



How to Enhance Lecturers' Speaking Skill?

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Abstract Speaking is a dominant skill needed by English lecturer to support their teaching learning process. P2B Lecturer (Language Development Center) at IAIN Padangsidimpuan worked with IALF (Indonesia Australia Language Foundation) BALI a Center to develop language for teachers, lecturers, students and the public. P2B and IALF BALI coordinated holding training once in one semester for lecturers to refresh their abilities and knowledge in order to remain in a very good level. One of the mentors or trainers from IALF BALI came and became a mentor for lecturers in a special class. As a result, the effectiveness of the training was indeed very useful for lecturers to be reused in their next class. Many knowledge, methods, techniques, and games (games) are fun to improve the language skills of students and lecturers.

Key Words: Speaking; IALF Bali; Language Development Center; P2B; Lecturer.

Abstrak Berbicara merupakan kemampuan paling dominan yang sangat dibutuhkan oleh dosen bahasa Inggris agar pembelajaran yang disampaikan berproses seefektif mungkin di ruang kelas. Dosen P2B (Pusat Pengembangan Bahasa) di IAIN Padangsidimpuan bekerja sama dengan IALF (Indonesia Australia Language Foundation) BALI sebuah Pusat untuk mengembangkan bahasa bagi guru, dosen, pelajar dan umum. P2B dan IALF BALI berkoordinasi mengadakan pelatihan sekali dalam satu semester terhadap dosen-dosen untuk mereshfresh kemampuan dan ilmu mereka agar tetap dalam jenjang baik sekali. Salah satu dari mentor atau pelatih dari IALF BALI datang dan menjadi pembimbing bagi dosen-dosen dikelas khusus. Hasilnya, keefektifan pelatihan tersebut memang teruji sangat berguna bagi dosen guna dimanfaatkan kembali pada kelas mereka selanjutnya. Banyak ilmu, metode, tehnik, dan games (permainan) yang menyenangkan untuk meningkatkan kemampuan berbahasa mahasiswa dan dosen.

Kata Kunci: Speaking; IALF Bali; Language Development Center; P2B; Lecturer

INTRODUCTION

Lecturing is a common way in teaching but poor lecturing skills can be decreased from students' learning experiences and outcomes. As people understood that lecturing is crucially as a form of public speaking or communication, training in public speaking may enhance lecturer's quality.¹ So, it is best choice for the university to give some experiences for the lecturers to increase their quality specially in speaking skill. Then, the ways to bring the lecturers out higher quality has been done, for instance doing public speaking, one day workshop. Moreover, one of many ways is like coaching activities. Most language assessments research on doing coaching has shown that the teacher who was coached by TESOL Plus coaching has mastering of language, specifically in speaking skill.² The proof said that training for lecturers or teachers may improve the speaking skill both in the classroom and the lecturers' daily activity beyond the classroom.

P2B or in Indonesian called "Pusat Pengembangan Bahasa" is the Center for Language Development at IAIN Padangsidempuan. This center controls the language aspects consists of Arabic and English Language. The rector of IAIN Padangsidempuan, Dr. H. Ibrahim Siregar, MCL., as the rector had endorsed the committee seriously, until the target in Arabic and English lessons could be reachable according to syllabus and automatically all the students expected understanding the foreign languages literatures. Language literatures are the home of knowledge in fact knowledge is the wing for flying which expressed by many languages philosophy. Those statements are also written in P2B's point of view and missions. P2B's point of view or called *vision* and *missions*.

Next, to reach those P2B's vision and missions, it is needed the experienced and qualified lecturers. So, the P2B collaborate with IALF (Indonesian Australia Language Foundation) to reach the experienced and qualified lecturers. IALF is Indonesia's premier institution for English and Indonesian Language training, IELTS testing and preparation, and teacher

¹Laura Perry and Robert Mowberry, "Improving Lecture Quality through Training in Public Speaking, (A Journal, 2013), p. i.

