

# Teaching Speaking Strategy Used by Lecturer at Public Speaking Class in IAIN Palangka Raya

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## Abstract

A teaching strategy uses methods to achieve specific goals. To improve students' speaking skills, new strategies like discussion and debate are needed. The goal of the study was to determine how the lecturer used these strategies, what challenges the students and the lecturer encountered, and how the strategies used to teach public speaking at IAIN Palangka Raya affected the students. The study design employed by the researcher was a case study and the qualitative method. Three instruments were utilized observation, interview, and documentation for collecting the data. The subject was a lecturer and the students 4th semester of English education in public speaking at IAIN Palangka Raya. The researcher obtained the lecturer used discussion and debate. Those strategies were used alternately in each meeting in public speaking class. Before meeting, the students had got the topic from the lecturer and the students should prepare their ideas to show in front of their friends and lecturers. Three problems that the researcher found, there were linguistic factors, psychological factors, and external factors. The students also had improvement in several things such as speaking elements, motivation, and self-confidence.

**Keywords:** Strategy; Teaching Speaking; Public Speaking

## INTRODUCTION

Language plays central role in human life (Hermagustiana, 2019). Language is used to communicate ideas, information, and knowledge. Language is an instrument of communication (Sirbu, 2015). People use the language to express their emotions, feelings, and ideas. Everybody uses language in a different way to accomplish their communication objectives, which enables them to interact socially and form relationships with others (Akmajian, 2017). There are many languages in this world; such as English. Since English is a universal language, practically everyone on the world uses it for communication. Since English is the language that is spoken by the majority of people worldwide, it is crucial for modern communication, specifically for English learners. In English, there are 4 essential skills for learners to be acquired and to be noticed; speaking, writing, reading and listening.

The process of creating and communicating meaning through speech is called speaking. Speaking is one of the most crucial abilities in the classroom since it's necessary for clear and efficient communication. When someone speaks, they communicate with others and share information with them by using language to express their thoughts, feelings, and ideas. One of the key English language skills that needs to be mastered is speaking. Speaking is a fundamental skill that English learners should master. Because, to speak English in the foreign language, in Indonesia, specifically at IAIN Palangka Raya, lecturers and students who require attention to accurate the specific language in order to share understanding. So, seeing how important speaking skill is, preparing the best strategy for speaking skill in English classes, specifically for English learners, the lecturers have a responsibility to prepare the students to be able to speak in their daily activities. In order to prepare it, the teachers or the lecturers need to take a

consideration about how they teach the students in IAIN Palangka Raya, specifically public speaking class.

Public speaking class is one of the subjects that have been provided in English Education IAIN Palangka Raya. Especially, it is in 4<sup>th</sup> semester. Speaking in public or in front of an audience is an oral communication activity known as public speaking. To put it briefly, it is essential to gain proficiency in speaking during the public speaking course. One of the English language skills that most students who take public speaking classes find challenging is public speaking. The instructor of the public speaking course at IAIN Palangka Raya had to deal with the issue of the majority of the students remaining inactive during class. Based on previous research conducted on public speaking class at IAIN Palangka Raya showed that there are several problems faced by the students; confidence, anxiety, nervous (Hidayati, 2021; Ningsih, 2022; Pratama and Qamariah, 2023; Rifansyah, 2020; Sari et al, 2022;). According to the research data by Pratama et al (2023), the students feel nervous in speaking class of IAIN Palangka Raya. Based on Hidayati (2021), English language students need to have a high level of confidence in order to speak a foreign language because this will enhance their speaking ability.

According to this situation, it becomes a task for lecturer in the class to create an enjoyable, interesting and interactive public speaking class for students to make them actively speak. Naturally, the lecturer's first responsibility is to plan the lesson and attend to the needs of the students. A key component of the teaching and learning process is strategy. In the process of teaching and learning, strategy is an action that both teachers and students should complete in order to make learning activities successful, efficient, and effective. According to Hasanova et al (2021), strategies are the types or styles of plans used by the teachers to achieve the goal of teaching learning process. Kozma in Sanjaya (2007) Learning strategies can be understood as being selected, i.e., those that can offer students support or resources to help them meet specific learning goals. A generalized lesson plan that contains structure, the expected behavior of the learner in relation to the instructional goals, and a description of the methods needed to carry out the approach are all considered teaching strategies (Dwiningtiyas et al, 2020).

