TEACHING STRATEGIES USED BY THE LECTURERS

AND STUDENTS' RESPONSES IN ENGLISH SPEAKING CLASS

[a study on the third semester of Muhammadiyah University of Makassar]

A THESIS

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MOTTO

"DO ANYTHING YOU CAN, AND BE SURE WITH THAT.

NEVER GIVE UP UNTIL YOU REACH YOU WANT,

BECAUSE THE SUCCESFULL COMES TO THE ONE

WHO TRIES TO GET IT."

I dedicate to my beloved mom and dad,

who always keep and love my by their pray.

I dedicate to my brother and sister,

who always be my first best friend ever.

ABSTRACT

Abdul Shamad Rusani, 2019. *Teaching Strategies Used by the Lecturers and Students' Responses in English Speaking Class [a study on the third semester of Muhammadiyah University of Makassar].* A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Guided by Andi Tenri Ampa and Muh. Arief Muhsin.

This research aimed to find out teaching strategies used by the lecturers and the Students' Responses to the teaching strategies used by the lecturers in English Speaking Class.

This research used a quantitative method. The population of this research was the third-semester students while the sample was 60 students from that population that was taken selectively. The instruments of this research were observation and questionnaire.

The first lecturer used telling story and oral interview while the second lecturer used role-play and oral interview. Students' responses in the first class for telling story strategy were strongly agree 22.50 %, agree 50.42 %, neutral 24.58 %, disagree 2.08 %, strongly disagree 0.42 %. So, the score range was 3.93. While for oral interview strategy were strongly agree 24.29 %, agree 47.62 %, neutral 26.19 %, disagree 1.90 %, strongly disagree 0 %. So, the score range was 3.94. Students' responses in the second class for role-play were strongly agree 9.58 %, agree 45.83 %, neutral 24.17 %, disagree 14.17 %, strongly disagree 6.25 %. So, the score range was 3.38. While for oral interview strategy were strongly agree 12.38 %, agree 38.57 %, neutral 33.81 %, disagree 8.10 %, strongly disagree 7.14 %. So, the score range was 3.41. The result showed feedback on In the first class, it has been proven that the "oral interview" strategy is used by more attractive lecturers to students than the "storytelling" strategy on the first class. Whereas in the second class, it has been proven that the "oral interview" strategy is used by lecturers is more attractive to students than the "telling story" strategy on the Second class.

Keywords: Teaching strategies, English Speaking class

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Makassar, August 2019

Abdul Shamad Rusani

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CHAPTER I

INTRODUCTION

A. Background

A lecturer is an educator who has the greatest obligation in handling the class. A lecturer is a facilitator who plays an important role in supporting a learning process. A success achieved or not depends on how the lecturer processes in guiding. Monotonous teaching and that alone will make students feel bored and not interested in the teaching and learning process.

Lecturer needs many things in the process of teaching and learning activities. Not only the syllabus, lesson plan, and the media must also be prepared. But a lecturer also needs to have a strategy in conditioning the class. It can be seen in general that the class atmosphere is sometimes not conducive, so a lecturer takes the initiative to have a strategy in teaching.

Choosing a teaching strategy is very important. Because a lecturer must be able to choose the most effective and efficient learning activities to create a good learning experience, which can provide facilities for students to achieve learning goals. Therefore, creativity and teaching skills are needed in choosing and using learning strategies, namely by adjusting based on the characteristics of students and the situation in which they are faced. A lecturer can organize learning by increasing the attractiveness of learning through the teaching materials presented in the learning strategy, teaching media used by the lecturer, managing schedules and allocating organized teaching.

In order for the implementation of strategies in learning to be appropriate, the selection of strategies in learning must also be adjusted to the learning objectives, so that there is an expected harmony between goals and implementation. In addition, the classroom situation can be conditioned and make the lecturer comfortable conveying his teaching well and the students can learn as expected.

There are some previous studies related to the teaching strategies above. Abdillah Lila Nata Praja (2013) did a study with the title Strategies in Teaching Speaking to English Department Students at Muhammadiyah University of Surakarta. The next study comes from Nuh Sunyoto (2017) did a study with the title Designing L2-Based Communication Strategies Teaching for Speaking Class.

There is the difference between the previous research and my research. The difference is about the subject of the research. In the previous study, the researchers investigated the lecturer's problems and the student's problems in teaching strategy, and the students' frequency of using Communication Strategies. In this present research, the researcher will describe the teaching strategies used by the lecturer and student's responses about teaching strategies used by the lecturer in English speaking class.

The problem which makes the technique of teaching and learning English is not effective namely the lecturer's technique is out of date. The lecturer merely tends to use lecturing technique, both lecturer and students are lack of supporting media, readings and the like. So by facing such problems, the objective of teaching still cannot be reached maximally. In the end, the students are still not able to communicate in English frequently.

Besides that, the problem that often occurs in teaching is how to present material to students well so that result is efficient. In addition, the problem that is often encountered namely also the teacher's lack of attention to variations in the use of teaching methods in an effort to improve the quality of teaching well.

As an alternative answer to these problems, it is necessary to study in depth about the teaching methods used. The function of teaching methods cannot be ignored, because the teaching method also determines the success or failure of a teaching and learning process and an integral part of a teaching system. Using the right method will also determine the effectiveness and efficiency of learning. Learning needs to be done with a few lecture and methods that are teacher-centered, and emphasize more on student interaction. The use of various methods will help students achieve learning goals. Learning experiences must be flexible, not rigid, emphasize creativity, curiosity, guidance and direction toward maturity.

Based on the phenomenon above, the researcher is interested in analyzing strategies for teaching speaking to English department student at the Muhammadiyah University of Makassar. Therefore, the proposal entitled Teaching Strategies used by the lecturers in English Speaking Class.

B. Problem Statement

1. What teaching strategies are used by the lecturers in English Speaking Class ?

2. How are the student's responses to the teaching strategies used by the lecturers in English Speaking Class ?

C. Objective of the research

1. To describe the teaching strategies used by the lecturers in English Speaking Class.

2. To describe the student's responses about teaching strategies used by the lecturers in English Speaking Class.

D. Significance of the research

The practical benefits of this research are for lecturers, for students, and for researcher. There are some theoretical benefits:

1. The result of this research can be useful for English lecturers in giving addition input in English speaking class.

2. The researcher hopes that this research will be one of the references for other researcher who will conduct the same object with different perspectives.

E. Scope of the research

This research focuses on strategies which the lecturers apply in teaching speaking 3 and student's responses about teaching strategies used by the lecturers in English speaking class. This research is conducted at Muhammadiyah University of Makassar. Then, participants of this research are English lecturers and students in English speaking class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of related literature

Abdillah Lila Nata Praja (2013) did a study with the title Strategies in Teaching Speaking to English Department Students at Muhammadiyah University of Surakarta. He used descriptive qualitative research. He used two types of data, primary and secondary. The primary data were taken from the first resources through the direct observation, while the secondary data were taken from the second resources that could be documented. He collected the data of his research from teaching-learning process, interview with the lecturer, interview with the students, document, and observation. In the analyzing data, he employed descriptive qualitative analysis. The analysis started with data reduction then data display and the last step is conclusion drawing. He investigated the lecturer's teaching strategy, the lecturer's problems in teaching strategy, the student's problems in teaching strategy, and problem-solving used by the lecturer to solve problems faced by the students. Based on the data obtained, he concluded that the method used by the lecturer is active learning and the strategy implemented is a debate.

Nuh Sunyoto (2017) did a study with the title Designing L2-Based Communication Strategies Teaching for Speaking Class. The research used quasi-experimental design. He used a tripod, handy-cam, notebook, sound system, and projector to collect the data of his research. He investigated student's speaking skill after being taught L2-based communication strategies

and student's frequency of using CSS. He concluded that there was a significant increase in the students' speaking skills.

This present study is different from the previous study. The difference is about the subject of the research. Abdillah Lila Nata Praja investigated the lecturer's problems and the student's problems in teaching strategy. Nuh Sunyoto investigated student's speaking skill after being taught L2-based communication strategies and student's frequency of using CSS. Meanwhile, the current researcher focuses on the teaching strategies used by the lecturers and student's responses about teaching strategy used by the lecturer in English speaking class.

B. Teaching Strategy

Teaching Strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the lecturer. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components.

The process of planning a course is not an easy one. (Although 'the course' is the unit of analysis being discussed, the process of creating an instructional strategy works equally well for an individual class or an entire curriculum).

Aswan et al, 2010 stated that teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have planed. In other word, teaching strategies are approaches to teaching students. The teacher have to apply the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the material. In teaching learning process there are some terms that have similar meaning even though basically they are different. The terms are approach, method, technique, and strategy.

1. Approach

According to Anthony in Brown (2000) an approach was a set of assumptions dealing with the nature of language, learning, and teaching. Gulo (2002) stated that there are some kinds of approach in teaching learning process. The first approach is teacher centred approach. Gulo explain that Teacher acts as resource who has a very dominant position. Learning in this approach is an attempt to receive information from the teacher.

This approach will produce teaching-learning strategy called teacher center strategies, a teaching-learning strategy that is centered on the teacher The second approach is material centred approach. It can be seen from the explanation from Gulo as follows: Another opinion comes from the idea that learning is an attempt to master the information. In this connection, teaching-learning strategies are focused on the subject matter.

