

ARTICLE

**THE IMPLEMENTATION OF TEACHING SPEAKING FOR CHILDREN OF
ENGLISH MASSIVE (EMAS) PROGRAM AT SPOT *TAMBAH PINTER*,
NGRONGGO-KEDIRI**



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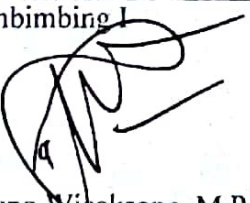
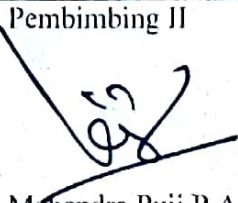

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THE IMPLEMENTATION OF TEACHING SPEAKING FOR CHILDREN OF ENGLISH MASSIVE (EMAS) PROGRAM AT SPOT *TAMBAH PINTER*, NGRONGGO-KEDIRI

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ABSTRACT

EMAS (English Massive) program was designed by Kediri City Government that aimed to equip the citizens within English ability especially in speaking skill in order to face AEC (ASEAN Economic Community). This program is tuition free and the participation is divided by three groups; Adult, Teenager, and Children. Teaching speaking to the children is different with the adolescent, so that the tutor should arrange the activity that appropriate with the children's needs as well as their characteristics. Furthermore, the tutor also has the responsibility to create the most enjoyable atmosphere so the expectation of fun learning can be materialized. The writer conducted a case study of qualitative research approach. The aim is to explain the way of the tutor conduct the teaching learning for the speaking skill. While, to collect the data she conducted observation, interview and documentation. The finding of this research shows that the tutor made teaching scenario before conducting the teaching learning process. She also did physical activity such as sing a song and game. The tutor never shouted to the member when they were crowded and she made be quiet sign and made a yel-yel. At the end of teaching learning process, the tutor assessed and evaluated the member orally. From the finding, it can be concluded that the tutor who conducts teaching speaking to the children applies activity such as game and sing a song that supports the enjoyable atmosphere. In order to make the teaching learning more effective, the writer suggests that the tutor uses hand book that contains of the material they learn.

Keyword: EMAS Program, Teaching Speaking, Children

I. BACKGROUND

The Mayor of Kediri prepares the citizens to have capability of communication in English language by held the program named EMAS (English Massive) on January 2016. This program also aimed to welcome AEC (ASEAN Economic Community) and it is relate with its motto "*Mendunia dengan Bahasa Inggris*". All of the citizens in Kediri

City can join as a member freely, which means there is no tuition. Moreover, the aim of this program is to prepare the Kediri's citizens not only becoming a consumer in AEC era but also can join the economic challenge between the other five countries in ASEAN.

In addition, EMAS is the application of PRODAMAS (*Program Pemberdayaan*

Pemerintah) which listed in *Perwali (Peraturan Walikota)* of Kediri City Government *Nomor 19 Tahun 2015 Tentang Perubahan Kedua Atas Peraturan Walikota Kediri Nomor 40 Tahun 2014 Tentang Pedoman Pelaksanaan Program Fasilitasi Pemberdayaan Masyarakat* (see in the appendix). That legal letter from Kediri City Government stated that they have many programs to solve the social problem and as the supporting tool of the social program in society on a micro scale. The point that relates with EMAS program is stated on *Pasal I* (point f) as *kegiatan peningkatan kualitas sumber daya manusia (SDM) untuk mendukung prestasi pendidikan dan pengetahuan masyarakat*. According to the statement above, the government wants to support the development of the citizens' knowledge and education.

The educational system in EMAS can be classified in NFE (Non-Formal Education). Novosadova (2003:9), explained that non-formal education gives young people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education. Novosadova (2003:8) stated that of Non-Formal Education has the plan and the learning process is flexible. The aim of Non-Formal Education is conducted for the individual (the students can be from inter-generational) and group (group role is very

important and the interaction is cooperation). Moreover, the students learn (un/sub) consciously because they join voluntary so that they might active to take a role in the learning process in the way to develop the competences. The result of the learning process will be similar between one and others and both the students and the teachers will take the responsibility of the result.

EMAS can be identified as the implementation of community-based learning that helps students develop the knowledge, skills, and attributes of effective citizenship by identifying and acting on issues and concerns that affect their own community (Melaville, Berg, and Blank in Smith and Sobel, 2010). Moreover, based on the previous study of Mardiani (2012) in her journal, this term also developed in *Kampung Inggris Pare*, Kediri Regency. The result of that previous study showed 83,2% of community participation in English Course had contributed about 72,19% in creating the community-based education. Linked with EMAS, the community helps the members to acquire, practice, and apply the knowledge and skills (speaking skill). Moreover, they also identify and act on issues and concerns that affect their own community by discussing about the daily issues in English (especially for adult members).

