

**STRATEGIES APPLIED BY THE LECTURER TO COPE
WITH THE PROBLEMS FACED BY THE STUDENTS IN
LEARNING SPEAKING AT MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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2015



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Judul Skripsi : Strategies Applied by the Lecturer to Cope with the Problems Faced by the Students in Learning Speaking at Muhammadiyah University of Surakarta

Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.

Demikian persetujuan dibuat, semoga dapat digunakan seperlunya.

Surakarta, 6 Juli 2015

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ABSTRACT

This research aims at describing the strategies applied by the lecture, identifying the problems faced by the students in learning speaking, and problems faced by the lecturer in Speaking 2 at Muhammadiyah University of Surakarta in 2014/2015 academic year. The object of this study is the strategies used by the lecturer of the Speaking 2 of Muhammadiyah University of Surakarta. The subject of this study is the lecturer and the students in Speaking 2 D of Muhammadiyah University of Surakarta. In analysing data the writer applied descriptive reserach consisting of reducing the data, displaying the data, and drawing conclusion.

The result of the research shows that: 1) the problems faced by the lecturer in teaching speaking are students motivation, the use of mother tongue in English class, student's problem in preparing the material, and low participation. 2) the problems faced by the students in learning speaking are limitednumber of vocabulary and pronunciation, limited preparation, and forming a group. The strategies applied by the lecturer cope were problems are a) giving feedback, evaluation, rewards, and motivation, b) keeps students speaking the target language and evaluation c) giving flexible theme ang short time to drama perform, d) giving some instructions or training in discussion skill, e) the lecturer gives consult, motivation, feedback, evaluation, rewards, make a different topic, based on the activity on easy language, and keep the students speaking the target language, f) the lecturer encourages for each group, g) the lecturer gives advice to switch their member.

Keywords: strategies, problems, speaking

A. Introduction

Speaking is an important skill in English language because without speaking we cannot conduct a conversation. Meanwhile according to Nunan (1991:39), to most people, speaking is the single most important thing of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the language. In foreign language teaching and learning, the ability to speak is the most essential skill since it is basic for communication and it is the most difficult skill.

The lecturers need many strategies in order to make sure that all students are capable of mastering speaking skill. In teaching-learning process, the lecturer is a facilitator in the class who facilitates student learns. It is in line with what Khamkhien in his research (2010: 186), states that the lecturer as a facilitator in the class, makes a class interactive and the lecturer requires time to prepare materials for interactive classroom. Moreover, the lecturer should be able to connect the topics in the materials to what learners have already known in their language skills, personal lives, and real world situations. The lecturer should make a planning, reflection and evaluation in every teaching-learning process. In reflection process the lecturer has to have ability to identify the problems faced by student

From the reason above, the writer's reason in choosing Speaking 2 especially in class 2 D at Muhammadiyah University of Surakarta because speaking is one of the subjects learned by learners in English Education Department of UMS. English language is also as a medium of communication between the lecture and students during the teaching-learning process and also on their daily activity.

The first research related to the study was conducted by Abdillah Lila Nata Praja (2013) entitled *Strategies in Teaching Speaking to English Department Students at Muhammadiyah University of Surakarta*. The results of the research paper are the strategy implemented is debate and the method used by the lecturer is active learning. In this strategy, the lecturer is as

facilitator and the students have more opportunity to improve their ability skill. Problems faced by the lecturer in teaching Speaking 3 are divided into two: they are class management, and class facilities. Problems faced by the students in teaching-learning process of Speaking 3 are monotonous learning strategies and limited number of vocabulary and pronunciation. Problem solutions used by the lecturer are using the group in order to manage the students easily.

The second research paper is conducted by FajarNovitasari(2012), entitled *Coping with Difficulties in Teaching Speaking to Students of SMP N 2 Kartasura*. The objective of the research is to describe the teaching speaking learning process in SMP N 2 Kartasura which includes opening, core learning (exploration, elaboration, and confirmation), and closing. In addition, this is to find the difficulties by the teacher in teaching speaking to students of Junior High School, SMP N 2 Kartasura. Beside, the research is also designed to know the strategies used by the teacher in coping with the difficulties in teaching speaking. This is a descriptive qualitative research. The writer applies a case study including several steps, observation, interview, and document analysis. The results of this research show that there are several difficulties faced by the teacher in teaching speaking. The difficulties in teaching speaking faced by the teacher are student anxiety, student motivation, class management, and student linguistic difficulty. In addition, to cope with those difficulties, the teacher uses several strategies such as creating less formal condition, drilling vocabulary, and pronunciation, monitoring and controlling, making group, working in pair, and jigsaw. So, the students feel interested in learning speaking.

