEAKING CLASS

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ABSTRACT

This research aimed to find out teaching strategies used by the lecturers and the Students' Response to the teaching strategies used by the lecturers in English Speaking Class. This research used a quantitative method. The population of this research was the third-semester students while the sample was 60 students from that population that was taken selectively. The instruments of this research were observation and questionnaire. The first lecturer used telling story and oral interview while the second lecturer used role-play and oral interview. Students' response in the first class for telling story strategy were strongly agree 22.50 %, agree 50.42 %, neutral 24.58 %, disagree 2.08 %, strongly disagree 0.42 %. Therefore, the score range was 3.93. While for oral interview strategy were strongly agree 24.29 %, agree 47.62 %, neutral 26.19 %, disagree 1.90 %, strongly disagree 0 %. Therefore, the score range was 3.94. Students' response in the second class for role-play were strongly agree 9.58 %, agree 45.83 %, neutral 24.17 %, disagree 14.17 %, strongly disagree 6.25 %. Therefore, the score range was 3.38. While for oral interview strategy were strongly agree 12.38 %, agree 38.57 %, neutral 33.81 %, disagree 8.10 %, strongly disagree 7.14 %. Therefore, the score range was 3.41. The result showed feedback on in the first class, it has been proven that more attractive lecturers to students than the "storytelling" strategy on the first class use the "oral interview" strategy. Whereas in the second class, it has been proven that lecturers use the "oral interview" strategy is more attractive to students than the "telling story" strategy on the Second class.

Keywords: *Teaching strategies, English Speaking class*

INTRODUCTION

A lecturer is an educator who has the greatest obligation in handling the class. A lecturer is a facilitator who plays an important role in supporting a learning process. A success achieved or not depends on how the lecturer processes in guiding. Monotonous teaching and that alone will make students feel bored and not interested in the teaching and learning process.

Lecturer needs many things in the process of teaching and learning activities. Not only the syllabus, lesson plan, and the media must also be prepared. However, a lecturer also needs to have a strategy in conditioning the

class. It can be seen in general that the class atmosphere is sometimes not conducive, so a lecturer takes the initiative to have a strategy in teaching.

Choosing a teaching strategy is very important. Because a lecturer must be able to choose the most effective and efficient learning activities to create a good learning experience, which can provide facilities for students to achieve learning goals. Therefore, creativity and teaching skills are needed in choosing and using learning strategies, namely by adjusting based on the characteristics of students and the situation in which they are faced. A lecturer can organize learning by increasing the attractiveness of learning through the teaching materials presented in the learning strategy, teaching media used by the lecturer, managing schedules and allocating organized teaching.

In order for the implementation of strategies in learning to be appropriate, the selection of strategies in learning must also be adjusted to the learning objectives, so that there is an expected harmony between goals and implementation. In addition, the classroom situation can be conditioned and make the lecturer comfortable conveying his teaching well and the students can learn as expected.

There are some previous studies related to the teaching strategies above. Abdillah Lila Nata Praja (2013) did a study with the title Strategies in Teaching Speaking to English Department Students at Muhammadiyah University of Surakarta. The next study comes from Nuh Sunyoto (2017) did a study with the title Designing L2-Based Communication Strategies Teaching for Speaking Class.

There is the difference between the previous research and my research. The difference is about the subject of the research. In the previous study, the researchers investigated the lecturer's problems and the student's problems in teaching strategy, and the students' frequency of using Communication Strategies. In this present research, the researcher will describe the teaching strategies made by the lectures and student's response about teaching strategies in English speaking class.

The problem that makes the technique of teaching and learning English is not effective namely; the lecturer's technique is out of date. The lecturer merely tends to use lecturing technique, both lecturer and students are lack of

supporting media, readings and the like. Therefore, by facing such problems, the objective of teaching still cannot be reached maximally. In the end, the students are still not able to communicate in English frequently.

Besides that, the problem that often occurs in teaching is how to present material to students well so that result is efficient. In addition, the problem that is often encountered namely also the teacher's lack of attention to variations in the use of teaching methods in an effort to improve the quality of teaching well.

