

Teaching English Speaking through Discourse in the State Islamic Universities in Borneo

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Abstract:

Introducing accurate discourses and understanding the discourses that students encounter in their daily lives is crucial for enhancing the teaching of spoken English language. To enhance students' linguistic proficiency, the method of teaching speaking through discourse involves immersing them in authentic dialogues and diverse communication scenarios. This is a descriptive qualitative research, employing a case study approach. The participants of the research are the teachers and students of the State Islamic University of Sultan Aji Muhammad Idris Samarinda and the State Islamic University of Antasari Banjarmasin. To collect data for the study, the researcher used a variety of research instruments, such as interviews, field notes, and questionnaires. This study's data analysis method adheres to the principles of qualitative research. The interactive model was used for the data analysis, which included stages for data collecting, data condensation, data display, and conclusion drawing. Research findings indicate that students have a preference for teachers who not only teach English language curriculum but also demonstrate how to achieve a successful future. For English teachers, it is important to teach students not only English-speaking materials but also proper behaviour and politeness. In terms of English language proficiency, students highlight that speaking is the primary skill in acquiring English since it demonstrates their mastery of the language.

Keywords: *Discourse-based teaching, Speaking skill, Teaching speaking*

1. INTRODUCTION

Being able to communicate in English is crucial in today's globalized world. English is used as the main language for communication in worldwide commerce, science, technology, and diplomacy since it is the most frequently spoken language (Dutta, 2019; Fauzan, 2014a; Yusupova, 2022). Gaining proficiency in English has several benefits, such as access to cutting-edge research,

successful participation in the global economy, and increased audience engagement. Proficiency in English can benefit professionals in a variety of ways, including increased career opportunities, increased pay, and the capacity to operate in cross-cultural settings. Proficiency in English in academia enables researchers and students to make contributions to global discourse and get access to a wealth of scholarly resources.

English proficiency plays a critical role in personal development and cultural exchange. Through the consumption and appreciation of a diverse array of books, movies, music, and other media from around the globe, people are able to expand their viewpoints and deepen their understanding of other cultures. Speaking and understanding English well also helps with travel and cross-cultural interactions, making it simpler to get around and establish connections with people from various backgrounds. English also acts as a common language in a world growing more interconnected by the day, encouraging cooperation and understanding amongst people, advancing peace, and taking on global concerns as a group. English fluency is, therefore, not only a useful ability but also an essential instrument for both personal development and global engagement (Rao, 2019).

There are four main components of English competency: speaking, writing, listening, and reading. Understanding spoken language through listening is a fundamental skill for efficient communication in talks, lectures, and media consumption. Speaking is the capacity to express ideas confidently and clearly; it's necessary for networking, presentations, and verbal exchanges. Reading promotes knowledge acquisition and critical thinking by enabling people to understand and interpret written texts, from academic materials to ordinary information. Writing, or the capacity to articulate concepts logically in writing form, is essential for producing emails, reports, and other written materials that guarantee professional and transparent communication. These abilities work together as the cornerstone of English proficiency, each supporting the others to promote all-around language competency.

One of the English skills that should be taught is speaking. Teaching English speaking is not easy due to several challenges that educators often encounter. Speaking happens real time, we cannot revise or edit it like writing (Fauzan, 2014b, 2017). Managing the diverse skill levels of students in a single classroom is a major challenge that necessitates individualized education to fulfil their requirements. It can sometimes be difficult to help pupils get over their fear of making errors and develop the courage to speak in front of an audience. Native language influences on pronunciation can create major obstacles that require deliberate effort and correction. Progress can also be hampered by a lack of exposure to native speakers and real conversational contexts. Therefore, it's critical to provide opportunities for meaningful engagement. Furthermore, instructors must be creative and persistent in order to sustain student interest and engagement, particularly in a non-English speaking context. Dedicated teaching techniques and a positive learning environment can progressively develop speaking abilities in spite of these obstacles. Mastery of English speaking is crucial in teaching English (Dilobar, 2022; Nematov et al., 2022) since it shows the ability to master the English language.

