

## **THE STRATEGIES ON TEACHING CONVERSATION CLASS AT THE SECOND SEMESTER STUDENTS OF POLITECHNIC SAHID PONDOK CABE JAKARTA**

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### **ABSTRACT**

Teaching English is challenging especially in speaking skill because the learners speak poorly and teachers must work hard to look for the solution in developing their speaking competence. They have to create the strategies in teaching speaking. Strategy is particular activities used to accomplish an immediate objective. It is about the implementation or activities in teaching learning process. It can be the ways the teachers used in presenting the materials. Making strategies is based on the the materials, and the condition of the class. Every strategies has the role both of the teachers and the learners, it has the principles. The most important of the strategies is how to make the learners involved in the class.

Based on those reason above, researcher should find the strategies in teaching speaking to solve the problems of the learners. The teachers' strategies used on teaching are very important for the learners in improving their speaking competence. The strategies would influence the learners' motivation to learn the language, and to solve their speaking problem. Therefore, the researcher would like to adaptate the strategies used in teaching speaking from Douglas Brown, Jeremy Harmer, and Penny Ur

This study is to implement the strategies on teaching speaking competence in conversation class at the second semester students of Polytechnic Sahid Pondok Cabe Jakarta. The purpose of this study is: (1) to observe students ability to built up communication, (2) to investigate the improvement of students' speaking ability in conversation class. The total population is 30 students of the second semester students at Polytechnic Sahid Jakarta majoring in Hotel and tourism class. There are 6 meetings used to investigate by the researcher. The technique used to get the data is qualitative purpose which taken from the class observation, interview, and role play. The observation result has shown that the weaknesses of the learners when they applied their ideas are lack of some elements of speaking and the oral production is not productive well, so the speaking is not successful. It can be seen from the feedback they gave in class trough the topic teachers taught.

Keywords: Strategies, Teaching, Speaking, Polytechnic Sahid

### **INTRODUCTION**

Conversation class focuses on improving learners' speaking skill. It purposes to improve the learners speaking competence based on their programmes. The learners are required to be able to use the language in communication. They should know how to communicate in their particular job. The role of the lecturers in the class is to teach the learners in speaking skill which focuses on the preparing their carrier later.

Learners are required to be able to use the specific points of language such as grammar, pronunciation, and vocabulary correctly and effectively. Although there is conversation class, the learners' speaking competence is still weak. It might be caused by lack of practice in English to communicate with others. Consequently they have limited vocabulary, incorrect grammatical sentences, pronunciation in terms of word stress, shy, and afraid of making mistakes. Those problems make the learners unconfident to use their English competence in their conversation.

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able to use the language in communication. They should know how to communicate in their particular job. The role of the teachers in the class is to teach the learners in these. These following problems can be identified from learners: the learners do not acquire appropriate intonation, make incorrect grammatically, incorrect sentences, get difficulties in pronounce the words, shy to speak English, afraid of making mistakes, and unconfident. The learners have low motivation speaking skill which focuses on the preparing their carrier later.

Strategy is particular activities used to accomplish an immediate objective. It is about the implementation or activities in teaching learning process. It can be the ways the teachers used in presenting the materials. Making strategies is based on the materials, and the condition of the class. Every strategies has the role both of the teachers and the learners, it has the principles. The most important of the strategies is how to make the learners involved in the class.

The results of the study are expected to be beneficial theoretically, that is, to support the existing theory on teaching strategies and practically it is expected to give a solution about an appropriate strategy that can be used by the teachers in teaching speaking to the learners who have lack in speaking English competence.

To support this research, researcher needs the existing theories which has a related research from Douglas Brown (Six Oral Production), Harmer (Two Elements of speaking competence), and Penny Ur (The characteristics of a successful speaking activity and The four problems found in speaking activities). This research is to support the researcher teaching activities in school as long as teaching speaking class. It is also honor to help teacher to find out the strategies in teaching speaking when students have problems in speaking, to encourage students' speaking skill, for institution to get more appreciation when students success to be active in class, and to find the solution for curriculum designer to design the right curriculum and for decision maker that the students speaking problems are our problems all.