Based on the observation on November 20<sup>th</sup> 2023, the lecturer has increased the students' speaking after applying the strategy in 3<sup>rd</sup> semester of English Education. The lecturer mentions speech and presentation strategies are used for speaking class. The students are asked to speak in front of their friend and lecturer and gives them the topic before performance. For speech, students prepare a note and show their performance. The students can look at the note, but they cannot always see it. Additionally, for presentation, it is like usual thing the students are provided with some topics and they develop the topic into power point. The lecturer utilizes both strategies equally. Because based on the lesson plan, the lecturer uses alternately every week. The teacher has claimed that the students enhance their speaking skill with these strategies based on the grade the students get. However, the lecturer faces trouble because some students do not increase their speaking; it is because they always look at the notes continuously and seldom practice their speaking except in the classroom.

Thus, this study is necessarily carried out to know the lecturer strategy for the next semester. So, it can be a source for the other teachers who have trouble in teaching speaking. According to the description given above, it is essential to watch the English lecturer's methods for teaching speaking in the IAIN Palangka Raya public speaking class.

## METHOD

The researcher combined a case study design with qualitative descriptive research in this study. A case study analyses persons, groups, events, decisions, periods, policies, institutions, or other systems that are studied holistically by one or more methods (Gerring, 2006). The events are either not altered by the researcher using this methodology, or they are seen in their native

environments. Numerous techniques are utilized in qualitative research, including ethnography, case studies, naturalistic observations, concentrated interviews, and historical analysis. In this research was a case study. it fit perfectly to investigate in depth and describe the teaching strategies applied, the obstacles faced by the lecturer and students, and the impacts on the students' speaking ability at IAIN Palangka Raya, especially in public speaking class qualitatively.

## RESULTS AND DISCUSSION

### Results

The researcher found on observation, the lecturer utilized 2 strategies which were discussion and debate strategy. The strategies were utilized differently. First meeting used discussion and next meeting used debate strategy. As to Thornbury's (2005) approach, pupils are anticipated to be able to use English independently and confidently at the autonomous stage, which includes discussion and debate strategies. The process of discussion, the lecturer gave the topic for the students, and then let them to prepare their performance. It took 15 minutes the lecturer asked the students to show their opinion/statement about the topic. After a student spoke about the statement based on the student's opinion, another student responded that statement. The lecturer guided the students, so they kept having a discussion. If no students talked or responded the topic, the lecturer forced them by calling their name suddenly. Sometimes, the lecturer rectified the students' mistake. Then, the students followed his instruction. After that, the students were split up into groups of two for the debating strategy. The lecturer provided the motion to the students. So, the students searched about that topic and had performance. After finishing their debate, the lecturer gave the students occasion for responding their friend. Only debate participants spoke or active in the class. The other students only observed their friends.

The researcher found the strategies from the interview used by the lecturer were discussion and debate. For discussion, the lecturer provided the topic and told the students. Every student should prepare themselves to express their statements based on the topic gave. The lecturer opened the discussion and gave the statement to the students. The lecturer offered who wanted to inform their opinions in front of their friends and lecturer. After that, other students should respond their friends' statements. Sometime, the lecturer corrected the students' pronunciation while speaking. Then, for the debate strategy, this strategy was conducted by separating students into a group. The lecturer gave the motion a day before public speaking class started. The students were let come in front of the class for 2 groups. First group was a pro team and another group was counter team. They did a debate which was guided by the lecturer.

The strategies were alternately applied every meeting by the lecturer. The topic was the different from discussion and debate in each meeting. For example, the first meeting they discussed education and the next meeting for the debate; the topic was about education. The third and fourth meeting, the discussion and debate strategy had politic topic. The lecture shared the topic by using Whatsapp Group, so the students prepared themselves before performance. The strategies helped the students to express their opinion freely without judgment from others. Some students liked discussion strategy because the students were able to speak freely, it increased their creativity. Meanwhile, the students disliked debate, because debate strategy just involves a group, so other students could not involve themselves in that class. Only some students speak in that class, so the other student just listen to them. But they would have their turn another meeting. Sometimes they feel bored and did a daydream. A student liked both strategies because the topics were so fun in each meeting.

