



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
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SELL Journal Vol. 1(1) August 2016 14 IN INTENSIVE COURSE (IC) CLASS Siti Maria Ulfa (sitimariaulfa@stkipgri-bkl.ac.id) STKIP PGRI Bangkalan Jl. Soekarno Hatta no. 52 Bangkalan Abstract: This study aims to identify teaching strategies in teaching speaking to students in Intensive Course (IC) class. Furthermore, this study aims to identify teaching 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 the teaching strategies. 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 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 be 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 SELL Journal Vol. 1(1) August 2016 15 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 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 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 are very important to even lesson subjects that affect students' productivity in producing the language function. Having analyzed those explanations, this research is conducted to investigate strategies used by the lecturers in teaching Intensive Course (IC) class 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 study is conducted to investigate 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. SELL Journal Vol. 1(1) August 2016 16 Speaking Activities Students Should Do Content of Speaking Activities in Intensive Course (IC) Book I Describing people based on the picture given Describing pictures by using own words based on the pictures given Theory of explaining the expression of giving directions only) Telling someone how to make something (free speaking) Mentioning some examples of gadget and explaining how to operate them well Making a good arrangement (an essay) to pursue the dreams.

Making a report based on what students like, whether it is a flower, animal or others Explaining the expression thanking and asking the students to tell about their hobby and speak up in front of the classroom Consisting of five (5) activities they are Activity 1: Completing sentences by using the expression of regrets and apologies Activity 2: Practicing dialogue about spending free time Activity 3: Making a dialogue in pair based on the case given (rejecting invitation) Activity 4: Performing the dialogue Activity 5: Highlighting and rewriting some words, phrases or sentences dealing with regret and apologies from the dialogue given Consisting of two (2) 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 SELL Journal Vol. 1(1) August 2016 17 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 E 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 SELL Journal Vol.

1(1) August 2016 18 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.

ities 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 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 Exercises 2: Completing the dialogue given Making a dialogue in pairs about movie watched in XXI cinema Consisting of two (2) practices they are Practices 1: Practicing dialogue with partner about expressing encouragement Practice 2: Answering the questions based on the dialogue given Making a dialogue based on the book or the movie which had ever been read and watched Completing and practicing the dialogue in pairs about preferences Practicing dialogue of making plans for the weekend SELL Journal Vol. 1(1) August 2016 19 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. the students to perform the oral tasks.

One of the lecturers once noticed used kinds of simple games in the name of the animal

in sentences. These were the examples of the sentences. two examples given, students were required to find a name of an animal. The 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 attention much. According to Wright (1992:16) pictures make a particularly powerful contribution to both the content and the process of language learning. 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 SELL Journal Vol. 1(1) August 2016 20 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 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 SELL Journal Vol.

1(1) August 2016 21 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 ider to ive sude' petce of tr lauag. 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 d coralsntsorpron.

he ure thi s only to waysn sen' nouss oing 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. SELL Journal Vol. 1(1) August 2016 22 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. 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 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. REFERENCES Nunan, D. 1991. *Language Teaching Methodology: A Textbook for Teachers*. English Language Teaching. New York: Prentice Hall. SELL Journal Vol. 1(1) August 2016 23 Richards, J. C. and Renandya, W. A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*.

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