LECTURER'S STRATEGIES IN ENGLISH SPEAKING CLASS

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ABSTRACT

This research aimed to reveal (1) what strategies were applied by lecturers in English speaking class, (2) how those strategies were applied and (3) to know the students' perceptions toward the use of those strategies. This research employed qualitative grounded theory design. The subjects of the research were two non-native English lecturers who taught at the same private university in Makassar. The instruments of research were; observation, interview and documents examination. Technique of data analysis adopted three series of codification of grounded theory approach; open coding, axial coding, and selective coding. The result of this research revealed five categories of strategies that applied by the two subjects. They were; (1) strategy of checking attendance, (2) strategy of seating arrangement, (3) strategy of teaching-learning activity, (4) strategy of correction and (5) strategy of assessment. Strategy of checking attendance, they were: numbering and one-off calling name; strategy of seating arrangement, they were: one-big circle, two circle, U-model, and island model; strategy of teaching-learning activity, they were: audio-based presentation, topic-based presentation, peer share idea, role play, discussion, and simulation; strategy of correction, they were: teacher correction and peer correction; and strategy of assessment, that was: performance-based assessment. In accordance to those strategies, the students raised perception that those strategies encouraged them to be good at speaking in terms of improving their confidence to share idea, vocabulary, pronunciation and grammar.

Keywords: *Lecturer's Strategy, Teaching Speaking, Perception*

Speaking as one of subject skills in which English-major students must pass at. It is presented into three or four semesters; speaking 1 up to speaking 3 or 4 starts from the first semester in some universities. Each level has description - in speaking 1 the students are taught basic speaking skills, starting from greetings, introducing oneself and others, etc., to make them capable of using simple English in daily conversation; speaking 2 various functions/topics are introduced further to students in this subject to allow them speak better English in daily conversation.

Based on the description above, it is clear that the ability of students to be able to communicate naturally in English is the long term goals that language lecturer would like to achieve in class (Breen and Little John, 2000); (Harmer, 1998); (Brown, 2007). Learners, especially English-major students consequently often evaluate their success in language learning as well as the effectiveness of

their English course on the basis of how well they feel they have improved in their spoken language proficiency.

Therefore, it is a demanding task for language lecturer to provide sufficient inputs for students to be competent speakers of English. Usually, students feel insecure about their level of English and they face problems communicating as well as expressing themselves in the target language. As a result, they often speak in their native language or rather remain silent as they are in fear of making mistakes and do not show active participation in speaking lessons (Richards, 1990). Moreover, in speaking class, the students should be exposed to the target language in varying activities. The components of English speaking skill should also be drilled in terms of fluency, accuracy and comprehensibility.

Undoubtedly, lecturers are supposed to create a climate in which students feel at ease. The class becomes a comfortable and stimulating environment where teacher-student and student-student interaction happens spontaneously and naturally in the target language. states as lecturer we will want to promote as much English use as possible. So we will try and insist on the use of English in language study and oral production activities, but be more relaxed about it in order pedagogic situations, though we will continue to encourage students to try to use it as often as possible (Harmer, 1998); (Ur, 1996).

Finally, the researcher believes that no two lecturer embody a teaching method in the classroom in exactly the same way due to they have different knowledge, experience, and personality. A teacher will have different concepts in related to strategy in deciding how a speaking instruction is carried out. Therefore, the researcher is deeply moved to directly observe how an English speaking lecturer carries out his/her class and formulated the problem statements are: What strategies are applied in speaking class? How are the strategies applied? How do students perceive the use of the strategies?

The Nature of Teaching Speaking

Problem with Speaking Activity

Ur (1996: 121) describes several problems facing in speaking activities, they are:

a) Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful or criticism or losing face, or simply shy of the attention that their speech attracts.

b) Nothing to say. Even if they are not inhibited, a teacher often hears learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c) Low or uneven participation. Only one participant can talk at the time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d) Mother tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. if they are talking in small group it can be quite difficult to get some classes-particularly the less disciplined or motivated one-to keep to the target language.

