

**TEACHING SPEAKING AT *ELFAST* ENGLISH COURSE
KAMPUNG INGGRIS PARE KEDIRI**

UNDERGRADUATE THESIS

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UNIVERSITAS BRAWIJAYA



**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
MALANG
2016**

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Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*

BY
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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
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MALANG**

2016

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This thesis is presented to English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya as a partial fulfillment of the requirement for the degree of *Sarjana Pendidikan*.

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Abdul Azis



ABSTRACT

Azis, Abdul. 2016. **Teaching Speaking at *Elfast* English Course *Kampung Inggris* Pare Kediri.** Undergraduate Thesis, English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Frida Unsiyah, M.Pd.

Key Words: Lesson plan, teaching speaking strategies, instructional material, instructional media, assessment of speaking, students' perception.

This study was conducted to describe the implementation of the teaching of speaking at *Elfast* English course *Kampung Inggris* Pare Kediri. There were six variables included in this study, namely the lesson plan used, the teaching speaking strategies used, the instructional material used, the instructional media used, the assessment of speaking used, and the students' perception toward the program. The setting of the study was at three classes of speaking class for the second level of acceleration stage *Talk More* program with 24 students at *Elfast* English course *Kampung Inggris* Pare Kediri as the recommendation from the officer of *Elfast* English course because of its uniqueness. This study used a case study. The research instruments used in collecting the data were observation sheet, interview guide for the teacher and the head of *Elfast*, and questionnaires for the students. Those research instruments were adopted from thesis which had been written by Martha (2015).

The findings of the study are stated as follow. The lesson of *Talk More* program includes identity of the program, learning steps, learning media, and learning materials. The teaching speaking activities and strategies used are various. The activities are warming up activities, presentations, discussions, hunting foreigner, role-play, games, listening to the music and singing together. Group work, giving easy language, giving interesting topics, giving clear instructions, and English monitors are the strategies used. The main instructional material used is a textbook composed by the team from speaking teachers at *Elfast*. It is stated that the textbook is used to support the activities not for the main source of the teaching and learning. The instructional media used are various, namely a whiteboard and board markers, a set of card, a smart phone and a set of speaker, paper, identity cards, a set of board for games, movie, and song. The assessments which are used are ongoing and test assessment. The students has positive attitude toward the program which includes the teaching speaking strategies, the instructional materials, and the instructional media used at *Talk More* program of *Elfast* English course.

Based on the findings of the study, there are some aspects that need to be taken as consideration for the improvement of the quality of the teaching of speaking at *Talk More* program. First, it is suggested that the lesson plan used at *Elfast* should be more detail and clearer to have a better and more effective teaching and learning process. Second, it is suggested that the teacher should give more activities which challenge the students to speak English.

ABSTRAK

Azis, Abdul. 2016. **Pengajaran *Speaking* di Tempat Kursus Bahasa Inggris *Elfast Kampung Inggris Pare Kediri***. Skripsi, Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Frida Unsiyah, M.Pd.

Kata Kunci: Rencana pembelajaran, strategi pembelajaran *speaking*, materi pembelajaran, media pembelajaran, penilaian *speaking*,

Penelitian ini dilakukan untuk menggambarkan pelaksanaan pengajaran *speaking* di tempat kursus bahasa Inggris *Elfast Kampung Inggris Pare Kediri*. Ada enam variabel dalam penelitian ini, yaitu rencana pelaksanaan pembelajaran (RPP) yang digunakan, strategi pembelajaran *speaking* yang digunakan, materi pembelajaran yang digunakan, media pembelajaran yang digunakan, penilaian *speaking* yang digunakan, dan persepsi siswa terhadap program. *Setting* dari penelitian ini adalah di tiga kelas *speaking* untuk tingkat kedua dari tahap percepatan program *speaking Talk More* dengan 24 siswa di tempat kursus bahasa Inggris *Elfast Kampung Inggris Pare Kediri*. Penelitian ini menggunakan desain studi kasus. Instrumen penelitian yang digunakan dalam pengumpulan data adalah lembar observasi, pedoman wawancara untuk guru dan kepala *Elfast*, dan kuesioner untuk siswa. Instrumen penelitian tersebut diadopsi dari skripsi yang ditulis oleh Martha (2015).

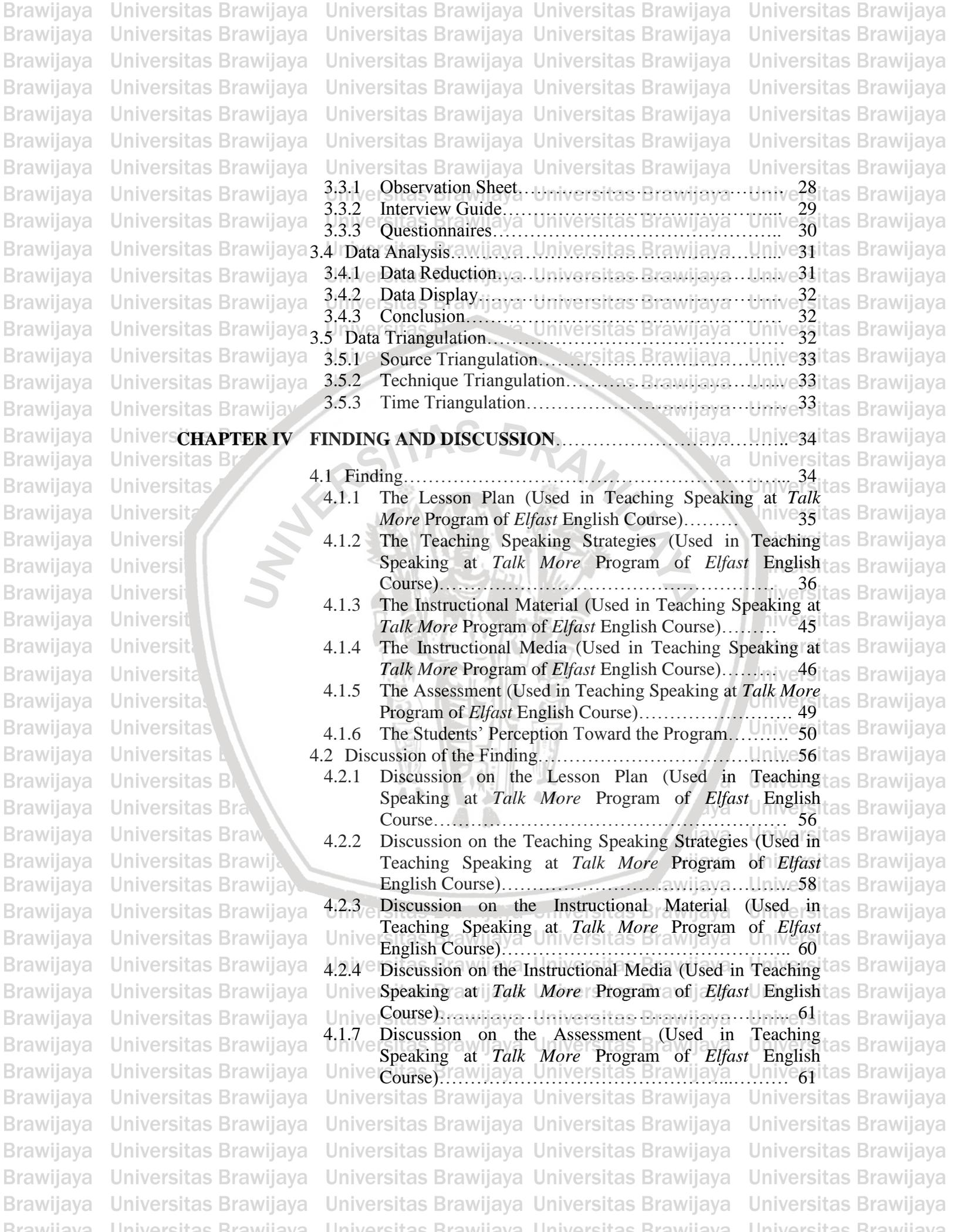
Hasil penelitian dinyatakan sebagai berikut. Rencana Pelaksanaan Pembelajaran yang digunakan di program *Talk More* mencakup identitas program, langkah-langkah pembelajaran, materi pembelajaran, dan media pembelajaran. Kegiatan dan strategi pengajaran *speaking* yang digunakan adalah bervariasi, yaitu kegiatan pemanasan, presentasi, diskusi, *hunting foreigner*, bermain peran, game, mendengarkan musik dan bernyanyi bersama-sama, kerja kelompok, bahasa yang digunakan, topik yang diberikan, instruksi yang disampaikan, dan monitor penggunaan bahasa Inggris. Materi pembelajaran utama yang digunakan adalah buku yang disusun oleh tim dari guru *speaking* di *Elfast*. Materi pembelajaran tidak digunakan sebagai sumber utama pembelajaran melainkan untuk mendukung aktivitas-aktivitas yang ada. Media pembelajaran yang digunakan adalah bervariasi, yaitu papan tulis dan spidol, satu set kartu, *smart phone* dan satu set speaker, kertas, kartu identitas, satu set papan untuk game, film, dan lagu. Penilaian yang dilakukan selama program dan pada akhir program, yaitu tertulis dan lisan. Para siswa memiliki persepsi positif terhadap program yaitu mengenai strategi pembelajaran *speaking*, materi pembelajaran, dan media pembelajaran yang digunakan di program *speaking Talk More* di *Elfast*.

Berdasarkan temuan penelitian, ada beberapa aspek yang perlu diambil sebagai pertimbangan untuk peningkatan kualitas pembelajaran *speaking* di program *speaking Talk More*. Pertama, disarankan bahwa rencana pelaksanaan pembelajaran yang digunakan di *Elfast* harus lebih rinci dan jelas untuk menciptakan proses pembelajaran yang lebih baik dan efektif. Kedua, disarankan agar guru seharusnya memberikan lebih banyak kegiatan yang lebih menantang siswa untuk berbicara.



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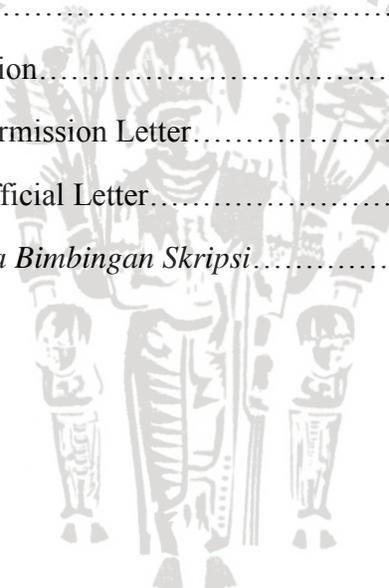
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CHAPTER I

INTRODUCTION

This chapter provides the basic ideas of the study on teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri. It presents five sub topics. It includes background of the study, problems of the study, objectives of the study, significances of the study, and definition of the key terms.

1.1 Background of the Study

For better or worse, by choice or force, English has spread to many parts of the world and has been used to serve various purposes, especially a communication purpose. Human skill in communicating internationally is required. To have an effective communication, people need a language as *lingua franca*. Harmer (2007, p. 13) says that a *lingua franca* can be defined as a language widely used for communication between two people who do not share the same first (or even second) language. English is used as *lingua franca*. Based on Harmer (2007, p. 13), English becomes a genuine *lingua franca* by the end of twentieth century. Therefore, people all over the world, including Indonesians, should master English, especially speaking, to communicate internationally.

English speaking skill is considered as the most important skill for communication since it is a tool for communication. Ur (1996, p.120) says that speaking is the most important skill among four skills because people who know a

language are referred to as speakers of that language. According to Littlewood (1981, p. x), "A wider perspective on language is a consideration that language is not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs". So that, everyone has to prepare to face the real world one of which is having a good communication skill by mastering speaking skill in English. Brown (2007, p. 212) says that communication is a process of sending messages, receiving them, interpreting them in a context, negotiating meanings, and collaborating to accomplish various purposes. In short, to have a good communication skill, speaking skill is obviously needed.

However, many problems or difficulties are found in learning English especially speaking. According to Ur (1996, p. 121), it is said that the problems in speaking activities occur because of inhibition, nothing to say, low or uneven participation, and mother-tongue use. Furthermore, according to Beare (2007), some students are often timid and difficult or even do not use English in expressing their ideas due to a number of reasons. First, students have opinion, but they are worried what other students might say or think. Second, students do not have any opinion on the subject. Third, students tend to focus more on correct functional and structure (cited in Safitri, 2015, p. 12). Those are the problems found in learning English for the learners. In short, having obstacles, nothing to say, getting less opportunities, and mother-tongue use should be considered as important things because they have important roles in teaching and learning speaking. Therefore, a teacher has to find out some strategies to improve students' speaking skill.

A teacher has an important role to lead the activities in the classroom. Knowing that speaking skill is very important for communication nowadays, it is a must for the teacher to find out the strategies which can be used in teaching and learning process.

Ur (1996, p. 121-122) gives five solutions to reduce speaking problems. They are group work, giving easy language, giving interesting topic, giving clear instructions or training in discussion skills, and English monitors. Those five solutions can be considered as the strategies that can be done by the teacher in the classroom.

In formal education, listening and speaking, which are considered as the important of language skills, get less proportion in English teaching and learning.

Based on the book of Bahasa Inggris for X Grade, it is proven that speaking skill gets only one sub topic, while listening skill get no sub topic. The teachers teach more reading and writing. So that, the students do not get more opportunities to speak

English whereas speaking skill of English is very important for communication.

Brown (2006, p. 323) says that the classroom must not become linguistics courses but rather than the locus of meaningful language involvement. It means that the teaching and learning process has to emphasize on language function not linguistics competence. Some teachers assume that giving the students speaking tasks seems to

make the class very noisy. In addition, based on English final examination (UNAS), it is proven that English examination in formal education gives too much proportion in reading-writing test but not in speaking test. In his research, Somantri (2003) stated that although some students get a good result (70-90 point) and even a perfect result (100 point) in their national examination, the majority of them still could not speak

English well when practicing an English conversation with him (Cited in Crisdiana, 2012, p. 3). Therefore, many English learners have initiation to take English courses outside the classroom in order to improve their ability in English, especially in speaking skill.

Based on the things mentioned above, the writer would like to describe the teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri since *Elfast* is one of the well-known courses at *Kampung Inggris* Pare Kediri. Besides, speaking program at *Elfast* is included in a new program since *Elfast* focused on grammar only at the first time. According to Ken, as an officer and a teacher who focuses on teaching speaking at *Elfast*, teaching speaking at *Elfast* has attractive strategies which are not found in the other courses, such as hunting foreigner and communicative games. Hunting foreigner is an activity that requires the students to go out the class and asks them to look for a stranger for each student to help them by asking questions for them. Communicative games are also implemented in almost every meeting in the program to have a fun and effective teaching and learning process. That is why the writer would like to describe the teaching speaking at *Elfast*.

1.2 Problems of the Study

Based on the explanations mentioned previously, the main problem of the study is formulated as below.

“How is the teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri?”

The main problem above is elaborated in more specific problems as follows.

1. How is the lesson plan used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?
2. What are the strategies used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?
3. What are the instructional materials taught in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?
4. What are the instructional media used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?
5. How to assess the students during the program at *Elfast* English course *Kampung Inggris* Pare Kediri?
6. How are the students' perceptions toward the program at *Elfast* English course *Kampung Inggris* Pare Kediri?

1.3 Objectives of the Study

The objectives of the study are divided into two kinds, the objective of the main problem and the objectives of the specific problems. The objective of the main problem of the study is formulated below.

“To describe the teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri”.

The objectives of the specific problems are as follows.

1. To describe the lesson plan used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
2. To describe the strategies used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
3. To describe the instructional materials taught in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
4. To describe the instructional media used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
5. To describe the assessment used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
6. To describe the students' perceptions toward the program at *Elfast* English course *Kampung Inggris* Pare Kediri.

1.4 Significances of the Study

The writer hopes this study will contribute on English teaching and learning process, especially for:

1. *Elfast* and its teachers

This study provides valuable contributions to make a betterment progress for the program.

2. English course developers

By reading this study, the English course developers are expected to catch all information in this study. They will know the teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri. Then, they can use it as a model to establish an English course which focuses on speaking skill.

3. Further researchers

This study provides information about the teaching speaking of *Elfast* English course at *Kampung Inggris* Pare Kediri which includes the lesson plan, the strategies, the materials, the media, the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri, and the students' perception toward the program. Then, this study can be used as a reference to conduct a further research about teaching speaking in English course.

1.5 Definition of the Key Terms

To avoid misinterpretation and to have an easier way to understand this study title, the writer would like to clarify and explain the terms used in this study as follow:

1. Lesson plan

Lesson plans are the product of teachers' thoughts about their classes, what they hope to achieve, and how they hope to achieve it.

2. Teaching speaking strategies

Teaching speaking strategies are all efforts used by teachers in teaching speaking in order to reach the goal of teaching speaking.

3. Instructional material

Instructional material is educational resource used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing.

4. Instructional media

Instructional media are media which bring information and have instructional purposes or contains of teaching and learning process purposes.

5. Assessment

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

6. Students' perception

Students' perception is students' processes of selecting, organizing, and interpreting sensory information into meaningful patterns.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some of related literatures and previous studies which are relevant to this study. It deals with speaking, teaching speaking, lesson plan, teaching speaking strategies, instructional materials used in teaching speaking, instructional media used in teaching speaking, assessment used in teaching speaking, *Elfast* English course profile, and previous studies.

2.1 Speaking

In teaching English, it involves four main important skills. Those are listening, speaking, reading, and writing. Speaking skill is considered as the most important skill for communication. Ur (1996, p. 120) says that speaking is the most important skill among four skills because people who know a language are referred to as speakers of that language. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking, as Burns & Joyce (1997, cited in Torkey, 2006, p. 30). Speaking is an ability to produce words or sentences in language practice. Speaking is not only as a tool for communication, but also by speaking people can get new information and share their ideas. According to Richards (2008, p. 21), Brown and Yule (1983) made a useful

distinction between the interactional function of speaking, in which it serves as to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Therefore, this important skill should be mastered by the students.

In addition, Tarigan (1990, p. 15) says, "Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, and feeling". Speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency, and vocabularies. The objects of speaking are various such as discussion, speech, debate, dialogue and conversation. So that, speaking can be considered as the most important human tool for social control. In short, speaking is so crucial for communication. Furthermore, speaking is not only used for communication but also used for sharing ideas and getting new information.

Those are the importance of speaking skill, especially in English, that should be considered to be taught and learned more.

2.2 Teaching Speaking in Indonesia

According to Hornby (1995, p. 37) teaching means giving the instruction to (a person), give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

Widiati and Cahyono (2006, p. 276), says that in Indonesia, English is used as foreign language. It means that most of learners are included in EFL learners. There are only few people who speak English in their daily communication.

Therefore, many problems occur in teaching speaking. Ihsan (1999, cited in Widiati and Cahyono, 2006, p. 277) found that students are likely make errors which include the misuse of parts of speech, syntactical construction, lexical choice, and voice. Since English is served as foreign language, there are some students who have not courage to speak in the class of speaking. Tutyandari (2005, cited in Widiati and Cahyono, 2006, p. 278) found that students keep silent because of lack of confidence, lack prior knowledge of topics, and poor teacher-learner relationship.

2.2.1 The Goal of Teaching Speaking

The major goal of teaching speaking is to have communicative competence. According to Burkart (1998, p. 6), communicative competence is the ability to adjust and accommodate one's language to the context. Kayi (cited in Prihandono, 2009, p. 6), says that in teaching speaking, the teachers teach the learners to:

1. Produce the English speaking sounds and social patterns,
2. Use words and sentence stresses, intonation patterns, and the rhythm of the target language,
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter,
4. Organize their thought in a meaningful and logical sequences,

5. Use language as a means of expressing values and judgements,
6. Use the language quickly and confidently with few unnatural pauses which are called as fluency.

In order to reach the goal of teaching speaking, good classroom speaking activities are needed. The following are activities that can be done by the teacher in speaking classroom.

2.2.2 Classroom Speaking Activities

Classroom speaking activities can be defined as all activities in the classroom which focus on the improvement of speaking skill. In teaching speaking, teachers need to provoke the students' motivations to actively involve or participate in the teaching and learning process by implementing oral tasks. Harmer (2007, p. 123) says that good speaking activities can and should be extremely engaging for the students.

Since teaching speaking requires oral activities, there are many activities which can be done in speaking class. According to Harmer (2007, p. 348), there are a number of widely-used categories of speaking activity, those are:

1. Acting from script

The teachers can ask the students to act out the scenes available in their coursebooks. The teachers need to help them as if he/she is theatre directors.

Playscripts and acting out dialogues are the examples of acting from script

2. Communication games

The aim of communication games is to get students talking as quickly and fluently as possible. For example in information gap games one student has to talk

to her/his partner in order to solve the puzzle, draw picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences about a picture.

3. Discussion

The aim of discussion is to know students' effort and activeness in group work.

For instance in buzz group, the teacher can ask the students' prediction about the content of a reading text. Another example is instant comments, the teacher can train the students to speak fluently and immediately here about the topic.

4. Prepared talks

One of popular activity is prepared talks, where a student (students) makes a presentation based on their own choices. This activity is not spontaneous conversation since this activity is prepared well. The teacher needs to invest some time for procedures and processes they are involving in.

5. Questionnaires

Questionnaires are useful because, by being pre-planned, both questioner and respondent have something to say to each other. Students can design questionnaires based on the appropriate topic. The teacher can act as a resource, helping the students in a design process.

6. Simulation and role-play.

Many students derive great benefit from simulation and role-play. The students a real life encounter (such business meeting, an interview in a company, a conversation in a hotel, airport, etc.) as if they were doing so in the real world.

Simulation and role-play can be used to encourage general oral fluency or to train students for specific situation.

In addition, according to Nunan (2003, p. 56-58), there are various activities in the speaking class, those are:

1. Information gap

This kind of activity is useful for the students who lack of information. The students in the class can share the information to each others. For example, one student has understood about the meaning of 'pragmatics', he has to share to his classmate.

2. Jigsaw

Jigsaw activities are a bidirectional or multidirectional information gap. It means that each student in a pair or group has some information that the other students need. So, every student within a pair or a group has different information that the others need. For example, one student has a timetable of train to Bali. The other student has a map of Bali. They have to show and share to each other to achieve their goal, in this case travelling to Bali.

3. Role-plays

Students are given particular roles in the target language. For example, one student acts as a consumer who orders some food to a waitress. The other plays as a waitress who serves a consumer.

4. Simulations

Simulations are more elaborate than role-plays. The students will use a real thing for their target language practice. For example, a teacher will bring in “products” for the students to buy (a book, pen, board marker, etc) and even use money to purchase. Then they have to pay to the cashier for check-out.

5. Contact assignments

Students are sent out of classroom in order to communicate to people in the target language. For instance, at a restaurant, the students have to ask the prices of some foods available at that restaurant.

2.2.3 Role of Teacher

Teachers are artist in the classroom. It means that everything which are done by the teachers will be heard, seen, and done by the students. They should play many roles in the class. Harmer (2007, p. 108) says that the way teachers dress, the stance teachers adopt, and their attitude to the class make an immediate impression on students. Therefore, teachers have to be careful in every activity, behaviour, even a single word they made. Teachers have important roles in making a successful teaching and learning process. A success of learning depends on the role played by the teachers. Based on Harmer (2007, p. 108-110), there are three teachers’ roles that should be played in the class, especially for speaking class, those are:

1. The teacher as prompter

Sometimes, students get lost, they do not know how to say the thing that they want to say or they may lose their fluency. In this situation, teachers may leave them

in this struggle situation. But, in another option, teachers should help them by offering suggestions for their progress.

2. The teacher as participant

Sometimes, teachers should participate or get involved in a discussion in the class. It is used to ensure students engagement and to maintain a creative atmosphere.

In this case, teachers have to be careful that they do not participate too much.

Therefore, the students do not lose their opportunities to speak.

3. The teacher as feedback provider

Giving feedback should take the time correctly. Teachers have to know when they have to give feedback. An appropriate feedback will get the students out of difficult misunderstandings and hesitations.

In addition, based on Breen and Candlin (1980, cited in Nunan, 1989, p. 87), the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process. The second is to act as a participant. The third is to act as an observer and learner. In short, the roles of teacher in the classroom are very important to achieve the goal of teaching and learning process. A teacher has to know his role in a particular condition.

2.3 Lesson Plan

In education, the planning tool is the lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to

learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom. According to Murcia (2002, p. 403), lesson plan is an extremely serves as a combination guide, resource, and historical document reflecting teachers' teaching philosophy, student population, textbooks, and most importantly, teachers' goals for the students.

Deciding what to teach, in what order, and for how much time are the basic components of planning. Based on Murcia (2002, p. 403), the lesson plan serves as a map or checklist that guides teachers in knowing what to do next; these sequences of activities remind teachers of the goals and objectives of the lesson plan for the students. A lesson plan is a record of activities in the class that serves as a valuable resource when planning assessment measures, such as quizzes, midterms, and final exams. A lesson plan is useful when teachers teach the same course again. When teachers miss the class, a lesson plan can be a substitute teacher. Teachers are expected to be prepared when coming to the class by a lesson plan. The thing that teachers have to note is a lesson plan does not dictate but guides them.

2.4 Teaching Speaking Strategies

Based on Kodir (2011, p. 18), a strategy can be defined as an effort that has to be done by someone or an organization to reach the goal. Joni (1983, cited in Kodir, 2011, p. 18) says that what is meant by a strategy is a procedure that is used to give a good situation. Teaching speaking strategies are all ways or efforts which are used by

the teacher to solve the problems related to teaching speaking in order to improve students speaking skill.

Ur (1996, p. 121-122) gives five solutions to reduce the problems in teaching speaking, they are:

a. Group work

Group work increases the period of time used for oral practice. Working in groups also lowers the students who are shy to speak in front of the class.

b. Giving easy language

Giving students simple language makes them fluently in speaking without minimum of hesitation. Essential vocabularies should be taught before the class starts.

c. Giving interesting topic

Choosing interesting topic for the whole class increases students' motivation. If the purposes of learning are presented clearly, the students will be more enthusiastic.

d. Giving clear instructions or training in discussion skills

In group discussion, make sure that every student involves and contributes to the discussion, appoint a chairperson to each group who will regulate participation.

e. English monitors

A monitor should be appointed to remind the participants of using English in the discussion. The teacher has to give model to speak English for the students too.

2.5 Instructional Material Used in Teaching Speaking

A teacher has many roles in the class, one of which is as a manager of the class. Suitable activities and appropriate materials should be prepared for the students. Richards (2006, p. 251) says that teaching materials are a key component in most language programs. Whether the teacher uses textbooks, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. It means that instructional materials have to be considered as important roles in teaching and learning speaking.

In order to select appropriate materials, teachers should be selective and aware of some considerations. Orstein (1992, cited in Martha, 2015, p. 16) suggests that the materials should fit the objective of the course, in line with the reading level of the students, we should have a good organization. In addition, instructional material development should be done by the teachers to have suitable materials and an effective learning. Suyanto (2010, cited in Martha, 2015, p. 16) says that there are three different ways in material development, those are: (1) selecting and taking materials directly from several sources without modifying them, (2) selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives, or (3) making their own materials.

2.6 Instructional Media Used in Teaching Speaking

Based on Heinich, et al. (2005, p. 7), "Instruction is the arrangement of information and the environment to facilitate learning. Instruction is a set of events external to the learner designed to support the internal process of learning (Gagne, 1985, cited in Heinich, et al. 2005, p. 7). A medium (plural, media) is a means of communication and source of information (Heinich, et al. 2005, p. 9). Instructional media is anything that carries information between a source and a receiver and provide messages with an instructional purposes. According to Azikiwe (2007, cited in Adeniregun, p. 8), instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. Instructional media are information designed specifically to fulfill objectives in a teaching-learning situation. They are very important in language teaching. The purpose of media is to facilitate teaching and learning activities.

Based on Heinich, et al. (2005, p. xix-xx), media is divided into three main parts, namely visual media, audio media, and video media. Visual media is a kind of media that can be seen by the users, in this case the students. They include posters, photographs, books, cartoons, and so on. Based on Heinich, et al. (2005, p. 9), it is said that audio media is a type that people can hear. It includes person's voice, music, mechanical sounds, noise, and so on. Video refer to electronic storage of moving image. It includes videotapes, DVD, television show, etc (Heinich, et al. 2005, p. 283).

Based on Heinich, et al (2005, p. 9), there are six basic types of media used in learning and instruction. The first is text. Text is alphanumeric characters that may be displayed in any format – book, poster, chalkboard, computer screen, and so on. The second is audio media. audio media is a type that people can hear. It includes person's voice, music, mechanical sounds, noise, and so on. The third is visual media. Visual media is a kind of media that can be seen by the users, in this case the students. They include posters, photographs, books, cartoons, and so on. The fourth is motion media. Motion media are media which show motion. It includes videotape, animation, and so on. The fifth is real object. The last is people. These may be teachers, students, or subject-matter expert. Those are six basic types of media.

2.7 Assessment of Speaking

Based on Brown (2004, p. 4), assessment is ongoing processes that encompasses a much wider domain. Whenever a student responds to a question, offers comment, or tries out a new word or structure, the teachers do assessment for the students' performances. It is a must for the teacher to make plans for assessment during the planning for instruction. Based on Waugh and Gronlund (2013, p. 4), there are some decisions teachers need to make for assessment 1) during the planning of instruction, 2) at the beginning of instruction, 3) during instruction, 4) at the end of instruction. The main purpose of classroom assessment is to enhance or to improve students' learning, in this case speaking skill. Teachers need effective assessments for their students. Waugh and Gronlund (2013, p. 21) mentioned six effective

assessments which are related to speaking skill that can be done by the teachers.

Those are as following:

1. Effective assessment requires a clear conception of all intended learning outcomes. Types of knowledge, understanding, application, and performance skill should be considered during instructional and assessment planning. Teachers need to specify all intended learning outcomes in terms of student performance and make plans to assess them all.

2. Effective assessment requires that a variety of assessment procedures be used. A combination of methods may be used in assessing the more complex learning outcomes. It means that various types of assessment must be considered when planning for assessment.

3. Effective assessment requires that the instructional relevance of the procedures be considered. It means that the intended outcomes of instruction, the domain of learning tasks, and the achievement assessment are in close agreement.

4. Effective assessment requires an adequate sample of student performance. For example, in preparing classroom test, there are 100 terms that the students should know but teachers only have 25 terms in the test. Teachers have to select a representative sample from 100 terms here to become 25 terms.

5. Effective assessment requires that the procedure be fair to every one. Teachers have to eliminate irrelevant sources and personal bias in assessing students.

Delivering clear instructions and knowing reading level of students is a must for the teachers.

6. Effective assessment requires feedback to students that emphasizes strengths of performance and weakness to be corrected. Effective feedback should be immediately following or during the assessment, detailed and understandable to students, focus on successful elements of the performance and the errors to be corrected, provide remedial suggestions for correcting errors, and positive.

2.8 Elfast English Course Profile

Elast (English Language as Foreign Application Standard) is one of English courses which is located at *Kampung Inggris* Pare Kediri. The program focuses on grammar and speaking improvement. Each program runs around two weeks to a month based on the students' request. Each program consists of 20-25 students. The program runs five days in a week, starting from Monday until Friday. *Elast* has totally 50 tutors, 30 for speaking and 20 for grammar. The program will start on 10th and 25th in each month. The students can stay in a dormitory or boarding house, it depends on the students' need and request.

2.9 Previous Studies

The researcher used two previous studies in this research which have similarities with this research. The first research was done by Crisdiana (2012) entitled ‘A Study on the Teaching of Speaking at The Daffodils Course at *Kampung Inggris* Pare Kediri’. This study described the implementation of teaching of speaking at Daffodils English course. The focuses were on its academic program, the teaching techniques, the instructional materials used, the instructional media used, and students’ perceptions toward the program. The similarities between this research and the writer’s research are using qualitative approach and focusing on teaching of speaking skill at English course. The difference between this research and the researcher’s research is holding at the different course in the different time.

The second previous study entitled ‘A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in “Desa *Inggris* Randuagung” Singosari Malang. This study was done by Martha (2015). This study described the implementation of teaching speaking class at Smart Holiday English camp program which had three variables, namely the instructional materials used, instructional media used, and its assessment. The similarities between this study and the researcher’s study is both of them using qualitative approach and focusing on teaching speaking at English course. The differences between this study and the writer’s study are holding at the different English course and in the different time.

There was also additional variable in the writer’s study, namely lesson plan.

CHAPTER III

RESEARCH METHOD

This chapter describes how the study was conducted. This research method covers research design, data sources, data collection, data analysis, and data triangulation.

3.1 Research Design

This study used qualitative approach since it is written analysis. Creswell (1998, p. 15) says that the qualitative researcher builds complex, holistic pictures, analyzes words, reports detailed views of informants, and conducts the study in natural setting. Qualitative research refers to inductive, holistic, subjective and process-oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting. Sugiyono (2012, p. 8) says that qualitative research methods are often called naturalistic research method because the research is done on natural conditions. Qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures. As described by Bogdan and Biklen (1982) cited in Sugiyono (2012, p. 13), qualitative research is descriptive and the data collected is in the form of words of pictures rather than number. The result of this study will be in a form of words rather than number.

This qualitative research belongs to a case study design. Creswell (1998, p. 36) states that a case study is an explanation of a “bounded system” or a case (multiple

cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. “The focus may be on the case that, because of its uniqueness, requires study (intrinsic case study), or it may be on an issue or issues, with the case used instrumentally to illustrate the issue (an instrumental case study). It means case study looks at a case or phenomenon in real-life context.

To obtain the data needed in this study, the sources of the data are needed in this study. The following are the data sources that are needed.

3.2 Data Source

According to Arikunto (2010, p. 172), data source is the subject of the data that can be obtained. In collecting the data, the writer used a person as the subject. The subjects of the study were a teacher of *Elfast* English course (*Talk More* program), the owner of *Elfast* English course, and 24 students of *Talk More* program to get the data about the lesson plan used, teaching speaking strategies, the instructional material used, the instructional media used, and the students’ perception toward the program. *Talk More* program is included in an acceleration stage. The data were taken at *Talk More* program of *Elfast* English course. The consideration of choosing the program was a recommendation from Mr. Ken as the officer of *Elfast* English course. He stated that *Talk More* program was suitable for the writer’s undergraduate thesis.

3.3 Data Collection

Data collection is the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, observation, focus group discussion, narratives and case histories (Burns & Grove, 2003, p. 373). In this study, the data were collected by using three research instruments, namely observation sheet, interview guide, and questionnaire. The observation sheet was used for taking the data about the teaching speaking strategies used, the instructional material used, the instructional media used, and the students' perception toward the program. The interview guide was used for taking the data from the teacher and the owner of *Elfata* English course. The questionnaire was used for taking the data about the students' perception toward the program.

3.3.1 Observation Sheet (Martha (2015))

Arikunto (2010, p. 199) says that observation is an activity that focuses on an object by using five senses. Observation was used by the writer to get the details of some objects that the writer could collect and find the data. Those objects which were observed by the writer were the teaching speaking strategies, instructional material used, instructional media used, the assessment of speaking skill used in *Talk More* program of *Elfata* English course, and students' perception toward the program.

To support the observation in collecting the data, the observation sheet was used as an instrument to observe the teaching speaking at *Elfata* English course (see appendix 1). The observation sheet was adopted from thesis which was written by Martha (2015, p. 55) entitled "A Study on the Teaching of Speaking Class of Smart

Holiday English Camp Program at Indocita Foundation in “Desa Inggris Randuagung” Singosari Malang. The writer also used a camera to get documentations of the activities of the students and the teacher in the classroom of *Talk More* program of *Elfast* English course. This observation was done in all meetings of the program. The writer observed the teaching speaking strategies, the instructional material, the instructional media, the assessment of speaking skill used in *Talk More* program of *Elfast* English course, and students’ perception toward the program.

3.3.2 Interview Guide (Martha (2015))

Interview is one of an effective way in giving the writer face to research problem. Interview will give many experiences for the writer and the informant to discuss their opinion related to the observation. According to Arikunto (2010, p.198), “Interview or oral questionnaire is a dialog that is used by the interviewer to obtain the information from interviewee”. Ary, et al (2002, p. 434) says that interviews are used to gather data on subjects’ opinions, beliefs, and feelings, about situation in their own words.