According to Brown<sup>1</sup>said that there are six similar categories apply to the kinds of oral production that learners are expected to carry out in the classroom.

- a. Imitative  
The learners repeat what they hear through listening from the tape recorder or teachers, so the learners practice an intonation or pronunciation.
- b. Intensive  
Speaking performance is designed to practice some phonological or grammatical aspect of language.
- c. Responsive  
Speaking performance is ideal when short replies to teacher, and the learners are active to give questions and comments for the teachers.
- d. Transactional (dialogue)  
Transactional language, carried out for the purpose of conveying or exchanging specific information. It is the learners do not interact with other.
- e. Interpersonal  
The learners do interact with others in communication.
- f. Extensive

Finally learners at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Those are the categories performance to improve the learners speaking competence. These activities are given step by step from the accurate one which is sound or pronunciation first to the way the deliver the information. The teachers need the strategies how to apply those activities. The teachers have important role in developing the learners speaking competence. They may manage the classroom and they may role how to make the learners are able to speak English well.

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<sup>1</sup>Brown, Douglas. 2001. Teaching by Principles An Interactive Approach to Language Pedagogy. San Francisco: A Pearson Education Company.

According Harmer,<sup>2</sup> there are three have particular relevance if we are trying to get learners to speak fluently:

- a. Prompter: learners sometimes get lost, can't think of what to say next or in some other way lose the fluency we expect of them.
- b. Participant: teachers should be good animators when asking learners to produce language.
- c. Feedback provider : the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

Based on the particular relevances, the teachers have the role in developing the learners' speaking competence. The first One is prompter, the teachers give a chance for the learners to struggle out in developing their speaking competence. However, the teachers are able to help the learners to progress their ability through offering the suggestion.

According to Penny Ur<sup>3</sup>there are four characteristics of a successful speaking activity are:

- a. Learners talk a lot  
The learners are active to talk. The teachers give opportunity for the learners in exploring their idea.
- b. Participation is even.  
Classroom discussion is not dominated by a minority of talkative participants : all get a chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high  
Learners are eager to speak : because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- d. Language is of an acceptable level.  
Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

These characters are to measure of successful in teachers strategies used. The teachers need hard work to create the class actively. The most important is how to make the learners are brave, and interested to talk.

Both the teachers and the learners get the difficulties in speaking activities. The teachers just ask the learners talk actively, but sometimes they couldn't give the solution in the learners problems. They should know the factors that make speaking difficult for the learners. there are four problems in speaking activities (Penny Ur<sup>4</sup>), these are:

- a. Inhibition  
Learners are often inhibited about trying to say things in a foreign language in the classroom. They are afraid of making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. Nothing to say  
The learners have no motivate to express themselves beyond the guilty feeling that they should be speaking. They do not know what will they say.
- c. Low or uneven participation.  
Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- d. Mother- Tongue use

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<sup>2</sup>Harmer, Jeremy.2007. The Practice of English Language Teaching. Cambridge: A Pearson Education Limited.

<sup>3</sup> Penny Ur.1991. A Course In Language Teaching. Cambridge: Cambridge University Press.

In classes where all, the learners share the same mother tongue. They may tend to use it because of easier. They feel unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue.

Those problems are affected by listening. The learners seldom listen English. It makes difficult to speak, so they never try to speak. By knowing the problems in speaking activity, the teachers are easier to design the strategies in teaching speaking competence.

Strategies in providing practice that the learners are brave to speak. Penny Ur<sup>4</sup> states that:

1. Use group work
2. Base the activity on easy language
3. Make a careful choice of topic and task to stimulate interest
4. Give some instructions or training in discussion skill
5. Keep learners speaking the target language.

Those strategies can be the solution of the learners' problems in speaking the foreign language. The teachers should be able to manage the class. Besides, the most important is how the learners want to be active, and how to solve the learners who doesn't want to talk.