From the interview, the researcher got some obstacle while the lecturer applied these strategies. The researcher divided those obstacles into three categories. According to Purwati et al (2023),

there are three obstacles in teaching speaking. There were linguistic factors, psychological factors, and external factors. According to Irwan, Asrida, and Fadli (2017), teachers must be aware of the variables influencing their students' speaking abilities in order to effectively encourage them to communicate. The first obstacle was linguistic factors, many students were lack of vocabulary and mispronunciation. So, it made them hard to have speaking performance such as discussion and debate. They could not explain their opinion about the topic because of lack of vocabulary and mispronunciation. In addition to what Ainunisa, Zaitun, and Hadi (2021) said, pupils' limited vocabulary also contributed to their lack of confidence. They added that they felt ashamed and terrified of mispronouncing words. Melendez and Mendez (2014) state that speaking in a language other than our mother tongue can be difficult, particularly if one knows little about the target language. Students sometimes believe that they can only express themselves using the words they have learned. Second was a psychological factor which were lack of confident, afraid of making mistake and feeling embarrassed. The students felt their English was bad and they felt unconfident and felt shy. However, the last obstacle was external factors, sometimes they did not understand about the topic well. So, they could not present their speaking skill well in front of the class. It related to lack of vocabulary, for example the topic was about technology. Sometimes, the students did not have wild vocabulary. In addition, another obstacle was the use of mobile phone; the students focused on mobile phone and did not pay attention the class. The students also used mobile phone for responding the topic in discussion. It could not improve their creativity. The class was so tense, it made the students did not enjoy the class, and sometimes they feel nervous. It was too serious class. The researcher also found the students did not practice their English. To respond, debaters must comprehend what the other side is stating. As they gather evidence to support their perspective, they must read a wide range of sources. Additionally, they practice public speaking and group speaking, which can enhance their oral performance in areas like word choice, fluency, and coherence. (Kassem, 2021).

## Discussion

The researcher found some solutions from the students for the speaking class. They mentioned that lecturer should limit the use of mobile phone in the class. So, the students could explore more their creativity in speaking class. The students asked not too tense in the classroom. Therefore, they can enjoy the class when they feel comfort. The students stated the problems came from themselves; thus, they overcame it by themselves. They suggested another strategy which was role play because it was interactive and interesting method for enhancing the students' speaking skill. The lecturer recommended the students to practice their English, not only in the class, but also outside classroom. As some students did not improve their English, they had to practice their English and decrease focusing on their note. Language acquisition was from the students, if they often practiced their speaking, they were able to master speaking skill. According to the interview result, the students mentioned these strategies were able to enhance their speaking skill especially in their speaking elements. They delivered it could improve their speaking. As the strategy was effective, it helped the students to speak confidently and bravely. Ainunisa, Zaitun, and Hadi (2012) explained the strategy of discussion was effective since these students were encouraged to discuss something asked by the teacher. Cinganotto delivered (2019) debate can aid in the development of a variety of language skills. It can increase vocabulary and improve fluency while teaching students how to speak in front of an audience, listen to and comprehend the viewpoints of opposing teams, and reformulate their own positions in light of what they have heard. The lecturer provided the time for the students to prepare their speaking. Preparation before performance was important for them because they had searched or note about the topic. Then, they read it their note, so they could

master speaking skill. The students stated that seeing their friend spoke well, it motivated them to speak well like their friend. They were confident to share their opinion using this strategy. They thought it was scary. The students also learnt some words from their friends' performances. Therefore, it increased their English. In addition, the students felt their statements were listened and understood by the lecturer and their friends. They could enjoy speaking English. It was supported by the grade from the lecturer; the students got improvement by using these strategies.

## CONCLUSION

The researcher sums up the teaching speaking strategy used by lecturer at public speaking class in IAIN Palangka Raya. The researcher summarizes the speaking teaching strategies used by a lecturer at IAIN Palangka Raya's public speaking class. The strategies are discussion and debate. For discussions, the lecturer provides a topic in advance, asks students to prepare, and then facilitates a conversation where students express their opinions. Debates follow the discussion on the same topic, with students divided into pro and con teams. The lecturer guides the debates and, if time permits, revisits student opinions on the statements. Challenges include linguistic, psychological, and external factors affecting student performance. Some students find the class too tense and suggest incorporating role plays to improve speaking skills. There are also concerns about mobile phone use in class. The strategies impact students positively by enhancing their pronunciation, vocabulary, motivation, and confidence in speaking.

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