ACTIVE INTERACTION AS LECTURERS' STRATEGIES TO PROMOTE SPEAKING CLASSROOM

Ririn Putri Ananda, M.Pd,Patri Dinkuswari
Universitas Muhammadiyah Bengkulu
Email: rananda@umb.ac.id Patridinkuswari0310@gmail.com

Abstract

The goal of this study is to understand the strategies of lecturers and the dominant strategies of lecturers used by lecturers. This research discussed about the promotion of active participation in speaking classrooms by lecturers. This research employed qualitative design for analysis.The instrument were a questionnaire focused on (Jia,2013) theory and an interview. The results demonstrated that the lecturers completely used all strategies namely, improving questioning strategies, attending to learners' linguistic level, implementing cooperative learning, building positive teacher-learner rapports, reducing classroom anxiety. From those strategies, The highest percentage of strategies implementation leads to attending to learners' linguistic level. The result implies that it is necessary to introduce the use of strategies to encourage active classroom to develop the comprehension of the students and to establish an efficient way to teach speaking.

Keywords: *Strategies, Teaching Srategy, Speaking.*

A. INTRODUCTION

Speaking is as one of four basic skills, which is important to be understand because the main purposes of learning a language is to be able to communicate orally. This purpose will only be complete fulfilled if the students are train with the activity, which is able to trigger them to speak. In carrying out speaking skills, students face some difficulties; one of them is about language itself. This probably happens because of most of students find it difficult to speak even though they have a lot of vocabularies and have written them well. This kind of problems make them afraid to make mistakes. Meanwhile, Richards (1990) clearly states that drilling in terms of fluency, accuracy and comprehensibility are important thing to in speaking skill. in speaking class, thr target language in varying activities shoul be exposed by the students.

Meanwhile, speaking is a skill, which develop the students' ability to produce the language and share ideas with other people. Therefore, the lecturer needs to find out the appropriate teaching and learning process in the classroom.

In teaching process, a lecturer create a plan in order to form a reciprocal relationship between lecturer and students. So not only lecturer interact, but also students participate in the interaction process. Allwright and Bailey (1991:25) stated

that the plan produces results through classroom interaction, (input, practice opportunities, and receptivity). It implies that in teaching process, good plan creates good interaction in classroom and plays very important role. Teaching process is not easy, must be able to control the class and also must have a learning model because the learning model is a wrapper of the learning process in which there are approaches, strategy, method, and technique. All of them has their own function in teaching learning process. However strategy has important role to achieve a particular goal in teaching. For this research investigation the term strategies was defined as the approaches that can be used across curricular areas to support the learning of students (Herrell and Jordan 2004:5). So, teaching strategy can be defined as a plan of action (set of activities), including the use of methods and utilization of various resources in learning set up to achieve certain goals.

Teaching Strategies are very necessary in the teaching and learning process, especially for the students who can not interact actively. The strategy will help the lecture to make an active interaction in the classroom because the strategy will make the learning process better and facilitate the learning process. In addition, Mackej (1999) recommends that teachers create engaging learning environments in which students in the target language can engage with each other to generate meaning. In other words, teachers need to orchestrate engagement in the classroom that allows active participation of students to produce the goal. Language by turn-taking, input, and bargaining.Therefore, teaching strategies must be possessed by lecturers. Oxford (1990: 8) states that using strategy provides a more complete resolution of learning as "specific actions taken by students to make it easier, faster, move, fun, be more self-directed, more effective". There are many strategies that can be used by educators. According to Oxford (1990) Learning strategies are divided into two parts, namely direct and indirect learning strategies. The direct strategy is divided into three types; memory, cognitive, and compensation. The indirect strategy is divided into three: meta-cognitive, effective, and social. Each strategy has its own types of activities. In teaching speaking, lecturers must have a strategy to promote classroom interaction such as 1.Improving Questioning Strategies; 2.Attending to Learners' Linguistic Level; 3.Implementing Cooperative Learning Working; 4.Building Positive Teacher-Learner Rapport; 5.Reducing Classroom Anxiety (Jia,2013).

