

The Analysis of Speaking Teaching Methods in Engineering Student at Politeknik Negeri Semarang

Hella Ayu Setyanida

Universitas Negeri Semarang, Indonesia

hellaayusetyanida@gmail.com

Abstract

This study aimed to answer what kind of teaching methods are used by Politeknik Negeri Semarang's lecturer in teaching speaking and how the lecturer manages the classroom. This research was conducted at Politeknik Negeri Semarang (POLINES) which was located on Jalan Prof. H. Soedarto, S.H., Tembalang Semarang. The research was conducted on April 2018. The research data in this study consists of some sources information speaking teaching method in sixth semester of POLINES in the academic year 2017/2018. In collecting the data, the researcher used interview, classroom observation and documentation. The data triangulation for the study was done by analyzing all of the teaching methods. In this study, the researcher found that the first is the lecturer used two methods that are outdoor class method and task-based language teaching. However, there are some strength and weakness of those methods. The second is the implementation of classroom management. From the research, the researcher finds that many students still are wrong in pronouncing the word and applying the grammar. Besides, the methods are not the standard method. In addition, the students can find any materials and the institution does not use any handouts. In fact, the curriculum that was created does not follow the curriculum based on 'Panduan Penyusunan Kurikulum' published by Kemenristekdikti.

Keywords: method, speaking, student, teaching

Introduction

Speaking is the natural state of language, as all human beings are born to speak their native languages. It is thus the most distinguishing feature of human beings. This verbal communication involves not only producing meaningful utterances but also receiving others' oral productions. Speaking is thus regarded as a critical skill in learning a second or foreign language by most language learners, and their success in learning a language is measured

in terms of their accomplishment in oral communication (Nunan, 2001).

Teaching speaking in varsity is a big challenge for the teachers, because the teacher should grow the student's interest in order that they have motivation to speak. Besides, the teacher should create some interesting ways for their students such outdoor activities. Those can reduce the student's boredom in studying language, especially speaking. In addition, English language in varsity as the soft skill for helping the students to have

communication ability that is used in the future especially working place. The vocational varsity such as Politeknik Negeri Semarang teaches English for specific purposes.

Speaking is very important skill for the university students because it prepares them to face the global world. However, there are three problems in identified teaching speaking for varsity students namely; 1) limited vocabulary which will make them unable to say words during teaching-learning process. 2) limited grammar, they are also afraid in arranging the words into a sentence. The mistake of using grammar is a big problem for the students to speak well. 3) lack of confidence, it will be an obstacle produce the speaking ability to students.

Based on phenomena happened in Politeknik Negeri Semarang (Polines) the problems faced by the students are some boring classroom activities and

Review of Related Theories

Speaking

Of the four language skills (listening, speaking, reading and writing), speaking seems intuitively the most important. People who know a language are referred to as 'speakers of that language, as if speaking included all other types of skills, and many, if not most foreign language learners are primarily interested in learning to speak (Ur, 2006).

uninteresting method to be used as classical method to give a topic and asking them to develop it by themselves. This often makes the students nervous in studying language. The researcher, therefore, observes the teacher method in Polines. She found that outdoor activities choose to increase student's speaking ability, because outdoor activities are suitable to varsity students which will applies the English ability in the working place. The students understand about the material easily, especially in speaking ability. Outdoor activities involve interesting methods and decrease boring. Therefore, the researcher tries to solve the problem through some interesting method in teaching speaking. One of them is using outdoor activities. Therefore, the teacher combines the outdoor classroom activity with the task-based language teaching.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Burns and Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. According to

Cunningham (1999), speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also, they understand when, why and in what ways to produce language (sociolinguistic competence).

Swain (1985), an important contributor of immersion-based evidence, was led to consider whether other factors besides input might affect language competence. In particular she proposed the “comprehensible output hypothesis”, that is, to learn to speak we have actually to speak. Swain argued that knowing that one will need to speak makes one more likely to attend to syntax when one is listening. Levelt (1989) identified three autonomous processing stages in speech production: (1) conceptualizing the message, (2) formulating the language representation, and (3) articulating the message.

Brown and Yule (1983) also drew a useful distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationships.

Nunan (2001) mentioned another basic distinction when considering the development of speaking skills:

distinguishing between dialogue and monologue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes. While all native speakers can and use language interactionally, not all native speakers have the ability to extemporize on a given subject to a group of listeners. Brown and Yule (1983) suggested that most language teaching is concerned with developing skills in short, interactional exchanges in which the learner is only required to make one or two utterances at a time.

Outdoor Class Method

Outdoor activities are activities that can be done by people to lose the feeling of boredom. It is more interesting than indoor activity, because these activities are conducted outdoor. When we are outdoor, we can get more motivation to learn something (Patmonodewo, 2003). In outdoor, the children can do many activities, such as running, jumping, climbing, and other activities. So, when the children study in real world, they can understand easily the information or materials because they can do in both study and studying in outdoor.