This kind of approach produce the material center strategies, the teaching-learning strategy that is centered on material. The last approach is student centred approach. Gulo mentioned that: Another approach comes from the definition of teaching as an attempt to create a system that optimizes learning environment. The center in the teaching-learning process is the students. This approach produce student center strategies, teaching and learning strategies centered on the students. Based on the explanation above it can be concluded that approach is the first step in doing teaching activity. In approach, there are general descriptions of the teaching-learning process. There are some approaches to teaching those are teacher centred approach, student centred approach, and material centred approach.

2. Method

As cited by Anthony in Brown (2000), method was described as an overall plan for systematic presentation of language based upon a selected approach. This explanation describe that method is the implementation of selected approach. While Gulo (2002) added the definition of teaching methods as follows: Teaching method is a tool to operationalize what was planned in the strategy. To implement a particular strategy requires a set of teaching methods.

Based on the definition, the teaching methods become one of the elements in the teaching and learning strategies. The teaching methods included in planning activities or strategies. Same with Gulo, Roestiyah

(2008) stated that in teaching and learning process, teacher must have a strategy, so that students can learn effectively and efficiently, and can achieve the expected goals. One of the steps to have a strategy that is teacher should master the techniques of presentation, or so-called method of teaching. According to Roestiyah (2008) there are some methods in teaching, such as discussion, group work, discovery, simulation, brainstorming, drill, dialogue, and so on. These explanations describe that method is the way of teaching that is used by teacher based on the certain strategy. Based on those explanations it can be concluded that method can be define as the way that is used by teacher to achieve teaching and learning objectives. Method is the way to apply or implement the teaching strategy or teaching approach.

3. Technique

According to Anthony in Brown (2000) techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. It can be concluded that technique is the more specific way that is used by the teacher to do the classroom activity.

4. Strategy

The word strategy as cited in Silver, Strong, and Perini (2007) as the next term comes from two ancient Greek roots: Stratos, meaning "multitude" or "that which is spread out," and again, meaning "to lead" or, we might say, "to bring together". According to Bryson (2004) a strategy

is defined as a pattern, of purposes, policies, programs, actions, decisions, or resource allocations that define what an organization is, what it does, and why it does it. These explanations give the meaning of strategy as the step to decide what will do in an activity.

According to David in Gulo (2002) teaching-learning strategy is a plan, method, or series of activities designed to achieves a particular educational goal. Based on these explanations strategy that is used in teaching is the plan of activity which is designed to achieve the educational goal. It can be concluded that strategy in general is the plan of an action. Furthermore strategy that is used in teaching (teaching strategy) is the plan of activity that is used by the teacher to teach the students in order to achieve educational goal. In teaching, the term of strategy and method are the most commonly used. Based on the explanation, the term of strategy also can be called as method. Because both of these terms can be used as interchangeable to make the planning process of teaching and learning become easier.

C. Types of Teaching Strategies

a. Cooperative learning

Cooperative learning is an educational situation where learning occurs while two or more students are working together to complete a common task (Siegel, 2005). Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes to the completion of the task. Success is

based on the performance of the group rather than on the performance of individual students. Cooperative learning activities play an important role in increasing students' respect for and understanding of each other's abilities, interests and needs. These activities encourage students to take responsibility for their learning.

b. Role-play

One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom. Role play activities are also pertinent way of integrating skills in the language classroom. In addition, Budden (2006) says that role-play is any speaking activity when you either put yourself into somebody else's or put yourself into an imaginary situation. Based on the explanations above, role play is not only used to interactive teaching in the classroom but also to stimulate the students in real life situation.

c. Simulations

Simulation is the imitation of some real thing, state of affairs, or process. The act of simulating something generally entails representing certain key characteristics or behaviors of a selected physical or abstract system (Nana Sudjana, 2009).

Simulation clearly promotes effective interpersonal relations and social transactions among participants. In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they

find themselves. To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills (Hayriye, Kayi, 2006).

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages.

d. Information Gap

Harmer (2007: 223) states that an information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication in which motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing.

In this activity, students are supposed to be working in pairs. One students will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide.

e. Brainstorming

Brainstorming is one of the activities which can be done in pre – teaching stage. In general, the lecturers activated their students' knowledge by asking questions of related words within text or the title given which were called brainstorming activities. According to Zeitoun (2001), brainstorming was developed by Alex Osborn to produce ideas without inhibition. Brainstorming technique involves oral and pre-writing exercises for helping the learner and for expressing ideas by the teacher. It is a technique that is used under the discussion method. Crawford et al, (2005:29) state that brainstorming as one of very popular tasks in learning activities that can help students to elicit background knowledge and to activate necessary schemata. In addition, Brown (2001:184) defines that brainstorming is a technique whose purpose is to initiate some of sort of thinking process. One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include the following:

- Select a problem or topic and react to it quickly.

- Designate one person in the group as the recorder of ideas.

- Accept and record all ideas or suggestions.

- Build on other people's ideas.

- Do not criticize anyone else's ideas.

- Remember that, initially, quantity of ideas is more important than quality.

f. Oral Interview

According to Kayi, (2006: 53) Oral interview can be conducted with individuals or pairs at all levels language proficiency and require no preparation on the part of the students. In a classroom setting, interview can take the form discussions or conversations with the lecturer and with other students. Students can conduct interviews on selected topics with various people. It is a good idea that the lecturer provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

g. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

h. Debate

Debate is a very important strategy in developing speaking skills of learners effectively. Bambang (2006) defines debate as an activity which is used for understanding of the topic. It is done by two groups. Every group consist of three or five students. It is pro group and contra group. Maryadi (2008) said that Debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves.

Debate can be present opportunities for students to engage in using extended chunks of language for a purpose. A debate is type of role-pay where the students are asked to take sides on an issue and defend their positions. The debate is probably more often used in content area classrooms than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, persuading, agreeing, and disagreeing.

i. **Games**

According to Wright et al (2006 : 1) the word 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games also help the teacher to create contexts in which the language is useful and meaningful. The students want to take part, and in order to do so must understand what others are saying or have written, and they must speak or

write in order to express their own point of view or give information. Games provide one way of helping the students to experience language rather than merely study it.

j. Telling Story

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Lecturer can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. According to Harmer (2007) The best stories of course are those which the students tell about themselves and their family or friends.

k. Discussion

Shaughnessy & Forzani's (2012) state that discussion is characterized by high quality and high quantities of student talk. Teachers must ensure that discussions are built upon and revolve around both students' contributions and the content at hand. In a discussion, the teacher's role is to question students, take up, re-voice, and press students' ideas, structure and steer the conversation toward the learning goal(s), enable students to respond to one another's ideas by stepping back to listen, moderate and facilitate students' interactions, ensure that the content under discussion is represented accurately, and bring the discussion to a meaningful close. The research literature on classroom discussion.

In our everyday talk the term discussion is both widely and loosely used. We apply it to chance conversations, where the theme is subsidiary to the desire to get acquainted, where the talk passes from on topic to another and only by chance lingers long enough anywhere for the through consideration of a subject. Discussion should have the following characteristics:

1) General participation. Discussion aims to make it possible for each individual to speak as well as to listen. Intelligent listening followed by informed action is participation.

2) Informality. Discussion aims at an organized informality.

3) Purpose. Discussion is talk with a purpose. The member of the group have come together because they have information or ideas to exchange about some specific problem, or because they want to hear what their fellows have to say about it.

4) Planning, except for the occasional spontaneous discussion that happen when a and interested minds meet, discussion requires a leader and a plain. The leader should direct the progress but not the outcome of the discussion.

D. Definition of Speaking

As stated in the previous part, speaking is one of the important language skills that should be learnt. In this part, the researcher will present more information needed about speaking skill. According to Flutcher (2003: p. 23), "speaking is the verbal use of language to communicate with others". Brown

(2001: p. 267) stated that "the successful of language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language." When people speak, they do not only think about the use of right sounds or patterns but also the choice of words in order to communicate with other persons so they can convey the right meaning.

Brown (2004: p. 141) cites five stages of speaking performance. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:

1) Imitative: the ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students' pronunciation than the ability to understand or convey meaning.

2) Intensive: the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal as best.

3) Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple request, and comments.

4) Interactive: in this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple exchange and/or multiple participants.

5) Extensive: extensive oral production includes speeches, oral presentations, and the story telling. In this stage, the students should be able to produce their own language with their own idea.

A lecturer should know that speaking is not only about the use of the right sounds but also the choice of words so that someone can communicate with others. The stage of students' performance also becomes part of consideration to design English teaching activities. The goals of our teaching will influence the activities in the class.

E. **Teaching speaking**

Teaching speaking is a very important part of foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment, where meaningful communication takes place is desired.

Teacher should consider about the difficulties of the students to learn the speaking skills. In teaching speaking skill, there are some consideration that the teacher should pay attention to. In this part, the researcher present the information about teaching English speaking. Teaching speaking gives a systematic information, instruction, or training to students about how to convey meaning to communicate with other by using correct sounds and words. In line with that statement, Thomas (2011: p. 18) describes what

teaching involves. He stated to teach speaking means to teach language learners to:

1. Produce the English speech sounds and sound patterns;

2. Use word and sentence stress, intonation patterns and the rhythm of the second language;

3. Select appropriate words and sentences according to the proper social setting, audience,

    situation and subject matter;

4. Organize their thoughts in a meaningful and logical sequence;

5. Use language as a means of expressing values and judgments; and

6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency."