Furthermore, there are previous findings related to these topics. First, The research from Medianti, Asa (2017) entitled " The strategy used in teaching speaking at SMA

Negeri 1 Kertosono. The results showed that the teacher implemented the strategies proposed by Freeman (2000), arguing: Role Playing, Making Students Self-Correcting, Language Games and Discussions. Meanwhile, the problem of this research were related to the implementation of strategies related to time constraints. Second, Pratiwi (2019) entitled **"**Lecturers' Teaching Strategies to Promote Productive Classroom Intractions in Speaking Subject of The First Year Students at English Deparment, Universitas Jambi)" found that the result that there were eleven strategies which could be used by lecturer to promote productive classroom interaction in speaking class. Finding variety materials are important because it will affect the students' motivation in learning language. The students also face same difficulties while doing speaking lack of vocabulary. Furthermore, all of the students tend to do promote productive classroom when the lecturer used the interesting strategy like classroom discussion, interview, reporting, role play and simulation, dialogue and etc**.** Third, The research from Wijayanti(2017) entitled " Srategies used by the teacher in teaching speaking skill at the seventh grade students of full day class in MTsN 6 boyolali academic year 2018/2019" The result is, In the teaching process conducted on speaking class of the full day class at the seventh grade in MTsN 6 Boyolali. In the implementation Mrs. Mahmuddyah usually to used three strategies, namely, base the activity on easy language, keep the students target language, use discussion or training activities language and use a group work. The first strategy, base the activity on easy language used to help students to understand the material given by the teacher.

Based on the explanation above, the previous researchers were conducted these research in Senior High School and still limit the use of strategy based on purpose. Therefore researcher interested in doing research about the strategy used by the lecturer in complete strategies by using Jia theory in 2013. This research is very important to be conducted because it will help and provide additional information for lecturers who have taught in class speaking to enhance the students' ability. According to Oxford(1990) learning strategies are the steps taken by students to enchance their learning. Therefore, strategy is very important for learning, especially teaching speaking. Because strategy is a tool to make students active and independent, and very important to develop communicative competence. The contribution after conducting this research we will find out the strategies most often used by lecturer in teaching speaking classes. Therefore the researcher will formulate the questions as follow:

1. What are the strategies used by lecturers' to promote an active interaction in speaking classroom at Muhammadiyah Universitas of Bengkulu?

2. What is the dominant strategy used by lecturers' to promotean active interaction in speaking classroom at Muhammadiyah Universitas of Bengkulu?

To answer those questions, the researcher collect the data from 2 lecturers by using questionnaire and supported with interview.

A. Research Methodology

The study was designed by using descriptive qualitative research. According to Maxwell (1996;17) descriptive research is the research that focused on specific situation or people, and its emphasis on words rather than numbers. The aim of this research is to know lecturers' strategies to promote interactions in speaking classroom based on theory of Jia (2013)

The subject of this research was speaking lecturers at English education study program at Muhammadiyah University of Bengkulu in academic 2019/2020.The instrument in this research is questionnaire adopted from theory by Jia(2013). The questionnaire followed the model of Likert scale in which each item of the questionnaire have alternative answer:

Table. Likert Scale

Statement	1	2	3	4
Explaination	Never	Rarely	Often	Always

RESULT

1. The Strategies used by Lecturer to Promote interaction in Speaking Classroom.

No	Strategies	X
1	Improving questioning strategies	83%
2	Attending to learners' linguistic level	95%
3	Implementing cooperative learning	70%
4	Building positive teacher-learner rapports	75%
5	Reducing classroom anxiety	50%

	Jumlah	75%
Often		

Based on the table above, the results showed that all of English lecturers in Muhammadiyah University of Bengkulu used all the strategies based on purpose. It could be seen from the table above, the first is Improving Questioning Strategies, the implementation showed 83% results , Attending to Learners' Linguistic showed 95% results, Implementing cooperative learning showed 70% results, Building positive teacher-learner rapports showed 75% results and Reducing classroom a showed 50% % results. The percentage indicates that the lecturers have taught facilitates the students' learning process in more efficient way .

First strategy used is improving questioning strategies the lecturers implement this strategy as the ways to ask something to the students in acquiring a purpose in teaching and learning process. Second, attending to lerners' liguistic level which is a way for lecturers' to pay attention to the ability or skill level of students. Third, implementing cooperative learning strategies is a learning model where students study in small groups who have different abilities. Fourth, building positive teacher-learner rapport, this strategy is used to process student concentration on the material taught in the speaking class, the lecturer conducts an interaction process using ice breakers, body language, fosters trust, and uses humor in the classroom. The last one is reducing classroom anxiety, In this strategy to process students' anxiety about the material taught in the speaking class, the lecturer makes an interaction process by doing humor and games. So, from mean all data, it can be concluded that the lecturers' strategies as a sample is in often criteria with a value of 75% .