In order to effectively teach English speaking, English teachers should implement various teaching methods and techniques (Adhelia & Triastuti, 2023; Daulay et al., 2021; Hartatik & Rahmah, 2016). An immersive and dynamic environment must be created where students can hone their oral communication abilities. Pronunciation, vocabulary, grammar, and the capacity to form cohesive sentences are the main areas of emphasis for effective training. To mimic real-life situations and promote natural language use, methods like role-playing (Agustina, 2022), debate

(Agustina & Bahrani, 2016), improvisations (Fauzan, 2014b), group discussions (Naibaho, 2019), and conversational practice (Yang et al., 2022) are used. Multimedia tools like audio files, movies (Hoinbala, 2022), and language apps can also improve listening comprehension and offer a variety of language settings. Correction and feedback are essential for helping students improve their public speaking skills and gain confidence. The ultimate objective is to establish a welcoming environment that promotes engagement and ongoing development of English speaking skills.

Today's students are exposed to a wide range of discourses via various media outlets, which deepens and broadens their perspective on the world. A never-ending stream of information, viewpoints, and stories on a wide range of topics may be found on social media platforms, news websites, podcasts, and streaming services. Students' engagement with many philosophies, cultures, and points of view is facilitated by this exposure, which helps them develop a more complete and complex worldview. They have access to professional analysis of complicated topics, can engage in online discussions, and can keep up with real-time updates on world events. This diversity of speech, however, also emphasizes the significance of critical media literacy, since in order for students to form well-informed perspectives and thoughtfully contribute to discussions, they must learn to assess the reliability and bias of the information they come across.

It is important to introduce appropriate discourses, to know the discourses circulated in the students' life and to optimize the teaching of speaking through discourse. In order to improve students' linguistic abilities, teaching speaking through discourse entails placing them in real-world dialogues and a variety of communication situations. English teachers can implement teaching speaking their students through discourse to introduce them about discourses circulated in media or to dig the students' discourse as well (Fauzan, 2017; Fauzan & Nadia, 2024). With this method, which places a strong emphasis on the utilization of real-world situations and interactive exercises like debates, discussions, and role-plays, students can experience developing arguments, negotiating meaning, and responding on the spur of the moment. Learners can gain a deeper comprehension of cultural allusions, conversational nuances, and the pragmatics of language use by participating in a variety of discourses. Teachers help with this by fostering a positive learning atmosphere, giving helpful criticism, and pushing students to think critically about the ways they communicate. Along with increasing language competency, this approach gives students more self-assurance and increases their capacity for active participation in a variety of social and professional contexts.

Research on teaching through discourse have been done by some researchers (Jin et al., 2016; McNeill & Pimentel, 2010; Molinari & Mameli, 2013; Olshtain & Celce-Murcia, 2016; Reisman & Enumah, 2020; Ulmer, 2016). However, not many research on teaching English speaking through discourse can be found. This research was willing to fill the research gap.

2. RESEARCH METHODOLOGY

This research employs a descriptive qualitative. Descriptive research aims to precisely and methodically characterize the features of a certain population, phenomena, or circumstance. Through the use of surveys, case studies, and observational techniques, this kind of research attempts to present a thorough, accurate description of the topic under investigation (Ary et al., 2009). Its goal is to provide a clear and accurate picture of the existing situation, acting as a basis for future research rather than attempting to establish causality or make predictions. This is also qualitative research. Acquiring a thorough contextual understanding of social processes, human

experiences, and behaviors is the aim of qualitative research (Creswell & Creswell, 2018). This method uses techniques including focus groups, interviews, and participant observations to investigate the meanings, motivations, and underlying causes of these experiences.

The Islamic universities in Borneo that provide the majority of the data for this study on discourse in English language learning are the State Islamic University of Sultan Aji Muhammad Idris Samarinda and the State Islamic University of Antasari Banjarmasin. The secondary data collected for this study on discourse development is supported by the literature reviews from research sources, such as proceedings, journal articles, theses, dissertations, and undergraduate research papers.

To collect data for the study, the researcher used a variety of research instruments, such as interviews, field notes, and questionnaires. The researcher collected data by sending questionnaires to English language teachers at state Islamic universities in Borneo. The second research method used was interviews, which were carried out with English language teachers at Islamic universities located in Borneo. In addition, observations were made regarding the teaching of English in the classroom.

This study's data analysis method adheres to the principles of qualitative research. The interactive model (Miles et al., 2014) was used for the data analysis, which included stages for data collecting, data condensation, data display, and conclusion drawing.

3. FINDINGS

In terms of the topics of discourse that need to be covered when teaching English, they need to be taught. The data below displays the responses from 87 students.

