

ARTICLE

**THE IMPLEMENTATION OF TEACHING SPEAKING TO THE BASIC
LEVEL AT GENTA ENGLISH COURSE PARE KEDIRI 2018/2019**



By :

EKO RAHMAD ZUNianto

NPM : 13.1.01.08.0157

Advised by :

- 1. Khoiriyah, M.Pd**
- 2. Suhartono, M.Pd**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2019**

SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2019


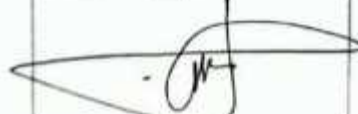

Yang bertanda tangan di bawah ini:

Nama Lengkap : Eko Rahmad Zunianto
NPM : 13.1.01.02.08.0157
Telepon/HP : 08563395873
Alamat Surel (Email) : marveleko5@gmail.com
Judul Artikel : The Implementation of Teaching Speaking to
the Basic Level at GENTA English Course
Pare Kediri 2018/2019
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jalan K.H. Achmad Dahlan No. 76, Kediri

Dengan ini menyatakan bahwa :

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, February 13 th 2019
Pembimbing I  Khoiriyah, M.P.d NIDN. 0719017501	Pembimbing II  Suhartono, M.Pd NIDN. 0714026901	Penulis,  Eko Rahmad Zunianto. NPM. 13.1.01.08.0157



THE IMPLEMENTATION OF TEACHING SPEAKING TO THE BASIC LEVEL AT GENTA ENGLISH COURSE PARE KEDIRI 2018/2019

Eko Rahmad Zunianto

13.1.01.08.0157

FKIP – Bahasa Inggris

marveleko5@gmail.com

Khoiriyah, M.Pd¹ and Suhartono, M.Pd²

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

English is now becoming common language. The students not only can study English at school, but also they can learn English in non-formal education. This research problem was about what materials are used in teaching speaking to the basic level at Genta English Course Pare Kediri 2018? And what methods are implemented in teaching speaking to the basic level at Genta English Course Pare Kediri 2018?. In this research, the writer used the qualitative research design with descriptive case study to attain the data. The subject of the research is the English teacher. The research was done in 2 days using observation. The findings of this research are: (1) The teacher adapted the material using 2 kinds, printed and non printed. and (2) They used many methods, but the most method that they use in teaching speaking is Communicative Learning Teaching (CLT) by using its principles. Based on the finding, it can be concluded that: the teacher adapted the material using 2 kinds, printed and non printed. and they used many methods, but the most method that they use in teaching speaking is Communicative Learning Teaching (CLT) by using its principles. The writer suggest that teacher should study about another ways to develop the materials and about other method that can be used in teaching speaking to make the students more active and easy to receive the materials and study.

KEYWORDS : Teaching speaking, materials, methods

I. INTRODUCTION

English is now becoming common language. The students not only can study English at school, but also they can learn English in non-formal education. In here the purpose of non-formal education is to complete, to change, and to add the students' knowledge that they even or never get from formal education. Moreover, some people who want to get a job and best education in the future actually take non-formal education to increase their English ability.

Although there are four skills that have known in teaching English, they are listening, speaking, reading, and writing. All of them are very important for the students and also they cannot separate one each other, but the important one is speaking. The students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. From the statement above, speaking English is the measure from someone who studies about language. So,



they can successful in learning language if they can speak the language fluently.

According to Brown, 1994; Burns & Joyce, 1997. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations. Speaking requires that students not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*)

Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Speaking is the delivery of language through the mouth. When people speak they create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips.

Speaking is probably the language skill that most language students wish to perfect as soon as possible. Because of that, the students always want to increase their ability in speaking English. Also speaking is how someone says their opinion orally. Someone who speak English fluently will be said that he is master in English, but actually he is not master in those all four skill.

