

ARTICLE

**A STUDY ON TEACHING SPEAKING APPLIED BY THE TUTOR
AT MR. BOB ENGLISH COURSE PARE**



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Abstract

There are three types of education in Indonesia education system, they are formal, informal, non-formal education. Some of learners chose non-formal education, because they can learn a skill, including speaking English without any limitations of time, age, and background education. The aims of this study were to identify the materials and methods that applied by the tutor in teaching speaking, and how the tutor applied the methods. The qualitative research was determined as the approach of the research and the data was taken by conducting participative observation in Speak Up 2 program taught by an English tutor in Mr. Bob English course at Kampung Inggris Pare. The result of this research shows that the tutor used the materials based on the function of speaking. The content of that function as the kinds of language practice students. Hence in this research the tutor used introduction, describing something, conditional sentence, and telling something material. Then the methods that used by the tutor only three methods from seven methods in teaching speaking. Those were direct method, community language learning, and communicative language teaching. Based on the finding, it is suggested that the English speaking tutor should the tutor gave information or material about language style, because language style is a crucial issue when learners practice directly in the real environment, where they would meet with various audiences.

Keywords: materials, methods, teaching speaking.

A. INTRODUCTION

Indonesia has three types of education, they are formal, informal, and non-formal education. At this time people who want to learn speaking can be through non-formal education such as English course. Some of people chose non-formal education, because they can learn speaking without any limitations of time, age, and background education.

In daily life, learners need to communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking. According Bailey (2005: 2), speaking consist of producing systematic verbal utterances (simply things people say) to convey meaning. From explanation above, speaking is the act or skill that produced words or articulate sounds with the ordinary voice to express thoughts, feelings,



opinion in daily life. Thus, this skill is important skill to be learned as early as possible if we want build good relationship with others in daily life. But today in formal education learners have limited time to learn English specially in speaking English. Formal education in Indonesia like school has rules, minimum target and timeliness or schedule that should obey by learners. In the school the learners cannot develop their speaking ability maximally, because English subject at formal education have timeliness and sometimes teacher dominates the conversation in the learning process. Informal education is done by the family and the environment surrounded which is in form of independent learning, but in here not all learners' family understand the concept of speaking English.

Thus one of the ways to learners who want to increase their speaking skill they could join on formal education. In non-formal education there was no timeliness and no age restriction. They can attend the program every time, and learners can chose the subject will they learn in accordance in their needs. If they are weak in speaking, they just take speaking program at the course. One of examples of non-formal education is English course.

In teaching speaking, the tutor has to know some goals of speaking. According to Nunan in Kayi (2006: 1), the goals of teaching speaking are to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting. To reach the goals above, the tutor of Mr. Bob English course definitely had some materials and methods, in teaching speaking which could encourage the learners to speak English. In the course he also becomes a facilitator of learning personal and social change by assisting the developing person at those points where help was requested. Thus the tutor should have a set of exercises, task or activities that learners used to increase their speaking skill. It is really exciting and positive experience to try various classroom activities because successful lessons depend on the use of variety of materials and teaching methods.

According Anthony in Fauziati (2014: 12) method as an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. In addition materials also become a crucial part in English teaching and learning. They help the

learners to reach the goal of learning. There are several definitions of materials proposed by some experts. According to Tomlinson in Nunan (2001: 66), materials can be anything which was used by teachers or learners to facilitate the learning of teaching language.

In addition, Ali and Osman (2007: 11) stated that materials help the learners to learn easily and well is one of the most important basements of teaching and learning activities and processes, and the previous study by Andriyani (2015: 52) also found that using method in teaching speaking can stimulate students' spoken response and it was easier for the teacher and students to practice speaking. In summary, from statement above method and material were an important thing that must be owned by the course, because it would affect learners learning outcomes. The materials in this course would suit with the needs of learners, and the method would be used to deliver the materials, thus that learners could catch the materials easily.

Related with that fact, the writer conducted this study to identify the materials and the methods applied by the tutor and how the methods are applied. Hence, she is interested to examine materials and methods applied by an English tutor of Mr. Bob English course Pare.

B. RESEARCH METHODS

This research was qualitative research which means that it is reported in descriptive form rather than numeric data and it is in natural setting. The design of this research is a case study. The case in the study is the depth-description of materials and methods applied by an English tutor in teaching speaking in Mr. Bob English course with the subject of the research was one of English tutors in that course. He had taught speaking program at Mr. Bob English course for 6 years. He also had graduated from Genta English course for diploma 1 and had finished his study in English Literature Department.

