

A STUDY OF TEACHING SPEAKING STRATEGY USED IN FAJAR ENGLISH COURSE PARE, KEDIRI

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Abstract. *Speaking is one of the important skills that must be learned by anyone who wants to master English. In mastering speaking skills, it is necessary to use several strategies. Researchers compiled this thesis with the aim of knowing how the strategies used by tutors in teaching speaking, and students' responses to the strategies used by tutors helped them improve students' speaking skills at Fajar English Course, Pare, Kediri. The research method used by the researcher is a qualitative descriptive method. Researchers obtained data by observing one speaking class program, namely Mentari class. The researcher also interviewed three tutors in Mentari class and two students in Mentari class. Finally, the researcher collected the documentation obtained from the observations in class. The data were analyzed by organizing the data obtained by the researcher. The findings of this study indicate that the strategies applied by tutors are conversation, story telling, presentation, debate, breaking news, and speech. The reason the tutor uses this strategy is because the strategy is considered a fun strategy, gives students confidence to dare to speak in public, motivates students not to be afraid of making mistakes when speaking, and from speaking practice students also gain new knowledge. For students who have difficulty in learning speaking, the tutor encourages and motivates them to practice more speaking both inside and outside the classroom. Because every difficulty in the process of learning speaking is considered to be easy to overcome with a lot of practice.*

Keywords: *Speaking, Strategy, Teaching*

Abstrak. Berbicara adalah salah satu keterampilan penting yang harus dipelajari oleh siapa saja yang ingin menguasai bahasa Inggris. Dalam menguasai keterampilan berbicara perlu menggunakan beberapa strategi. Peneliti menyusun tesis ini dengan tujuan untuk mengetahui bagaimana strategi yang digunakan oleh tutor dalam mengajar berbicara, dan tanggapan siswa terhadap strategi yang digunakan oleh tutor membantu mereka meningkatkan keterampilan berbicara siswa di Kursus Bahasa Inggris Fajar, Pare, Kediri. Metode penelitian yang digunakan peneliti adalah metode deskriptif kualitatif. Peneliti memperoleh data dengan mengamati salah satu program kelas berbicara yaitu kelas Mentari. Peneliti juga mewawancarai tiga tutor di kelas Mentari dan dua siswa di kelas Mentari. Terakhir, peneliti mengumpulkan dokumentasi yang diperoleh dari observasi di kelas. Data dianalisis dengan mengorganisasikan data yang diperoleh peneliti. Temuan penelitian ini menunjukkan bahwa strategi yang diterapkan oleh tutor

adalah percakapan, bercerita, presentasi, debat, membaca berita, dan pidato. Alasan tutor menggunakan strategi ini karena strategi tersebut dianggap sebagai strategi yang menyenangkan, memberikan kepercayaan diri siswa untuk berani berbicara di depan umum, memotivasi siswa untuk tidak takut salah ketika berbicara, dan dari latihan berbicara siswa juga mendapatkan pengetahuan baru. Bagi siswa yang mengalami kesulitan dalam belajar berbicara, tutor mendorong dan memotivasi mereka untuk lebih banyak berlatih berbicara baik di dalam maupun di luar kelas. Karena setiap kesulitan dalam proses belajar berbicara dapat diatasi dengan memperbanyak latihan.

Kata kunci: Berbicara, Strategi, Mengajar

INTRODUCTION

Language is an important thing in life. In everyday life, humans cannot be separated from language. By using language a person can express his ideas and thoughts. Language is an effective tool for communication. One of the important languages that learner must learn and master is English. English is an international language that is used as a second language in many countries. Reported by (Sethupathi, 2013), English from England is the dominant language in some countries in the world. In learning English, students must recognize the skill or ability to learn it. Speaking is the main skill needed to communicate. In speaking, it is necessary to use language in a normal voice to pronounce words, be able to understand and use language by expressing oneself in words or in speech Hornby (1987) as cited in Arung (2016). Based on the definition above, it can be concluded that speaking is a vital ability that originates through thinking and produces sound through words. It is used when talking to other people. Students can learn speaking from anywhere. Speaking can be learning through songs, films, social media, or through class. Learning speaking through class can be carried out in a course institution. Course institutions are educational institutions that are included in the category of non-formal education.