Outdoor activities mean that student activities are done outside the classroom, such as in the school yard, in the park, or in other places. But, in

addition, outdoor activity is not done every time student has English lesson, it is conducted only as a warming up or intermezzo before getting the lesson. Outdoor activity is an activity that can be done by people to lose boring. When they are outdoor, we can get more motivation to learn something. According to Oxford Learner's Dictionary (1995), outdoor activity is activity done outside a house or building. Outdoor activities mean students' activities that are done outside classroom to lose boredom in order to get more motivation to learn something. This is not done every time they have English class, but it is conducted only as a variation of teaching, so the students are not bored with the monotonous method of studying English. Outdoor activities can be combined with other techniques, such as, story or task-based Language Teaching. Based on this, students can effectively understand and memorize something.

Task Based Language Teaching

Task-based teaching has increasingly achieved esteem in recent years and has been recommended as a way forward in ELT. At the 1970's and 1980's tasks were frequently called 'communicative activities' (Crookes, 1986). The term 'communicative activities' were gradually replaced by 'tasks' (Bygate et al., 2001). Prabhu stands as the most appreciable person in the

development of task-based teaching literature. His main attempt has been raising awareness towards this approach. Prabhu (1987) defines a task as "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process".

A task refers to a language learning effort that requires learners to comprehend, manipulate and produce target language as they perform the set task, involving real-world language (Richards, 2008). According to Willis (1998), tasks are activities in which the target language is used for a communicative purpose to achieve an outcome. On the other hand, Nunan (2001) uses the word 'task' instead of 'activity.' Ellis (2003) defines 'tasks' as activities that are primarily focused on meaning whereas exercises are activities that are primarily focused on form. The definition of the task has been simplified to as follows:

- meaning is primary
- there is a problem to solve
- the performance is outcome evaluated
- there is a real-world relationship.

According to Willis (1998:35-6) task-based language teaching defines eight purposes:

1. to give learners confidence in trying out whatever language they know;
2. to give learners experience of spontaneous interaction;
3. to give learners the chance to benefit from noticing how others express similar meanings;
4. to give learners chances for negotiating turns to speak;
5. to engage learners in using language purposefully and cooperatively;
6. to make learners participate in a complete interaction, not just one-off sentences;
7. to give learners chances to try out communication strategies; and

8. to develop learners' confidence that they can achieve communicative goals.

Task-based instruction can be defined as an approach in which communicative and meaningful tasks play central role in language learning and in which the process of using language appropriately carries more importance than the mere production of grammatically correct language forms. Therefore, Task-Based Language Teaching is viewed as one model of Communicative Language Teaching (CLT) in terms of regarding real and meaningful communication as the primary feature of language learning (Richards and Rodgers, 2001).

Research Methodology

The subject of the research is the Electrical Engineering students of Polines and the object of this research is the teaching method used by the teacher. Here, the teacher applies outdoor activities and task-based language learning. The location of this university is on Jalan Prof. H. Soedarto, S.H., Tembalang Semarang.

In this case the data are taken from the source by employing observation, interview, test and document. The first is observation, the researcher observes all of the students' activities during the teaching

speaking learning process in Electrical Engineering Students. In this research, the researcher acts as an active observer. The researcher interacts with the students as well as the teacher. In speaking lesson, the researcher observes their speaking ability such as: their pronunciation, memorization, vocabulary, and their confidence in speaking lesson. The second, interview is a technique of collecting data by having conversation between interviewer and respondent to get certain information from respondent. It is

conducted by asking the teacher about the implementation in increasing students' speaking ability. The third is documentation, the researcher asked the lesson plan, curriculum and taking picture of the students' activities, and the result of observation.

The technique of analyzing data in this research the researcher uses some steps to analyze they are; making summary

Finding and Discussion

This part writer provided the overview of the implementation of outdoor activity to increase the students' ability in mastering speaking. Outdoor activities can be done by people to reduce the feeling of boredom and they are more interesting than indoor activity. While task-based learning, it is used to measure the students' ability. The research findings show some important points as follows: (1) the teacher does not follow the curriculum and the method that is stated in the Kemerinstekdikti; (2) there are advantages and weaknesses in the teaching-learning process and (3) the classroom management must be supporting the method.

Here the researcher observes that the students looked very enthusiastic and active in the classroom. But in applying their technique, the researcher found some problems too. The students had difficulties

from the main points, arranging, and categorizing data based on the classification, describing and discussing the finding of the research in the form of systematic classification. Therefore, it is easy to be analyzed, verifying the data and concluding and proposing the suggestion based on the data analysis.

in speaking English because the students had limited vocabulary.