Bogdan and Biklen (1998, p. 94, cited in Laily, 2015, p. 37) state that an interview is a purposeful conversation, usually between two people or more that are directed by someone in order to get information. In this method, the writer interviewed the *Elfast* English course teacher to obtain the information related to teaching speaking at *Elfast* English course at *Kampung Inggris* Pare, Kediri. The instrument which was employed in this method is interview guide. The writer composed two interview guides as guidelines to have an interview with the head of

Elfast English course and the teacher. The first interview guide consisted of twelve questions and it was about *Elfast* English course in general (see appendix 2). The second interview guide consisted of 21 questions (see appendix 3), which was about the lesson plan (question number 1 and 2), the teaching speaking strategies (question number 3-10), the instructional material (question number 11-15), the instructional media (question number 16-18), the assessment (question number 19-20), and for general (question number 21). The interview guide was adopted from thesis which was written by Martha (2015, p. 76-77) entitled "A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in "Desa Inggris Randuagung" Singosari Malang. The result of the interview will be in the form of transcript.

3.3.3 Questionnaires (Martha (2015))

Nunan (2006, p. 143) says that questionnaire enables the researcher to collect the data in field settings. Arikunto (2010, p. 194) says that questionnaire contains written questions which are used to obtain informations from the respondent in a form of report of his/her private, or the things that he/she knows. The respondents will answer the questions of the questionnaire in a written form.

In this study, the questionnare was in a form of essay and multiple choice. The questionnaires consisted of 26 questions (see appendix 4). In this study, the questionnaires was used to know the students in general (question part A number 1-5), students' perception toward the teaching speaking strategies of the *Elfast* English course (question part B number 1-10), the instructional material (question part C

number 1-5), the instructional media used in the *Elfast* English course (question part D number 1-3), and students' perceptions toward teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri (question part E number 1-3). The questionnaire was adopted from thesis which was written by Martha (2015, p. 72-75) entitled "A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in "Desa Inggris Randuagung" Singosari Malang.

3.4 Data Analysis

Miles and Huberman (1984, cited in Sugiyono, 2012, p. 246) say that data analysis in qualitative research is done when the data collection has been done. After the data from observation, interview, and questionnaire have been collected, the writer calculated and analyzed the data. Since the writer used qualitative design, the data was analyzed descriptively. The data was analyzed based on Miles and Huberman (1984, cited in Sugiyono, 2012, p. 246-249) theory. The activities in analyzing the data are as the following:

1. Data reduction

Data reduction means embracing, choosing the main things, and focusing on the important things needed. By data reduction, it is easier for the writer to collect the data needed. In this study, the writer selected the data that were important by using the aspects that were needed. The writer used the important one and discarded the others.

2. Data display

In qualitative research, data display is done in form of narrative text (words not numbers). “Looking at displays help us to understand what is happening and to do something further analysis or caution on that understanding” Miles and Huberman (1984, cited in Sugiyono, 2012, p. 249). In this study, the researcher displayed the data from the observation and the interview in form of narrative (words). The data from the questionnaires were displayed in form of table. The data from the questionnaires were also displayed in form narrative (words) for the explanation.

3. Conclusion

The last step was conclusion. In qualitative research, conclusion is a new finding which is not found before. Conclusion involves the writer in interpretation.

Here, the finding was in form of description of teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri. It included its lesson plan, teaching speaking strategies, instructional material used, instructional media used, assessment used, and students’ perceptions toward the program.

3.5 Data Triangulation

According to Wiliam Wiersma (1986, cited in Sugiyono, 2012, p. 273), it is said that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Triangulation in examining the credibility can be defined as data

crosschecking from several sources by many ways and times (Sugiyono, p. 273).

Here, there were three triangulations, namely:

1. Source triangulation

Source triangulation is used to examine the data credibility which is done by crosschecking the data which are obtained by several sources. Here, the writer crosschecked the result of the interview from the owner of *Elfast* English course and the teacher. The writer crosschecked the data from interview for the teacher with the observation. The researcher also crosschecked the data from interview for the teacher with the questionnaires given to the students.

2. Technique triangulation

Technique triangulation is used to examine the data credibility which is done by crosschecking them to the same sources with different techniques.

3. Time triangulation

Time often influences the data credibility. For instance, the data taken in the morning would be different from the data taken in the evening.

Based on the aspects mentioned above, it was a must for the writer to have a data triangulation. It was used to examine the credibility of the data. In this study, the writer used the source triangulation, namely observation, interview, and questionnaire.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the finding of the study and the interpretation of the study which were described in the discussion. The finding of the study was obtained from the result of observations, the result of interviews, and the result of questionnaires to the subjects of the study. In line with the problems of the study, there were six variables. They were the lesson plan, the teaching speaking strategies, the instructional material used in teaching speaking, the instructional media used in teaching speaking, the assessment, and the students' perception toward teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.

4.1 Finding

This section describes the finding of the study. This finding of the study was obtained from the result of data collection of the study, namely the observation, the interview, and the questionnaire. The data collection was done from March, 10th 2016 until March, 26th 2016. In line with the problems of the study, the finding of the study focuses on the lesson plan, the teaching speaking strategies, the instructional materials used, the instructional media used, and the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri. The result of observation was to find out the lesson plan, the teaching speaking strategies, the instructional materials used, the instructional media used, and the assessment used in

teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri. The result of interview was also to find out the lesson plan, the teaching speaking strategies, the instructional materials used, the instructional media used, and the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri. The result of the questionnaire was to find out students' perception toward the program which included the teaching speaking strategies, the instructional materials used, the instructional media used at *Elfast* English course at *Kampung Inggris* Pare Kediri. The finding of the variables was presented as the following description.

4.1.9 Lesson Plan Used in Teaching Speaking at *Talk More* Program of *Elfast* English Course

Based on the observation and the interview with the teacher, the lesson plan of *Elfast*, especially for *Talk More* program included identity of the program, learning steps, learning media, and learning materials. The identity of the lesson plan was only the name of the program, in this case *Talk More* program. There were no time allocation and the main material written there. Based on the interview with the teacher, there was no objective for every meeting but the objective was for general which was to let the students brave to speak and build their ideas. There were several games in *Talk More* class, namely *interviewing new classmates, find someone who, snake and ladder, fake wedding party, continuing friends' story, star board, and card games*. The detailed information of the game could be seen in (appendix 5). The

learning steps were about how to play a game of the day. There were activities mentioned in the lesson plan, namely warming up questions, presentation of the day, and discussion. The media used were whiteboard, board marker, board games, cards, paper, smart phone, and speaker. The instructional material used was a textbook. The lesson plan of *Talk More* program consisted of ten meetings. Every meeting has 90 minutes.

4.1.10 Teaching Speaking Strategies Used in Teaching Speaking at *Talk More*

Program of *Elfast* English Course

Elfast has many speaking classes. The classes are divided into six stages, namely preparation stage, acceleration stage, challenge stage, developing stage, comprehensive stage, and advance stage. Each stage has some programs. *Talk More* is one of the programs in the acceleration stage. *Talk More* has 2 or 3 programs which are divided into different hours, depending on the students' request and the number of students who want to register.

The writer did observations at *Elfast* English course which focused on speaking skill in 3 classes of *Talk More* program. The classes were taught by Miss Cantik Riawati which consisted of 37 students. The program was divided into three classes, namely class A, class B, and class C. The classes were at 07.00 AM, 08.30 AM, and 10.00 AM for the main class (speaking class), while for study club (listening club) were at 02.00 PM and 04.00 PM, the students could choose the time for the study club class.

The teaching speaking strategies used by the teacher play a crucial role to arise students' enthusiasm in learning speaking in the class. Based on the aspects mentioned in the observation sheet, the teaching speaking strategies in *Elfast* English course, especially in the *Talk More* program is effective enough. Miss Caca (her nickname) as the teacher of *Talk More* program stated that the goal of *Talk More* program is to let the students brave to speak English and build ideas, the accuracy is not the first priority in this program since *Talk More* is the second step of speaking class available at *Elfast* English course. Therefore, many games are used in this program to arise the enthusiasm of the students. The teacher used warming up questions or questions of the day in every meeting to trigger and give challenges for the students to speak English. The questions of the day were given to the students fairly by giving each student a chance to answer the questions of the day and effectively by managing the class very well. The questions of the day contained critical and simple questions. The teacher created interactive teaching and learning as well. Every Thursday night, all teachers and staffs held meeting in order to discuss the difficult problems or the students which should be treated more than others. The expectation from this kind of routine activity was to improve the teachers' ability or skill in teaching speaking of English.

In line with the goal of the *Talk More* program, to have bravery to speak English and to build the students' ideas, some classroom activities and teaching speaking strategies were provided by the teacher to enhance students in speaking

English easily and effectively. Based on the observation, the activities and the strategies of teaching speaking were presented as following.

1. Warming up Activity

In *Talk More* program, there are two meetings in a day. The first meeting is the main class in the morning, depending on the schedule which has been taken by each student before, which focuses on speaking activities. The second class is study club in the afternoon which focuses on the listening activities. Since listening skill and speaking skill have correlation, listening skill is also taught in *Talk More* program. It also supports speaking activities. In these activities, the teacher played as a facilitator. The teacher only encouraged the students to speak up by giving them the warming up questions.

In every meeting, warming up activities were used in *Talk More* program for both the main class and the study club. In the main class, warming up questions used to trigger the students in speaking activities and building ideas as well. The students answered the questions given by the teacher. In the study club, the warming up activities were used to give the students preparations before coming up to the main materials. The teacher did this kind of activities as ice breaking too. The warming up questions were as the following.

- a. If you could be a superhero, what would it be? And what would you like to do for Indonesia?
- b. If you could have a time machine, what would you like to do? And which part of your life that would you like to visit?

- c. What was the very first thing that you thought when you opened your eyes today? And why?
- d. What is the scariest thing that you have got in your life?
- e. Someone who inspired you recently?
- f. What are three things that you would change in this world?
- g. What makes you laugh a lot and angry so much?
- h. What makes you different to another person (unique things) that you have?

2. Presentation

Presentation was used in every meeting to know the students' confidence and the way they built their ideas. Based on the observation, the topic of the presentation was free except daily activities of the students themselves and their hometown. The presentation was done individually. In every meeting, there were one or two students who did a presentation, depending on the situation and condition. The presentation was conducted before the main activity which was a game in order to assess individual's performance and to let the students build their ideas. The presentation contained a student's presentation, peer's question, and the teacher's question and comment about the performance. Each presentation was on five minutes. In this case, the teacher acted as a facilitator and feedback provider. The teacher gave an aid only when each presenter needed an aid. At the end of the presentation, the teacher always gave some feedback for the progress of the presenter.

3. Games

Games were one of the activities used by the teacher as a strategy to encourage the students to speak English. The games were also used as an ice breaker to melt the situation. So that, the teaching and learning process was fun and effective.

As a facilitator, the teacher walked around during the game to take a group assessment too. Almost in every meeting, the teacher implemented one game. The game were *find someone who, snake and ladder, fake wedding party, continuing friends story, card game, star board, and catching mosquitoes*. Each game was implemented in a group. The class was divided into 2 or 3 groups randomly depending on the number of students and the games' rules. The students were actively involved to the games since the games were fun and gave challenges for the students to speak. The atmosphere of the class was controlled well. In this activity, the teacher played some roles. The teacher played as a facilitator, participant, feedback provider, prompter, and observer at the same time.

4. Role Play

Role play was one of the activities which were done in *Talk More* program. For instance, in the game *fake wedding party*, role play was done there. All students were invited to the party and the teacher as a host in term of the game and as facilitator in term of teaching process. The students were given a new identity card and they had to act like what the identity card said. So, the students had to act like as if they were in a new identity. Each student had to talk to the other students. They could make a conversation among them. The atmosphere of the class was good since every student involved in the activity.

5. Discussion

Discussion activities were done to know how big the students' effort in a group work activities, whether they were active or not. For instance, in the listening activity in the study club, the students were divided into some group, depending on the number of students, the teacher asked each group to discuss what they had listened to before. Then, each group had to write the answer on the whiteboard as fast as possible. The fastest group was the winner and the slowest one was the loser. The loser got the powder on their face as a punishment. The discussion was also done after the presentation in the main class. The teacher gave chance for the audiences to ask questions or give comments on the presenter and the presenter answered the questions. The discussion was about the topic of the presentation of the day. The atmosphere of the class was effective since everyday had a different topic of discussion. The teacher played as a facilitator in this activity since the students were the main subjects who were expected to speak.

6. Hunting Foreigner

Hunting foreigner was a unique activity done by the teacher at *Talk More* program. Based on the observation, this activity was to know the students' confidence and bravery to speak or interview to the strangers. This activity was done in pair. The teacher gave a question for the students. The questions were What was the very first thing that you thought when you opened your eyes today? And why? and what are three things that you would change in this world?

The teacher asked the students to go out of the class in order to find out a person who they did not know yet to ask them a question given to them before. Each student asked a stranger to help them by asking them the questions given. Each student had to answer the questions and the other one recorded the activity by a video recorder or a smart phone. This activity was done twice which were in the third and the sixth meeting. The atmosphere of this activity was good and fun since this activity was unique and challenged the students to build their bravery. The teacher played as a facilitator in this activity since she only gave the students instructions to do what she wanted to do.

7. Listening to the Music and Singing

The teacher used group work in the study club. There were two meetings which focused on the song. There were two songs played in the program. The songs were *shooting star* and *beautiful in white*. The teacher gave each student a paper with missing lyrics which were considered before by the teacher. Then, the teacher played an audio which was related to the song. The audio played for about fifteen minutes. The students had to fill the missing lyrics based on the audio played before. Then, the teacher asked the students to change their answer with their friends' answer to correct the answers. The last step was singing the song together in the classroom. The atmosphere of the class was quite calm since listening activity needs calm situation.

In last step which was singing together, the atmosphere was fun.

The teacher used five strategies to implement those activities mentioned above in order to get the best result. The strategies are as the following.

8. Group Work

Group work was one of the criteria mentioned in the observation sheet which was related to the teaching speaking strategies used by the teacher in the class. Based on the observation and the interview, the teacher used group work in both the main class and the study club. The teacher implemented games in the main class for group work. The class was divided into some group, depending on the number of students and the games' rules. The teacher explained the rules of the games and gave examples how to play the games. The teacher asked each group to play the games based on the rules explained before. The students who broke the rules were given a punishment.

The punishment was getting powder on their face by their friends within a group.

While in the study club, the teacher implemented group work for discussion. The class was divided into some groups. The teacher asked each group to share and discuss their ideas about what they had listened to before. Then, the teacher asked one student for each group to come forward and write down what they had discussed in the group work. The group which wrote down the last would be gotten a punishment.

Getting powder on the loser's group face was the punishment. The atmosphere of the class was quite effective and fun since group work needs all members' opinion and effort.

9. The Language Used

The language used by the teacher plays a crucial role in teaching and learning process. The clearer the language used is the easier to understand. Miss Caca stated that she used 50% for English and 50% for Bahasa Indonesia since this program was in the second stage of speaking class at *Elfast* English course. Based on the observation and the interview, the language used by the teacher was clear enough. It was proven by the students' understanding about what the teacher had said.

10. The Topic Given

The topic given was one of the criteria mentioned in the teaching speaking strategies done by the teacher. Based on the observation, the topics given by the teacher of *Talk More* program were very effective for the second step of the acceleration stage. The topics in the games were fun, interesting, and appropriate for the class level. It is proven by the students' enthusiasm when playing the games.

Since the class was in the second step of acceleration stage, the topics given in the presentation were effective which were free except students' daily activities and their hometown. For instance, in a meeting, there was a student who talked about *the power of words*. That student presented how words could motivate, change, or even destroy someone's life. It was motivational presentation.

11. The Instruction Delivered

The instruction delivered by the teacher plays a crucial role to understand how and what the students have to do in each activity provided in the class. Based on the observation and the questionnaire, the instruction delivered by the teacher of *Talk*

More program was clear and understandable. It is proven by the activities which were done in the class could run well as what were expected. For instance, when the students were asked to do *hunting foreigner*, the teachers asked the students to do some activities which were related to the *hunting foreigner*, but the students could understand what were instructed as well.

12. English Monitors

In foreign language learning, the teacher has to monitor the students' usage of English language. It is for students' improvement in speaking skill. Based on the observation and the interview, the teacher of *Talk More* program did not monitor or press the students to speak English all the time since *Talk More* program was the acceleration stage. The teacher reminded the students when the students were speaking Bahasa Indonesia and gave them direct translation to English language for them. The teacher also invited them to speak English by responding the students using English when the students were speaking Bahasa Indonesia.

4.1.11 Instructional Material Used in Teaching Speaking Used in Teaching

Speaking at *Talk More* Program of *Elfast* English Course

Based on the observation and the interview, there was an instructional material used by the teacher in teaching speaking at *Talk More* program. It was a textbook. The materials were composed by the team of English speaking teachers of *Elfast* English course. The sources of the materials were from the internet. The team used selecting and taking materials from several sources and doing modification to fit

the teaching and learning objectives and making own materials for instructional material development. It was a must for the students to have a textbook provided by *Elfast* English course.

The textbook entitled *Elfast Speaking Program: Talk More Elfast*. The textbook consisted of XI chapters which were about the expressions used in some manners. Based on the interview, the expressions belonged to the real English. It meant that the expressions could be understood by foreigners. For instance, in chapter III, it was written *what do you do in your free time?*, it was kind of expression used to ask someone in free time or holiday.

Unfortunately, the textbook was not used in the activities. It means that when the activities were done, there was no expression available in the textbook used to support the activities. There was no correlation between the activities in the program and the expressions which were available in the textbook.

4.1.12 Instructional Media Used in Teaching Speaking Used in Teaching

Speaking at *Talk More* Program of *Elfast* English Course

To enhance students' enthusiasm and comfort in learning speaking at *Talk More* program of *Elfast* English course, instructional media would be needed. Based on the observation, the instructional media used by the teacher were a whiteboard, board markers, a set of speaker, smart phone, a set of card, paper, identity cards, a set of board for games, a movie, and songs. The explanation of each instructional media is in the following.

a. Whiteboard and board marker

Whiteboard and board marker were a set of instructional media which were used by the teacher to give a little note from her explanations, commands, and questions. The teacher also used it for writing new vocabularies which were difficult for the students and for writing the answer of the students' work. The teacher used this instructional media in all meetings to deliver the materials provided before. It was the most frequent instructional media used by the teacher during the teaching and learning process.

b. A set of speaker and smart phone

Based on the observation, a set of speaker and smart phone were the instructional media used by the teacher of *Talk More* program in the study club, which was listening activity. This instructional media were used in all meetings since listening activities needed this media.

c. Paper

Based on the observation, paper was the instructional media used by the teacher of *Talk More* program to deliver *find someone who games*. The game was done individually. The teacher gave each student a paper which had some questions. The thing that each student had to do was asking all students of the class all questions which were written on the paper. The teacher walked around to assess the students and to act as a facilitator.

d. Identity card

Based on the observation, the teacher used this instructional media for implementing *fake wedding party* game. The game was done individually. The game required identity cards for the new identity that the students should act. This teacher acted as the owner of the house or the wedding and the students acted as the guests who came to the wedding party. The students had to talk to each other to know each student's identity, which was based on the identity card got before.

e. A set of card

Based on the observation, a set of card was the instructional media used by the teacher for card game. The name of the game was *snake and ladder*. The teacher divided the class into 3 groups for this game. Every group got a board to play the game. The game was played until each member of each group got the chance to play the game by throwing up the dice and took a step on the board based on the number of the dice.

f. A set of board for games

Based on the observation, the teacher used a set of board for games as the instructional media for implementing *snake and ladder* game. The teacher divided the class into some group depending on the game's rules and the number of the students in the class. The teacher gave a board and a dice for the game for each group. The game was each student had to shake the dice and took a step on the board based on the number shown on the dice. Each student got once to shake the dice since the time was limited.

g. Movie

Based on the observation, a movie was the media that was used in the study club. The teacher played a movie for the students entitled *diary of wimpy kid*. The teacher asked the students to watch the movie and look for the expression in the movie as much as possible. This activity was done individually. The teacher discussed the expressions that had been observed by the students on the next day in the main class.

h. Song

The result from the observation showed that song was the media used in the study club. This activity was to know the students' skill of listening and speaking. The teacher gave a paper with missing lyrics for each student and asked them to fulfill the missing lyrics based on the song that would be played. After fulfilling the missing lyrics, the teacher asked the students to check out their task by giving each student's task to the other student's task. The final activity was singing together the song which was checked out.

4.1.13 Assessment Used in Teaching Speaking at *Talk More* Program of *Elfast* English Course

In order to measure students' ability in English speaking skill, the teacher did many kinds of assessment for the students. The assessments were ongoing assessment and test assessment at the end of the program. Based on the interview with the teacher, ongoing assessment was based on some considerations as the aspects of the

assessment, namely vocabulary, fluency, developing idea, pronunciation, and presentation. The activeness of the students was also taken as an assessment.

There were two kinds of test assessment, which were listening and speaking assessment. The students had to show up their ability in English speaking skill as well as possible. The listening assessment was in written form. The speaking assessment was done orally. This program was held for two weeks. The assessment was held at the end of the program which was in the tenth meeting. Therefore, the students had to prepare well for this speaking assessment. This assessment was like Mr. and Miss Indonesia contest. The assessment was done by giving two minutes for each student to answer a question delivered by the teacher. The teacher called one by one, based on the number in line which was taken by each student before, to come forward in front of the class. The student who had been called by the teacher then took a question in a close piece of paper. Then, the teacher read the question. The teacher repeated the question if the student who would answer the question did not understand yet. In this assessment, the teacher provided some aspects which became the considerations of this assessment. The considerations were vocabulary, fluency, developing idea, pronunciation, and presentation. These five aspects should be taken as the important things for the students.

4.1.14 Students' Perceptions Toward the Program

In line with the teaching and learning process which focused on English speaking skill, it was necessary to find out the students' perceptions toward the

teaching and learning speaking at *Talk More* program of *Elfast* English course. The students' perceptions were about the teaching speaking strategies, the instructional material used, and the instructional media used in teaching speaking at *Talk More* program of *Elfast* English course Pare Kediri.

The students' perceptions toward the program were collected from the questionnaire given to the students of *Talk More* program. The amount of the questionnaires were 24 sets which for 24 students. The questionnaires were distributed to the students on the last meeting of the program. The students' perceptions were varied. The students' perceptions were about the students' reason for joining the program, the problems before they joined the program for speaking skill, the instructional materials and the instructional media used at *Talk More* program of *Elfast* English course.

Based on the questionnaires part A, most of the students (79%) stated that they liked English and considered English as a crucial language that should be mastered. So that, they joined *Talk More* program which focuses on improving speaking in order to overcome the problems they had stated before. There were some problems' faced by the students before joining the program. The following table was the statements of the students that they like English and the speaking problems' stated by the students of *Talk More* program.

Table 4.1 The Students' Statements that They Like English

Students' Statements	Percentage (%)
Really like	37,5
Like	41,5
Normal	21
Dislike	0
Really dislike	0

Table 4.2 The Students' Problems before Joining the Program

Students' Problem	Percentage (%)
Pronunciation	21
Fluency	33
Intonation	33
Grammar correctness	16
Diction	29
Confidence	25
Others	4

4.1.6.1 Students' Perception Toward the Teaching Speaking Strategies

Based on the questionnaires given to the students, 70% of the students' main goal or purpose in joining the program was in order to improve their speaking skill or ability.

From the questionnaires given to the students, 87,5% of the students stated that the teacher used English for the most of the time in the program and 12,5% of the students stated that the teacher sometimes used English to deliver the material. The teacher always told the students about the reason or the purpose of the activities which would be done (71%).

Based on the observation and the questionnaires, the vocabulary items were not given directly to the students in the program. There were 87,5% of the students who stated that the vocabularies were given to the students before giving the materials and the performances of the students of the day. So, the students got the new vocabularies every day. The vocabularies were given through repetition.

The result of the questionnaires showed that the majority of the students (83%) had a positive impression toward the speaking activities and strategies used in *Talk More* program. It was proven by the students' statement that 96% of them were active in participation in the program and only 4% of the students who were not active.

Based on the observation and the questionnaires given to the students, the teacher often checked or corrected the students who made mistake when they were speaking. There were some aspects that the teacher often evaluated, namely

pronunciation, diction, grammar, intonation, presentation's content, and confidence.

The data showed that the diction used by the students when they were speaking was the most often occurred in the program. The following table was the students' statement about the aspects that the teacher often evaluated for them.

Table 4.3 Some Aspects that the Teacher Evaluated for Students' Speaking Performance

Aspects	Percentage (%)
Pronunciation	33
Diction	62,5
Grammar	58
Intonation	33
Content of Presentation	17
Confidence	46

After diagnosing kinds of problems that the students had in the speaking skill of English, the teacher gave some activities that the students had to be done at *Talk More* program. The result from the questionnaires given to the students showed that there were various activities and strategies which were done by the students to learn and improve speaking skill at *Talk More* program. The students stated that group work was the strategy that was mostly done in the program. Below was the table that

showed the activities and the strategies which were done by the students in *Talk More* program.

Table 4.4 Kinds of Speaking Activities Conducted in *Talk More* Program

Based on the Students' Questionnaires.

Students' Activities	Percentage (%)
Group work	79
Role play	12,5
Debate	8
Discussion	54
Story telling	67
Speech	25
Sing	33
Others	4

4.1.6.2 Students' Perception Toward the Instructional Material

It was stated in the previous section that the main instructional material used by the teacher to teach speaking at *Talk More* program of *Elfast* English course was a textbook. The result of the questionnaires given to the students showed that the teacher used the textbook for a few times. The teacher often used other activities, such games, presentations, and questions of the day. Based on the observation, the

textbook was only to support the teaching and learning process, it was not for the reference of all activities done in the program. Some of the students (50%) stated that the textbook given to the students helped them in improving their speaking skill of English. Most of the students (62%) believed that the textbook given to them was appropriate for the purpose of the program.

4.1.6.3 Students' Perception Toward the Instructional Media

Instructional media was an important thing to deliver the materials given to the students. The more interesting and appropriate the instructional media is the sooner the purpose of the materials will be got by the students. Therefore, the teacher used some instructional material in the program to enhance the students' enthusiasm and comfort in learning speaking at *Talk More* program of *Elfast* English course.

Based on the questionnaires given to the students, there were five instructional media used by the teacher in *Talk More* program. The following table was the students' statement based on the result of questionnaires.

Table 4.5 The Instructional Media Used at *Talk More* Program

Instructional Media	Percentage (%)
Whiteboard	87,5
Video	46
Movie	54
Tape recorder	50

The table showed that most of the students stated that whiteboard was the most often instructional media used by the teacher at *Talk More* program.

From the observation and the questionnaires given to the students, it was stated that the instructional media used by the teacher was good and interesting. The instructional media used by the teacher helped the students to arise their enthusiasm in joining and participating to the program of speaking.

4.2 Discussion of the Finding

This section relates between the finding of the study and the theory stated by some experts. It included all the problems of the study, namely the lesson plan, the teaching speaking strategies implemented, the instructional material used, the instructional media used, and the assessment used in *Talk More* program at *Elfast* English course *Kampung Inggris* Pare Kediri.

4.2.1 Discussion on the Lesson Plan Used in Teaching Speaking at *Talk More* Program of *Elfast* English Course

In Indonesia, actually the implementation of the lesson plan has not been strictly implemented for each teacher in both formal and informal education.

Sometimes, a lesson plan is considered too complex and complicated to be

implemented, especially for the informal education. For that reason, the teacher of *Talk More* program preferred to just write down the activities and the strategies, the learning steps, and the media used than to write down the detail of the whole things related to the lesson plan like in the formal education.

Based on curriculum 2103, in the formal education, the lesson plan generally consists of the school identity, main competences, basic competences, indicators, instructional materials, teaching and learning activities and time allocation, data sources of learning, instructional media, and assessments. Based on Murcia (2002, p. 403), actually, the existence of the lesson plan would help the teachers to conduct teaching and learning process easier since the lesson plan could be used as a guideline for them about what and how they should teach and the students should learn.

Actually, in the informal education like an English course, it is also necessary to compose a lesson plan but it does not need to be too detail like what is composed in the formal education. Based on the finding, the lesson plan that is used at *Talk More* program of *Elfast* English course is not appropriate since it is too simple. In line with Harmer's (2007, p. 158-159) statement, the lesson plan, at least, should include a description of the students, a statement of the aims and objectives, a description of procedures (including who will be interacting with whom, and how long each activity will take), anticipated problems, extra materials and the materials to be used in the lesson.

However, there are the strengths and weaknesses of the lesson plan used at *Talk More* program. The strength is the lesson plan used by the teacher of *Talk More*

program is more flexible since time allocation is not available on the lesson plan.

Besides, the discussion of the textbook used is not written specifically on what chapter on each meeting. So that, the teacher can manage the time allocation and the materials from the textbook as the students' need. The weakness of the lesson plan used at *Talk More* program is incompleteness of the lesson plan which can cause some trouble. For instance, based on the observation, the teacher was late in finishing the teaching and learning since time allocation is not available in the lesson plan so that one activity disturbs the next activities. Besides, there is no learning objective in each meeting. This affects the effectiveness of the teaching and learning.

4.2.2 Discussion on the Teaching Speaking Strategies Used in Teaching Speaking at *Talk More* Program of *Elfast* English Course

Generally, the teacher of *Talk More* program had successfully made the teaching and learning process effective and interesting. It was proven by the students' enthusiasm to join and participate in the learning speaking during the program.

Based on the finding which was got by the writer before, the teaching speaking strategies was effective. There were various activities which supported and challenged the students to speak English. The activities given by the teacher had made the students enthusiastic to speak. The teacher also gave some strategies to make the activities could run well.

In line with Nunan (2003, p. 56-58) statement, the teacher of *Talk More* program of *Elfast* English course has two activities done in the program, namely role-

play and contact assignment. In one of the meetings, the teacher gave the students a role-play which entitled *fake wedding party*. The teacher was as a facilitator. Based on Breen and Candlin (1980, cited in Nunan, 1989, p. 87), the teacher is as a facilitator of the communicative process. Role-play is also one of the activities which are suggested by Harmer (2007, p. 183) when the students do not want to talk. The other activity is contact assignment. At *Talk More* program this activity is named *hunting foreigner*. Those activities are in line with Nunan (2003, p. 56-58) who states that there are various activities that can be done by the teacher in the speaking class, namely information gaps, jigsaw activities, role-plays, simulations, and contact assignments. These activities also contribute to overcome the problems of learning speaking which are low or uneven participation and mother-tongue use, Ur (1996, p. 121).

There are other activities done by the teacher in teaching speaking at *Talk More* program. Harmer (2007, p. 348) states that there are a number of widely-used categories of speaking activity, those are acting from script, communication games, discussion, prepared talks, questionnaires, and simulation and role-play, the teacher also used communication games, discussion, and prepared talk. Communication games were done almost in all meetings. The teacher gave a game to make a fun and interesting learning and to provoke the students' enthusiasm. The teacher gave the students a discussion after presentation from each presenter of the day. The discussion was about the presentation of each student. Prepared talk is a presentation itself. Based on Harmer (2007, p. 351), it is said that this activity is not for

spontaneous conversation. The students have to prepare the topic that would be presented to the other students. Those activities cover the problems of learning speaking which are nothing to say, low or uneven participation and mother-tongue use, Ur (1996, p. 121). Nothing to say is covered when the games were implemented.

The students are invited to participate in the games since the games are suitable for them. Then, the students can understand the game and can speak English as well at the same time. The activities are done fairly, so that each student gets the same opportunities as well. It covers the problem of low participation. The teacher always invites the students to speak English when they are speaking Bahasa Indonesia in every activity.

In line with Harmer (2007, p. 183), the teacher also uses recording. It is used when *hunting foreigner* implemented. The teacher asked all of the students to go out of the class in order to get a stranger to ask them questions given before. It was done in pairs. When one student found a foreigner and asked him/her to help that student, the other one would record or make a video for him/her. Then, the result of the task, which was in form of file, was given to the teacher.

Based on Ur (1996, p. 121-122) statements, the teacher also uses group work which is discussion. The language used by the teacher is clear and understandable. The topics given are appropriate for the level of the program stage. The instructions delivered are clear and understandable. It is proven by all activities given to the students can run well. The teacher also does English monitors by remembering them to speak English and giving them model.

Based on the finding, the teacher plays some roles in the activities done in the program. The teacher plays as a prompter, participant, and feedback provider (Harmer, 2007, p. 108-110). The teacher also acted as a facilitator, a participant, and also an observer in some activities. Most of the roles that are played by the teacher is as a facilitator. It is in line with Breen and Candlin (1980, cited in Nunan, 1989, p. 87).

4.2.3 Discussion on the Instructional Material Used in Teaching Speaking

Teaching Speaking at *Talk More* Program of *Elfast* English Course

To support the teaching speaking at *Talk More* program, *Elfast* English course provides a textbook named '*Elfast* Speaking Program: *Talk More*'. Based on the interview for the teacher of *Talk More* program, she stated that the textbook was composed by the team from the teachers of speaking program at *Elfast* English course. Based on Harmer's (2007, p. 146) statement, the considerations of making the textbook are the students' need and level of the students of *Talk More* program. In line with Orstein (1992 cited in Martha, 2015, p. 16) who suggests that the materials should fit the objective of the course, in line with reading level of the students, and have a good organization. In line with Suyanto (2010, cited in Martha, 2015, p. 16) statement, the teacher does instructional material development by selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives and making their own materials. The teacher rarely used the textbook since there were many activities that fit the program's objective better. In line with Harmer

(2007, p. 146), it is suggested that the teacher can add what is in the coursebook by other activities.

4.2.4 Discussion on the Instructional Media Used in Teaching Speaking

Teaching Speaking at *Talk More* Program of *Elfast* English Course

Based on Heinich, et al. (2005, p. 7), instructional media is anything that carries information between a source and a receiver and provide messages with an instructional purposes. The instructional media used by the teacher of *Talk More* program are a whiteboard and board markers, a set of speaker, a smart phone, a set of card, papers, identity cards, a set of board for games, a movie, and songs. Those instructional media used for delivering various activities and instructional materials used in teaching speaking at *Talk More* program.

In line with Heinich, et al. (2005, p. xix-xx), media is divided into three main parts, namely visual media, audio media, and video media. A whiteboard and board markers, a set of speaker, a smart phone, a set of card, papers, identity cards, and a set of board for games are the instructional media which included in the visual media which means that it can be seen by the users. In this program, the audio media are songs. A movie is included in the video media.

4.2.5 Discussion on the Assessment of *Talk More* Program Used in Teaching

Speaking at *Talk More* Program of *Elfsat* English Course

In order to measure students' ability in speaking skill, teachers have to use some kinds of assessments in teaching and learning process. The teacher of *Talk More* program stated that she had two kinds of assessment, namely ongoing assessment and test assessment. It is in line with Gronlund (2013, p. 4) who states that there are some decisions teachers need to make for assessment 1) during the planning of instruction, 2) at the beginning of instruction, 3) during instruction, 4) at the end of instruction.

In line with Waugh and Gronlund (2013, p. 21) who states that an effective assessment requires that a variety of assessment procedures be used and a clear conception of all intended learning outcomes, the teacher has two kinds of test assessment, namely listening assessment and speaking assessment. The listening assessment was in the study club which is done in written form. The speaking assessment was the final assessment of *Talk More* program which was done orally.

This program was held for two weeks. The test assessment was held in the end of the program which was in the tenth meeting. This assessment was like Mr. and Miss Indonesia contest. In this assessment, the teacher provided some aspects which became the considerations of this assessment. Based on Brown (2004, p. 157), the teacher uses five considerations, namely vocabulary, fluency, developing idea, pronunciation, and presentation. Grammar is the only one that is not considered as the aspect since this program does not press on the grammar competence.

4.2.6 Discussion on Students' Perception Toward the Program

It was stated in the previous section that the biggest number of students' problems in learning speaking was fluency and diction. Based on the interview and the observation, fluency and diction were included in the aspects that the teacher of *Talk More* program assessed. Fluency was not expected well since the program was the second step of the acceleration stage. The teacher often corrected the students' diction directly when the students were speaking English.

The result of the questionnaires given to the students showed that the teacher used the textbook for a few times. The teacher often used other activities, such as games, presentations, and questions of the day. Based on the observation, the textbook was only to support the teaching and learning process, it was not for the reference of all activities done in the program. Some of the students (50%) stated that the textbook given to the students helped them in improving their speaking skill of English. Most of the students (62%) believed that the textbook given to them was appropriate for the purpose of the program. In line with Harmer (2007, p. 146), it is suggested that the teacher can add what is in the coursebook by other activities.