Furthermore, Ur suggests ideas to solve some of the problem above:

a) Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

b) Base the activity on easy language

In general, the level of language needed for a discussion should be lower than used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so they can speak fluently

with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

c) Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participant will be. Give some instruction or training in discussion skills if the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

d) Keep students speaking the target language

A teacher might appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses help participants to be more careful.

However, the best way to keep students speaking the target language is simply to be there the teachers themselves as much as possible, reminding the students and modeling the language use the teacher-selves: there is no substitute for nagging.

Therefore, before conducting the class it is necessary that teacher do and know things dealt with preparation. As Pollard (2008: 33-34) says there are three key elements to remember when planning and setting up speaking activities; Language used, Preparation, and Why are the students speaking?

1) Language

When planning any speaking activity with students, analyze carefully the language they will be using to carry out the activity.

2) Preparation

Preparation is vital as it will help students to speak more easily. One aspect of preparation is warming students up to the subject matter. If they are to communicate well, it's important to engage them in the topic. This can be done by checking their prior knowledge and experience of the topic; e.g. if the speaking task is based on driving in big cities, ask them about their experiences of driving

in big cities, what they think about it, do they have any anecdotes or unpleasant experiences they could share with the class?, and so on. This phase can also be used to introduce vocabulary. It's also important to give students time to prepare what they are going to say and how they're going to say it. This preparation can be done in pairs or groups. Give them time to consider their ideas and think about the language they will use. They can also do mini-rehearsals, which will build up their confidence and improve the end result.

3) Reason for speaking

Students need to feel that there is a real reason for speaking. This is often referred to as the communicative element. Make sure there is a reason for speaking; i.e. that the students are communicating something the others don't know or that the others would like to hear about. Examples of tasks involving real communication include: information gap, tasks involving an element of persuasion, problem solving and role play. Finally, as with all aspects of teaching, it is important to introduce variety and to choose topics that you think will interest your students.

Strategies for developing speaking skill

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. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

1) Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is

saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2) Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3) Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom

Characteristics of a successful speaking activity

Ur (1996: 120) proposes some characteristics of successful speaking activity, namely:

1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. Pollard (2008: 7) suggests that we should aim for our students to be talking more than we do and if possible 80% STT (student-talking time) to 20% TTT (teacher-talking time).

2) Participation is even. Classroom discussion is not dominated by a minority of talkative participations: all get a chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it or because they want to contributed to achieving a task objective.

Learning Strategy in Language Teaching

In general, strategy is a planned series of actions for achieving something. According to Brown (2007: 119) strategies are defined as the specific methods of approaching a problem or task, the modes of operation for achieving a particular end and the planned designs for controlling and manipulating certain information. In the line with Brown, J.R. David (1976) in Sanjaya (2011: 126) defined a strategy as a plan, method, or series of activities designed to achieve a particular educational goal. Furthermore, Sanjaya gives a brief description about the relationship among approach, strategy, method, and technique. Approach is our point of view about teaching process and it is very general in order to make it real, we need a strategy as a plan of operation achieving and a method as a way in achieving something and we need techniques to implement the method in class. Thus, the term of strategy in this research refers to series actions or specific actions to carry out a teaching effectively in speaking class.

Furthermore, language learning strategies have been classified by many researchers (Rubin, 1987; O'Malley, 1985; Oxford, 1990;; Stern, 1992). These taxonomies are presented as follows: Rubin (1987) categorized LLS into three main groups: Learning strategies, Communication strategies, and Social strategies. The following is a summary of his classification; 1) Learning strategies: (a) Cognitive learning strategies, (b) Metacognitive learning strategies. 2) Communication strategies; and 3) Social strategies.

