EXPLORING CLASSROOM SPEAKING ACTIVITIES AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF KHAIRUN UNIVERSITY

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Abstract

This study aims to: 1) lecturers 'activities applied in the classroom and, 2) investigating the difficulties of lecturers in applying English in class, the instruments used are observation and interview results, the results of the study indicate that the lecturers' activities in the speaking class meet all proposed criteria in Flanders's interaction analysis (FIAC) category which consists of three categories Lecturer activities applied in four semesters include all content in the Interaction Analysis Category Flanders (FIAC). In which there are three categories of Indirect Talk, Direct Talk and Students Talk. There are lecturer activities starting from the beginning of the class until the end of class learning, such as receiving feelings, praise or encouragement, accepting or using student ideas, asking questions, teaching / give lectures, give direction, criticize or justify authority, student's speech response, student talk initiation, and silence / pause / confusion. From three categories and ten points lecturer one (L1) and lecturer two (L2) has been fulfilled class activities but L1 and L1 admitted that many students have lacked vocabulary in speaking therefore students did not confident in using English in class.

Keywords: *Difficulties, Encountered, Speaking, Auditory, Visual*

INTRODUCTION

Speaking is the delivery of language through the mouth. To speak, people create sounds using many parts of organs of speech, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking skills in class is the talk owned by the students naturally or by using special exercises. Speaking is used as a means of communication with oral language through the process of the delivery of mind and ideas it aims at reporting, entertaining or assuring others.

Currently, teaching speaking becomes a highconcern in English language teaching programs in order to develop the students' speaking skill (Anjaniputra: 2013). Besides, classroom activities cannot be denied as a factor influencing the teaching outcome. As Reiser and Dick (in Ajaniputra: 2017) argue that teachers can use different activities of teaching speaking to achieve teaching-learning goals and objectives. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective activities to communicate using the language being learnt. These imply that it is the teachers' responsibility to make students speak English by employing suitable teaching activities of speaking.

Speaking

Nunan (2003) speaking is a productive oral skill which consists of producing systematic verbal utterances to convey meaning. Brown (2004) also adds that speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed.

From the two definitions above, it can be concluded that speaking is one of productive skills which is used to communicate with other, and it is not only producing the words, but also having a meaning. And it has purpose to share knowledge, information and ideas.

Many experts propose definitions of speaking. Cameroon (2001: 40) states that "speaking is the active use of language to express meaning so that speaking is much more demanding than listening language on learners' language resource and skills". Moreover Celce-Murcia (2001: 163)

states that for most people the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. She also states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills.

Types of Speaking

In teaching speaking, interpersonal and transactional dialogues should be included in an interactive classroom. The speaking performance has some levels starting from the simplest performance up to the highest one. Brown (2001: 271-274) mentions and explains six categories of classroom speaking performance.

Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language, it usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

Responsive

Responsive performance include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

Transactional (dialogue)

It is carried out for the purpose ofconveying or exchanging specific information. For example here is conversation which is done in pair work.

Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use.

The Importance of Speaking Skill

Qureshi (2007) states that peaking is defined operationally in this study as the ability of English students to speak English appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation and grammar. From the definitions above, the researcher concludes that speaking is one of productive skills which is used to communicate with other, and it is not only producing the words, but also having a meaning. And it has purpose to share knowledge, information and ideas.

Celce-Murcia's (2001) stated that authenticity is very important when students ought to speak. The topics should be of great interests to the learners with focus on meanings, values, collaboration, social development and provision of a rich context.

Definition of Classroom Activities

Applying speaking tasks in the English classroom is basically important. Harmer (2001: 87-88) mentions three reasons why teachers should conduct speaking in their English classroom. First, through speaking tasks, students can rehearse the skill by having discussions or practicing some conversations. Second, speaking tasks provide feedback for both teachers and students. Three, engagement, good speaking activies can should be highly motivating. If all students' are participating fully, and if the teacher has set up the activity properly and can then give sympathetic and useful feedback. Teachers may evaluate how well the class is doing and what language problems the class are having. Students can see how easy they find a particular kind of speaking and what they need to improve.

Types of Classroom Speaking Activities

There are many kinds of communicative activities that can be implemented in the teaching and learning process. Harmer (2001:271-272 states the classroom activities as follows:

1. **Acting from a script**

   In this section the teacher asks the students to perform the play based on the dialogue in the script. Thus, the teacher as the director and the students perform the dialogue.

2. **Communication Games**

   A game is one of activities that can help students relaxed in learning the language. This technique is particularly suitable for the children in mastering the language. It is designed to provoke communication between students, so that the students has to talk to a partner in order to solve a puzzle, draw a picture, puts the things in right order, and differences between picture.

DISCUSSION

The problem in conducting the discussion is the students" reluctance to give opinion in front of their friends particularly when the students are not mastering the topic of discussion. Therefore to encourage the students is to provide activities which force the students in expressing the ideas through the topic which is familiar with student's world. For instance, are their daily activities, the situation of their class, and describes.

Problem solving

The material is used in this technique giving the students to work in pairs or groups. They share their problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will help the students practicing and expressing their ideas in spoken language.

Role Play

A popular way of the aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situation, either as themselves or playing the role of someone is quite different. We could ask them to be guest at some parties and go there as different characters. They could, as themselves, pretend to be at an airport trying to check luggage, or either as themselves or another character take part in a television program. In all these cases the students are using language in order to participate in the activity rather than other way round. Some students find it very comfortable to use language in a simulated environment, playing the role of someone else. It allows them to experiment freely to be another people.

RESEARCH METHOD

This research is descriptive qualitative method to get the aim. Qualitative method is the activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices are a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self (Lewis-Ritchie, 2003: 2-3).

The descriptive method is a central role in ethnographic studies and / study cases (Creswell, 2015: 257). It is an effort to observe, notify, analyze, and interpret conditions that occur such as interviews, recordings, photographs and others. The subject of this research was the four semester students in class A-B and lecturers'which of English Language Education Study Program of Khairun UniversityAcademic Year 2018/2019.

DISCUSSION

This study analyzes the activities of lecturers who are applied in the classroom and analyzes the difficulties of lecturers in applying English in the classroom. This research was conducted on June 24, 2019 - June 26, 2019 in the English Language Education Study Program at Khairun University. The researcher used two instruments in this study, namely interviews and observation sheets.

When researchers carried out observations using the observation table from Flanders's interaction analysis categories (FIAC 1970), researchers found lecturer efforts in applying English in the class according to the observation table in the FIAC observation table, L1 and L2 tried to apply English to students in class.

When the researcher observed and interviewed the lecturer in speaking subjects, the researcher found that the lecturer still had difficulty in applying English in the fourth semester at English Language Education Study Program of Khairun University, in applying English, lecturers need three components in applying English as stated by Harmer (2001: 87-88) which mentions three reasons why teachers should speak in their English class. First, through speaking assignments, students can practice skills by discussing or practicing several conversations. Second, speaking assignments provide feedback for teachers and students. Three, involvement, good speaking activities can be very motivating.

CONCLUSIONS

Based on the data analysis and discussion in the previous chapter, the researcher concluded that lecturer activities applied in four semesters include all content in the Interaction Analysis Category Flanders (FIAC).Such as accepting feelings, praise or encouragement, accepting or using students' ideas, asking questions, teaching / giving lectures, giving direction, criticizing or justifying authority, student's speech response, student talk initiation, and silent or pausing or confusion the interaction in classroom activities conducted by lecturer one (L1) and lecturer two (L2) in speaking class. However some students' have lacked vocabulary and frammar therefore they have less confidnt to pratice speaking.

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