LECTURERS’ STRATEGIES IN TEACHING SPEAKING
IN INTENSIVE COURSE (IC) CLASS

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Abstract: This study is aimed at looking at and investigating lecturer’s strategies in teaching speaking to students in Intensive Course (IC) class. Furthermore, this study also analyzes students’ responses towards the lecturer’s strategies when they are teaching the students. Observation and interview were used to collect data and as a source to know the strategies used by the lecturers. Another instrument was questionnaire used here as supporting data to know students’ responses toward lecturers’ strategies. The result showed that there were several speaking strategies used by them like playing a role, making conversation, drilling, using games and using other creative tasks. While for the students’ response towards the strategies was very positive. They were helped fully to exploit speaking skill to the full by using different varieties of activities.

Keywords: Strategies, Teaching, Speaking, and Intensive Course

Making communication means people are using their language to express and try to understand many information and their thoughts. Students are also people who always make communication and conversation with their friends in their school environment. The ability to communicate means also students can use both spoken and written text through the skills they have already known since they were teaching English from elementary school, they are listening, speaking, reading and writing. Those kinds of four skills are very crucial to be mastered by them to support their communication skill. Due to the reason of the importance of having the ability of making a good communicating and also producing good language in communication, speaking becomes one of crucial skills that should mastered by students.

Nunan (1991:39) states that to most people, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. English as we all people know is not our mother tongue. It is very difficult and even rather complicated for students to produce the spoken language authentically. But not at all, students are not demanded to have a very
similar spoken language like what native speakers say. Vitally, as long as they can express what they want to talk to is better than speak nothing.

Nowadays, teaching speaking is not difficult anymore since the motivation and eagerness to produce spoken English language is highly encouraged. As Richards and Renandya (2002:201) say that a large percentage of the world’s language learners study English in order to develop proficiency in speaking. Due to the need of developing the proficiency of oneself, speaking should be given in a very simple way. This simple way is reflected by the way how the lecturers teach their students.

Teaching university students are quite different from teaching students at Junior High School and Senior High School. The materials and lecturers’ strategies may also differ from previous educational stages. Students of first semester in STKIP PGRI Bangkalan are given such a module to make the same perception or knowledge of English lesson. It consists of integrated skills of listening, speaking, reading and writing. It is very important to be done due to the differences of educational background of each student. To make it shorten, Intensive Course class is done to bridge their prior knowledge of English and learning outcomes they should achieve later. Therefore, the strategies for teaching the English skills should be made appropriate for each skill in order to yield the expected learning outcomes.

Lecturers’ strategies in speaking skill are very important to achieve lesson objectives that can affect students’ good competence or ability in producing the language function. Having analyzed those explanations, this research is conducted to investigate strategies used by the lecturers in teaching speaking in Intensive Course (IC) class and also students’ responses

**METHOD**

Qualitative study was chosen here as a methodology for this research. Qualitative research is research studies that investigate the quality of relationships, activities, situations or material (Fraenkel and Wallen, 2006:430). This research investigated lecturers’ strategies used in teaching speaking for the Intensive Course (IC) class and class A was the subject which consisted of 36 students. Meanwhile, the instruments were exactly observation for the lecturers and interview. In addition, questionnaire was administered to the students to know their responses.

**FINDINGS AND DISCUSSION**

Before getting started with the discussion, better to look at the content of the Intensive Course books which focused on the activities of speaking skill only. It is very important to be highlighted in order to make easier investigation of what strategies used by the lecturers.
### Speaking Activities Students Should Do

#### Content of Speaking Activities in Intensive Course (IC) Book I

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Activity 1:</td>
<td>Completing sentences by using the expression of regrets and apologies</td>
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<tr>
<td>Activity 2:</td>
<td>Practicing dialogue about spending free time</td>
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<tr>
<td>Activity 3:</td>
<td>Making a dialogue in pair based on the case given (rejecting invitation)</td>
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<td>Activity 4:</td>
<td>Performing the dialogue</td>
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<td>Activity 5:</td>
<td>Highlighting and rewriting some words, phrases or sentences dealing with regret and apologies from the dialogue given</td>
</tr>
</tbody>
</table>

