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What Teaching Strategies Motivate Learners To Speak?

ABSTRACT

This study aims to investigate learners' perspective on teaching strategies which motivate learners to speak English. Thirty university learners were given questionnaires and one learner was interviewed. The 5-point Likert scale questionnaires were interpreted based on ranges of criteria. The interview was used to support or clarify the findings from the questionnaires. This study showed that five teaching strategies: problem-solving strategies, simulation, lecture, role play, and direct contact belonged to a strong criterion (mean: 3.00 – 3.99). It indicated that those strategies motivated learners to speak. In addition, the other five teaching strategies: brainstorming, demonstration, games, large-group discussion, and one-to-one teaching strategies showed the mean score ranging from 4.00 to 5.00 which belonged to a very strong criterion indicating that these teaching strategies strongly motivated learners to practice speaking. The current study concluded that the ten teaching strategies motivated learners to speak English; therefore, the use of those teaching strategies in teaching speaking skills should be taken into account by teachers and course designers to help learners enhance their speaking skills.

Keywords: speaking, teaching strategies, teacher roles

INTRODUCTION

Mastering languages means mastering them both in spoken and in written forms. However, verbal language, or speaking, seems to decide more whether or not someone masters language. Therefore, speaking skills in language learning are very crucial since they becomes one of the determinant factors whether or not a language is mastered by language learners. On the other hand, teaching speaking does not seem easy for English teachers as "the ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved" (Richards & Renandya, 2002, p. 201). Learners might be shy, afraid, or doubtful to speak up and practice their English. This situation will be a big problem for learners since it can hinder their improvement. Therefore, teachers should take parts to overcome this issue.

In teaching speaking skills, teachers play various roles, which contribute to learners' success during the speaking activities. For example, Harmer (2007) stated that teachers can be a prompter who helps learners when they suddenly have no idea of what to say during speaking activities. Besides, teachers can also act as participants during speaking activities without dominating them. The last role is that they can be feedback providers to learners. Therefore, the contribution and role of a teacher to improve learners' speaking fluency are absolutely important.

Because teachers bring big impacts to learners' success in speaking, they should maximize their teaching so that learners can achieve their goals. Their teaching can be improved by using teaching strategies appropriate for verbal communicative skill. Various teaching strategies can be chosen based on the learning goals and learners' needs, e.g., asking learners to have discussion with their classmates and providing scenarios to be role-played. Apart from wisely selecting teaching strategies, teachers should also take learners' different characteristics into account to help them achieve the learning goals. Determining learners' preference on particular teaching strategies is not an easy thing to do. Therefore, this paper aims to investigate what kinds of the teaching strategies motivate learners to speak.

LITERATURE REVIEW

Defining teaching is not a simple thing to do. Although many teachers have almost similar methods in teaching, they might have different perceptions on what teaching is for them. Some may believe that teaching is solely transferring knowledge to learners. Others may think that

teaching is promoting learning. Harmer (2007, p.107) revealed that "...being democratic and letting learners participate in decision-making takes more effort and organization than controlling the class from the front." It implies that teaching is not only controlling learners but also promoting learners' participation.

In spite of the diverse beliefs, most teachers would agree that teaching strategies are important in determining a success in learning. A brilliant lesson will not be successfully understood by learners if teachers do not apply appropriate teaching strategies. Orlich, Callahan, Harder, Trevisan, and Brown (2010, p.4) defined a teaching strategy as "thoughtful planning to do something". In addition, Franzoni and Assar (2009, p.19) defined teaching strategies as

the elements given to the learners by the teachers to facilitate a deeper understanding of the information. The emphasis relies on the design, programming, elaboration and accomplishment of the learning content. Teaching strategies must be designed in a way that learners are encouraged to observe, analyze, express an opinion, create a hypothesis, look for a solution and discover knowledge by themselves.

Therefore, teaching strategies can be defined as a plan used to deliver a lesson which covers teaching goals and planned procedures in implementing the strategy.

Various teaching strategies have been proposed and applied in language classroom to help both teachers and learners achieve learning goals. Those strategies have also been proven through a number of studies. Wehrli and Nyquist (2003) mentioned some teaching strategies that can be applied in a speaking class:

BRAINSTORMING

Brainstorming is a strategy in which learners think of ideas or solutions towards a problem. It is usually done to lead learners to the materials that will be taught, so the learners get initial knowledge on what they are going to learn. Conklin (2006) pointed out that brainstorming enhances learners' teamwork and productivity. It also allows learners to generate as many ideas as possible in a short period of time. Brainstorming can be done in small groups and let learners share their ideas either in a written form or in an oral one.

