

## STUDENTS' VOICES ON LECTURER'S SPEAKING TEACHING STRATEGIES AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR

Muhammad Ma'ruf Ramadhan H<sup>1</sup>, Nurdevi Bte Abdul<sup>2</sup>, Ratu Yulianti<sup>3</sup>

<sup>1</sup>Universitas Muhammadiyah Makassar, Sultan Alauddin, Makassar 90211, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: November 19, 2020 Revised: January 12, 2021 Accepted: February 13, 2021 Published: April 25, 2021</p> <p><b>Keywords:</b> Speaking Perception Students perception Teaching strategy</p>	<p>The objective of the research was to find out the students' perception of teaching strategies and what kind of teaching strategies Lecturers used in English Speaking course at the third semester of English Department in Muhammadiyah University from three classes. The researcher used a descriptive quantitative research as design method because it was comparable to collect the data from students' perception and gave questionnaire to collecting the data. The sample of this research was fifth semester grade students of English Department which consist of 47 students from three classes. The sample was taken by used Purposive Sampling Technique. Based on the findings, it was found that students gave positive perception on the lecturers teaching strategies used in teaching English speaking course and most of the lecturers used Active learning teaching strategies, the positive response came from their experience in learning process. The result of the research indicated that based on the likers score analysis there were 43 (91% ) out of the students was categorized positive perception in which score classification is 61-100 and 4 (9%) of the students were in neutral perception, and there were 166 students who say more often towards active learning strategies than other leading strategies It was categorized that lecturers' teaching strategies used in teaching English speaking course effective to apply, it helps the learning teaching process in the class.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p>How to cite: Muhammad Ma'ruf Ramadhan Hasanuddin, Nurdevi Bte Abdul, &amp; Ratu Yulianti. (2020). Students' Voices on Lecturer's Speaking Teaching Strategies at Muhammadiyah University of Makassar. English Language Teaching Methodology, Vol (No), xx-yy. doi: <a href="https://doi.org/10.22219/jpbi.vxiy.xxyy">https://doi.org/10.22219/jpbi.vxiy.xxyy</a></p>	
<p><b>Corresponding Author:</b> Muhammad Ma'ruf Ramadhan Hasanuddin, English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: <a href="mailto:mmaruframadhan@bg.unismuhmakassar.ac.id">mmaruframadhan@bg.unismuhmakassar.ac.id</a></p>	

### INTRODUCTION

The mastery of English becomes very important because almost of the source of global information is various aspects of life use the English language. Indonesian people already know and use English in everyday life because English is the most widely use language in the world. Besides that, foreign language that has been taught in Indonesian in every level education from primary to university. In English there are many skills such as reading, writing, speaking, and listening. Therefore, by mastering the English language, the students' must know and understand about the four skills because in learning English, all aspects must be

mastered. According to Richard (2010:206), a language is not the native language of large number of people in a particular country or region is not use as medium of instruction in school and is not widely used as a medium of communication in government and media.

The ability to learn is one of humanity's most outstanding characteristics. Learning occurs continuously throughout a person's lifetime. To define learning, it is necessary to analyses what happens to the individual. As a result of a learning experience, an individual's way of perceiving, thinking, feeling and doing may change. Thus learning may be defined as a change in behavior as a result of experience. Learning is defined as "an increase, through experience, of problem-solving ability," i.e., an increase, through experience, of ability to gain goals in spite of obstacles.

Speaking is the productive aural/oral it consist of producing systematic verbal utterances to convey meaning. Speaking is "an interactive process of constructing meaning that involves producing, receiving, and processing information. "(Florez, 1991:1). However, some of the students are difficult to express their idea to others. Similar to Abdul (2016, 2020) who states that most of the students felt anxiety to deliver their idea, it was because they were afraid to do mistake in grammar and pronunciation aspect, it was found also many complaints of students' participation in the classroom. Thus, the lecturers should apply some strategies to teach students speak English in the class. In this study, the researchers investigated students' perception on teaching strategies applied by lecturer in speaking class.