Instructional media is anything that carries information between a source and a receiver and provide messages with an instructional purposes, Heinich, et al. (2005, p. 7). There were various instructional media used by the teacher of *Talk More* program.

Based on the finding, the students' perception toward the instructional media was good. The students' thought that the instructional media used by the teacher were quite interesting and effective. Seven of twenty four students (29%) stated that the

instructional media used in teaching and learning speaking were very interesting.

Eleven of twenty four students (46%) stated that the instructional media used in teaching and learning speaking were quite interesting, five of the students (21%) stated that the instructional media were interesting, and only one of the students (4%)

stated that the instructional media were less interesting.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about conclusion of the study and some suggestions addressed to the local government of *Kampung Inggris*, *Elfast* English course (*Talk More* program), and further researchers.

5.1 Conclusion

Based on the study which has been conducted by the writer, the lesson plan used at *Talk More* program is different from the lesson plan used in formal education.

The lesson plan is quite simple. It consists of the materials, the media, the activity, and the learning steps. However, it has strengths and weaknesses as well. The strengths is its flexibility. The weakness is its simplicity that can cause trouble when teaching and learning process.

The teaching speaking strategies used by the teacher of *Talk More* program are good and effective. The teacher gives various activities which help the students to learn speaking skill, namely warming up activity, presentation, discussion, hunting foreigner, listening to the music and singing together, and games. Group work is also used in the program. The language used by the teacher is appropriate to the level. The instructions delivered by the teacher are good and understandable. The topics given to the students are interesting and suitable to the level of the students. English monitor is also done by remembering the students to speak English.

The instructional material used by the teacher at *Talk More* program is a textbook. The textbook is composed by a team. The team is from all teachers of speaking program at *Elfast* English course. The textbook is arranged well when it is looked from the level perspective. It supports the learning objectives which focused on speaking skill improvement. However, when it is looked from the relation between the activities/the topics and the content of the materials are not appropriate. There is no correlation between the materials in the textbook and the activities done in the program.

The teacher of *Talk More* program uses various instructional media, namely a whiteboard and board markers, a set of speaker, a smart phone, a set of card, papers, identity cards, a set of board games, a movie, and songs. The instructional media used by the teacher are quite interesting and effective. The instructional media provokes the students' enthusiasm in learning speaking. The instructional media covers all students in the classroom.

The kinds of assessment used in this program are ongoing and test assessment. The ongoing assessment is done in every meeting. There are two kinds of test assessment, namely listening assessment and speaking assessment. The listening assessment is written test. The speaking assessment is done in the last meeting and orally. The speaking assessment is done by answering the questions from the teacher like Mr. and Miss Indonesia.

Most of the students think that the program has given them much contribution on improving or learning speaking skill of English. They state that the teaching speaking strategies, the instructional material, and the instructional media used by the teacher at *Talk More* program are quite interesting and effective. However, the biggest problems for them are fluency and diction.

5.2 Suggestions

The writer has some suggestions for *Elfast* English course (*Talk More* program), and further researchers. The suggestions are in the following.

1. For *Elfast* English Course (*Talk More* Program)

The writer suggests for *Elfast* English course, especially for *Talk More* program to make a good lesson plan since the lesson plan which has been used is too simple. There should be more detail and clear. The writer suggests to give more activities which challenge the students more in order to make the students more interested in the program. The writer also suggests to consider the textbook's content, it should be connected to the activities.

2. For the Further Researchers

The writer hopes for the further researchers to conduct a research which is related to teaching speaking, especially at *Elfast* English course for other programs and other stages since there are many stages and programs at *Elfast* English course.

CHAPTER I

INTRODUCTION

This chapter provides the basic ideas of the study on teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri. It presents five sub topics. It includes background of the study, problems of the study, objectives of the study, significances of the study, and definition of the key terms.

1.6 Background of the Study

For better or worse, by choice or force, English has spread to many parts of the world and has been used to serve various purposes, especially a communication purpose. Human skill in communicating internationally is required. To have an effective communication, people need a language as *lingua franca*. Harmer (2007, p. 13) says that a *lingua franca* can be defined as a language widely used for communication between two people who do not share the same first (or even second) language. English is used as *lingua franca*. Based on Harmer (2007, p. 13), English becomes a genuine *lingua franca* by the end of twentieth century. Therefore, people all over the world, including Indonesians, should master English, especially speaking, to communicate internationally.

English speaking skill is considered as the most important skill for communication since it is a tool for communication. Ur (1996, p.120) says that speaking is the most important skill among four skills because people who know a

language are referred to as speakers of that language. According to Littlewood (1981, p. x), "A wider perspective on language is a consideration that language is not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs". So that, everyone has to prepare to face the real world one of which is having a good communication skill by mastering speaking skill in English. Brown (2007, p. 212) says that communication is a process of sending messages, receiving them, interpreting them in a context, negotiating meanings, and collaborating to accomplish various purposes. In short, to have a good communication skill, speaking skill is obviously needed.

However, many problems or difficulties are found in learning English especially speaking. According to Ur (1996, p. 121), it is said that the problems in speaking activities occur because of inhibition, nothing to say, low or uneven participation, and mother-tongue use. Furthermore, according to Beare (2007), some students are often timid and difficult or even do not use English in expressing their ideas due to a number of reasons. First, students have opinion, but they are worried what other students might say or think. Second, students do not have any opinion on the subject. Third, students tend to focus more on correct functional and structure (cited in Safitri, 2015, p. 12). Those are the problems found in learning English for the learners. In short, having obstacles, nothing to say, getting less opportunities, and mother-tongue use should be considered as important things because they have important roles in teaching and learning speaking. Therefore, a teacher has to find out some strategies to improve students' speaking skill.

A teacher has an important role to lead the activities in the classroom. Knowing that speaking skill is very important for communication nowadays, it is a must for the teacher to find out the strategies which can be used in teaching and learning process.

Ur (1996, p. 121-122) gives five solutions to reduce speaking problems. They are group work, giving easy language, giving interesting topic, giving clear instructions or training in discussion skills, and English monitors. Those five solutions can be considered as the strategies that can be done by the teacher in the classroom.

In formal education, listening and speaking, which are considered as the important of language skills, get less proportion in English teaching and learning.

Based on the book of Bahasa Inggris for X Grade, it is proven that speaking skill gets only one sub topic, while listening skill get no sub topic. The teachers teach more reading and writing. So that, the students do not get more opportunities to speak English whereas speaking skill of English is very important for communication.

Brown (2006, p. 323) says that the classroom must not become linguistics courses but rather than the locus of meaningful language involvement. It means that the teaching and learning process has to emphasize on language function not linguistics competence. Some teachers assume that giving the students speaking tasks seems to make the class very noisy. In addition, based on English final examination (UNAS), it is proven that English examination in formal education gives too much proportion in reading-writing test but not in speaking test. In his research, Somantri (2003) stated that although some students get a good result (70-90 point) and even a perfect result (100 point) in their national examination, the majority of them still could not speak

English well when practicing an English conversation with him (Cited in Crisdiana, 2012, p. 3). Therefore, many English learners have initiation to take English courses outside the classroom in order to improve their ability in English, especially in speaking skill.

Based on the things mentioned above, the writer would like to describe the teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri since *Elfast* is one of the well-known courses at *Kampung Inggris* Pare Kediri. Besides, speaking program at *Elfast* is included in a new program since *Elfast* focused on grammar only at the first time. According to Ken, as an officer and a teacher who focuses on teaching speaking at *Elfast*, teaching speaking at *Elfast* has attractive strategies which are not found in the other courses, such as hunting foreigner and communicative games. Hunting foreigner is an activity that requires the students to go out the class and asks them to look for a stranger for each student to help them by asking questions for them. Communicative games are also implemented in almost every meeting in the program to have a fun and effective teaching and learning process. That is why the writer would like to describe the teaching speaking at *Elfast*.

1.7 Problems of the Study

Based on the explanations mentioned previously, the main problem of the study is formulated as below.

“How is the teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri?”

The main problem above is elaborated in more specific problems as follows.

7. How is the lesson plan used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?
8. What are the strategies used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?
9. What are the instructional materials taught in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?
10. What are the instructional media used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?
11. How to assess the students during the program at *Elfast* English course *Kampung Inggris* Pare Kediri?
12. How are the students' perceptions toward the program at *Elfast* English course *Kampung Inggris* Pare Kediri?

1.8 Objectives of the Study

The objectives of the study are divided into two kinds, the objective of the main problem and the objectives of the specific problems. The objective of the main problem of the study is formulated below.

“To describe the teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri”.

The objectives of the specific problems are as follows.

7. To describe the lesson plan used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
8. To describe the strategies used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
9. To describe the instructional materials taught in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
10. To describe the instructional media used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
11. To describe the assessment used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
12. To describe the students' perceptions toward the program at *Elfast* English course *Kampung Inggris* Pare Kediri.

1.9 Significances of the Study

The writer hopes this study will contribute on English teaching and learning process, especially for:

4. *Elfast* and its teachers

This study provides valuable contributions to make a betterment progress for the program.

5. English course developers

By reading this study, the English course developers are expected to catch all information in this study. They will know the teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri. Then, they can use it as a model to establish an English course which focuses on speaking skill.

6. Further researchers

This study provides information about the teaching speaking of *Elfast* English course at *Kampung Inggris* Pare Kediri which includes the lesson plan, the strategies, the materials, the media, the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri, and the students' perception toward the program. Then, this study can be used as a reference to conduct a further research about teaching speaking in English course.

1.10 Definition of the Key Terms

To avoid misinterpretation and to have an easier way to understand this study title, the writer would like to clarify and explain the terms used in this study as follow:

7. Lesson plan

Lesson plans are the product of teachers' thoughts about their classes, what they hope to achieve, and how they hope to achieve it.

8. Teaching speaking strategies

Teaching speaking strategies are all efforts used by teachers in teaching speaking in order to reach the goal of teaching speaking.

9. Instructional material

Instructional material is educational resource used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing.

10. Instructional media

Instructional media are media which bring information and have instructional purposes or contains of teaching and learning process purposes.

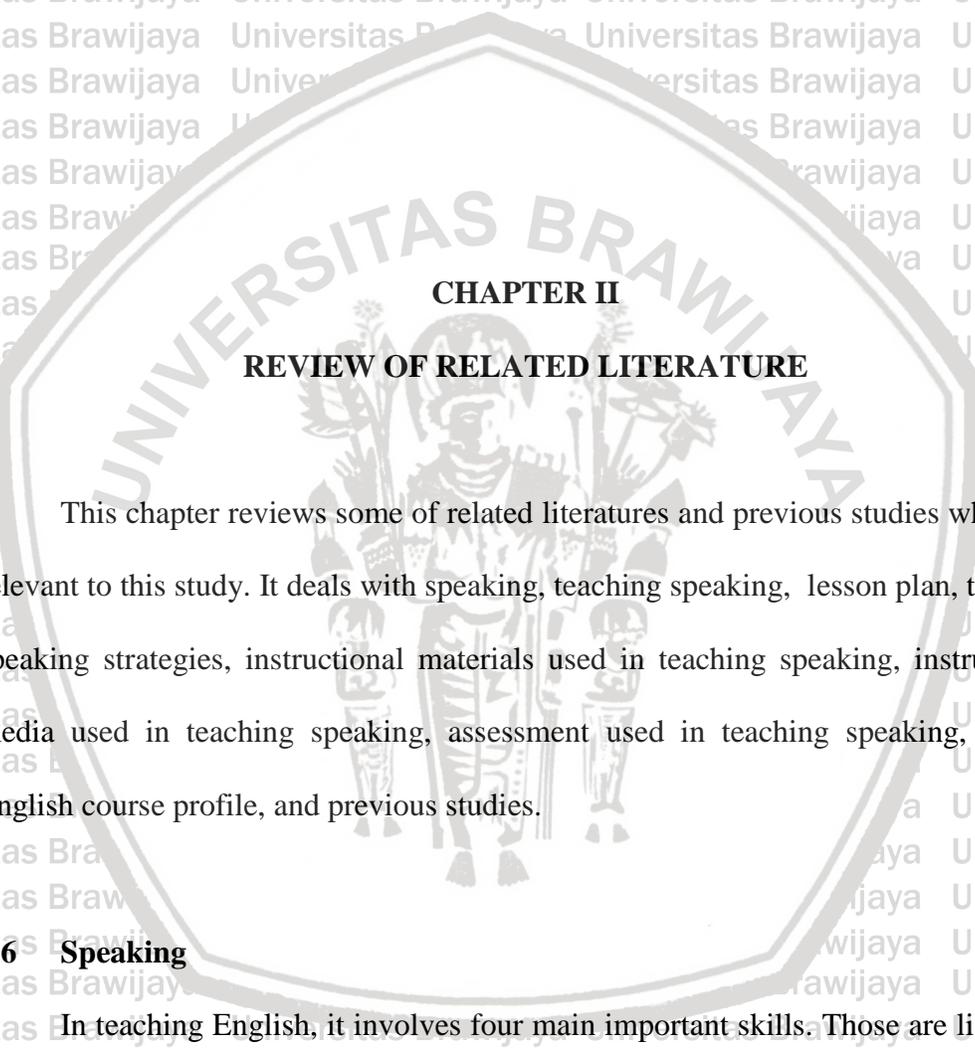
11. Assessment

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

12. Students' perception

Students' perception is students' processes of selecting, organizing, and interpreting sensory information into meaningful patterns.





CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some of related literatures and previous studies which are relevant to this study. It deals with speaking, teaching speaking, lesson plan, teaching speaking strategies, instructional materials used in teaching speaking, instructional media used in teaching speaking, assessment used in teaching speaking, *Elfast* English course profile, and previous studies.

3.6 Speaking

In teaching English, it involves four main important skills. Those are listening, speaking, reading, and writing. Speaking skill is considered as the most important skill for communication. Ur (1996, p. 120) says that speaking is the most important skill among four skills because people who know a language are referred to as speakers of that language. Speaking is defined as an interactive process of

constructing meaning that involves producing, receiving and processing information.

Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking, as Burns & Joyce (1997, cited in Torkey, 2006, p. 30). Speaking is an ability to produce words or sentences in language practice. Speaking is not only as a tool for communication, but also by speaking people can get new information and share their ideas. According to Richards (2008, p. 21), Brown and Yule (1983) made a useful

distinction between the interactional function of speaking, in which it serves as to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Therefore, this important skill should be mastered by the students.

In addition, Tarigan (1990, p. 15) says, "Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, and feeling". Speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency, and vocabularies. The objects of speaking are various such as discussion, speech, debate, dialogue and conversation. So that, speaking can be considered as the most important human tool for social control. In short, speaking is so crucial for communication. Furthermore, speaking is not only used for communication but also used for sharing ideas and getting new information.

Those are the importance of speaking skill, especially in English, that should be considered to be taught and learned more.

3.7 Teaching Speaking in Indonesia

According to Hornby (1995, p. 37) teaching means giving the instruction to (a person), give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

Widiati and Cahyono (2006, p. 276), says that in Indonesia, English is used as foreign language. It means that most of learners are included in EFL learners. There are only few people who speak English in their daily communication.

Therefore, many problems occur in teaching speaking. Ihsan (1999, cited in Widiati and Cahyono, 2006, p. 277) found that students are likely make errors which include the misuse of parts of speech, syntactical construction, lexical choice, and voice. Since English is served as foreign language, there are some students who have not courage to speak in the class of speaking. Tutyandari (2005, cited in Widiati and Cahyono, 2006, p. 278) found that students keep silent because of lack of confidence, lack prior knowledge of topics, and poor teacher-learner relationship.

3.7.1 The Goal of Teaching Speaking

The major goal of teaching speaking is to have communicative competence.

According to Burkart (1998, p. 6), communicative competence is the ability to adjust and accommodate one's language to the context. Kayi (cited in Prihandono, 2009, p.

6), says that in teaching speaking, the teachers teach the learners to:

7. Produce the English speaking sounds and social patterns,

8. Use words and sentence stresses, intonation patterns, and the rhythm of the target language,
9. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter,
10. Organize their thought in a meaningful and logical sequences,
11. Use language as a means of expressing values and judgements,
12. Use the language quickly and confidently with few unnatural pauses which are called as fluency.

In order to reach the goal of teaching speaking, good classroom speaking activities are needed. The following are activities that can be done by the teacher in speaking classroom.

3.7.2 Classroom Speaking Activities

Classroom speaking activities can be defined as all activities in the classroom which focus on the improvement of speaking skill. In teaching speaking, teachers need to provoke the students' motivations to actively involve or participate in the teaching and learning process by implementing oral tasks. Harmer (2007, p. 123) says that good speaking activities can and should be extremely engaging for the students.

Since teaching speaking requires oral activities, there are many activities which can be done in speaking class. According to Harmer (2007, p. 348), there are a number of widely-used categories of speaking activity, those are:

7. Acting from script

The teachers can ask the students to act out the scenes available in their coursebooks. The teachers need to help them as if he/she is theatre directors.

Playscripts and acting out dialogues are the examples of acting from script

8. Communication games

The aim of communication games is to get students talking as quickly and fluently as possible. For example in information gap games one student has to talk to her/his partner in order to solve the puzzle, draw picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences about a picture.

9. Discussion

The aim of discussion is to know students' effort and activeness in group work.

For instance in buzz group, the teacher can ask the students' prediction about the content of a reading text. Another example is instant comments, the teacher can train the students to speak fluently and immediately here about the topic.

10. Prepared talks

One of popular activity is prepared talks, where a student (students) makes a presentation based on their own choices. This activity is not spontaneous conversation since this activity is prepared well. The teacher needs to invest some time for procedures and processes they are involving in.

11. Questionnaires

Questionnaires are useful because, by being pre-planned, both questioner and respondent have something to say to each other. Students can design

questionnaires based on the appropriate topic. The teacher can act as a resource, helping the students in a design process.

12. Simulation and role-play.

Many students derive great benefit from simulation and role-play. The students a real life encounter (such business meeting, an interview in a company, a conversation in a hotel, airport, etc.) as if they were doing so in the real world.

Simulation and role-play can be used to encourage general oral fluency or to train students for specific situation.

In addition, according to Nunan (2003, p. 56-58), there are various activities in the speaking class, those are:

6. Information gap

This kind of activity is useful for the students who lack of information. The students in the class can share the information to each others. For example, one student has understood about the meaning of 'pragmatics', he has to share to his classmate.

7: Jigsaw

Jigsaw activities are a bidirectional or multidirectional information gap. It means that each student in a pair or group has some information that the other students need. So, every student within a pair or a group has different information that the others need. For example, one student has a timetable of train to Bali. The other student has a map of Bali. They have to show and share to each other to achieve their goal, in this case travelling to Bali.

8. Role-plays

Students are given particular roles in the target language. For example, one student acts as a consumer who orders some food to a waitress. The other plays as a waitress who serves a consumer.

9. Simulations

Simulations are more elaborate than role-plays. The students will use a real thing for their target language practice. For example, a teacher will bring in “products” for the students to buy (a book, pen, board marker, etc) and even use money to purchase. Then they have to pay to the cashier for check-out.

10. Contact assignments

Students are sent out of classroom in order to communicate to people in the target language. For instance, at a restaurant, the students have to ask the prices of some foods available at that restaurant.

3.7.3 Role of Teacher

Teachers are artist in the classroom. It means that everything which are done by the teachers will be heard, seen, and done by the students. They should play many roles in the class. Harmer (2007, p. 108) says that the way teachers dress, the stance teachers adopt, and their attitude to the class make an immediate impression on students. Therefore, teachers have to be careful in every activity, behaviour, even a single word they made. Teachers have important roles in making a successful teaching and learning process. A success of learning depends on the role played by

the teachers. Based on Harmer (2007, p. 108-110), there are three teachers' roles that should be played in the class, especially for speaking class, those are:

4. The teacher as prompter

Sometimes, students get lost, they do not know how to say the thing that they want to say or they may lose their fluency. In this situation, teachers may leave them in this struggle situation. But, in another option, teachers should help them by offering suggestions for their progress.

5. The teacher as participant

Sometimes, teachers should participate or get involved in a discussion in the class. It is used to ensure students engagement and to maintain a creative atmosphere.

In this case, teachers have to be careful that they do not participate too much.

Therefore, the students do not lose their opportunities to speak.

6. The teacher as feedback provider

Giving feedback should take the time correctly. Teachers have to know when they have to give feedback. An appropriate feedback will get the students out of difficult misunderstandings and hesitations.

In addition, based on Breen and Candlin (1980, cited in Nunan, 1989, p. 87), the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process. The second is to act as a participant. The third is to act as an observer and learner. In short, the roles of teacher in the classroom

are very important to achieve the goal of teaching and learning process. A teacher has to know his role in a particular condition.

3.8 Lesson Plan

In education, the planning tool is the lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom. According to Murcia (2002, p. 403), lesson plan is an extremely serves as a combination guide, resource, and historical document reflecting teachers' teaching philosophy, student population, textbooks, and most importantly, teachers' goals for the students.

Deciding what to teach, in what order, and for how much time are the basic components of planning. Based on Murcia (2002, p. 403), the lesson plan serves as a map or checklist that guides teachers in knowing what to do next; these sequences of activities remind teachers of the goals and objectives of the lesson plan for the students. A lesson plan is a record of activities in the class that serves as a valuable resource when planning assessment measures, such as quizzes, midterms, and final exams. A lesson plan is useful when teachers teach the same course again. When teachers miss the class, a lesson plan can be a substitute teacher. Teachers are

expected to be prepared when coming to the class by a lesson plan. The thing that teachers have to note is a lesson plan does not dictate but guides them.

3.9 Teaching Speaking Strategies

Based on Kodir (2011, p. 18), a strategy can be defined as an effort that has to be done by someone or an organization to reach the goal. Joni (1983, cited in Kodir, 2011, p. 18) says that what is meant by a strategy is a procedure that is used to give a good situation. Teaching speaking strategies are all ways or efforts which are used by the teacher to solve the problems related to teaching speaking in order to improve students speaking skill.

Ur (1996, p. 121-122) gives five solutions to reduce the problems in teaching speaking, they are:

f. **Group work**

Group work increases the period of time used for oral practice. Working in groups also lowers the students who are shy to speak in front of the class.

g. **Giving easy language**

Giving students simple language makes them fluently in speaking without minimum of hesitation. Essential vocabularies should be taught before the class starts.

h. **Giving interesting topic**

Choosing interesting topic for the whole class increases students' motivation.

If the purposes of learning are presented clearly, the students will be more enthusiastic.

i. Giving clear instructions or training in discussion skills

In group discussion, make sure that every student involves and contributes to the discussion, appoint a chairperson to each group who will regulate participation.

j. English monitors

A monitor should be appointed to remind the participants of using English in the discussion. The teacher has to give model to speak English for the students too.

3.10 Instructional Material Used in Teaching Speaking

A teacher has many roles in the class, one of which is as a manager of the class. Suitable activities and appropriate materials should be prepared for the students. Richards (2006, p. 251) says that teaching materials are a key component in most language programs. Whether the teacher uses textbooks, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. It means that instructional materials have to be considered as important roles in teaching and learning speaking.

In order to select appropriate materials, teachers should be selective and aware of some considerations. Orstein (1992, cited in Martha, 2015, p. 16) suggests that the

materials should fit the objective of the course, in line with the reading level of the students, we should have a good organization. In addition, instructional material development should be done by the teachers to have suitable materials and an effective learning. Suyanto (2010, cited in Martha, 2015, p. 16) says that there are three different ways in material development, those are: (1) selecting and taking materials directly from several sources without modifying them, (2) selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives, or (3) making their own materials.

3.11 Instructional Media Used in Teaching Speaking

Based on Heinich, et al. (2005, p. 7), "Instruction is the arrangement of information and the environment to facilitate learning. Instruction is a set of events external to the learner designed to support the internal process of learning (Gagne, 1985, cited in Heinich, et al. 2005, p. 7). A medium (plural, media) is a means of communication and source of information (Heinich, et al. 2005, p. 9). Instructional media is anything that carries information between a source and a receiver and provide messages with an instructional purposes. According to Azikiwe (2007, cited in Adeniregun, p. 8), instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. Instructional media are information designed specifically to fulfill objectives

in a teaching-learning situation. They are very important in language teaching. The purpose of media is to facilitate teaching and learning activities.

Based on Heinich, et al. (2005, p. xix-xx), media is divided into three main parts, namely visual media, audio media, and video media. Visual media is a kind of media that can be seen by the users, in this case the students. They include posters, photographs, books, cartoons, and so on. Based on Heinich, et al. (2005, p. 9), it is said that audio media is a type that people can hear. It includes person's voice, music, mechanical sounds, noise, and so on. Video refer to electronic storage of moving image. It includes videotapes, DVD, television show, etc (Heinich, et al. 2005, p. 283).

Based on Heinich, et al (2005, p. 9), there are six basic types of media used in learning and instruction. The first is text. Text is alphanumeric characters that may be displayed in any format – book, poster, chalkboard, computer screen, and so on. The second is audio media. audio media is a type that people can hear. It includes person's voice, music, mechanical sounds, noise, and so on. The third is visual media. Visual media is a kind of media that can be seen by the users, in this case the students. They include posters, photographs, books, cartoons, and so on. The forth is motion media. Motion media are media which show motion. It includes videotape, animation, and so on. The fifth is real object. The last is people. These may be teachers, students, or subject-matter expert. Those are six basic types of media.

3.12 Assessment of Speaking

Based on Brown (2004, p. 4), assessment is ongoing processes that encompasses a much wider domain. Whenever a student responds to a question, offers comment, or tries out a new word or structure, the teachers do assessment for the students' performances. It is a must for the teacher to make plans for assessment during the planning for instruction. Based on Waugh and Gronlund (2013, p. 4), there are some decisions teachers need to make for assessment 1) during the planning of instruction, 2) at the beginning of instruction, 3) during instruction, 4) at the end of instruction. The main purpose of classroom assessment is to enhance or to improve students' learning, in this case speaking skill. Teachers need effective assessments for their students. Waugh and Gronlund (2013, p. 21) mentioned six effective assessments which are related to speaking skill that can be done by the teachers.

Those are as following:

7. a. Effective assessment requires a clear conception of all intended learning outcomes. Types of knowledge, understanding, application, and performance skill should be considered during instructional and assessment planning. Teachers need to specify all intended learning outcomes in terms of student performance and make plans to assess them all.
8. Effective assessment requires that a variety of assessment procedures be used. A combination of methods may be used in assessing the more complex learning outcomes. It means that various types of assessment must be considered when planning for assessment.

9. Effective assessment requires that the instructional relevance of the procedures be considered. It means that the intended outcomes of instruction, the domain of learning tasks, and the achievement assessment are in close agreement.

10. Effective assessment requires an adequate sample of student performance. For example, in preparing classroom test, there are 100 terms that the students should know but teachers only have 25 terms in the test. Teachers have to select a representative sample from 100 terms here to become 25 terms.

11. Effective assessment requires that the procedure be fair to every one. Teachers have to eliminate irrelevant sources and personal bias in assessing students. Delivering clear instructions and knowing reading level of students is a must for the teachers.

12. Effective assessment requires feedback to students that emphasizes strengths of performance and weakness to be corrected. Effective feedback should be immediately following or during the assessment, detailed and understandable to students, focus on successful elements of the performance and the errors to be corrected, provide remedial suggestions for correcting errors, and positive.

3.13 Elfast English Course Profile

Elast (English Language as Foreign Application Standard) is one of English courses which is located at *Kampung Inggris* Pare Kediri. The program focuses on

grammar and speaking improvement. Each program runs around two weeks to a month based on the students' request. Each program consists of 20-25 students. The program runs five days in a week, starting from Monday until Friday. *Elfast* has totally 50 tutors, 30 for speaking and 20 for grammar. The program will start on 10th and 25th in each month. The students can stay in a dormitory or boarding house, it depends on the students' need and request.

3.14 Previous Studies

The researcher used two previous studies in this research which have similarities with this research. The first research was done by Crisdiana (2012) entitled 'A Study on the Teaching of Speaking at The Daffodils Course at *Kampung Inggris* Pare Kediri'. This study described the implementation of teaching of speaking at Daffodils English course. The focuses were on its academic program, the teaching techniques, the instructional materials used, the instructional media used, and students' perceptions toward the program. The similarities between this research and the writer's research are using qualitative approach and focusing on teaching of speaking skill at English course. The difference between this research and the researcher's research is holding at the different course in the different time.

The second previous study entitled 'A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in "Desa

Inggris Randuagung” Singosari Malang. This study was done by Martha (2015). This study described the implementation of teaching speaking class at Smart Holiday English camp program which had three variables, namely the instructional materials used, instructional media used, and its assessment. The similarities between this study and the researcher’s study is both of them using qualitative approach and focusing on teaching speaking at English course. The differences between this study and the writer’s study are holding at the different English course and in the different time.

There was also additional variable in the writer’s study, namely lesson plan.

BAB III

RESEARCH METHOD

This chapter describes how the study was conducted. This research method covers research design, data sources, data collection, data analysis, and data triangulation.

4.1 Research Design

This study used qualitative approach since it is written analysis. Creswell (1998, p. 15) says that the qualitative researcher builds complex, holistic pictures, analyzes words, reports detailed views of informants, and conducts the study in natural setting. Qualitative research refers to inductive, holistic, subjective and process-oriented methods used to understand, interpret, describe and develop a theory

on a phenomena or setting. Sugiyono (2012, p. 8) says that qualitative research methods are often called naturalistic research method because the research is done on natural conditions. Qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures. As described by Bogdan and Biklen (1982) cited in Sugiyono (2012, p.13), qualitative research is descriptive and the data collected is in the form of words of pictures rather than number. The result of this study will be in a form of words rather than number.

This qualitative research belongs to a case study design. Creswell (1998, p.36) states that a case study is an explanation of a “bounded system” or a case (multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. “The focus may be on the case that, because of its uniqueness, requires study (intrinsic case study), or it may be on an issue or issues, with the case used instrumentally to illustrate the issue (an instrumental case study). It means case study looks at a case or phenomenon in real-life context.

To obtain the data needed in this study, the sources of the data are needed in this study. The following are the data sources that are needed.

4.2 Data Source

According to Arikunto (2010, p.172), data source is the subject of the data that can be obtained. In collecting the data, the writer used a person as the subject. The subjects of the study were a teacher of *Elfast* English course (*Talk More* program), the owner of *Elfast* English course, and 24 students of *Talk More* program to get the

data about the lesson plan used, teaching speaking strategies, the instructional material used, the instructional media used, and the students' perception toward the program. *Talk More* program is included in an acceleration stage. The data were taken at *Talk More* program of *Elfast* English course. The consideration of choosing the program was a recommendation from Mr. Ken as the officer of *Elfast* English course. He stated that *Talk More* program was suitable for the writer's undergraduate thesis.

4.3 Data Collection

Data collection is the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, observation, focus group discussion, narratives and case histories (Burns & Grove, 2003, p. 373). In this study, the data were collected by using three research instruments, namely observation sheet, interview guide, and questionnaire. The observation sheet was used for taking the data about the teaching speaking strategies used, the instructional material used, the instructional media used, and the students' perception toward the program. The interview guide was used for taking the data from the teacher and the owner of *Elfat* English course. The questionnaire was used for taking the data about the students' perception toward the program.

4.3.1 Observation Sheet (Martha (2015))

Arikunto (2010, p. 199) says that observation is an activity that focuses on an object by using five senses. Observation was used by the writer to get the details of some objects that the writer could collect and find the data. Those objects which were observed by the writer were the teaching speaking strategies, instructional material used, instructional media used, the assessment of speaking skill used in *Talk More* program of *Elfast* English course, and students' perception toward the program.

To support the observation in collecting the data, the observation sheet was used as an instrument to observe the teaching speaking at *Elfast* English course (see appendix 1). The observation sheet was adopted from thesis which was written by Martha (2015, p. 55) entitled "A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in "Desa Inggris Randuagung" Singosari Malang. The writer also used a camera to get documentations of the activities of the students and the teacher in the classroom of *Talk More* program of *Elfast* English course. This observation was done in all meetings of the program. The writer observed the teaching speaking strategies, the instructional material, the instructional media, the assessment of speaking skill used in *Talk More* program of *Elfast* English course, and students' perception toward the program.

4.3.2 Interview Guide (Martha (2015))

Interview is one of an effective way in giving the writer face to research problem. Interview will give many experiences for the writer and the informant to discuss their opinion related to the observation. According to Arikunto (2010, p. 198), "Interview or oral questionnaire is a dialog that is used by the interviewer to obtain the

information from interviewee”. Ary, et al (2002, p. 434) says that interviews are used to gather data on subjects’ opinions, beliefs, and feelings, about situation in their own words.

Bogdan and Biklen (1998, p. 94, cited in Laily, 2015, p. 37) state that an interview is a purposeful conversation, usually between two people or more that are directed by someone in order to get information. In this method, the writer interviewed the *Elfast* English course teacher to obtain the information related to teaching speaking at *Elfast* English course at *Kampung Inggris* Pare, Kediri. The instrument which was employed in this method is interview guide. The writer composed two interview guides as guidelines to have an interview with the head of *Elfast* English course and the teacher. The first interview guide consisted of twelve questions and it was about *Elfast* English course in general (see appendix 2). The second interview guide consisted of 21 questions (see appendix 3), which was about the lesson plan (question number 1 and 2), the teaching speaking strategies (question number 3-10), the instructional material (question number 11-15), the instructional media (question number 16-18), the assessment (question number 19-20), and for general (question number 21). The interview guide was adopted from thesis which was written by Martha (2015, p. 76-77) entitled “A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in “Desa Inggris Randuagung” Singosari Malang. The result of the interview will be in the form of transcript.

4.3.3 Questionnaires (Martha (2015))

Nunan (2006, p. 143) says that questionnaire enables the researcher to collect the data in field settings. Arikunto (2010, p. 194) says that questionnaire contains written questions which are used to obtain informations from the respondent in a form of report of his/her private, or the things that he/she knows. The respondents will answer the questions of the questionnaire in a written form.

In this study, the questionnaire was in a form of essay and multiple choice. The questionnaires consisted of 26 questions (see appendix 4). In this study, the questionnaires was used to know the students in general (question part A number 1-5), students' perception toward the teaching speaking strategies of the *Elfast* English course (question part B number 1-10), the instructional material (question part C number 1-5), the instructional media used in the *Elfast* English course (question part D number 1-3), and students' perceptions toward teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri (question part E number 1-3). The questionnaire was adopted from thesis which was written by Martha (2015, p. 72-75) entitled "A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in "Desa Inggris Randuagung" Singosari Malang.

4.4 Data Analysis

Miles and Huberman (1984, cited in Sugiyono, 2012, p. 246) say that data analysis in qualitative research is done when the data collection has been done. After the data from observation, interview, and questionnaire have been collected, the writer calculated and analyzed the data. Since the writer used qualitative design, the data

was analyzed descriptively. The data was analyzed based on Miles and Huberman' (1984, cited in Sugiyono, 2012, p. 246-249) theory. The activities in analyzing the data are as the following:

4. Data reduction

Data reduction means embracing, choosing the main things, and focusing on the important things needed. By data reduction, it is easier for the writer to collect the data needed. In this study, the writer selected the data that were important by using the aspects that were needed. The writer used the important one and discarded the others.

5. Data display

In qualitative research, data display is done in form of narrative text (words not numbers). "Looking at displays help us to understand what is happening and to do something further analysis or caution on that understanding" Miles and Huberman (1984, cited in Sugiyono, 2012, p. 249). In this study, the researcher displayed the data from the observation and the interview in form of narrative (words). The data from the questionnaires were displayed in form of table. The data from the questionnaires were also displayed in form narrative (words) for the explanation.

6. Conclusion

The last step was conclusion. In qualitative research, conclusion is a new finding which is not found before. Conclusion involves the writer in interpretation.

Here, the finding was in form of description of teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri. It included its lesson plan, teaching speaking strategies, instructional material used, instructional media used, assessment used, and students' perceptions toward the program.

4.5 Data Triangulation

According to Wiliam Wiersma (1986, cited in Sugiyono, 2012, p. 273), it is said that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Triangulation in examining the credibility can be defined as data crosschecking from several sources by many ways and times (Sugiyono, p. 273).