²A. Shehadeh and Anne Burns, "Effects of Targeteed Test Preparation on Scores of Two Tests of Oral English as a Second Language", (A Journal of TESOL QUARTERLY Vol. 47, No. 1, 2013), p. 149.

training for both teachers and lecturers of English. IALF has three training centres, in Jakarta, Surabaya and Bali, all with excellent resources and facilities to support language learning. Here, the P2B collaborates with IALF Bali in *Training for Teachers or Lecturers of English Programme*. It means that the P2B wants to train the lecturers to make them more professional and expert in teaching English.

Then, IALF Bali and P2B did the recruitment for the candidate of P2B teachers who would be trained for a month from 5th of May till 6th of June 2014. But, before the lecturers did it, they have to be tested first by the IALF. The test was interview or speaking test and writing test. After having test, the lecturers did the training to enhance their English in teaching writing, reading, listening and speaking. Further, The IALF Bali Certificate in Communicative English Language Teaching (C-CELT) has a focus on practical methods, techniques and strategies that will work for you in the English language classroom. It is aimed at practicing English teachers and those new to teaching, and can be customized to suit particular teaching situations or requirements. The core C-CELT course lasts four weeks. More, the Mentors observed the teachers in teaching English in a classroom for 3 months in first semester. While, the system is swapped in the second semester, the Mentors are observed by the lecturers in teaching English in a classroom for 1 month.

Therefore, in order to get the successful optimally, the lecturers need mastering in speaking skill in teaching English in the classroom. How the lecturers will get success in teaching while they cannot speak well. The more the lecturers speak English well, the more the classroom will be more successful. Research suggests that the use of *Training for Lecturers of English Programme* can yield positive results and lead to the improvement of communicative competence of the lecturers themselves. Learning English by using new ways in education and traveling and working abroad encourages the lecturers to learn the language, develops their ability or skill to speak fluently, and helps them overcome the language barrier.

Speaking is the productive aural/ oral. It consists of producing systematic verbal utterances to convey meaning. "Language is essentially speech, and

speech is basically communication by sounds".³ It means that speaking is a skill used in daily life communication whether at school or outside. The skill is acquired by much repetition. It consists of competence in sending and receiving messages. Moreover, in the language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. It is stated that speaking English is the most difficult for whoever both for the lecturers or teachers even for the learners. In particular, EFL or ESL students often be stammer when speaking English.

Spoken English is different from written English but it has a good relation in the midst of listening. The ability to listen to English effectively is very significant, because good listening is also an important step to good speaking as stated by Zhang.⁴ Therefore, speaking cannot be separated from the other skills. They are benefit and integrated each other.

Speaking is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. As like "if you have learned a language other than your own, which of the four skills-listening, speaking, reading, or writing- did you find to be the hardest?⁵ Here are some key contrasts of 4 skills in English:⁶

Table 1
Key Contrasts of Spoken and Written Language

Spoken Language	Written Language
1. Auditory	1. Visual
2. Temporary; immediate reception	2. Permanent; delayed reception
3. Prosody (rhythm, stress, intonation)	3. Punctuation
4. Immediate feedback	4. Delayed or no feedback
5. Planning and editing limited by channel reception	5. Unlimited planning, editing, revision

³A. L. Chaney, and T. L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13.

⁴Zhang, 2009.

⁵David Nunan, *Practical English Language Teaching*, (New York: Mc. Graw Hill, 2003), p. 48.

⁶*Ibid.*, p. 49.

While, Allah stated in the Holy Qur'an Surah Thahaa verses 44 which the meaning as follows: "And speak to Him mildly, perhaps He may accept admonition of fear (Allah)".⁷

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. So based on above definition, the writer can conclude that speaking is the process of communication which convey, express, give/ inform and ask the ideas, thoughts, feelings, opinions, and talking about perceptions by using words or sounds of articulation that can be learnt through teaching and learning process.

a Basic Types of Speaking

Making lecturer is more skillful, the first thing that the lecturer did is understanding much about speaking. There are 5 types of spoken language:

- 1) *Imitative*. At the end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
- 2) *Intensive*. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; translation up to the simple sentence level.
- 3) *Responsive*. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple

⁷Muhammad Taqi'ud-Din Al-Hilqidan Muhammad Musin Khan, *Translation of the Meanings of The Noble Qur'an in The language*, (Madinah: K. S. A, 1445), p. 842.

requests and comments and the like.