2. The Dominant Strategies used by Lecturer to Promote interaction in Speaking Classroom**.**

No	Strategies	X
1	**Attending to learners' linguistic level**	**95%**

2	Improving questioning strategies	83%
3	Implementing cooperative learning	70%
4	Building positive teacher-learner rapports	75%
5	Reducing classroom anxiety	50%

Based on the table above, The researcher found that the dominant strategies used by lecturers' to promote interaction in speaking classroom is *Attending to learners' linguistic level,* because based on the data obtained by researcher the strategies with the highest percentage is *Attending to Learner' Linguistic Level* with precentage 95%. It indicates that all of lecturers always use this strategy is always used in every meeting of teaching speaking.

c. Finding and Discussion

This study aims to know the strategies and dominant strategy used by lecturers' to promote interaction in speaking classroom at Muhammadiyah University of Bengkulu. The data is based on Jia (2013) theory. According to Jia(2013) there are five strategies to promoting interaction classroom, namely Improving questioning strategies, Attending to learners' linguistic level, Implementing cooperative learning, Building positive teacher-learner rapports, Reducing classroom anxiety.

The research question of this research is what are strategies used by lecturer to promote an active interaction. From the data obtained from the speaking lecturers', the researcher found that the lecturers' used all strategies. such as Improving questioning strategies, attending to learners' linguistic level, Implementing cooperative learning, building positive teacher-learner rapports, reducing classroom anxiety. This finding is in line with the research by Pratiwi (2019), the result showed that all strategies is important to be conducted in speaking classroom to encourage an active classroom interactions in the speaking class. It indicates that the use of strategies are as an obligation in speaking classroom to create a good circumtances for both students and the lecturers.

Every types of strategies has its own functions. First is the improving questioning strategies is the strategy to achieve a goal in the teaching and learning process by asking the students. In addition, Guest (1985) stated that questioning strategy is one of the important tools to convey students' learning which can help teachers develop their own strategies to enhance the students work and thinking. It indicated that good condition in classroom increased students productive to learn. Walberg's (1981) theory of educational productivity posits that psychological characteristics of individual students and their immediate environments influence students' cognitive, behavioral, and attitudinal outcomes (Reynolds & Walberg, 1992).

Second, attending to learners' linguistic level. The function of this strategy is divided into five levels. Namely, (1) Beginning, the lecturers provide support to students to be active in class. Example: by guiding or paying attention to students in class, so that students when being guided actively ask questions. (2) Developing, lecturers encourage students to develop material that has been taught. Example: instructing students to present in front of the class about the material being taught. (3) Expanding, the lecturer expands the teaching material so that students understand better. Example: The students made assignments and group activities (4) Bridging, the lecturers monitor students . Example: have students discuss. (5) Extanding, the lecturer asked to expand the results of the discussion. Example: by asking questions and answers between students. So this strategies design the students to be productive in classroom in order to have good inetraction between lecturer and student.

Third, Implementing cooperative learning. In this strategy the lecturer divides the group to invite students to cooperate with each other in group learning so that students develop more cooperative attitude and practice communication among students. Isjoni (2010: 21) "states that the main objective in applying the teaching and learning model of teaching and learning is that students can learn in groups with friends by respecting each other and providing opportunities for others to express their ideas by expressing their opinions in groups". So the cooperative learning model make students more fully develop their knowledge, abilities and skill in an open and democratic learning. It

implies that implementing cooperative learning is really helpful to create and effective and productive speaking classroom.

Fourth, Building positive teacher-learner rapports. This strategies are implemented by using ice breakers, body language, fosters trust, and uses humor in the classroom. According Gillespie (2002) recognized that the inherent qualities of a student-teacher relationship (caring, knowing, trust and mutual respect) and a teacher's rapport with students resulted in a classroom environment where students were affirmed and supported to achieve their best. Building positive relationships with students can promote productive interactions because student feedback on the lecturer. Creating a positive relationship between lecturer and student can also foster respect for lecturer and can also make student trust the lecturer more in carrying out the teaching and learning process. it indicates that the provision of the building positive teacher-learner rapport of students is effective in making students productive in the classroom.

