

**EXPLORING TEACHER'S PRINCIPLES ON TEACHING SPEAKING  
FOR STUDENTS IN HIGHER EDUCATION LEVEL**

**A Thesis**

**Presented to Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in  
English Language Education**



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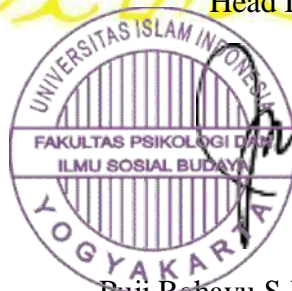
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## **STATEMENT OF WORK'S ORIGINALITY**

I sincerely affirm that I am the author of this thesis. As a scientific paper should, this thesis does not include any works by others than those cited in quotation marks and references.

Yogyakarta, August 3<sup>rd</sup>, 2022

The Writer,



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## **MOTTO**

We are all similar to fireworks: we rise, we dazzle, always part ways, and distance ourselves from one another. However, even then, let's keep shining and not vanish like a fireworks display (Hitsugaya Toshiro).

## **DEDICATION**

This thesis work is dedicated to myself from my unstable emotions I got during last year till now that eventually I can finish my thesis for not too long. This thesis also I dedicate to my parent whose good examples have taught me to work hard for the things that I want to achieve and already put a lot of effort to put my education first and also not pushing me to get graduate quickly and my super kind supervisor who always has a time to help me when I am feeling lost in working on my thesis.

## ACKNOWLEDGMENT

Alhamdulillah hirobbil alamin, all praises belong to Allah SWT, I want to express my gratitude for all of my supporters. The expressions of thankfulness also include for:

1. My parent or my mom which does not push me to get graduate quickly and slowly understand my condition.
2. My super kind supervisor, Miss Rizki Farani S.Pd., M.Pd, who is really kind and always guides me to the new knowledge to complete this thesis.
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5. All of my friend who helps me refresh my mind and reducing my stress.
6. My neighbour's cat who always comes to my house and make my stress relieved.
7. The person that makes me on my lowest last year, thank you because of you I can be the better person than you.
8. My psychologist who helps me to rise up during my lowest last year that because of him, I really feel better till now.

Me as the researcher, understand that this is not a 100% perfect research, because of that, the researcher will value for those who offer comments, suggestions, and advise to conduct better research.

Yogyakarta, August 3<sup>rd</sup>, 2022



Muhammad Rizky Wibowo

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## **ABSTRACT**

This research aims to explore about the teaching principles that is used in a teaching speaking class. This research used descriptive qualitative as the research design. The participant was one of the lecturers in English Education Department at one of the universities in Indonesia. The data were collected through an interview by using seven principles of teaching speaking by Brown, D.H. (2000). The finding shows that the lecturer employed several teaching principles such as facilitate students with a small group discussion, provide motivations, apply translanguaging, inviting a related guest, and create learning engagement. The finding also found that the teacher reflects on her teaching by using teaching reflective strategy. The data in this research implies that teaching principles should cover complete teaching components from instructional design to learning reflection.

*Keywords: Teaching Principles, Teaching Speaking, Higher Education*

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Teaching can be defined as a process about sending an information especially in completing student's need in knowledge, new experience of learning that will be getting to the students and teacher and make a new and good relation between the teacher and the students. The purpose of teaching is to facilitate, give the well-planned knowledge and several information to the person or students we teach. To achieve a successful teaching purpose, teachers have to affirm their position so the students can understand that the teachers are in control of the class. Based on Tumanggor, Heriansyah, and Inayah (2018) statement that students have a chance to be affected and changed by their teachers through the teacher's position, hence, the students might follow their teachers.