PROBLEM – SOLVING STRATEGY

Leading learners to critical thinking as well as improving their speaking fluency can be done through problem-solving learning. Problem solving strategy enables learners to work collaboratively as a team to solve a problem raised by the teacher. It also increases learners' motivation.Through the use of English to solve real-life problems, learners are encouraged to practice speaking, which will lead to learners not only to think critically, but also to learn as a team with others (Conklin, 2006).

SIMULATION

Simulation is a good strategy to improve oral fluency. In a simulation, learners play as themselves in a particular situation, for instance, attending a business meeting, researving a table in a cafetaria, and many other. Harmer (2007) pointed out three advantages of bringing simulation in the classroom: it is fun and motivating, it helps reluctant learners to speak, and it provides a wider range of language as it is used in the world outside the classroom. Through this strategy, learners can actively practice their English.

DEMONSTRATION

Wehrli and Nyquist (2003) stated that demonstration can be in a form of performing an activity so that learners can observe how it is done in order to help learners prepare transferring theory to practical application. This particular teaching strategy enables learners to visualize what they are going to learn. For example, learners can experiment on making something and explain it to their classmates and teacher. With the use and exposure of English, it will likely enhance their speaking skills.

GAMES

In the last decade, many teachers use learning games as a medium to teach a lesson to learners. Through the use of games in learning, both teachers and learners can create learning games, which can be helpful in language class. Harmer (2007, p.349) revealed that games "aim to get learners talking as quickly and fluently as possible". They can also create fun learning. With a good awareness on the language items taught through games and the appropriate selection on the kinds of games, teachers can promote learning in a non-threatening way. Brewster, Ellis, and Girard (2002) claimed that games for teaching encourage learners to praticipate and motivate shy ones to speak. Also, learning through games offers practice in fluency which is dominated by learners rather teachers.

LARGE-GROUP DISCUSSION

Discussion is a teaching strategy, which is appropriate to be applied in learner-centered learning. It can be prepared and unprepared as Harmer (2007, p.351) stated that "some discussion just happen in the middle of lessons; they are unprepared for by teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes". By participating in a large group discussion, learners can articulate their ideas and feelings as well as listen to others' perspective.

LECTURING

Lecturing is a conventional teaching strategy and tends to be regarded as an old teaching method. However, some teachers still apply this teaching strategy. Wehrly and Nyquist (2003) asserted that lecture is "primarily didactic presentation of information, usually to a large group and often with the use of audiovisual aids to transmit information."

ROLE-PLAY

Learning a language means learning how to use it in a real-life situation. Therefore, role-play can be a proper teaching strategy used in a language classroom. Harmer (2007, p.352) stated that role-play is very effective "to encourage general oral fluency or to train learners for specific situations", for example becoming a receptionist, seeing a doctor, and so on. In a role play, learners are prepared to encounter situations where they must use English in the real world (Thornbury, 2005).

DIRECT-CONTACT

Direct-contact teaching strategy means that classroom teachers invite a guest speaker while teaching. In language learning, direct contact with native speakers of the target language offers an experience for learners as well as becomes a trigger to form a good attitude towards a target language and its speakers (Bartram, 2010). To promote speaking, teachers can invite English native speakers so learners can practice their English with the native speakers.

ONE-TO-ONE STRATEGY

Harmer (2007, p.122) explained that teaching one-to-one means "an individual learner working alone with a teacher over a period of hours or weeks". It is usually called 'private classes'. As in one-to-one class a teacher focuses only on one learner, the learner has a greater chance to do all the speaking rather than in a large class in which the teacher must share his attention to more than one learner.

In addition to the above strategies, Franzoni and Assar (2009, p.19) mentioned other teaching strategies presented in the table 1:

As the basic reference in conducting this research, the teaching strategies used in this research are the ones proposed by Wehrli and Nyquist (2003), which are brainstorming, learning based on problem solving, simulation, demonstration, games, large group discussion, lecturing, role play, direct contact, and one-to-one teaching.