The participation of citizens in EMAS is the application of *UU RI No. 20 Tahun*

*2003 tentang Sistem Pendidikan Nasional
Bab XV, Bagian Kesatu, Umum:*

- (1) Peran serta masyarakat dalam pendidikan meliputi peran serta perseorangan, kelompok, keluarga, organisasi profesi, pengusaha, dan organisasi kemasyarakatan dalam penyelenggaraan dan pengendalian mutu pelayanan pendidikan.*
- (2) Masyarakat dapat berperan serta sebagai sumber, pelaksana, dan pengguna hasil pendidikan.*
- (3) Ketentuan mengenai peran serta masyarakat sebagaimana dimaksud pada ayat (1) dan ayat (2) diatur lebih lanjut dengan peraturan pemerintah.*

EMAS was chosen as the object of the research because it is one of the superior programs of the Education Department of Kediri City. In the first year of the emerging, EMAS has grown significantly and it has got an achievement as *Lencana Hasta Adhi Warta* from PWI (*Persatuan Wartawan Indonesia*) that regarded at *Hari Pers Nasional* on March 23th, 2017 (accessed on kedirikota.go.id). It has given the big impact of the whole elements in Kediri City. While, spot *Tambah Pinter* was chosen to become the object of the research because it won in "English Contest for English Massive" on July 31st, 2016 that held by KNPI (*Komite Nasional Pemuda Indonesia*), Department of Education of Kediri and also Government of

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Kediri City at Selomangleng Cave Recreational Park, Kediri in some categories. In that contest, there were 120 teams which divided into 3 groups (Adult, Teenager, Children). The children group, who joined Telling Daily Activity Contest, won the third place. Then, the teenagers won the first place for the Story Telling Contest's category and defeated the team from Ngampel, Setono Gedong, Bandar Lor, Dandangan and Bence. Furthermore, the adult group being the winner the most in the Telling Procedure Contest on the first, the second, and the first contender. The aspects being considered by the adjudicators in deciding the winner are fluency, pronunciation, expression and performance.

This spot also become one of the most active spot in EMAS program. On November 13th, 2016 Spot *Tambah Pinter* went to Pare to do comparative study in *Kampung Inggris* with 100 participants. The objective of this activity is to introduce the members of English environment in daily life. There were two courses that visited by the participants, EECC (Effective English Convention Course), and DECFN (Dynamic English Course Flamboyant Nine).Based on the explanations above, the writer conducts a research entitled The Implementation of Teaching Speaking for Children of English Massive (EMAS) Program at Spot *Tambah Pinter*, Ngronggo-Kediri.

The scope of this research is the way of the tutors of EMAS at Spot *Tambah Pinter*, Ngronggo-Kediri conduct the teaching process of speaking skill to the children. The teaching process are including; the preparation from the tutors before they teach, the way of the tutors teach the members in order to develop their speaking skill and the evaluation in the end of the teaching process. The research was taken at Spot *Tambah Pinter*, Ngronggo-Kediri which located in Jl. Karang Anyar II No.5-7 Ngronggo, Kediri. The research question of the research is; how do EMAS' tutors teach speaking skill for the children in Spot *Tambah Pinter*, Ngronggo-Kediri?

II. RESEARCH METHOD

In this study, the writer used a qualitative approach. Cresswell (2012:16) stated that qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. Dealing with the statement above, the writer explored the information that relate with the research problem, which in this research the writer named as the research questions. The writer also gained the information from the related literature, such as journal and some articles, and the participants are including the tutors and the members.

The writer chose case study as the method. Ary (2010:29) said that the goal is to arrive at a detailed description and

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understanding of the entity (the “case”). In line with the statement above, the writer described the information about the case in order to make the clear explanation about it. The case that meant in this research was about the implementation of EMAS especially in Spot *Tambah Pinter*, Ngronggo – Kediri. So the writer looked for the data from the tutors and the members. And the detail information that shown by the writer was about how do EMAS' tutors teach speaking skill for the children.

To collect the data, the writer did observation, interview and documentation. The writer did four days observations and being the nonparticipant observer. While observing, she took pictures and recorded the activity in a video. Moreover, the writer observed the journals and the articles in some media and printed them out as the document. The second way to collect the data was interviewing. The writer looked for the information by asking the tutors about their preparation before teach the members. The writer collected the documents in order to make her easier in explaining the information and writing a report.

In collecting of qualitative research, according to Miles and Huberman (1994:10) there were data reduction, data display and conclusion that could be used

to analyze the data. Those techniques called as Interactive Model.

1. Data Reduction

In data reduction, the writer selected, simplified and transforming the data from the video and field note. The writer collected data by reducing some unrelated and unnecessary data for the research.

2. Data Display

The second process is data display. In this step, the writer organized and compressed the information which should be entered in the cells. It meant that after some unrelated and unnecessary data has been selected, it displayed on the report descriptively based on the research question.