Fifth, Reducing classroom anxiety, It means that in its implementation make students comfortable to interact in the classroom, as the result showed that lecturers doing reducing anxiety classroom by expressing humor and playing games in order to reduce the students' anxiety. The students need relaxation while studying to help them release their stress. Kataria, 2004) states that humor can make us laugh, With laugh anti stress hormone (endhorpine) gets on release and it beat the hormone anxiety and stress triggers (cortisol, adrenaline, apinephrine) which is released when anxious and stress.

The second research question is what is the dominant strategy used by lecturers' to promote an active interaction in speaking classroom at Muhammadiyah University Bengkulu. The result showed that the dominant strategies used by lecturer is attending to learner linguistsic level. It is proven by the highest presence of this strategy in teaching learning in speaking classroom. In this strategy, the lecturers fully controlled the class activities in order to achieve the goals. The lecturer gave students the opportunity to practice activities in the classroom so it can be used as a benchmark to check how much the learners have learned. Teaching speaking should be taught in attractive and communicative activities in order to create a good circumtances in

teaching and learning process. Moskowitz & Hayman (1976) clearly states that when a teacher is out of control in their classroom, it becomes gradually more difficult for them to recover it. Therefore from the explanation above, it indicates that speaking lecturers of Muhammadiyah University of Bengkulu have implemented the strategies to promote productive interaction in speaking classroom. Furthermore, from the limitation of this research is suggested that future researcher is expected to conduct the further research the effectiveness of lecturers' strategies in other skill. The goal is to be able to find out the strategies used by the lecturer in classroom interaction in each skill.

D. Conclusion

The researcher concluded that the lecturers' used all strategies according by (Jia,2013). Namely, improving questioning strategies, attending to learners' linguistic level, implementing cooperative learning, building positive teacher-learner rapports, reducing classroom anxiety. From five strategies used by lecturers' in speaking classroom the dominant strategies with percentage is attending to learners' linguistic level (95%).

REFERENCES

Allwright, D & Bailey, K.M. 1991. *Focus on language classroom : an introduction to classroom research for language teachers.* New York : Cambridge University.

Gillespie M. (2002) student–teacher connection in clinical nursing education. Journal of Advanced Nursing 37, 566–576.

Guest, (1985,P.2). The case study method: Critical thinking enhanced by effective teacher questioning skills. The 18th Annual International Conference of the World Association for Case MethodResearch & Application.

Herrell, A. L., & Jordan, M. (2004). Fifty strategies for teaching English language learners (2nd ed.). Upper Saddle River, NJ: Merrill.

Isjoni. (2010). Pembelajaran Kooperatif. Yogyakarta: Pustaka Pelajar.

Kataria, M. (2004). Laugh for no reason. Jakarta: Gramedia Pustaka Utama

Jia, X. 2013. *The Application of Classroom Interaction in English Lesson.* International Conference on Education Technology and Information System (ICETIS 2013)

Mackey, A. (1999). Input, interaction and second language development: An empirical study of question. Studies in Second Language Acquistion, 21(4), 557-587.

Maxwell, J. A. (1996). Qualitative Research Design: An Interactive Approach. Thousand Oaks, CA: Sage Publications.

Medianti, Asa (2017). *The Strategy Used In Teaching Speaking at SMA Negeri 1 Kertosono.* Sarjana thesis, Universitas Brawijaya

*Moskowitz, G.; Hayman Jr., J.L. (1976). "Success strategies of inner-city teachers: A year-long study". Journal of Educational Research. **69** (8): 283–289. doi:10.1080/00220671.1976.10884902.*

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. New York: Newbury House/ Harper & Row.

Pratiwi, (2019). Lecturers' Teaching Strategies to Promote Productive Classroom Intractions in Speaking Subject of The First Year Students at English Deparment, Universitas Jambi.

Reynolds, A. J., & Walberg, H. J. (1992). A Structural Model of Science Achievement and Attitude: An Extension to High School. Journal of Educational Psychology, 84(3), 371-382. https://doi.org/10.1037/0022-0663.84.3.371

Richards, C. Jack. 1990. Conversationally Speaking: Approaches to the Teaching of Conversation in Jack C Richard, The Language Teaching Matrix. New York: Cambridge University Press. 67-85

Walberg, H. J. (1981). A psychological theory of educational productivity. In F. H. Farley & N. Gordon (Eds.), Psychological and Education (pp. 81-110). Chicago: National Society for the Study of Education.

Wijayanti, (2018). Strategies used by the teaching speaking skill at the eventh grade students of full day class in MTsN 6 Boyolali academic year. IAIN Surakarta.