According to Farrel & Voz (2018) a teacher's who expressed their presumptions, convictions, and teaching concepts regarding learning and instructing a second language are referred to as their "teaching principles". In addition, because of being implicit and interrelated, the nature of second language teacher principles counts as complicated. On the second language speaking class, teacher has several principles, it because teaching speaking especially in second language speaking class demands students to make themselves vulnerable and be more outgoing than what they may be used to, because of that, teachers of L2 speaking have a range of guiding ideas. Based on Brindley (1989) statement that

throughout the duration of a student's study, an L2 speaking teacher actively monitors, supports, and adapts to meet the changing demands of his or her learners (as cited in Farrel & Voz, 2018). Not just depending on the needs of their students, teachers in teaching speaking class have to be a guidance to their students because in some situations, students can get to a condition where they have no clue when speaking and lost their fluency, on that condition, teachers are expected to guide the students to help them to continue and reduce their confusedness by providing a suggestions to them and giving an example. However, teachers still can encounter some challenges in implementing the principles. Azizah & Lestari (2017) reveal that teachers have difficulties in keeping a conducive learning atmosphere in a class, boosting participation on the students in learning, maintaining the teaching time, lack of the student's ability, and the student's lack of basic knowledge on English (vocabulary, tenses, and others). Another challenge is facilitating different characteristics of students. Therefore, teachers have to be careful in choosing the correct method based on the condition in the field (Silver, Harvey F., Richard W. Strong, and Mathew J. Perini, as cited in Fanshuri, 2019).

The important on choosing the appropriate principles and technique that will be use in teaching will have a good impact eventually for the students, especially in a teaching speaking class. Afsar and Asakereh (2016) stated that, in increasing the successful of communication in various context for EFL/ESL students, the development of speaking is needed because it is an important skill (as cited in Christie & Listyani, 2018). Speaking itself has several important roles to students,

such as it can make them produce a sentence and words, also they can generate ideas or thought through speaking.

In the process of speaking for students, teacher has a significant role to make them feel confidence and also giving them motivation through their teaching principles at the same time. Student's confident and motivation can be affecting their learning process because they feel there is a gap among them. Therefore, because of the purpose to filling the gap, the use of the appropriate teaching principles will be really needed to be implemented on the issues and it is why the researcher wants to conduct this research that took focus on teacher's principles in teaching speaking.

## **1.2 Identification of The Problem**

Some teachers still have difficulties in implement the appropriate principles in a teaching speaking class due to students' problem when speaking, the atmosphere on the class, teacher's lack of material to teach, native language, teachers concern for speaking fluently and lack of abilities from the students.

## **1.3 Purpose of The Study**

The aim of this study based on the problem already stated is to investigate the teaching principles that were used by the teacher in a teaching speaking class in Higher education level.

#### **1.4 Problem Formulation**

What teacher's principles do the teachers use in a teaching speaking class for students in higher education level?

#### **1.5 Significance of The Study**

The results of this study are expected to give suggestions to the teacher in implement the correct and appropriate teaching principles in a teaching speaking class for higher level education context. Furthermore, the study is expected to make a new insight to English education department in one of the university in Indonesia to gain other perspective on the teaching principles. Additionally, the expectation of this study is to provide for the other researcher that wants to develop and explore other principles that being used from the lecturer or related degree in a teaching speaking class.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter present relevant studies to this research. This chapter also consist of the conceptual framework to make this research can be comprehensible.

#### **2.1 Teaching Principles**

Assumptions, convictions, and ideas teacher has to teach and learn are count as teaching principles (Farrel & Voz, 2018). The teacher's principles develop gradually over on how long of the teacher's career and can result from or be influenced by a various range of factors. The factors are including their personality, culture, their language learning experience, and their language teaching experience, among others (Farrel & Voz, 2018). The use of teacher's principles will affect the teacher's perceptions and instructional decisions because of how complicated and varied the variety of teacher's principles is. The teacher's teaching is likely to be more insightful by recognizing and internalizing linkages between practice and theories of principles produced from research. The teachers will be better equipped to understand why they have chosen to utilize a specific teaching strategy, to implement it with assurance, and to assess its usefulness after the fact (Brown, 2000).

## **2.2 Principles in Teaching Speaking**

Speaking is one of the four basic language skills in English. The important skills among those four basic language skills are speaking. In building communication between person to another in the way to be effective and the skills was very important in the language is speaking (Al-Roud, 2016). In EFL context, teacher has a role to be the facilitator to guide students to make the student's success on working in a famous company especially fluent in speaking in English, taking colleges and further, and many more that can make teacher a great facilitator in those cases. To reach the success where the learners able to speak English fluently, teaching speaking is necessary needed. Teaching principles with the appropriate combinations of technique can be count as important in improving learners' comprehension, also the use of teaching principles is a must when designing a speaking technique. Brown (2000) provides several principles for designing a speaking technique, for instance using a technique that backing up spectrum of the student's need, provide intrinsically motivating technique, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, gives students an opportunity to initiate oral communication, and encourage the development of speaking strategies.

