



Exemplar of Micro Strategies in Teaching Speaking in Indonesian Context

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Abstract

The post-method era is currently experiencing a surge in popularity within the realm of English language teaching, particularly in the context of English as a Foreign Language (EFL), such as in Indonesia. Given the crucial role of Speaking as a central element in communication, it requires meticulous attention and instruction in an EFL setting. Teachers play a pivotal role in preparing effective strategies to assist learners in achieving fluency and accuracy in spoken English. Consequently, this paper aims to expound on the recommended micro strategies derived from Kumaravadivelu's post-method framework. It delineates the macro strategies of post-method in English Language Teaching (ELT) as the foundational elements for creating micro strategies tailored to the teaching of Speaking in the Indonesian context. The article outlines ten macro strategies, which include increasing learning opportunities, facilitating negotiated interaction, minimizing perceptual mismatches, activating intuitive heuristics, fostering language awareness, contextualizing linguistic input, integrating language skills, promoting learner autonomy, ensuring social relevance, and raising cultural consciousness. Drawing on this strategic framework, the article gives illustrated instances of classroom activities and instructional tactics, dubbed micro strategies, that have been utilized to improve Indonesian learners' EFL Speaking competency.

Keywords: *Indonesian EFL context; Macro strategies; Micro strategies; Post method era.*

Introduction

English language teaching has entered a fresh phase, and as a result, language teachers should be exposed to the new era and its concepts. The paper seeks to construct some ideas for using post method pedagogy in the classroom when

teaching Speaking. It suggests several notions to embody the idea that gives as many opportunities to study and teach language as possible in reference to the post method condition. Since postmodernism refuses any set meaning, reality, truth, or connection between language and the world of inquiry, English language education involves a fundamental change toward post method; it necessitates a higher awareness of concerns (Hashemi, 2011).

It is commonly acknowledged that the post-method period has become a global trend in English language teaching, such as EFL in Indonesia. According to Richard and Renandya (2002), in the post-method period, the conversation on language instruction is no longer focused on methodology but on principles. Furthermore, according to Richards (2008), English is a property of English-speaking people all over the world, yet it is such an international commodity that it is sometimes divorced from its geographical and cultural origins. From the individualistic perspective and learner-centered methods to language learning, the post method rejected the notion in a one-size-fits-all technique, and it has emerged with the concept of localizing teaching materials in order to better match specific language requirements into a specific environment.

It can be observed that there is a transition from the traditional method notion to a post method condition, a change from a top-down to a bottom-up approach. In this example, the post approach can help the EFL environment, particularly in Indonesia, by providing educators with knowledge and perhaps encouraging EFL teachers to build techniques for their own classroom activities. There is a rapid shift from traditional to postmodern approaches, with the goal of developing a set of principles and classroom practices that may be adopted based on the requirements of the learners.

The post method framework is constantly looking for open-ended and practical terms based on empirical and pedagogical insights that reshape a specific design for classroom research and create situation-specific micro strategies; the method concept is looking for an alternative way to follow up on an effective teaching experience in EFL approaches. According to Kumaravadivelu (2006), the post method refers to a specific group of teachers educating a specific group of students while adhering to a certain set of goals inside a specific institutional environment immersed in a specific socio-cultural milieu. It is thought that a technique should be adaptable to varied teaching settings and learner demands. In this paper, the author presents an example of a micro strategy in a Speaking Class in an Indonesian accomplishing in response to the adoption of the post-method age in ELT.

This article underscores the importance of exploring the skill of Speaking in

the context of Indonesia, referencing prior research. It presents various strategies aimed at assisting teachers in creating engaging classroom activities, responding to the gaps identified in a previous study by Birjandi and Hashamdar (2014). The earlier work addressed five out of ten macro strategies, including maximizing learning opportunities, facilitating negotiated interaction, minimizing perceptual mismatches, activating intuitive heuristics, and fostering language awareness, within the Iranian EFL context. However, these strategies were limited to offline interactions and lacked specificity in developing activities for individual language skills. In contrast, this article adopts a fresh perspective in line with recent global trends in English Language Teaching (ELT) that emphasize both synchronous and asynchronous online meetings. Significantly, the suggested classroom activities are adaptable to offline settings as well. Recognizing the centrality of Speaking in communication within ELT, this article delves into the specific recommendations of micro strategies in the classroom. It builds upon Kumaravadivelu's (2006) more intricate macro strategies, encompassing maximizing learning opportunities, facilitating negotiated interaction, minimizing perceptual mismatches, activating intuitive heuristics, fostering language awareness, contextualizing linguistic input, integrating language skills, promoting learner autonomy, ensuring social relevance, and raising cultural consciousness.

