

The Andragogical Approach for Teaching English Speaking Skill for College Students

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Abstract

It has been known that most the college students face problems in communicating in English, especially in non-English-speaking country. The main cause is the teacher failed in choosing the appropriate approach for students. Further, it is necessary to choose a proper approach for college students for teaching speaking skills. From a philosophical point of view, there are two sorts of teaching approaches. These are the andragogy and pedagogy approaches. Andragogy is used for adult learners, and pedagogy is used for young learners. Seen from their age, students at colleges are positively categorized into adult students. Therefore, this paper aims to investigate the implementation of andragogical approach for teaching speaking skills in the intensive English program of Maulana Malik Ibrahim State Islamic University of Malang. This is qualitative descriptive research that the data collection method is an interview. The result revealed that most the teachers in intensive English program in Maulana Malik Ibrahim State Islamic University of Malang have been applied andragogical approach for teaching speaking skill. Hence, the researcher concludes that andragogical approach is the appropriate approach for the adult learner, especially in teaching speaking skills.

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Keywords: Type your keywords here, between 3 and 6, separated by semicolons.

1. Introduction

In this rapidly changing world of technology and money-based conditions, good speaking skills are essential in everyday situations and career opportunities. In Indonesia, in addition to Bahasa Indonesia, English has long been regarded as another significant language, as it is commonly used in various aspects of life such as trade, education, and administration. Nevertheless, most people experience certain levels of speaking anxiety when they have to speak in a second language, particularly if they have a low level of skill. The prevalence of speaking anxiety in each person explains why many second language learners can do well in reading, writing, and listening, but have difficulty using the language orally with confidence.

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Generally, teaching speaking in a classroom setting has to keep in mind that we have a mixed class of different skills, perceptions, motivation, context, knowledge and learning styles. In teaching speaking skill, we need much more consideration of such differences among our students because the development of speaking skills requires the development of the different aspects of the language. In this regard, Spratt, Pulverness and Williams [1] noted that teaching speaking means improving speaking skills by constantly focusing on specific aspects of speaking (fluency, pronunciation, grammatical precision, and body language). Teaching the above aspects of speaking skills is not an easy task. This needs participation in a variety of practical activities where learners are key players under the guidance of the teacher to help students develop as quickly as possible to use the target language for communication purposes. In line with this idea, Brown and Yule [2] state that the purpose of teaching speaking is to enable students to express their ideas and to engage in communication endeavor comprehensibly.

Thus, thinking of improving the effectiveness of the learning process continues to be talked to, including in terms of approach. Several things that must be played in choosing the right one to accomplish learning goals, one of them is thinking about students' age. Based on age, students can be categorized into two, namely young learners and adult learners. In line with this, approaches are also labeled into two, namely andragogy and pedagogy approaches. Based on age, definitely college students are included in adult learners, and it is fitting in the learning process to use andragogical approach.

Andragogy etymologically gets from a Greek word, *andragogos*. The roots are *Andra* implies adult, *agogus* means importance to lead. Thus, Ekoto & Gaikwad [3] stated that Knowles defines andragogy as the art and science of helping adults learn. Although the early concepts on adult education go back to the early 1800s, the concepts and name "andragogy" was popularized by Malcom Knowles to distinguish adult education from pedagogy or child education. Hence, Ekoto & Gaikwad [3] noted that andragogy was coined in Europe by Kapp, introduced in America by Lindeman, and popularized in the West by Knowles. The based principle of andragogy includes as follows: (a) self-directed learning; (b) students' accumulated and growing learning experience; (c) students' readiness to learn; and (d) the shift from subject-centered to performance-centered. In adult learning situations, teaching can focus more on training [4]. Training activities can be less formal, and the role of the instructor shifts from knowledge dissemination to a mentor and guide that requiring a greater variety of methods and skills from the instructor. When traditional lectures and seminars are used, they must provide practical exercises, often experimental in nature, discussions, role-plays, case studies, addressing specific industrial challenges. Effective use of group discussions and group work is common. The approach moves away from the theoretical knowledge and into a practical application of the knowledge.

This are a lot of research on andragogical approach. Kusic [5] began an examination of the presence of andragogical competencies in graduate programs in foreign languages. The research study attempts to find the application of andragogy in the graduate students. Eventually, Sanger & Pahlova [4] examined the Implementation of andragogy to promote active learning in adult education in Russia. Moreover, Volchenkova [6] conducted the research about an andragogical approach to forming faculty communication competence in a foreign language for international activities. The previous literature above focused on applying andragogical approach without relation between English language skill, such as writing, speaking, reading, and listening. Thus, the research about the implementation of andragogical approach for teaching speaking skills at the undergraduate level is insufficient. Thus, this study is descriptive qualitative research to look at the implementation of andragogical approach

2. Method

2.1. The Setting

This research was conducted in an intensive English program at Maulana Malik Ibrahim State Islamic University which was established in 2000. The intensive English program is a unit that provides English programs for all internal and external campus communities, in the form of regular English language teaching programs that intended for all students that accordance with the curriculum in each department and faculty. The Intensive English Program is under the supervision of the Maulana Malik Ibrahim State Islamic University language development center.

2.2. The Subjects

In a qualitative descriptive method, a researcher is purposeful in choosing participants and settings. The researcher selects specific subjects to provide deep insight and a thorough understanding of the study [7]. In this study, eight students who were participated in the intensive English program, from various majors were selected.