After the lecturer knows how to handle students, Brown (2001: p. 275) mentioned seven principles for designing speaking techniques. They are: using techniques that cover the spectrum of learner needs, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, giving students opportunities to initiate oral communication, and encouraging the development of speaking strategies."

Another idea is from Setiyadi (2006: p. 19). They suggested five possible learner roles that can make language learners more autonomous. One of them is "learners are member of a group and learn by interacting with others". It means that by working in groups, students will have more opportunity to speak up their idea in order to learn English more effective.

From the explanation above, the conclusion is the lecturer needs to know various strategies and decide most appropriate strategy to improve students' speaking ability by considering some factors such as students ages, teaching materials, and teaching method. A good strategy will influence the success of the goal achievement.

F. Strategies of Teaching Speaking

Students often think that the ability to speak is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies--using minimal responses, recognizing scripts, and using language to talk about language— which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students to learn speaking so that the students can use speaking to learn.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: p. 275-276) states that there are seven principles for designing speaking techniques.

a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capitalize on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies.

There are some important points that should be considered in teaching speaking to students. The first thing to be considered is who the student is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third, since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Lecturer's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of

teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Newton and Nation, 2009). Role plays are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011). Creative tasks resemble real-life tasks as Solcova (2011) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005, p. 20) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language.

In addition, designing activities for teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language to provide the best conditions for autonomous language use (Brown, 2001, p. 52). Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purpose.

Thirdly, teachers bear in mind what student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts. Besides, meaningful contexts for each activity is important to relate new

material with what has been learned and experienced by students so that it can be stored in the long-term memory of students (Brown, 2001; Richards and Rodgers, 2002). Meanwhile, the functions of speaking including talk as transaction aims to exchange information or goods, and talk as interaction aims to maintain social relationship.

G. Conceptual Framework

Teaching English	Lecturers	a. Cooperative learning
		b. Role Play
		c. Simulation
		d. Information Gap
	Strategies	e. Brainstorming
		f. Oral Interview
		g. Reporting
		h. Debate
		i. Games
		j. Telling the Story
		k. Discussion

Speaking Activity

Figure 2.1 Teaching Strategies

The lecturer has an important role in teaching English. In order to create teaching objectives, the lecturer must have a strategy. The goal is to achieve competence in students after participating in learning activities. There are several strategies that can be used in teaching English, namely cooperative learning, role play, simulation, information gap, brainstorming, oral interview, reporting, debate, games, telling the story, and discussion. Those strategies are then applied to speaking activities. With so many strategies, here the role of the lecturer is to determine the suitable strategy for the students in the speaking class.

CHAPTER III

RESEARCH METHOD

A. Method Of The Research

This study uses a quantitative research approach with quantitative deductive logic / reasoning. According to Sugiyono (2017: 23) the quantitative method is a research method used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, statistical data analysis with the aim of describing. The researcher uses descriptive design in this research because this research will focus on a certain phenomenon in English speaking class on the third semester. In this case the phenomenon is the teaching strategies used by the lecturer.

B. Subject of the Research

There are 2 research lecturers in this study who teach in speaking 3, which means that researcher take 2 in English Speaking Classes, and students in the third semester in English Speaking Classes. This study aims to describe how teaching strategies are used by lecturers in English-speaking classes. The objects of research in this study were teaching strategies used by the lecturer in English speaking class and student's responses to the teaching strategies used by the lecturers in English Speaking Class. The subjects were students on the reason that the research permit by the lecturers is concerned, the researcher is only be able to research in two classes, namely the First Class which is 30 students and the Second Class which is 30 student, and the

lectures with the criteria that the lecturer uses the teaching strategy theory, namely role play, telling story and oral interview, this means that the senior lecturer in question has used part of the theory of teaching strategies.

C. Research Instrument

1. Observation

In conducting this research, the researcher will observe the activities of students and lecturer in speaking class, purpose to acquire the information needed. Furthermore, in the process of observing, the researcher focuses on what strategies used by lecturer. In observation, the researcher use observation sheet as the instrument in collecting data. It is used to observe lecturer and students activities in teaching and learning process. Nevertheless, Observation also has limitations such as, the information provide is very limited, and the unpredictable thing could affect the observation process. By observation, the researcher can get the clearer description about social life that is difficult to get by another method, in this case to get any information about the lecturers' strategy in teaching speaking.

2. Questionnaire

Compared to an interview, a questionnaire does not take much time. Thus, the researcher uses questionnaire in order to get easier data from many students. This questionnaire is committed to acquire Student's Responses in receiving teaching strategies used by the lecturer in English speaking class.

D. Research Procedure of collecting data

To do this research, the researcher has to follow some procedure. The First was the researcher got permission research from the Faculty of Teacher Training and education Muhammadiyah University of Makassar. The Second was the researcher when to speaking class on the third semester to ask for permission from lecturers to do the research. The Third was the researcher took the population which is the selected class on third semester in Speaking 3. Then, the researcher prepared the schedules for observing in the class. The last, the researcher when and observed in the class to describe the teaching strategies used by the lecturer and interview some students about their responses of teaching strategies used by the lecturer in English speaking class.

E. The Techniques of Data Analysis

In this research, the researcher follows some steps, in analyzing the data which is called as Interactive Analysis Model that consists of Analysis of Teaching strategy and Measurement Scale of Student's Responses. Those are will be defined as follows:

1. Analysis of Teaching Strategy

This study was investigated the teaching strategies used by the lecturers in English Speaking class and student's responses toward the teaching strategies used by the lecturer. The data gained from the classroom observation and questionnaire to the students. The researcher observed two lecturers of Muhammadiyah University of Makassar in teaching Speaking 3

and the researcher observed two classes which consisted of B.G.3.B class and B.G.3.C class.

Based on the observation the teaching strategies used by the lecturers in English Speaking class, the researcher observed in the three meetings. From these third observation, the researcher investigated the strategies used by the lecturers in English Speaking class. The strategies used by the lecturers in these observations will describe in the tables.

2. **Measurement Scale of Student's Responses**

The scale used to measure the value of the questionnaire uses a Likert Scale. This scale is used to measure attitudes, opinions and perceptions of a person or group about something (Riduwan, 2014: 88). By using a Likert scale, the variables to be measured are translated into dimensions, dimensions are translated into measurable indicators. Finally these measurable indicators can be used as a starting point for making instrument items in the form of questions or statements that need to be answered by respondents. Each answer has a different value according to its weight, namely:

5 = Strongly Agree (SS)

4 = Agree (S)

3 = Neutral (N)

2 = Doesn't Agree(TS)

1 = VeryDoesn't Agree (STS)

This survey uses the Ordinal scale with the highest weight at each award is 5 and the lowest weight is 1. According to Sugiyono (2017: 95) percentage analysis and score calculation formula for each question item

that is the number of respondents as many as 60students, namely as follows:

$$range = \frac{Highest\ score - lower\ score}{range\ score}$$

Highest score: 1 x 5 = 5

Lowest score: 1 x 1 = 1

So the range for the survey results, namely:

$$range = \frac{5-1}{5} = 0.8$$

Score range:

1	-	1.8	= Very Low
1,8	-	2,6	= Low
2.6	-	3.4	= Enough
3.4	-	4.2	= High
4.2	-	5	= Very High

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher presents the findings of the research about the strategies used by the lecturers in teaching English speaking 3 at the third semester of Muhammadiyah University of Makassar.

A. Findings

This study was investigated the teaching strategies used by the lecturers in English Speaking class and student's responses toward the teaching strategies used by the lecturer. The data gained from the classroom observation and questionnaire to the students. The researcher observed two lecturers of Muhammadiyah University of Makassar in teaching Speaking 3 and the researcher observed two classes which consisted of B.G.3.B class and B.G.3.C class.

1. The Teaching Strategies Used By the Lecturers in English Speaking Class

Based on the observation the teaching strategies used by the lecturers in English Speaking class, the researcher observed in the three meetings. From these third observation, the researcher investigated the strategies used by the lecturers in English Speaking class. The strategies used by the lecturers in these observations will describe in the tables below.

Table 4.1The Strategies Used By the Lecturers

No	Lecturer	Strategy	I	II	III
1	A	Telling Story	√		
		Oral Interview		√	√
2	B	Role Play			√

		Oral Interview	√	√	

Source: Data processed in 2018

From the table, it was explained that the lecturer A with the teaching strategy "Telling Story " was used in the first meeting. In lecturer A with the strategy of teaching "oral interview" to be used at the second meeting and the third meeting. While for lecturer B with the strategy of teaching "Role Play", it was used at the third meeting. In lecturer B the strategy of teaching "oral interview" was used in the first and the second meeting. This was the basis that the use of strategies for each lecturers were different and the usage time was also different.