METHODOLOGY
PARTICIPANTS

The participants of this research were 30

TABLE 1. TEACHING STRATEGIES (FRANZONI AND ASSAR, 2009, P. 19)

TEACHING STRATEGIES
TS1 = Games and simulations
TS2 = Learning based on problem solving
TS3 = Role playing
TS4 = Presentation
TS5 = Discussion panel
TS6 = Brainstorming
TS7 = Case study
TS8 = Question and answer method
TS9 = Project design method

university learners (n = 30) selected using convenience sampling. They were from different majors: 14 participants were learners of the Agriculture department and the other 16 were learners of the International Relations Department. Although they were from different departments, both groups were taught with the same English materials as they learned general English with the four integrated English skills. They also belonged to the same level of English proficiency which is beginner determined by their EPT score (< 375).

DATA COLLECTION AND ANALYSIS METHOD

5-point Likert scale questionnaires written in the Indonesian language were distributed to the thirty respondents. In addition to the questionnaires, an approximately 21-minute audio-recorded interview was done to obtain richer information on the reasons of which teaching strategies that motivated learners to speak.

The data obtained from the questionnaires were analyzed using descriptive statistics by finding the percentage and the mean score of each teaching strategy. The mean scores were, then, interpreted based on the range of criteria of interpretation. The mean score 1.00 – 1.99 showed low agreement on the statement, the mean score 2.00 – 2.99 showed neutral agreement on the statement, the mean score 3.00 – 3.99 showed strong agreement on the statement, and the mean score 4.00 – 5.00 showed very strong agreement on the statement (Alsamaani, 2012). The data from the interview, on the other hand, were transcribed and coded.

FINDINGS AND DISCUSSION

After the statistical technique was conducted to the questionnaires, each teaching strategy showed the results presented in the following table 2:

After the computational technique done to the questionnaires, based on the range of criteria, it was found that there were only two criteria: strong and very strong criteria. The strong criterion ranges from 3.00 – 3.99 which can be interpreted that most respondents agreed with the statement. The second criterion which appeared in this study is very strong criterion which ranges from 4.00 – 5.00 which can be interpreted that most respondents strongly agreed with the statement. Those two criteria can be interpreted that the teaching strategies belonging to those criteria motivated the learners to speak English.

The table showed that five teaching strategies were in strong criterion; those were learning based on problem solving strategy (mean: 3.95), simulation (mean: 3.93), lecture (mean: 3.89),

TABLE 2. FINDINGS FROM THE QUESTIONNAIRE

No	Teaching Strategies	Item No.	Mean Score	Σf	Interpretation
1	Brainstorming	1	4.27		
		11	3.97	4.13	Very Strong
		21	4.17		
2	Learning based on problem solving	2	4.10		
		12	3.77	3.95	Strong
		22	3.97		
3	Simulation	3	4.10		
		13	3.97	3.93	Strong
		23	3.73		
4	Demonstration	4	3.93		
		14	4.37	4.07	Very Strong
		24	3.90		
5	Games	5	4.17		
		15	4.20	4.16	Very Strong
		25	4.10		
6	Large-group discussion	6	4.50		
		16	4.13	4.25	Very Strong
		26	4.13		
7	Lecture	7	3.87		
		17	3.67	3.89	Strong
		27	4.13		
8	Role-play	8	3.77		
		18	3.43	3.71	Strong
		28	3.93		
9	Direct contact	9	3.40		
		19	3.77	3.63	Strong
		29	3.73		
10	One-to-one	10	4.10		
		20	4.20	4.11	Very Strong
		30	4.03		

role play (mean: 3.71), and direct contact (mean: 3.63). The data indicated that the participants believed that the strategies motivated them to speak in language class. Besides strong criterion, five teaching strategies also belonged to very strong criterion. Based on the interpretation, very strong criterion, ranging from 4.00 – 5.00, means that the respondents strongly agreed on a statement. In this case, they strongly believed that the five teaching strategies motivated them to speak English. The first teaching strategy with very strong criterion was brainstorming which had mean score 4.13. The second strategy was demon-stration. It had mean score 4.07. The third teaching strategy was games with mean score 4.16. The forth teaching strategy was large group discussion which obtained 4.25. The last teaching strategy was one to one teaching strategy with mean score 4.11.

The findings of the questionnaires which resulted in strong and very strong criteria indi-cated that all the ten teaching strategies moti-vated the learners to speak English. This finding was in line with that found by Wehrli and Nyquist (2003). Therefore, it is strongly suggested for English teachers to apply those teaching

strategies to encourage learners to practice their speaking skills. Teachers can vary their teaching strategies in teaching speaking to provide greater opportunities for learners to practice speaking.