The Strengths of the Method

- a. The students enjoy the learning process.

The teaching learning process was interesting because the topic was based in daily context. Sometimes, it makes the students can practice directly and it is suitable with working place context since Polines is a vocational university.

The students learnt by interacting freely with their colleagues without being afraid that they would make errors. In addition, the teachers' encouragement might have motivated the learners to participate in the designed tasks and activities. For example, in a problem-solving activity the students found themselves in a situation that they were motivated to think and use the language; they had less stress, anxiety and

apprehension, and so participated in classroom interactions with the highest self-esteem and self-confidence.

The task-based learning assisted learners enjoy learning English. Students were more motivated by the task which connects to real life situation than the activities in the book. Their impression is that task-based learning provides a relaxed atmosphere to promote target language use. They enjoyed the work group activities. Students claim that using tasks activities is a good way to improve English vocabulary and gives them more chances to practice English.

b. The students are trained to be responsible of their own tasks.

Some task types might be more appropriate than others for learners at particular levels of proficiency. As tasks are goal-oriented they are the ultimate reason that moves the student to engage in a task. While completing task-based activities, students acquire new words. Learning new vocabulary helps students become more fluent because the more words they know, the easier it is to express themselves. Acquiring new vocabulary make students feel that they are learning new things and not relying only on previous knowledge.

In addition, the students had ample opportunities to express their opinions and ideas that were related to the designed task

especially in the pre-task phase. The teachers who implemented the program also played an important role in developing the students' speaking skills. First, they had a positive attitude, and were enthusiastic to teach according to its procedures and principles. Second, during the implementation of the program, the teachers acted as monitors or facilitators, and encouraged their students to perform the activities. The teachers who were involved in the current study kept in mind that a task in the methods is goal- directed and based on meaning and form. They also took into account that a task for oral social interaction is a simulation of a real-life activity; authenticity of tasks is critical quality.

c. The students are trained to be confident speaking in public.

The teacher does believe that using authentic material helped students kept engaged in the meaningful interactions in the classroom. Task-based Learning can enhance the interactions among students in class, it improves learners' communicative competency and provides students with more opportunities to use English. When it combines with outdoor activities, it makes the students are more confident. Furthermore, the methods enable the teachers to improve the students' communicative skills, to provide opportunities for native like interactions, to

practice making oral representations immediately after getting enough meaning. Unlike the conventional approach which moves the learner from accuracy to fluency, the most important feature of task-based framework, like any other communicative focused activities, is that it moves the learner from fluency to accuracy. In the class, the atmosphere is comfortable, cooperative and non-threatening. Consequently, less confident students who normally refuse to speak in public want to perform because they benefit from the core activity so much that all the psychological barriers such as stress, anxiety and fear are put away.

d. The English materials supports the technical materials.

The material taught are suitable with the students need in their life because the students can be more active in speaking. The researcher prepared materials based on daily activities which made the students easy in mastering the vocabulary used. The program included various speaking activities, exercises and instructions which focused on the process rather than the product. In addition, the activities were purposeful and the tasks emphasized communication and meaning. The students also learned English by interacting communicatively and purposefully while engaged in meaningful activities and tasks were either those that

the students need to achieve in real life, or those that had a pedagogical purpose specific to the classroom.

They mostly agreed or strongly agreed that mastering English may increase their opportunities to get a job in the future, and that they became interested in reading about the culture of the native speakers of English and they were interested in traveling to English-speaking countries in order to practice their English. The students found the experience to be rewarding, intrinsically interesting and educationally beneficial.

e. Students' ability on speaking skill is well improved.

The students are more creative because they can study in outdoor. The setting of outdoor made the students did not get bored because there was scenery to refresh their mind. The relationships among the students are good. Students cooperation and interaction are good because they could share their idea together.

Students were able to understand questions, interact fluently and give extended answers in the designed tasks and activities. This process enhanced students' fluency. Students were also able to use correct complex language structures, such as relative and conditional clauses and they used rich vocabulary and pronounced correctly. This enhanced their accuracy.

The Weaknesses of the Method

a. The students' grammar and pronunciation are not carefully paid attention.

The outdoor activity cannot be implemented effectively to the students who have limited vocabulary and lack of grammar to express their ideas speaking are spontaneous. So, the students should master vocabulary and grammar to express their idea. If the students did not able in mastering vocabulary and grammar, they would find difficulty in speaking. The students who have lower capability in speaking are difficult in joining teaching learning process well. Speaking skill needed good intonation, pronunciation, and so on in order to be good speakers. These aspects should be mastered by students.

b. The lecturer doesn't give any comment when the students make wrong pronunciation.