### 2.3 Previous Studies

Last studies held by Al Jawad & Abosnan (2020) titled “The Impact of Using Small Group Discussion Technique on Enhancing Students’ Performance in Speaking Skill: A Case Study of Benghazi University” that investigate about the effect in using small group discussion which aims to increase speaking skills on student in English language department at faculty of arts and science Kufrah, in Benghazi University. Their research used a teacher-made task as an instrument of their study to measure their participants performance, alongside with 30 students as a sample and 3 lecturers for their survey study. The result shows that the teaching using small group discussion technique got a higher mean than a class that implement large group discussion technique because it creates a great relationship between students and train their social skills while on doing a speaking performance, they have to depend on themselves. To conclude teaching that use small group discussion technique is more efficient and beneficial rather than applying large group discussion technique.

While Abugohar et al., (2020) investigated the use of smartphone applications as a teaching technique for enhancing tertiary learners' speaking skills that the participant of this research is 49 EFL teachers that teach in higher education level. Their research objective is to investigate teachers' perceptions and current actual practices of using a package of three categories of smartphone applications as a prescribed teaching

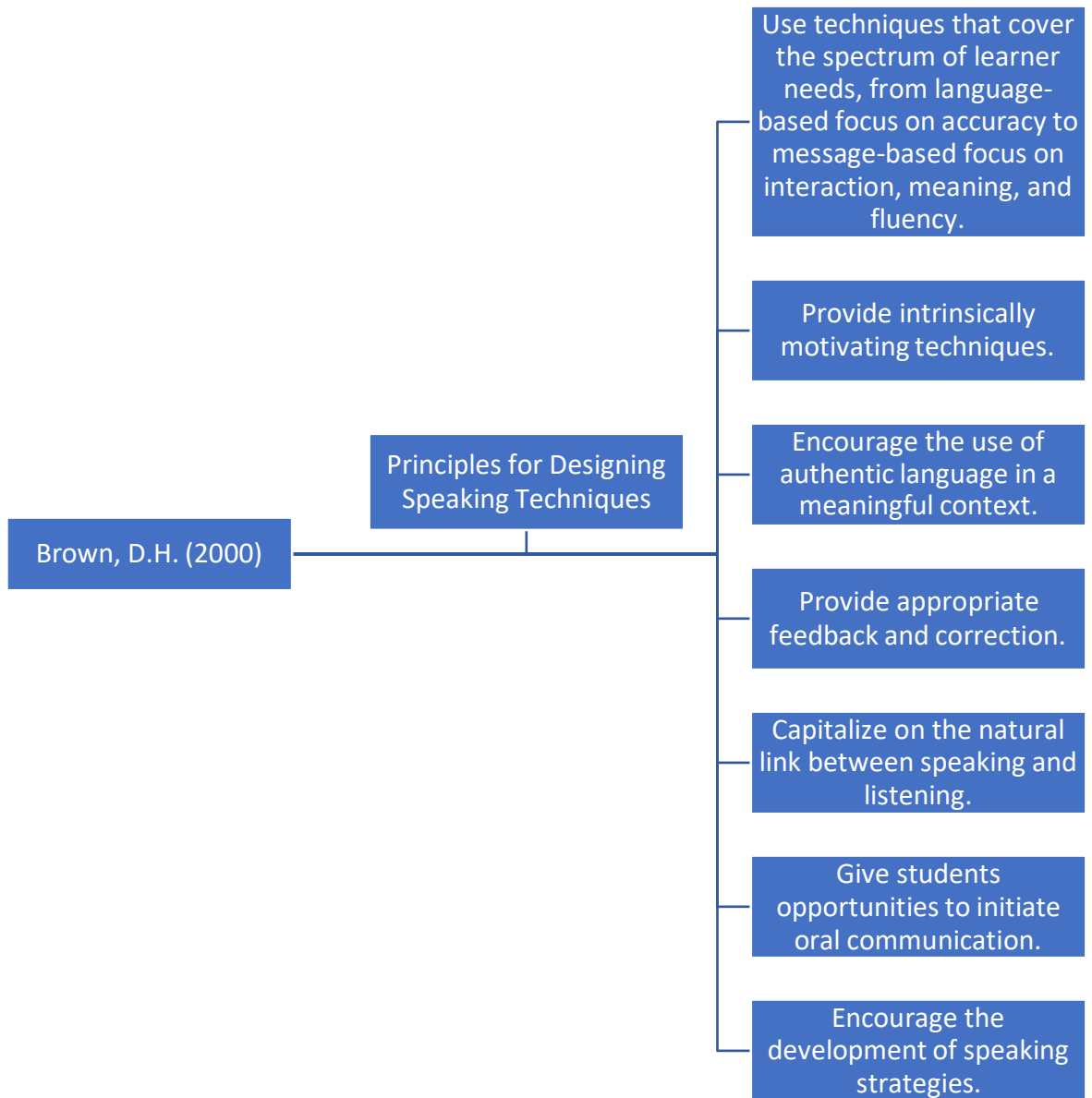
technique, correlating these perceptions with actual classroom practices to develop the oral skills of Saudi tertiary students. The researcher used mixed mode approach. From the quantitative data that they put a questionnaire in *SurveyMonkey* that was send to 49 EFL teachers in higher education level, it is discovered that most participants have quite favorable opinions about employing smartphone applications to teach speaking. In conclusion, despite EFL teachers' generally favorable opinions of smartphone applications for enhancing adult learners' speaking abilities, classroom procedures indicate flaws and a lack of real-world experience.