As an alternative answer to these problems, it is necessary to study in depth about the teaching methods used. The function of teaching methods cannot be ignored, because the teaching method also determines the success or failure of a teaching and learning process and an integral part of a teaching system. Using the right method will also determine the effectiveness and efficiency of learning. Learning needs to be done with a few lecture and methods that are teacher-centered, and emphasize more on student interaction. The use of various methods will help students achieve learning goals. Learning experiences must be flexible, not rigid, emphasize creativity, curiosity, guidance and direction toward maturity.

Based on the phenomenon above, the researcher is interested in analyzing strategies for teaching speaking to English department student at the Muhammadiyah University of Makassar. Therefore, the proposal entitled Teaching Strategies used by the lecturers in English Speaking Class. The Problem Statement of the research were "What teaching strategies are used by the lecturers in English Speaking Class?" and "How are the student's response to the teaching strategies used by the lecturers in English Speaking Class?". The Objective of the research were "To describe the teaching strategies used by the lecturers in English Speaking   Class" and "To describe the student's response about teaching strategies used by the lecturers in English Speaking Class".

LITERATURE REVIEW

Teaching Strategy

Teaching Strategy is a way of making decisions about learning in individual classes, or even the entire curriculum, which starts with an analysis

of key variables in the teaching situation made by the lecturer. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the lecturer. After these variables are examined, learning decisions based on information can be made on the course content, structure, assessment methods, and other key components.

Types of Teaching Strategies

The word strategy quoted by Silver, Strong, and Perini (2007) is a term derived from two ancient Greek words namely Stratos, which means "many" or "what is scattered out "which means "to lead "or "to unite". According to Bryson (2004), a strategy is defined as a way that determines the mission of the organization so that it can get what has been envisioned, and why it does it. This explanation gives the meaning of strategy as a step to decide what will be done and what should not be done in an activity. Based on these explanations, the approaches to learning English are:

1. Cooperative learning is an educational situation where learning occurs while two or more students are working together to complete a common task

2. Role-play is One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom

3. Simulations is the imitation of some real thing, state of affairs, or process

4. Information Gap is states that an information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it

5. Brainstorming is a technique which requires students to look for ideas on a particular problem using makeshift instruments

6. Oral Interview is an interaction occurs between two or more people to find a solution of the problem by doing it verbally so that it can have an explanation as clear as possible

7. Reporting is task for students to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news

8. Debate is a very important strategy in developing speaking skills of learners effectively

9. Games is a game that is done to stimulate the mindset of students to make a particular game related to the theme of the lesson so that students easily understand

10. Telling Story is a way of teaching by giving a story whose theme has been determined

11. Discussion is characterized by high quality and high quantities of student talk.

METHOD

Research Design

This study used a quantitative research approach with quantitative deductive logic / reasoning. There were 2 research lecturers in this study who teach in speaking 3, which means that researcher take 2 in English Speaking Classes, and students in the third semester in English Speaking Classes. This study aimed to describe how lecturers in English-speaking classes used teaching strategies. The objects of research in this study were teaching strategies used by the lecturer in English speaking class and student's response to the teaching strategies used by the lecturers in English Speaking Class. The subjects were students on the reason that the research permit by the lecturers was concerned, the researcher was only being able to research in two classes, namely the First Class, which was 30 students and the Second Class, which was 30 students. The lectures with the criteria that the lecturer uses the teaching strategy theory, namely role-play, telling story and oral interview, this means that the senior lecturer in question had used part of the theory of teaching strategies. Based on these explanations, the research instrument were Observation and Questionnaire.

The Techniques of Data Analysis

The scale used to measure the value of the questionnaire uses a Likert Scale. This scale was used to measure attitudes, opinions and perceptions of a person or group about something (Riduwan, 2014: 88). By using a Likert scale, the variables to be measured were translated into dimensions, dimensions were translated into measurable indicators. Finally, these measurable indicators could be used as a starting point for making instrument items in the form of questions or statements that need to be answered by respondents. Each answer had a different value according to its weight, namely:

5 = Strongly Agree (SS)
4 = Agree (S)
3 = Neutral (N)
2 = Doesn't Agree (TS)
1 = Very Doesn't Agree (STS)