### **Concept of Perception**

#### **Definition of Perception**

Schacter (2011) states that perception is the the organization, identification, and interpretation of sensory statistics so one can constitute and apprehend the supplied statistics, or the environment. Goldstein (2009) all belief entails indicators that undergo the fearful system, which in flip end result from bodily or chemical stimulation of the sensory system. For example, imaginative and prescient entails mild placing the retina of the eye, scent is mediated with the aid of using scent molecules, and listening to entails stress waves. Robbins (2001) in his book *Organizational Behavior*, belief may be described as a manner with the aid of using which people prepare and interpret their sensory critiques so one can provide that means to their environment (p.221).

Based on the definition above, the research can conclude that perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted, it shows a person's view of reality in his/her environment. In this study, perception is the way how the students' perceive and show their feeling.

#### **1. Factors Influencing Perception**

- a. Selection of Stimuli
- b. Organizational of Stimuli
- c. The Situation
- d. The Person's Self-Concept

## 2. Factors Influencing Perception

Someone's perception can be influenced by several factors. Altman et al (1985) state that four of the most important factors are (a) selection of stimuli, (b) organization of stimuli (c) the situation and (d) the person's self-concept (p.86).

### a. Selection of Stimuli

There are many stimuli that will come up to our surrounding. We must focus on only a small number of all the stimuli. This process is called as selection. In this process, people try to select certain stimuli and filter out the others. As a result, people will perceive things differently because each person might select specific signals.

### b. Organizational of Stimuli

The second factor that can influence perception is organization. The stimuli that have been selected must be arranged. The stimuli are arranged into a screening process. Therefore, it will be meaningful information. In fact, the arrangement of the stimuli affects the perception.

### c. The Situation

Another factor influencing perception is the situation. A person's familiarities, expectation, and experiences in his or her past might affect what that person perceives about a certain thing. Moreover, perceiving situation is also related to the way how well a person adapts his or her behavior to the situation. For example, a person who is just graduated from college might find difficulty to understand the norms and values in his or her new workplace because he or she has no experience yet in which he or she work.

### d. The Person's Self-Concept

The last factor influencing perception is the self-concept. The way people see and perceive themselves are usually called perception. These ways can affect their perception on things in the world around them. The self-concept is important because the person mental picture might affect much of what they see and perceive in their life.

In this research, those factors influencing perception are important to be used as the basis information of implementation toward the students' perceptions on the use of group work activities in learning English.

## CONCEPT OF TEACHING STRATEGIES

Lawton define, Sarode (2018), "teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy". Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future.

Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning.

1. Case Method. Providing a chance for students' to use what they learn within the room to real-life experiences has evidenced to be an efficient method of each distributive Associate in Nursingd integration knowledge. The case method is an educational strategy that engages students' in active discussion concerning problems and issues inherent in sensible application. It will highlight basic dilemmas or essential issues and supply a format for role taking part in ambiguous or polemical scenarios.
2. Discussion. There are a whole lot of approaches to stimulate dialogue. For example, a few school start a lesson with an entire organization dialogue to refresh students' recollections approximately the assigned reading(s). Other school locate it beneficial to have students' listing essential factors or rising issues, or generate a hard and fast of questions stemming from the assigned reading(s). These techniques also can be used to assist awareness big and small organization discussions.
3. Active Learning. Meyers and Jones (1993) in Silva (2010) outline energetic mastering as mastering environments that permit students' to speak and listen, read, write, and mirror as they method route content material thru problem-fixing exercises, casual small groups, simulations, case research, position playing, and different activities ~ all of which require students' to use what they may be mastering (p. xi). Many research display that mastering is more desirable while students' turn out to be actively worried withinside the mastering manner. Instructional techniques that interact students' withinside the mastering manner stimulate vital questioning and a extra cognizance of different perspectives. Although there are instances while lecturing is the maximum suitable technique for disseminating information, modern-day questioning in university coaching and mastering shows that the usage of a number of educational techniques can definitely decorate pupil mastering. Obviously, coaching techniques need to be cautiously matched to the coaching targets of a specific lesson.
4. Integrating Technology. Today, educators understand that pc literacy is an vital a part of a pupil's education. Integrating generation right into a direction curriculum whilst suitable is proving to be treasured for boosting and lengthening the mastering revel in for college and students'. Many college have determined e mail to be a beneficial manner to sell pupil/pupil or college/pupil communique among elegance meetings. Others use list serves or online notes to increase subject matter discussions and discover essential problems with students' and colleagues, or discipline- precise software program to growth pupil expertise of hard concepts.