Speaking is a crucial part of second language learning and teaching. Despite its important, 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 student's communicative skill, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Based on previous study conducted by Setyowati (2009) *The Relationships among Teacher Effectiveness, Self-Efficacy and Academic Achievement of English Education Study Program Students*, she said that every teacher or school has their own strategy in teaching speaking English. Some of them are successful in their strategy but some of them cannot gain their



target. Moreover they have made the students are bored, lazy or afraid of learning English especially in speaking. This situation can be caused by the teaching strategy that is not suitable with the condition of the student. The teaching strategy in here is mean the way of the teachers in teaching speaking. The teaching strategies in speaking English is very important to the teachers, because with the suitable strategies so the teachers can teach speaking maximal to get their goal. The suitable strategies also can make students easy in learning speaking maximally.

According to PP, No. 19 (2005), state that the teaching process must be held in interactive, enjoyable, and give enough space to develop creativity that suitable with ability, desirability, and physical' condition from the students. From that statement in teaching English process, the teacher must understand about the students' need. The teacher must prepare first about everything that they need in teaching English process, especially in teaching speaking English. The teacher must prepare about the material, and method in teaching speaking that can make them easy in teaching speaking.

Non-formal education is very important and has rule to increase quality of education. There are many non-formal educations in our surrounding and one of

them that can help the students' English ability is English courses. There are many English courses have been built in Pare Kediri. They are: Genta English Course, Basic English Course (BEC), Elfast, Peace, Global English, etc.

Genta English Course is one of them. Its location is on Kemuning Street No. 39 Tulungrejo Pare Kediri. This course has been founded by Moh. Qomar, Mpd.I since March, 2003 and it is one of the biggest courses in Pare Kediri. Because of the efforts of Mister Qomar, this course becomes the most popular course today in Pare Kediri even Indonesia. Thousands of students graduate from this course and most of them have been successful in their future.

Genta English Course opens many levels, start from elementary student until employee. The aim of this course is to help the students' easy in study English, not only passive but also in active condition. Sometimes some of the students who had been graduated from the course can join to teach English in that course.

The teaching process that happens at Genta English Course is the students not only study about vocabulary, grammar, reading, listening, and writing, but also they learn speaking. The students who study at Genta English Course should be able to speak English well. It is because



this course has mission to make the students brave to speak in front of the public. They can discuss and share with their friends at Genta English Course area or in dormitory by English Language.

Genta English Course is one of courses which available in Pare Kediri. This course has been successful in producing the students in speaking ability, this course also the most popular course in Pare Kediri that absolutely has many rewards in teaching speaking English.

Based on the reason above, this researcher has interested in knowing the teaching of speaking at Genta English Course. So this research entitled **“The implementation of Teaching Speaking to The Basic Level at Genta English Course Pare Kediri 2018/2019”**.

II. METHOD

In this research, the writer used qualitative approach because this study focuses on the analysis or interpretation of the written material in context. Materials can include textbooks, newspapers, magazines, papers, films, manuscripts, articles, etc. The material of this study focused on selected short stories retold by Slamet Riyanto. Ary (2010:424) states that the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics.

The researcher focused at qualitative descriptive research. The aim of descriptive research is to describe “what exist” with respect to variables or conditions in a situation”. Then, Mack et.al (2005: 3) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible

The writer collected all the data needed by observation in the class by taking video and did the interview with the teacher about the material and the method in the basic class at GENTA English Course Pare Kediri.

III. RESULT AND DISCUSSION

The findings described at this study of the The implementation of teaching speaking in Basic class at Genta English Course. This study focuses at two points, they are the speaking material that teachers teach and the method that teachers used. The finding of the study gathered through the observation using field note, interviews, and also documentation. It can be found that the teacher used the own material to teach speaking to basic level from GENTA, and the name of book was “Basic Speaking Book”. The researcher observed in the first day that the teacher apply the alphabet as the material and the



getting direction material in the second day. And about the method, the teacher used the Communicative Learning Teaching CLT method when the teacher teach for 2 days, but using different principles, for the first observation the teacher found that the teacher used Fluency and accuracy are seen as complementary principles underlying communicative techniques, Teacher as facilitator and guide for the students and the last principle was students are given opportunities to focus on their own learning process. And in the second observation the teacher used Focused on all components of communicative competence, Designed to engage learners in the use of language for meaningful purposes, Students ultimately have to use language in unrehearsed contexts.