Here, there were three triangulations, namely:

4. Source triangulation

Source triangulation is used to examine the data credibility which is done by crosschecking the data which are obtained by several sources. Here, the writer crosschecked the result of the interview from the owner of *Elfast* English course and the teacher. The writer crosschecked the data from interview for the teacher with the observation. The researcher also crosschecked the data from interview for the teacher with the questionnaires given to the students.

5. Technique triangulation

Technique triangulation is used to examine the data credibility which is done by crosschecking them to the same sources with different techniques.

6. Time triangulation

Time often influences the data credibility. For instance, the data taken in the morning would be different from the data taken in the evening

Based on the aspects mentioned above, it was a must for the writer to have a data triangulation. It was used to examine the credibility of the data. In this study, the writer used the source triangulation, namely observation, interview, and questionnaire.



CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the finding of the study and the interpretation of the study which were described in the discussion. The finding of the study was obtained from the result of observations, the result of interviews, and the result of questionnaires to the subjects of the study. In line with the problems of the study, there were six variables. They were the lesson plan, the teaching speaking strategies, the instructional material used in teaching speaking, the instructional media used in teaching speaking, the assessment, and the students' perception toward teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.

4.3 Finding

This section describes the finding of the study. This finding of the study was obtained from the result of data collection of the study, namely the observation, the interview, and the questionnaire. The data collection was done from March, 10th 2016 until March, 26th 2016. In line with the problems of the study, the finding of the study focuses on the lesson plan, the teaching speaking strategies, the instructional materials used, the instructional media used, and the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri. The result of observation was to find out the lesson plan, the teaching speaking strategies, the instructional materials used, the instructional media used, and the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri. The result of interview was also to find out the lesson plan, the teaching speaking strategies, the instructional materials used, the instructional media used, and the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri. The result of the questionnaire was to find out students' perception toward the program which included the teaching speaking strategies, the instructional materials used, the instructional media used at *Elfast* English course at *Kampung Inggris* Pare Kediri. The finding of the variables was presented as the following description.

4.1.15 Lesson Plan Used in Teaching Speaking at *Talk More* Program of *Elfast*

English Course

Based on the observation and the interview with the teacher, the lesson plan of *Elfast*, especially for *Talk More* program included identity of the program, learning steps, learning media, and learning materials. The identity of the lesson plan was only the name of the program, in this case *Talk More* program. There were no time allocation and the main material written there. Based on the interview with the teacher, there was no objective for every meeting but the objective was for general which was to let the students brave to speak and build their ideas. There were several games in *Talk More* class, namely *interviewing new classmates*, *find someone who*, *snake and ladder*, *fake wedding party*, *continuing friends' story*, *star board*, and *card games*. The detailed information of the game could be seen in (appendix 5). The learning steps were about how to play a game of the day. There were activities mentioned in the lesson plan, namely warming up questions, presentation of the day, and discussion. The media used were whiteboard, board marker, board games, cards, paper, smart phone, and speaker. The instructional material used was a textbook. The lesson plan of *Talk More* program consisted of ten meetings. Every meeting has 90 minutes.

4.1.16 Teaching Speaking Strategies Used in Teaching Speaking at *Talk More*

Program of *Elfast* English Course

Elfast has many speaking classes. The classes are divided into six stages, namely preparation stage, acceleration stage, challenge stage, developing stage, comprehensive stage, and advance stage. Each stage has some programs. *Talk More* is one of the programs in the acceleration stage. *Talk More* has 2 or 3 programs which are divided into different hours, depending on the students' request and the number of students who want to register.

The writer did observations at *Elfast* English course which focused on speaking skill in 3 classes of *Talk More* program. The classes were taught by Miss Cantik Riawati which consisted of 37 students. The program was divided into three classes, namely class A, class B, and class C. The classes were at 07.00 AM, 08.30 AM, and 10.00 AM for the main class (speaking class), while for study club (listening club) were at 02.00 PM and 04.00 PM, the students could choose the time for the study club class.

The teaching speaking strategies used by the teacher play a crucial role to arise students' enthusiasm in learning speaking in the class. Based on the aspects mentioned in the observation sheet, the teaching speaking strategies in *Elfast* English course, especially in the *Talk More* program is effective enough. Miss Caca (her nickname) as the teacher of *Talk More* program stated that the goal of *Talk More* program is to let the students brave to speak English and build ideas, the accuracy is not the first priority in this program since *Talk More* is the second step of speaking class available at *Elfast* English course. Therefore, many games are used in this program to arise the enthusiasm of the students. The teacher used warming up questions or

questions of the day in every meeting to trigger and give challenges for the students to speak English. The questions of the day were given to the students fairly by giving each student a chance to answer the questions of the day and effectively by managing the class very well. The questions of the day contained critical and simple questions.

The teacher created interactive teaching and learning as well. Every Thursday night, all teachers and staffs held meeting in order to discuss the difficult problems or the students which should be treated more than others. The expectation from this kind of routine activity was to improve the teachers' ability or skill in teaching speaking of English.

In line with the goal of the *Talk More* program, to have bravery to speak English and to build the students' ideas, some classroom activities and teaching speaking strategies were provided by the teacher to enhance students in speaking English easily and effectively. Based on the observation, the activities and the strategies of teaching speaking were presented as following.

13. Warming up Activity

In *Talk More* program, there are two meetings in a day. The first meeting is the main class in the morning, depending on the schedule which has been taken by each student before, which focuses on speaking activities. The second class is study club in the afternoon which focuses on the listening activities. Since listening skill and speaking skill have correlation, listening skill is also taught in *Talk More* program. It also supports speaking activities. In these activities, the teacher played as

a facilitator. The teacher only encouraged the students to speak up by giving them the warming up questions.

In every meeting, warming up activities were used in *Talk More* program for both the main class and the study club. In the main class, warming up questions used to trigger the students in speaking activities and building ideas as well. The students answered the questions given by the teacher. In the study club, the warming up activities were used to give the students preparations before coming up to the main materials. The teacher did this kind of activities as ice breaking too. The warming up questions were as the following.

- i. If you could be a superhero, what would it be? And what would you like to do for Indonesia?
- j. If you could have a time machine, what would you like to do? And which part of your life that would you like to visit?
- k. What was the very first thing that you thought when you opened your eyes today? And why?
- l. What is the scariest thing that you have got in your life?
- m. Someone who inspired you recently?
- n. What are three things that you would change in this world?
- o. What makes you laugh a lot and angry so much?
- p. What makes you different to another person (unique things) that you have?

14. Presentation

Presentation was used in every meeting to know the students' confidence and the way they built their ideas. Based on the observation, the topic of the presentation was free except daily activities of the students themselves and their hometown. The presentation was done individually. In every meeting, there were one or two students who did a presentation, depending on the situation and condition. The presentation was conducted before the main activity which was a game in order to assess individual's performance and to let the students build their ideas. The presentation contained a student's presentation, peer's question, and the teacher's question and comment about the performance. Each presentation was on five minutes. In this case, the teacher acted as a facilitator and feedback provider. The teacher gave an aid only when each presenter needed an aid. At the end of the presentation, the teacher always gave some feedback for the progress of the presenter.

15. Games

Games were one of the activities used by the teacher as a strategy to encourage the students to speak English. The games were also used as an ice breaker to melt the situation. So that, the teaching and learning process was fun and effective.

As a facilitator, the teacher walked around during the game to take a group assessment too. Almost in every meeting, the teacher implemented one game. The game were *find someone who, snake and ladder, fake wedding party, continuing friends story, card game, star board, and catching mosquitoes*. Each game was implemented in a group. The class was divided into 2 or 3 groups randomly depending on the number of students and the games' rules. The students were

actively involved to the games since the games were fun and gave challenges for the students to speak. The atmosphere of the class was controlled well. In this activity, the teacher played some roles. The teacher played as a facilitator, participant, feedback provider, prompter, and observer at the same time.

16. Role Play

Role play was one of the activities which were done in *Talk More* program.

For instance, in the game *fake wedding party*, role play was done there. All students were invited to the party and the teacher as a host in term of the game and as facilitator in term of teaching process. The students were given a new identity card and they had to act like what the identity card said. So, the students had to act like as if they were in a new identity. Each student had to talk to the other students. They could make a conversation among them. The atmosphere of the class was good since every student involved in the activity.

17. Discussion

Discussion activities were done to know how big the students' effort in a group work activities, whether they were active or not. For instance, in the listening activity in the study club, the students were divided into some group, depending on the number of students, the teacher asked each group to discuss what they had listened to before. Then, each group had to write the answer on the whiteboard as fast as possible. The fastest group was the winner and the slowest one was the loser. The loser got the powder on their face as a punishment. The discussion was also done after the presentation in the main class. The teacher gave chance for the audiences to

ask questions or give comments on the presenter and the presenter answered the questions. The discussion was about the topic of the presentation of the day. The atmosphere of the class was effective since everyday had a different topic of discussion. The teacher played as a facilitator in this activity since the students were the main subjects who were expected to speak.

18. Hunting Foreigner

Hunting foreigner was a unique activity done by the teacher at *Talk More* program. Based on the observation, this activity was to know the students' confidence and bravery to speak or interview to the strangers. This activity was done in pair. The teacher gave a question for the students. The questions were What was the very first thing that you thought when you opened your eyes today? And why? and what are three things that you would change in this world?

The teacher asked the students to go out of the class in order to find out a person who they did not know yet to ask them a question given to them before. Each student asked a stranger to help them by asking them the questions given. Each student had to answer the questions and the other one recorded the activity by a video recorder or a smart phone. This activity was done twice which were in the third and the sixth meeting. The atmosphere of this activity was good and fun since this activity was unique and challenged the students to build their bravery. The teacher played as a facilitator in this activity since she only gave the students instructions to do what she wanted to do.

19. Listening to the Music and Singing

The teacher used group work in the study club. There were two meetings which focused on the song. There were two songs played in the program. The songs were *shooting star* and *beautiful in white*. The teacher gave each student a paper with missing lyrics which were considered before by the teacher. Then, the teacher played an audio which was related to the song. The audio played for about fifteen minutes.

The students had to fill the missing lyrics based on the audio played before. Then, the teacher asked the students to change their answer with their friends' answer to correct the answers. The last step was singing the song together in the classroom. The atmosphere of the class was quite calm since listening activity needs calm situation.

In last step which was singing together, the atmosphere was fun.

The teacher used five strategies to implement those activities mentioned above in order to get the best result. The strategies are as the following.

20. Group Work

Group work was one of the criteria mentioned in the observation sheet which was related to the teaching speaking strategies used by the teacher in the class. Based on the observation and the interview, the teacher used group work in both the main class and the study club. The teacher implemented games in the main class for group work. The class was divided into some group, depending on the number of students and the games' rules. The teacher explained the rules of the games and gave examples how to play the games. The teacher asked each group to play the games based on the rules explained before. The students who broke the rules were given a punishment.

The punishment was getting powder on their face by their friends within a group.

While in the study club, the teacher implemented group work for discussion. The class was divided into some groups. The teacher asked each group to share and discuss their ideas about what they had listened to before. Then, the teacher asked one student for each group to come forward and write down what they had discussed in the group work. The group which wrote down the last would be gotten a punishment.

Getting powder on the loser's group face was the punishment. The atmosphere of the class was quite effective and fun since group work needs all members' opinion and effort.

21. The Language Used

The language used by the teacher plays a crucial role in teaching and learning process. The clearer the language used is the easier to understand. Miss Caca stated that she used 50% for English and 50% for Bahasa Indonesia since this program was in the second stage of speaking class at *Elfast* English course. Based on the observation and the interview, the language used by the teacher was clear enough. It was proven by the students' understanding about what the teacher had said.

22. The Topic Given

The topic given was one of the criteria mentioned in the teaching speaking strategies done by the teacher. Based on the observation, the topics given by the teacher of *Talk More* program were very effective for the second step of the acceleration stage. The topics in the games were fun, interesting, and appropriate for the class level. It is proven by the students' enthusiasm when playing the games.

Since the class was in the second step of acceleration stage, the topics given in the presentation were effective which were free except students' daily activities and their hometown. For instance, in a meeting, there was a student who talked about *the power of words*. That student presented how words could motivate, change, or even destroy someone's life. It was motivational presentation.

23. The Instruction Delivered

The instruction delivered by the teacher plays a crucial role to understand how and what the students have to do in each activity provided in the class. Based on the observation and the questionnaire, the instruction delivered by the teacher of *Talk More* program was clear and understandable. It is proven by the activities which were done in the class could run well as what were expected. For instance, when the students were asked to do *hunting foreigner*, the teachers asked the students to do some activities which were related to the *hunting foreigner*, but the students could understand what were instructed as well.

24. English Monitors

In foreign language learning, the teacher has to monitor the students' usage of English language. It is for students' improvement in speaking skill. Based on the observation and the interview, the teacher of *Talk More* program did not monitor or press the students to speak English all the time since *Talk More* program was the acceleration stage. The teacher reminded the students when the students were speaking Bahasa Indonesia and gave them direct translation to English language for

them. The teacher also invited them to speak English by responding the students using English when the students were speaking Bahasa Indonesia.

4.1.17 Instructional Material Used in Teaching Speaking Used in Teaching

Speaking at *Talk More* Program of *Elfast* English Course

Based on the observation and the interview, there was an instructional material used by the teacher in teaching speaking at *Talk More* program. It was a textbook. The materials were composed by the team of English speaking teachers of *Elfast* English course. The sources of the materials were from the internet. The team used selecting and taking materials from several sources and doing modification to fit the teaching and learning objectives and making own materials for instructional material development. It was a must for the students to have a textbook provided by *Elfast* English course.

The textbook entitled *Elfast Speaking Program: Talk More Elfast*. The textbook consisted of XI chapters which were about the expressions used in some manners. Based on the interview, the expressions belonged to the real English. It meant that the expressions could be understood by foreigners. For instance, in chapter III, it was written *what do you do in your free time?*, it was kind of expression used to ask someone in free time or holiday.

Unfortunately, the textbook was not used in the activities. It means that when the activities were done, there was no expression available in the textbook used to

support the activities. There was no correlation between the activities in the program and the expressions which were available in the textbook.

4.1.18 Instructional Media Used in Teaching Speaking Used in Teaching Speaking at *Talk More* Program of *Elfast* English Course

To enhance students' enthusiasm and comfort in learning speaking at *Talk More* program of *Elfast* English course, instructional media would be needed. Based on the observation, the instructional media used by the teacher were a whiteboard, board markers, a set of speaker, smart phone, a set of card, paper, identity cards, a set of board for games, a movie, and songs. The explanation of each instructional media is in the following.

i. Whiteboard and board marker

Whiteboard and board marker were a set of instructional media which were used by the teacher to give a little note from her explanations, commands, and questions. The teacher also used it for writing new vocabularies which were difficult for the students and for writing the answer of the students' work. The teacher used this instructional media in all meetings to deliver the materials provided before. It was the most frequent instructional media used by the teacher during the teaching and learning process.

j. A set of speaker and smart phone

Based on the observation, a set of speaker and smart phone were the instructional media used by the teacher of *Talk More* program in the study club,

which was listening activity. This instructional media were used in all meetings since listening activities needed this media.

k. Paper

Based on the observation, paper was the instructional media used by the teacher of *Talk More* program to deliver *find someone who games*. The game was done individually. The teacher gave each student a paper which had some questions. The thing that each student had to do was asking all students of the class all questions which were written on the paper. The teacher walked around to assess the students and to act as a facilitator.

l. Identity card

Based on the observation, the teacher used this instructional media for implementing *fake wedding party* game. The game was done individually. The game required identity cards for the new identity that the students should act. This teacher acted as the owner of the house or the wedding and the students acted as the guests who came to the wedding party. The students had to talk to each other to know each student's identity, which was based on the identity card got before.

m. A set of card

Based on the observation, a set of card was the instructional media used by the teacher for card game. The name of the game was *snake and ladder*. The teacher divided the class into 3 groups for this game. Every group got a board to play the

game. The game was played until each member of each group got the chance to play the game by throwing up the dice and took a step on the board based on the number of the dice.

n. A set of board for games

Based on the observation, the teacher used a set of board for games as the instructional media for implementing *snake and ladder* game. The teacher divided the class into some group depending on the game's rules and the number of the students in the class. The teacher gave a board and a dice for the game for each group. The game was each student had to shake the dice and took a step on the board based on the number shown on the dice. Each student got once to shake the dice since the time was limited.

o. Movie

Based on the observation, a movie was the media that was used in the study club. The teacher played a movie for the students entitled *diary of wimpy kid*. The teacher asked the students to watch the movie and look for the expression in the movie as much as possible. This activity was done individually. The teacher discussed the expressions that had been observed by the students on the next day in the main class.

p. Song

The result from the observation showed that song was the media used in the study club. This activity was to know the students' skill of listening and speaking.

The teacher gave a paper with missing lyrics for each student and asked them to fulfill the missing lyrics based on the song that would be played. After fulfilling the missing lyrics, the teacher asked the students to check out their task by giving each student's task to the other student's task. The final activity was singing together the song which was checked out.

4.1.19 Assessment Used in Teaching Speaking at *Talk More* Program of *Elfast*

English Course

In order to measure students' ability in English speaking skill, the teacher did many kinds of assessment for the students. The assessments were ongoing assessment and test assessment at the end of the program. Based on the interview with the teacher, ongoing assessment was based on some considerations as the aspects of the assessment, namely vocabulary, fluency, developing idea, pronunciation, and presentation. The activeness of the students was also taken as an assessment.

There were two kinds of test assessment, which were listening and speaking assessment. The students had to show up their ability in English speaking skill as well as possible. The listening assessment was in written form. The speaking assessment was done orally. This program was held for two weeks. The assessment was held at the end of the program which was in the tenth meeting. Therefore, the students had to prepare well for this speaking assessment. This assessment was like Mr. and Miss Indonesia contest. The assessment was done by giving two minutes for each student

to answer a question delivered by the teacher. The teacher called one by one, based on the number in line which was taken by each student before, to come forward in front of the class. The student who had been called by the teacher then took a question in a close piece of paper. Then, the teacher read the question. The teacher repeated the question if the student who would answer the question did not understand yet. In this assessment, the teacher provided some aspects which became the considerations of this assesment. The considerations were vocabulary, fluency, developing idea, pronunciation, and presentation. These five aspects should be taken as the important things for the students.

4.1.20 Students' Perceptions Toward the Program

In line with the teaching and learning process which focused on English speaking skill, it was necessary to find out the students' perceptions toward the teaching and learning speaking at *Talk More* program of *Elfast* English course. The students' perceptions were about the teaching speaking strategies, the instructional material used, and the instructional media used in teaching speaking at *Talk More* program of *Elfast* English course Pare Kediri.

The students' perceptions toward the program were collected from the questionnaire given to the students of *Talk More* program. The amount of the questionnaires were 24 sets which for 24 students. The questionnaires were distributed to the students on the last meeting of the program. The students' perceptions were varied. The students' perceptions were about the students' reason

for joining the program, the problems before they joined the program for speaking skill, the instructional materials and the instructional media used at *Talk More* program of *Elfast* English course.

Based on the questionnaires part A, most of the students (79%) stated that they liked English and considered English as a crucial language that should be mastered. So that, they joined *Talk More* program which focuses on improving speaking in order to overcome the problems they had stated before. There were some problems' faced by the students before joining the program. The following table was the statements of the students that they like English and the speaking problems' stated by the students of *Talk More* program.

Table 4.1 The Students' Statements that They Like English

Students' Statements	Percentage (%)
Really like	37,5
Like	41,5
Normal	21
Dislike	0
Really dislike	0

Table 4.2 The Students' Problems before Joining the Program

Students' Problem	Percentage (%)
Pronunciation	21

Fluency	33
Intonation	33
Grammar correctness	16
Diction	29
Confidence	25
Others	4

4.1.6.4 Students' Perception Toward the Teaching Speaking Strategies

Based on the questionnaires given to the students, 70% of the students' main goal or purpose in joining the program was in order to improve their speaking skill or ability.

From the questionnaires given to the students, 87,5% of the students stated that the teacher used English for the most of the time in the program and 12,5% of the students stated that the teacher sometimes used English to deliver the material. The teacher always told the students about the reason or the purpose of the activities which would be done (71%).

Based on the observation and the questionnaires, the vocabulary items were not given directly to the students in the program. There were 87,5% of the students who stated that the vocabularies were given to the students before giving the

materials and the performances of the students of the day. So, the students got the new vocabularies every day. The vocabularies were given through repetition.

The result of the questionnaires showed that the majority of the students (83%) had a positive impression toward the speaking activities and strategies used in *Talk More* program. It was proven by the students' statement that 96% of them were active in participation in the program and only 4% of the students who were not active.

Based on the observation and the questionnaires given to the students, the teacher often checked or corrected the students who made mistake when they were speaking. There were some aspects that the teacher often evaluated, namely pronunciation, diction, grammar, intonation, presentation's content, and confidence.

The data showed that the diction used by the students when they were speaking was the most often occurred in the program. The following table was the students' statement about the aspects that the teacher often evaluated for them.

Table 4.3 Some Aspects that the Teacher Evaluated for Students' Speaking Performance

Aspects	Percentage (%)
Pronunciation	33
Diction	62,5
Grammar	58
Intonation	33

Content of Presentation	17
Confidence	46

After diagnosing kinds of problems that the students had in the speaking skill of English, the teacher gave some activities that the students had to be done at *Talk More* program. The result from the questionnaires given to the students showed that there were various activities and strategies which were done by the students to learn and improve speaking skill at *Talk More* program. The students stated that group work was the strategy that was mostly done in the program. Below was the table that showed the activities and the strategies which were done by the students in *Talk More* program.

**Table 4.4 Kinds of Speaking Activities Conducted in *Talk More* Program
Based on the Students' Questionnaires.**

Students' Activities	Percentage (%)
Group work	79
Role play	12,5
Debate	8
Discussion	54
Story telling	67
Speech	25

Sing	33
Others	4

4.1.6.5 Students' Perception Toward the Instructional Material

It was stated in the previous section that the main instructional material used by the teacher to teach speaking at *Talk More* program of *Elfast* English course was a textbook. The result of the questionnaires given to the students showed that the teacher used the textbook for a few times. The teacher often used other activities, such games, presentations, and questions of the day. Based on the observation, the textbook was only to support the teaching and learning process, it was not for the reference of all activities done in the program. Some of the students (50%) stated that the textbook given to the students helped them in improving their speaking skill of English. Most of the students (62%) believed that the textbook given to them was appropriate for the purpose of the program.

4.1.6.6 Students' Perception Toward the Instructional Media

Instructional media was an important thing to deliver the materials given to the students. The more interesting and appropriate the instructional media is the sooner the purpose of the materials will be got by the students. Therefore, the teacher used some instructional material in the program to enhance the students' enthusiasm and comfort in learning speaking at *Talk More* program of *Elfast* English course.

Based on the questionnaires given to the students, there were five instructional media

used by the teacher in *Talk More* program. The following table was the students' statement based on the result of questionnaires.

Table 4.5 The Instructional Media Used at *Talk More* Program

Instructional Media	Percentage (%)
Whiteboard	87,5
Video	46
Movie	54
Tape recorder	50
Timer	46

The table showed that most of the students stated that whiteboard was the most often instructional media used by the teacher at *Talk More* program.

From the observation and the questionnaires given to the students, it was stated that the instructional media used by the teacher was good and interesting. The instructional media used by the teacher helped the students to arise their enthusiasm in joining and participating to the program of speaking.

4.4 Discussion of the Finding

This section relates between the finding of the study and the theory stated by some experts. It included all the problems of the study, namely the lesson plan, the teaching speaking strategies implemented, the instructional material used, the

instructional media used, and the assessment used in *Talk More* program at *Elfast* English course *Kampung Inggris* Pare Kediri.

4.2.7 Discussion on the Lesson Plan Used in Teaching Speaking at *Talk More*

Program of *Elfast* English Course

In Indonesia, actually the implementation of the lesson plan has not been strictly implemented for each teacher in both formal and informal education.

Sometimes, a lesson plan is considered too complex and complicated to be implemented, especially for the informal education. For that reason, the teacher of *Talk More* program preferred to just write down the activities and the strategies, the learning steps, and the media used than to write down the detail of the whole things related to the lesson plan like in the formal education.

Based on curriculum 2103, in the formal education, the lesson plan generally consists of the school identity, main competences, basic competences, indicators, instructional materials, teaching and learning activities and time allocation, data sources of learning, instructional media, and assessments. Based on Murcia (2002, p. 403), actually, the existence of the lesson plan would help the teachers to conduct teaching and learning process easier since the lesson plan could be used as a guideline for them about what and how they should teach and the students should learn.

Actually, in the informal education like an English course, it is also necessary to compose a lesson plan but it does not need to be too detail like what is composed in the formal education. Based on the finding, the lesson plan that is used at *Talk More*

program of *Elfast* English course is not appropriate since it is too simple. In line with Harmer's (2007, p. 158-159) statement, the lesson plan, at least, should include a description of the students, a statement of the aims and objectives, a description of procedures (including who will be interacting with whom, and how long each activity will take), anticipated problems, extra materials and the materials to be used in the lesson.

However, there are the strengths and weaknesses of the lesson plan used at *Talk More* program. The strength is the lesson plan used by the teacher of *Talk More* program is more flexible since time allocation is not available on the lesson plan. Besides, the discussion of the textbook used is not written specifically on what chapter on each meeting. So that, the teacher can manage the time allocation and the materials from the textbook as the students' need. The weakness of the lesson plan used at *Talk More* program is incompleteness of the lesson plan which can cause some trouble. For instance, based on the observation, the teacher was late in finishing the teaching and learning since time allocation is not available in the lesson plan so that one activity disturbs the next activities. Besides, there is no learning objective in each meeting. This affects the effectiveness of the teaching and learning.

4.2.8 Discussion on the Teaching Speaking Strategies Used in Teaching

Speaking at *Talk More* Program of *Elfast* English Course

Generally, the teacher of *Talk More* program had successfully made the teaching and learning process effective and interesting. It was proven by the students' enthusiasm to join and participate in the learning speaking during the program.

Based on the finding which was got by the writer before, the teaching speaking strategies was effective. There were various activities which supported and challenged the students to speak English. The activities given by the teacher had made the students enthusiastic to speak. The teacher also gave some strategies to make the activities could run well.

In line with Nunan (2003, p. 56-58) statement, the teacher of *Talk More* program of *Elfast* English course has two activities done in the program, namely role-play and contact assignment. In one of the meetings, the teacher gave the students a role-play which entitled *fake wedding party*. The teacher was as a facilitator. Based on Breen and Candlin (1980, cited in Nunan, 1989, p. 87), the teacher is as a facilitator of the communicative process. Role-play is also one of the activities which are suggested by Harmer (2007, p. 183) when the students do not want to talk. The other activity is contact assignment. At *Talk More* program this activity is named *hunting foreigner*. Those activities are in line with Nunan (2003, p. 56-58) who states that there are various activities that can be done by the teacher in the speaking class, namely information gaps, jigsaw activities, role-plays, simulations, and contact assignments. These activities also contribute to overcome the problems of learning speaking which are low or uneven participation and mother-tongue use, Ur (1996, p. 121).

There are other activities done by the teacher in teaching speaking at *Talk More* program. Harmer (2007, p. 348) states that there are a number of widely-used categories of speaking activity, those are acting from script, communication games, discussion, prepared talks, questionnaires, and simulation and role-play, the teacher also used communication games, discussion, and prepared talk. Communication games were done almost in all meetings. The teacher gave a game to make a fun and interesting learning and to provoke the students' enthusiasm. The teacher gave the students a discussion after presentation from each presenter of the day. The discussion was about the presentation of each student. Prepared talk is a presentation itself. Based on Harmer (2007, p. 351), it is said that this activity is not for spontaneous conversation. The students have to prepare the topic that would be presented to the other students. Those activities cover the problems of learning speaking which are nothing to say, low or uneven participation and mother-tongue use, Ur (1996, p. 121). Nothing to say is covered when the games were implemented. The students are invited to participate in the games since the games are suitable for them. Then, the students can understand the game and can speak English as well at the same time. The activities are done fairly, so that each student gets the same opportunities as well. It covers the problem of low participation. The teacher always invites the students to speak English when they are speaking Bahasa Indonesia in every activity.

In line with Harmer (2007, p. 183), the teacher also uses recording. It is used when *hunting foreigner* implemented. The teacher asked all of the students to go out

of the class in order to get a stranger to ask them questions given before. It was done in pairs. When one student found a foreigner and asked him/her to help that student, the other one would record or make a video for him/her. Then, the result of the task, which was in form of file, was given to the teacher.

Based on Ur (1996, p. 121-122) statements, the teacher also uses group work which is discussion. The language used by the teacher is clear and understandable.

The topics given are appropriate for the level of the program stage. The instructions delivered are clear and understandable. It is proven by all activities given to the students can run well. The teacher also does English monitors by remembering them to speak English and giving them model.

Based on the finding, the teacher plays some roles in the activities done in the program. The teacher plays as a prompter, participant, and feedback provider (Harmer, 2007, p. 108-110). The teacher also acted as a facilitator, a participant, and also an observer in some activities. Most of the roles that are played by the teacher is as a facilitator. It is in line with Breen and Candlin (1980, cited in Nunan, 1989, p. 87).

4.2.9 Discussion on the Instructional Material Used in Teaching Speaking

Teaching Speaking at *Talk More* Program of *Elfast* English Course

To support the teaching speaking at *Talk More* program, *Elfast* English course provides a textbook named '*Elfast* Speaking Program: *Talk More*'. Based on the interview for the teacher of *Talk More* program, she stated that the textbook was composed by the team from the teachers of speaking program at *Elfast* English course. Based on Harmer's (2007, p. 146) statement, the considerations of making the textbook are the students' need and level of the students of *Talk More* program. In line with Orstein (1992 cited in Martha, 2015, p. 16) who suggests that the materials should fit the objective of the course, in line with reading level of the students, and have a good organization. In line with Suyanto (2010, cited in Martha, 2015, p. 16) statement, the teacher does instructional material development by selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives and making their own materials. The teacher rarely used the textbook since there were many activities that fit the program's objective better. In line with Harmer (2007, p. 146), it is suggested that the teacher can add what is in the coursebook by other activities.

4.2.10 Discussion on the Instructional Media Used in Teaching Speaking

Teaching Speaking at *Talk More* Program of *Elfast* English Course

Based on Heinich, et al. (2005, p. 7), instructional media is anything that carries information between a source and a receiver and provide messages with an instructional purposes. The instructional media used by the teacher of *Talk More* program are a whiteboard and board markers, a set of speaker, a smart phone, a set of card, papers, identity cards, a set of board for games, a movie, and songs. Those instructional media used for delivering various activities and instructional materials used in teaching speaking at *Talk More* program.

In line with Heinich, et al. (2005, p. xix-xx), media is divided into three main parts, namely visual media, audio media, and video media. A whiteboard and board markers, a set of speaker, a smart phone, a set of card, papers, identity cards, and a set of board for games are the instructional media which included in the visual media which means that it can be seen by the users. In this program, the audio media are songs. A movie is included in the video media.

4.2.11 Discussion on the Assessment of *Talk More* Program Used in Teaching

Speaking at *Talk More* Program of *Elfsat* English Course

In order to measure students' ability in speaking skill, teachers have to use some kinds of assessments in teaching and learning process. The teacher of *Talk More* program stated that she had two kinds of assessment, namely ongoing assessment and test assessment. It is in line with Gronlund (2013, p. 4) who states

that there are some decisions teachers need to make for assessment 1) during the planning of instruction, 2) at the beginning of instruction, 3) during instruction, 4) at the end of instruction.

In line with Waugh and Gronlund (2013, p. 21) who states that an effective assessment requires that a variety of assessment procedures be used and a clear conception of all intended learning outcomes, the teacher has two kinds of test assessment, namely listening assessment and speaking assessment. The listening assessment was in the study club which is done in written form. The speaking assessment was the final assessment of *Talk More* program which was done orally.

This program was held for two weeks. The test assessment was held in the end of the program which was in the tenth meeting. This assessment was like Mr. and Miss Indonesia contest. In this assessment, the teacher provided some aspects which became the considerations of this assessment. Based on Brown (2004, p. 157), the teacher uses five considerations, namely vocabulary, fluency, developing idea, pronunciation, and presentation. Grammar is the only one that is not considered as the aspect since this program does not press on the grammar competence.

4.2.12 Discussion on Students' Perception Toward the Program

It was stated in the previous section that the biggest number of students' problems in learning speaking was fluency and diction. Based on the interview and the observation, fluency and diction were included in the aspects that the teacher of *Talk More* program assessed. Fluency was not expected well since the program was the second step of the acceleration stage. The teacher often corrected the students' diction directly when the students were speaking English.

The result of the questionnaires given to the students showed that the teacher used the textbook for a few times. The teacher often used other activities, such as games, presentations, and questions of the day. Based on the observation, the textbook was only to support the teaching and learning process, it was not for the reference of all activities done in the program. Some of the students (50%) stated that the textbook given to the students helped them in improving their speaking skill of English. Most of the students (62%) believed that the textbook given to them was appropriate for the purpose of the program. In line with Harmer (2007, p. 146), it is suggested that the teacher can add what is in the coursebook by other activities.

Instructional media is anything that carries information between a source and a receiver and provide messages with an instructional purposes, Heinich, et al. (2005, p. 7). There were various instructional media used by the teacher of *Talk More* program.

Based on the finding, the students' perception toward the instructional media was good. The students' thought that the instructional media used by the teacher were

quite interesting and effective. Seven of twenty four students (29%) stated that the instructional media used in teaching and learning speaking were very interesting.

Eleven of twenty four students (46%) stated that the instructional media used in teaching and learning speaking were quite interesting, five of the students (21%)

stated that the instructional media were interesting, and only one of the students (4%)

stated that the instructional media were less interesting.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about conclusion of the study and some suggestions addressed to the local government of *Kampung Inggris*, *Elfast* English course (*Talk More* program), and further researchers.

5.3 Conclusion

Based on the study which has been conducted by the writer, the lesson plan used at *Talk More* program is different from the lesson plan used in formal education.

The lesson plan is quite simple. It consists of the materials, the media, the activity, and the learning steps. However, it has strengths and weaknesses as well. The strengths is its flexibility. The weakness is its simplicity that can cause trouble when teaching and learning process.

The teaching speaking strategies used by the teacher of *Talk More* program are good and effective. The teacher gives various activities which help the students to learn speaking skill, namely warming up activity, presentation, discussion, hunting foreigner, listening to the music and singing together, and games. Group work is also used in the program. The language used by the teacher is appropriate to the level. The instructions delivered by the teacher are good and understandable. The topics given to

the students are interesting and suitable to the level of the students. English monitor is also done by remembering the students to speak English.

The instructional material used by the teacher at *Talk More* program is a textbook. The textbook is composed by a team. The team is from all teachers of speaking program at *Elfast* English course. The textbook is arranged well when it is looked from the level perspective. It supports the learning objectives which focused on speaking skill improvement. However, when it is looked from the relation between the activities/the topics and the content of the materials are not appropriate. There is no correlation between the materials in the textbook and the activities done in the program.

The teacher of *Talk More* program uses various instructional media, namely a whiteboard and board markers, a set of speaker, a smart phone, a set of card, papers, identity cards, a set of board for games, a movie, and songs. The instructional media used by the teacher are quite interesting and effective. The instructional media provokes the students' enthusiasm in learning speaking. The instructional media covers all students in the classroom.

The kinds of assessment used in this program are ongoing and test assessment. The ongoing assessment is done in every meeting. There are two kinds of test assessment, namely listening assessment and speaking assessment. The listening assessment is written test. The speaking assessment is done in the last meeting and orally. The speaking assessment is done by answering the questions from the teacher like Mr. and Miss Indonesia.

Most of the students think that the program has given them much contribution on improving or learning speaking skill of English. They state that the teaching speaking strategies, the instructional material, and the instructional media used by the teacher at *Talk More* program are quite interesting and effective. However, the biggest problems for them are fluency and diction.

5.4 Suggestions

The writer has some suggestions for *Elfast* English course (*Talk More* program), and further researchers. The suggestions are in the following.

3. For *Elfast* English Course (*Talk More* Program)

The writer suggests for *Elfast* English course, especially for *Talk More* program to make a good lesson plan since the lesson plan which has been used is too simple. There should be more detail and clear. The writer suggests to give more activities which challenge the students more in order to make the students more interested in the program. The writer also suggests to consider the textbook's content, it should be connected to the activities.