It is time consuming. The teacher should manage the time carefully because doing outdoor activity needs much time. So, the teacher somehow skips the part of teaching especially comments or suggestion in mispronounce. On the other hand, the teacher sometimes cannot be able to handle the situation because the outdoor activities make the students get difficulties for the first time to adapt with the environment. So, the teacher must see

the students' adaptation first then he must pay attention toward the speaking process and the speaking features such as pronunciation which determines the meaning of the words. However, the check and balance in this method can be happened because other students will help their friends if there is an error happened.

c. The other skills (reading and writing) are ignored.

Here, the students will learn spontaneous, so, the reading and writing will be ignored. The teacher will only focus on the speaking ability. He forgets that learning English should follow by integrated skills. So, the students' competency in English both in productive and receptive skills.

d. The teaching documents are not complete and in detail.

Since the methods are not implemented in the varsity curriculum, Polines creates its own books. However, this book only puts task with less explanation. So, the students can learn by themselves. They have to listen the teacher's explanation first.

e. The teaching materials are not standard.

The activities are dominated by the students who have good capability because the students have low capability feel unconfident in speaking. So, that they are left their friends. This can be happened.

So, that can be concluded that there is no clear standard in this method, since there is no clear parameter in this method.

The Classroom Management

The class is very casual that the students can sit and move around the area to prepare their presentation. The students seem very comfortable with the situation. The students seem aware of what they need to do, for example about the turn when they need to present. This also implies that the strategies for speaking require students to produce the language orally. It is also supported by Brown's As the result, the students' ability will spread equally.

Conclusion

Based on the research result, the researcher can draw the conclusion concerning in increasing students' speaking ability using outdoor activity and task-based learning at the Electrical Engineering Student Polines. Outdoor activities can increase students' speaking ability. Besides, outdoor activities increase the students' motivation in learning English and the students become more active in the classroom and more confident to speak English. The task-based is used to asses the students' competency in speaking.

Furthermore, there are the strength and the weakness of the methods. The

principle (2001) of criteria for speaking activities, which is to encourage the use of authentic language in meaningful contexts.

Moreover, gender has been an important perspective in second language learning investigations, and has highlighted females to show more interest, positive behaviors and performances in comparison to the males (Dornyei and Shoaib, 2005). These gender differences are due to students' levels of motivations and attitudes toward language learning. This is also something that must be manage by the teacher.

strengths are the students enjoy the learning process; the students are trained to be responsible of their own tasks; the students are trained to be confident speaking in public; the English materials supports the technical materials; and Students' ability on speaking skill is well improved. In contrast, the weakness of the methods are the students' grammar and pronunciation are not carefully paid attention; the lecturer doesn't give any comment when the students make wrong pronunciation; the other skills (reading and writing) are ignored; the teaching documents are not complete and in detail; and the teaching materials are not

standard. Time for implementation of this experiment was too short; maybe implementing this method over more periods of time may yield different findings. The study was limited to a

relatively low number of students. It should also be assessed in other language levels. So, the class management must be really upholding in this case.

References

- Brown, G., and Yule, G. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Burns, A. and Joyce, H. 1997. *Focus on Speaking*. Sydney: National Center for English Language Teaching and Research.
- Bygate M et al. 2001. *Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing*. Harlow: Longman/Pearson Education.
- Cunningham, F. M. (1999). English language learners' speaking skill. *Eric Digest*. Retrieved May, 15, 2018, from, <http://www.eric.ed.gov>
- Dornyei, Z. and Shoaib, A. 2005. Affect in lifelong learning: Exploring L2 motivations as dynamic process. In Nunan, D. and Benson, P. (Eds.). *Learners Stories: Differences and Diversity in Language Learning*. Cambridge: Cambridge University Press.
- Ellis, R. 2003. *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford Language Acquisition. Roleway, Mass: Newbury House.
- Levlet, W. J. M. 1989. *Speaking: from Intention to Articulation*. Cambridge, Mass: MIT Press.
- Nunan, D., 2001. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Patmonodewo, S. 2003. *Pendidikan Anak Prasekolah*. Jakarta: Rineka Cipta.
- Prabhu, N. S. 1987. *Second Language Pedagogy*. Oxford: Oxford University Press.
- Richards, J. C. 2008. *Teaching Listening and Speaking, From Theory to Practice*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. 2002. *Approaches and Methods in Language Teaching, 2nd ed.* Cambridge: Cambridge University Press.
- Swain, M. 1985. Communicative competence: some roles of comprehensible input and comprehensible output and its development. In S. Gass, C. Maden (Eds.). *Input in Second University Press*.
- Ur, P. 2006. *A Course in Language Teaching: Practice and theory* (13th Ed.). Cambridge: Cambridge University Press.
- Willis, J. 1998. *A framework for task-based learning*. London: Longman