This article organizes crucial subjects such as teaching Speaking in the Indonesian context, adoption of post method pedagogy in teaching Speaking, and Recommended micro techniques for teaching Speaking to provide the reader with a more comprehensive view. It adds variety by including a variety of unique classroom activities in both offline and online meetings. These tactics are anticipated to enrich EFL Speaking in Indonesia and serve as a current reference for teachers to use appropriate strategies depending on the requirements of their students.

Method

Post method era offers useful strategy for both teacher and researcher. Kumaravadivelu (2006) promotes a framework that helps learners by ten macro strategies. The framework is to manage all problems and find solutions. It is known that a new trend in pedagogy is offering to replace methods with professional strategies and skills. In this matter, Kumaravadivelu (2012: 12-16) stated that post method pedagogy builds on three key principles: particularity, practicality, and possibility. Particularity requires pedagogy to be sensitive to the local individual, institutional, social and cultural contexts of teaching and learning and of teachers and learners. Meanwhile, practicality breaks hierarchical relationship between theorist and teacher as producers and consumers of knowledge. In this case, teachers are encouraged to theorize from their own practices and put into practice their own theories. Additionally, possibility fosters the socio-political

consciousness of teachers and learners so they can form and transform their personal and social identity.

However, these principles should be managed through a series of macro strategies. Kumaravadivelu (2006, 201) stated that macro strategies are general plans derived from currently available theoretical, empirical, and pedagogical knowledge related to L2 learning and teaching. A macro strategy is a broad guideline based on which teachers can generate their own location specific, need based micro strategies or classroom procedures. In other words, macro strategies are made operational in the classroom through micro strategies.

The macro strategies provide only general guiding principles for classroom teaching. They should be implemented in the classroom through micro strategies. These micro strategies are classroom procedures that are designed to realize the objectives of a particular macro strategy. As stated by Kumaravadivelu (2006, 208) each macro strategy can have any number of, and any type of micro strategies depending on the local learning and teaching situation. They have to be designed based on the learners' needs.

Results

Recommended Micro Strategies for Teaching Speaking

Chaney (1998, 13) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak English in the best way possible, some speaking activities are provided in this article to be applied in EFL classroom settings.

Mostly, classroom activities are designed as online learning since we are now still in pandemic era. Developing speaking skills in online lessons is different from in a face- to-face class. However, creativity and imagination are needed on the part of the teachers and the learners. As the first preparation, teachers should consider what tools they use. If the platform has breakout rooms, teachers can use these to do small group speaking activities. Furthermore, teachers should think about how they will give feedback on the speaking activities, whether they give feedback to all

students every lesson or focuses on a few each time. Teachers should also plan a task for everyone as this will make the pace faster and motivation higher. Moreover, teachers should realize learning outcomes of EFL Speaking. To encourage students to speak up fluency in online meeting, some micro strategies can be implemented based on the learners' background, interests, and needs.

This article gives various examples of classroom activities by developing micro strategies. For example, in EFL Speaking in Indonesian context, teachers are recommended to create superb speaking activities to make learners speak up confidently without fear and anxiety. A nice warmer activity for teaching English online is to choose a picture that lends itself well to the topic of the day. This can help learners to activate their prior knowledge about a topic. Depending on the level, there are various things teachers can get learners to do:

- Say words of things they see
- Make predictions about what will happen next
- Relate what they see to their own experiences
- Make sentences based on the picture
- Answer some simple questions

After warming up the class, teachers can continue activity by using flashcards in online class. There are just so many things teachers can do with them, but the simple thing is to use them as a vocabulary review and get learners to make a sentence with the word that they see. If teachers find that there are some learners who are shy to speak up, teachers can ask a question but instruct learners to type their answers in chat then motivate them speak up later.

Pedagogical benefits should be touched in each classroom activities. Thus, teachers can arrange the effective strategies. For example, to give learners an opportunity to think through their responses and open up, also to enables shy learners (who never speak up) to actively participate in class, teachers can give learners a minute and ask that they write their answer on a virtual board. Teachers can share a link to the board via chat, and each learner can add his/her own sticky note with the answer. One of favorite board is called Padlet. It offers a free plan and learners don not need to sign up. There are numerous tools that can be used in online lesson. Of course, the power of technology should be packaged with teachers' creativity to support fantastic Speaking Class.

Another example of micro strategies in Speaking Class is providing the trick, namely "softball questions". It is to break down teachers' question into smaller. Sometimes, learners are reluctant to speak up simply because the question is too big. They genuinely do not know what to answer. For example, teachers can start with a yes/no question about a topic (e.g., Do you think this product's price is too high?). Then, teachers can build up following questions based on former answers until teachers reach their point (e.g., How would you price this product? What pricing strategy did you choose? Why?). It has pedagogical benefits; it builds up the

learners' confidence that they know what they are talking about. It also generates more meaningful discussions.