## METHODOLOGY

The research design of this research was pre-experimental design quantitative method in form experimental design. In this research consisted of one variable. The First is lecturers teach students an English speaking course with teaching strategies. The indicators of this research was to find out positive and negative perception of students' perception and teaching strategies used by the lecturers. The population of this research was the third semester students of English department at Muhammadiyah University of Makassar and consist of three classes,

each class consist of 22 students, Total of respondents is 47 students. The sample of this research used purposive sampling technique. The instrument of this research was a questionnaire, the researcher gave a set of questionnaire. The questionnaire consist of 20 questions. It aims to find out the students perception of teaching strategies and to find out what kind of teaching strategies that lecturers used is classroom.

**RESULTS**

**Category of the students' perception on Teachers' method used in teaching English**

Table 1. Category of the students' perception on Teachers' method used in teaching English

Frequency	Percentage	Score Classification	Category
43	91	60-100	Positive
4	9	20-59	Neutral
0	0	0-19	Negative
47	100%	Positive Perception	

The table above showed that 43 (91%) have positive perception positive perception and the rest of students 4 (9%) are in neutral perception of teaching strategies in an English speaking course at the third semester of English department in Muhammadiyah University of Makassar. Therefore, all of students have positive perception and none of students have negative perception.

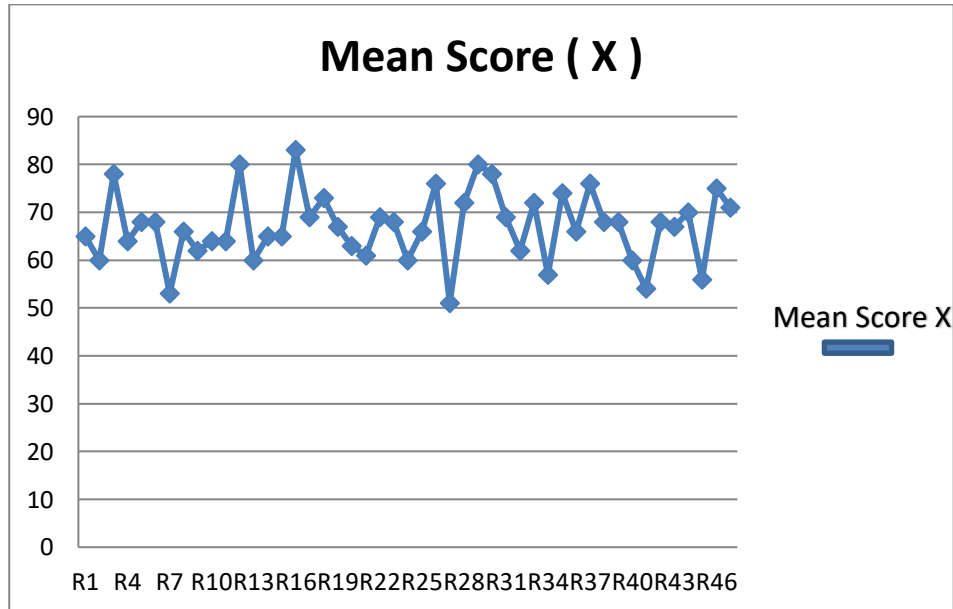


Fig. 1. Chart of the result of students' perception

Chart of The result of students' perception of teaching strategies in an English speaking course at the third semester of English department in Muhammadiyah University of Makassar.