O'Malley's (1985) proposed, the following taxonomy for LLS can be presented; 1) Metacognitive strategies; 2) Cognitive strategies; 3) Socio-affective strategies. Oxford (1990) divided LLS into two main categories, each containing several sub-categories: 1) Direct strategies: consist of Memory, Cognitive, Compensation strategies, and Communication strategies. 2) Indirect strategies: consist of Metacognitive strategies, Affective strategies, and Social strategies. Stern (1992) proposed five main language learning strategies, are: 1) Management and planning strategies, 2) Cognitive strategies, 3) Communicative-Experiential strategies, 4) Interpersonal strategies, 5) Affective strategies.

Management and planning strategies help learners to direct their own learning. In other words, these strategies are those that individuals apply to set reasonable goals for themselves, choose appropriate methods and techniques, and evaluate themselves. Cognitive strategies, as it is implied, are directly related to learning and requisite problem solving and analysis procedures such as clarification, memorization, etc. The purpose of communication-experiential strategies is to direct the overflow of communication (Stern, 1992). Moving on, interpersonal strategies are the ones used by students to evaluate their own performance. Finally, affective strategies are used by learners to deal with their emotional problems (Stern, 1992). Although different researchers have proposed these taxonomies, most of them come up with more or less the same classification. Moreover, the taxonomies proposed represent very general LLS. No study focused on the taxonomy of speaking strategies specifically.

METHOD

This study used qualitative study by applying grounded theory. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (nonnumeric) data in order to gain insights into a particular phenomenon of interest (Gay *et al*, 2006: 399). This research was conducted in one of Islamic private university where the respondent taught. The subjects of the research were two non-native English lecturers who teach in English speaking class.

The primary data collection instrument was the researcher herself (Gay at al, 425: 2006) as an observer and an interviewer. In collecting the data, the researcher employed three primary data collection techniques, are: Observation, Interview, and Eximining Records. In addition to observation and interviews, information was gathered through documentary evidence. This third primary data collection technique was examining records. The researcher examined various types of videotapes and audiotapes. To analyze collecting data, the researcher adopted a technique of grounded theory of data analysis suggested by Strauss and Cobin (1990) in Atmowardoyo (2010: 44-46). It consists of three steps; open coding, axial coding and selective coding.

FINDING AND DISCUSSION

Based on the problems statement in chapter I that what strategies were used in English speaking class and how those strategies were used by two lecturers, the researcher found that both lecturers used various strategies in English speaking class. Those strategies can be seen, as follow:

Table 1. Strategies Applied in Speaking Class

No	Strategies	Lecturer A	Lecturer B
1.	Checking attendance	Numbering	Name calling (one-off calling)
2.	Seating arrangement	- One-big circle model - Two circles model (inner and outer)	- U-model - Island model
3.	Teaching-Learning activity	- Audio-based presentation - Topic-based presentation - Peer share idea	- Role play - Discussion (FGD) - Simulation
4.	Correction	- Teacher correction	- peer correction
5.	Assessment	- Performance-based assessment	- Performance-based assessment

DISCUSSION

The term of strategy in this research refers to series actions or specific actions to carry out a teaching effectively in speaking class. In general, strategy is a planned series of actions for achieving something. According to Brown (2007:

119) strategies are defined as the specific methods of approaching a problem or task, the modes of operation for achieving a particular end and the planned designs for controlling and manipulating certain information. Similarly, J.R. David (1976) in Sanjaya (2011: 126) states that strategy is a plan, method, or series of activities designed to achieve a particular educational goal.

Checking Attendance

Based on the finding, either lecturers A or B developed their own strategy of checking attendance to maximize the allotted time that was 90 minutes for each meeting with 43 to 47 students as effective as possible. Lecture A used student list number to check attendance. He simply called out each student's number to know who were present or to invite who getting turn for doing presentation. And, lecturer B called out fast each student's name without repeating it at the beginning of the class. Calling out either the students' number or the students' name in such way helped both lecturers to allocate much more time for students' activity. It deals with Coetzee *et al.* (2008: 17) statements that the most effective way of improving time management is to identify time wasters that apply to you, work out ways of eliminating them and then apply your strategy for better time utilization.

