

**The Techniques That Used by Lecturer In Teaching Speaking Subjects  
At The Second Semester Students Of The English Study Program  
Of The Muhammadiyah University Of Bengkulu**

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**ABSTRACT**

This study was aimed to investigate what technique used by lecturer in teaching speaking of the second semester students at Muhammadiyah University of Bengkulu. This research was qualitative research. The data were collected from the handy cam, observation checklist, and interview. The finding of the research indicated: the one lecturer applied six techniques, they were asking question, pair group discussion, situational practice, dialogue, role play, and picture discussion. Lecturer two only applied two techniques, they were speeches and debate. The most dominant technique was pair group discussion technique,

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**Introduction**

English is one of the subjects which is taught almost in every school. There are four English skills of English such as listening, reading, writing and speaking. Among the four skills, the researcher only focuses on speaking aspect as component of general second language proficiency.

Speaking is an important aspect in teaching and learning in the classroom. Of course, we do not only understand the meaning but also bring the language to real conversation. In teaching and learning English, speaking is one of the most difficult aspect. In the process of learning a second language especially spoken language production, learning to talk in the foreign language is often considered to be one of the most difficult as aspect of language learning for the lecturer to help students with Gillian & Yule, (1983-91).

In teaching and learning process, there are some factors that affect the successful of teaching and learning process. They are students, lecturer and material. Teacher who teaches in the classroom should be active and able to motivate the student to learn English. The lecturers

should have ability to manage the classroom, it shouldn't be monoton, the lecturer must know what the students need.

When the researcher was taking learning English at speaking I until IV, the researcher has found the problems, that cause the students cannot speak English well. In teaching learning process not all of the teaching can be success. There are two factors that can influence the student speaking ability in English. They are from the teacher and from the student's factor. The lecturer's factor such as the lecturers do not want to try a new method in teaching because they only follow old method, the lecturer just lets the students to talk everything they want. Therefore, the students will feel bored on this situation. There is no innovation and improvement skill which is related to speaking. Then, the lecturer seldom commands the students to think and all the materials absolutely are explained by the lecturer.

Speaking activities can be comfortable, it is done efficiently and effectively, but in reality, not all students can speak English. The ability of student in speaking English is still poor, such as, the students often make mistakes in speaking English. The students do not have motivation and not interested to speak English. Then they fail to improve their speaking skills. It happens because the lectures do not have variation or appropriate technique in teaching speaking. The successful of teaching speaking is hoped by lecturer. However, it is not easy to reach it. To solve this problem, the lecturer should have technique. Teaching technique in speaking English is very important to make the student being successful in speaking subject. So, the lecturer should show appropriate technique in teaching speaking subject in the class room. Because of that, the researcher wants to investigate what are technique used by lecturer in teaching speaking.

### **Literature Review**

Dimiyati and Mudjiono (2006;170) state in teaching learning process teacher want to explain about something called "message" and process of learning also get something. The message consists like knowledge, perception, skill, or religion, art, and ethnics. Kinds of role of teacher as teacher to do design course, design instructional. Teacher as conduct learning process based on curriculum so students can be more active in learning process. Students are subject of learning process in the classroom. That activity the student gets respond to learn, from teacher information so student gets new knowledge.

Brown (1980:78) state teaching is defined as showing or helping someone to learn how to do something, giving insruction, guiding in the study of something, providing with knowledge and causing to know and understand or guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.

### **Definition of Speaking**

There are many definitions about speaking skill. According to (Hornby, 1987: 826) speaking skill is the speaking ability to use language in ordinary use. It is the speaking ability to use language in an essential normal communication situation and the signaling system of pronoun stress, intonation, grammatical and vocabulary of foreign language at normal delivery for narrative speaker foreign language. Finally, it is the skill to express the messages through oral language.

According to Nunan (1991:39) speaking is a Single most important aspect of learning a second of foreign language, and the success is measured in term of ability to carry out conversation in the language. Speaking is the most important skill from others.

Based on some definitions above, it is possible that speaking is quiet difficult and complex to be learnt. The difficulties in teaching speaking lies in how to encourage the students to speak up. It is the fact that many languages teacher complain their students rarely speak in target language in that class room.

### **The Theory of Teaching Speaking.**

According to Burns and Joyce (1999:55), before EFL teacher decided to teach speaking skills, they need to find the background data about the students' need and goals. This involves gathering personal data, such as age, language background and previous language learning, and information about their goals and need and the context in which they will need to use English.