Consisting of five (5) activities they are

| Activity 1: | Responding the situation given by using the expression of sympathy |
| Activity 2: | arranging scrambled sentences |

Making a simple dialogue based on the listening file about Singapore

Consisting of two (2) activities they are

| Activity 1: | Making a short dialogue based on the situation given by using the expression of asking and giving permission |
| Activity 2: | Making some commands or requests based on the case given |

Theory of explaining the expression of surprise

Consisting of three (3) activities they are

| Activity 1: | Pronouncing an expression of accepting and refusing an offer |
| Activity 2: | Restating following sentences expression offers or not |
| Activity 3: | Making statements of expression of accepting and refusing an offer |

Working in pairs to practice sentences by using the expression of asking and
giving direction.

Consisting of five (5) activities they are
Activity 1: Performing in front of the classroom a dialogue of expression thanking
Activity 2: Completing sentences of using the expression of regrets and apologies
Activity 3: Practising the dialogue given (about talent)
Activity 4: Making dialogue in pairs based on the following case given
Activity 5: Performing the dialogue in pairs also

Making a dialogue about an agenda for a week

Making a dialogue by using the expression of persuading

Consisting of two (2) activities they are
Activity 1: Responding toward the situation given by using the expression of regrets
Activity 2: Developing dialogue between student A and B about terrible mistake has ever happened by using the expression of regrets

Consisting of two (2) activities they are
Activity 1: Making an interview in pairs about TV program
Activity 2: Performing a dialogue based on the situation given

Completing a conversation by using the expressions of believing

**Content of Speaking Activities in Intensive Course (IC) Book II**

Consisting of two (2) exercises they are
Exercises 1: Answering the questions given orally
Exercises 2: Making some discussion in pairs based on the issue of capital punishment or controversial issue

Consisting of two (2) exercises they are
Exercises 1: Expressing stances towards the arguments
Exercises 2: Asking about ones stances toward the situations given

Completing the following dialogues by using the expression of request or promise based on the situations given

Consisting of two (2) exercises they are
Exercises 1: Completing the following dialogue by using the expressions of sympathy
Exercises 2: Showing preference in using expression of sympathy (orally or written)

Consisting of three (3) exercises they are
Exercises 1: Pronouncing sound ‘S’ correctly
Exercises 2: Answering questions based on the dialogue given
Exercise 3: Giving opinions about forest fire in Indonesia

Consisting of two (2) exercises they are
Exercises 1: Studying the expressions of responding news
Table 1 The Contents of Speaking Activities in Intensive Course Class for Speaking Skill

From the table above, it can be shorten into several activities which can also reflect what strategies used by the lecturers at that time. The topic and activities were also referring to the way how should students do dealing with speaking activities. Intensive Course (IC) students are taught by different lecturers. Each lecturer has the same responsibility to accomplish the teaching and learning process and each of them also has the opportunity to help the students to achieve their high level competence in mastering the English skills. By looking at the table above, there were so many speaking activities done by the students. The lecturers’ strategies went following the activities stated on the book. But sometimes they added more activities or even omitted inappropriate activities to make the meaningful ones.

The book were using genre based where the types of the texts were exploited to the fullest to fulfil students’ need of mastering English skills. The first strategy found was asking the students to describe picture. It was like describing person by using their own language. Students were given several pictures of famous artist and they were required to describe them well. The students were given some vocabularies related to the functional language used. It was dealing with how to describe the face, the body and others. Students seemed so interested in doing the task. Before asking the students to stand up in front of the classroom, the lecturer asked them to make some outline on their sheet to make easier when they have to speak up.

