

Lecturer Strategies in overcoming problem in speaking of college student of Ivet University

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Abstract

Speaking is a vital skill reflecting learners' communicative competence, yet Indonesian EFL college students frequently encounter challenges such as limited vocabulary, grammatical errors, poor pronunciation, and high speaking anxiety. This study investigates the English speaking problems faced by students at IVET University and analyzes the strategies implemented by lecturers to address these challenges. Utilizing a qualitative research design, data were gathered through semi-structured in-depth interviews, classroom observations, and documentation involving 5 English lecturers and 150 students. The thematic analysis revealed that students' primary difficulties stemmed from both linguistic barriers and psychological factors, particularly fear of making mistakes and limited practice opportunities. To overcome these obstacles, lecturers employed interactive multimedia tools, small group discussions, role plays, structured presentations, constructive feedback, and motivational support within a non-threatening classroom atmosphere. The findings demonstrate that combining communicative approaches, technological integration, and continuous positive reinforcement significantly enhances students' speaking confidence, fluency, and classroom participation. Ultimately, these pedagogical strategies provide effective models for improving oral communication instruction in higher education contexts.

Keywords: *Speaking Skills, Lecturer Strategies, Speaking Problems,*

Introduction

Language plays a vital role in human communication, allowing people to express their thoughts, ideas, and emotions. Among the four basic language skills; listening, speaking, reading, and writing, **speaking** is often considered the most important skill because it directly reflects a learner's ability to use the language in real communication. Mastering speaking skills means being able to produce language spontaneously, clearly, and meaningfully in various social and academic contexts. In English language learning, speaking is not only an indicator of students' communicative competence but also a key to their success in future professional and academic endeavors.

However, speaking English as a foreign language remains one of the most challenging aspects for many students in Indonesia. Unlike listening or reading, which can be developed individually, speaking requires real-time interaction, fluency, and confidence. Students often face numerous obstacles such as limited vocabulary, grammatical errors, poor pronunciation, lack of confidence, and fear of making mistakes. These problems may result in anxiety and reluctance to participate in classroom discussions or oral presentations. Consequently, even though students have studied English for several years, many of them still find it difficult to express their thoughts fluently and appropriately in spoken English.

At the tertiary level, particularly at IVET University, speaking skills are an essential part of English language learning. College students are expected to communicate effectively in both academic and social settings, participate in discussions, give presentations, and collaborate in English-based tasks. Nevertheless, lecturers often observe that many students still struggle with speaking performance. Some students remain passive during speaking activities, while others depend heavily on their native language during communication. These issues indicate that there are still gaps between students' linguistic knowledge and their ability to apply it in spoken interaction.

In this context, lecturers play a significant role in helping students overcome these difficulties. As facilitators and motivators, lecturers are responsible for creating a supportive learning environment that encourages students to practice speaking without fear of making mistakes. The effectiveness of the lecturer's strategies can significantly influence students' speaking performance. Through appropriate teaching methods, classroom activities, feedback, and motivation, lecturers can help students develop confidence and fluency in speaking. Therefore, understanding the strategies used by lecturers to address speaking problems is essential for improving the quality of English language teaching at the university level.

There are several strategies that lecturers may apply in overcoming students' speaking problems. These include the use of communicative activities such as role plays, discussions, debates, interviews, and storytelling. Lecturers may also provide error correction and constructive feedback to help students recognize and improve their weaknesses. Additionally, motivational strategies such as giving praise, creating a relaxed classroom atmosphere, and integrating

interesting materials can increase students' willingness to participate in speaking activities. Furthermore, lecturers might employ technology-based tools such as videos, online discussions, or interactive applications to make the speaking class more engaging and effective.

Previous studies have shown that lecturer strategies have a significant impact on students' speaking development. For example, research by Brown (2010) emphasizes that the teacher's role as a guide and facilitator helps students gain confidence and autonomy in learning to speak. Similarly, Harmer (2007) suggests that appropriate classroom management and positive feedback can reduce students' speaking anxiety and promote better performance. These findings indicate that lecturers' strategies are not only related to teaching techniques but also to the emotional and psychological support they provide to students.

Considering the importance of lecturers' roles and the persistent challenges faced by students, it becomes necessary to investigate how lecturers at IVET University overcome the problems in students' speaking skills. By identifying the common speaking problems and analyzing the strategies applied by lecturers, this study aims to provide insights into effective pedagogical practices that can enhance students' speaking competence. The findings of this research are expected to contribute to the improvement of English language teaching methods, particularly in the area of speaking instruction.