On the other hand, Azmi & Anggrainy (2020) held a study to investigate the use of andragogical approach that is being implemented in an intensive English program in teaching speaking class that take place on Maulana Malik Ibrahim State Islamic University of Malang, that titled “The Andragogical Approach for Teaching English Speaking Skill for College Students”. The researchers used an interview with 8 students in different major who took the intensive English program to investigate the use of andragogical approach in the program following with the four principles of andragogical approach as the core of the interview questions. From the data collection and analysis, the researcher concludes that the application of the andragogical approach in teaching speaking class to increase their speaking skills is suitable for adult students in higher education level. While this study has aim to explore

the teacher's principles that the lecturer implement on teaching speaking in higher level education in English education department in one of the university in Indonesia.

#### **2.4 Conceptual Framework**

This study uses Brown, D.H. (2000) theory about "Principles for Designing Speaking Techniques". The principles consist of seven principles that explain about the several principles that were used to adjust the techniques that later will be used in a teaching speaking class.



**Figure 1. Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study employed qualitative approach in a form of descriptive qualitative study. The focus of the investigation is exploring teacher's teaching strategies for Speaking course in a university. This design is suitable for this research because it gathers information about the what, the who, and the where of events or experiences in certain topics (Kim, Sefcik, & Bradway, 2016).

#### **3.2 Setting and Participant**

This research was conducted in an English Education department in one of the universities in Indonesia. Thus, the participant is a lecturer that teach in a Speaking course. The lecturer was recruited as a participant because she has experiences in teaching speaking and teach public speaking course for a lot of students in any batch. She has been teaching English for 10 years, therefore, she has rich data to be shared as a part of findings.

#### **3.3 Data Collection and Research Instrument**

The data of this study will be collected through an interview in Zoom meeting. Before conducting interview session, the participant already signed inform consent to show her willingness to participate in this research. All data were recorded based on permission from the lecturer.

The interview questions are formulated based on the theory from Brown, D.H. (2000) about “Principles for Designing Speaking Techniques”.

Construct	Conceptual Definition	Component	Interview Questions
Principles for Designing Speaking Techniques Brown, D.H. (2000).	Several principles that were used to adjust the techniques that later will be used in teaching speaking to the class	<ul style="list-style-type: none"> <li>• Use techniques that cover the spectrum of learner needs</li> <li>• Provide intrinsically motivating techniques.</li> <li>• Encourage the use of authentic language in a meaningful context.</li> <li>• Provide appropriate feedback and correction.</li> <li>• Capitalize on the natural link between speaking and listening.</li> <li>• Give students opportunities to initiate oral communication.</li> <li>• Encourage the development of speaking strategies.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you select speaking technique to cover learners needs?</li> <li>2. How do you provide motivation based on your learner needs?</li> <li>3. How do you encourage your students to use the target language?</li> <li>4. How do you provide useful feedback and correction for students?</li> <li>5. How do you connect speaking to other English skills?</li> <li>6. How do you provide opportunities for students to initiate conversation?</li> <li>7. How do you encourage your students to develop their speaking strategies?</li> </ol>