**Level of perception**

Table 2. Level of Perception

Level of perception	Score
---------------------	-------

Positive	60-100
Neutral	20-60
Negative	0-19

Based on the data analysis of the questionnaire, it is found that the mean score of the students' perceptions positive perception of teaching strategies in an English speaking course at the third semester of English department in Muhammadiyah University Of Makassar is 79.6 %, it shows that the students have positive perception of teaching strategies in an English speaking course at the third semester of English department in Muhammadiyah University Of Makassar, as likers scale classified that if mean score greater than neutral (60) it means the categorized are positive. (Best,w, John in Fitriani 2001)

**Teaching Strategies used by the lecturer in speaking course at the third semester of Muhammadiyah University of Makassar.**

The researcher used of questionnaire to know Teaching strategies used by the lecturer in speaking course at the third semester of Muhammadiyah University of Makassar.

Table 3. Teaching strategies used by the lecturer in speaking course at the third semester of Muhammadiyah University of Makassar

No	Strategy Case Method	Strategy Discussion	Strategy Active Learning	Strategy Integrating Technology	Distance Learning
1. Always	24 students	25 students	51 students	11 students	31 students
2. Often	105 students	105 students	166 students	28 students	33 students
3. Sometimes	76 students	82 students	144 students	37 students	8 students
4. Rarely	23 students	20 students	54 students	43 students	12 students
5. Never	7 students	3 students	55 students	21 students	9 students

Based on table 3, it can be concluded that the learning strategy used by lecturers in teaching speaking in an English course at the third semester of English Department in Muhammadiyah University of Makassar, it can be concluded that the strategy used by the lecturers is an active learning strategy. This is evidenced by the results of the questionnaire distributed by the researcher to 3 classes or 47 respondents, there are 166 students who said more often towards active learning strategies than other leading strategies. In addition to teaching active learning in the speaking course, it also uses a discussion strategy; this is evidenced from table 4.23 which shows that there are 25 students who choose always and 105 students who often choose the discussion strategy. Meanwhile, the teaching strategy that has never been used by the lecturer is the strategy integrating technology, this is evidenced by the questionnaire results that have been distributed, and there are only 11 students who say always and 28 students who say it is often a strategy.

## DISCUSSION

This research was conducted at the third semester students and divided in 3 classes of English speaking course of English department in Muhammadiyah University of Makassar. The objectives of this research was to know the students' perception on Teaching Strategies in an English speaking course and to know what kind of Teaching Strategies used in the class.

The result of findings found that most of students gave positive response with the lecturer teaching strategy used in teaching English in the class. It could be seen by the students' response in answering the questionnaire.

Based on the result above, it shows that 79, 6 % students gave positive response on their lecturer teaching strategies used in the class. Students feel helping by the lecturer teaching strategy. Through the teaching strategies that are used the lecturer, it make students easier to understand the material, encourage students to learn. It provide by how students give response on the statements of the questionnaire.

Teaching strategies help students to learn the desired course contents and be able to develop achievable goals in the future, it is related with the theory (Sarode 2018) state that "teaching strategy is a generalized plan for a lesson(s), which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy". Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future especially in speaking skill.

Based on the results of the research on students' perceptions of teaching strategies, there are 5 teaching strategies used in speaking learning, namely case method, discussion, active learning, integrating technology, distance learning, and from those five strategies active learning is the strategy most often used by lecturer in learning speaking.

Active Learning help students to engage in the learning process stimulate critical thinking and a greater awareness of other perspectives, it is related with the theory Meyers and Jones (1993) in Silva (2010) define active learning as studying environments that permit students' to speak and listen, read, write, and replicate as they method path content material thru problem-fixing exercises, casual small groups, simulations, case research, position playing, and different activities ~ all of which require students' to use what they're studying (p. xi). Many research display that studying is greater while students' end up actively worried withinside the studying technique and interact students' withinside the studying technique stimulate vital questioning and a extra consciousness of different perspectives.