Therefore, this paper focuses on **“Lecturer Strategies in Overcoming Problems in Speaking of College Students of IVET University.”** The objectives of the study are: (1) to identify the common speaking problems faced by students, (2) to describe the strategies used by lecturers in addressing these problems, and (3) to analyze how these strategies help students improve their speaking ability. It is hoped that the results of this study will be beneficial not only for lecturers and students at IVET University but also for other educators who aim to enhance their students' speaking proficiency through effective and innovative teaching strategies.

In conclusion, speaking is an essential yet challenging skill for English learners, especially in the context of Indonesian higher education. The success of students in developing their speaking ability largely depends on the strategies implemented by their lecturers. By exploring and understanding these strategies, this study seeks to provide valuable recommendations for

improving speaking instruction and fostering more confident, fluent, and communicative English users in the academic environment.

RESEARCH PROBLEM

Based on the background of the problem above, the problem formulation in this study is as follows:

1. What are the main problems faced by IVET University students in speaking English?
2. What strategies do lecturers use to address students' speaking problems?
3. To what extent are these strategies effective in improving students' speaking skills?

RESEARCH OBJECTIVES

The objectives of this research are:

1. To identify and analyze the problems faced by IVET University students in speaking English.
2. To identify various strategies used by lecturers to address students' speaking difficulties.
3. To evaluate the effectiveness of the strategies implemented in helping students overcome speaking difficulties.

RESEARCH BENEFITS

This research is expected to provide the following benefits:

1. For lecturers: To provide insight and understanding of effective strategies to address speaking difficulties faced by students in learning English.
2. For students: To provide guidance on techniques and strategies that can help them improve their English speaking skills.
3. For educational development: To contribute to efforts to improve the quality of English language teaching in higher education, particularly in the context of vocational education at IVET University.

RESEARCH METHOD

This section will focus on the strategies lecturers employ to help students overcome the challenges they face in speaking lessons at IVET University. This study aims to identify and

analyze the strategies lecturers employ to improve students' speaking skills, as well as the challenges they face in this process. This study will use a **qualitative** approach to delve deeper into lecturers' strategies for addressing students' speaking challenges. This approach will provide deeper insights into the experiences and perspectives of lecturers and students. The participants of this research are:

- Lecturers: This research will involve several lecturers who teach speaking courses or who have direct experience addressing students' speaking problems. The lecturers involved will be selected based on their experience and length of teaching experience. The total of English lecturers are 5 people
- Students: This research will also involve students from relevant study programs. The selected students are those who are active in speaking courses and willing to provide information regarding their experiences in learning speaking. The total of students in English Speaking course are 150 students

RESEARCH INSTRUMENTS

The instruments used in this study are:

- In-depth interviews: Interviews will be conducted with lecturers and students to collect data regarding the strategies lecturers employ to address students' speaking problems. These interviews will be semi-structured to allow researchers to gather more flexible and detailed information.
- Classroom observations: Researchers will observe the learning process in a speaking class, focusing on how lecturers address speaking problems that arise in class, as well as how interactions between lecturers and students occur during the learning sessions.
- Documentation: Collecting documents or teaching materials used by lecturers in teaching speaking to understand the approaches and techniques applied in the classroom.

RESEARCH PROCEDURES

1. Initial data collection: The researcher will conduct initial observations of relevant classes to understand the general dynamics of speaking instruction.

2. Participant selection: The researcher will then select several relevant lecturers and students to participate in interviews.
3. Interviews: Interviews with lecturers will focus on the strategies they use, the challenges they face, and their reflections on successes and obstacles in teaching speaking. Interviews with students will focus on their experiences in teaching speaking and the problems they encounter.
4. Classroom observations: The researcher will observe at least 3-4 speaking class sessions to gain a direct understanding of the interactions between lecturers and students.
5. Data analysis: Data obtained from interviews, observations, and documentation will be analyzed thematically. The researcher will identify patterns and themes related to lecturers' strategies in addressing students' speaking problems.