In the speaking activity which took place in a classroom, the teaching activities depend on teacher ability to facilitate, motivate and specially manage the class. Student needs reward which will motivation to speak. A reward, whatever it is in the front of reinforcement, a physical reward or even long term reward like a good mark will invite student to speak.

Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of language course. Yet it is difficult to design and administer such activities more so, in many ways, than to do for listening, reading, or writing. we will come on to what the problems are presently, but first let us try to define what is meant by an effective speaking activity,

According to Ur (1996) state that characteristic of a successful speaking activity is:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners talk.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: 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 contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

The problem with speaking activities

1. Inhibition. 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.
2. Nothing to say. even if they are not inhibited.
3. Low or uneven participation only one participant can talk at the time if he or she to be heard, and in a large group this means that each one will have only very little talking time.
4. Mother tongue use. If they are talking in a small group the circumstance will be dominated by their mother tongue.

Spoken language production learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with practical problem obvious (Yule, 1998; 25).

Scarcella and Oxford in Anita (2002) state that grammar competence enables speakers to use and understand grammatical structure accurate and unhesitatingly and thus, it contributes to the speaker fluency.

Communication competence also affects how the student socializes to others. A competence on sociolinguistic helps the student uses such speech act as apologize and compliments.

According to Richards, Platt and Weber (1999, 226) characteristic of communicative competence includes:

1. Knowledge of the grammar and vocabulary of the language.
2. Knowledge of rule speaking, knowing how to begin and end conversation, knowing what the topic can be talked about in different type of speech event, knowing which address forms should with different person on speak to end in different situation.

3. Knowing how to use and respond to different types of speech act such as request, apologies, thanks, and invitation.
4. Knowing how to use language appropriately.

Tambunan, 2018 states that speaking skill is productive skill. It is the way in which language is realized in communicative function. It means that in teaching speaking the students should talk a lot and the teacher has to give opportunity for the students to communicate each other's as much as possible by using target language in this case teacher should motivate how the students can enlarge their imagination to speak up.

There are some efforts that can be done by the teacher to motivate the students to communicate by using target language. (Frank and Rinvolcurey, 1987: 8) suggest that real communication only take place in relaxed atmosphere of mutual trust and confidence. Thus the teachers have to create conducive environment by reduce and avoid students anxious. The teachers can work toward it by forgetting the typical teacher role as the counselor and the partner of the students in learning speaking.

Furthermore, (Wood, 1985: 93) explains that the development of communicate skill can only take place if the learners have good motivation and large opportunity to express their idea by using target language. Base on his explanations it can be concluded that there are two variables which influence student development of speaking skill, namely motivation and opportunity. For this reason, the teachers have to encourage student's motivation to speak up as much as possible to express their idea or feeling in target language by provide the real situation. It means that the teachers need to prepare interesting material which is suitable for the student's grade ability. The teacher should also give them appropriate technique according to Malley (1996) is improvisation activity. This technique can help shy students to express their idea by using their own words.

Student often think that the ability to speak a language is the product of language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language. That they use to help themselves expand their knowledge of the language and their confidence in using it. The 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 of listen in silence while others do talk. One way to encourage such learners to begin to participate help them build up stock of minimal response that they can use different type's exchanges.

#### 2. Recognizing scripts

Some communication situation are associated with predictable set of spoken exchanges , such as greeting, apologies , invitations , and other function that are influence by social cultural norms often follow pattern or script.

#### 3. Using language to Talk About Language

Language learners are often too embarrassed or shy anything when they do not understand another speaker or when they realize that a conversation partner has understood them. Instructor can help student overcome this reticence by assuring them that misunderstanding and the need for clarification occur in any type of interaction, whatever the participants' language skill levels.

### **Technique of Teaching Speaking.**

According to Marianne Celce in Medriansyah in (1991:106-109)

#### a. Speeches

According to Marianne Celce in Medriansyah in (1991:106-109), another common activity in the oral skill class is the prepared speech. Topic for speeches will be various depending on the level of the students and the focus on the class, but in any case, student should be given some way in determining the content of their talks. In other words, the teacher can provide the structure for the speech-its rhetorical genre (narration, description, etc) and its time restriction while student select content. For example, asking students to "tell us about an unforgettable experience you had" allows them to talk about something that is personally meaningful while at the same time encourages narration and description.

#### 2.5.2 Doff Adrian (1988)

Doff Adrian (1988) in states, there are nine techniques to motivate students to answer the question, they are:

##### a. Asking Question

One of the ways to make student speak up is asking question, it can be done by the teacher in learning process. A teacher can asked something to the students one by one or refer to a whole class. The question can specifically or generally. Specifically means a teacher can provide it from the textbook or materials are given. For example, teacher asked several question. Generally, teacher asked some questions about something which refer to the material authentically.