The third research paper is conducted by Zulhida Rahmi (2014), entitled *A Descriptive Study on Teaching Speaking at the Eight Grade for Excellent Program of MTS N 1 SURAKARTA in 2013/2014 Academic Year*. This research aims at describing the implementation of teaching speaking at the eight grade for excellent program of MTs N 1 Surakarta in 2013/2014 academic year, the methods used by the teacher, the techniques used by the

teacher, the problems faced by the teacher and the students, and the strategies implemented by the teacher to overcome the problems. The object of this study is the teaching speaking at the eighth grade for excellent program of MTs N 1 Surakarta. The subject of this study is the teacher and the students at the eighth grade for excellent program of MTs N 1 Surakarta. In analyzing data the writer applied descriptive qualitative research consisting of data reduction, data display, and drawing conclusion. The result of the research shows that: 1) the objectives of teaching speaking in excellent program of MTs N 1 Surakarta are to build the students communicative competence in speaking English and the students have to master all English language skill namely speaking, listening, reading, and writing, 2) the methods used by the teacher in teaching speaking of excellent program are Direct Method (DM), Communicative Language Teaching (CLT), and Grammar Translation Method (GTM), 3) the techniques used by the teacher in teaching speaking are cooperative learning and task-based learning. 4) the problem faced by the teacher in teaching speaking are the teacher's difficulties to manage the students and the teacher's difficulties to manage time in teaching, 5) the problem faced by the students in teaching speaking are the different capability to receive the material and the students' low motivation in learning speaking English, 6) the teacher's strategies to solve the problems are the teacher gives more motivation to the students, the teacher uses creative and innovative material, the teacher uses some methods and techniques in his teaching-learning process.

B. Research Method

This research is conducted at English Department, Muhammadiyah University of Surakarta. The location is in Jl. A. Yani Tromol Pos 1 Pabelan, Kartasura, Sukoharjo. In this research the writer uses as descriptive research. The subject of this research are the English lecturer and the 2nd semester students of Speaking 2 especially class 2 D at English Department, Muhammadiyah University of Surakarta in 2014/2015 academic year.

The object of this research is strategies applied by the lecturer to cope with the problems faced by the students in learning Speaking 2 especially class 2 D at Muhammadiyah University of Surakarta in 2014/2015 academic year. In this research, the sources of data are event, informant, and document. The data are taken from teaching-learning process of Speaking 2, interview script, and syllabus. In this research, the writer uses three methods of collecting data, there are observation, interview, and document analysis. The techniques for analyzing the data that are used by the writer are reducing the data, displaying the data, and drawing conclusion.

C. Research Finding and Discussion

1. Research Finding

a. The Problems Faced by the Lecturer in Teaching Speaking 2

1) Problem in Students Motivation

One of the problems in the teaching-learning process in Speaking 2 is student motivation. Because, the lecturer of Speaking 2 uses role-playing technique to build self-confidence. It is needed in speaking performance. The lecturer uses situational role-playing, student motivation is low. However, in English class the active participation and self-confidence are the most important things.

2) Problem in the Use of Mother Tongue in English Class

The problem which is faced by the lecturer is that students use their own language rather than English to perform in front of the class. Teaching-learning process of Speaking 2 surely uses English language as a communication in teaching-learning. However this did not happen on Speaking 2, some students still use Indonesian in a few words that they do not understand in English, they have difficulties to say something.

3) The Student's Problem in Preparing the material

Technique used in Speaking 2 is mini situational role-playing. Each week the lecturer requires students to perform in front of the

class. At the beginning of the meeting they were enthusiastic, but a week later their enthusiasm decreased. It can be seen from their preparation, the duration of time that they use, and a little properties.

4) The Lecturer Get Problem in Low Participation of the Student

One of the problems in teaching-learning process in Speaking 2 D is students participation. Because, the lecturer of Speaking 2 uses role-play technique. In a role-play, participation of each student is needed by the lecturer to assess the speaking abilities of each student.

b. Problems Faced by the Students in Teaching-learning Process of Speaking 2

1) Limited Number of Vocabulary and Pronunciation

In the teaching-learning process of Speaking 2, the lecturer always uses English language to communicate in every process. Some of the students would have different numbers of vocabulary mastered. Some students have difficulties in terms of vocabulary, so the students do not know the meaning of the conversation made by the lecturer and his friend.

2) Limited Preparation

In teaching Speaking 2, the students have limited time to prepare the drama. It makes the students take a lot of time to prepare the drama including costumes, equipment, and the text, to memorize and to practice. This is what makes students take a lot of time for the entire preparation, while the student has other tasks in other subjects outside Speaking 2.

3) Forming a Group

In Speaking 2, the lecturer requires students to display the drama in front of the class, students have difficulties in forming a group. The solidarity on the group affects on their drama performance. This group consists of 4-5 students with different

ideas. In group work if they do not joint their ideas then it becomes a problem

c. The Strategy to Cope the Problems Used by the Lecturer

1) Strategies to Cope with the Lecturer Problems in Teaching Speaking 2

a) Strategies to Cope the Lecturer Problem in Student's Motivation

The students motivation influences the teaching-learning process. Classroom activities which are fun and enjoyable can raise their motivation. The lecturer always gives evaluation, and motivation after the drama, rewards such as applause, appreaciation and feedback after the drama performance.

b) Strategies to Cope the Lecturer Problem in the Use of Mother Tongue in English Class.