2. Student's responses toward teaching strategies used by the lecturers in English Speaking class

To more credibility, the researcher used the questionnaire as a tool of investigation and gathering the data. The questionnaire design for the students of English Department at the third semester in English Speaking class.

a. Descriptive Analysis Frequency the First Class (Lecturer A)

To see responses to indicators and calculate scores for variables The First Class (Lecturer A). can be seen in the following table:

Table 4.2 Student's Responses in the First Class

No	Strategy	Student Responses					Total	Score
		SA	A	N	DA	SDA		
1	Telling Story	22.50%	50.42%	24.58%	2.08%	0.42%	100	3.93
2	Oral Interview	24.29%	47.62%	26.19%	1.90%	0	100	3.94

Source: Primary Data processing (2018)

Figure 4.1Students' Responses in The First Class
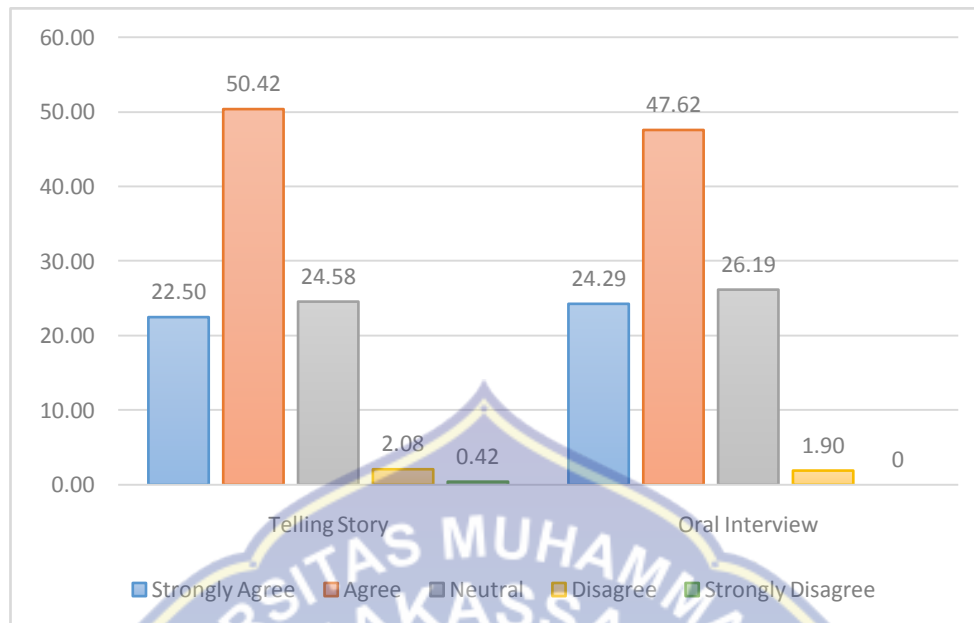
Source: Primary Data processing (2018)

From the table along with the graph above, it is proven that the responses of the biggest respondents are "Agree" in the teaching strategy used, the "Telling story" strategy has the most "Agree" response with a percentage of 50.42% compared to the "Oral Interview" strategy with the response "Agree "Which is a percentage of 47.62%.

The "Oral Interview" strategy has the most "Strongly Agree" response with a percentage of 24,29% compared to the "Telling story" strategy with the response "Strongly Agree"Which is a percentage of 22,50%.

The "Oral Interview" strategy has the most "Neutral" response with a percentage of 26,19% compared to the "Telling story" strategy with the response "Neutral"Which is a percentage of 24,58%.

The "Telling story" strategy has the most "Disagree" response with a percentage of 2,08% compared to the "Oral Interview" strategy with the response "Disagree"Which is a percentage of 1,90%.

It has also been proven that the response of the least respondents is "Strongly Disagree" in the teaching strategy used, the "Telling story" strategy has the most "Strongly Disagree " response with a percentage of 0.42% compared to the "Oral Interview" strategy with the response "Strongly Disagree " Which is a percentage of0%.

Based on the total score obtained, the "oral interview" strategy with a score of 3.94 is greater than the "story telling" strategy with a score of 3.93. this indicates that the "oral interview" strategy used by lecturers is more attractive to students than the " story telling" strategy on the first class.

b. Descriptive Analysis Frequency The Second Class (Lecturer B)

To see responses to indicators and calculate scores for variablesThe Second Class (Lecturer B). can be seen in the following table:

Table 4.3Student's Responses in The SecondClass

No	Strategy	Student Responses					Total	Score
		SA	A	N	DA	SDA		
1	Role Play	9.58%	45.83%	24.17%	14.17%	6.25%	100	3.38
2	Oral Interview	12.38%	38.57%	33.81%	8.10%	7.14%	100	3.41

Source: Primary Data processing (2018)

Figure 4.2Student's Responses in The Second Class
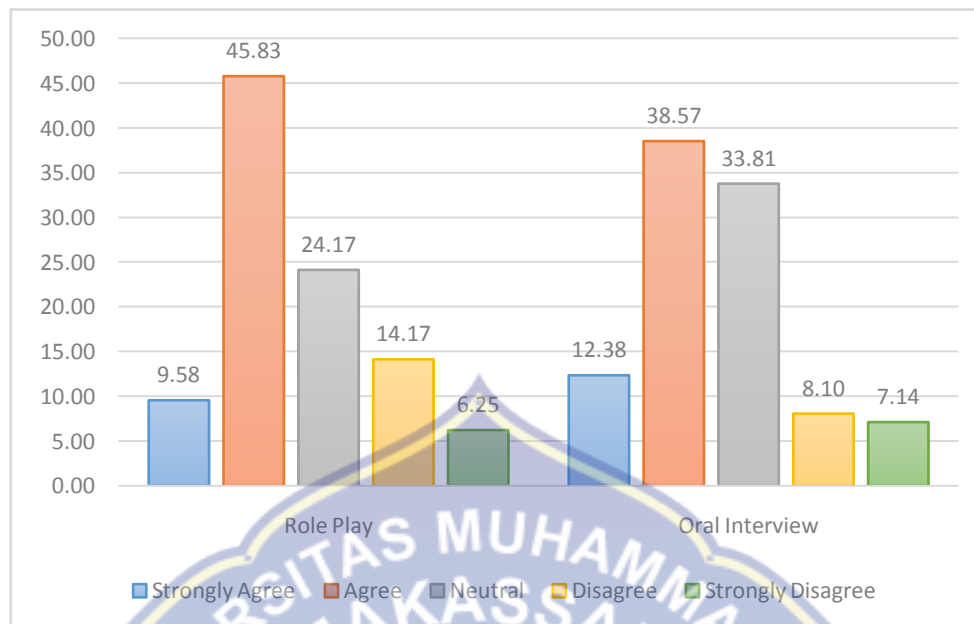
Source: Primary Data processing (2018)

From the table along with the graph above, it is proven that the responses of the biggest respondents are "Agree" in the teaching strategy used, the "Role Play" strategy has the most "Agree" response with a percentage of 45.83% compared to the "Oral Interview" strategy with the response "Agree "Which is a percentage of 38.57%.

The "Oral Interview" strategy has the most "Strongly Agree" response with a percentage of 12,38% compared to the " Role Play" strategy with the response " Strongly Agree "Which is a percentage of 9.58%.

The "Oral Interview" strategy has the most "Neutral" response with a percentage of 33,81% compared to the "Role Play" strategy with the response " Neutral" Which is a percentage of 24,17%.

The "Role Play" strategy has the most "Disagree" response with a percentage of 14,17% compared to the "Oral Interview " strategy with the response "Disagree" Which is a percentage of 8,10%.

It has also been proven that the response of the least respondents is "Strongly Disagree" in the teaching strategy used, the "Oral Interview" strategy has the most "Strongly Disagree " response with a percentage of 7.14% compared to the "Role Play" strategy with the response "Strongly Disagree " Which is a percentage of 6.25%.

Based on the total score obtained, the "oral interview" strategy with a score of 3.41 is greater than the "Role Play" strategy with a score of 3.38. this indicates that the "oral interview" strategy used by lecturers is more attractive to students than the " story telling" strategy on the Second class.

B. **Discussion**

1. **Teaching Strategies In The First Class (Lecturer A)**

At the first observation, students were given instructions by the lecturer to write about themselves on a sheet. At the second observation, The lecturer explained the material about saving and wasting energy. The lecturer brought the sheets containing a number of questions according to the material given. Then the lecturer told students to share the sheets to find out students' understanding of saving and wasting energy material. At the third observation, The lecturer explained the material about usually and sometimes. The lecturer brought the sheets containing a number of questions

according to the material given. Then the lecturer told students to share the sheets to find out students' understanding of usually and sometimes materials.

Student feedback on teaching strategies in The First Class (Lecturer A) with the highest response is agreed that is on the first statement. Then it can be concluded that the strategy is story telling and oral interview can improve students' ability to speak English.