Based on the interview conducted to Niar (*pseudonym)*, a female learner of Agriculture Department, it was found that some teaching strategies really motivated her to speak English while some others did not. When she was asked a question on what teaching strategies which motivated her to speak, she said that "Games, especially the group ones, can motivate me to practice my speaking ability in English. Through games, learners can learn English as well as cooperate with others. They are also fun. Learners who at first do not want to speak up are 'forced' to speak."

The second strategy which encouraged her to speak was discussion. Niar stated that "discussion motivates learners to speak, especially if the learners are given a chance to share what they have got from the discussion in front of their classmates." Besides discussion, Niar also agreed that role play was motivating to be applied in speaking class as she said that it could be a fun activity for learners as they could prepare their performance and those who were still reluctant to speak could be given a part which urged them to speak.

Problem solving strategy and direct-contact seemed to be quite motivating for learners to speak English. As Niar said, "problem solving strategy quite motivates me to speak. However, it will be effective for learners who are really confident to speak. Sometimes those who know how to solve the problems but are unconfident will tend to be silent and be passive." Besides prob-

lem solving strategy, the direct-contact strategy was also quite motivating for learners to speak. In this teaching strategy, learners have chance to practice their speaking ability with people who have mastered English well or even native speakers. Niar said that "if I meet native speakers, I have to speak in English and it can force me to speak although my English is not good. We are also proud to ourselves if we can speak with native speakers."

Based on the interview, some strategies were found to be less motivating or not motivating at all to be applied in speaking class. The first teaching strategy which was less motivating was simulation because simulation would only be effective for those who were able speak English while those who were not able to speak English well would unlikely take parts in the activity. The second strategy which was less motivating was brainstorming. Niar claimed that brainstorming was "not really motivating as learners who will be encouraged to speak are those who know the answers of the questions given by the teacher." In addition, lectures were believed to give less motivation to learners to speak as Niar said that "it will make learners to be passive learners". Not only lectures, one-to-one teaching strategy also did not motivate learners as "learners have no partner to have conversation with other than the teacher." The last teaching strategy which did not motivate learners to speak was demonstration. Niar believed that "it only gives sample on how to use the language but not motivates us to speak".

The results of the interview showed different results from the ones in the questionnaire in which the participant revealed that simulation, brainstorming, lecture, one to one teaching

strategy, and demonstration did not motivate the participant to speak English. It might happen because those teaching strategies did not provide more exposure for learners to speak and they only worked for learners who had strong confidence in speaking English. Thus, teachers who plan to apply these teaching strategies should consider learners' individual differences so that the learning process can give equal opportunity to practice speaking.

CONCLUSION AND IMPLICATION

The objective of this study was to investigate learners' perception on the kinds of teaching strategies which motivated them to practice speaking. From the 5-point Likert scale questionnaires distributed, the findings showed that non-English Department learners agreed that the ten teaching strategies asked in this study motivated them to practice speaking. Those ten teaching strategies were brainstorming, problem solving strategy, simulation, demonstration, games, large-group discussion, lecture, role play, direct contact, and one-to-one teaching strategies.

The results of the present study can lead to some pedagogical implications. Firstly, the study which gather learners' opinion on the teaching strategies which motivated them in practicing their speaking skill may lead to the awareness that learners are motivated to speak when their teachers apply a particular teaching strategy. Secondly, the findings may provide a clearer overview on what teaching strategies teachers can apply to help their learners improve their speaking skills. At last, considering that the present study revealed the teaching strategies which motivated learners to speak based on learners'

point of view, course designers, particularly those who focus on the enhancement of learners' speaking skills, should include the teaching strategies in the teaching plan as they might help learners enhance their speaking skills.

As the present study involved a limited number of participants, the findings might not represent the whole population of non-English Department learners in Indonesia. Therefore, it is expected that further research with a bigger number of population can be carried out to obtain a more-thorough result on teaching strategies which motivate learners in speaking. Also, the current study only gathered learners' point of view and perception on what teaching strategies motivates them to speak; no observation or experiment was conducted to empirically tested whether particular teaching strategies do improve learners' speaking skills or not. Hence, an empirical study should be conducted to prove that a particular teaching strategy is found effective to improve learners' speaking skills.

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