From the discussion above, it could be concluded that third semester students from three classes of English department in University Of Muhammadiyah Makassar have positive perception (good). Finally the researcher conclude that lecturer teaching strategies can give positive influence for students and many benefits to improve students' knowledge's especially in speaking skill.

## CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion as follow:

1. The students' perception on lecturers' teaching strategies used in teaching English speaking course had positive perception. It was proved by the result of the likers score analysis, it was indicated that 43 (91%) out of the students had positive perception category which score classification is 61-100 then none out of the students had negative perception category. The mean score show the result of total score questionnaires are (79,6) means positive. It means that, the students liked and enjoyed with the teaching strategy are used by the lecturers in teaching English in the class especially in speaking skill.

Based on the result of finding and discussion in the previous chapter can be concluded that Active learning is the most often used by the lecturers in teaching English speaking course. It was proved by the result of the likers score analysis. It was indicated that there are 166 students who said more often towards active learning strategies than other leading strategies. It means that, the lecturer taught Active learning teaching strategy is the most effective teaching strategy to improve student's skill especially in English speaking skill.

## REFERENCES

- Abdul, N. B., Mahmud, M., Wello, B., & Dollah, S. 2020. Instructional Communication: Form and Factors Affecting Students Participation at Higher Education Class. *Asian EFL Journal* Vo.27 Issue No.3
- Abdul, N. B. 2016. Broadcasting Video Project to Promote Students' motivation in Speaking Skill. *The 63 TEFLIN International Conference Proceeding*. Surabaya
- Aprianto Dwi, (2017) *The English Teacher Perceptions* in FKIP Universitas Muhammadiyah Purwekerto
- Ebrahim, A. 2009. *The Effect of Cooperative Learning Strategies on Elementary Students' Science Achievement and Social Skill* in Kuwait: Kuwait University
- Bin-Tahir, Saidna Zulfiqar, Atmowardoyo, Haryanto, Dollah, Syarifuddin, Rinantanti, Yulini, Suriaman, Aminah (2018) *Multilingual And Mono-Multilingual Students' Performance In English Speaking*
- Bimo, Walgito. (2003). *Pengantar Psikologi Umum*. Yogyakarta: ANDI.
- Bimo, Walgito. 2004. *Pengantar Psikologi Umum*. Yogyakarta: 70
- Goldstein, E. (2009). *Sensation and Perception*. Belmont: Wodswort
- Kahramanmaras, M. Pinar Babanoğlu A. (2016) . *Students' Perceptions of Language Testing and Assessment in Higher Education* Sutcu Imam University
- Lasagabaster David and A, Aintzane Doiz, (2016) *LIL students' perceptions of their language learning process: delving into self-perceived improvement and instructional preferences*
- Rahmat. (2005). *Revolusi Kecerdasan Abad 21*. Bandung:172
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). London: Longman (Pearson Education).



- Sequeira, Dr. A. H., ( September 2012 )Introduction To Concepts Of Teaching And Learning , National Institute of Technology Karnataka, Surathkal, India
- Syam, Ita Adryani. (2017) Cara Menilai Speaking Skills Pendidikan Bahasa Dan Sastra Inggris. Fakultas Keguruan Dan Ilmu Pendidikan. Universita Muhammadiyah Makassar.
- Tseng, S.-S., & Yeh, H.-C. (2019). The impact of video and written feedback on student preferences of English speaking practice. *Language Learning & Technology*, 23(2), 145-158. <https://doi.org/10125/44687>
- Yanti, Sri Trisna (2016) *Students' Perception On The Influence Of Joining English Debate Class Toward Students' Speaking Skill: A Case Study At Students' Of English Education Program Who Join Ukm Argument Academic Year 2016. S1 Thesis, Universitas Mataram.*
- Yilmazer, Özdemir, Özkan ,Meryem, Yonca, A (2017) *Language Learning in Higher Education.*
- Sugiyono. 2017. *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, kualitatif dan R&D.* Bandung:Alfabeta