Table 1. Topics of Discourse

Topics of Discourse	<i>f</i>	Percentage
Character building	40	46%
Culture	4	5%
Economy	3	3%
Factual issues	33	38%
Future career	56	64%
Others	2	2%
Politics	3	3%
	87	

According to the data above, 64% of students, 56 out of 87, think that knowing about career options is the most crucial lesson to learn while learning English. Character building, meantime, also seems to be in vogue, as indicated by the 46% of students, or 40 out of 87, who said that character education must be taught as part of the discourse surrounding English language teaching. 38% of students, 33 of 87, claim that factual issues need to be explored in the teaching of speaking.

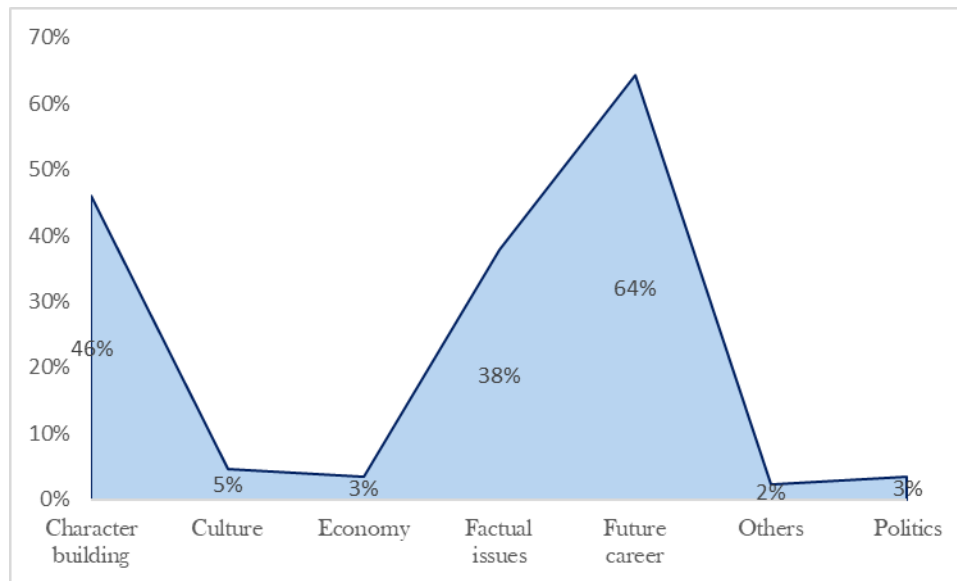


Figure 1. Discourses circulated in teaching speaking

Different to the students, the English teachers provide different point of view about the topics of discourse should be taught in the English classes. From interviews of the English teachers and observing their teaching, were found some interesting data. For them, character-building is the most crucial topic to include in the teaching and learning process.

Here, teacher A comments:

The need to build students' character, religious moderation, and tolerance of their surroundings other than cognitive, it is necessary to convey and give. They're students from Islamic universities who have to pay attention to ethical aspects and good character.

Teacher B argues:

The students now is the product of covid19 which rarely interacts with others. It's a bit worrying because the lack of interaction makes them less caring and not socially sensitive, so it's necessary to build a good character before they graduate from campus.

Teacher C adds:

Even though they study in the English department, students should also know the basic religious material. For example, students from Islamic religious education should not miss Friday prayers. Don't leave it and play the guitar. English students must have excellence in religion. So, even though they are not from a religious department, English students must practice religious routines and moral knowledge.

Teacher C moderates:

Discussions about getting a job are important because it's their goal of entering the university to get rich knowledge and get a job when they graduate, so the topic of future career need to be discussed. Nevertheless, don't forget about ethical building, because morality will be their positive point in society.

From the observation, it was found that there is a problem with the student's character. One of the respondent teachers had experience teaching a student who didn't pay any attention to the teacher. The student was busy with his own world and did not pay attention to the teacher in the classroom. When he was reprimanded, he was still silent and felt innocent. On another occasion, there was a teacher who had an experience where there was a student who raised their feet on a chair. From the perspective of Eastern culture, it was disrespectful. When he was reprimanded, the student looked back and felt innocent.

From the interviews with the students and teachers, they propose similar answers about the English skills that should be focused on. For some students, they felt nervous about their English speaking proficiency. They felt a lack of confidence and anxiety if they should speak English. This paradox with their major is that they must be really good at English because it is the choice of department. One of the factors might be caused of the covid-19. Less English interaction, less English proficiency.

The English teachers claim that the four English skills are important, but of all, speaking skills are the most important. They argue that people will measure whether someone masters English by the ability to perform English speaking skills. Thus, the teaching of speaking required not only discussion on certain discourses but also the ability of teachers to implement appropriate teaching strategies and techniques.