- 4) *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participants.
- 5) *Extensive* (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to non-verbal responses) or ruled out altogether.⁸

Much of our language teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course, especially in teaching speaking performance.

b. Why Encourage Lecturers to do Speaking More

There are three basic reasons why it is a good idea to give lecturers speaking tasks which provoke them to use all and any language at their command:

- 1) *Rehearsal*: getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to „get the feel“ of what communicating in the foreign language really feels like.
- 2) *Feedback*: speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is good reason for boomerang lesson); students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.
- 3) *Engagement*: good speaking activities can and should be highly motivating. If all the students are participating fully- and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving, conversation, question answer,

⁸H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United States of America: San Francisco State University. 2003), p. 141-142.

oral report, group investigation, and group presentation) are intrinsically enjoyable in themselves.⁹

2. Training of English Programme

Teachers Training Institutions in Pakistan has survived from stagnation and has faced problems coming growth in education.¹⁰ In fact, teachers "Training is extensively necessary as compared to writing textbooks. Both the teachers or lecturers and students are integral part and participants of classroom learning process. Challenges of Teacher Training, there are various challenges in the field of teachers training. Most important of all, is the shortage of sufficient number of trainings for different areas like, curriculum development, teaching methodology, students evaluation, classroom management, planning and administration. Immediate in this aspect is the Quality of Teacher Training programs. The better a teacher is trained, the better he or she can educate tomorrow's generation. Additionally, teacher training puts positive impact on teachers and students' subject knowledge. In this way, the information shared by the teachers to facilitate children improve their knowledge but help to stay in school, and decrease low scores and dropout rate. In wherever around the world nowadays in general and province in particular of world, numerous English language and other training programs were launched at national, provincial and district level, but unfortunately these attempts proved to be only partially successful and not to the satisfaction of stakeholders. It can be looked from the evidences that many students has not been mastered English yet in their daily activity communication. It may be cause of the traing for lecturers is not enough yet or because of some reasons.

Here, then, is the view of what can be done to improve the instructional program at a university. Each step requires agreement of the faculty members who must implement it and the administrators who must

⁹Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching* (Malaysia: Longman, 2004), p. 95-96.

¹⁰Nazer Ahmad Tunio, "A Study of the Effectiveness of Teacher Training Programmes in English for Secondary and Higher Secondary Schools in District Larkana", (Interdisciplinary Journal of Contemporary Research in Business Copy Right © 2012 Institute of Interdisciplinary Business Research, October, 2012 Vol 4, No 6), p. 3.

provide the necessary resources:¹¹

- a. Faculty members and administrators define the knowledge, skills, and values that the graduates of the program should have.
- b. With the assistance of experts in pedagogy and learning assessment, the faculty defines the instructional methods most likely to lead to the acquisition of the desired attributes, selects the methods needed to assess the effectiveness of the instruction, and estimates the resources (including provisions for faculty development) needed to implement both the instruction and the assessment.
- c. The administration commits to provide both the necessary resources to initiate and sustain the program and appropriate incentives for faculty members to participate.
- d. The faculty and administration formulate a detailed implementation plan.
- e. The faculty implements the plan.
- f. The faculty and administration assess the results and modify the plan as necessary to move closer to the desired outcomes.

METHOD

To get the data in this research, the researcher used instrumentation such as:

a. Observation

Observation is conducted to find and learn situation and condition in field that related to the need of research. The researcher will conduct observation to observe lecturers' activities related to the application of their speaking skill, the data are obtained through observation as follows:

- 1) How often the lecturers and students use their speaking skill while interacting in formal and informal situation with the students and their colleagues.
- 2) How did the lecturers re-apply the strategies they got after learning in upgrading.
- 3) Whether the students were active and enthusiastic in teaching and learning speaking skill.