DATA ANALYSIS

The collected data will be analyzed using thematic analysis. The steps in data analysis include:

1. Transcribing interviews and observations.
2. Coding the data to identify themes emerging from the interviews and observations.
3. Grouping these themes to gain a deeper understanding of the strategies employed by lecturers in addressing student speaking problems.
4. Presenting the results of the analysis in the form of a descriptive narrative.

ANALYSIS AND RESULTS

This study aims to analyze the various strategies implemented by lecturers to address speaking problems experienced by students at IVET University. Based on data obtained from classroom observations, interviews with lecturers, and student questionnaires, this study will provide an understanding of how lecturers can support students in improving their speaking skills.

Identification of Student Speaking Problems

Speaking problems faced by students are often related to various factors, such as:

1. **Limited Vocabulary:** Students have difficulty expressing ideas or thoughts verbally due to limitations in word choice.
2. **Shyness or Anxiety:** Some students feel anxious or shy when speaking in public, which hinders fluency.
3. **Lack of Speaking Practice:** Most students feel they do not practice speaking enough in real-life situations or do not have enough opportunities to speak in class.
4. **Poor Grammar Mastery:** Although students have sufficient vocabulary, their mastery of grammar often hinders them from constructing correct and understandable sentences.

Based on observations and interviews with lecturers, several strategies were identified by IVET University instructors to address students' speaking challenges, including:

1. **Use of Interactive Media**
2. Some lecturers use media such as videos, podcasts, or English speaking apps to provide students with real-life speaking examples. These tools also encourage students to imitate correct pronunciation and provide them with the opportunity to hear various accents and speaking styles.
3. **Group Speaking Practice**
4. Lecturers encourage students to engage in small group discussions, which gives them space to speak without the pressure of speaking in front of the class. This helps students feel more comfortable and confident.
5. **Presentation Practice**
6. Many lecturers provide opportunities for students to prepare presentations individually or in groups. This is an effective way to reduce anxiety and improve their speaking skills in an academic context.
7. **Providing Constructive Feedback**
8. Lecturers provide immediate feedback after students engage in speaking activities, such as presentations or discussions. Positive and constructive feedback is very helpful in helping students identify their strengths and weaknesses in speaking.

The findings of this study reveal several important insights into the speaking problems faced by students at IVET University and the strategies employed by lecturers to address them.

1. Students' Speaking Problems

Based on classroom observations and interviews, several recurring issues were identified:

- **Limited Vocabulary:** Many students experienced difficulty expressing their ideas due to a lack of lexical variety.
- **Grammatical Errors:** Students often produced inaccurate grammatical structures that hindered clarity and fluency.
- **Pronunciation Difficulties:** Mispronunciation and incorrect stress patterns affected students' intelligibility.
- **Anxiety and Lack of Confidence:** Psychological barriers such as shyness, nervousness, and fear of making mistakes frequently prevented students from speaking up in class.
- **Limited Speaking Opportunities:** Students indicated that they had few opportunities to practice English speaking both inside and outside the classroom.

2. Lecturer Strategies to Overcome Speaking Problems

The research identified several strategies implemented by lecturers to address these challenges:

- **Interactive and Multimedia-Based Learning:**

Lecturers used videos, online applications, and English podcasts to provide authentic language exposure. These media helped students become familiar with various accents and speaking contexts.

- **Small Group Discussions:**

Group-based speaking activities were found effective in creating a low-anxiety environment. Students reported feeling more comfortable speaking in smaller groups compared to speaking in front of the whole class.

- **Role Plays and Presentations:**

Lecturers encouraged students to perform short role plays or presentations. These activities not only improved fluency but also built confidence through structured speaking practice.

- **Constructive and Immediate Feedback:**

Lecturers provided direct feedback on students' pronunciation, vocabulary use, and grammar. Positive reinforcement was also given to motivate students to continue improving.

- **Motivational Support and Classroom Atmosphere:**

Lecturers made efforts to create a friendly and supportive environment, praising students' efforts and reducing the fear of making mistakes. This approach helped students participate more actively in speaking activities.

3. Effectiveness of Lecturer Strategies

The data analysis indicates that the combination of communicative methods, technological tools, and motivational strategies contributed to noticeable improvement in students' speaking performance. Students reported feeling more confident and willing to participate in speaking tasks. Observations also showed increased classroom interaction and better fluency over time.

In conclusion, the results suggest that lecturers' strategies—particularly those integrating interaction, feedback, and motivation—play a crucial role in overcoming students' speaking challenges at IVET University.

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