The same activity also appeared in teaching speaking. Telling someone how to make something was related to the way how the students explained something happened. Students were not served the topic given; they were free to speak up. It was complicated because the parameter of speaking itself was not stated on the book. Another strategy was explanation. The lecturers were demanded to explain a bit about some expression related to the topic. The explanation was only to give simple information to the students. Speaking is simple done if the students are familiar with words they have to use. In
Intensive Course (IC) book also consisted of related vocabularies to help students in arranging sentences and ready to present.

On the other sides, there was strategy which was not quite appropriate to be applied. Speaking is dealing with producing sound and also utterances. If the students were demanded to produce writing such an essay, it was not suitable with the learning outcomes. But the lecturers here were using free writing to teach their students. Once again, making a report was also not appropriate. Students could be asked to present the report they had been arranged. The strategy of giving presentation was a good idea to exploit students speaking ability to the full.

There were so many expressions given in Intensive Course (IC) class such as the expression of thanking, apologizing, showing sympathy, accepting and refusing an offer, expressing regrets, expressing stances towards the arguments, showing preferences, giving opinions and expression of responding news. Those expressions were randomly taught to the students and the lecturers used lecturing strategy to deliver the messages. Lecturing strategy was quite effective since the students were newly exposed toward those expressions. However, they also got the same cases when they were in Senior High School.

Lecturers’ commands were very important for the students to perform the oral tasks. One of the lecturers once noticed used kinds of simple games in delivering the materials of vocabulary. The name of the game was “Hidden Words”. The game was very interactive. Students were needed to find out one of the name of the animal in sentences. These were the examples of the sentences. First, “That will be a real help”. Second “she came late everyday”. From those two examples given, students were required to find a name of an animal. The answers were “bear” and “camel”. After finding the name of the animals, they had to describe the animal. The strategy was very challenging and made the students felt enthusiastic to do what next.

**DISCUSSION**

After knowing the strategies used by the lecturers, it is important to know the importance of using those strategies. When the pictures were used as a portrait for the students to describe one thing, they attracted students’ attention much. According to Wright (1992:16) pictures make a particularly powerful contribution to both the content and the process of language learning. It cannot be denied that pictures playing an important role in students’ success in learning. Since it is very easy to find pictures anywhere, lecturers can use it often. The use of media itself directly connects to the way how the lecturers teach their students. Since the use of media cannot be neglected, it should be noticed well and always inserted into the teaching and learning process.

Harmer (2001:271) states that there are many classroom speaking activities that can be used in teaching a language, such as acting from the script, communication games, discussion, prepared talks, as well as simulation and role
play. Those kinds of activities were also exist and used by the lecturers but not all of them were exploited well.

- **Acting from the Script**
  
  Students were often asked to act out some conversation or dialogues that were written on the book of Intensive Course. The students did not need to try so hard to make such kinds of dialogues. There were so many dialogues were ready to be used by them. The book only demanded the students to be able to pronounce and speak in front of the classroom. Here, the lecturers should be selective in asking their students to perform. Since rehearsal is quite crucial, lecturers need to do that to improve students speaking ability.

- **Communication Games**
  
  As it is discussed before, the game was used was only vocabulary game of finding the name of animals and can students should describe it. Games can incite communication from the students. The lecturers also can ask the students to think one of animal they like most and then they describe them freely.

- **Discussion**
  
  This strategy was mostly used by the lecturers. Discussion was very easy to be done and did not need effort too hard to be done. Before the students were coming to the classroom. They were required to discuss the material first. It can train the students to respond to conversation fluently. One thing that should be highlighted, students sometimes feel lazy or even ignore this kind of activity. Discussion may turn into making some noises with their classmates. Lecturers should pay attention carefully to what they are doing. Discussion should produce a better preparation for the students before doing the performance.

- **Prepared Talks**
  
  The term prepared means not spontaneously students doing oral speaking. Here, the students made presentation and chose their own interest or topic. Because of it is prepared talks, the language use should be in formal form and they were asked to speak up without handling the script.