4. For the Further Researchers

The writer hopes for the further researchers to conduct a research which is related to teaching speaking, especially at *Elfast* English course for other programs and other stages since there are many stages and programs at *Elfast* English course.

CHAPTER I

INTRODUCTION

This chapter provides the basic ideas of the study on teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri. It presents five sub topics. It includes background of the study, problems of the study, objectives of the study, significances of the study, and definition of the key terms.

1.11 Background of the Study

For better or worse, by choice or force, English has spread to many parts of the world and has been used to serve various purposes, especially a communication purpose. Human skill in communicating internationally is required. To have an effective communication, people need a language as *lingua franca*. Harmer (2007, p. 13) says that a *lingua franca* can be defined as a language widely used for communication between two people who do not share the same first (or even second) language. English is used as *lingua franca*. Based on Harmer (2007, p. 13), English becomes a genuine *lingua franca* by the end of twentieth century. Therefore, people all over the world, including Indonesians, should master English, especially speaking, to communicate internationally.

English speaking skill is considered as the most important skill for communication since it is a tool for communication. Ur (1996, p.120) says that speaking is the most important skill among four skills because people who know a

language are referred to as speakers of that language. According to Littlewood (1981, p. x), "A wider perspective on language is a consideration that language is not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs". So that, everyone has to prepare to face the real world one of which is having a good communication skill by mastering speaking skill in English. Brown (2007, p. 212) says that communication is a process of sending messages, receiving them, interpreting them in a context, negotiating meanings, and collaborating to accomplish various purposes. In short, to have a good communication skill, speaking skill is obviously needed.

However, many problems or difficulties are found in learning English especially speaking. According to Ur (1996, p. 121), it is said that the problems in speaking activities occur because of inhibition, nothing to say, low or uneven participation, and mother-tongue use. Furthermore, according to Beare (2007), some students are often timid and difficult or even do not use English in expressing their ideas due to a number of reasons. First, students have opinion, but they are worried what other students might say or think. Second, students do not have any opinion on the subject. Third, students tend to focus more on correct functional and structure (cited in Safitri, 2015, p. 12). Those are the problems found in learning English for the learners. In short, having obstacles, nothing to say, getting less opportunities, and mother-tongue use should be considered as important things because they have important roles in teaching and learning speaking. Therefore, a teacher has to find out some strategies to improve students' speaking skill.

A teacher has an important role to lead the activities in the classroom. Knowing that speaking skill is very important for communication nowadays, it is a must for the teacher to find out the strategies which can be used in teaching and learning process. Ur (1996, p. 121-122) gives five solutions to reduce speaking problems. They are group work, giving easy language, giving interesting topic, giving clear instructions or training in discussion skills, and English monitors. Those five solutions can be considered as the strategies that can be done by the teacher in the classroom.

In formal education, listening and speaking, which are considered as the important of language skills, get less proportion in English teaching and learning.

Based on the book of Bahasa Inggris for X Grade, it is proven that speaking skill gets only one sub topic, while listening skill get no sub topic. The teachers teach more reading and writing. So that, the students do not get more opportunities to speak English whereas speaking skill of English is very important for communication.

Brown (2006, p. 323) says that the classroom must not become linguistics courses but rather than the locus of meaningful language involvement. It means that the teaching and learning process has to emphasize on language function not linguistics competence. Some teachers assume that giving the students speaking tasks seems to make the class very noisy. In addition, based on English final examination (UNAS), it is proven that English examination in formal education gives too much proportion in reading-writing test but not in speaking test. In his research, Somantri (2003) stated that although some students get a good result (70-90 point) and even a perfect result (100 point) in their national examination, the majority of them still could not speak

English well when practicing an English conversation with him (Cited in Crisdiana, 2012, p. 3). Therefore, many English learners have initiation to take English courses outside the classroom in order to improve their ability in English, especially in speaking skill.

Based on the things mentioned above, the writer would like to describe the teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri since *Elfast* is one of the well-known courses at *Kampung Inggris* Pare Kediri. Besides, speaking program at *Elfast* is included in a new program since *Elfast* focused on grammar only at the first time. According to Ken, as an officer and a teacher who focuses on teaching speaking at *Elfast*, teaching speaking at *Elfast* has attractive strategies which are not found in the other courses, such as hunting foreigner and communicative games. Hunting foreigner is an activity that requires the students to go out the class and asks them to look for a stranger for each student to help them by asking questions for them. Communicative games are also implemented in almost every meeting in the program to have a fun and effective teaching and learning process. That is why the writer would like to describe the teaching speaking at *Elfast*.

1.12 Problems of the Study

Based on the explanations mentioned previously, the main problem of the study is formulated as below.

“How is the teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri?”

The main problem above is elaborated in more specific problems as follows.

13. How is the lesson plan used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?

14. What are the strategies used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?

15. What are the instructional materials taught in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?

16. What are the instructional media used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri?

17. How to assess the students during the program at *Elfast* English course *Kampung Inggris* Pare Kediri?

18. How are the students' perceptions toward the program at *Elfast* English course *Kampung Inggris* Pare Kediri?

1.13 Objectives of the Study

The objectives of the study are divided into two kinds, the objective of the main problem and the objectives of the specific problems. The objective of the main problem of the study is formulated below.

“To describe the teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri”.

The objectives of the specific problems are as follows.

13. To describe the lesson plan used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
14. To describe the strategies used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
15. To describe the instructional materials taught in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
16. To describe the instructional media used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
17. To describe the assessment used in teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.
18. To describe the students' perceptions toward the program at *Elfast* English course *Kampung Inggris* Pare Kediri.

1.14 Significances of the Study

The writer hopes this study will contribute on English teaching and learning process, especially for:

7. *Elfast* and its teachers

This study provides valuable contributions to make a betterment progress for the program.

8. English course developers

By reading this study, the English course developers are expected to catch all information in this study. They will know the teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri. Then, they can use it as a model to establish an English course which focuses on speaking skill.

9. Further researchers

This study provides information about the teaching speaking of *Elfast* English course at *Kampung Inggris* Pare Kediri which includes the lesson plan, the strategies, the materials, the media, the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri, and the students' perception toward the program. Then, this study can be used as a reference to conduct a further research about teaching speaking in English course.

1.15 Definition of the Key Terms

To avoid misinterpretation and to have an easier way to understand this study title, the writer would like to clarify and explain the terms used in this study as follow:

13. Lesson plan

Lesson plans are the product of teachers' thoughts about their classes, what they hope to achieve, and how they hope to achieve it.

14. Teaching speaking strategies

Teaching speaking strategies are all efforts used by teachers in teaching speaking in order to reach the goal of teaching speaking.

15. Instructional material

Instructional material is educational resource used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing.

16. Instructional media

Instructional media are media which bring information and have instructional purposes or contains of teaching and learning process purposes.

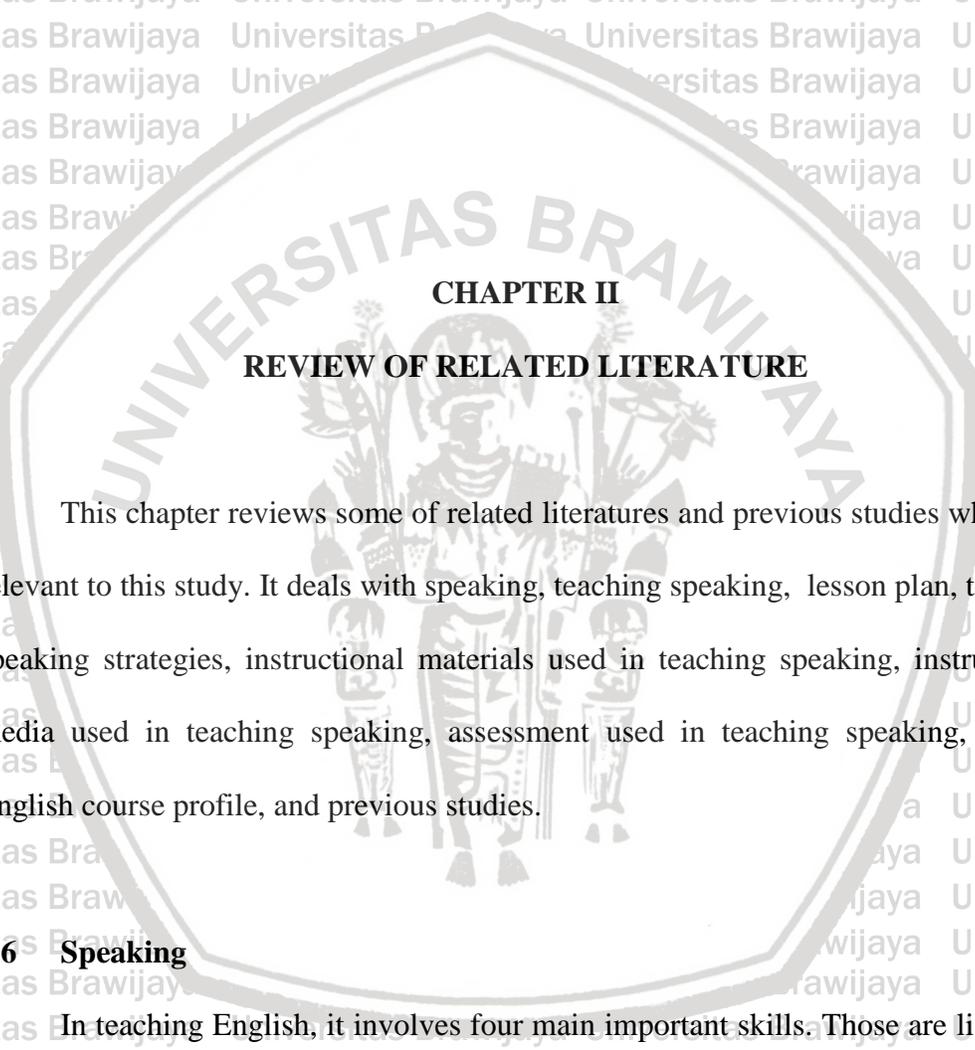
17. Assessment

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

18. Students' perception

Students' perception is students' processes of selecting, organizing, and interpreting sensory information into meaningful patterns.





CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some of related literatures and previous studies which are relevant to this study. It deals with speaking, teaching speaking, lesson plan, teaching speaking strategies, instructional materials used in teaching speaking, instructional media used in teaching speaking, assessment used in teaching speaking, *Elfast* English course profile, and previous studies.

4.6 Speaking

In teaching English, it involves four main important skills. Those are listening, speaking, reading, and writing. Speaking skill is considered as the most important skill for communication. Ur (1996, p. 120) says that speaking is the most important skill among four skills because people who know a language are referred to as speakers of that language. Speaking is defined as an interactive process of

constructing meaning that involves producing, receiving and processing information.

Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking, as Burns & Joyce (1997, cited in Torkey, 2006, p. 30). Speaking is an ability to produce words or sentences in language practice. Speaking is not only as a tool for communication, but also by speaking people can get new information and share their ideas. According to Richards (2008, p. 21), Brown and Yule (1983) made a useful

distinction between the interactional function of speaking, in which it serves as to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Therefore, this important skill should be mastered by the students.

In addition, Tarigan (1990, p. 15) says, "Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, and feeling". Speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency, and vocabularies. The objects of speaking are various such as discussion, speech, debate, dialogue and conversation. So that, speaking can be considered as the most important human tool for social control. In short, speaking is so crucial for communication. Furthermore, speaking is not only used for communication but also used for sharing ideas and getting new information.

Those are the importance of speaking skill, especially in English, that should be considered to be taught and learned more.

4.7 Teaching Speaking in Indonesia

According to Hornby (1995, p. 37) teaching means giving the instruction to (a person), give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

Widiati and Cahyono (2006, p. 276), says that in Indonesia, English is used as foreign language. It means that most of learners are included in EFL learners. There are only few people who speak English in their daily communication.

Therefore, many problems occur in teaching speaking. Ihsan (1999, cited in Widiati and Cahyono, 2006, p. 277) found that students are likely make errors which include the misuse of parts of speech, syntactical construction, lexical choice, and voice. Since English is served as foreign language, there are some students who have not courage to speak in the class of speaking. Tutyandari (2005, cited in Widiati and Cahyono, 2006, p. 278) found that students keep silent because of lack of confidence, lack prior knowledge of topics, and poor teacher-learner relationship.

4.7.1 The Goal of Teaching Speaking

The major goal of teaching speaking is to have communicative competence.

According to Burkart (1998, p. 6), communicative competence is the ability to adjust and accommodate one's language to the context. Kayi (cited in Prihandono, 2009, p.

6), says that in teaching speaking, the teachers teach the learners to:

13. Produce the English speaking sounds and social patterns,

14. Use words and sentence stresses, intonation patterns, and the rhythm of the target language,
15. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter,
16. Organize their thought in a meaningful and logical sequences,
17. Use language as a means of expressing values and judgements,
18. Use the language quickly and confidently with few unnatural pauses which are called as fluency.

In order to reach the goal of teaching speaking, good classroom speaking activities are needed. The following are activities that can be done by the teacher in speaking classroom.

4.7.2 Classroom Speaking Activities

Classroom speaking activities can be defined as all activities in the classroom which focus on the improvement of speaking skill. In teaching speaking, teachers need to provoke the students' motivations to actively involve or participate in the teaching and learning process by implementing oral tasks. Harmer (2007, p. 123) says that good speaking activities can and should be extremely engaging for the students.

Since teaching speaking requires oral activities, there are many activities which can be done in speaking class. According to Harmer (2007, p. 348), there are a number of widely-used categories of speaking activity, those are:

13. Acting from script

The teachers can ask the students to act out the scenes available in their coursebooks. The teachers need to help them as if he/she is theatre directors.

Playscripts and acting out dialogues are the examples of acting from script

14. Communication games

The aim of communication games is to get students talking as quickly and fluently as possible. For example in information gap games one student has to talk to her/his partner in order to solve the puzzle, draw picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences about a picture.

15. Discussion

The aim of discussion is to know students' effort and activeness in group work.

For instance in buzz group, the teacher can ask the students' prediction about the content of a reading text. Another example is instant comments, the teacher can train the students to speak fluently and immediately here about the topic.

16. Prepared talks

One of popular activity is prepared talks, where a student (students) makes a presentation based on their own choices. This activity is not spontaneous conversation since this activity is prepared well. The teacher needs to invest some time for procedures and processes they are involving in.

17. Questionnaires

Questionnaires are useful because, by being pre-planned, both questioner and respondent have something to say to each other. Students can design

questionnaires based on the appropriate topic. The teacher can act as a resource, helping the students in a design process.

18. Simulation and role-play.

Many students derive great benefit from simulation and role-play. The students a real life encounter (such business meeting, an interview in a company, a conversation in a hotel, airport, etc.) as if they were doing so in the real world.

Simulation and role-play can be used to encourage general oral fluency or to train students for specific situation.

In addition, according to Nunan (2003, p. 56-58), there are various activities in the speaking class, those are:

11. Information gap

This kind of activity is useful for the students who lack of information. The students in the class can share the information to each others. For example, one student has understood about the meaning of 'pragmatics', he has to share to his classmate.

12. Jigsaw

Jigsaw activities are a bidirectional or multidirectional information gap. It means that each student in a pair or group has some information that the other students need. So, every student within a pair or a group has different information that the others need. For example, one student has a timetable of train to Bali. The other student has a map of Bali. They have to show and share to each other to achieve their goal, in this case travelling to Bali.

13. Role-plays

Students are given particular roles in the target language. For example, one student acts as a consumer who orders some food to a waitress. The other plays as a waitress who serves a consumer.

14. Simulations

Simulations are more elaborate than role-plays. The students will use a real thing for their target language practice. For example, a teacher will bring in “products” for the students to buy (a book, pen, board marker, etc) and even use money to purchase. Then they have to pay to the cashier for check-out.

15. Contact assignments

Students are sent out of classroom in order to communicate to people in the target language. For instance, at a restaurant, the students have to ask the prices of some foods available at that restaurant.

4.7.3 Role of Teacher

Teachers are artist in the classroom. It means that everything which are done by the teachers will be heard, seen, and done by the students. They should play many roles in the class. Harmer (2007, p. 108) says that the way teachers dress, the stance teachers adopt, and their attitude to the class make an immediate impression on students. Therefore, teachers have to be careful in every activity, behaviour, even a single word they made. Teachers have important roles in making a successful teaching and learning process. A success of learning depends on the role played by

the teachers. Based on Harmer (2007, p. 108-110), there are three teachers' roles that should be played in the class, especially for speaking class, those are:

7. The teacher as prompter

Sometimes, students get lost, they do not know how to say the thing that they want to say or they may lose their fluency. In this situation, teachers may leave them in this struggle situation. But, in another option, teachers should help them by offering suggestions for their progress.

8. The teacher as participant

Sometimes, teachers should participate or get involved in a discussion in the class. It is used to ensure students engagement and to maintain a creative atmosphere. In this case, teachers have to be careful that they do not participate too much. Therefore, the students do not lose their opportunities to speak.

9. The teacher as feedback provider

Giving feedback should take the time correctly. Teachers have to know when they have to give feedback. An appropriate feedback will get the students out of difficult misunderstandings and hesitations.

In addition, based on Breen and Candlin (1980, cited in Nunan, 1989, p. 87), the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process. The second is to act as a participant. The third is to act as an observer and learner. In short, the roles of teacher in the classroom

are very important to achieve the goal of teaching and learning process. A teacher has to know his role in a particular condition.

4.8 Lesson Plan

In education, the planning tool is the lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom. According to Murcia (2002, p. 403), lesson plan is an extremely serves as a combination guide, resource, and historical document reflecting teachers' teaching philosophy, student population, textbooks, and most importantly, teachers' goals for the students.

Deciding what to teach, in what order, and for how much time are the basic components of planning. Based on Murcia (2002, p. 403), the lesson plan serves as a map or checklist that guides teachers in knowing what to do next; these sequences of activities remind teachers of the goals and objectives of the lesson plan for the students. A lesson plan is a record of activities in the class that serves as a valuable resource when planning assessment measures, such as quizzes, midterms, and final exams. A lesson plan is useful when teachers teach the same course again. When teachers miss the class, a lesson plan can be a substitute teacher. Teachers are

expected to be prepared when coming to the class by a lesson plan. The thing that teachers have to note is a lesson plan does not dictate but guides them.

4.9 Teaching Speaking Strategies

Based on Kodir (2011, p. 18), a strategy can be defined as an effort that has to be done by someone or an organization to reach the goal. Joni (1983, cited in Kodir, 2011, p. 18) says that what is meant by a strategy is a procedure that is used to give a good situation. Teaching speaking strategies are all ways or efforts which are used by the teacher to solve the problems related to teaching speaking in order to improve students speaking skill.

Ur (1996, p. 121-122) gives five solutions to reduce the problems in teaching speaking, they are:

k. **Group work**

Group work increases the period of time used for oral practice. Working in groups also lowers the students who are shy to speak in front of the class.

l. **Giving easy language**

Giving students simple language makes them fluently in speaking without minimum of hesitation. Essential vocabularies should be taught before the class starts.

m. **Giving interesting topic**

Choosing interesting topic for the whole class increases students' motivation.

If the purposes of learning are presented clearly, the students will be more enthusiastic.

n. Giving clear instructions or training in discussion skills

In group discussion, make sure that every student involves and contributes to the discussion, appoint a chairperson to each group who will regulate participation.

o. English monitors

A monitor should be appointed to remind the participants of using English in the discussion. The teacher has to give model to speak English for the students too.

4.10 Instructional Material Used in Teaching Speaking

A teacher has many roles in the class, one of which is as a manager of the class. Suitable activities and appropriate materials should be prepared for the students. Richards (2006, p. 251) says that teaching materials are a key component in most language programs. Whether the teacher uses textbooks, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. It means that instructional materials have to be considered as important roles in teaching and learning speaking.

In order to select appropriate materials, teachers should be selective and aware of some considerations. Orstein (1992, cited in Martha, 2015, p. 16) suggests that the

materials should fit the objective of the course, in line with the reading level of the students, we should have a good organization. In addition, instructional material development should be done by the teachers to have suitable materials and an effective learning. Suyanto (2010, cited in Martha, 2015, p. 16) says that there are three different ways in material development, those are: (1) selecting and taking materials directly from several sources without modifying them, (2) selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives, or (3) making their own materials.

4.11 Instructional Media Used in Teaching Speaking

Based on Heinich, et al. (2005, p. 7), "Instruction is the arrangement of information and the environment to facilitate learning. Instruction is a set of events external to the learner designed to support the internal process of learning (Gagne, 1985, cited in Heinich, et al. 2005, p. 7). A medium (plural, media) is a means of communication and source of information (Heinich, et al. 2005, p. 9). Instructional media is anything that carries information between a source and a receiver and provide messages with an instructional purposes. According to Azikiwe (2007, cited in Adeniregun, p. 8), instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and taste while presenting his/her lessons. Instructional media are information designed specifically to fulfill objectives

in a teaching-learning situation. They are very important in language teaching. The purpose of media is to facilitate teaching and learning activities.

Based on Heinich, et al. (2005, p. xix-xx), media is divided into three main parts, namely visual media, audio media, and video media. Visual media is a kind of media that can be seen by the users, in this case the students. They include posters, photographs, books, cartoons, and so on. Based on Heinich, et al. (2005, p. 9), it is said that audio media is a type that people can hear. It includes person's voice, music, mechanical sounds, noise, and so on. Video refer to electronic storage of moving image. It includes videotapes, DVD, television show, etc (Heinich, et al. 2005, p. 283).

Based on Heinich, et al (2005, p. 9), there are six basic types of media used in learning and instruction. The first is text. Text is alphanumeric characters that may be displayed in any format – book, poster, chalkboard, computer screen, and so on. The second is audio media. audio media is a type that people can hear. It includes person's voice, music, mechanical sounds, noise, and so on. The third is visual media. Visual media is a kind of media that can be seen by the users, in this case the students. They include posters, photographs, books, cartoons, and so on. The forth is motion media. Motion media are media which show motion. It includes videotape, animation, and so on. The fifth is real object. The last is people. These may be teachers, students, or subject-matter expert. Those are six basic types of media.

4.12 Assessment of Speaking

Based on Brown (2004, p. 4), assessment is ongoing processes that encompasses a much wider domain. Whenever a student responds to a question, offers comment, or tries out a new word or structure, the teachers do assessment for the students' performances. It is a must for the teacher to make plans for assessment during the planning for instruction. Based on Waugh and Gronlund (2013, p. 4), there are some decisions teachers need to make for assessment 1) during the planning of instruction, 2) at the beginning of instruction, 3) during instruction, 4) at the end of instruction. The main purpose of classroom assessment is to enhance or to improve students' learning, in this case speaking skill. Teachers need effective assessments for their students. Waugh and Gronlund (2013, p. 21) mentioned six effective assessments which are related to speaking skill that can be done by the teachers.

Those are as following:

13. Effective assessment requires a clear conception of all intended learning outcomes. Types of knowledge, understanding, application, and performance skill should be considered during instructional and assessment planning. Teachers need to specify all intended learning outcomes in terms of student performance and make plans to assess them all.
14. Effective assessment requires that a variety of assessment procedures be used. A combination of methods may be used in assessing the more complex learning outcomes. It means that various types of assessment must be considered when planning for assessment.

15. Effective assessment requires that the instructional relevance of the procedures be considered. It means that the intended outcomes of instruction, the domain of learning tasks, and the achievement assessment are in close agreement.

16. Effective assessment requires an adequate sample of student performance. For example, in preparing classroom test, there are 100 terms that the students should know but teachers only have 25 terms in the test. Teachers have to select a representative sample from 100 terms here to become 25 terms.

17. Effective assessment requires that the procedure be fair to every one. Teachers have to eliminate irrelevant sources and personal bias in assessing students. Delivering clear instructions and knowing reading level of students is a must for the teachers.

18. Effective assessment requires feedback to students that emphasizes strengths of performance and weaknessess to be corrected. Effective feedback should be immediately following or during the assessment, detailed and understandable to students, focus on successful elements of the performance and the errors to be corrected, provide remedial suggestions for correcting errors, and positive.

4.13 Elfast English Course Profile

Elast (English Language as Foreign Application Standard) is one of English courses which is located at *Kampung Inggris* Pare Kediri. The program focuses on

grammar and speaking improvement. Each program runs around two weeks to a month based on the students' request. Each program consists of 20-25 students. The program runs five days in a week, starting from Monday until Friday. *Elfast* has totally 50 tutors, 30 for speaking and 20 for grammar. The program will start on 10th and 25th in each month. The students can stay in a dormitory or boarding house, it depends on the students' need and request.

4.14 Previous Studies

The researcher used two previous studies in this research which have similarities with this research. The first research was done by Crisdiana (2012) entitled 'A Study on the Teaching of Speaking at The Daffodils Course at *Kampung Inggris* Pare Kediri'. This study described the implementation of teaching of speaking at Daffodils English course. The focuses were on its academic program, the teaching techniques, the instructional materials used, the instructional media used, and students' perceptions toward the program. The similarities between this research and the writer's research are using qualitative approach and focusing on teaching of speaking skill at English course. The difference between this research and the researcher's research is holding at the different course in the different time.

The second previous study entitled 'A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in "Desa

Inggris Randuagung” Singosari Malang. This study was done by Martha (2015). This study described the implementation of teaching speaking class at Smart Holiday English camp program which had three variables, namely the instructional materials used, instructional media used, and its assessment. The similarities between this study and the researcher’s study is both of them using qualitative approach and focusing on teaching speaking at English course. The differences between this study and the writer’s study are holding at the different English course and in the different time. There was also additional variable in the writer’s study, namely lesson plan.

BAB III

RESEARCH METHOD

This chapter describes how the study was conducted. This research method covers research design, data sources, data collection, data analysis, and data triangulation.

5.1 Research Design

This study used qualitative approach since it is written analysis. Creswell (1998, p. 15) says that the qualitative researcher builds complex, holistic pictures, analyzes words, reports detailed views of informants, and conducts the study in natural setting. Qualitative research refers to inductive, holistic, subjective and process-oriented methods used to understand, interpret, describe and develop a theory

on a phenomena or setting. Sugiyono (2012, p. 8) says that qualitative research methods are often called naturalistic research method because the research is done on natural conditions. Qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures. As described by Bogdan and Biklen (1982) cited in Sugiyono (2012, p.13), qualitative research is descriptive and the data collected is in the form of words of pictures rather than number. The result of this study will be in a form of words rather than number.

This qualitative research belongs to a case study design. Creswell (1998, p.36) states that a case study is an explanation of a “bounded system” or a case (multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. “The focus may be on the case that, because of its uniqueness, requires study (intrinsic case study), or it may be on an issue or issues, with the case used instrumentally to illustrate the issue (an instrumental case study). It means case study looks at a case or phenomenon in real-life context.

To obtain the data needed in this study, the sources of the data are needed in this study. The following are the data sources that are needed.

5.2 Data Source

According to Arikunto (2010, p. 172), data source is the subject of the data that can be obtained. In collecting the data, the writer used a person as the subject. The subjects of the study were a teacher of *Elfast* English course (*Talk More* program), the owner of *Elfast* English course, and 24 students of *Talk More* program to get the

data about the lesson plan used, teaching speaking strategies, the instructional material used, the instructional media used, and the students' perception toward the program. *Talk More* program is included in an acceleration stage. The data were taken at *Talk More* program of *Elfast* English course. The consideration of choosing the program was a recommendation from Mr. Ken as the officer of *Elfast* English course. He stated that *Talk More* program was suitable for the writer's undergraduate thesis.

5.3 Data Collection

Data collection is the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, observation, focus group discussion, narratives and case histories (Burns & Grove, 2003, p. 373). In this study, the data were collected by using three research instruments, namely observation sheet, interview guide, and questionnaire. The observation sheet was used for taking the data about the teaching speaking strategies used, the instructional material used, the instructional media used, and the students' perception toward the program. The interview guide was used for taking the data from the teacher and the owner of *Elfat* English course. The questionnaire was used for taking the data about the students' perception toward the program.

5.3.1 Observation Sheet (Martha (2015))

Arikunto (2010, p. 199) says that observation is an activity that focuses on an object by using five senses. Observation was used by the writer to get the details of some objects that the writer could collect and find the data. Those objects which were observed by the writer were the teaching speaking strategies, instructional material used, instructional media used, the assessment of speaking skill used in *Talk More* program of *Elfast* English course, and students' perception toward the program.

To support the observation in collecting the data, the observation sheet was used as an instrument to observe the teaching speaking at *Elfast* English course (see appendix 1). The observation sheet was adopted from thesis which was written by Martha (2015, p. 55) entitled "A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in "Desa Inggris Randuagung" Singosari Malang. The writer also used a camera to get documentations of the activities of the students and the teacher in the classroom of *Talk More* program of *Elfast* English course. This observation was done in all meetings of the program. The writer observed the teaching speaking strategies, the instructional material, the instructional media, the assessment of speaking skill used in *Talk More* program of *Elfast* English course, and students' perception toward the program.

5.3.2 Interview Guide (Martha (2015))

Interview is one of an effective way in giving the writer face to research problem. Interview will give many experiences for the writer and the informant to discuss their opinion related to the observation. According to Arikunto (2010, p. 198), "Interview or oral questionnaire is a dialog that is used by the interviewer to obtain the

information from interviewee”. Ary, et al (2002, p. 434) says that interviews are used to gather data on subjects’ opinions, beliefs, and feelings, about situation in their own words.

Bogdan and Biklen (1998, p. 94, cited in Laily, 2015, p. 37) state that an interview is a purposeful conversation, usually between two people or more that are directed by someone in order to get information. In this method, the writer interviewed the *Elfast* English course teacher to obtain the information related to teaching speaking at *Elfast* English course at *Kampung Inggris* Pare, Kediri. The instrument which was employed in this method is interview guide. The writer composed two interview guides as guidelines to have an interview with the head of *Elfast* English course and the teacher. The first interview guide consisted of twelve questions and it was about *Elfast* English course in general (see appendix 2). The second interview guide consisted of 21 questions (see appendix 3), which was about the lesson plan (question number 1 and 2), the teaching speaking strategies (question number 3-10), the instructional material (question number 11-15), the instructional media (question number 16-18), the assessment (question number 19-20), and for general (question number 21). The interview guide was adopted from thesis which was written by Martha (2015, p. 76-77) entitled “A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in “Desa Inggris Randuagung” Singosari Malang. The result of the interview will be in the form of transcript.

5.3.3 Questionnaires (Martha (2015))

Nunan (2006, p. 143) says that questionnaire enables the researcher to collect the data in field settings. Arikunto (2010, p. 194) says that questionnaire contains written questions which are used to obtain informations from the respondent in a form of report of his/her private, or the things that he/she knows. The respondents will answer the questions of the questionnaire in a written form.

In this study, the questionnare was in a form of essay and multiple choice. The questionnaires consisted of 26 questions (see appendix 4). In this study, the questionnaires was used to know the students in general (question part A number 1-5), students' perception toward the teaching speaking strategies of the *Elfast* English course (question part B number 1-10), the instructional material (question part C number 1-5), the instructional media used in the *Elfast* English course (question part D number 1-3), and students' perceptions toward teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri (question part E number 1-3). The questionnaire was adopted from thesis which was written by Martha (2015, p. 72-75) entitled "A Study on the Teaching of Speaking Class of Smart Holiday English Camp Program at Indocita Foundation in "Desa Inggris Randuagung" Singosari Malang.

5.4 Data Analysis

Miles and Huberman (1984, cited in Sugiyono, 2012, p. 246) say that data analysis in qualitative research is done when the data collection has been done. After the data from observation, interview, and questionnare have been collected, the writer calculated and analyzed the data. Since the writer used qualitative design, the data

was analyzed descriptively. The data was analyzed based on Miles and Huberman' (1984, cited in Sugiyono, 2012, p. 246-249) theory. The activities in analyzing the data are as the following:

7. Data reduction

Data reduction means embracing, choosing the main things, and focusing on the important things needed. By data reduction, it is easier for the writer to collect the data needed. In this study, the writer selected the data that were important by using the aspects that were needed. The writer used the important one and discarded the others.

8. Data display

In qualitative research, data display is done in form of narrative text (words not numbers). "Looking at displays help us to understand what is happening and to do something further analysis or caution on that understanding" Miles and Huberman (1984, cited in Sugiyono, 2012, p. 249). In this study, the researcher displayed the data from the observation and the interview in form of narrative (words). The data from the questionnaires were displayed in form of table. The data from the questionnaires were also displayed in form narrative (words) for the explanation.

9. Conclusion

The last step was conclusion. In qualitative research, conclusion is a new finding which is not found before. Conclusion involves the writer in interpretation.

Here, the finding was in form of description of teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri. It included its lesson plan, teaching speaking strategies, instructional material used, instructional media used, assessment used, and students' perceptions toward the program.

5.5 Data Triangulation

According to Wiliam Wiersma (1986, cited in Sugiyono, 2012, p. 273), it is said that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Triangulation in examining the credibility can be defined as data crosschecking from several sources by many ways and times (Sugiyono, p. 273).

Here, there were three triangulations, namely:

7. a. Source triangulation

Source triangulation is used to examine the data credibility which is done by crosschecking the data which are obtained by several sources. Here, the writer crosschecked the result of the interview from the owner of *Elfast* English course and the teacher. The writer crosschecked the data from interview for the teacher with the observation. The researcher also crosschecked the data from interview for the teacher with the questionnaires given to the students.

8. Technique triangulation

Technique triangulation is used to examine the data credibility which is done by crosschecking them to the same sources with different techniques.

9. Time triangulation

Time often influences the data credibility. For instance, the data taken in the morning would be different from the data taken in the evening

Based on the aspects mentioned above, it was a must for the writer to have a data triangulation. It was used to examine the credibility of the data. In this study, the writer used the source triangulation, namely observation, interview, and questionnaire.



CHAPTER IV FINDING AND DISCUSSION

This chapter describes the finding of the study and the interpretation of the study which were described in the discussion. The finding of the study was obtained from the result of observations, the result of interviews, and the result of questionnaires to the subjects of the study. In line with the problems of the study, there were six variables. They were the lesson plan, the teaching speaking strategies, the instructional material used in teaching speaking, the instructional media used in teaching speaking, the assessment, and the students' perception toward teaching speaking at *Elfast* English course *Kampung Inggris* Pare Kediri.

4.5 Finding

This section describes the finding of the study. This finding of the study was obtained from the result of data collection of the study, namely the observation, the interview, and the questionnaire. The data collection was done from March, 10th 2016 until March, 26th 2016. In line with the problems of the study, the finding of the study focuses on the lesson plan, the teaching speaking strategies, the instructional materials used, the instructional media used, and the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri. The result of observation was to find out the lesson plan, the teaching speaking strategies, the instructional materials used, the instructional media used, and the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri. The result of interview was also to find out the lesson plan, the teaching speaking strategies, the instructional materials used, the instructional media used, and the assessment used in teaching speaking at *Elfast* English course at *Kampung Inggris* Pare Kediri. The result of the questionnaire was to find out students' perception toward the program which included the teaching speaking strategies, the instructional materials used, the instructional media used at *Elfast* English course at *Kampung Inggris* Pare Kediri. The finding of the variables was presented as the following description.

4.1.21 Lesson Plan Used in Teaching Speaking at *Talk More* Program of *Elfast*

English Course

Based on the observation and the interview with the teacher, the lesson plan of *Elfast*, especially for *Talk More* program included identity of the program, learning steps, learning media, and learning materials. The identity of the lesson plan was only the name of the program, in this case *Talk More* program. There were no time allocation and the main material written there. Based on the interview with the teacher, there was no objective for every meeting but the objective was for general which was to let the students brave to speak and build their ideas. There were several games in *Talk More* class, namely *interviewing new classmates, find someone who, snake and ladder, fake wedding party, continuing friends' story, star board, and card games*. The detailed information of the game could be seen in (appendix 5). The learning steps were about how to play a game of the day. There were activities mentioned in the lesson plan, namely warming up questions, presentation of the day, and discussion. The media used were whiteboard, board marker, board games, cards, paper, smart phone, and speaker. The instructional material used was a textbook. The lesson plan of *Talk More* program consisted of ten meetings. Every meeting has 90 minutes.

4.1.22 Teaching Speaking Strategies Used in Teaching Speaking at *Talk More*

Program of *Elfast* English Course

Elfast has many speaking classes. The classes are divided into six stages, namely preparation stage, acceleration stage, challenge stage, developing stage, comprehensive stage, and advance stage. Each stage has some programs. *Talk More* is one of the programs in the acceleration stage. *Talk More* has 2 or 3 programs which are divided into different hours, depending on the students' request and the number of students who want to register.

