


## LECTURERS' STRATEGIES IN ENGLISH SPEAKING CLASS AT UNIVERSITAS MUHAMMADIYAH MAKASSAR

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: August 13, 2022                      Revised: December 23, 2022                      Accepted: February 21, 2023                      Published: December 31, 2024</p> <p><b>Keywords:</b>                      Speaking Strategy, Speaking Class, Lecturer Strategy</p>	<p>This research aimed to find out the differences of the strategies used by both lecturers and to find out the targets that planned to be achieve in using each strategy especially in speaking class at Universitas Muhammadiyah Makassar. The research applied Descriptive Qualitative Method using observation and interview sheet as instrument of the research, the subject in this study was two English speaking lecturers. Subject was taken by using the Purposive Sampling Technique. The data obtained was also analyzed using data reduction, data display, and data verification. Based on the research findings, in teaching speaking, Lecturer A used Presentation and Talks Strategy with the materials "Giving Compliment" and "Making Testimony" with the target students are able to make verbal presentation and used various forms of expression in everyday life. Meanwhile Lecture B also used Presentation and Talks Strategy with the materials "Present Perfect Tense" and "Passive Voice" with the target to make students say something in English with a good grammar and good pronunciation. Lecturer A &amp; B have differences target in teaching English speaking, but they still have a correlation which they wanted to make students speak or talk actively.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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### INTRODUCTION )

Speaking is a way of verbal communication. We can share our thoughts or convey information through speaking. With speaking, students can be talk-active, so they can share what they know or do not know about their problem. In addition, speaking is a way of expressing views, opinions, resolving certain issues and maintaining relationships. Nunan (1991:39) stated that mastering the language arts was the most important aspect of learning a second language or a foreign language, and that success was measured by the ability to engage in dialogue in that language. In addition, Gaya (2018) stated that language skills are one of the key skills for improving English proficiency from the beginning of language learning.

Teaching and learning can be enhanced by using a strategy. Each individual has their own way to achieve the goals, it also happened to the teacher. The strategies used by each lecturer may be different, this depends on what students' needs or learning goals they want to achieve. The lecturer's strategy in speaking is very important, that is to achieve learning goals that can affect the competence or ability of students in producing language functions. If the teacher does not use the strategy, the possibility that students are difficult to understand and become bored. This is because English is not their first language.

Daddi (2014) analysed lecturer's strategies in English speaking class. The result of her strategies is the two lecturers applied the same five strategies in English class, such as checking attendance, seating arrangement, teaching-learning activity, correction, and assessment. Both lecturers had different ways of implementing their strategies based on the level and condition of their class. Most of the students believe that the five strategies for improving speaking ability are effective.

Gamara (2018) analysis teachers' strategy in teaching English speaking at SMP Islam Al-Hamidiyah NW Kediri in the academic year of 2018/2019. The strategies used by the English-speaking teachers in their classes were: organizing students' discussion, conducting role plays, practicing story-telling, and interview. The teachers mostly used role play strategy in their classes, which led to students becoming more confident and active in playing the roles based on the materials that were provided by the teachers. In addition, the role-playing strategy has drawn students' attention to conversations with their friends and made it more active

Maryanti, Gani, Marhaban (2021) analysed the strategies applied by the teacher in teaching speaking. The result is the teacher in SMP Negeri 1 Kota Sabang used various kind of strategies to improve students' speaking abilities such as role play, describing picture, interview, and simulations. Each teacher applied different strategies because they teach different classes with different students' backgrounds, levels, abilities, and conditions.

Based on the results of the review above, all of the previous studies that mentioned before had similar topic which discussed teaching strategy in speaking class. The researcher summarize most of the researches in junior high school focus on using role play, in high school focus on using cooperative activities as well as creative task, and in the university focus on using show-and-tell, presentation, drama making, and question and answer. No one of those researches compares strategies used by two different lecturers in teaching speaking at English department. Based on the explanation above, the researcher conducted a research with the title "*Lecturers' Strategies in English Speaking Class at Universitas Muhammadiyah Makassar*".

## RESEARCH METHOD

In this research, the researcher used Descriptive Qualitative Method. Descriptive research method is simply observing a behavior and the advantage of the observational method is the flexibility to change what the researcher is studying (Jackson, 2008). The researcher used this method to find out the strategies that lecturers used in English speaking class and also to find out the valid data in the field. The location of this research had been done at Universitas Muhammadiyah Makassar. The subject of the research two English Speaking lecturers of Universitas Muhammadiyah Makassar.

The instrument used in this research were observation and interview sheet. The researcher observed the English speaking class to know how lecturers applied their strategies in the teaching and learning process. Meanwhile, the purpose of the interview was to get confirmation about the researcher's interpretation towards the correctness of the teaching strategy.

## RESULT AND DISCUSSION

Based on the observation and interview with the lecturers, the researcher found that Lecturer A and B have differences and similar strategies in teaching English speaking. Lecturer A used presentation and talks in teaching speaking because she wanted to make students brave and active speak in the class, where it was included in one of the purpose of speaking according to Brown and Yule (1983) theory that the function of speaking as performance was requires the speaker to appear and speak bravely. Meanwhile, Lecturer B used Presentation and Talks strategy for making the students understand about the basic grammar in English besides to improving their speaking skill, where according to Mora (2010) grammar is one of five elements in speaking.

The targets that Lecturer A wanted to achieve was students able to make a verbal presentations and use various forms of expression in everyday life. It was related with the characteristic of a successful speaking class according to Ur (1996) theory such as: students talk a lot and participation is even and fire.

In another hand, Lecturer B wanted the students explore or say something in English with the good grammar and good pronunciation, also students can make conversation with others combine between the good grammar and also about the good speaking performance. That was related with the characteristic of a successful speaking class according to Ur (1996) theory which is language at an acceptable level that is focused on the students' pronunciation and grammar.

Even though, the targets of both lecturers are different, but their main target in teaching speaking is to make a class of successful speakers.

## CONCLUSION

Lecturer A and Lecturer B used the same strategy in teaching English speaking, that was Presentation and Talks Strategy but the implementation of the strategy was different. Although there are differences in the implementation of the Presentation and Talks Strategy of the two lecturers they still have a correlation which is students must speak or talk in real life, the experience of standing in front of their friends is a good preparation for speaking in real life.

The targets that Lecturer A planned to be achieved in using Presentation and Talks strategy was students were able to make verbal presentations and used various forms of expression in everyday life. Meanwhile the targets that Lecturer B planned to be achieved was students could explore or say something in English with the good grammar and good pronunciation, made conversation and practiced their English combine between the good grammar and good speaking performance.

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