Seating Arrangement

The first was one big circle; it was set up for individual presentation and lecturing in which the students and the teacher are able to maintain eye contact because lecturer position was in the line of circle. The second was two circles; out circle and in circle. To change big circle to two circle; firstly one student was pointed to turn back his chair to his neighbor side then follow by the others. By changing pairs with this way, it minimized the fuss and noise as this can reduce a big time-waster in large classes and annoy colleagues in nearby classrooms. So, there were two circles formed. The students who were out the circle called 'outer' and those who were in circle called 'inner'. The two circles model was set up for in pair activity. It was used to enable the students to share ideas about the topic given or when the students were poor in presentation.

Designing the seating into two circles enable the lecturer to managed the class activity effectively. When the students had shared idea about five to seven minutes, the lecturer asked the inner students to move the left or to the right and the outer one moved to the left or to the right as researcher observed. If cycle rotated to right, it means that both inner and outer students would move to the right and vice-versa. Doing activities with this strategies give each student an equal chance and much time to speak a lot as Pollard (2008: 7), suggests that the time allocated for students to speak is 80% STT (student-talking time) and for teacher is 20% TTT (teacher-talking time). By giving the time 80% for students and 20% for the teacher is enable the participation is even because classroom discussion is not dominated by a minority of talkative participations: all get a chance to speak, and contributions are fairly evenly distributed.

Teaching-Learning activity

Giving the students an audio material then asked each student to listen and to present it orally without looking through note addressed an idea that was for getting the passage and right pronunciation from English native speaker as well. The nature of giving audio material was to drill the students in early stage to speak accurately in term of pronunciation and grammar before the incorrectness of those terms become habitual mistakes and to get the students used to listening native speaker utterances.

The second activity was, taking home assignment, the lecturer gave a topic and explained it orally how to develop the topic while the students took note, it showed that the lecturer helped the students to organize a topic well. Activity 1 pushed the students to store what they had listened in their memory and retrieve it later by using their own words and also gave them right model to be imitated.

If we noticed the two activities, lecturer A more inclined to help the students to develop their memory and cognitive learning strategy and applied the strategy of audio-lingua method by integrating language skills (listening, writing, reading and speaking). As Oxford and Crookall (1989) pointed out memory strategies are techniques to help learners store new information in memory and retrieve it later

while cognitive strategies involve manipulation or transformation of the language in some direct way such as note taking and auditory representation. Deal with strategy of audio-lingual method (ALM), Harmer (2008: 79) argues that audio-lingualism method relied heavily on drill to form language habit. There are some basic strategies used in this method; dialog memorization, backward build-up (expansion) drill, and repetition drill. Brown (2007: 111) sum up the ideas of ALM such as; there is little or no grammatical explanation (grammar is taught by inductive analogy rather than deductive explanation); there is much use of tapes, language lab and visual aids; great important is attached to pronunciation; there is a tendency to manipulate language and disregard content.

Correction

In two classes were observed, strategy of correction used were teacher and peer correction. Lecturer A corrected the students' mistakes in mid-flow of individual presentation when they did mistakes. This is in the line with his focus speaking class, was to improve the students' accuracy in speaking. On the other hand, lecturer B preferred to employ peer correction to know what the common mistakes done by students during pair or group work activity. She employed this strategy of correction not to interrupt the students' flow of speaking; otherwise it could hamper the students' speaking fluency. A Mistake refers to a performance error that is either a random guess or a 'slip' in that is a failure to utilize language situation (Brown, 2007: 257). It should be distinguished between an error and mistake; an error reflects the competence of the learner while mistakes can be self-corrected, an error cannot be self-corrected (Brown, 2007). Peer correction is a classroom technique where learners correct each other, rather than the teacher doing this. In the classroom, peer correction is a useful technique as learners can feel less intimidated being helped by others in the class. However, some learners are highly resistant to being corrected by someone other than the teacher. Therefore, directly corrected strategy could prevent continual mistakes and the students were aware of in which part they did mistake as Pollard (2008: 61-62) says if you hear the same mistake being made repeatedly, it's better to correct it

sooner rather than later. If the aim of the activity is accuracy, you should deal with all mistakes in the target language immediately. And additionally, when you are willing to correct that in accuracy activities, correct immediately but if it in fluency activities, correct at the end of the task unless a) the error affects communication, b) the mistake is made repeatedly or c) students notice and comment on it. If in doubt, make a note and correct it later. Reformulation is an underrated correction technique which is for the teacher to repeat what the student has said correctly. (Harmer, 2008: 106).