From these results it can be concluded that the responses of respondents in The First Class are in the fourth range (between the range 3,4 - 4,2), which is high. Based on these descriptions, it can be explained on the questionnaire statement as follows:

In the first statement "Strategi telling story dapat meningkatkan kemampuan saya berbicara bahasa inggris" addressed most respondents (53.3%) with the "Agree" while at least (0%) to Strongly Disagree and Disagree with the average is 4.40

In the second statement "Belajar Speaking 3 dengan menggunakan strategi telling story membuat saya lebih terampil " addressed most respondents (56.7%) with the "Agree" while at least (0%) to Strongly Disagree and Disagree with the average is 3.97

In the third statement "Belajar Speaking 3 dengan menggunakan strategi telling story membuat materi mudah diingat" addressed most respondents (43.3%) with the "Agree" while at least (0%) to Strongly Disagree and Disagree with the average is 3.90

In the fourth statement "Strategi telling story mendorong saya untuk lebih percaya diri dalam berbicara bahasa inggris " addressed most respondents

(56.7%) with the "Agree" while at least (0%) Disagree with as well as the average is 3.97

In the fifth statement "Belajar Speaking 3 menggunakan telling story tidak membuat saya merasa tertekan " addressed most respondents (60%) with the "Agree" while at least (0%) to Strongly Disagree with the average is 3.60

In the sixth statement "Saya merasa untung belajar speaking 3 menggunakan telling story " addressed most respondents (46.7%) with the "Agree" while at least (0%) to Strongly Disagree and Disagree with the average is 3.80

In the seventh statement "Pembelajaran Speaking 3 menggunakan strategi telling story membuat saya tidak mengantuk " addressed most respondents (36.7%) with the "Agree" while at least (0%) to Strongly Disagree with the average is 3.80

In the eighth statement "Saya tidak dapat mengemukakan pendapat saat belajar speaking 3 menggunakan strategi telling story " addressed most respondents (50%) with the "Agree" while at least (0%) to Strongly Disagree and Disagree with the average is 3.97

In the ninth statement "Belajar Speaking 3 menggunakan strategi oral interview, saya merasa lebih termotivasi " addressed most respondents (53.3%) with the "Agree" while at least (0%) to Strongly Disagree and Disagree with the average is 4.07

On the tenth statement "Saya merasa senang belajar speaking 3 dengan menggunakan strategi oral interview" addressed most respondents (46.7%)

with the "Agree" while at least (0%) to Strongly Disagree with the average is 3.90

In the eleventh statement "Belajar Speaking 3 dengan menggunakan oral interview membuat saya lebih aktif dalam belajar " addressed most respondents (63.3%) with the "Agree" while at least (0%) to Strongly Disagree and Disagree with the average is 4.03

In the twelfth statement "Strategi oral interview dalam pembelajaran Speaking 3 lebih menarik untuk dipelajari " addressed most respondents (46.7%) with the "Agree" while at least (0%) to Strongly Disagree with the average is 3.73

In the thirteenth statement "Saya merasa senang belajar bahasa inggris dengan menggunakan strategi oral interview " addressed most respondents (43.3%) with the "Agree" while at least (0%) to Strongly Disagree with the average is 3.80

In the fourteenth statement "Strategi oral interview sangat bermanfaat dalam belajar speaking 3" addressed most respondents (40%) with the "Agree" while at least (0%) to Strongly Disagree and Disagree with the average is 4.13

In the fifteenth statement "Belajar Speaking 3 dengan menggunakan strategi oral interview melatih saya untuk bisa mengemukakan pendapat " addressed most respondents (40%) with the "Agree" while at least (0%) to Strongly Disagree and Disagree with the average is 3.93.

Based on the total score obtained, the "oral interview" strategy with a score of 3.94 is greater than the "story telling" strategy with a score of 3.93.

this indicates that the "oral interview" strategy used by lecturers is more attractive to students than the " story telling" strategy on the first class.

From the research results also show that respondents in line with previous studies by Lila Abdillah Nata Praja (2013) did a study with the title Strategies in Teaching Speaking to English Department Students at the Muhammadiyah University of Surakarta. He used descriptive qualitative research. He used two types of data, the primary and secondary. The primary Data were taken from the first resources through the direct observation, while the secondary Data were taken from the second of resources that could be documented. He collected the the data of his research from teaching-learning process, interview with the lecturer, interviews with the students, document, and observation. In the analyzing the data, he employed descriptive qualitative analysis. The analysis started with data reduction and display the data then the last step is conclusion drawing. He investigated the lecturer's teaching strategy, the lecturer's problems in teaching strategy, the student's problems in teaching strategy, and problem-solving used by the lecturer to solve problems faced by the students. Based on the Data Obtained, he concluded that the method used by the lecturer is active learning and the strategy implemented a is a debate.

From the results of this study are also consistent with the theory according to experts Kayi, (2006: 53) Oral interviews can be conducted with individuals or pairs at all language proficiency levels and require no preparation on the part of the students. In a classroom setting, the interview can take the form discussions or conversations with the lecturer and with other students. Students can conduct interviews on selected topics with various

people. It is a good idea that the lecturer Provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare Reviews their own interview questions. Conducting interviews with people Gives students a chance to practice speaking Reviews their ability not only in class but Also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

2. Teaching Strategies In The Second Class (Lecturer B)

At the first observation, Lecturer explained about definition of speaking and the expression of speaking in formal and non formal situation. After that, the lecturer asked that material to the students based on their opinion. At the second observation the student had also written an explanation of asking and giving opinion in the book, the lecturer asked the material to students based on what they found on the internet. At the third observation The task given by the lecturer is how to give instructions to others. The lecturer called students to demonstrate how to give instructions to another people. The lecturer also told other students to guess the title that his friend displayed.

Student feedback on teaching strategies in The Second Class (Lecturer B) with the highest response is agreed that is at fifteenth statement. Then it can be concluded that the Learning Speaking 3 using a strategy role play and oral interview to train students to be able to express their opinions.

From these results it can be concluded that the responses of respondents in the Second Class are in the fourth range (between the range 3,4 - 4,2), which is high. Based on these descriptions, it can be explained on the questionnaire statement as follows:

In the first statement "Strategi Role Play dapat meningkatkan kemampuan saya berbicara bahasa inggris" addressed most respondents (60%) with the "Agree" while at least (6.7%) to Strongly Disagree with the average is 3:57

In the second statement " Belajar Speaking 3 dengan menggunakan strategi Role Play membuat saya lebih terampil " addressed most respondents (46.7%) with the "Agree" while at least (6.7%) to Strongly Disagree and very agree with the average is 3:37

In the third statement "Belajar Speaking 3 dengan menggunakan strategi Role Play membuat materi mudah diingat" addressed most respondents (66.7%) with the "Agree" while at least (6.7%) to very agree and neutral, and the average is 3:50

In the fourth statement "Strategi Role Play mendorong saya untuk lebih percaya diri dalam berbicara bahasa inggris " addressed most respondents (60%) with the "Agree" while at least (6.7%) to very agree and Strongly Disagree with the average is 3:50

In the fifth statement "Belajar Speaking 3 menggunakan Role Play tidak membuat saya merasa tertekan" addressed most respondents (30%) with the "Agree" while at least (6.7%) to Strongly Disagree and very agree with the average is 3:03

In the sixth statement "Saya merasa untung belajar speaking 3 menggunakan Role Play " addressed most respondents (30%) with the "Agree" while at least (0%) to Strongly Disagree with the average is 3:43

In the seventh statement "Pembelajaran Speaking 3 menggunakan strategi Role Play membuat saya tidak mengantuk" addressed most respondents (43.3%) with the "Agree" while at least (6.7%) to very agree with the average is 3:20

In the eighth statement " Saya tidak dapat mengemukakan pendapat saat belajar speaking 3 menggunakan strategi Role Play " addressed most respondents (46.7%) with the "Agree" while at least (6.7%) to Strongly Disagree and Disagree with the average is 3:47

In the ninth statement " Belajar Speaking 3 menggunakan strategi oral interview saya merasa lebih termotivasi " addressed most respondents (33.3%) with the "Agree" while at least (0%) to Strongly Disagree and Disagree with the average is 3:37

On the tenth statement "Saya merasa senang belajar speaking 3 dengan menggunakan strategi oral interview" addressed most respondents (43.3%) with the "Agree" while at least (13.3%) to Disagree and Strongly Disagree with the average is 3:23

In the eleventh statement " Belajar Speaking 3 dengan menggunakan oral interview membuat saya lebih aktif dalam belajar " addressed most respondents (46.7%) with the "Agree" while at least (3.3%) by Disagree with the average is 3:43

In the twelfth statement " Strategi oral interview dalam pembelajaran Speaking 3 lebih menarik untuk dipelajari " addressed most respondents (33.3%) with the "Agree" while at least (3.3%) to very agree with the average is 3:03

In the thirteenth statement " Saya merasa senang belajar speaking 3 dengan menggunakan strategi oral interview " addressed most respondents (53.3%) with the "Agree" while at least (3.3%) by Disagree with the average is 3:50

In the fourteenth statement " Strategi oral interview sangat bermanfaat dalam belajar speaking 3" addressed most respondents (40%) with the "Agree" while at least (3.3%) by Disagree with the average is 3:57

In the fifteenth statement " Belajar Speaking 3 dengan menggunakan strategi oral interview melatih saya untuk bisa mengemukakan pendapat " addressed most respondents (40%) with the "Agree" while at least (0%) Disagree with as well as the average is 3.73.

Based on the total score obtained, the "oral interview" strategy with a score of 3.41 is greater than the " Role Play" strategy with a score of 3.38. this indicates that the "oral interview" strategy used by lecturers is more attractive to students than the " story telling" strategy on the Second class.

From the research results also show that respondents in line with previous studies by Noah Sunyoto (2017) did a study with the title Designing Communication Strategies of L2-Based Teaching for Speaking Class. The research used a quasi-experimental design. He used a tripod, handy-cam, notebook, sound system, and the projector to collect the data of his research.

He investigated the student's speaking skills after being taught L2-based communication strategies and student's frequency of using CSS. He concluded that there was a significant increase is in the students' speaking skills.