##### b. Pair/Group Discussion

One of the techniques to make student active is pair group work discussion teacher to work in pair. In other hand teacher divides student into several group to discuss ideas or opinion each other's.

##### c. Situational Practice

In this, teacher takes an important part to guide the student. Here student should be able to express or answer teacher's question through situation. It means teacher express or create a certain situation, then asked the student what exact he/she would do.

##### d. Dialog

This type is one of the activities used to help student develop their communicative proficiency. In this technique, lecturer provides complete or uncompleted short conversation. Two or more student's can present it. Then lecture asked student to proactive it well in pair or their group.

##### e. Information Gaps

In this type, the lecturer divides students into two parts and each part takes different Position, the tasked is uncompleted. To complete the tasked, the students A asked the students B by Using English.

##### f. Games

Game is one of communication activity, which makes students interact to another. Through a game lecturer can carry out student's situation in practicing the English. The activate games which can appear oral interaction in the classroom.

##### g. Picture Discussion

Taught the picture, which provided, lecturer can make students interact together. Teacher stimulates the students by showing and asking one or more question to clarify the picture implicitly and explicitly. This technique, students will say and whatever they see on the picture that refers to material given teacher can do the activity in the beginning, the middle or the end of lesson.

##### h. Debate

In this teacher, the teacher divides class to be two groups, they are contradicting and then teacher provides some topics to be discussed. The students show .

## Methods

The design of this research was descriptive method. The subject of this research was English lecturers who teach speaking two at the English study program at UMB. The instrument used in collecting the data are handy cam, observation checklist, and interview. The data of this research collected by following the steps: The researcher will come the classroom and observe the teaching activities by using handy cam, The researcher will give tick (✓) to checklist of the explanation of observation format, it will do at least six times to each of lecturers. The researcher gets the data.

## Result and Discussion

Based on the data, it is had been explained about some lecturers' techniques in teaching speaking subject. The researcher found that the two lecturers, applied different techniques in the teaching and learning process. The detail is the Lecturer one applied six techniques (*asking question, asking question, situation practice, pair/group discussion, dialogue, role play, picture discussion*), Lecturer two applied two techniques (*speeches technique and debate technique*).

From the explanation above, it can be seen number of techniques used by the lecturer in teaching speaking subject. The differences above happened caused by some factors. Lecturer one, taught speaking at the first semester subject. The students in this semester still have limited insight and experience in developing thought and ideas in front of the classroom, so in teaching and learning process, the lecturer still became the center of teaching. It means, the lecturer more varied technique to provoke the student's interest to be involved in teaching and learning process, especially in speaking subject. Beside that by applying the variety technique, it was hoped avoid student from being boring and make them enjoy and learning process.

Lecturer two, taught speaking at the third semester. Thus, definitely those students have been guided about the way to speak well and knowing more information about what should the students do in teaching and learning process. So, it this been proper for the lecturers to used the teaching technique which commands the students to be more active in the teaching and learning process. Actually, there are many techniques that the lecturer can use in teaching speaking, but in this case the lecturer only applied speeches and debates technique. Lecturer said these techniques can encourage being active in the classroom, quick and provoke the students' ability in speaking English. So, in this opportunity, the students can directly compete about how to speak English well, the student can share with the other students about how to explain and defense the students thought and ideas in the classroom. And also, this technique can exercise the students' encouragement to express their insight which might be the problem that causes the students being reluctant to speak English. In this chance, the students are forcely to present their thought and ideas in the teaching and learning process.

The most dominant technique from the lecturer one was *pair/ group discussion technique*, because this teaching technique allows the students to think and share together about the material, before it's being presented in front of the classroom. Lecturer two was debate techniques. The lecturer often uses this technique because it's aim to provoke the students to speak English, so that it can quick the students' speaking ability. Lecturer three was pair group discussion technique. The lecturer often uses this technique because like lecturer one. This technique allows the students to think and share together about the material, before it's being presented in front of the classroom.

## Conclusion

Based on the result of this research, there were some conclusions that could be drawn, they were as follows:

1. Based on the ten techniques that shown in observation checklist, lecturer one only *applied six techniques, they were asking question, pair group discussion, situational practice, dialogue, role play, and picture discussion*. Lecturer two only applied two techniques, *they were speeches and debate*.
2. The most dominant technique from lecturer one was *pair group discussion technique*, lecturer two was *debate techniques*. The most dominant technique from two lecturers was *pair group discussion*.

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