The researcher expected that to acquire the data from the real situation in the research field through the list of observation related to the speaking skill classroom activities to find and learn situation and condition

¹¹Richard M. Felder, *How to Improve Teaching Quality*, (Quality Management Journal, 6 (2), 9-21, 1999), p. 1.

in the field that related to need of research.

b. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.¹² Interview is given for lecturers, students at second semester and the leader of Ma'ha al-Jami'ah. The questions are appropriate with the lecturers' speaking skill whether their speaking skill were good or very good in the eyes of the participants. It could be seen from the lecturers' daily teaching. The interview is unstructured interview. The respondents were given freedom in expressing their opinions. Participants were interviewed about:

(a) Students

- (1) How they learnt speaking subject.
- (2) When they use their speaking skill.
- (3) Whether they use speaking skill with the lecturer.
- (4) Whether the lecturer use 100% English in class.
- (5) Whether the lecturer apply the good strategies in speaking class.
- (6) What are the strategies that the lecturer has taught
- (7) How good the lecturers speaking skill are. (give the level A: very good categorized, B: good categorized, C: enough categorized)

(b) Lecturers

- (1) How good the lecturers speaking skill are based on your achievement. (give the level A: very good categorized, B: good categorized, C: enough categorized). Is there the evidence like the score based on the lecturers' speaking test (the lecturers are getting the speaking test once in every semester).
- (2) How good the lecturers speaking skill are. in daily speaking. Give the example of daily activities speaking inside and outside class.

(c) The Leader of Ma'had al-Jamiah

- (1) How good the lecturers speaking skill are. (give the level A: very good categorized, B: good categorized, C: enough categorized). Is there the evidence like the score based on the lecturers' speaking test (the lecturers are getting the speaking test once in every semester)?.
- (2) How good the lecturers speaking skill are. in daily speaking. Give the example of daily activities speaking.

¹²L. R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*. USA: Merrill, 2000), p. 8.

c Document

Document is matters or variable shaped note, transcript, book, newspaper, magazine, inscription and agenda.¹³ Document was held to find and learn documents that related to the need of research. Something like a number of all English lecturers, number of students, list value of students, the syllabus used and all aspects that related on problems of students in developing English speaking skills at second semester students IAIN Padangsidempuan. The documents here were:

- 1) The file of lecturers' speaking skill category.
- 2) The file of IAIN Padangsidempuan and IALF BALI schedule of upgrading class activities.
- 3) The file speaking rubric or speaking indicators' materials of IAIN Padangsidempuan and IALF BALI. The transcript of speaking rubric/ score.
- 4) Observation sheets while the students and lecturers were teaching and learning speaking skill.
- 5) Interview list sheets while the researcher were interviewing the participants.

RESULT AND DISCUSSION

Teachers Training Institutions in Pakistan has survived from stagnation and has faced problems coming growth in education.¹⁴ In fact, teachers "Training is extensively necessary as compared to writing textbooks. Both the teachers or lecturers and students are integral part and participants of classroom learning process. Challenges of Teacher Training, there are various challenges in the field of teachers training. Most important of all, is the shortage of sufficient number of trainings for different areas like, curriculum development, teaching methodology, students' evaluation, classroom management, planning and administration. Immediate in this aspect is the Quality of Teacher Training programs. The better a teacher is trained, the better he or she can educate

¹³Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2006), p. 231.

¹⁴Nazer Ahmad Tunio, *Op. Cit.*, p. 3.

tomorrow's generation. Additionally, teacher training puts positive impact on teachers and students' subject knowledge. In this way, the information shared by the teachers to facilitate children improve their knowledge but help to stay in school, and decrease low scores and dropout rate. In wherever around the world nowadays in general and province in particular of world, numerous English language and other training programs were launched at district level, but unfortunately these attempts proved to be only partially successful and not to the satisfaction of stakeholders. It can be looked from the evidences that many students has not been mastered English yet in their daily activity communication. It may be cause of the training for lecturers is not enough yet or because of some reasons.