This study employed a qualitative descriptive study method. Lowenberg<sup>5</sup> quoted that "qualitative descriptive studies are arguably the least 'theoretical' of the spectrum of qualitative approaches, in that researchers conducting such studies are the least encumbered by pre-existing theoretical and philosophical commitments. In contrast to phenomenological, grounded theory ... ". This study was focused on observing the strategies used on teaching speaking competence by four teachers who taught in conversation class and give descriptions about how teachers implement their strategies in class then correlates to the expert theories of their teaching conversation strategies for students. Researchers may also use instruments for description (as opposed to statistical inference). Instruments can be used in combination studies to fulfill a variety of objectives. They can be used to provide fuller description of cases in areas suggested by interview or observation data concurrently with interviews or observations for the purpose of complementarities. Researchers using scores on instruments as the criterion for purposeful sampling may wish to collect more data (e.g., via interviews or observations) from the chosen participants. This strategy is called qualitative purpose suggested by Patton<sup>6</sup> on his book about sampling strategic which means that this typically strategy involves the difference, purposeful, and probability sampling to enhance understanding of the information-rich case. Based on the strategies used, the researcher would use the instrument of observation, interview, and sharing questionnaire to identify the students' involvement in the speaking activities.

In this research, the researcher would use observation and interview to answer research question number 1. observation, interview and questionnaire will answer research question number 2 and number 3. Each data collection would be discussed below.

## 1. Observation

The writer used observation relates to the research problem found number 1, 2, and 3 because by doing observation the researcher would like to investigate the students in doing speaking, the learners' involvement, and the appropriate strategies used. Was there interaction between each learners?. Each of the times consisted of forty five minutes.

By taking a role as non participant observer, the researcher would sit at the back at the class or stand behind the field in out bond learning, video tapping and recording the ongoing

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<sup>4</sup> Penny Ur. 1991. A Course In Language Teaching. Cambridge: Cambridge University Press.

<sup>5</sup> Lowenberg, J.S. 1993. Interpretive research methodology: Broadening the dialogue. ANS: Advances in Nursing Science

<sup>6</sup> Patton, M.Q., 1990. Qualitative evaluation and research methods (2nd ed.). Newbury Park, CA: Sage. (page: 169&186)

the teaching learning process. To do accurate individuals observation, the researcher recorded all activities done by the respondents including verbal and nonverbal ones.

## 2. Questionnaire

After the observation, the researcher gave questionnaire for the teachers and the students to get the valid data of students' involvement in speaking class and also to find the strategy effectively used in conversation class (research problem number 2 and 3). The purpose is to get the individual reason of the problem got in the class. The researcher chose twenty-five students randomly. There are two questionnaires given to the participants. There would be two participants who would be given questionnaires.

Students	ORAL PRODUCTION by Douglas Brown					
	Imitative	Intensive	Responsive	Transactional	Interpersonal	Extensive
5 students	Speaks in Bahasa so students didn't practice intonation, pronunciation, and listening	didn't use a grammar aspects of the topic given and neither did the phonological aspect	didn't give comment or question, they just followed the instructions given. They didn't dominated the class to explain the topic	There is a transactional language	Student interaction is lack on their seat	Extensive activity was given by telling "Daily Activity"
10 students	Students can practice listening only but not repeat the pronunciation and intonation	Practiced grammatical in every topics given	No comment or questions from students, they just followed the instructions given	There is a transactional language. Students used sample aids to exchange some vocabularies and pattern given in the example	There is an interaction each other in conversation practice in front the class	No extensive activity
15 students	Students used bilingual and translated every times they spoke.	They depend on dictionary online	Students gave short comment for questions given by teacher	No transactional language	There isn't an interaction each other in conversation practice, because they focused to see dictionary	No extensive activity
10 students	They could speak English and practice listening, pronunciation, and intonation	They can explained the topic given and how to pronounce some new words	Students gave comments when the questions is offered	There is a transactional language	There is an interaction each other in conversation practice	No extensive activity

The first one was given to the passive learners. The questions in the first questionnaire were about the strategies used by teachers in teaching speaking competence in conversation class, the principle of these strategies used, the problems face in the class, and the improvement of the learners.