This survey used the Ordinal scale with the highest weight at each award is 5 and the lowest weight is 1. According to Sugiyono (2017: 95) percentage analysis and score calculation formula for each question item that was the number of respondents as many as 60 students, namely as follows:

$$range = \frac{\text{Highest score} - \text{lower score}}{\text{range score}}$$

Highest score: 1 x 5 = 5
Lowest score: 1 x 1 = 1
Therefore, the range for the survey results, namely:
range = $\frac{5-1}{5}$ = 0.8
Score range:

1	-	1.8	= Very Low
1,8	-	2,6	= Low
2.6	-	3.4	= Enough
3.4	-	4.2	= High
4.2	-	5	= Very High

DISCUSSION

The Teaching Strategies Used by the Lecturers in English Speaking Class

Based on the observation the teaching strategies used by the lecturers in English Speaking class, the researcher observed in the three meetings. From these third observations, the researcher investigated the strategies used by the

lecturers in English Speaking class. The strategies used by the lecturers in these observations will describe in the tables below.

Table 1. The Strategies Used By the Lecturers

No	Lecturer	Strategy	I	II	III
1	A	Telling Story	√		
		Oral Interview		√	√
2	B	Role Play			√
		Oral Interview	√	√	

From the table, it was explained that the lecturer A with the teaching strategy "Telling Story" was used in the first meeting. In lecturer A with the strategy of teaching "oral interview" to be used at the second meeting and the third meeting. While for lecturer B with the strategy of teaching "Role Play", it was used at the third meeting. In lecturer, B the strategy of teaching "oral interview" was used in the first and the second meeting. This was the basis that the use of strategies for each lecturer were different and the usage time was different.

Student's response toward teaching strategies used by the lecturers in English Speaking class

To see response to indicators and calculate scores for variables The First Class (Lecturer A). Can be seen in the following table:

Table 2. Student's Response in the First Class

No	Strategy	Student Response					Total	Score
		SA	A	N	DA	SDA		
1	Telling Story	22.50%	50.42%	24.58%	2.08%	0.42%	100	3.93
2	Oral Interview	24.29%	47.62%	26.19%	1.90%	0	100	3.94

Based on the total score obtained, the "oral interview" strategy with a score of 3.94 is greater than the "story telling" strategy with a score of 3.93. This indicates that the "oral interview" strategy used by lecturers is more attractive to students than the "story telling" strategy on the first class.

To see response to indicators and calculate scores for variables The Second Class (Lecturer B). It can be seen in the following table:

Table 3. Student's Response in The Second Class

No	Strategy	Student Response					Total	Score
		SA	A	N	DA	SDA		
1	Role Play	9.58%	45.83%	24.17%	14.17%	6.25%	100	3.38
2	Oral Interview	12.38%	38.57%	33.81%	8.10%	7.14%	100	3.41

Based on the total score obtained, the "oral interview" strategy with a score of 3.41 is greater than the "Role Play" strategy with a score of 3.38. This indicates that the "oral interview" strategy used by lecturers is more attractive to students than the "story telling" strategy on the Second class.

DISCUSSION

Teaching Strategies In The First Class (Lecturer A)

At the first observation, students were given instructions by the lecturer to write about themselves on a sheet. At the second observation, the lecturer explained the material about saving and wasting energy. The lecturer brought the sheets containing a number of questions according to the material given. Then the lecturer told students to share the sheets to find out students' understanding of saving and wasting energy material. At the third observation, the lecturer explained the material about usually and sometimes. The lecturer brought the sheets containing a number of questions according to the material given. Then the lecturer told students to share the sheets to find out students' understanding of usually and sometimes materials.

Student feedback on teaching strategies in The First Class (Lecturer A) with the highest response is agreed that is on the first statement. Then it can be concluded that the strategy is storytelling and oral interview can improve students' ability to speak English.

Based on the total score obtained, the "oral interview" strategy with a score of 3.94 is greater than the "story telling" strategy with a score of 3.93. This indicates that the "oral interview" strategy used by lecturers is more attractive to students than the "story telling" strategy on the first class.