**Table 1: Interview Questions**

### 3.4 Data Analysis

The data were analysed by using thematic analysis technique from Braun & Clarke (2006). The steps include 6 stages (Braun & Clarke, 2006), for instance on the first stage, the researcher taking a lot of time to listening to

the recording of the interview, therefore the researcher can become familiar with the data. From the recording, I transcript the interview result and read the data repeatedly, after that for the second stage is creating codes in initial to make the researcher easier in arranging the data, and then the third stage is seeking for themes of the codes that has been made to an initial, afterward the researcher begins to analyse the codes and think about how many codes might come together to generate a larger theme, then on the fourth stage is taking a review on the themes to choose the suitable one with taking a compare on each of the theme. The researcher ought to have a clear understanding of my many themes, as well as how they relate to one another and the overall narrative they convey about the facts, for the fifth stage is the researcher start to naming and defining the themes and then on the last stage which is stage six is the researcher report the producing.

### **3.5 Trustworthiness**

Trustworthiness process in this research include credibility and transferability steps. In checking credibility, the instrument and the data were validated by supervisor to ensure the linkage between findings and phenomena (Wolcott, 2005) as cited in Merriam (2009). Meanwhile, Transferability shows the possibility of using the similar concept or methodology to different context (Merriam, 2009).

## CHAPTER IV

### FINDING AND DISCUSSIONS

#### 3.6 Finding

Based on the interview result, the teacher implements some principles in teaching speaking for examples, Speaking Strategies (SS), Feedback and Correction (FC), Motivation (M), Learner Needs (LN), Oral Communication (OC), Authentic Language (AL), Speaking Listening (SL) and Emergence Findings (EF). The most dominant aspect is Speaking Strategies (SS), Followed by Oral Communication (OC), Motivation (M), Learner Needs (LN), and Feedback and Correction (FC) and the least aspect is Authentic Language (AL), Speaking Listening (SL) and Emergence Findings (EF).

#### Table 2: Coding

##### Example:

“Yes, I still pushing their willingness to communicate with using translanguaging so they can avoid being stutter or scared at the first step, and then there will be a moment when they have to perform and rehearse and when taking a performance, they are not allowed to use L1.” (Interview/SL/143-151)

CODING	MEANING
Interview/SS/171-177	The data collected by interview with the lecturer that means she is using Speaking Strategies in line 171-177.
Interview/FC/18-19	The data collected by interview with the lecturer that means she is using Feedback and Correction in line 18-19.
Interview/LN/45-48	The data collected by interview with the lecturer that means she is using Learning Strategies in line 45-48.
Interview/M/88-93	The data collected by interview with the lecturer that means she is using Motivation in line 88-93.

Interview/OC/179-182	The data collected by interview with the lecturer that means she is using Oral Communication in line 179-182.
Interview/AL/95-97	The data collected by interview with the lecturer that means she is using Authentic Language in line 95-97.
Interview/SL/143-151	The data collected by interview with the lecturer that means Speaking Listening in line 143-151.

In Speaking Strategies (SS) aspect, the teacher always prepares a teaching strategy in her speaking class for every meeting, but she was rarely explaining a material to her students, instead she asks her students a question to let them discuss about the context and then the students start to have a thought about the question and then a discussion will begin in the class.

“I rarely explains a material to my students, my teaching nature is encourage my students to have a discussion, so since the beginning of the class, I give my students lot of topic to discuss and ask them to take respond, respond, and respond, and at the star, I already give a big space for my students to have a speech rather than me. So, while for the example when it is the beginning of the session that there still no speaking performance yet, that’s when I start asking to my students “what is public speaking?” “What is necessarily needed in public speaking?”, I am always eliciting them until I got the inquire from them.” (Interview/SS/171-177)

The second dominant aspect is Feedback and Correction (FC), in this aspect the teacher uses a basic technique to give her students feedback while also correcting them, usually she asks the students to have a presentation in her class or by taking a video of them doing presentation and then the teacher giving the feedback by written on the google classroom or oral.