1. The Material Used In Teaching Speaking To The Basic Level At Genta English Course Pare Kediri

And according to the theory, teaching material is things that will be used by the teacher to help him or her in teaching and learning process. Based on Panduan Pengembangan Bahan Ajar (2008:7), teaching material is the information, equipment and text for instructors that are required for planning and review upon training implementation.

From the explanation above, it can be concluded that teaching material is a set of material that will be taught to the students and as a tool for the teacher in teaching and learning process.

Based on Panduan Pengembangan Bahan Ajar (2008:11), there are two kinds of teaching material, printed and non-printed material.

2. The Method implemented in teaching speaking to the basic level at Genta English Course Pare Kediri.

According to the finding of the methods that speaking teachers in basic class at Genta English Course used. They used many methods, but the most method that they use in teaching speaking is Communicative Learning Teaching (CLT) by using Presentation, Discuss, Role play, Debate and discussion activity.

According to the theory. Speaking teaching and learning strategies in communicative approach are based on the way of active student learning, which is now known as Student Centred Learning (SCL). Here, learners need to be involved in the learning process spontaneously or are actively involved in the teaching-learning process (learning by T 3 doing). It is typical in a CLT classroom that it is not merely the teacher, but everyone presents who manages the classroom performance. Farrell and Jacobs (2010:114-115)



maintains that teachers can no longer be regarded simply as teachers and learners just as learners, since they both are managers of learning. Ur (1996:120) added that the characteristic of a successful speaking activity are students talk a lot, participation is even, learners eager to speak and their language use is of an acceptable level. It is hoped that the students' ability to communicate increase both orally and in written form.

The key principles of communicative approach are:

- a. Focused on all components of communicative competence.
- b. Designed to engage learners in the use of language for meaningful purposes.
- c. Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- d. Students ultimately have to use language in unrehearsed contexts.
- e. students are given opportunities to focus on their own learning process.
- f. Teacher as facilitator and guide for the students. (Brown, 2001:43).

IV. CONCLUSION

This chapter presents about conclusion and suggestion based on

researcher's discussion and analyzing in the previous chapters. This conclusion presents the speaking material and method in teaching basic class of Genta English Course. Then, the suggestion is about researcher's recommendation for Speaking Teacher, students, and other researchers taking research about teaching strategy in speaking. The conclusions are:

1. Basic class Program at Genta English Course has used many material of basic English level. Genta has own Handout to give the material to the students. The teacher of basic speaking class teaches the material from the handout and take other material from another sources. Like internet, newspaper, etc.

2. There many method in teaching learning speaking. But the method that is often used by the teacher of speaking is Communicative Learning teaching (CLT). Teacher can teach most of the material of speaking by using this method. They can elaborate and improve by doing several activities of Communicative Learning teaching (CLT) method.

V. BIBLIOGRAPHY

Ary, D., Jacobs, L. C., Sorensen, C. K., & Razavieh, A. (2010). *Introduction to Research in Education 8th Edition*.



- Belmont, CA: Wadsworth, Cengage Learning.
- Ary.D., Jacobs, L. C., Sorensen, C. K., &Razavich, A. (2010), *Introduction to Research in Education 8th Edition*. Belmont, CA: Wadsworth, Cengage Learning.
- Browne, A. 2007.*Teaching and Learning Communication.Language and literacy*.London:Sage
- Brandl, Klaus. 2007. *Communicative Language Teaching in Action: Putting Principles to Work*. Pearson: Prentice Hall
- Cochran, M., & Patton, M. Q. 2002.*A Guide to Using Qualitative Research Methodology*. London: MedecinsSansFrontieres.
- Dornyei, Z. 2007. *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. New York: Oxford University Press.
- Febriyanti, R.M, 2009. *Teaching Speaking Of English As A Foreign Language: Problems And Solutions*
- Goodwyn, A., Branson, J. 2005. *Teaching English: A Handbook For Primary &Secondary School Teachers*. New York: Routledge.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Marczyk, G., DeMatteo, D., &Festinger, D. 2005. *Essentials of Research Design and Methodology*. Canada: John Wiley & Sons Inc.
- Richards, J.C.. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.