From the perspective of ESL/ EFL educators, the foundation of communicative competence is pragmatics knowledge and skills. Pragmatics is "The study of the relationships between linguistics forms and the users of those forms".¹⁵ It is the study of language use in the real-world context.¹⁶ Given that even advanced learners of English lack pragmatic awareness of speech acts in the absence of any pertinent instruction, explicit pragmatics instruction is necessary as stated Vasquez, C., & Fioramonte, A.,¹⁷ A literature review on the topic indicated that the commonly perceived primary goal of teaching pragmatics is to raise awareness linguistically and communicatively. A frequently reported belief in the field of instructional pragmatics is that pragmatics learning leads to an awareness of how the target language is used in actual communication shaped by the sociocultural contexts. Retrieved on August 2nd, 2008 from www.linguistics-journal.com/August_2008_ch.php) that teaching based on the pragmatic awareness approach tends to focus on teaching "authentic" spoken English and dialogs from real-life situations and on discussing the similarities and differences between learners mother tongue and

¹⁵George Yule, *The Study of Language*, (Cambridge: Cambridge University Press, 1996), p. 98.

¹⁶F. Zhu, "Strategic Management", (A Journal of TOC, View Issue, Vol. 33, 2011), p. i.

¹⁷Vasquez, C., and Fioramonte, A., "Integrating pragmatics into the MA-TESL program: Perspectives from former students", (A Journal of TESL - JE, 15 (2), 2011).

the target language.¹⁸

Theoretically, pragmatic awareness shapes language output. However, there is a lack of attention to how the intercultural communication process shapes output. Foreign language lecturers in Malaysia and inter-culturally: Common (mis-)understandings, *International Journal of Education for Diversities*, 2, 62-75.). This focus of interculturality by Kramersch.¹⁹ *Context and culture in language teaching* is missing in both theory and practice in the field of pragmatics instruction. Intercultural communication training that takes place in a target-language immersion environment seems to fill such a gap in English- language instruction.

In this study it is discussed about the issues of communicative competence, strategies of enhancing oral communication, motivation and ways of solving the language problems facing by the lecturers in the Center of Language Development (P2B) IAIN Padangsidimpuan. It was crucial for the Institute to apply some strategies to enhance lecturers' speaking skill. Hence, the aim of this literature review is "To find out how far the effectiveness of training for lecturers of English programme was given by the Institute and done by the IALF (Indonesian Australian Language Foundation) Bali for the lecturers to enhance their speaking skill for both while they are teaching in the classroom and talking in their daily activity beyond the classroom. Then, to define what the strengths and weaknesses of speaking skills are found by the lecturers both in the classroom and beyond the classroom".

Moreover, training strategies for 48 lecturers of English programme was given by the Institute (IAIN) Padangsidimpuan and done by the IALF (Indonesian Australian Language Foundation) Bali for the lecturers are *the first is coaching activities*; namely Upgrading class twice a week for 4 months in a semester (every 2 months from different tutor), observation programme is where the lecturers are observed once in 3 months and vice versa, the lecturers will observe his/ her own classroom while the tutor is teaching. Here, the

¹⁸www.linguistics-journal.com/August_2008_ch.php.

¹⁹Kramersch, Claire and von Hoene, Linda, The dialogic emergence of difference: Feminist explorations in foreign language learning and teaching. In D. Stanton and A. Stewart (eds.). *Rethinking the Disciplines: Feminism in the Academy*. Ann Arbor, MI: Michigan University Press, 1995.

lecturers are only sitting down in the corner of the class then look carefully what happen is in the class and how the tutor is teaching and giving games or other interesting activities. After that, both of them will share about what just happened in the classroom as a feedback. In a feedback, the lecturer criticizes and tells his/ her arguments what the good/ bad things he/ she got as well as whether he/ she will apply in the classroom later on. And the last is mentoring system. It is done by the mentor while the lecturers face some problems in the classroom, he/ she can meet the mentor in the office then ask him/ her the solution. For instance, the lecturer does not have an idea to find the best game for teaching so the mentor will tell the solutions. Next, the mentor also sometimes sticks out on the wall around the office about some games, vocabularies related to the topic will be taught and some ways to teach English class better.

The second is workshop programme for once in 2 months in a semester and sharing games and problems among 48 lecturers once in a week. Those two strategies are analyzed by given the written interview for the chief of P2B lecturers, oral interview for the lecturers and giving the questionnaires for the students about how their lecturers speaking in the classroom.

CONCLUSION

From the result of the research, it can be concluded that the effectiveness of training/upgrading for P2B lecturers of English Programme can be reused in their next class. Many knowledge, methods, techniques, and games (games) are fun to improve the language skills of students and lecturers.

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