Recommended micro strategies in Speaking Class are also developed based on ten macro strategies below:

1. Maximize learning opportunities

Kumaravadivelu (2006, 201) stated that it is essential that teacher holds a balance between their role as planners of teaching acts and their role as mediator of learning acts. The nature of classroom is cooperative so the teacher cannot ignore contributory discourse, the teacher is simply as a teacher and the learner is simply as a learner because both of them are managers of learning. The teachers utilize learning opportunities which is created by the learner.

2. Facilitate negotiated interaction

Kumaravadivelu (2006, 202) stated that this macro strategy refers to meaningful learner-learner, learner-teacher interaction in class that provides the freedom and flexibility to initiate and manage talk for learners. In this case, learners should be actively involved in interaction as a textual, interpersonal, and ideational activity.

As stated by Halliday (1985) interaction can be classified into textual, interpersonal, and ideational. Interaction as a textual activity refers to the use of such linguistic dimension as phonological, syntactic, and semantic signals that enable learners and their interlocutors understand input and transmit messages as intended. Furthermore, it also covers metalinguistic dimension that deals with the language awareness necessary to talk about language structures and mechanics.

Interaction as an interpersonal activity means the use of language to promote communication between participants. It focuses on the nuances of interpersonal understanding, especially those necessary to open and maintain conversational channels and to identify and repair communication breakdowns. Meanwhile, interaction as an ideational activity focuses on ideas and emotions' participants based on their life experiences, past and present.

Kumaravadivelu (2006) believed that micro strategies for facilitating negotiated interaction should provide opportunities for learners to stretch their linguistic knowledge, improve their conversational capacities, and share their individual experiences. Based on this statement, classroom activities below can be recommended for promoting negotiated interaction in both online and offline lesson.

3. Minimize perceptual mismatches

Kumaravadivelu (2006, 203) identified ten sources that have the potential to contribute to the mismatch between teacher intention and learner interpretation: (1) cognitive mismatch which refers to the general, cognitive knowledge of the world that adult language learners bring with them to the classroom, (2) communicative mismatch which refers to the communicative skills necessary for the learners to exchange messages or express personal views, (3) linguistic mismatch which refers to the linguistic components such as syntactic, semantic, and pragmatic knowledge of the target language, (4) pedagogic mismatch which refers to the teacher and learner perceptions of stated or unstated short- or long-term instructional objectives of language learning tasks, (5) strategic mismatch that refers to operations, steps, plans, and routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information, (6) cultural mismatch which refers to the knowledge of the cultural norms of the target language community expected to be minimally required for the learners to understand and solve a problem, (7) evaluative mismatch which refers to articulated or unarticulated types of self-evaluation measures used by learners to monitor their ongoing progress in their language learning activities, (8) procedural mismatch that refers to stated or unstated procedure or steps chosen by the learners to do a task, (9) instructional mismatch which refers to instructional guidance given by the teacher or indicated by the textbook writer to help learners carry out the task successfully, and (10) attitudinal mismatch that refers to participants' attitudes toward the nature of L2 learning and teaching, the nature of classroom culture, and teacher- learner role relationships.

4. Activate intuitive heuristic

One way to activate intuitive heuristic is to provide enough textual data, a great deal of grammatical data can infer directly through rules and indirectly through examples. Learner should find rule governing pattern. The other is empirical studies can cause to self-discovery which effects learner's comprehension and retention.

Recommended micro strategies in Speaking Class are activities promoting the process of self-discovery on the part of learners. Teacher can also implement a method of teaching allowing learners to discover things by themselves and learn from their own experiences. These activities can be developed in Speaking Class are:

5. Foster learning awareness

There are different strands of thought about how language awareness can be fostered. They can be classified into two major types of awareness: (a) general language awareness, and (b) critical language awareness. The

former refers to an awareness of linguistic and sociolinguistic features governing language usage, while the latter treats it primarily as an awareness of social and political factors governing language use. Language awareness was defined as a person's sensitivity to and conscious awareness of the nature of language and its role in human life. (Donmall 1985, p. 7, cited in van Lier, 1996).

6. Contextualized linguistic input

Sweet (1964) argues that practical study of language should be connected to texts as a main foundation, the sentences should be practiced in meaningful contexts rather than taught in isolated. We should contextualize linguistic input for the learner which has beneficial effects of various linguistic components. It is necessary to give the learner pragmatic cues and meaning making process.

It can be said that contextualizing linguistic input is putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only. It tries to give real communicative value to the language that learners meet. The context can help learners remember the language and recall it at a later date. Learners can use natural learning strategies to help them understand contextualized language, such as guessing meaning from context.