2.3. Data Collection Methods

This study primarily adheres to qualitative research, therefore, the collection of the data can be obtained from different methods. To accomplish the objectives of this study, the primary method used is interviews.

For the sake of the current study, the researcher conducted individual interviews with eight students as well. The interviews were recorded via audiotape by the side of note-taking and the students were interviewed in Bahasa. The interviews took place in different locations. The interview question is around the basic principle of andragogical approach as follows, (a) self-directed learning; (b) students' accumulated and growing learning experience; (c) students' readiness to learn; and (d) the shift from subject-centered to performance-centered. The interviews were recorded then precisely transcribed based on the exact words and opinions of the participants. In semi-structured interviews, the participants provided further information and comprehensive descriptions of their feelings, opinions, experiences, etc. In this way, the interviewer can acquire extensive data. In the course of the interviews and students' verbal and non-verbal communications were observed, it includes their facial expressions, gestures, voice level, etc. Right after the interview, the researchers jotted down the notes about the setting, duration of time and how the interviews went on.

2.4. Data Analysis

In order to analyze the interviews, the students' interviews were translated into English and then transcribed. The English transcriptions were read several times to get the exact meaning of what the participants said. After reading the participants' responses, the researcher fully examined each piece of information to make sense of the data as a whole. The researcher narrowed the data collected to develop codes that accurately described the reactions of the participants. During the coding process, the researcher asked questions, made comparisons, analyzed words, phrases, etc. Eventually, the author used background knowledge, experience, and viewpoints to explain and present the findings of the study.

3. Results & Discussion

The results obtained from the interviews carried out with English intensive program students are divided into the implementation of four basic principles of andragogical approach.

3.1. Self-directed learning

Based on the interview and observation, the researcher found in the majority of the class of this program, the lecture and students have discussed the appropriate method that will be used in the class for each topic. One of the respondents stated that "*The lecture asks us, for learning about the spoken narrative text, which one do you prefer? Drama or storytelling? The whole class is agreed to use drama because it much fun for us*". Based on this statement the researcher revealed that in speaking class in the intensive English program, the students are playing a role in determining the learning methods that they will use. This result revealed that the majority of classes in this program apply self-directed learning the concept in the speaking class of intensive English programs. It was in line to Merriam and Caffarella [8] pointed out that self-direct learning is a form of study in which learners have the primary responsibility for planning, carrying out, conducting, and evaluating their own learning activities and Knowles et al., [9] stated that the self-concept assumption of andragogy holds that adult learners need to take control of their own learning experiences since self-directed learning experiences are more effective in forming an awareness of their self-

concept. In an intensive English program class, the role of the teacher is the facilitator, the instructor in his/her role as a facilitator considers learners as capable of self-direction and self-development [10].

3.2. Students' accumulated and growing learning experience.

Majority the students in this program are growing their learning experience in the speaking skill, in intensive English program students are treated as someone who already has prior knowledge, not as someone who does not know any prior knowledge. This was confirmed by all the student-participants. One student said that "*The lecturer asked about our experience before joining this program, such as our experiences in high school, after knowing the background of us, the teacher recommends some material for us, and we decides the material.*" Based on this result, the researcher assumed that intensive English program has applied the concept of students' accumulated and growing learning experience. It was coinciding with Knowles et al., [9] stated that andragogy holds that adults have more experiences than children or adolescents to draw from and apply information. Thus, effective learning will draw upon these experiences.

3.3. Students' readiness to learn.

The intensive English program applied the readiness concept. It can see from the result of the interview. The students said that "*one of the tasks that teacher give to us in speaking skill is how to conduct interview to the expert, I think it is related to our major that is psychology, because in psychology we need to know how to interact of someone else, especially in English*" the other student added that "*The topic in my class is related to my department, I am from family law major, the lecture chose the topic about divorce, adoption, others.*" Based on the readiness to learn assumption, adults desire information that is immediately applicable to their everyday experiences at work and in their daily lives [9] and Taylor [11] stated that as a person matures, his/her readiness to learn becomes oriented to the development task of his/her social roles. Readiness to learn is dependent on an appreciation of the relevance of the topic to the student.

3.4. The shift from subject-centered to performance-centered.

Depend on the interview, the researcher found that the intensive English program was used performance-centered learning. According to Taylor [11] said, as a person matures, his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation towards learning shifts from one of subject-centered to one of problem-centered. It is supported by the student who stated that "*the tasks from the lecture are always in performance, even we do it in front of the class, or we must record it and upload it on YouTube*". The other student added that "*my task in speaking class is mostly a performance, such as storytelling, drama, or telling the other people how to make something*".

4. Conclusion

Based on the result and discussion, it can be concluded that andragogical approach is the appropriate approach for the adult learner, especially in teaching speaking skill. Because this approach is suitable for college learners' age. There are four aspect that should be aware for apply andragogical approach, those are: (a) self-directed learning; (b) students' accumulated and growing learning experience; (c) students' readiness to learn; and (d) the shift from subject-centered to performance-centered. Also besides, andragogical approach is build the active learning atmosphere in teaching speaking skills. Hence, the intensive English program of Maulana Malik Ibrahim state Islamic university has applied andragogical approach in teaching speaking skills. For the next researcher, this approach still needs to investigate more about how andragogical approach can approach students' speaking skills. Although the researcher did not use specific measures for students' speaking skills toward andragogical approach, this study investigate the students' participation, feedback, and reflections about andragogical approach in teaching speaking skills.

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