The writer did observations at *Elfast* English course which focused on speaking skill in 3 classes of *Talk More* program. The classes were taught by Miss Cantik Riawati which consisted of 37 students. The program was divided into three classes, namely class A, class B, and class C. The classes were at 07.00 AM, 08.30 AM, and 10.00 AM for the main class (speaking class), while for study club (listening club) were at 02.00 PM and 04.00 PM, the students could choose the time for the study club class.

The teaching speaking strategies used by the teacher play a crucial role to arise students' enthusiasm in learning speaking in the class. Based on the aspects mentioned in the observation sheet, the teaching speaking strategies in *Elfast* English course, especially in the *Talk More* program is effective enough. Miss Caca (her nickname) as the teacher of *Talk More* program stated that the goal of *Talk More* program is to let the students brave to speak English and build ideas, the accuracy is not the first priority in this program since *Talk More* is the second step of speaking class available at *Elfast* English course. Therefore, many games are used in this program to arise the enthusiasm of the students. The teacher used warming up questions or

questions of the day in every meeting to trigger and give challenges for the students to speak English. The questions of the day were given to the students fairly by giving each student a chance to answer the questions of the day and effectively by managing the class very well. The questions of the day contained critical and simple questions.

The teacher created interactive teaching and learning as well. Every Thursday night, all teachers and staffs held meeting in order to discuss the difficult problems or the students which should be treated more than others. The expectation from this kind of routine activity was to improve the teachers' ability or skill in teaching speaking of English.

In line with the goal of the *Talk More* program, to have bravery to speak English and to build the students' ideas, some classroom activities and teaching speaking strategies were provided by the teacher to enhance students in speaking English easily and effectively. Based on the observation, the activities and the strategies of teaching speaking were presented as following.

25. Warming up Activity

In *Talk More* program, there are two meetings in a day. The first meeting is the main class in the morning, depending on the schedule which has been taken by each student before, which focuses on speaking activities. The second class is study club in the afternoon which focuses on the listening activities. Since listening skill and speaking skill have correlation, listening skill is also taught in *Talk More* program. It also supports speaking activities. In these activities, the teacher played as

a facilitator. The teacher only encouraged the students to speak up by giving them the warming up questions.

In every meeting, warming up activities were used in *Talk More* program for both the main class and the study club. In the main class, warming up questions used to trigger the students in speaking activities and building ideas as well. The students answered the questions given by the teacher. In the study club, the warming up activities were used to give the students preparations before coming up to the main materials. The teacher did this kind of activities as ice breaking too. The warming up questions were as the following.

- q. If you could be a superhero, what would it be? And what would you like to do for Indonesia?
- r. If you could have a time machine, what would you like to do? And which part of your life that would you like to visit?
- s. What was the very first thing that you thought when you opened your eyes today? And why?
- t. What is the scariest thing that you have got in your life?
- u. Someone who inspired you recently?
- v. What are three things that you would change in this world?
- w. What makes you laugh a lot and angry so much?
- x. What makes you different to another person (unique things) that you have?

26. Presentation

Presentation was used in every meeting to know the students' confidence and the way they built their ideas. Based on the observation, the topic of the presentation was free except daily activities of the students themselves and their hometown. The presentation was done individually. In every meeting, there were one or two students who did a presentation, depending on the situation and condition. The presentation was conducted before the main activity which was a game in order to assess individual's performance and to let the students build their ideas. The presentation contained a student's presentation, peer's question, and the teacher's question and comment about the performance. Each presentation was on five minutes. In this case, the teacher acted as a facilitator and feedback provider. The teacher gave an aid only when each presenter needed an aid. At the end of the presentation, the teacher always gave some feedback for the progress of the presenter.

27. Games

Games were one of the activities used by the teacher as a strategy to encourage the students to speak English. The games were also used as an ice breaker to melt the situation. So that, the teaching and learning process was fun and effective.

As a facilitator, the teacher walked around during the game to take a group assessment too. Almost in every meeting, the teacher implemented one game. The game were *find someone who, snake and ladder, fake wedding party, continuing friends story, card game, star board, and catching mosquitoes*. Each game was implemented in a group. The class was divided into 2 or 3 groups randomly depending on the number of students and the games' rules. The students were

actively involved to the games since the games were fun and gave challenges for the students to speak. The atmosphere of the class was controlled well. In this activity, the teacher played some roles. The teacher played as a facilitator, participant, feedback provider, prompter, and observer at the same time.

28. Role Play

Role play was one of the activities which were done in *Talk More* program. For instance, in the game *fake wedding party*, role play was done there. All students were invited to the party and the teacher as a host in term of the game and as facilitator in term of teaching process. The students were given a new identity card and they had to act like what the identity card said. So, the students had to act like as if they were in a new identity. Each student had to talk to the other students. They could make a conversation among them. The atmosphere of the class was good since every student involved in the activity.

29. Discussion

Discussion activities were done to know how big the students' effort in a group work activities, whether they were active or not. For instance, in the listening activity in the study club, the students were divided into some group, depending on the number of students, the teacher asked each group to discuss what they had listened to before. Then, each group had to write the answer on the whiteboard as fast as possible. The fastest group was the winner and the slowest one was the loser. The loser got the powder on their face as a punishment. The discussion was also done after the presentation in the main class. The teacher gave chance for the audiences to

ask questions or give comments on the presenter and the presenter answered the questions. The discussion was about the topic of the presentation of the day. The atmosphere of the class was effective since everyday had a different topic of discussion. The teacher played as a facilitator in this activity since the students were the main subjects who were expected to speak.

30. Hunting Foreigner

Hunting foreigner was a unique activity done by the teacher at *Talk More* program. Based on the observation, this activity was to know the students' confidence and bravery to speak or interview to the strangers. This activity was done in pair. The teacher gave a question for the students. The questions were What was the very first thing that you thought when you opened your eyes today? And why? and what are three things that you would change in this world?

The teacher asked the students to go out of the class in order to find out a person who they did not know yet to ask them a question given to them before. Each student asked a stranger to help them by asking them the questions given. Each student had to answer the questions and the other one recorded the activity by a video recorder or a smart phone. This activity was done twice which were in the third and the sixth meeting. The atmosphere of this activity was good and fun since this activity was unique and challenged the students to build their bravery. The teacher played as a facilitator in this activity since she only gave the students instructions to do what she wanted to do.

31. Listening to the Music and Singing

The teacher used group work in the study club. There were two meetings which focused on the song. There were two songs played in the program. The songs were *shooting star* and *beautiful in white*. The teacher gave each student a paper with missing lyrics which were considered before by the teacher. Then, the teacher played an audio which was related to the song. The audio played for about fifteen minutes.

The students had to fill the missing lyrics based on the audio played before. Then, the teacher asked the students to change their answer with their friends' answer to correct the answers. The last step was singing the song together in the classroom. The atmosphere of the class was quite calm since listening activity needs calm situation.

In last step which was singing together, the atmosphere was fun.

The teacher used five strategies to implement those activities mentioned above in order to get the best result. The strategies are as the following.

32. Group Work

Group work was one of the criteria mentioned in the observation sheet which was related to the teaching speaking strategies used by the teacher in the class. Based on the observation and the interview, the teacher used group work in both the main class and the study club. The teacher implemented games in the main class for group work. The class was divided into some group, depending on the number of students and the games' rules. The teacher explained the rules of the games and gave examples how to play the games. The teacher asked each group to play the games based on the rules explained before. The students who broke the rules were given a punishment.

The punishment was getting powder on their face by their friends within a group.

While in the study club, the teacher implemented group work for discussion. The class was divided into some groups. The teacher asked each group to share and discuss their ideas about what they had listened to before. Then, the teacher asked one student for each group to come forward and write down what they had discussed in the group work. The group which wrote down the last would be gotten a punishment.

Getting powder on the loser's group face was the punishment. The atmosphere of the class was quite effective and fun since group work needs all members' opinion and effort.

33. The Language Used

The language used by the teacher plays a crucial role in teaching and learning process. The clearer the language used is the easier to understand. Miss Caca stated that she used 50% for English and 50% for Bahasa Indonesia since this program was in the second stage of speaking class at *Elfast* English course. Based on the observation and the interview, the language used by the teacher was clear enough. It was proven by the students' understanding about what the teacher had said.

34. The Topic Given

The topic given was one of the criteria mentioned in the teaching speaking strategies done by the teacher. Based on the observation, the topics given by the teacher of *Talk More* program were very effective for the second step of the acceleration stage. The topics in the games were fun, interesting, and appropriate for the class level. It is proven by the students' enthusiasm when playing the games.

Since the class was in the second step of acceleration stage, the topics given in the presentation were effective which were free except students' daily activities and their hometown. For instance, in a meeting, there was a student who talked about *the power of words*. That student presented how words could motivate, change, or even destroy someone's life. It was motivational presentation.

35. The Instruction Delivered

The instruction delivered by the teacher plays a crucial role to understand how and what the students have to do in each activity provided in the class. Based on the observation and the questionnaire, the instruction delivered by the teacher of *Talk More* program was clear and understandable. It is proven by the activities which were done in the class could run well as what were expected. For instance, when the students were asked to do *hunting foreigner*, the teachers asked the students to do some activities which were related to the *hunting foreigner*, but the students could understand what were instructed as well.

36. English Monitors

In foreign language learning, the teacher has to monitor the students' usage of English language. It is for students' improvement in speaking skill. Based on the observation and the interview, the teacher of *Talk More* program did not monitor or press the students to speak English all the time since *Talk More* program was the acceleration stage. The teacher reminded the students when the students were speaking Bahasa Indonesia and gave them direct translation to English language for

them. The teacher also invited them to speak English by responding the students using English when the students were speaking Bahasa Indonesia.

4.1.23 Instructional Material Used in Teaching Speaking Used in Teaching

Speaking at *Talk More* Program of *Elfast* English Course

Based on the observation and the interview, there was an instructional material used by the teacher in teaching speaking at *Talk More* program. It was a textbook. The materials were composed by the team of English speaking teachers of *Elfast* English course. The sources of the materials were from the internet. The team used selecting and taking materials from several sources and doing modification to fit the teaching and learning objectives and making own materials for instructional material development. It was a must for the students to have a textbook provided by *Elfast* English course.

The textbook entitled *Elfast Speaking Program: Talk More Elfast*. The textbook consisted of XI chapters which were about the expressions used in some manners. Based on the interview, the expressions belonged to the real English. It meant that the expressions could be understood by foreigners. For instance, in chapter III, it was written *what do you do in your free time?*, it was kind of expression used to ask someone in free time or holiday.

Unfortunately, the textbook was not used in the activities. It means that when the activities were done, there was no expression available in the textbook used to

support the activities. There was no correlation between the activities in the program and the expressions which were available in the textbook.

4.1.24 Instructional Media Used in Teaching Speaking Used in Teaching Speaking at *Talk More* Program of *Elfast* English Course

To enhance students' enthusiasm and comfort in learning speaking at *Talk More* program of *Elfast* English course, instructional media would be needed. Based on the observation, the instructional media used by the teacher were a whiteboard, board markers, a set of speaker, smart phone, a set of card, paper, identity cards, a set of board for games, a movie, and songs. The explanation of each instructional media is in the following.

q. Whiteboard and board marker

Whiteboard and board marker were a set of instructional media which were used by the teacher to give a little note from her explanations, commands, and questions. The teacher also used it for writing new vocabularies which were difficult for the students and for writing the answer of the students' work. The teacher used this instructional media in all meetings to deliver the materials provided before. It was the most frequent instructional media used by the teacher during the teaching and learning process.

r. A set of speaker and smart phone

Based on the observation, a set of speaker and smart phone were the instructional media used by the teacher of *Talk More* program in the study club,

which was listening activity. This instructional media were used in all meetings since listening activities needed this media.

s. Paper

Based on the observation, paper was the instructional media used by the teacher of *Talk More* program to deliver *find someone who games*. The game was done individually. The teacher gave each student a paper which had some questions. The thing that each student had to do was asking all students of the class all questions which were written on the paper. The teacher walked around to assess the students and to act as a facilitator.

t. Identity card

Based on the observation, the teacher used this instructional media for implementing *fake wedding party* game. The game was done individually. The game required identity cards for the new identity that the students should act. This teacher acted as the owner of the house or the wedding and the students acted as the guests who came to the wedding party. The students had to talk to each other to know each student's identity, which was based on the identity card got before.

u. A set of card

Based on the observation, a set of card was the instructional media used by the teacher for card game. The name of the game was *snake and ladder*. The teacher divided the class into 3 groups for this game. Every group got a board to play the

game. The game was played until each member of each group got the chance to play the game by throwing up the dice and took a step on the board based on the number of the dice.

v. A set of board for games

Based on the observation, the teacher used a set of board for games as the instructional media for implementing *snake and ladder* game. The teacher divided the class into some group depending on the game's rules and the number of the students in the class. The teacher gave a board and a dice for the game for each group. The game was each student had to shake the dice and took a step on the board based on the number shown on the dice. Each student got once to shake the dice since the time was limited.

w. Movie

Based on the observation, a movie was the media that was used in the study club. The teacher played a movie for the students entitled *diary of wimpy kid*. The teacher asked the students to watch the movie and look for the expression in the movie as much as possible. This activity was done individually. The teacher discussed the expressions that had been observed by the students on the next day in the main class.

x. Song

The result from the observation showed that song was the media used in the study club. This activity was to know the students' skill of listening and speaking.

The teacher gave a paper with missing lyrics for each student and asked them to fulfill the missing lyrics based on the song that would be played. After fulfilling the missing lyrics, the teacher asked the students to check out their task by giving each student's task to the other student's task. The final activity was singing together the song which was checked out.

4.1.25 Assessment Used in Teaching Speaking at *Talk More* Program of *Elfast*

English Course

In order to measure students' ability in English speaking skill, the teacher did many kinds of assessment for the students. The assessments were ongoing assessment and test assessment at the end of the program. Based on the interview with the teacher, ongoing assessment was based on some considerations as the aspects of the assessment, namely vocabulary, fluency, developing idea, pronunciation, and presentation. The activeness of the students was also taken as an assessment.

There were two kinds of test assessment, which were listening and speaking assessment. The students had to show up their ability in English speaking skill as well as possible. The listening assessment was in written form. The speaking assessment was done orally. This program was held for two weeks. The assessment was held at the end of the program which was in the tenth meeting. Therefore, the students had to prepare well for this speaking assessment. This assessment was like Mr. and Miss Indonesia contest. The assessment was done by giving two minutes for each student

to answer a question delivered by the teacher. The teacher called one by one, based on the number in line which was taken by each student before, to come forward in front of the class. The student who had been called by the teacher then took a question in a close piece of paper. Then, the teacher read the question. The teacher repeated the question if the student who would answer the question did not understand yet. In this assessment, the teacher provided some aspects which became the considerations of this assesment. The considerations were vocabulary, fluency, developing idea, pronunciation, and presentation. These five aspects should be taken as the important things for the students.

4.1.26 Students' Perceptions Toward the Program

In line with the teaching and learning process which focused on English speaking skill, it was necessary to find out the students' perceptions toward the teaching and learning speaking at *Talk More* program of *Elfast* English course. The students' perceptions were about the teaching speaking strategies, the instructional material used, and the instructional media used in teaching speaking at *Talk More* program of *Elfast* English course Pare Kediri.

The students' perceptions toward the program were collected from the questionnaire given to the students of *Talk More* program. The amount of the questionnaires were 24 sets which for 24 students. The questionnaires were distributed to the students on the last meeting of the program. The students' perceptions were varied. The students' perceptions were about the students' reason

for joining the program, the problems before they joined the program for speaking skill, the instructional materials and the instructional media used at *Talk More* program of *Elfast* English course.

Based on the questionnaires part A, most of the students (79%) stated that they liked English and considered English as a crucial language that should be mastered. So that, they joined *Talk More* program which focuses on improving speaking in order to overcome the problems they had stated before. There were some problems' faced by the students before joining the program. The following table was the statements of the students that they like English and the speaking problems' stated by the students of *Talk More* program.

Table 4.1 The Students' Statements that They Like English

Students' Statements	Percentage (%)
Really like	37,5
Like	41,5
Normal	21
Dislike	0
Really dislike	0

Table 4.2 The Students' Problems before Joining the Program

Students' Problem	Percentage (%)
Pronunciation	21

Fluency	33
Intonation	33
Grammar correctness	16
Diction	29
Confidence	25
Others	4

4.1.6.7 Students' Perception Toward the Teaching Speaking Strategies

Based on the questionnaires given to the students, 70% of the students' main goal or purpose in joining the program was in order to improve their speaking skill or ability.

From the questionnaires given to the students, 87,5% of the students stated that the teacher used English for the most of the time in the program and 12,5% of the students stated that the teacher sometimes used English to deliver the material. The teacher always told the students about the reason or the purpose of the activities which would be done (71%).

Based on the observation and the questionnaires, the vocabulary items were not given directly to the students in the program. There were 87,5% of the students who stated that the vocabularies were given to the students before giving the

materials and the performances of the students of the day. So, the students got the new vocabularies every day. The vocabularies were given through repetition.

The result of the questionnaires showed that the majority of the students (83%) had a positive impression toward the speaking activities and strategies used in *Talk More* program. It was proven by the students' statement that 96% of them were active in participation in the program and only 4% of the students who were not active.

Based on the observation and the questionnaires given to the students, the teacher often checked or corrected the students who made mistake when they were speaking. There were some aspects that the teacher often evaluated, namely pronunciation, diction, grammar, intonation, presentation's content, and confidence.

The data showed that the diction used by the students when they were speaking was the most often occurred in the program. The following table was the students' statement about the aspects that the teacher often evaluated for them.

Table 4.3 Some Aspects that the Teacher Evaluated for Students' Speaking Performance

Aspects	Percentage (%)
Pronunciation	33
Diction	62,5
Grammar	58
Intonation	33

Content of Presentation	17
Confidence	46

After diagnosing kinds of problems that the students had in the speaking skill of English, the teacher gave some activities that the students had to be done at *Talk More* program. The result from the questionnaires given to the students showed that there were various activities and strategies which were done by the students to learn and improve speaking skill at *Talk More* program. The students stated that group work was the strategy that was mostly done in the program. Below was the table that showed the activities and the strategies which were done by the students in *Talk More* program.

**Table 4.4 Kinds of Speaking Activities Conducted in *Talk More* Program
Based on the Students' Questionnaires.**

Students' Activities	Percentage (%)
Group work	79
Role play	12,5
Debate	8
Discussion	54
Story telling	67
Speech	25

Sing	33
Others	4

4.1.6.8 Students' Perception Toward the Instructional Material

It was stated in the previous section that the main instructional material used by the teacher to teach speaking at *Talk More* program of *Elfast* English course was a textbook. The result of the questionnaires given to the students showed that the teacher used the textbook for a few times. The teacher often used other activities, such games, presentations, and questions of the day. Based on the observation, the textbook was only to support the teaching and learning process, it was not for the reference of all activities done in the program. Some of the students (50%) stated that the textbook given to the students helped them in improving their speaking skill of English. Most of the students (62%) believed that the textbook given to them was appropriate for the purpose of the program.

4.1.6.9 Students' Perception Toward the Instructional Media

Instructional media was an important thing to deliver the materials given to the students. The more interesting and appropriate the instructional media is the sooner the purpose of the materials will be got by the students. Therefore, the teacher used some instructional material in the program to enhance the students' enthusiasm and comfort in learning speaking at *Talk More* program of *Elfast* English course.

Based on the questionnaires given to the students, there were five instructional media

used by the teacher in *Talk More* program. The following table was the students' statement based on the result of questionnaires.

Table 4.5 The Instructional Media Used at *Talk More* Program

Instructional Media	Percentage (%)
Whiteboard	87,5
Video	46
Movie	54
Tape recorder	50
Timer	46

The table showed that most of the students stated that whiteboard was the most often instructional media used by the teacher at *Talk More* program.

From the observation and the questionnaires given to the students, it was stated that the instructional media used by the teacher was good and interesting. The instructional media used by the teacher helped the students to arise their enthusiasm in joining and participating to the program of speaking.

4.6 Discussion of the Finding

This section relates between the finding of the study and the theory stated by some experts. It included all the problems of the study, namely the lesson plan, the teaching speaking strategies implemented, the instructional material used, the

instructional media used, and the assessment used in *Talk More* program at *Elfast* English course *Kampung Inggris* Pare Kediri.

4.2.13 Discussion on the Lesson Plan Used in Teaching Speaking at *Talk More*

Program of *Elfast* English Course

In Indonesia, actually the implementation of the lesson plan has not been strictly implemented for each teacher in both formal and informal education.

Sometimes, a lesson plan is considered too complex and complicated to be implemented, especially for the informal education. For that reason, the teacher of *Talk More* program preferred to just write down the activities and the strategies, the learning steps, and the media used than to write down the detail of the whole things related to the lesson plan like in the formal education.

Based on curriculum 2103, in the formal education, the lesson plan generally consists of the school identity, main competences, basic competences, indicators, instructional materials, teaching and learning activities and time allocation, data sources of learning, instructional media, and assessments. Based on Murcia (2002, p. 403), actually, the existence of the lesson plan would help the teachers to conduct teaching and learning process easier since the lesson plan could be used as a guideline for them about what and how they should teach and the students should learn.

Actually, in the informal education like an English course, it is also necessary to compose a lesson plan but it does not need to be too detail like what is composed in the formal education. Based on the finding, the lesson plan that is used at *Talk More*

program of *Elfast* English course is not appropriate since it is too simple. In line with Harmer's (2007, p. 158-159) statement, the lesson plan, at least, should include a description of the students, a statement of the aims and objectives, a description of procedures (including who will be interacting with whom, and how long each activity will take), anticipated problems, extra materials and the materials to be used in the lesson.

However, there are the strengths and weaknesses of the lesson plan used at *Talk More* program. The strength is the lesson plan used by the teacher of *Talk More* program is more flexible since time allocation is not available on the lesson plan. Besides, the discussion of the textbook used is not written specifically on what chapter on each meeting. So that, the teacher can manage the time allocation and the materials from the textbook as the students' need. The weakness of the lesson plan used at *Talk More* program is incompleteness of the lesson plan which can cause some trouble. For instance, based on the observation, the teacher was late in finishing the teaching and learning since time allocation is not available in the lesson plan so that one activity disturbs the next activities. Besides, there is no learning objective in each meeting. This affects the effectiveness of the teaching and learning.

4.2.14 Discussion on the Teaching Speaking Strategies Used in Teaching

Speaking at *Talk More* Program of *Elfast* English Course

Generally, the teacher of *Talk More* program had successfully made the teaching and learning process effective and interesting. It was proven by the students' enthusiasm to join and participate in the learning speaking during the program.

Based on the finding which was got by the writer before, the teaching speaking strategies was effective. There were various activities which supported and challenged the students to speak English. The activities given by the teacher had made the students enthusiastic to speak. The teacher also gave some strategies to make the activities could run well.

In line with Nunan (2003, p. 56-58) statement, the teacher of *Talk More* program of *Elfast* English course has two activities done in the program, namely role-play and contact assignment. In one of the meetings, the teacher gave the students a role-play which entitled *fake wedding party*. The teacher was as a facilitator. Based on Breen and Candlin (1980, cited in Nunan, 1989, p. 87), the teacher is as a facilitator of the communicative process. Role-play is also one of the activities which are suggested by Harmer (2007, p. 183) when the students do not want to talk. The other activity is contact assignment. At *Talk More* program this activity is named *hunting foreigner*. Those activities are in line with Nunan (2003, p. 56-58) who states that there are various activities that can be done by the teacher in the speaking class, namely information gaps, jigsaw activities, role-plays, simulations, and contact assignments. These activities also contribute to overcome the problems of learning speaking which are low or uneven participation and mother-tongue use, Ur (1996, p. 121).

There are other activities done by the teacher in teaching speaking at *Talk More* program. Harmer (2007, p. 348) states that there are a number of widely-used categories of speaking activity, those are acting from script, communication games, discussion, prepared talks, questionnaires, and simulation and role-play, the teacher also used communication games, discussion, and prepared talk. Communication games were done almost in all meetings. The teacher gave a game to make a fun and interesting learning and to provoke the students' enthusiasm. The teacher gave the students a discussion after presentation from each presenter of the day. The discussion was about the presentation of each student. Prepared talk is a presentation itself. Based on Harmer (2007, p. 351), it is said that this activity is not for spontaneous conversation. The students have to prepare the topic that would be presented to the other students. Those activities cover the problems of learning speaking which are nothing to say, low or uneven participation and mother-tongue use, Ur (1996, p. 121). Nothing to say is covered when the games were implemented. The students are invited to participate in the games since the games are suitable for them. Then, the students can understand the game and can speak English as well at the same time. The activities are done fairly, so that each student gets the same opportunities as well. It covers the problem of low participation. The teacher always invites the students to speak English when they are speaking Bahasa Indonesia in every activity.

In line with Harmer (2007, p. 183), the teacher also uses recording. It is used when *hunting foreigner* implemented. The teacher asked all of the students to go out

of the class in order to get a stranger to ask them questions given before. It was done in pairs. When one student found a foreigner and asked him/her to help that student, the other one would record or make a video for him/her. Then, the result of the task, which was in form of file, was given to the teacher.

Based on Ur (1996, p. 121-122) statements, the teacher also uses group work which is discussion. The language used by the teacher is clear and understandable.

The topics given are appropriate for the level of the program stage. The instructions delivered are clear and understandable. It is proven by all activities given to the students can run well. The teacher also does English monitors by remembering them to speak English and giving them model.

Based on the finding, the teacher plays some roles in the activities done in the program. The teacher plays as a prompter, participant, and feedback provider (Harmer, 2007, p. 108-110). The teacher also acted as a facilitator, a participant, and also an observer in some activities. Most of the roles that are played by the teacher is as a facilitator. It is in line with Breen and Candlin (1980, cited in Nunan, 1989, p. 87).

4.2.15 Discussion on the Instructional Material Used in Teaching Speaking

Teaching Speaking at *Talk More* Program of *Elfast* English Course

To support the teaching speaking at *Talk More* program, *Elfast* English course provides a textbook named '*Elfast* Speaking Program: *Talk More*'. Based on the interview for the teacher of *Talk More* program, she stated that the textbook was composed by the team from the teachers of speaking program at *Elfast* English course. Based on Harmer's (2007, p. 146) statement, the considerations of making the textbook are the students' need and level of the students of *Talk More* program. In line with Orstein (1992 cited in Martha, 2015, p. 16) who suggests that the materials should fit the objective of the course, in line with reading level of the students, and have a good organization. In line with Suyanto (2010, cited in Martha, 2015, p. 16) statement, the teacher does instructional material development by selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives and making their own materials. The teacher rarely used the textbook since there were many activities that fit the program's objective better. In line with Harmer (2007, p. 146), it is suggested that the teacher can add what is in the coursebook by other activities.

4.2.16 Discussion on the Instructional Media Used in Teaching Speaking

Teaching Speaking at *Talk More* Program of *Elfast* English Course

Based on Heinich, et al. (2005, p. 7), instructional media is anything that carries information between a source and a receiver and provide messages with an instructional purposes. The instructional media used by the teacher of *Talk More* program are a whiteboard and board markers, a set of speaker, a smart phone, a set of card, papers, identity cards, a set of board for games, a movie, and songs. Those instructional media used for delivering various activities and instructional materials used in teaching speaking at *Talk More* program.

In line with Heinich, et al. (2005, p. xix-xx), media is divided into three main parts, namely visual media, audio media, and video media. A whiteboard and board markers, a set of speaker, a smart phone, a set of card, papers, identity cards, and a set of board for games are the instructional media which included in the visual media which means that it can be seen by the users. In this program, the audio media are songs. A movie is included in the video media.

4.2.17 Discussion on the Assessment of *Talk More* Program Used in Teaching

Speaking at *Talk More* Program of *Elfsat* English Course

In order to measure students' ability in speaking skill, teachers have to use some kinds of assessments in teaching and learning process. The teacher of *Talk More* program stated that she had two kinds of assessment, namely ongoing assessment and test assessment. It is in line with Gronlund (2013, p. 4) who states

that there are some decisions teachers need to make for assessment 1) during the planning of instruction, 2) at the beginning of instruction, 3) during instruction, 4) at the end of instruction.

In line with Waugh and Gronlund (2013, p. 21) who states that an effective assessment requires that a variety of assessment procedures be used and a clear conception of all intended learning outcomes, the teacher has two kinds of test assessment, namely listening assessment and speaking assessment. The listening assessment was in the study club which is done in written form. The speaking assessment was the final assessment of *Talk More* program which was done orally.

This program was held for two weeks. The test assessment was held in the end of the program which was in the tenth meeting. This assessment was like Mr. and Miss Indonesia contest. In this assessment, the teacher provided some aspects which became the considerations of this assessment. Based on Brown (2004, p. 157), the teacher uses five considerations, namely vocabulary, fluency, developing idea, pronunciation, and presentation. Grammar is the only one that is not considered as the aspect since this program does not press on the grammar competence.

4.2.18 Discussion on Students' Perception Toward the Program

It was stated in the previous section that the biggest number of students' problems in learning speaking was fluency and diction. Based on the interview and the observation, fluency and diction were included in the aspects that the teacher of *Talk More* program assessed. Fluency was not expected well since the program was the second step of the acceleration stage. The teacher often corrected the students' diction directly when the students were speaking English.

The result of the questionnaires given to the students showed that the teacher used the textbook for a few times. The teacher often used other activities, such as games, presentations, and questions of the day. Based on the observation, the textbook was only to support the teaching and learning process, it was not for the reference of all activities done in the program. Some of the students (50%) stated that the textbook given to the students helped them in improving their speaking skill of English. Most of the students (62%) believed that the textbook given to them was appropriate for the purpose of the program. In line with Harmer (2007, p. 146), it is suggested that the teacher can add what is in the coursebook by other activities.

Instructional media is anything that carries information between a source and a receiver and provide messages with an instructional purposes, Heinich, et al. (2005, p. 7). There were various instructional media used by the teacher of *Talk More* program.

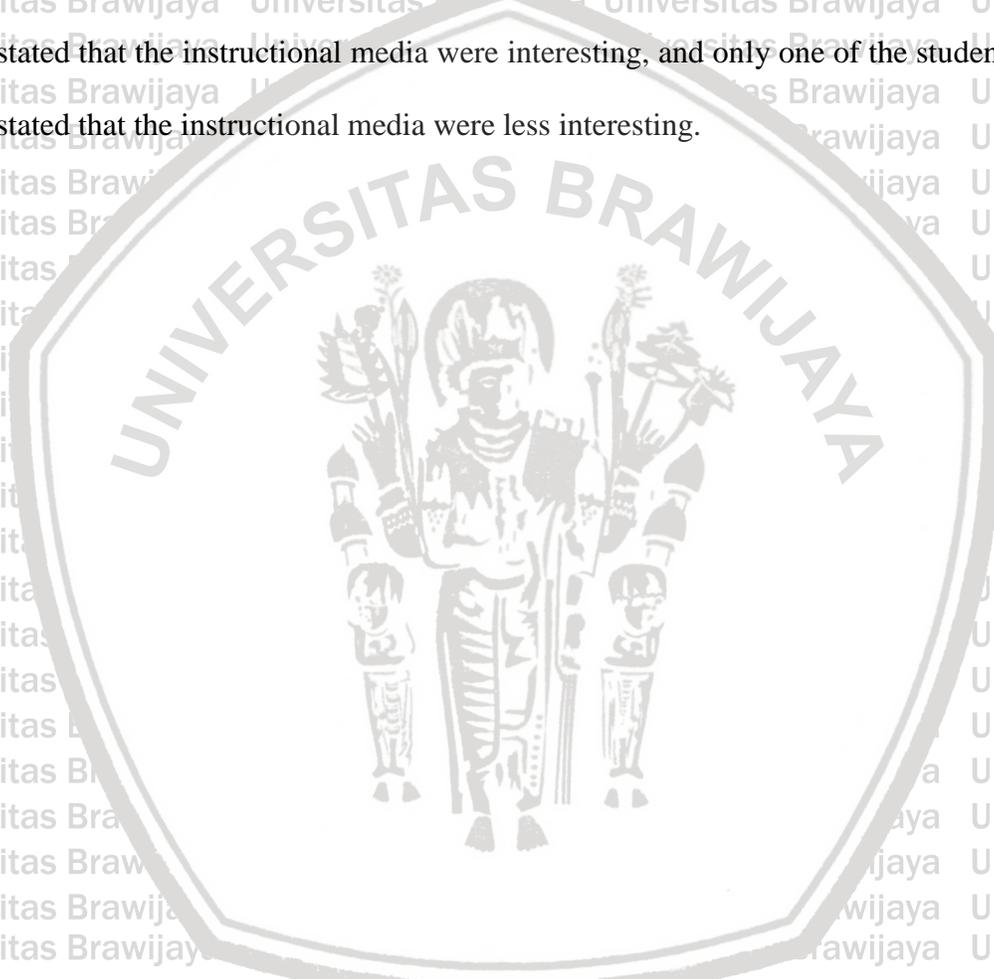
Based on the finding, the students' perception toward the instructional media was good. The students' thought that the instructional media used by the teacher were

quite interesting and effective. Seven of twenty four students (29%) stated that the instructional media used in teaching and learning speaking were very interesting.

Eleven of twenty four students (46%) stated that the instructional media used in teaching and learning speaking were quite interesting, five of the students (21%)

stated that the instructional media were interesting, and only one of the students (4%)

stated that the instructional media were less interesting.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about conclusion of the study and some suggestions addressed to the local government of *Kampung Inggris*, *Elfast* English course (*Talk More* program), and further researchers.

5.5 Conclusion

Based on the study which has been conducted by the writer, the lesson plan used at *Talk More* program is different from the lesson plan used in formal education.

The lesson plan is quite simple. It consists of the materials, the media, the activity, and the learning steps. However, it has strengths and weaknesses as well. The strengths is its flexibility. The weakness is its simplicity that can cause trouble when teaching and learning process.

The teaching speaking strategies used by the teacher of *Talk More* program are good and effective. The teacher gives various activities which help the students to learn speaking skill, namely warming up activity, presentation, discussion, hunting foreigner, listening to the music and singing together, and games. Group work is also used in the program. The language used by the teacher is appropriate to the level. The instructions delivered by the teacher are good and understandable. The topics given to

the students are interesting and suitable to the level of the students. English monitor is also done by remembering the students to speak English.

The instructional material used by the teacher at *Talk More* program is a textbook. The textbook is composed by a team. The team is from all teachers of speaking program at *Elfast* English course. The textbook is arranged well when it is looked from the level perspective. It supports the learning objectives which focused on speaking skill improvement. However, when it is looked from the relation between the activities/the topics and the content of the materials are not appropriate. There is no correlation between the materials in the textbook and the activities done in the program.

The teacher of *Talk More* program uses various instructional media, namely a whiteboard and board markers, a set of speaker, a smart phone, a set of card, papers, identity cards, a set of board for games, a movie, and songs. The instructional media used by the teacher are quite interesting and effective. The instructional media provokes the students' enthusiasm in learning speaking. The instructional media covers all students in the classroom.

The kinds of assessment used in this program are ongoing and test assessment. The ongoing assessment is done in every meeting. There are two kinds of test assessment, namely listening assessment and speaking assessment. The listening assessment is written test. The speaking assessment is done in the last meeting and orally. The speaking assessment is done by answering the questions from the teacher like Mr. and Miss Indonesia.

Most of the students think that the program has given them much contribution on improving or learning speaking skill of English. They state that the teaching speaking strategies, the instructional material, and the instructional media used by the teacher at *Talk More* program are quite interesting and effective. However, the biggest problems for them are fluency and diction.

5.6 Suggestions

The writer has some suggestions for *Elfast* English course (*Talk More* program), and further researchers. The suggestions are in the following.

5. For *Elfast* English Course (*Talk More* Program)

The writer suggests for *Elfast* English course, especially for *Talk More* program to make a good lesson plan since the lesson plan which has been used is too simple. There should be more detail and clear. The writer suggests to give more activities which challenge the students more in order to make the students more interested in the program. The writer also suggests to consider the textbook's content, it should be connected to the activities.

6. For the Further Researchers

The writer hopes for the further researchers to conduct a research which is related to teaching speaking, especially at *Elfast* English course for other programs and other stages since there are many stages and programs at *Elfast* English course.

