

TEACHING ORAL COMMUNICATION STRATEGIES IN EFL SPEAKING CLASSES

(A Quasi-Experimental Study in a Private University in Kuningan, Indonesia)

Abstract

This study reports on applying the teaching of oral communication strategies (OCSs) in the speaking class to improve students' speaking skill. This study was designed in a quasi-experimental research. 53 undergraduate EFL students in the English Department of a private university in Kuningan were purposively chosen as the participant of the course. They were grouped into control and experimental classes. The course material of OCSs was adapted from a study conducted by Nakatani (2005). The effects of teaching OCSs were assessed by 2 types of data collection: the participants' pre-test and posttest speaking scores, and the transcription from the tests. The first result showed that the most frequently used OCSs in the speaking class were filled pauses, interlanguage-based, false starts, providing active response, first-language-based, and approximation strategy. Then, second, the paired *t*-test computation of students' pre-test and posttest scores resulted that the t_{obs} value was -12.219 (negative value was considered as positive value). When df was 27, the t_{crit} value at the 0.05 level was 2.052. So, the *t* result indicated that t_{obs} was greater than t_{crit} . Therefore, it can be concluded that the teaching of OCSs in the EFL speaking class had a significant effect in developing the students' speaking ability. The third, the questionnaires of students' perception presented that their attitudes toward the teaching of OCSs in the EFL speaking class were favorable. It indicates that such training activities are relatively applicable to use in the language classroom.

Key words: EFL teaching, oral communication strategies, speaking skill

MENGAJARKAN *ORAL COMMUNICATION STRATEGIES*

DALAM KELAS SPEAKING BAGI MAHASISWA

PENUTUR ASING

(*Penelitian Quasi-Eksperimen di salah satu Universitas Swasta di Kuningan, Indonesia*)

Abstrak

Thesis ini melaporkan hasil dari penelitian mengajarkan *oral communication strategies* (OCSs) di kelas *speaking* untuk meningkatkan kemampuan berbicara mahasiswa. Penelitian ini dirancang dalam bentuk penelitian quasi-eksperimen. 53 orang mahasiswa penutur asing dari program study Pendidikan Bahasa Inggris dipilih untuk menjadi partisipan. Mereka dikelompokkan menjadi kelas control dan kelas eksperimen. Materi perkuliahan OCSs diadaptasi dari penelitian yang telah dilakukan oleh Nakatani (2005). Efek dari pengajaran OCSs diuji dengan dua jenis pengumpulan data: nilai pre-test dan posttest *speaking* mahasiswa, dan transkrip dari tes *speaking*. Hasil yang pertama menunjukkan bahwa OCSs yang paling sering digunakan dalam kelas *speaking* adalah *filled pauses*, *interlanguage-based*, *false starts*, *providing active response*, *first-language-based*, dan *approximation strategy*. Kemudian, yang kedua, hasil penghitungan nilai pre-test dan posttest dengan *paired t*-test menunjukkan bahwa nilai t_{obs} adalah -12.219 (nilai negative dianggap positif). Ketika df 27, nilai t_{crit} pada level 0.05 adalah 2.052. Jadi, hasil t mengindikasikan bahwa t_{obs} lebih besar dari t_{crit} . Maka dari itu, dapat disimpulkan bahwa pengajaran OCSs di kelas *Speaking* bagi mahasiswa penutur asing telah menunjukkan efek yang signifikan dalam meningkatkan kemampuan berbicara mahasiswa. Yang ketiga, hasil dari angket persepsi mahasiswa menunjukkan bahwa sikap mahasiswa terhadap pengajaran OCSs dalam kelas *Speaking* bagi mahasiswa penutur asing sangatlah baik. Hal ini mengindikasikan bahwa pelatihan tersebut dapat diaplikasikan dalam kelas bahasa.

Kata kunci: pengajaran EFL, *oral communication strategies*, keahlian berbicara