Recommended micro strategies in Speaking Class can be implemented by teaching the language used to give advice by looking at problem pages from teenage magazines. Teacher can provide activities like a telephone role play to practice functional language as well. Additionally, when teacher has topic of learning about favorite things, teacher can ask the students to create short video to review their favorite food while eating that real menu. It is an alternative way to improve their linguistic input in online learning.

7. Integrate language skills

Language skills are traditionally divided into listening, speaking, reading, and writing. As Savignon (1990) points out that we lost in encode and decode message sending. Putting them into manageable can show the interactive nature of language and language behavior, besides use of any skill can trigger communicative association with others. For example, listening skill can lead to comprehend more sociolinguistic concept, so all skills are interrelated and integrated as a whole part of language.

One of micro strategies that can be implemented in Speaking Class is storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their

classmates. Story telling fosters creative thinking. It also helps students' express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class. Story telling can also such integrated skills as reading, listening, speaking, and also writing.

8. Promote learner autonomy

Learner autonomy is vitally important and the nature of language is also autonomous. It equips the learner to understand the meaning of self-direct and consciously to pose learning strategies. We learn from generic metacognitive, cognitive, social, and in addition, affective strategies that learner follow many individual ways of learning a language successfully. By autonomy, the learner step to psychological preparation and strategic training.

In online learning, it will be easier to promote learner autonomy. Teacher can ask learner to have self-access to learn English through youtube, tiktok or other social media. Google classroom can be alternative to have personal discussion between teacher and learner. Therefore, teacher can combine synchronous (google meeting, zoom, Microsoft Teams) and asynchronous (WhatsApp, Google Classroom, etc)

9. Raise cultural consciousness

Stern (1992) says cultural teaching has cognitive component in terms of geographical knowledge, knowledge about differences, knowledge about target culture, knowledge about values and attitudes; an affective component in terms of interest, curiosity, and empathy; and behavioral component in terms of learner's ability to interpret culturally, which are the ways learners put themselves into appropriate ways of learning culture. We treat the learner as a cultural informant as well as the teacher, we can encourage learners to engage a process of participation and put them on knowledge and power.

10. Ensure social relevance

It is needed for the teacher to be sensitive to the societal, political, economic, and educational environment. That is essential to entail understanding social context as an important variable. Social context shapes various teaching/ learning issues such as motivation for L2 learning. Determining social relevance of L2 programs are most crucial for the purpose of learning. As Berns (1990) says different social context can cause to the emergence of various communicative competence and functions in L2. The teacher is going to follow whether a realistic goal or unrealistic one to

produce native speech.

To implement micro strategy in Speaking Class, teacher can promote reporting activity. Before coming to class, learners are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Learners can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Conclusion

Post method can prospectively reorganize the quality and content of EFL teaching. It makes an advancement of a context which is based on real understanding of local linguistic, socio cultural and political aspects. Post method pedagogy searches the higher ground by advocating an alternative to method, and it is highly interested in knowledge. Post method has powerful dialectical relationship with methods, and it imposes a bottom-up construct of practices. It gives us a warning to avoid one size fits all in method. Post method does not need to make a line at the end of methods but rather a deep understanding toward the limitations of methods and desire to pass those limitations.

The shift from a methodology based to a post method instructional practice demands the involvement of teachers and learners as key players in the construction of knowledge. Teachers are no longer limited to choose strategies from several different methods. Rather, they should invite learners to embark on a journey where their contexts, identities, affective and cognitive variables merge with critical practices in English language teaching. Rather than teachers dictating which way to go, it is important that they learn about their learners and discover their aspirations. Post method era requires that teachers are aware of several methodologies to be implemented in classroom activities. In this matter, EFL teachers are responsible to use different methods in classroom practices and develop various teaching strategies based on the learners' need.

This article provides some micro strategies in EFL Speaking in Indonesian context. EFL teachers can develop micro strategies that are recommended in Speaking Class, such as: brainstorming, demonstration, games, large-group discussion, and one-to-one teaching strategies that are strongly motivated learners to practice speaking. The use of those teaching strategies in teaching speaking skills is expected to help learners enhance their speaking skills.

It is suggested for further writer to propose micro strategies developed in other productive skill, like Writing. It is expected to hold post method framework to enrich EFL in Indonesia context. Based on Kumaravadivelu's post method framework, EFL teachers are requested to propose some micro strategies for each

macro strategy, such as: maximize learning opportunities, facilitate negotiated interaction, minimize perceptual mismatches, activate intuitive heuristics, foster language awareness, contextualize linguistic input, integrate language skills, promote learner autonomy, ensure social relevance, and raise cultural consciousness. The micro strategies should fulfill the criteria needed for post method language teaching in Indonesian context.

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