From the results of this study are also consistent with the theory according to experts Budden (2006) says that the role-play activity is any speaking when you either put yourself into somebody else's house or put yourself into an imaginary situation. Based on the explanations above, role play is not only used to interactive teaching in the classroom but Also to stimulate the students in a real life situation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to determine the teaching strategies used faculty and student feedback on the strategy used. From the formulation of the proposed research problems, then a number of conclusions, namely:

1. The lecturer A with the teaching strategy "Role Play" is used in the first meeting and the third meeting. In lecturer A with the strategy of teaching "oral interview" to be used at the second meeting. While for lecturer B with the strategy of teaching "telling story", it was used at the first meeting. In lecturer B the strategy of teaching "oral interview" is used in the second and third meeting. This is the basis that the use of strategies for each lecturer is different and the usage time is also different.

2. In the first class, it has been proven that the "oral interview" strategy is used by more attractive lecturers to students than the "story telling" strategy on the first class. Whereas in the second class, it has been proven that the "oral interview" strategy is used by lecturers is more attractive to students than the "story telling" strategy on the Second class.

B. Suggestion

Based on research results obtained, suggestions for The First Class and the Second Class is as follows:

1. Suggested for The First Class students can better learn the material of story telling that can enhance students' ability to speak English and Lecturer can encourage the students to retell stories which they have read in their books or found in newspaper or in internet.

2. Sugguested for The Second Class studenst can better learn the material of role play that can used to different social contexts and to assume varied social roles is to use role-play activities in the classroom

3. It is advisable for students in The First Class and The Second Class can better learn the material of oral interview strategy in train students to be able to express their opinions. Students can conduct interviews on selected topics with various people. It is a good idea that the lecturer provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions.
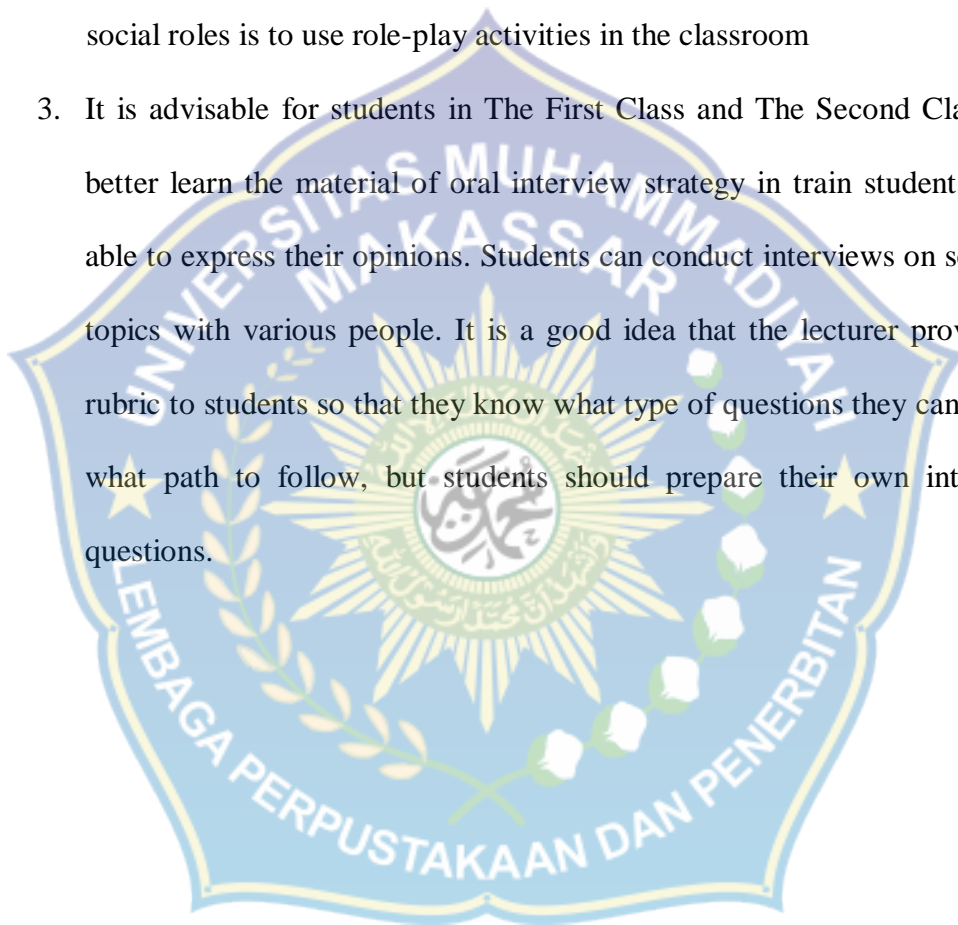
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APPENDICES

Teaching Strategies Used By The Lecturers
And Student's Responses In English Speaking Class
[A Study On The Third Semester Of Muhammadiyah University Of Makassar]

Appendix 1Observation Class

Strategi Pengajaran	Ciri-Ciri	Observasi 1		Observasi 2		Observasi 3	
		Ya	Tidak	Ya	Tidak	Ya	Tidak
1. Cooperative Learning	1. Setiap anggota memiliki peran 2. Ada interaksi langsung antara siswa 3. Setiap anggota kelompok bertanggung jawab atas pembelajarannya dan juga teman-teman kelompoknya						
2. Role Play	1. Dua orang dapat bermain peran berdasarkan skenario; ini bisa secara pribadi atau di depan umum (di atas panggung) 2. Tiga orang dapat bekerja bersama berdasarkan skenario. Satu orang perlu menunjukkan keterampilan yang sesuai dan orang lain adalah target; orang ketiga adalah pengamat 3. Dalam beberapa situasi, seperti negosiasi tim dan kelompok dua orang, kelompok tersebut harus bekerja di kedua sisi meja untuk bernegosiasi						
3. Simulation	1. Tetapkan kelompok dan topik yang akan dibahas 2. Simulasi dimulai dengan instruksi dari dosen tentang prosedur, teknik, dan peran yang dimainkan 3. Proses mengamati implementasi simulasi dapat dilakukan dengan diskusi 4. Buat kesimpulan dan saran dari hasil kegiatan simulasi						
4. Information Gap	1. Kurangnya informasi antara dua atau lebih						

	orang						
	2. Dalam Kegiatan Informasi gap, tidak semua orang mengetahui hal yang sama dan orang-orang tidak selalu memiliki informasi yang sama di depannya, oleh karena itu komunikasi diperlukan untuk menyelesaikan tugas						
	3. Siswa bekerja dalam kelompok dua atau lebih						
	4. Sebagai mitra satu sama lain untuk mengisi "celah" informasi yang hilang						
5. Brainstorming	1. Sekelompok antara enam dan dua belas orang dikumpulkan. Beberapa orang terlibat langsung dengan masalah yang dipermasalahkan, beberapa orang diambil dari bidang lain di mana mereka dapat menyajikan berbagai ide dan pengalaman untuk dipertimbangkan dalam masalah tersebut. Ada pemimpin dan pencatat.						
	2. Menanggapi masalah dengan mengungkapkan pendapat, komentar, mengajukan pertanyaan, atau mengemukakan masalah baru.						
	3. Pelajari dan latih untuk merumuskan pendapat dengan bahasa dan kalimat yang baik						
	4. Berpartisipasi aktif, dan berani mengutarakan pendapatnya						
6. Oral Interview	1. Guru menyampaikan masalah yang terkait dengan materi pembelajaran.						

	Permasalahan harus dibuat semenarik mungkin, untuk membangkitkan rasa ingin tahu siswa yang pada akhirnya akan melahirkan berbagai macam pendapat 2. Guru menanyakan beberapa pertanyaan kepada setiap atau beberapa siswa 3. Siswa mengungkapkan pendapat mereka dengan keras						
7. Reporting	1. Sebelum datang ke kelas, siswa diminta membaca koran atau majalah 2. Mereka melaporkan kepada teman-teman mereka apa yang mereka temukan sebagai berita paling menarik 3. Siswa juga dapat berbicara tentang apakah mereka pernah mengalami sesuatu yang berharga untuk dikatakan kepada teman-teman mereka dalam kehidupan sehari-hari mereka sebelum kelas						
8. Debate	1. Guru membagi 2 kelompok peserta debat dari satu pro dan kontra lainnya 2. Guru memberi tugas membaca materi yang akan diperdebatkan oleh kedua kelompok di atas 3. Setelah selesai membaca materi, guru menunjuk salah satu anggota kelompok pro untuk berbicara pada waktu itu, kemudian menanggapi oleh kelompok kontra. Demikian seterusnya hingga sebagian besar siswa dapat						

	mengungkapkan pendapat mereka						
	4. Sementara siswa menyampaikan ide-ide mereka, guru menulis inti / ide dari setiap percakapan untuk mendapatkan sejumlah ide yang diharapkan.						
	5. Guru menambahkan konsep / ide yang belum terungkap						
	6. Dari data yang diungkapkan, guru mengajak siswa untuk membuat kesimpulan / ringkasan yang merujuk pada topik yang ingin dicapai						
9. Games	1. Siswa dalam kelompok bermain permainan untuk menyelesaikan materi pembelajaran sesuai dengan kompetensi dasar yang ingin dicapai						
	2. Kelompok dibentuk dari siswa yang memiliki kemampuan berbeda, tingkat kemampuan tinggi, sedang dan rendah						
	3. Penghargaan lebih ditekankan pada kelompok daripada masing-masing individu						
10. Telling Story	1. Ketika cerita terjadi, pendongeng harus melakukan kontak mata dengan penonton.						
	2. Ketika penceritaan sedang berlangsung, wajah pendongeng dapat mendukung kehidupan atau tidak dari cerita yang diceritakan						
	3. Gerakan pendongeng ketika proses penceritaan berjalan juga dapat membantu						

	menggambarkan alur cerita yang lebih menarik 4. Rendahnya tingkat suara yang dimainkan dapat digunakan oleh pendongeng untuk membawa penonton merasakan situasi cerita yang diceritakan						
11. Discussion	1. Ada kerja sama antara sesama anggota kelompok 2. Ada keterampilan berbagi dalam kelompok 3. Ada peran aktif atau keterampilan partisipasi dari setiap anggota kelompok						