The use of mother tongue in Speaking class is the most important problem. The students usually uses Indonesia language in the class. The sratgies used by the lecturer in this problem is by keeping the students to speak the target language. The lecturer always gives evaluation in the end of performance such as reminding not to use Indinesian or mix Indonesian and English. Some of the students use Indonesian, but the other friends help to find the target language (English language). The lecturer can create an English classroom and remind the students to always use English.

c) Strategies Applied by the Lecturer to Cope the Problem in Preparing the Material

The technique of Speaking 2 D is role-playing. The students need to prepare the materials, costumes, equipment, etc. Teaching-learning process of Speaking uses role-playing. The strategies from the lecturer are 1) giving flexible theme 2) giving short time to perform. Giving flexible time, they can

make the drama as they want. They can explore their idea. In drama performance, the lecturer divides the student into group which consists of 4-5 students and he gives 15 minutes to perform it. It helps the students to prepare the material, they are given more time to prepare it with the short drama performance.

d) The Lecturer Get a Problem in Low Participation of the Student

The lecturer gives some instructions in discussion skills by giving evaluation to make sure that everyone in the groups contributes to the discussion. The lecturer asked the students the reason of the unequal distribution between each member.

2) Strategies to Cope with the Students Problems in Learning Speaking 2

a) Strategies to Cope with the Students in Limited Number of Vocabulary and Pronunciation

The strategy used by the lecturer in limited number of vocabulary is the lecturer gives a choice for the students to consult outside the class. They can consult about vocabulary that they do not know, and consult how to pronounce. Beside that, the lecturer permits the students to bring a dictionary in the class, they can ask their friends. The lecturer gives consultation outside the class, gives feedback, evaluation, and rewards, the lecturer also make a different topic to stimulate students interest. To increase their number of vocabulary and pronunciation the lecturer also which uses easy understanding language. By using keeping students speaking the target language, the lecturer helps the students in the problems of limited number of vocabulary

b) Strategies to Cope with the Students in Limited of Preparation

The lecturers' strategy is encouraging for each group which performs. The lecturer always makes a group work to help their

in preparation. The lecturer always gives appreciation for every group such as property, plot and performance. Beside that, in every role-playing, the lecturer only gives 5-10 minutes for every group that consists of 4-5 students.

c) Strategies to Cope with the Students in Forming a Group

The lecturer gives a choice for each group which has minimum performance to switch the group member. The exchange is able to improve their performance. Some of the groups switch their member to increase their drama qualities.

2. Discussion

The problems faced by the lecturer in teaching Speaking are 1) the lecturer get problem in students motivation, 2) the use of mother tongue in English class, 3) preparing the materials, 4) low participation. The problems faced by the students in learning Speaking 2 are 1) limited number of vocabulary and pronunciation, 2) limited preparation, and 3) forming a group.

The strategies applied by the lecturer to cope the problems faced in teaching speaking are 1) giving feedback, evaluation, rewards, and motivation, 2) keeps students speaking the target language and gives evaluation, 3) giving flexible theme and giving short time to drama perform, 4) giving some instructions or training discussion skill. The strategies applied by the lecturer to cope the problems faced by the students in learning speaking are a) the lecturer gives consult outside the class, gives motivation, feedback, evaluation, and rewards. b) the lecturer encourages for each group, the lecturer always makes a group. c) the lecturer gives advice for each group to switch their member.

D. Conclusion

1. Conclusion

Based on the research finding and discussion, the writer comes to some conclusions.

- a. The problems faced by the lecturer in teaching Speaking 2 can be divided into three: low participation, the use of mother tongue in English class and preparing the material.
- b. The problems faced by the students in teaching-learning process of Speaking 2 are: limited number of vocabulary and pronunciation, limited preparation, forming a group.
- c. Strategies used by the lecturer to cope problems faced by the lecturer in teaching Speaking 2 are a) giving feedback, evaluation, rewards, and motivation, this strategy is to cope the problems faced by the lecturer in students motivation. b) keeping students speaking the target language and gives evaluation. c) giving flexible theme and giving short time to drama perform are strategies to cope the problems faced in students prepare the materials. d) giving some instructions or training in discussion skill, are the strategies to cope problem faced in low participation of the student.

Strategies used by the lecturer to cope problems faced by the students in learning Speaking 2 are a) the lecturer gives consultation outside the class, gives motivation, feedback, evaluation, and rewards, the lecturer also make a different topic to stimulate students interest, based on the activity on easy language, keep the students speaking the target language. The strategies are to cope problems face by the students in limited number of vocabulary and pronunciation. b) the lecturer encourages for each group, the lecturer always makes a group to help the students in problems lack of preparation. c) the lecturer gives advice for each group to switch their member to cope problems faced by the students in forming a group.

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