“It’s a basic technique, usually I told them to do a presentation and then I will give them a feedback or oral feedback, or they record a video of them doing presentation and I am giving them written feedback like that.” (Interview/FC/18-19)

Followed by Learning Needs (LN) aspect, this aspect shows that the teacher changes a bit of her teaching strategies and use a group presentation as a method to increase her student's speaking skills, the presentation is one by one but listened by a whole small group because the teacher wants to make her students feel that they have responsibility to listen and giving a feedback, and then the teacher will evaluate the dynamic of the strategies as time goes by.

“So for the second plan, I change the plan that I already made then I change it to a group presentation for my students, they are taking a speech on their own but it attended by a whole group so it can took more focus on the group discussion, therefore the students will realized that they have a responsibilities to listen and giving a response. From that way, that's how I will adjust my technique from seeing the dynamic of the class from using group discussion.” (Interview/LN/45-48)

After that, the Motivation (M) aspect shows that the teacher motivates her students through translanguaging and allowing her students to use *Bahasa Indonesia* while having a consultation or discussion with her. In example, when the students were getting prepared on taking a speaking performance, the teacher push them using translanguaging and giving them a suggestion with *Bahasa Indonesia*, while discussing about the current topic that later will be perform, the students also allowed to use *Bahasa Indonesia*, but when it comes to the time to arranging the script and performing, there will be no room for using *Bahasa Indonesia* and the teacher ask them to use L2.

“Usually I divide the part for the class preparation, I push my students using translanguaging and using Bahasa Indonesia in the preparation session, so when they ask me, for example in consultation and topic discussion, I'm allowing them to use Bahasa Indonesia, but when it comes to arranging a script for speech, I told them that they must use full English, and also when it comes to taking a speaking performance, there will be no more room for using Bahasa Indonesia for them.” (Interview/M/88-93)

Moreover, Oral Communication (OC) aspect presents data about how the teachers give the students more assignment and feedback that allowing the students to initiate a speaking session, but when it comes to phase of speaking performance, it is limited because other students have to perform also, there will be a phase when they can have a session where they can ask a question and answer, but in order to have a students to ask a question, the session should be made mandatory.

“Lot of practice and giving feedback is already in all the time for them to speak, but when it comes to taking a speaking performance, I restrict it because there are also their friends who have to take a perform, while in the speaking performance, there will be a session where they can have a question answer session, this is also hard because if I don’t make it mandatory, there is no one that will going to ask.” (Interview/OC/179-182)

The next aspect is Authentic Language (AL), this aspect explains about translanguaging that is being implemented by the teacher because she thinks that communication is the whole point in a speaking class, Therefore, the teachers make her class to be flexible in using L1 and L2, while also she pushes her students willing to communicate through translanguaging, she used translanguaging to make her students not feeling afraid and stutter when they are preparing their perform, then there is a moment when they are not allowed to use native language (*Bahasa Indonesia*) while they are starting their perform, it has to be full in English to develop their English-speaking skill.

“I still push their willingness to communicate with using translanguaging to prevent them being stutter and scared in having a speaking performance, and there is a moment when they have to perform and rehearse, when that happens, there is no more using L1.” (Interview/AL/95-97)

Furthermore, Speaking and Listening (SL) shows that the teacher implements speaking and listening in a group presentation, in each of the group,

there will be a student giving a speech, the rest of the students are going to taking a note and feedback on the current student who was in speech. Because she experienced the gap before she applies the group presentation, where a student will take a speech in front of the class, the rest of them will wait for their turn and it definitely not going to be a process of listening and other skills because it is “taken for granted”, the students will just think of their turn to go on speech, then they cannot learn the other skills, therefore she apply the group presentation in her speaking class to integrate all of English skills while also she implement it in all of the activities.