Appendix 2The Strategies Used by The Lecturers

Meeting	Lecturer	Strategy	Characteristics
1	Lecturer A	Telling story	1. Students are given instructions by the lecturer to write about themselves 2. The lecturer gives a few minutes to the students to complete the task 3. The lecturer invited students who have gathered their assignments to tell about themselves in front of their friends
	Lecturer B	Oral interview	1. The lecturer asks about definition and expression of speaking in formal and non formal situation one by one. 2. The 3 students tell about definition and expression of speaking in formal and non formal situation based on their opinion
2	Lecturer A	Oral interview	1. The lecturer tells to the students to look for material about asking and giving opinion on the internet 2. The lecturer asks about definition asking and giving opinion to the students based on their perspective
	Lecturer B	Oral interview	1. The lecturer distributes the sheets containing a number of questions according to the saving and wasting energy material 2. The lecturer asks a number of questions to the students according to the questions in the sheets
3	Lecturer A	Oral interview	1. The lecturer distributes the sheets containing a number of questions according to the usually, and sometimes material 2. The lecturer asks a number of questions to the students according to the questions on the sheets
	Lecturer B	Role play	1. The lecturer explains about asking and giving instruction to the students 2. The lecturer will randomly call 2 students to stand in front of their friends to express giving instruction 3. Two students practice based on their title about expressing giving instruction

Appendix 3Questionnaire of The First Class

Nama : Umur :

Kelas : Jenis Kelamin : L/P

Angket ini dibuat untuk mengetahui seberapa jauh respon mahasiswa terhadap strategi yang dosen gunakan dalam proses belajar mengajar bahasa inggris di kelas speaking. Silahkan beri tanda (√) pada pernyataan-pernyataan yang menurut kamu benar.Angket ini berisi tentang pernyataan-pernyataan bagaimana strategi-strategi yang dosen gunakan di dalam kelas speaking.

Keterangan :

1. STS : Sangat Tidak Setuju   3. N : Netral   5. SS : Sangat Setuju

2. TS : Tidak Setuju   4. S : Setuju

No	Pernyataan	Jawaban				
		1	2	3	4	5
1	Strategi telling story dapat meningkatkan kemampuan saya berbicara bahasa inggris					
2	Belajar Speaking 3 dengan menggunakan strategi telling story membuat saya lebih terampil					
3	Belajar Speaking 3 dengan menggunakan strategi telling story membuat materi mudah diingat					
4	Strategi telling story mendorong saya untuk lebih percaya diri dalam berbicara bahasa inggris					
5	Belajar Speaking 3 menggunakan telling storytidak membuat saya merasa tertekan					
6	Saya merasa untung belajar speaking 3 menggunakan telling story					
7	Pembelajaran Speaking 3 menggunakan strategi telling story membuat saya tidak mengantuk					
8	Strategi telling story mendorong saya untuk					

	menemukan ide – ide baru					
9	Belajar Speaking 3 menggunakan strategi oral interview, saya merasa lebih termotivasi					
10	Saya merasa senang belajar speaking 3 dengan menggunakan strategi oral interview					
11	Belajar Speaking 3 dengan menggunakan oral interview membuat saya lebih aktif dalam belajar					
12	Strategi oral interview dalam pembelajaran Speaking 3 lebih menarik untuk dipelajari					
13	belajar speaking 3 dengan menggunakan strategi oral interview dapat mengeksplorasikan diri saya sendiri					
14	Strategi oral interview sangat bermanfaat dalam belajar speaking 3					
15	Belajar Speaking 3 dengan menggunakan strategi oral interview melatih saya untuk bisa mengemukakan pendapat					

Appendix 4Questionnaire of The Second Class

Nama   :   Umur :

Kelas   :   Jenis Kelamin : L/P

Angket ini dibuat untuk mengetahui seberapa jauh respon mahasiswa terhadap strategi yang dosen gunakan dalam proses belajar mengajar bahasa inggris di kelas speaking. Silahkan beri tanda (√) pada pernyataan-pernyataan yang menurut kamu benar.Angket ini berisi tentang pernyataan-pernyataan bagaimana strategi-strategi yang dosen gunakan di dalam kelas speaking.

Keterangan :

1. STS : Sangat Tidak Setuju   3. N   : Netral   5. SS : Sangat Setuju

2. TS   : Tidak Setuju   4. S   : Setuju

No	Pernyataan	Jawaban				
		1	2	3	4	5
1	Strategi Role Play dapat meningkatkan kemampuan saya berbicara bahasa inggris					
2	Belajar Speaking 3 dengan menggunakan strategi Role Play membuat saya lebih terampil					
3	Belajar Speaking 3 dengan menggunakan strategi Role Play membuat materi mudah diingat					
4	Strategi role play, dan oral interview mendorong saya untuk lebih percaya diri dalam berbicara bahasa inggris					
5	Belajar Speaking 3 menggunakan Role Play tidak membuat saya merasa tertekan					
6	Saya merasa untung belajar speaking 3 menggunakan Role Play					
7	Pembelajaran Speaking 3 menggunakan strategi Role Play membuat saya tidak mengantuk					
8	Strategi Role Play mendorong saya untuk					

	menemukan ide-ide baru					
9	Belajar Speaking 3 menggunakan strategi oral interview saya merasa lebih termotivasi					
10	Saya merasa senang belajar speaking 3 dengan menggunakan strategi oral interview					
11	Belajar Speaking 3 dengan menggunakan oral interview membuat saya lebih aktif dalam belajar					
12	Strategi oral interview dalam pembelajaran Speaking 3 lebih menarik untuk dipelajari					
13	Belajar Speaking 3 dengan oral interview dapat mengeksplorasikan diri saya sendiri					
14	Strategi oral interview sangat bermanfaat dalam belajar speaking 3					
15	Belajar Speaking 3 dengan menggunakan strategi oral interview melatih saya untuk bisa mengemukakan pendapat					

Appendix 5 Data Tabulation of The First Class

No	Nama	Umur	Jenis Kelamin	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	Mean
1	Sulaeha	20	Perempuan	4	4	3	1	2	3	3	4	5	5	5	4	4	3	4	3.60
2	Ira Maya	19	Perempuan	4	4	3	4	3	3	3	3	4	3	4	3	3	4	3	3.40
3	Ulan	19	Perempuan	5	5	3	3	3	3	2	4	3	3	4	3	3	4	3	3.47
4	Nurul Qalbi Lubis	18	Perempuan	5	5	4	5	4	5	5	4	4	4	3	5	5	5	5	4.53
5	Nur Syahrani	19	Perempuan	5	4	3	4	3	4	3	3	5	5	4	4	3	4	4	3.87
6	Surahmi Sabar	19	Perempuan	5	5	5	4	5	5	5	5	4	3	3	3	3	3	3	4.20
7	Maeisoarah	19	Perempuan	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3.93
8	Wilda Suci Astuti	19	Perempuan	3	3	4	4	2	3	3	4	4	4	4	4	4	4	3	3.53
9	Masita	20	Perempuan	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00
10	Mawarni	19	Perempuan	5	4	4	5	4	4	4	3	4	5	5	3	5	5	4	4.20
11	Rindiani	19	Perempuan	4	4	4	3	4	4	4	4	4	4	3	5	4	4	4	3.93
12	Nurul Magefirah	20	Perempuan	4	4	3	4	4	3	4	4	4	4	4	4	4	5	5	4.00
13	Rezki Amalia	19	Perempuan	4	3	5	3	3	4	5	5	4	4	4	5	5	5	3	4.13
14	Siti Nurul Azisyah	20	Perempuan	4	3	5	4	4	4	3	3	4	3	4	3	3	3	3	3.53
15	Erlin	20	Perempuan	4	3	5	3	4	3	4	4	3	4	3	2	3	3	5	3.53
16	Hilda Anggraeni	19	Perempuan	5	5	4	5	4	4	5	4	5	5	5	4	5	5	4	4.60
17	Maryam Tualepe	19	Perempuan	5	4	4	5	4	5	4	5	5	5	5	4	4	5	5	4.60
18	Husnul Magfirah	18	Perempuan	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00
19	Nurmilha	20	Perempuan	5	4	4	4	4	4	5	5	3	4	4	4	4	4	5	4.20
20	Nur Islamiyah Umar	19	Perempuan	4	4	4	3	3	4	3	4	5	3	4	3	4	5	3	3.73
21	Linda Pajarwati	19	Perempuan	4	3	3	4	3	3	2	3	3	2	3	2	2	3	4	2.93
22	Ervi Kamaruddin	19	Perempuan	5	4	5	5	4	5	5	5	4	4	4	4	4	4	5	4.47
23	Muh Rahmat	18	Laki - Laki	5	4	4	4	4	4	4	3	3	3	4	5	3	4	4	3.87
24	Fikri Abdu Rahman	19	Laki - Laki	5	5	4	5	4	4	5	5	5	5	5	4	5	5	4	4.60
25	Sri Rezki Fitra Mayora	19	Perempuan	5	4	4	5	4	5	4	5	5	5	5	4	4	5	5	4.60
26	Hardianty Rahman	19	Perempuan	4	4	4	3	3	3	3	3	4	3	4	3	3	4	3	3.40
27	Nur Rahma	19	Perempuan	5	5	3	3	3	3	2	4	3	3	4	3	3	4	3	3.47
28	St Rahma Hidayati	19	Perempuan	4	4	3	4	4	3	4	4	4	4	4	4	4	5	5	4.00
29	Muh Sya Banudin	19	Laki - Laki	4	3	5	3	3	4	5	5	4	4	4	5	5	5	3	4.13
30	Nur Pratiwi Suhardi	19	Perempuan	4	3	5	4	4	4	3	3	4	3	4	3	3	3	3	3.53