3. Conclusion Drawing

Miles and Huberman (1994:11) explained that the final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes. So, the writer should think objectively about the written or displayed data. The writer, then, rather considered the field notes than the displayed data. On another way she also shared the thought with another writer in order to compare, expand or add the information.

III. FINDING AND DISCUSSION

A. Finding

This research began with the preliminary study did by the writer on November 15th, 2017 to make sure that the Spot was active and the children group was exist. Then, the writer began to do collecting data on November 22nd, 2017. The writer observed the tutors while wrote some notes in a field note, took a picture and recorded the activity in a video. Moreover, the writer observed the journals and the articles in some media and printed them out as the document.

After the writer did 4 days observation, she found several things that the tutor have done to teach speaking for children of English Massive (EMAS) program at spot *Tambah Pinter*, Ngronggo-Kediri. In the beginning of teaching learning process, the tutor usually asked one of the members to lead the pray. She often called the members' name to check their attendance. After open the teaching learning process, sometimes she did warming up activity such as clapping the hands in order to get the members' attention.

When teaching learning process happened the tutor conducted game and sing a song to make the situation more fun and joyful. Furthermore, when the time was over, the tutor sometimes reviewed the material in that day and asked one of the members to lead the closing pray by her guiding.

The second way to collect the data was interviewing the tutor about her preparation before entering the class. The tutor told that she made a teaching scenario based on the listed material given from the master tutor. The tutor has the responsibility to develop the material according to the ability of the members in comprehending the new knowledge, the thinking skill of the member and the grade variation of the member. The teaching scenario made by the tutor contained of teaching goals, target structures, target vocabulary, media, activity and assessment. The activity divided by pre activity, whilst activity, and post activity.

B. Discussion

According to the data taken by the writer, the tutor made the teaching scenario. She told that the difference between lesson plan used by the teacher in a formal school and her teaching scenario is in the simply target had by the teaching scenario. Furthermore, it depended on the source they use, and how they practice the material. It was in line with the theory from Branson (2005:30-31), that said that at each level of planning, there needs to be a focus on content (what skills are to be learned; what texts and other resources will be used) and process (how learning will take place; the activities students will participate in; how they will demonstrate their learning and how it will be assessed).

The contents of the teaching scenario were teaching goals, target structures, target vocabulary, media, activity and assessment. While, for the point 'activity' divided by pre activity, whilst activity, and post activity. Concerning to the part of evaluation, there was a rubric content of the criteria of assessing speaking such as fluency, grammar, pronunciation and comprehension. Meanwhile, Brown (2000,149-151) explained that the variation formats of lesson plan are plentiful and he gave a sample of the format that contains of goal(s), objectives, materials and equipment, procedures, evaluation and extra-class work.

The writer also found that the tutor controlled the speaking activity by managing the noise level in the classroom. She usually and made a yel-yel 'em-a-a-em-a-ema-a' following by using her hands as a signal to ask them to be quite. It was in line with Linse and Nunan (2005:62) said, "Do not shout over children."

Furthermore, the tutor applied a game to increase the enjoyable atmosphere while teaching learning process. The game was known as hangman game. Evi at al (2017) in their research found that hangman game applied in eight graders can be very effective to learn/teach vocabulary especially in practicing spelling, increasing vocabulary, and memorizing some words. Moreover, according to Manan (2016) by playing

hangman game, students will think about the letter which is in the word. Hangman game also can be one way to help students practice their confidence to express their thought. Those are in line with the data that the writer found in *Tambah Pinter* when the tutor applied hangman game. The members became more curious to find the vocabulary in this case is animal's name, and compete with the other members confidently.

In completing the teaching learning process, the tutor assessed and evaluated the member's comprehension. There was a distinction made by the tutor between giving assessment and evaluated the members. As Brindley in Linse and Nunan (2005:138) explained that assessment refers to collecting information and making judgments on a learner's knowledge, whereas evaluation is used when collecting and interpreting information for making decision about the effectiveness of an education program. The tutor assessed the members by correcting their pronunciation, grammatical, and the choice of words while the teaching learning process happened. Furthermore, she usually gave the compliment to the members who can do the instruction correctly and also gave applause as an appreciation to them. Meanwhile, for the evaluation, she reviewed the material at the end of teaching learning process in order to check the members' comprehension.

IV. CONCLUSION

In conclusion, the tutor made teaching scenario before she entered the class. Furthermore, way of the tutor conduct the teaching learning process was by implementing game to create an enjoyable atmosphere so the member can learn by playing together with their friends. When learning by playing the game, the members can be more confident to speak out, whether it is answering the tutor's question, or come forward in front of the class. Moreover, they can be easier to comprehend and remember the new vocabulary and how to spell it. When the tutor applied the game, of course, the class was very crowded but she didn't shout out to the members to calm them down. She made a 'be quiet' sign while she was yelling uniquely so they can gradually quiet. In each teaching learning process, the tutor assesses the member and evaluates them to check out their comprehension of the material.

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