“I do realize that if they just doing speaking one by one, they will think that their part to taking a speaking performance is over and there is no listening process, because they apply “taken for granted”, the students often think that they just minding their own turn because what it matters and important is their turn in having speech. So finally, I learn to integrate speaking and listening to a group presentation as if they are like in a conference, so they are switching turn in taking a speech and the rest of them are taking a note to give feedback, while they are feeling forced, at the same time they become an attentive listener. Therefore, their listening and speaking skills will develop at the same time.” (Interview/SL/143-151)

The last aspect is Emergence Finding (EF), which is the participant’s teaching reflection. This aspect talks about the participants teaching habit after implement a teaching strategy that she always evaluates the teaching strategy she used after teaching. In example, the teacher giving a reflection when she was applying a group presentation that she count it as a great strategy to let the students integrate with all of the skills, on the other hand, she is having a difficulty due to she has to join on each of the group to observe them, in example if a class is consist of 25 students, it will be 5 different groups to make, then it is up to the groups on when they want to do the speech, when it supposed to be 1 meeting in a week

according to the schedule, it will be 5 meetings in a week due to the participant has to observe those 5 different groups, but she explained that it is worth to do that kind of strategy because the students competitive spirit is out and increasing due to they don't want to look that they can only speak, instead they want to look that they can give a respond on the one who was speaking.

“I really do felt a little trouble because 1 class for example have a 25 students, I divide it each of them to 5 group, for the schedule of taking a speaking performance, it is up to them when to do it and they can invite me to listen to their speaking performance, so when it should be the class have 1 meeting in a week, it could be 5 times meeting in a week because of that.” (Interview/EF/185-188)

### **3.7 Discussion**

This section highlights the elaboration of the findings with relevant previous studies and related theories. Based on the findings, the most dominant principles of teaching speaking is speaking strategies. The teacher uses conference group presentation in a small group to improve interaction. This finding is linear with research from Al Jawad & Abosnan (2020) which implemented small group discussion to increase students' skills in Speaking. They agree that small group discussion is one of the effective techniques in enhancing student's performance in speaking skill. Another similar finding comes from Farrel & Voz (2018) which finds that teachers build their students motivation and confidence based on students' need. They also encourage students to use English (target language), build a positive environment in the classroom, build trust and security between the students and the teacher and make their students feel joy in learning the material.

Azmi & Anggrainy (2020) strengthen the results by revealing that andragogical approach is one of the effective techniques to teach speaking.

Andragogical approach focus on the shift from subject-centered to performance-centered. The students are the center of activities. They conduct some speaking performance and video projects. To support students' learning, teacher provide some topics to be discussed in the classroom and daily life. The material in the classroom should be relevant with the application in their daily life. Finally, Lumy (2018) complete the exploration by showing that from their finding, the opportunity to practice a variety of activities is provided by using communicative language teaching principles, which also promotes students' confidence and fits their needs and interests. The researcher divide the students into two groups, experimental group which use the communicative language teaching principles and the control group which is not using the principles. From using communicative language teaching principles, the experimental group had the opportunity to interact with the invited guest from the researcher which is a fluent English speaker to truly experience a circumstance in which these students had no choice but to speak English, these chances were not available to the control group because the control group simply received drills from the researcher. The students in the experimental group can have a chance to train their speaking skill forcefully with the fluent English speaker. Students are trained and expected to show their best speaking skill when speaking English with the guest. Students are encouraged to talk freely based on their personal experiences and their best knowledge of English. By forcefully speaks with the fluent English speaker, students have chance to share their ideas and present it on the group and the speaker. They can practice their speaking skills

by trying their best based on their capabilities. They also can improve their speaking fluency by repeating words or sentences.

The research findings and the relevant studies corresponds with teaching principles, proposed by Brown (2000), who states that teaching speaking is better delivered by applying a technique that backing up the spectrum of student's need, their fluency and meaning of a word and sentence, presenting students a techniques in motivating them through intrinsic approach, promoting the use and function of authentic language to the students, Giving students a suitable feedback and correction, Utilizing in a good way about the linking of speaking and listening, Providing students to have a chance to initiate speaking performance and boosting the growth of strategies in speaking.

The findings also show that the teacher use teaching reflective as a method to evaluate her teaching after the meeting, based on Ashwin (2015) who states that in order to alter our future instructional strategies, the fundamental principle that is needed that the teacher can thoroughly reflect on our classroom experiences is reflective teaching. This statement is supported by the result of study from Rahimi & Chabok (2013), they conclude that the preparation of more active, thoughtful, and learner-centered instructors is necessary to improve the quality of teaching. It also supported by a study from Farrel & Ives (2014), they suggest that talking, writing, and class observation are all useful methods for exploring and reflecting on teachers' views and instructional strategies.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **3.8 Conclusion**