Appendix 6Data Tabulation of The Second Class

No	Nama	Umur	Jenis Kelamin	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	Mean
									Kelas C										
1	Inna Ana Syahidah	20	Perempuan	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5.00
2	Uswatun Hasanah	19	Perempuan	4	3	4	3	3	3	4	3	3	3	4	4	4	4	4	3.53
3	Yuliana	20	Perempuan	4	4	4	4	5	3	4	5	5	4	3	4	5	5	4.13
4	Reski Suci Ramadani	19	Perempuan	4	3	3	4	4	4	4	3	3	4	3	4	4	4	4	3.60
5	Sukma Pebriani Syam	19	Perempuan	4	4	4	4	4	2	2	4	2	2	2	2	4	3	3	3.07
6	Dwi Anggita Putri	19	Perempuan	5	5	3	4	3	3	3	3	3	3	2	4	4	3	3.67
7	Ainun Hardilla	21	Perempuan	3	3	5	4	3	4	4	4	3	3	3	4	4	4	3	3.60
8	Anita	18	Perempuan	3	2	1	3	4	2	3	2	2	2	3	3	2	3	4	2.60
9	Samriani	19	Perempuan	4	3	2	2	3	5	3	5	2	3	4	2	3	4	5	3.33
10	Nurmutmainna	19	Perempuan	2	3	4	4	2	4	2	4	4	3	3	3	4	4	4	3.33
11	Rahmat	20	Laki - Laki	3	4	4	5	5	5	5	5	5	5	5	1	5	5	5	4.47
12	Abdul Rahman	19	Laki - Laki	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3.93
13	Ayu Candrayan	19	Perempuan	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1.13
14	A Khaerunnisa	19	Perempuan	2	2	2	2	2	2	3	3	3	2	3	2	3	3	3	2.47
15	Atwhun Mulawaty Mahdad	20	Perempuan	4	3	4	4	2	3	3	2	3	3	4	3	3	2	4	3.13
16	Afrilia As	20	Perempuan	4	4	4	4	4	2	2	4	2	3	3	3	3	3	3	3.20
17	Nur Aini Anisa	19	Perempuan	4	4	4	4	1	4	3	3	4	4	3	4	3	4	4	3.53
18	Aisyah Rifanti	18	Perempuan	3	4	4	4	3	3	3	4	4	4	3	3	4	3	4	3.53
19	Ega Safira	19	Perempuan	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4.13
20	Nurul Annisa	19	Perempuan	4	3	4	4	2	3	3	3	4	3	4	3	4	3	3	3.33
21	Nirwana	19	Perempuan	4	3	4	4	2	3	3	3	4	3	4	3	4	3	4	3.40
22	Sitti Mariana	18	Perempuan	4	4	4	4	4	4	5	4	4	4	4	4	4	5	5	4.20
23	Nurhikma Z	19	Perempuan	4	4	4	4	4	3	4	4	3	3	4	4	3	3	3	3.60
24	Restu Amal	19	Perempuan	4	4	4	4	4	2	2	4	2	3	3	3	3	3	3	3.20
25	Santiyani	19	Perempuan	4	4	4	4	1	4	3	3	4	4	3	4	3	4	4	3.53
26	Andi Asril	20	Laki - Laki	4	3	4	3	3	3	4	3	3	3	4	4	4	4	4	3.53
27	Mulyani	19	Perempuan	4	4	4	4	4	5	3	4	5	5	4	3	4	5	5	4.13
28	Yusrizal M	20	Laki - Laki	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3.93
29	Nurrahmadani Amalia	19	Perempuan	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1.13
30	Hasrawati Dewi	19	Perempuan	2	2	2	2	2	2	3	3	3	2	3	2	3	3	3	2.47

Appendix 7 Students' Responses in The First Class

ITEM		Frequency					N	TOTAL SCORE	Mean
		5	**4**	**3**	**2**	**1**			
1	F	13	16	1	0	0	30	132	4.4
	%	43.3	53.3	3.3	0	0			
2	F	6	17	7	0	0	30	119	3.97
	%	20	56.7	23.3	0	0			
3	F	7	13	10	0	0	30	117	3.9
	%	23.3	43.3	33.3	0	0			
4	F	7	17	5	0	1	30	119	3.97
	%	23.3	56.7	16.7	0	3.3			
5	F	1	18	9	2	0	30	108	3.6
	%	3.3	60	30	6.7	0			
6	F	5	14	11	0	0	30	114	3.8
	%	16.7	46.7	36.7	0	0			
7	F	8	11	8	3	0	30	114	3.8
	%	26.7	36.7	26.7	10	0			
8	F	7	15	8	0	0	30	119	3.97
	%	23.3	50	26.7	0	0			
9	F	8	16	6	0	0	30	122	4.07
	%	26.7	53.3	20	0	0			
10	F	7	14	8	1	0	30	117	3.9
	%	23.3	46.7	26.7	3.3	0			
11	F	6	19	5	0	0	30	121	4.03
	%	20	63.3	16.7	0	0			
12	F	5	14	9	2	0	30	112	3.73
	%	16.7	46.7	30	6.7	0			
13	F	6	13	10	1	0	30	114	3.8
	%	20	43.3	33.3	3.3	0			
14	F	11	12	7	0	0	30	124	4.13
	%	36.7	40	23.3	0	0			
15	F	8	12	10	0	0	30	118	3.93
	%	26.7	40	33.3	0	0			
Total F		**105**	**221**	**114**	**9**	**1**	**30**	**1770**	**59.00**
%		**4.67**	**12.28**	**8.44**	**1**	**0.22**			
Range Score									**3.93**

Appendix 8Students' Responses in The Sescond Class

ITEM		Frequency					N	TOTAL SCORE	Mean
		5	4	3	2	1			
1	F	3	18	4	3	2	30	107	3.57
	%	10	60	13.3	10	6.7			
2	F	2	14	9	3	2	30	101	3.37
	%	6.7	46.7	30	10	6.7			
3	F	2	20	2	3	3	30	105	3.5
	%	6.7	66.7	6.7	10	10			
4	F	2	18	5	3	2	30	105	3.5
	%	6.7	60	16.7	10	6.7			
5	F	2	9	9	8	2	30	91	3.03
	%	6.7	30	30	26.7	6.7			
6	F	6	9	7	8	0	30	103	3.43
	%	20	30	23.3	26.7	0			
7	F	3	8	13	4	2	30	96	3.2
	%	10	26.7	43.3	13.3	6.7			
8	F	3	14	9	2	2	30	104	3.47
	%	10	46.7	30	6.7	6.7			
9	F	5	10	8	5	2	30	101	3.37
	%	16.7	33.3	26.7	16.7	6.7			
10	F	4	7	13	4	2	30	97	3.23
	%	13.3	23.3	43.3	13.3	6.7			
11	F	2	14	11	1	2	30	103	3.43
	%	6.7	46.7	36.7	3.3	6.7			
12	F	1	10	11	5	3	30	91	3.03
	%	3.3	33.3	36.7	16.7	10			
13	F	2	16	9	1	2	30	105	3.5
	%	6.7	53.3	30	3.3	6.7			
14	F	5	12	10	1	2	30	107	3.57
	%	16.7	40	33.3	3.3	6.7			
15	F	7	12	9	0	2	30	112	3.73
	%	23.3	40	30	0	6.7			
Total F		49	191	129	51	30	30	1528	50.93
%		2.18	10.61	9.56	5.67	6.67			
Range Score									3.4

CURRICULUM VITAE

Abdul Shamad Rusani was born on March 23rd,1996 in Ujung Pandang. He is the third child of Rusani and Halimah.

In 2002 the researcher registered as a student of elementary school in SDN Sambung Jawa in Makassar and graduated in 2008. The next in the same year the researcher registered in junior high school as a student in SMP Negeri 24 Makassar and graduated in 2011. Then the researcher registered vocational school, at SMA Negeri 8 Makassar and graduated in 2014. The next in the same year the researcher registered to study of English department in Muhammadiyah University of Makassar.

At the end of his study, he could finish his thesis with title ``Teaching Strategies Used By The Lecturer and Student's Responses in English Speaking Class [a study on the third semester of Muhammadiyah University of Makassar.