4. DISCUSSION

The data found that most of the students think that they want to explore the topic of future careers, like getting a job if they graduate from campus. Getting a job is not easy for a variety of reasons. There are a lot of competent applicants fighting for a small number of jobs, making the job market itself somewhat difficult. Employers frequently have particular requirements and preferences, which makes it challenging for people who lack the necessary training or experience to get employment.

English may help to get a job. Fluency in English is essential for improving one's chances of landing a job. English is frequently regarded as the universal language of communication, academic, and business (Prema & Arputhamalar, 2022). English is widely used by global corporations and organizations as their principal language for internal correspondence, paperwork, and communication. Being able to communicate successfully in English enables people to take part in meetings, conferences, and negotiations. Fluency in English is frequently required for positions involving direct consumer connection in sectors like tourism, hospitality, and customer service (Dutta, 2019; Rao, 2019), where contact with individuals from various language origins is inevitable.

For English teachers, there are two pivotal issues in teaching English in this post-COVID era, involving character building and implementing the best alternative teaching strategies. Many students changed after the covid-19. They tended to limit socialization and interaction with others. English teachers should pay attention to this character-building issue. These findings strengthen the findings of other previous studies that character can be built by using various ways (Hajriana & Helenawati, 2017; Munawarah & Hidayat, 2022; Rasyidi & Dwina, 2021; Riswadi, 2019) and program (Fauzan, 2020). The teaching and learning process of English, or English speaking, can involve the values of character building.

Character building should be included in the curriculum as it provides pupils with vital life skills that go beyond academic knowledge. Character education fosters the cultivation of moral principles such as integrity, reverence, and compassion, which are essential for nurturing conscientious and principled persons. Teachers inspire children to efficiently manage relationships and obstacles by cultivating social and emotional skills such as communication, teamwork, and resilience. Additionally, the instruction of character development fosters a favorable educational environment, augmenting the overall welfare of students and diminishing occurrences of detrimental conduct such as bullying. Educators have a crucial responsibility in molding not just the academic achievements but also the personal maturation and moral advancement of their pupils, equipping them to be productive participants in society (Almerico, 2014; Mu'minah, 2021).

Another pivotal issue is the English teaching strategies. From the findings, no doubt, many students faced problems with English speaking. One of the causes of the problem is the implementation of appropriate teaching speaking strategies. Some ways are suggested by researchers to be implemented in teaching speaking. Some are listed below.

Table 2. Various Ways of Teaching Speaking

No	Various Ways of Teaching Speaking	Sources of Empirical Data
1	Application	Anugrah et al., 2019
2	Debate	Agustina & Bahrani, 2016
3	Drama	Nurhayati, 2016
4	Games	Daulay et al., 2021
5	Group Discussion	Syafitri, 2023
6	Improvisation	Fauzan, 2014b
7	Movie	Hoinbala, 2022
8	Public Speaking	Zhang et al., 2020
9	Roleplay	Agustina, 2022
10	Storytelling	Pratiwi, 2017
11	YouTube	Sari & Margana, 2019

English teachers should implement appropriate teaching speaking strategies because effective oral communication is a cornerstone of language proficiency. Through the prioritization of speaking skills such as pronunciation, fluency, and clarity of expression, educators facilitate the cultivation of students' capacity to communicate with assurance and coherence in the English language. Proficiency in these skills is crucial not just for achieving academic excellence in tasks like presentations, debates, and discussions, but also for effectively navigating real-life scenarios where English serves as the primary means of communication, such as interviews and social interactions. Utilizing speaking strategies not only improves students' linguistic skills but also increases their self-assurance and analytical thinking as they develop the ability to express their ideas proficiently (Chand et al., 2022; Dilobar, 2022; Nematov et al., 2022; Prema & Arputhamalar, 2022). Essentially, including suitable techniques for teaching speaking skills enables English learners to develop advanced communication abilities, allowing them to effectively interact in various linguistic and cultural environments.

5. CONCLUSION

This research wanted to uncover what discourses should be discussed in the English speaking class in Borneo. Research findings suggest that students prefer it if the teachers teach not only English language material but also shows how to reach a bright future. In the view of the teachers, apart from English materials, the students also need to be taught to behave well and politely, considering that students are currently affected by the COVID situation, where they rarely leave the house and socialise. This changed students' views about society and behavior in social life. Regarding English language skills, students emphasize that speaking is the main skill in learning English because speaking skills show their ability to master the English language.

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