Assessment

The two lecturers applied performance-based assessment in speaking class to know their students' competency. Lecturer A assessed each student on their individual presentation. This was supposed as extensive test, one of tests in measuring students' language ability; extensive test is extensive oral production includes speeches, oral presentation, and story telling during which the opportunity for oral interaction from listener is either limited (Brown: 2004). And lecturer B took students' score during pair work and group work. Interactive test. It is a test which is taken two forms of transactional language. In interpersonal exchanges, oral production can become can pragmatically complex with the need to speak in casual register and use colloquial language, ellipsis, and other sociolinguistic conventions.

In sum, both lecturers had a well-prepared classroom management in running their class to help their students to be more active and more discipline. Yet, what the two lecturers did, were intended to improve the students' speaking skill and achievement.

Students' perception toward the use of the strategies

In checking attendance, the students' perception on second strategy was the positive comment, it was not time consuming; the negative one, if the lecturer voice was not loud they did not know that their name was called out, so they did

not rise hand as a result, it could make them absent. Additionally, it takes much energy and can make the voice hoarse because the voice should be loud enough.

In seating arrangement, the students argued that one-circle, two-circle, U-model and Island model were very effective seating model for speaking class. They said that one-big circle model and U-model helped them to focus on one direction to teacher in order to minimize distraction from noisy students. Further, they confirmed that two-circle model was simple way to change the seats into pair work because they didn't need much time to change their chairs and it eased them to move in taking turning. While island model was good for discussion group, it enabled them to be more interactive with many friends.

The students' point of view on group discussion, it was good enough because there were various topics in one class in order to avoid boredom, for instance the first group got 'sport' and the second group got 'entertainment' but after doing the discussion for few minute, the group that got sport change to get entertainment so they felt their knowledge and vocabulary increase. Getting different topics mean that the students learnt different terms. In group discussion, there is a technique in term 'Focus group discussion' (FGD), in which one group consisted of one group leader, one note taker, and the rest as group members. In relation to this technique, the students expressed their opinion that it was very effective because it made all the students in the class be active.

It is supported by Pollard (2006: 9), it is advisable to change the make-up of groups to help avoid over-familiarity. By working with others, students can discover other ways of working and speaking. Dividing students in different ways helps you to separate the noisy students and also to see which students work well together. It also contributes to a sense of cooperation in the classroom. If you have a group of students of mixed-level, you might ask all the strong students to work together which allows them to do a more challenging task whilst the students who are not so strong do a less challenging task. Alternatively, you could put stronger students to work with weaker students, which allows strong students to explain difficult points to the weaker ones. If the class is discussing a gender-related topic, it might be interesting to ask all females to work together and all males to work

together. Alternatively, you could mix males and females. The same might be applied to age-related topics, city and suburb dwellers, etc.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher concluded; Both lecturers applied five strategies in English speaking class, they are: strategy of checking attendance, strategy of seating arrangement, strategy of teaching-learning activity, strategy of correction, and strategy of assessment; Both lecturers had their own ways in applying the five strategies in terms of the level or the nature of their class; The students mostly evoked positive perception toward the five strategies in improving their speaking competence.

The researcher recommended for the teachers also should be equipped with the updated strategies and the approaches applied in speaking classroom for communicative competence. For whom are interested in teaching strategies, it is recommend that they observe a number of speaking lecturers or teachers to find out more strategies in speaking class. Furthermore, next researcher can use the result of this research as the reference for the next research and also to conduct a research on how lecturers' strategies in teaching speaking influence students' performance and achievement in speaking skill.

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