This study aims to explore on the teacher's principles on teaching speaking in higher education level. By using qualitative approach, this research focus on exploring teaching principles in teaching speaking class from a lecturer in English education department in one of the universities in Indonesia. Based on the interview results, it is found that the lecturer implement several techniques to gain interest and covers her students lack on speaking class, for instance: engaging students to have a discussion with asking them about a certain topic, giving an appropriate and personal feedback to the students who were really needed, giving motivation such as giving word of affirmation and support them while taking a performance, using translanguaging in a certain condition, inviting a guest that relates to the course to give a real-life implementation that is relate to the material and can also train their speaking skills, and using conference group presentation to develop the students speaking, confidence, listening, and the way on giving feedback to other students. In addition, the lecturer practice reflective teaching to evaluate after her teaching.

#### **3.9 Suggestions**

Despite the enlightened results in this study, the data is limited to one case in one university. There is only one participant in this research. Thus, it is necessary

to explore more data to compare findings. In addition, it is also necessary to explore more about the reflective teaching to complete the teaching principle

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## APPENDICES

### Appendix 1: Permit Letter



FAKULTAS  
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Tanggal : 11 April 2022  
Nomor : 704/DPS/70/DURT/IV/2022  
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :  
Yth. Dekan Fakultas Psikologi dan Ilmu Sosial Budaya  
Universitas Islam Indonesia  
Yogyakarta

*AssalamualaikumWr. Wb*

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Muhammad Rizky Wibowo  
Nomor Induk Mahasiswa : 18322012  
Program Studi : Pendidikan Bahasa Inggris  
Pembimbing Skripsi : Rizki Farani, S.Pd., M.Pd.  
Judul Skripsi :

**"Exploring Teacher's Strategies on Teaching Speaking for Students in Higher Education Level."**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

*WassalamualaikumWr. Wb*

Dosen Pembimbing Skripsi

Rizki Farani, S.Pd., M.Pd.

## Appendix 2: Transcribed Data and Data Coding

R/P	Line	Interview	Code
P	12-16	“Okay, first of all, usually I use general teaching technique that can be found from the RPS that will be applied to every student and it can be uses to share with the other lecturer who teach on the same course. Because in one course, there will be few lecturers who teach on the same course.”	LN
P	70-79	“When they are in their new institution, they will have a benefit from it, from there, the students get more motivated than me motivating them. It is very useful for me at that time to give them a motivation and then linking it with the real-life benefit.”	M
P	95-97	“Yes, I still push their willingness to communicate using translanguaging to avoid them become scared or stutter, then there will be a moment when they have to perform and rehearse, at that time, there will be no using L1 anymore.”	AL
P	133-135	“Yes, I will add more even what they can understand is not as many as I wrote, so I will be okay with that because at least I already tell them the material again. So I give the material to them by oral and written.”	FC
P	138-151	“I do realize that when they just doing speaking performance one by one and then they feel like “oh I am done doing my speaking performance”, when they done and then I will let them go, unfortunately there is no listening process because they are “taken for granted”, they just think of their part on speaking performance because they think what matter is their part on taking a speech. Because of that, I integrate their speaking and listening with using group presentation as if they are in a conference and they have to take part one by one to write the feedback on the students that currently speaking. When they feel like they are forced to do that, they become an attentive listener and their listening and speaking skills are both getting developed, and beside that I take focus on their reading skill cause it is important.”	SL
P	153-155	“The speech material even in descriptive or argumentative, both needs a supporting detail that have to be convincing, we can get that from reading a	SS

		references. If we are making a speech or essay, we need to read that..”	
P	83-93	“Usually, I divide the part for the preparation part, in that part I push my students to talk in L2 using translanguaging and sometimes using Bahasa Indonesia, so when they ask me or having a consultation with me, they are free to speak Bahasa Indonesia, but when it comes to arranging their script, it has to be in English. Same goes when they are doing rehearsal and perform, I put away the room on using Bahasa Indonesia anymore.”	OC

No	Code
1	Learning Needs (LN)
2	Motivation (M)
3	Authentic Language (AL)
4	Feedback and Correction (FC)
5	Speaking and Listening (SL)
6	Oral Communication (OC)
7	Speaking Strategies (SS)

R/P	Meanings
R	The researcher asking to the participant/speaks to the participant.
P	The participant who answers the researcher questions or speaks with the researcher.