The second one was given to the active learners. the researcher took thirty learners in one class. The questions in the second questionnaire were about student's feel impact after getting the teacher's strategies.

### **3. Interview**

Interviews on the participants were used to enhance the validity of data for the strategies used in class (based on the first research questions), students' involvement in class and about the strategy effectively used in conversation class (based on the second and third research problems) obtained from other source. This study used a semi structured life word interview. It means that interview is conducting in an open ended and it leads to the depth of information in which the researchers wants to dig. In this way the respondents were treated as informants instead of respondents or subject of the study.

### **Data Analysis**

After the data were collected by means of research instruments mention above, the data would be analyzed by describing how the teachers implemented their strategies on teaching speaking. Furthermore, questionnaire the interview collected would find out the suitable strategies effectively on teaching speaking competence.

Observation based data would be analyzed by observe the phenomena happened in the ground and by reviewing the video recorded. The result of interview would be recorded and then analyzed by pointed the problems of the class and the impacted of the teachers' strategies on learners' speaking. These data would support the questionnaire.

The effectiveness strategic used by teachers can invite students enthusiastic in learning L2 / FL. To develop students' communicative competence, teachers should try to find the appropriate strategies that can be used in class. The right strategies will help them to be better language learner. Zehirun<sup>7</sup> argued that the speaking activities factors for students in the classroom may account on the quality and effectiveness of students' participation. Quoted from Michael<sup>8</sup> in his Journal about Language Learning Strategies (LLS) that teacher teaches language skill to students must care about the strategies used in class. As the researcher explained about the four teachers with their strategies in teaching English speaking, it can be said that the two teachers still care about their students to be better in language. The strategies used can help students to help them confidence to speak in front and active in listening their teacher used English in explanation of the topic. The intentionally speaking English in class by teachers also can motivate students to know how to pronounce the word correctly and get a new vocabulary, and it is useful. Researcher found the same statement before in Michael's journal about LLS.

The solution is see the class environment and the students' skill then we can look for and run the right strategies in the right place. There the biggest problem found from students is mother tongue. They are difficult to pronounce the words and do not know how and what to said. Sometimes they can understand the meaning of their partner words even that the pronunciation is worst but to give feedback is so difficult to produce the words out from their tongues. Some students are lack of vocabularies and some of them have enough vocabularies but too hard to said it. That is the reason they do not have spirit to speak English. It means that teachers must put attention to their speaking production. It can influence their communication later if what they speak isn't clear and misplaced the word.

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<sup>7</sup> Zehirun, Samson.2009. Teaching Speaking Skills In Secondary Schools: Attitudes, Perceptions And Practices. Addis Ababa University , Ethopia

<sup>8</sup> Michael Lessard-Clouston. 1997. Language Learning Strategies: An Overview for L2 Teachers. Kwansei Gakuin University. The Internet TESL Journal, Vol. III, No. 12, December 1997. <http://iteslj.org/>

## CONCLUSION

From the research has done by researcher, it can be concluded that the teacher with a motivation words before teaching gives a good effect to students to be eager to speak. The teacher with his good personality interaction to students can bring students to be more enthusiastic in learning.

1. The students speaking ability or students involvement in class after being taught by their teacher can be seen from the teacher's teaching strategies used. The situational of the class and students character leaned by teacher can make students to get involve much in their class activities. Based on the observation, interview, and giving questionnaires to the participants, it can be stated that If teacher is dominant in class than students, they become passive students, then if teacher can give more chance and motivation to involve in some exercise given, they will be active students.
2. Understanding their learning speaking performance can make their learning process becomes effective and produces a good result of speaking. From observation (giving test to students), interview for both participants, and giving questionnaires, the teacher of English should choose the right and suitable strategy to be implemented in the class and build up the positive communication to students in order to improve the English speaking skill,. The positive communication can start from discussing the previous lesson and the next lesson by giving exercises and solution of their low mental to follow the interaction with others.

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