- **Simulation and Role-Play**
  
  These kinds of types have several benefits. Students doing such acting or playing a role of a person they like. Students played different character from themselves. It can encourage their oral fluency. Lecturers’ duty was only observing and gives some feedback towards their performance. It is in line with what Harmer (2001:275) states that the roles of teachers in the classroom speaking activities are as prompter, participant and feedback provider. Lecturer as a prompter can be seen when the students get difficulties in solving the problems or even they cannot think what they want
to say. Lecturers can leave them for a while and give them time to struggle by themselves. Students are needed to be given a chance to stand on the own stance. Lecturers can give them suggestions and they can freely doing anything they like.

Lecturer as participant means a lot. In every activity done by the students, lecturers should be a good participant who are carefully looking at and observing their students activities. However, lecturers should also be a good director who always engaging students with good class atmospheres. Also, lecturers as feedback provider refer to the way they give their students some suggestions after their students doing performance. It is very important in order to improve students’ competence of their language used.

Ur (1996:120) proposes four characteristics of a successful speaking to improve this skill as follows:

• **Learners talk a lot.** Teacher talking time must be fewer than students talking time. Speaking activity in the classroom must be dominated by the students. Making some noises could a good indicator when they are speaking.

• **Participation is even.** Students in a class are different one from another. Both passive and active students are given the same opportunities to speak up in front of the classroom. Lecturers should notice that not only talkative students are given much exposure, passive students need much more time and exposure and also chances to use oral production in front of the classroom.

• **Motivation is high.** Using interesting topics and themes may become a good choice for the lecturers to be used at the classroom. Students will be highly motivated when they are familiar with the topics given even they like it much.

• **Language is of an acceptable level.** Here, the students are demanded to be able to produce utterances both formal in informal. Above it all, what they are speaking, students must have good attention to the matter they are speaking to. The language they are using should be understandable and suitable to language accuracy.

Furthermore, Ur (1996: 121-123) also suggested five types of activities to promote speaking skill, they are:

• **Use group work.** Obviously, if students are asked to work in group for oral production is better than doing in solo work. It can save time. Lecturers do not need to correct all students’ oral production. The pressure of this term is only to the way to lessen students’ nervousness of doing something alone.

• **Base the activity on easy language.** A class consists of different level of students. It should be considered well by the lecturers to ask them to produce the oral production using a very high level of language. Everything must be easily delivered to students. As possible as well, students are not asked too hard to speak up by using the language they never used before. Simple language used will help them much in improving their fluency.
• **Make a careful choice of topic and task to stimulate interest.** A topic should be interesting for the students. A good topic is one to which the students can relate using ideas from their real life experience and their prior knowledge.

• **Give some instruction or training in discussion skills.** Lecturers' job once again is clear here when their students are doing discussion. Every single student should contribute to the discussion work well. Getting involved and contribute in participation are also important.

• **Keep students to speaking the target language.** Always keep ask the students to focus on the purpose of producing oral production using English. English here is as target language. Lecturers should always remind them to use the target language well. The use of peer review can be used here where their own classmates play as a reviewer of what they are speaking.

**CONCLUSION AND SUGGESTION**

It is important to give attention fully to the term of strategies used by the lecturers in teaching speaking skill in order to help them achieve their target language. Teaching strategies depend on the activities stated on the book. Since the lecturers cannot modify the content of the activities on the book, they are required to do something different from usual. The used of strategies like acting from the script, communication games, discussion, prepared talks and simulation ad role play are quite effective. The main point is that students are able to produce oral production using target language. Those strategies are good and well implemented in Intensive Course class.

On the other hand, those strategies cannot be well grasped or responded by the students if they do not have high motivation to improve their speaking skill. The suggestion may go to both lecturers and students. Lecturers should always make balance and match every single task given with strategy used. It is important to be done in order to achieve students’ learning outcomes well. Not to make students getting confuse with what they have to do is another thing should lecturers do. Always remember that they can produce oral task by using their target language.

For the students, the suggestion may around the way how to react to every task lecturers give. Having a high motivation will emerge a willingness to learn to speak well. Knowing the importance of mastering speaking ability for both academic and career will make them realize to try to speak up and achieve great learning outcomes in oral activities.

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