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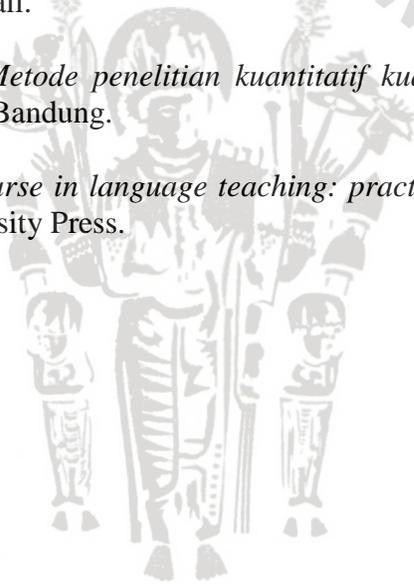
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Appendix 1

OBSERVATION SHEET

No	Statement	Note
1	<p>The teaching speaking strategies</p> <ul style="list-style-type: none"> • Group work • The language used • The topic given • The instruction delivered • English monitors 	
2	<p>The instructional material used</p> <ul style="list-style-type: none"> • Selecting and taking materials directly from several sources without modifying them • Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives • Making materials 	
3	<p>The instructional media used</p> <ul style="list-style-type: none"> • Visual media • Audio media • Video media 	

4 The students' response toward
the teaching speaking activities

Adopted from Martha (2015, p. 55)



Appendix 1A

THE RESULT OF THE OBSERVATION SHEET IN THE FIRST MEETING

No	Statement	Note
1.	<p>The teaching speaking strategies</p> <ol style="list-style-type: none"> Group work The language used The topic given The instruction delivered English monitors 	<p>a. The language used</p> <ul style="list-style-type: none"> Modeling (the teacher gave an example to introduce herself). Giving easy language. She introduced herself by mentioning that her name is Cantik Riawati, her nickname is Caca, she comes from Pare, 25 years old. She said that she loves to be a VJ. <p>b. Group work</p> <ul style="list-style-type: none"> Interviewing new classmates in pair. Using group work and giving clear instructions. Clear instructions could be proven from the activities done in the class. <p>c. The instruction delivered</p> <ul style="list-style-type: none"> Explaining about the presentation that would be done by the students on the next meeting. She used easy language. The students could understand well what should be done. <p>d. There is no topic discussed in this</p>

		meeting since it was the technical meeting.
		e. English monitors were not done in the first meeting.
2.	<p>The instructional material used</p> <p>a. Selecting and taking materials directly from several sources without modifying them</p> <p>b. Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives</p> <p>c. Making materials</p>	<p>a. The three points mentioned were not available in this meeting.</p> <p>b. There was no material discussed in the first meeting since it was a technical meeting.</p>
3.	<p>The instructional media used</p> <p>a. Visual media</p> <p>b. Audio media</p> <p>c. Video media</p>	<p>a. Whiteboard and a board marker (to write down the rules of the class and the presentations that would be done in the next meeting.</p> <p>b. It belonged to visual media.</p> <p>c. Audio and video media were not used in this meeting.</p>
4.	<p>The students' response toward the teaching speaking activities</p>	<p>a. The students were not active enough in this meeting since it was the first meeting.</p> <p>b. The teacher talked more since she</p>

had to explain what and how the activities that would be done in the next meetings.



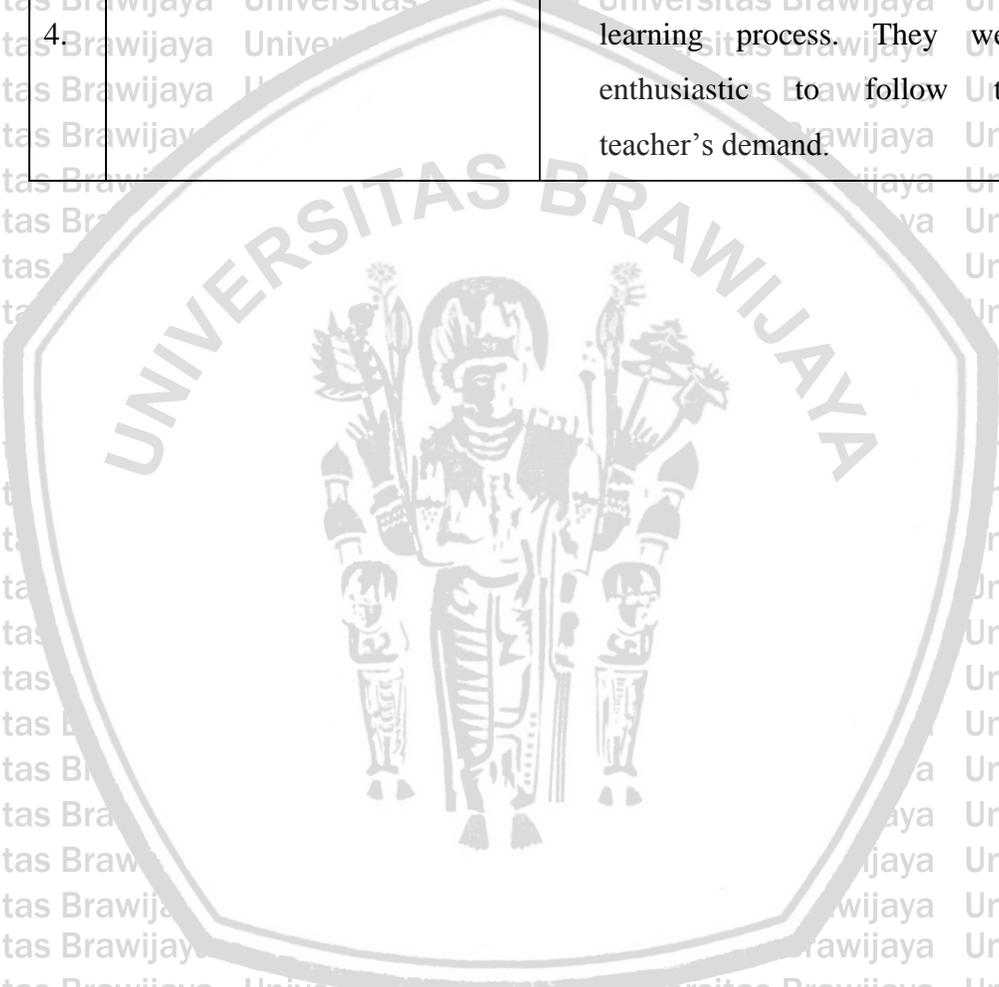
Appendix 1B

THE RESULT OF THE OBSERVATION SHEET IN THE SECOND MEETING

No	Statement	Note
1.	<p>The teaching speaking strategies</p> <ol style="list-style-type: none"> a. Group work b. The language used c. The topic given d. The instruction delivered e. English monitors 	<p>a. The instruction delivered</p> <ul style="list-style-type: none"> • Warming up question (if you could be a superhero, what would it be? And what would you like to do for Indonesia). The instructions were delivered clearly. The teacher gave an example first, then, she instructed the students to do as what she had asked which was by answering the questions. <p>b. The language used</p> <ul style="list-style-type: none"> • The teacher used easy language. For instance, she gave example of answering the warming up questions that she would like to be spider man. She would like to help people as soon as possible. She wanted to dedicate herself for Indonesia by fighting against bad guys.

		<p>c. The topic given</p> <ul style="list-style-type: none"> • Presentation for one student on five minutes. The topic was ‘my dream’. <p>d. Group work and the topic given</p> <ul style="list-style-type: none"> • Game (<i>find someone who</i>). Using group work. The topic given was appropriate and interesting. <p>e. English monitor was done by inviting students to speak English. When a student asked to teacher by using Bahasa, she answered it using English.</p>
2.	<p>The instructional material used</p> <p>a. Selecting and taking materials directly from several sources without modifying them</p> <p>b. Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives</p> <p>c. Making materials</p>	<p>a. Explaining the first chapter of the textbook which was <i>time expression</i>.</p> <p>b. The teacher used selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives and making own materials for instructional material development.</p>
3.	<p>The instructional media used</p> <p>a. Visual media</p> <p>b. Audio media</p>	<p>a. Whiteboard and a board marker (to write down the vocabulary derived from the presentation and</p>

	c. Video media	the warming up question). b. Paper for the game. c. It belonged to visual media.
4.	The students' response toward the teaching speaking activities	a. The students were actively involved in the teaching and learning process. They were enthusiastic to follow the teacher's demand.



Appendix 1C

THE RESULT OF THE OBSERVATION SHEET IN THE THIRD MEETING

No	Statement	Note
1.	<p>The teaching speaking strategies</p> <ol style="list-style-type: none"> Group work The language used The topic given The instruction delivered English monitors 	<p>a. The language used and the instruction delivered</p> <ul style="list-style-type: none"> Warming up question (if you could have time machine, what would you like to do? And which part of your life that you would like to visit?). The language used was understandable and appropriate. The teacher gave a model by answering the warming up questions. She said that she wanted to go to heaven since everything would be available there. She wanted to visit her elementary school since she had nothing to think but happiness. Presentation for one student on five minutes. The topic was 'my squad in senior high school'. The instruction was clear and understandable. It was proven by the activities done in the class

		<p>could run well.</p> <p>b. The topic given and group work</p> <ul style="list-style-type: none"> • Game (<i>snake and ladder</i>). The topic given was appropriate and interesting. Using group work. <p>c. English monitor was not seen in this meeting.</p>
2.	<p>The instructional material used</p> <p>a. Selecting and taking materials directly from several sources without modifying them</p> <p>b. Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives</p> <p>c. Making materials</p>	<p>a. Explaining the second chapter of the textbook which was <i>getting to somewhere</i>.</p> <p>b. The teacher used selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives and making own materials for instructional material development.</p>
3.	<p>The instructional media used</p> <p>a. Visual media</p> <p>b. Audio media</p> <p>c. Video media</p>	<p>a. Whiteboard and a board marker (to write down the vocabulary derived from the presentation and the warming up question).</p> <p>b. A board for the game.</p> <p>c. It belonged to visual media.</p>
4.	<p>The students' response toward the teaching speaking activities</p>	<p>a. The students participated in the activities actively. The students made a noise because of the</p>

game. It was still under control.

The teacher could give opportunities for the students to speak fairly.



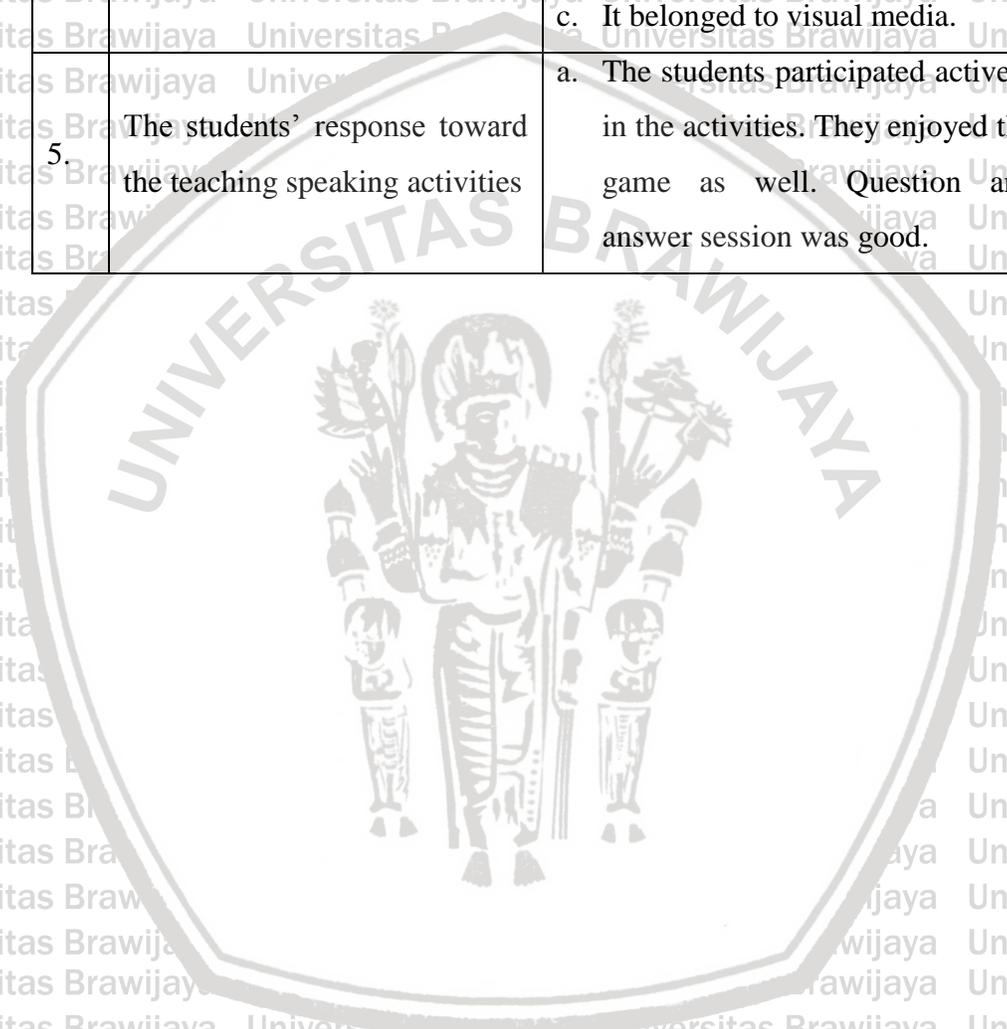
Appendix 1D

THE RESULT OF THE OBSERVATION SHEET IN THE FOURTH MEETING

No	Statement	Note
1.	<p>The teaching speaking strategies</p> <ol style="list-style-type: none"> a. Group work b. The language used c. The topic given d. The instruction delivered e. English monitors 	<p>a. The instruction delivered</p> <ul style="list-style-type: none"> • Warming up question (What was the very first thing that you thought when you opened your eyes today? And why?). • The instruction was clear and understandable. It was proven by the activities done in the meeting could run well. <p>b. The language used</p> <ul style="list-style-type: none"> • The language used was understandable and appropriate. She gave a model by answering the warming up question. She thought all activities that would be done by her in that day including teaching <i>Talk More</i> program. She had to prepare manage everything that she would do in that day. <p>c. The topic given</p> <ul style="list-style-type: none"> • Hunting foreigner (going out of

		<p>the class and looking someone stranger).</p> <ul style="list-style-type: none"> • Presentation for one student on five minutes. The topic was 'my experience'. <p>d. English monitor was done when the presenter speak in Bahasa, she said 'English please'.</p> <p>e. Group work</p> <ul style="list-style-type: none"> • Game (<i>fake wedding party</i>). The topic given was appropriate and interesting. Using group work. • Role play. Using group work.
2.	<p>The instructional material used</p> <p>a. Selecting and taking materials directly from several sources without modifying them</p> <p>b. Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives</p> <p>c. Making materials</p>	<ul style="list-style-type: none"> • Explaining the third chapter of the textbook which was <i>free time and holidays</i>. • The teacher used selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives and making own materials for instructional material development.
3.	The instructional media used	a. Whiteboard and board markers

	<ul style="list-style-type: none"> a. Visual media b. Audio media c. Video media 	<ul style="list-style-type: none"> (to write down the vocabulary derived from the presentation and the warming up question). b. Identity cards for the game. c. It belonged to visual media.
5.	The students' response toward the teaching speaking activities	<ul style="list-style-type: none"> a. The students participated actively in the activities. They enjoyed the game as well. Question and answer session was good.



Appendix 1E

THE RESULT OF THE OBSERVATION SHEET IN THE FIFTH MEETING

No	Statement	Note
1.	<p>The teaching speaking strategies</p> <ol style="list-style-type: none"> Group work The language used The topic given The instruction delivered English monitors 	<p>a. The instruction delivered</p> <ul style="list-style-type: none"> Warming up question (What is the scariest thing that you have got in your life?). The instruction was clear and understandable. It was proven by the activities done could run well. Presentation for one student on five minutes. The topic was 'smart phone'. <p>b. The language used</p> <ul style="list-style-type: none"> The language used was understandable and appropriate. It was proven in giving model by answering the warming up question. She said that she got accident and almost got hit by a truck. <p>c. The topic given and group work</p> <ul style="list-style-type: none"> Game (<i>continuing friends' story</i>). The topic given was appropriate and interesting. Using group work.

		d. English monitor was not seen here.
	<p>The instructional material used</p> <p>a. Selecting and taking materials directly from several sources without modifying them</p> <p>b. Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives</p> <p>c. Making materials</p>	<p>a. Explaining the fourth chapter of the textbook which was <i>can I afford it?</i>.</p> <p>b. The teacher used selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives and making own materials for instructional material development.</p>
3.	<p>The instructional media used</p> <p>a. Visual media</p> <p>b. Audio media</p> <p>c. Video media</p>	<p>a. Whiteboard and board markers (to write down the vocabulary derived from the presentation and the warming up question).</p> <p>b. Vocabularies cards for the game.</p> <p>c. It belonged to visual media.</p>
4.	The students' response toward the teaching speaking activities	a. The students actively involved in the activities. They enjoyed the game. The class was full of noise of activeness.

Appendix 1F

THE RESULT OF THE OBSERVATION SHEET IN THE SIXTH MEETING

No	Statement	Note
1.	<p>The teaching speaking strategies</p> <ol style="list-style-type: none"> Group work The language used The topic given The instruction delivered English monitors 	<p>a. The instruction delivered</p> <ul style="list-style-type: none"> Warming up question (Someone who inspired you recently?) The instruction was clear and understandable. All activities could run well. Presentation for one student on five minutes. The topic was 'social media'. <p>b. The language used</p> <ul style="list-style-type: none"> The language used was understandable and appropriate. She gave an example of answering the warming up question. She said that her friend in the same profession inspired her recently. Her friend pushed her by giving her a good model. <p>c. The topic given and group work</p> <ul style="list-style-type: none"> Game (<i>star board</i>). The topic given was appropriate and interesting. Using group work. <p>d. English monitor was done when</p>

		the presenter did not know the vocabulary. The teacher told her by giving direct translation.
2.	<p>The instructional material used</p> <ol style="list-style-type: none"> Selecting and taking materials directly from several sources without modifying them Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives Making materials 	<ol style="list-style-type: none"> Explaining the eighth chapter of the textbook which was <i>socializing 2: restaurant</i>. The teacher used selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives and making own materials for instructional material development.
3.	<p>The instructional media used</p> <ol style="list-style-type: none"> Visual media Audio media Video media 	<ol style="list-style-type: none"> Whiteboard and board markers (to write down the vocabulary derived from the presentation and the warming up question). A board for the game. It belonged to visual media.
4.	<p>The students' response toward the teaching speaking activities</p>	<ol style="list-style-type: none"> The students participated in the activities actively. The class was full of activeness noise.

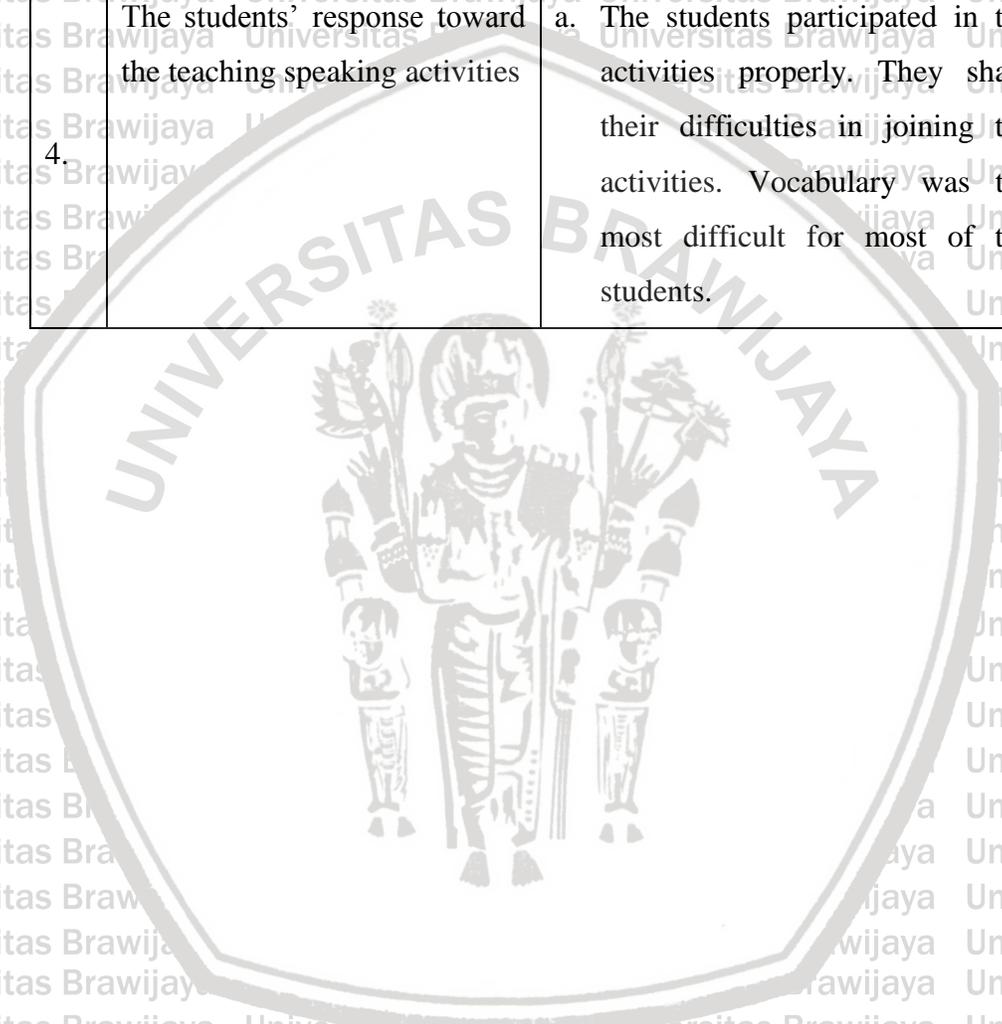
Appendix 1G

THE RESULT OF THE OBSERVATION SHEET IN THE SEVENTH MEETING

No	Statement	Note
1.	<p>The teaching speaking strategies</p> <ol style="list-style-type: none"> a. Group work b. The language used c. The topic given d. The instruction delivered e. English monitors 	<p>a. The language used</p> <ul style="list-style-type: none"> • Warming up question (What are three things that you would change in this world?). She gave an example by saying that she would change the war, the poor people, and the education in the world. She used the easy language. <p>b. The instruction delivered</p> <ul style="list-style-type: none"> • Evaluation by asking the students' difficulties one by one. The teacher gave a model by mentioning some components that were assessed by her, such as vocabulary, building ideas, presentation, and fluency. Then, the teacher instructed the students to mention the difficulties found during teaching and learning process.

		<p>c. The topic given</p> <ul style="list-style-type: none"> • Presentation for two students on five minutes for each student. The topics were ‘the importance of English in global trade’ and ‘education in Indonesia’. <p>d. Group work was not implemented in this meeting.</p> <p>e. English monitor was done when some of students asked about the vocabulary they did not know. The teacher answered it using direct translation and asked all students to repeat after her.</p>
2.	<p>The instructional material used</p> <ul style="list-style-type: none"> a. Selecting and taking materials directly from several sources without modifying them b. Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives c. Making materials 	<ul style="list-style-type: none"> a. The three points were not available in this meeting. b. There was no material discussed in this meeting. It was full to do the activities. The teacher asked the students to read the next materials by themselves.
3.	<p>The instructional media used</p> <ul style="list-style-type: none"> a. Visual media 	<ul style="list-style-type: none"> a. Whiteboard and a board marker (to write down the vocabulary)

	<p>b. Audio media</p> <p>c. Video media</p>	<p>derived from the presentation the warming up question, and the expressions from the movie).</p> <p>b. It belonged to visual media.</p>
<p>4.</p>	<p>The students' response toward the teaching speaking activities</p>	<p>a. The students participated in the activities properly. They share their difficulties in joining the activities. Vocabulary was the most difficult for most of the students.</p>



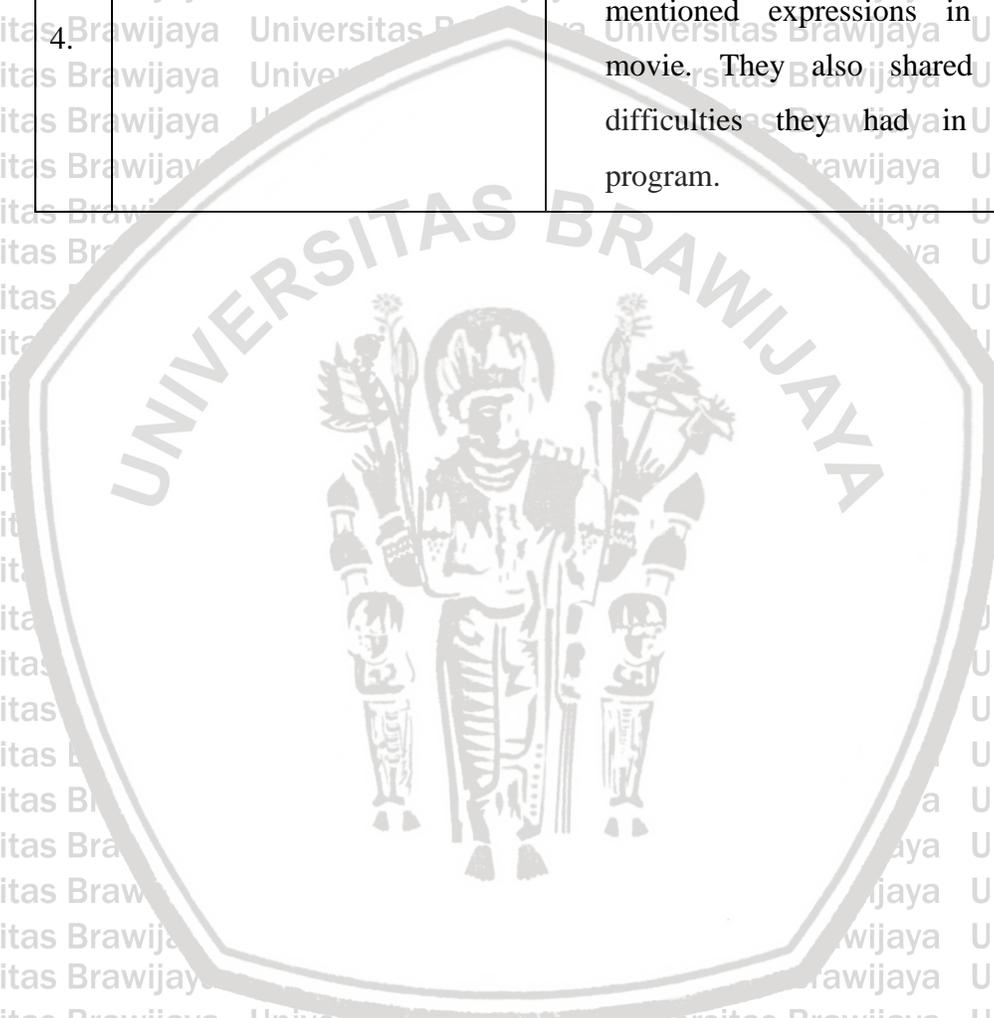
Appendix 1H

THE RESULT OF THE OBSERVATION SHEET IN THE EIGHTH MEETING

No	Statement	Note
1.	<p>The teaching speaking strategies</p> <ol style="list-style-type: none"> a. Group work b. The language used c. The topic given d. The instruction delivered e. English monitors 	<p>a. The instruction delivered and the language used</p> <ul style="list-style-type: none"> • Warming up question (What makes you laugh a lot and angry so much?). • The language used was understandable and appropriate. The teacher gave a model for answering the warming up question. She told the students that she would laugh a lot when she watched the fun video and she would be angry so much when someone had made an appointment with her and that person denied the appointment. • The instruction was clear and understandable. There was no question from the students and the activities could run well.

		<p>b. The topic given</p> <ul style="list-style-type: none"> • Presentation for two students on five minutes for each student. The topics were 'sport' and 'favorite food and tourism place in Makasar' • Explaining the expressions from the movie which was watched in the study club. <p>c. Group work was not implemented in this meeting.</p> <p>d. English monitor was not seen in this meeting.</p>
2.	<p>The instructional material used</p> <p>a. Selecting and taking materials directly from several sources without modifying them</p> <p>b. Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives</p> <p>c. Making materials</p>	<p>a. Explaining the eighth chapter of the textbook which was <i>socializing 2: restaurant</i>.</p> <p>b. The teacher used selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives and making own materials for instructional material development.</p>
3.	<p>The instructional media used</p> <p>a. Visual media</p> <p>b. Audio media</p>	<p>a. Whiteboard and a board marker (to write down the vocabularies derived from the presentation and</p>

	c. Video media	the warming up question).
		b. It belonged to visual media.
4.	The students' response toward the teaching speaking activities	a. The students participated in the activities properly. They mentioned expressions in the movie. They also shared the difficulties they had in the program.



Appendix II

THE RESULT OF THE OBSERVATION SHEET IN THE NINTH MEETING

No	Statement	Note
1.	<p>The teaching speaking strategies</p> <ol style="list-style-type: none"> Group work The language used The topic given The instruction delivered English monitors 	<p>a. The language used and the instruction delivered</p> <ul style="list-style-type: none"> Warming up question (What makes you different to another person (unique things) that you have?). The language used was understandable and appropriate. She said that she is cheerful, smart, and loves to help when giving an example of answering the warming up question. The instruction was clear and understandable. After giving the model, she asked the students to do what she had instructed. <p>b. The topic given and group work</p> <ul style="list-style-type: none"> Presentation for two students on five minutes for each student. The topics were 'experience' and 'the power of words'. Game (<i>catching mosquitoes</i>). The topic given was appropriate and

		<p>interesting. Using group work.</p> <p>c. English monitor was seen when implementing the game. Some students spoke in Bahasa since they focused on the game for the most. The teacher said 'English please' when the students were speaking in Bahasa.</p>
2.	<p>The instructional material used</p> <p>a. Selecting and taking materials directly from several sources without modifying them</p> <p>b. Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives</p> <p>c. Making materials</p>	<p>a. The three points were not available in this meeting.</p> <p>b. There was no material discussed in this meeting. It was full to do the activities. The teacher asked the students to read the next materials by themselves.</p>
3.	<p>The instructional media used</p> <p>a. Visual media</p> <p>b. Audio media</p> <p>c. Video media</p>	<p>a. Whiteboard and a board marker (to write down the vocabularies derived from the presentation the warming up question, and the expressions from the movie).</p> <p>b. A set of card for the game.</p> <p>c. It belonged to visual media.</p>

4. The students' response toward the teaching speaking activities	a. The students participated in the activities properly. The students were enthusiastic to follow the teacher's demand. The students enjoyed the game for the most in this meeting since the game was the most interesting.
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Appendix 1J

THE RESULT OF THE OBSERVATION SHEET IN THE TENTH MEETING

No	Statement	Note
1.	<p>The teaching speaking strategies</p> <ol style="list-style-type: none"> Group work The language used The topic given The instruction delivered English monitors 	<ol style="list-style-type: none"> Assessment test (Mr. and Miss Indonesia). All points were not used since the teacher was only listened to the students' responses of the questions.
2.	<p>The instructional material used</p> <ol style="list-style-type: none"> Selecting and taking materials directly from several sources without modifying them Selecting and taking materials from some sources and doing modification to fit the teaching and learning objectives Making materials 	<ol style="list-style-type: none"> The three points were not used in this meeting. There was no material discussed in this meeting.
3.	<p>The instructional media used</p> <ol style="list-style-type: none"> Visual media Audio media 	<ol style="list-style-type: none"> Papers for Mr. and Miss Indonesia. The papers were the questions for the students.

	c. Video media	b. It belonged to visual media
4.	The students' response toward the teaching speaking activities	a. Most of the students participated in the activities properly. The test assessment was done properly.



Appendix 2

PEDOMAN WAWANCARA UNTUK PENDIRI ATAU PEMILIK *ELFAST*

1. Apa yang melatarbelakangi anda dalam mendirikan *Elfast* di *Kampung Inggris* Pare Kediri?
2. Kapan berdirinya *Elfast* di *Kampung Inggris* Pare Kediri?
3. Apakah makna *Elfast* sehingga menjadi nama institusi ini?
4. Apakah yang melatarbelakangi pengadaan program *speaking* di *Elfast Kampung Inggris* Pare Kediri?
5. Bagaimana proses perekrutan guru ataupun tutor di *Elfast*?
6. Apakah ada penyusunan khusus untuk silabus dan *lesson plan* untuk melaksanakan program pembelajaran di *Elfast*?
7. Apakah *Elfast* menentukan strategi khusus yang harus digunakan oleh guru ataupun tutor dalam penyampaian materi?
8. Bagaimana prosedur penyusunan buku teks di *Elfast*?
9. Fasilitas apa saja yang dimiliki dan digunakan di *Elfast*?
10. Bagaimana antusias siswa dalam pembelajaran *speaking* di *Elfast*?
11. Bagaimana mekanisme *assessment* dalam program *speaking* di *Elfast*?
12. Apa kendala yang sering dihadapi dalam program *speaking* di *Elfast*? Apa solusi yang dilakukan?

Adopted from Martha (2015, p. 76)

Appendix 2A

THE RESULT OF *PEDOMAN WAWANCARA UNTUK PENDIRI ATAU PEMILIK ELFAST*

1. The Writer : Apa yang melatarbelakangi anda dalam mendirikan *Elfast* di *Kampung Inggris* Pare Kediri?

The Officer of *Elfast* : Sebelumnya saya disini berkapasitas sebagai *social media marketing manager* dan sebagai *internet marketing manager* dan saya hanya mewakili pemilik *Elfast* tersebut. Dulu Mr. Andre adalah pengajar di institusi kesehatan di Kediri. Beliau melihat potensi yang ada di Pare untuk itu beliau mendirikan *Elfast*.

2. The Writer : Kapan berdirinya *Elfast* di *Kampung Inggris* Pare Kediri?

The Officer of *Elfast* : Berdirinya pada tanggal 06 Januari 2002.

3. The Writer : Apakah makna *Elfast* sehingga menjadi nama institusi ini?

The Officer of *Elfast* : Dilihat dari singkatannya yaitu *English Language as Foreign Application Standard*, jadi kami menerapkan bahasa asing dengan aplikasi yang sederhana, dengan aplikasi yang mudah dicerna oleh siswa.

4. The Writer : Apakah yang melatarbelakangi pengadaan program *speaking* di *Elfast Kampung Inggris* Pare Kediri?

The Officer of *Elfast* : Dimulai dari bergabungnya Mr. Fian sebagai, adik dari Mr. Andre, ke *Elfast* dan mendirikan program *speaking* di *Elfast*. Awalnya adalah *speaking for grammar* kemudian berkembang ke kelas-kelas yang lain, mulai dari *beginner, intermediate, and advanced*.

5. The Writer : Bagaimana proses perekrutan guru ataupun tutor di *Elfast*?

The Officer of *Elfast* : Perekrutan guru di *Elfast* ini agak unik. Kami tidak pernah mencantumkan *open requirement* untuk lowongan guru. Biasanya kita lihat dari siswa yang bagus ataupun tenaga kerja yang bagus akan kita ambil dan itu secara bertahap. Biasanya kami mulai dari program *holiday* dulu.

6. The Writer : Apakah ada penyusunan khusus untuk silabus dan *lesson plan* untuk melaksanakan program pembelajaran di *Elfast*?

The Officer of *Elfast* : Ada silabusnya kami.

7. The Writer : Apakah *Elfast* menentukan strategi khusus yang harus digunakan oleh guru ataupun tutor dalam penyampaian materi?

The Officer of *Elfast* : Kembali ke masing-masing guru. Kami ada standardnya tapi untuk pengembangannya tergantung pada guru tersebut.

8. The Writer : Bagaimana prosedur penyusunan buku teks di *Elfast*?

The Officer of *Elfast* : Berawal dari silabus kemudian kita *searching* di internet. Dibuat dalam *team* pada fokus yang sama.

9. The Writer : Fasilitas apa saja yang dimiliki dan digunakan di *Elfast*?

The Officer of *Elfast* : Kami bangga dengan bangunan kami. Kami satu-satunya di Pare yang mempunyai bangunan besar seperti ini. Fasilitas di kelas standard. Kami memakai *LCD projector*.