From the research, results also show that respondents in line with previous studies by Lila Abdillah Nata Praja (2013) did a study with the title Strategies in Teaching Speaking to English Department Students at the Muhammadiyah University of Surakarta. He used descriptive qualitative research. He used two types of data, the primary and secondary. Primary data is taken from the first source through direct observation and responses of respondents, and secondary data is taken from documents in the form of a list of meetings and learning methods conducted by lecturers. He collected the data of his research from teaching-learning process, interview with the lecturer, interviews with the students, document, and observation. In the analyzing the data, he employed descriptive qualitative analysis. The analysis started with data reduction and display the data then the last step is conclusion drawing. He investigated the lecturer's teaching strategy, the lecturer's problems in teaching strategy, the student's problems in teaching strategy, and problem solving used by the lecturer to solve problems faced by the students. Based on the Data Obtained, he concluded that the method used by the lecturer is active learning and the strategy implemented a is a debate.

From the results of this study are also consistent with the theory according to experts Kayi, (2006: 53) Oral interviews can be done with individuals or couples at all levels of language proficiency and no preparation is required on the part of students. In classroom meetings, interviews can be conducted with discussions or conversations between lecturers and students. Students can conduct interviews on topics chosen by the lecturer which is an idea conveyed by the lecturer about students so they know what types of questions they can ask or what path to follow, but students must make questions about the learning. Conducting interviews with people Give students opportunities to practice their Review Talk not only in class but also outside and help them become socialized. After the interview, each student can present their studies in class. In addition, students can interview each other and "introduce" their partners to class.

Teaching Strategies in the Second Class (Lecturer B)

At the first observation, Lecturer explained about definition of speaking and the expression of speaking in formal and non-formal situation. After that, the lecturer asked that material to the students based on their opinion. At the second observation, the student had also written an explanation of asking and giving opinion in the book, the lecturer asked the material to students based on what they found on the internet. At the third observation, The task given by the lecturer is how to give instructions to others. The lecturer called students to demonstrate how to give instructions to another people. The lecturer also told other students to guess the title that his friend displayed.

Student feedback on teaching strategies in The Second Class (Lecturer B) with the highest response is agreed that is at fifteenth statement. Then it can be concluded that the Learning Speaking 3 using a strategy role-play and oral interview to train students to be able to express their opinions.

From these results it can be concluded that the response of respondents in the Second Class are in the fourth range (between the range 3, 4 - 4,2), which is high. Based on the total score obtained, the "oral interview" strategy with a score of 3.41 is greater than the "Role Play" strategy with a score of 3.38. This indicates that the "oral interview" strategy used by lecturers is more attractive to students than the "story telling" strategy on the Second class.

From the research, results also show that respondents in line with previous studies by Noah Sunyoto (2017) did a study with the title Designing Communication Strategies of L2-Based Teaching for Speaking Class. The research used a quasi-experimental design. He used a tripod, handy-cam, notebook, sound system, and the projector to collect the data of his research. He investigated the student's speaking skills after being taught L2-based communication strategies and student's frequency of using CSS. He concluded that there was a significant increase is in the students' speaking skills.

From the results of this study are also consistent with the theory according to experts Budden (2006) says that the role-play activity is any speaking when you either put yourself into somebody else's house or put yourself into an imaginary situation. Based on the explanations above, role-

play is not only used to interactive teaching in the classroom but also to stimulate the students in a real life situation.

CONCLUSION

This study aims to determine the teaching strategies used faculty and student feedback on the strategy used. From the formulation of the proposed research problems, then a number of conclusions, namely:

1. The lecturer A with the teaching strategy "Role Play" is used in the first meeting and the third meeting. In lecturer A with the strategy of teaching "oral interview" to be used at the second meeting. While for lecturer B with the strategy of teaching "telling story", it was used at the first meeting. In lecturer B the strategy of teaching "oral interview" is used in the second and third meeting. This is the basis that the use of strategies for each lecturer is different and the usage time is also different.

2. In the first class, it has been proven that the "oral interview" strategy is used by more attractive lecturers to students than the "story telling" strategy on the first class. Whereas in the second class, it has been proven that the "oral interview" strategy is used by lecturers is more attractive to students than the "story telling" strategy on the Second class.

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