This research took place in Mr. Bob English courses, one of famous English course in Kampung Inggris. It is located in Asparaga street number 61 Tegalsari, Pare-Kediri with the time of the research determined from first week of January until the last week of December 2017.

In conducting this research, the writer played a role as participant observer because she observed the subject to collect the data during teaching-learning process naturally. Her attendance was not known by the subject of the research. She also involved in teaching learning process held by the subject of the research to get the complete data

about materials and methods applied by English tutor in teaching speaking.

The data of the research was taken during teaching learning process for 10 days meetings started from April 10 to 25. The writer directly observed in the classroom using field-note as the instrument of collecting data. It was also supported by video recording as the proof of observation and interview to ensure the materials and methods applied and to ensure the fact which did not appear during observation. Further, the data obtained were analysed into three stages; data reduction, data display, and conclusion drawing. Then, the writer used triangulation to check the validity of the data obtained. There were 2 types of triangulation used; technique triangulation and time triangulation.

C. FINDINGS

This research describes the materials and methods applied by the tutor in teaching speaking and how the methods applied by the tutor.

The writer did the observation on the first meeting until tenth meeting at program Speak Up 2. It was done to observe and find out the materials and methods applied by the tutor. Then after observing the program Speak Up 2, the writer did the interview

with the tutor to ask about the tutor's reason used materials and methods in the class. It was also done to support the research data that taken from the observation.

In the program Speak Up 2 the tutor used introduction, describing something, conditional sentence, and telling something material to helped learners reach the target of teaching and learning. Then the methods that used by the tutor only three methods from seven methods in teaching speaking. Those were direct method, community language learning, and communicative language teaching. From the data obtained, the writer displayed several types of materials and methods applied during teaching learning process based on interesting topics.

The first example:

When the tutor used describing materials and used Communicative Language Teaching, he instructed to the learners, that the class should divide into two groups. After that, tutor had some cards. Each card contained a picture of an object. In here the tutor said "*Okay for the example, after this all of you will take it. One learner one card. I have to tell it based on the card and then connected with your partners' card. It's mean that like this one.*"



The tutor took the card, the card were carrot, porridge, chees, and post man. In this time the tutor tried to give example how to connect one card with another card. Then the tutor instructed to the learners to follow him. This material the tutor used picture to help the learners stimulate their ideas thus they could speak incessantly.

Communicative Language Teaching method was showed when the tutor instructed the learners to describe the picture and connected the one picture with another pictures. This method include into Picture describing technique.

The second example:

When the tutor used Agreeing Disagreeing material, and Community Language Learning, in the beginning of the meeting, the tutor gave warming up the situation by asking the member about favourite food. In this section the tutor said, *“Okay guys do you like eat?”* The learners answered *“So much bro”* Then the tutor said *“Okay I want to know your favorite food specially traditional food. What is your favorite traditional food? Start from bro Ken!”*

The materials in this meeting support the learners learn how to defend their commitment though other people opposed them. Thus when anybody give their

comment, the learners were motivated to refute and comment back to the opponents. Thus the learners would be stimulated to keep talking.

The tutor chose one learner to explain his favourite food. And the learner explained it. Community Language Learning that support by Discussion technique was showed when tutor gave warming up in the beginning of the meeting. And Community Language Learning that support by Debate technique was showed when tutor instructed to the learners to keep the opinion about Drinking and Eating.

D. CONCLUSION

Based on the description of data finding, the tutor used the materials based on the function of speaking. The content of that function as the kinds of language practice students. Hence in this research the tutor used introduction, describing something, conditional sentence, and telling something material. Which all materials above help learners to build their idea thus all learners could speak English confident and spontaneity.

Then the methods that used by the tutor only three methods from seven methods in teaching speaking. Those were direct method, community language

learning, and communicative language teaching. All methods above helped the learners easily to communicate one of information with other information thus they can produced words by themselves.

Based on result of the study, materials and methods that the tutor used in that program could stimulate and supported learners to build their idea and creativity. Where that idea and creativity were important thing to produced words, thus materials and methods could help the learners spoke English spontaneity and confidently.

During teaching and learning process, the writer would like to suggest to tutors. It would be good if the tutor gave information or material about language style, because in this program learners only speak without looking at the context with whom they speak. Language style would be a crucial issue when learners practice directly in the real environment, where they would meet with various audiences.

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