10. The Writer : Bagaimana antusias siswa dalam pembelajaran *speaking* di *Elfast*?

The Officer of *Elfast* : Antusias siswa luar biasa. Siswa selalu *excited* menurut kami.

11. The Writer : Bagaimana mekanisme *assessment* dalam program *speaking* di *Elfast*?

The Officer of *Elfast* : Ujian ditentukan di penilaian akhir. Ada beberapa kriteria setiap program. setiap hari pun diadakan *assessment*. Untuk presentasinya lebih berpengaruh ujian akhir.

12. The Writer : Apa kendala yang sering dihadapi dalam program *speaking* di *Elfast*? Apa solusi yang dilakukan?

The Officer of *Elfast* : Kendalanya adalah teknikalnya. Keluhan siswa seperti panas di dalam kelas. Solusinya kami memindahkan kipas angin yang ada secara bergantian.



Appendix 3

INTERVIEW GUIDE FOR THE TEACHER

About the lesson plan

1. Do you compose lesson plan before teaching?
2. If yes, how is it made? If no, how do you prepare your teaching?

About the strategies

3. How often do you use English when delivering the material? (in percentage)
4. How often do you use reading aloud, repetition, and interview as the strategies in the class?
5. How often do you use role play, presentation, and discussion as the strategies in the class?
6. How often do you use group work as the teaching speaking strategies in the class?
7. How do you give the instruction to your students?
8. How do you give the topic?
9. How do you monitor English of your students?
10. Do you correct the grammar of the students while they speak and make mistake?

About the instructional material

11. What kind of textbook that you use in the speaking class?
12. Is it appropriate and suitable enough for speaking class?
13. Is it compulsory for the students to have the textbook?
14. How about the sources of the textbook as instructional material in speaking class?
15. What are the criteria to compose the textbook?

About the instructional media

16. How often do you use media in speaking class?

17. What kind of media do you use in speaking class?

18. Is the media provided by 'Elfast' English course?

About the assessment

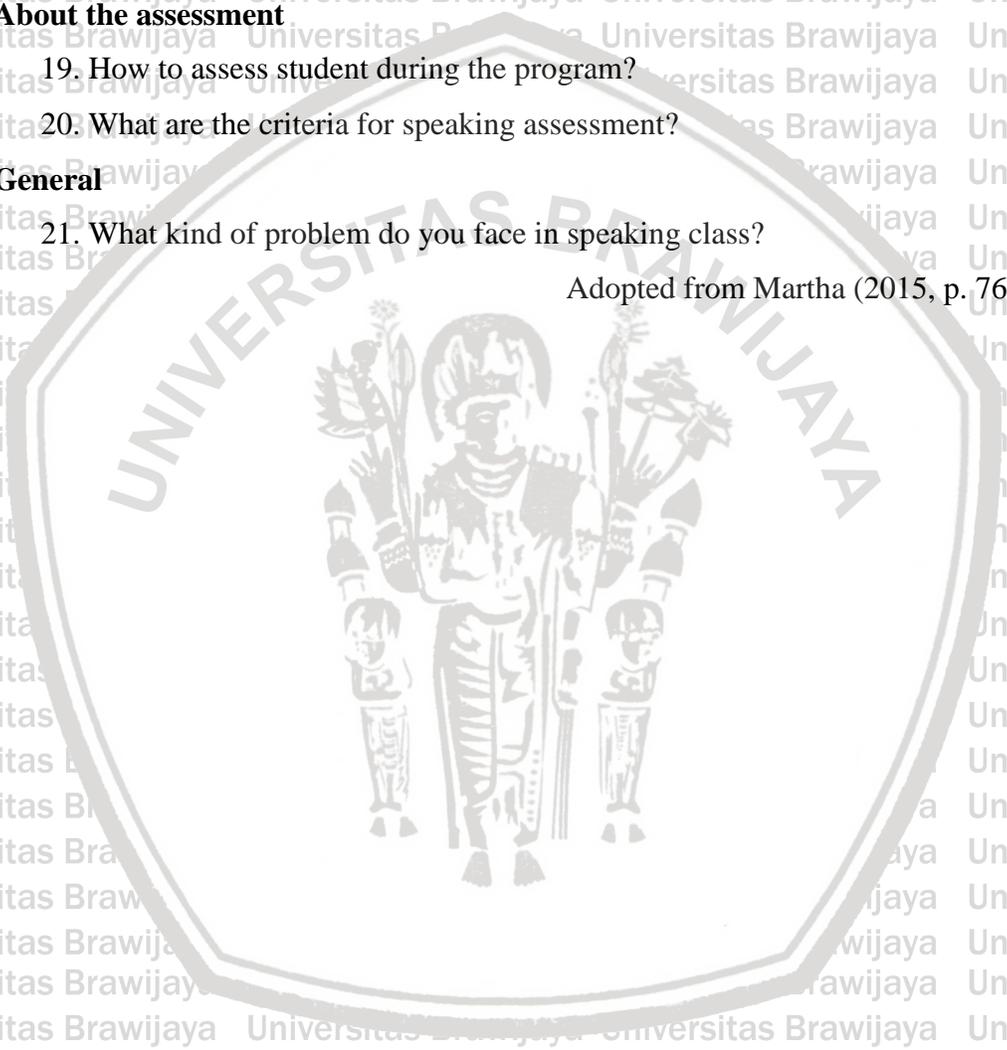
19. How to assess student during the program?

20. What are the criteria for speaking assessment?

General

21. What kind of problem do you face in speaking class?

Adopted from Martha (2015, p. 76-77)



Appendix 3A

THE RESULT OF INTERVIEW FOR THE TEACHER

About the lesson plan

1. The Writer : Do you compose lesson plan before teaching?

The Teacher : Yes, off course, I compose a lesson plan for teaching.

2. The Writer : If yes, how is it made? If no, how do you prepare your teaching?

The Teacher : I made it with my team in *Elfast*. We made all about the lesson plan for *Talk More* program.

About the strategies

3. The Writer : How often do you use English when delivering the material? (in presentage)

The Teacher : I use English 50% 50%. First, I explain in English after that I repeat my explanation in Bahasa. I am afraid they do not understand my explanation that is why I repeat in Bahasa.

4. The Writer : How often do you use reading aloud, repetition, and interview as the strategies in the class?

The Teacher : It depends on the material that we discuss. Sometimes, when we discuss the material in the textbook and it is about conversation, the representative of the students will read aloud the materials in the textbook. We have an interview in the first meeting. Each student has to interview each other and tell about the partner. It is about introduction.

5. The Write : How often do you use role play, presentation, and discussion as the strategies in the class?

The Student : We have presentation everyday on five minutes. We have one or two students for each meeting. Role play is done when *fake wedding party*.

Discussion is done in the listening class and after presentation in the speaking class.

6. The Writer : How often do you use group work as the teaching speaking strategies in the class?

The Teacher : Group work is done in the listening class and in the speaking class which is games.

7. The Writer : How do you give the instruction to your students?

The Teacher : Before I start all activities, especially in games. I always give them instructions and of course I have to make sure that the students understand about my instructions by asking them whether they understand or not about my instructions.

8. The Writer : How do you give the topic?

The Teacher : Each day has different topics. For instance, in games and warming up activities, each day the class has different game and warming up activity.

9. The Writer : How do you monitor English of your students?

The Teacher : I say to the students: speak in English, please!. When the students speak in Bahasa, I speak English. Then, I invite them to speak English.

10. The Writer : Do you correct the grammar of the students while they speak and make mistake?

The Teacher : I correct their grammatical but only for the basic just like their tenses, directly.

About the instructional material

11. The Writer : What kind of textbook that you use in the speaking class?

The Teacher : I use a module for *Talk More* program.

12. The Writer : Is it appropriate and suitable enough for speaking class?

The Teacher : Yes, I think so

13. The Writer : Is it compulsory for the students to have the textbook?

The Teacher : Yes, of course

14. The Writer : How about the sources of the textbook as instructional material in speaking class?

The Teacher : The sources are from the internet.

15. The Writer : What are the criteria to compose the textbook?

The Teacher : The activities of speaking and their level.

About the instructional media

16. The Writer : How often do you use media in speaking class?

The Teacher : Everyday, I use the media.

17. The Writer : What kind of media do you use in speaking class?

The Teacher : I use many kinds of media, such as cards, dice, paper, whiteboard, speaker, LCD, laptop, mobile phone.

18. The Writer : Is the media provided by 'Efast' English course?

The Teacher : Yes, of course.

About the assessment

19. The Writer : How to assess student during the program?

The Teacher : I see their ability for their ability from their pronunciation, fluency, their idea development, vocabulary, listening, and presentation. There are six criteria for *Talk More* program.

20. The Writer : What are the criteria for speaking assessment?

The Teacher : I see their ability for their ability from their pronunciation, fluency, their idea development, vocabulary, listening, and presentation. There are six criteria for *Talk More* program.

General

21. The Writer : What kind of problem do you face in speaking class?

The Teacher : The problem is about the students' behavior. They are over, under control, they like to be busy by themselves or the troublemaker.

Appendix 4

KUISIONER UNTUK SISWA

A. Tentang Siswa

1. Darimana anda berasal?

2. Apakah anda menyukai bahasa Inggris?

- | | | |
|----------------|---------------|----------------------|
| a. Suka sekali | c. Biasa saja | e. Sangat tidak suka |
| b. Suka | d. Tidak suka | |

3. Menurut anda, apakah bahasa Inggris penting?

- | | | |
|-------------------|------------------|-------------------------|
| a. Penting sekali | c. Biasa saja | e. Sangat tidak penting |
| b. Penting | d. Tidak penting | |

4. Apa tujuan anda mengikuti program di Elfast?

5. Apakah kendala anda dalam belajar bahasa Inggris, terutama dalam aspek *speaking*?

- | |
|-----------------------------|
| a. Ejaan |
| b. Kelancaran |
| c. Intonasi |
| d. Ketepatan |
| e. Pilihan kata |
| f. Kepercayaan diri |
| g. Lainnya (sebutkan) |

B. Strategi Pembelajaran

1. Apakah guru anda menggunakan bahasa Inggris pada saat menyampaikan materi?

- | | |
|-----------|----------------------|
| a. Selalu | c. Kadang-Kadang |
| b. Sering | d. Tidak sama sekali |

2. Sebelum melakukan aktivitas *speaking*, apakah guru anda menjelaskan alasan atau tujuan dari topik yang akan anda simak?

- a. Selalu
- b. Sering
- c. Kadang-Kadang
- d. Tidak sama sekali

3. Apakah guru anda membahas kosakata sulit pada materi yang akan dibahas dalam melakukan aktivitas *speaking*?

- a. Selalu
- b. Sering
- c. Kadang-Kadang
- d. Tidak sama sekali

4. Apakah guru anda memotivasi anda untuk berpartisipasi aktif dalam kegiatan *speaking*?

- a. Selalu
- b. Sering
- c. Kadang-Kadang
- d. Tidak sama sekali

5. Apa saja aspek yang sering guru anda evaluasi dari *speaking* anda? (jawaban anda bisa lebih dari satu dengan melingkari pilihan dibawah ini)

- a. Pengejaan
- b. Diksi (pemilihan kata)
- c. *Grammar*
- d. Intonasi
- e. Isi dari presentasi
- f. Kepercayaan diri
- g. Lainnya (sebutkan).....

6. Kegiatan apa saja yang pernah anda lakukan di dalam kelas? (jawaban anda bisa lebih dari satu dengan melingkari pilihan dibawah ini)

- a. *Group work* (kerja kelompok)
- b. *Role play* (drama)
- c. *Debate* (debat)
- d. *Discussion* (diskusi)
- e. *Story telling* (bercerita)
- f. *Speech* (pidato)
- g. *Sing* (bernyanyi)
- h. Lainnya (sebutkan).....

7. Apakah guru anda memberi pernyataan penutup atau kesimpulan di akhir pembelajaran?

- a. Selalu
- b. Sering
- c. Kadang-Kadang
- d. Tidak sama sekali

8. Dalam pelaksanaan pembelajaran di kelas, apakah anda termasuk siswa yang aktif? (selalu mencari kesempatan dalam berbicara bahasa Inggris)

- a. Selalu
- b. Sering
- c. Kadang-Kadang
- d. Tidak sama sekali

9. Bagaimana tentang strategi pembelajaran *speaking* yang dilakukan?

- a. Sangat menarik
- b. Menarik
- c. Biasa saja
- d. Kurang Menarik

10. Apakah anda sering mengalami kesulitan dalam pembelajaran *speaking*?

- a. Selalu
- b. Sering
- c. Kadang-Kadang
- d. Tidak sama sekali

C. Materi Pembelajaran

1. Apakah guru anda sering menggunakan materi *speaking* dari *textbook*?

- a. Selalu
- b. Sering
- c. Kadang-Kadang
- d. Tidak sama sekali

2. Apakah anda mengalami kesulitan dalam memahami bacaan dalam *textbook*?

- a. Selalu
- b. Sering
- c. Kadang-Kadang
- d. Tidak sama sekali

3. Apakah guru anda sering mengambil materi dari sumber lain seperti majalah, koran, internet?

- a. Selalu
- b. Sering
- c. Kadang-Kadang
- d. Tidak sama sekali

4. Apakah *textbook* tersebut dapat membantu anda dalam meningkatkan kecakapan anda berbicara bahasa Inggris?

- a. Selalu
- b. Sering
- c. Kadang-Kadang
- d. Tidak sama sekali

5. Apakah materi yang diajarkan di program *speaking* yang anda ikuti sesuai dengan tujuan awal pembelajaran?

- a. Sangat sesuai
- b. Sesuai
- c. Biasa saja
- d. Kurang sesuai

D. Media Pembelajaran

1. Media apa saja yang sering digunakan guru anda dalam menyampaikan materi *speaking*?

- a. Papan tulis
- b. Video
- c. Film
- d. Tape recorder
- e. Timer
- f. Lainnya (sebutkan).....

2. Bagaimana menurut pendapat anda media yang digunakan guru anda dalam pembelajaran *speaking*?

- a. Sangat menarik
- b. Menarik
- c. Biasa saja
- d. Kurang Menarik

3. Apakah media tersebut dapat membuat anda antusias dalam mengikuti program *speaking*?

- a. Sangat membantu
- b. Membantu
- c. Kadang-Kadang
- d. Kurang membantu

E. Kesimpulan

1. Secara keseluruhan, apakah program *speaking* yang anda ikuti di 'Elfast' *English course* memberikan kontribusi yang besar dalam peningkatan kecakapan berbicara anda dalam bahasa Inggris?

2. Kendala apa yang sering anda hadapi selama proses pembelajaran di 'Elfast' *English course*?

3. Apakah anda memiliki komentar, saran atau apresiasi untuk 'Elfast' *English course*?

Adopted from Martha (2015, p. 72-75)

Appendix 4A

THE RESULT OF QUESTIONNAIRES

Table 4.1 The Students' Statements that They Like English

Students' Statements	Percentage (%)
Really like	37,5
Like	41,5
Normal	21
Dislike	0
Really dislike	0

Table 4.2 the Students' Problems before Joining the Program

Students' Problem	Percentage (%)
Pronunciation	21
Fluency	33
Intonation	33
Grammar correctness	16
Diction	29
Confidence	25
Others	4

Table 4.3 Some Aspects that the Teacher Evaluated for Students' Speaking Performance

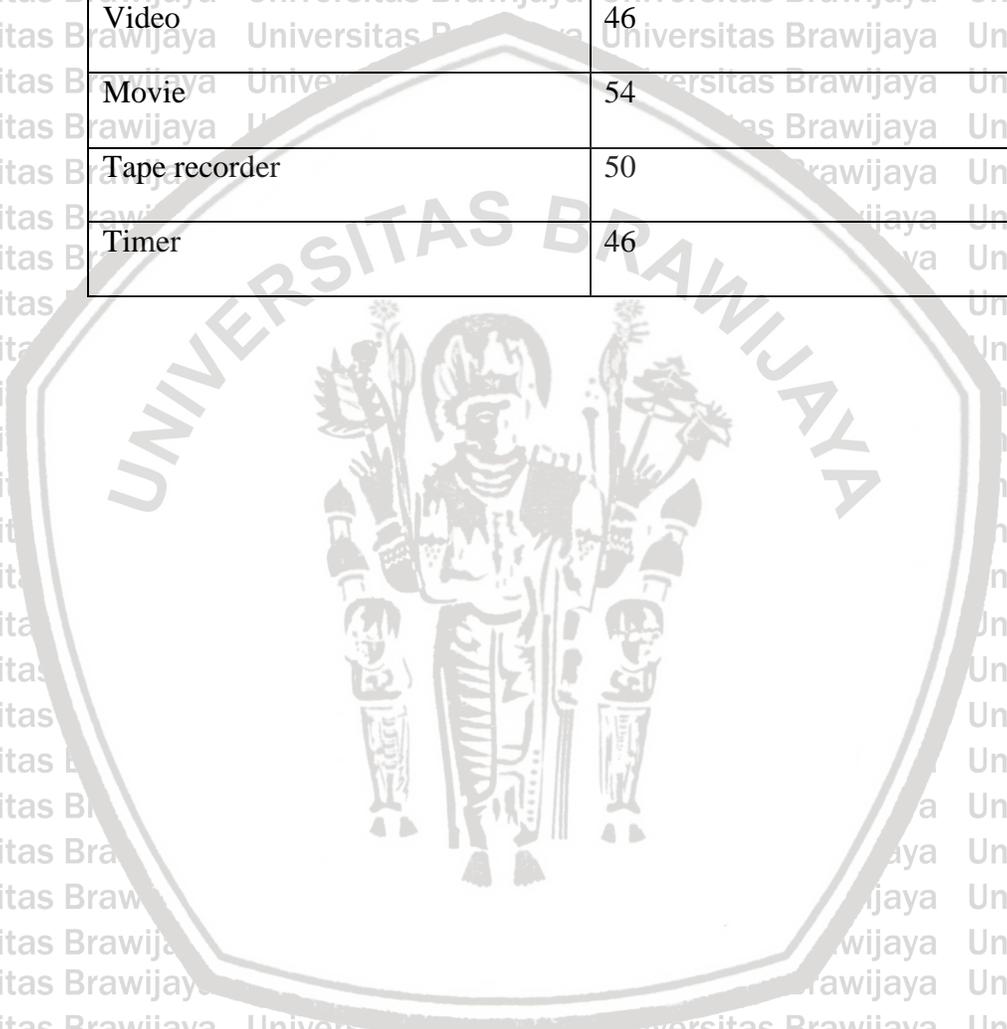
Aspects	Percentage (%)
Pronunciation	33
Diction	62,5
Grammar	58
Intonation	33
Content of Presentation	17
Confidence	46

Table 4.4 Kinds of Speaking Activities Conducted in *Talk More* Program Based on the Students' Questionnaires.

Students' Activities	Percentage (%)
Group work	79
Role play	12,5
Debate	8
Discussion	54
Story telling	67
Speech	25
Sing	33
Others	4

Table 4.5 The Instructional Media Used at *Talk More* Program

Instructional Media	Percentage (%)
Whiteboard	87,5
Video	46
Movie	54
Tape recorder	50
Timer	46



Appendix 5 Lesson Plan

TALK MORE

NO.	Class Time	Activities
1	Main Class (MC) Study Club (SC)	<ul style="list-style-type: none"> Interviewing new classmates in pair, finding a lot of information about their friends Explaining their couple/partner in pair for 2-3 minutes Explaining about class presentation (everything but hometown) Media: whiteboard and board marker Introducing listening and skill how to understanding listening accent. Media: speaker and smart phone
2	MC SC	<ul style="list-style-type: none"> Warming up questions: <i>If you could be a superhero, what would it be? And what would you like to do for Indonesia</i> Presentation 5 minutes (1-2 students) Modul (10-15 minutes) Find someone who games Media: whiteboard, board marker and paper Warming up daily conversation (catching the vocabularies and expressions) Main course LTIE 2, divided into groups and find the answer of the mission and collect expression Explaining the expressions Media: speaker, smart phone, whiteboard, and board marker
3	MC SC	<ul style="list-style-type: none"> WU questions: <i>If you could have a time machine, what would you like to do? And which part of your life that would u like to visit?</i> Presentation Modul Games Snake and ladder Media: whiteboard, board marker, board game (snake and ladder) Warming up daily conversation (catching the vocabularies and expressions) Main course LTIE 3, divided into groups and find the answer of the mission and collect expression Explaining the expressions Media: speaker, smart phone, whiteboard, and board marker
4	MC	<ul style="list-style-type: none"> WU questions: <i>What was the very first thing that you thought when you opened your eyes today? And why?</i> Presentation Modul Games "Fake wedding party"

	SC	<ul style="list-style-type: none"> • Media: whiteboard, board marker, and ID card • Warming up daily conversation (catching the vocabularies and expressions)
5	MC	<ul style="list-style-type: none"> • Listening song • Media: paper, speaker, and smart phone • WU question: <i>what is the scariest thing that you have got in your life?</i> • Presentation • Modul • Games : continuing friends story • Media: vocabularies cards, whiteboard, and board marker
	SC	<ul style="list-style-type: none"> • Warming up daily conversation (catching the vocabularies and expressions) • Puss in boots listening • Media: paper, speaker, and smart phone
6	MC	<ul style="list-style-type: none"> • WU questions: <i>what makes you different to another person (unique things) that you have?</i> • Presentation • Modul • Card games • Media: cards, whiteboard, and board marker
	SC	<ul style="list-style-type: none"> • Warming up daily conversation (catching the vocabularies and expressions) • Dietary guide lines listening • Media: paper, speaker, smart phone, whiteboard, and board marker
7	MC	<ul style="list-style-type: none"> • WU questions: <i>Someone who inspired you recently?</i> • Presentation • Modul • Games : star board • Media: board for star board game, whiteboard, and board marker
	SC	<ul style="list-style-type: none"> • Warming up daily conversation (catching the vocabularies and expressions) • Watching Movie • Media: LCD projector, laptop, speaker, paper, whitboard, and board marker
8	MC	<ul style="list-style-type: none"> • WU question: <i>What makes you laugh a lot and angry so much?</i> • Presentation • Modul • Explaining expressions from the movie • Media: whiteboard and board marker
	SC	<ul style="list-style-type: none"> • Warming up daily conversation (catching the

		vocabularies and expressions)
		<ul style="list-style-type: none"> • Listening Song • Media: speaker, smart phone, paper, white board, and board marker
9	MC	<ul style="list-style-type: none"> • WU question: <i>Which one do you think harder to be a mother or father?</i> • Presentation • Modul • Message for friends
	SC	<ul style="list-style-type: none"> • Warming up daily conversation (catching the vocabularies and expressions) • Simulation for listening exam
10	MC	<ul style="list-style-type: none"> • Speaking Examination
	SC	<ul style="list-style-type: none"> • Listening Examination

A. Find someone who

Steps:

1. Bagikan kertas-kertas berisi pertanyaan untuk lebih mengenali temannya.
2. Minta mereka untuk interview temannya satu per satu.
3. Minta mereka menuliskan nama temannya di samping pertanyaan jika temannya menjawab “iya”
4. Sebelum interview jelaskan dulu cara bertanya yang baik dan benar.
5. Untuk pertanyaan yang menanyakan pengalaman ajari mereka untuk bertanya dengan menggunakan “have” dan untuk menanyakan kepemilikan ajari untuk menggunakan “do you have”

Example:

- Have you visited papua?
- Have you eaten today?

Formula: Have+V3

Example:

- Do you have a car?
- Do you have 3 brothers/sisters?

Formula: Do you have + object

Saat interview tetap awasi kelas dengan *walking around* di kelas untuk memastikan mereka bertanya dengan benar, jangan lupa bawa bedak, jadi jika menemukan yang salah langsung coret saja pake bedak.

Setelah semuanya diwawancarai, sekalipun belum tapi waktu kelas sudah hamper habis atau tersisa sekitar 10 menit, hentikan aktivitas dan review hasil interview mereka.

Tanya kepada mereka pertanyaannya satu-satu dan mereka harus menjawabnya dengan nama teman-temannya yang menjawab "iya" lalu *review* apa mereka sudah mengingat nama-nama temannya.

B. Game snake and ladder

Steps:

1. Bagi kelas kedalam kelompok 2, jika kelasnya besar, bagi maksimal kedalam 4 kelompok, jika kecil, kondisikan saja anggota tiap kelompok sekitar 3-4 orang.

2. Bagikan masing-masing kelompok satu game board dan dadu. Untuk pin, minta mereka untuk menyiapkan sendiri atau paling tidak mereka harus mengingat langkah-langkah mereka masing-masing.

3. Tiap orang punya langkah masing-masing, jadi tidak melanjutkan langkah temannya.

4. Biasanya game ini berdurasi 30 menit, jika kelas kecil maka 30 menit biasanya terlalu lama, jadi untuk menghabiskan waktu beri peraturan “jika mereka tidak dapat angka 6 di dadu, mereka tidak boleh ikut game dan harus dicoret bedak”

5. Tapi jika kelasnya besar, peraturan tersebut tidak usah dipakai, langsung saja bermain.

6. Cara bermain, seperti bermain ular tangga biasa, kocok dadunya lihat angkanya dan melangkah. Jika melangkah di atas pertanyaan maka jawab pertanyaannya selama 2 menit, dan selama menjawab pertanyaan tersebut mereka tidak boleh berhenti lama, jika berhenti selama 3 detik maka harus dicoret bedak, jadi mereka harus berbicara nonstop selama 2 menit.

7. Jika melangkah diatas *delivering presentation*, peraturan “diam 3 detik – bedak juga berlaku, bedanya kalau presentasi mereka harus berbicara selama 3 menit.

8. Jika melangkah diatas *lost*, mereka akan dapat hukuman apa aja dari temannya di grup. Hukumannya terserah *dancing, singing, whatever*.

C. Fake Wedding Party or Fake Family Life

Steps:

1. Sebagai fasilitator, jelaskan kepada siswa bahwa anggap saja hari ini adalah wedding party anda, dan para siswa adalah tamunya, jadi ini adalah

garden parti dan para siswa boleh bersosialisasi dengan tamu-tamu yang lain.

2. Mereka harus memperkenalkan diri dengan kartu-kartu yang akan berfungsi sebagai ID card baru mereka yang berisi nama, home town, kebangsaan, pekerjaan dan marital status.

3. Sebagai contoh, fasilitator silakan mencontohkan memperkenalkan dirinya dengan menceritakan pertemuannya dengan calon suaminya berdasarkan satu kartu yang diambil secara acak.

D. Continuing friends' story

Steps

- A. Bagi kelas kedalam 4 kelompok atau kondisional
- B. Berikan beberapa buah kartu, yang berisikan beberapa *vocabularies*
- C. Minta siswa membuat cerita berdasarkan *vocabularies* yang tersedia
- D. Untuk memulai cerita fasilitator dapat mengambil sebuah kartu secara acak dan memulai cerita selama 2 menit menggunakan *vocabularies* yang ada.
- E. Setelah itu setiap kelompok harus melanjutkan cerita yang telah dibuat oleh fasilitator, begitu seterusnya.

F. Mereka bercerita selama 2 menit dan saling melanjutkan ceritanya, aturan "3 detik diam masih berlaku"

E. Star board

Steps

Bagi kelas kedalam (max) 4 kelompok. Beri papan, cards dan dadu. Cara main, kocok dadu, lihat angka, lakukan instruksi di papan.

1. Answering questions, ambil kartu, jawab pertanyaan di kartu selama 2 menit. 3 detik diam dicoret bedak.
2. Delivering presentation, ambil kartu presentasing topic 3 menit.
3. Spelling. Temannya ambilkan kartunya, tanpa melihat kata yang dibacakan temannya mereka harus mengejanya dalam bahasa inggris, tiap kali salah coret bedak, dan ulangi dari awal.
4. Questions from your friend. Tidak ada kartu, tapi teman dalam kelompok boleh bertanya apa aja, tidak ada batasan waktu.
5. Tongue twister. Ambil kartunya, baca tongue twisternya dalam 1 nafas, atau tidak boleh tersendat, jika tersendat kasih bedak dan ulang dari awal.
6. Boleh pilih salah satu temannya di dalam kelompoknya untuk melakukan salah satu dari 5 aktivitas di atas.

F. Jelaskan ekspresi dalam film

Tonton filmnya pahami ekspresinya dan jelaskan ke siswa.

G. Card games/Catching Mosquitos

Steps

One ask your friend to.....

Two take a question for yourself

Three take an order for yourself

Four take a question for your friend on your left

Five ----- right

Six give question for someone you want

Seven do nothing

Eight take an order for your friend on your left

Nine ----- right

Ten give an order to someone you want

Jack question from your teacher

Queen bunny ears

King take 2 questions for yourself

1. Bagi kelas (max) 4 groups
2. Beri beberapa tumpukan kartu remi
3. Mereka cukup mengambil kartu dan mencocokkan dengan instruksi di atas, (tuliskan instruksinya di papan).
4. Question harus dijawab 2 menit dan order tidak memakai waktu. Ingat peraturan “diam 3 detik bedak”.

H. Ujian

1. Maju satu persatu
2. Ambil satu gulungan kertas
3. Serahkan ke *teacher*
4. *Teacher* membacakan pertanyaan
5. Mereka jawab selama 2 menit. Yang lain harus diam selama pembacaan pertanyaan

6. Jika mereka tidak tahu bahasa Inggrisnya jawab saja secara langsung memakai bahasa Indonesia (hanya berlaku untuk 1 kata).

7. Jika mereka tidak mengerti pertanyaannya *teacher* harus menjelaskannya dalam bahasa sederhana, tetap dalam bahasa Inggris.



Appendix 6

DOCUMENTATION



Picture 1. One of the warming up activities at *Talk More* program.



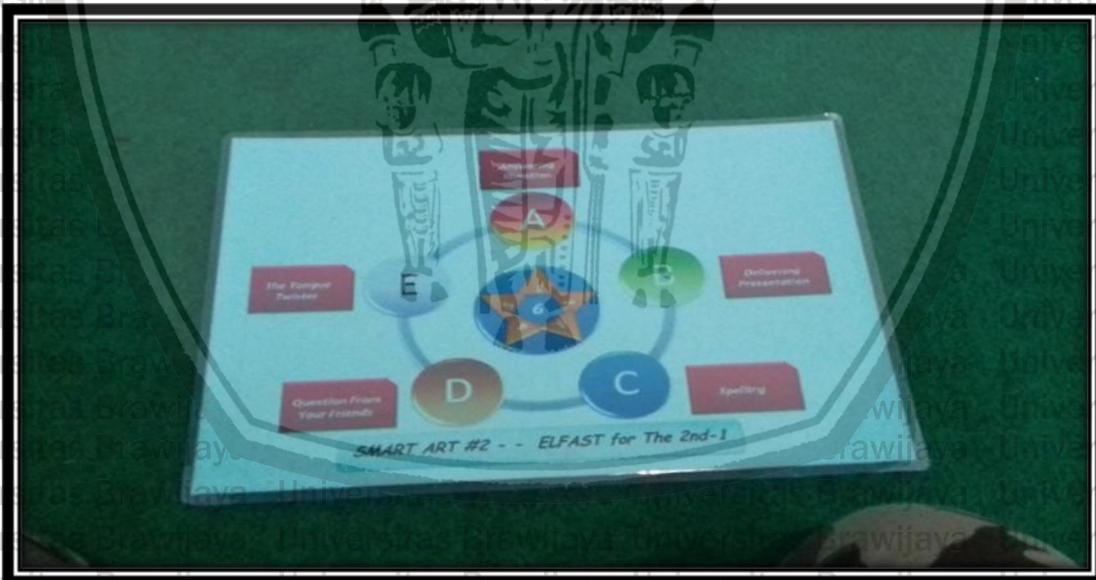
Picture 2. One of the games at *Talk More* program.



Picture 3. Powder punishment at *Talk More* program.



Picture 4. One of the instructional media used at *Talk More* program.



Picture 5. Singing together in the study club at *Talk More* program.

Picture 6. One of instructional media used at *Talk More* program.



Picture 7. The presentation of the day at *Talk More* program.



Picture 8. The punishment of *catching mosquitoes* game.





Picture 8. The enthusiasm of the students to play a game at *Talk More* program.



Picture 9. Final assessment (Mr. or Miss Indonesia) of *Talk More* program.



Picture 10. The teacher of *Talk More* program when explaining the lesson.



Picture 11. The instructional material which is a textbook of *Talk More* program.

Appendix 7. Research Permission Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - <http://www.fib.ub.ac.id>

Malang, 14 MARCH 2016

Nomor : 0612 /UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Pimpinan Elfast English Course
Jalan Kemuning Tulungrejo, Pare
Kediri, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Abdul Azis
NIM : 125110501111030
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"A STUDY ON TEACHING SPEAKING AT ELFAST ENGLISH COURSE, KAMPUNG INGGRIS PARE KEDIRI"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Batya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Appendix 8. Research Official Letter



ELFAST

ENGLISH LANGUAGE AS FOREIGN APPLICATION STANDARD

Jl. Kemuning – Tulungrejo, Pare – Kediri Telp. (0354) 399844

SURAT KETERANGAN

No :010223/EL/PL/X/2016

Yang menerangkan di bawah ini :

Nama : Ken Yudhi Satrio
Jabatan : Social media and Internet Marketing

Menerangkan dengan sesungguhnya

Nama : **ABDUL AZIS**
NIM : **125110501111030**
Universitas : Universitas Brawijaya
Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian di ELFAST Kampung Inggris mulai bulan Juli hingga Agustus dengan judul penelitian **“TEACHING SPEAKING AT ELFAST ENGLISH COURSE KAMPUNG INGGRIS PARE KEDIRI”**

Demikian surat Keterangan ini dapat digunakan sebagaimana mestinya.

Pare, 02 Agustus 2016



KEN YUDHI SATRIO

Appendix 9. Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

- 1. Nama : Abdul Azis
- 2. NIM : 125110501111030
- 3. Program Studi : Pendidikan Bahasa Inggris
- 4. Judul Skripsi : Teaching Speaking at *Elfast* English Course *Kampung Inggris* Pare Kediri
- 5. Tanggal Mengajukan : 15 Februari 2016
- 6. Tanggal Selesai : 30 Juni 2016
- 7. Nama Pembimbing : Frida Unsiyah, M.Pd.
- 8. Keterangan Konsultasi

No.	Tanggal	Materi	Dosen Pembimbing	Paraf
1.	20 Januari 2016	Konsultasi judul	Frida Unsiyah, M.Pd.	
2.	28 Januari 2016	Konsultasi Bab 1	Frida Unsiyah, M.Pd.	
3.	3 Februari 2016	Konsultasi Bab 1,2, dan 3	Frida Unsiyah, M.Pd.	
4.	10 Februari 2016	Revisi Bab 1,2, dan 3	Frida Unsiyah, M.Pd.	
5.	23 Februari 2016	ACC Seminar Proposal	Frida Unsiyah, M.Pd.	
6.	29 Februari 2016	Seminar Proposal	Frida Unsiyah, M.Pd.	
7.	5 Maret 2016	Konsultasi Instrumen	Frida Unsiyah, M.Pd.	
8.	8 Maret 2016	Tandatangan Surat Penelitian	Frida Unsiyah, M.Pd.	
9.	10 Maret 2016	Penelitian	Frida Unsiyah, M.Pd.	
10.	12 Mei 2016	Konsultasi Bab 4 dan 5	Frida Unsiyah, M.Pd.	
11.	22 Mei 2016	ACC Seminar Hasil	Frida Unsiyah, M.Pd.	
12.	27 Mei 2016	Seminar Hasil	Frida Unsiyah, M.Pd.	
13.	7 Juni 2016	Konsultasi dan revisi abstrak, Bab 1, 2, 3, 4, dan 5, dan lampiran	Frida Unsiyah, M.Pd.	

14.	13 Juni 2016	ACC Ujian Skripsi	Frida Unsiyah, M.Pd.
15.	17 Juni 2016	Ujian Skripsi	Frida Unsiyah, M.Pd.
16.	28 Juni 2016	Konsultasi dan revisi Bab 1, 2, 3, 4, dan 5	Frida Unsiyah, M.Pd.
17.	30 Juni 2016	ACC Penjilidan Skripsi	Frida Unsiyah, M.Pd.

(Handwritten marks)

9. Telah dievaluasi dan diuji dengan nilai:

A

Mengetahui,
Pembantu Dekan I
Bidang Akademik



Syariful Muttaqin, M.A.
NIP. 197511012003121001

Pembimbing

(Handwritten signature)

Frida Unsiyah, M.Pd.
NIK.201201 810221 2001