The learning process in the classroom also greatly influences the success of education. So, that the professionalism of the tutor is highly demanded. In this study, researcher focuses on strategy of teaching speaking by tutor for students. In Pare courses, students come from various ages, ranging from junior high school students, senior high school students, college students, and job seekers. One of the course institutions in Indonesia that provides English language learning is in Pare, Kediri Regency. Pare is famous as a “*Kampung Inggris*” where there are lots of English courses. One of the

courses that teach speaking skills is Fajar English Course. Fajar English Course has been established since 2008. Within one month, Fajar English Course opens classes in two periods every 10 and 25 with course duration of two weeks or one month. At Fajar English Course, there are two classes, namely Mentari (elementary class) and Advanced class. Mentari Class is a class for beginners, who learn about the basics of English, while the Advance Class is a class for those who already have Basic English.

In the Mentari class, there are several programs such as vocabulary, odd speaking, story, even speaking, pronunciation, and private class. At Fajar English Course, there is also a dormitory for learners to live in. the existence of this dormitory is very helpful in improving learners' speaking skills. Learners are required to use English in communicating when in the dormitory. The dormitory also has activities such as English morning club and English night club. From the explanation above, the researcher is interested to make research on one of English courses in Pare. It is Fajar English Course.

LITERATURE REVIEW

The researcher found several references to support the research. The first research was conducted by Saliha (2017). Her research was conducted at The Daffodils English Course. In this study, researcher observed teachers who teach at Daffodils English Course. The strategies used by the teacher in teaching speaking are using minimal responses, recognizing scripts, using language to talk about language, and drilling.

The second is a thesis from Sastrawan (2019). The subjects used in this study involved 2 speaking class tutors at the Center for Foreign Languages (FLC) Pare. The purpose of this research to find out what techniques are used in teaching speaking, what are the difficulties of tutors in teaching speaking, and how tutors overcome difficulties in learning speaking.

Other research comes from Farizi (2020). In this study, researcher was interested in what techniques were used in teaching speaking at the Peace English course, Pare. In this study, the strategies used by tutors in teaching speaking are storytelling, conversation, presenting, problem solving, debate, and speech.

The latest research comes from Mahruf & Sari (2022). Based on the observation, there are five speaking teaching strategies applied in Pare, namely: pronunciation class, grammar for speaking, academic speaking, impromptu class, and public speaking. The

similarity of this research with the previous research above is that it discusses the techniques or strategies used in teaching speaking. The difference between this study and previous research is in what strategies are used in teaching speaking at the Fajar English course.

METHOD

The research method is basically a scientific way to obtain data with a specific purpose and use. According to Hidayat (2012) stated that qualitative research methods are research that is used to examine the condition of natural objects, where the researcher is the key instrument. In relation to the theories above, the researcher used descriptive qualitative research to examine the study of teaching strategy used in the Fajar English course, Pare. In this study, the researcher collect data using interviews, observations, questionnaires and documentation taken from the tutors and students in Mentari's class. Mentari class is a basic class that has 20 students and three teachers. This research conducted in Fajar English course. It is located at Jl. fajar, RT.10/RW.16 Tegalsari, Tulungrejo, Pare, Kediri, and East Java.

The researcher conducted research in the period from June to July. The researcher collected data to get valid results. The researcher collect data through interviews with 3 tutors and 2 students to get information about what strategies tutors used in teaching speaking skills and how to apply those strategies in Mentari classes. Then the researcher distributed a questionnaire to all students in the Mentari class to find out how students responded to the strategies used by tutors in teaching speaking whether they succeeded in improving their speaking skills. The researcher also attend classes to find out how tutors teach speaking in class, and collect pictures of activities during the Fajar English Course as documentation. The data analysis technique used by the researcher is descriptive qualitative analysis. This technique has several stages such as data reduction, data presentation and the last step is drawing conclusions.

FINDINGS AND DISCUSSION

In teaching a lesson, a strategy or method is needed in conveying the knowledge. The class studied by the researcher is the Mentari class. Mentari class is a class that is intended for students who do not have any basic in English. The following are some of the strategies used by tutors in teaching speaking.

Conversation

Conversation is a strategy used by tutor in teaching speaking. This activity is carried out by someone to another person to discuss something that is considered important or not important though. Conversations can be carried out by 2 or more people in a group or class. In applying this strategy, the tutor uses audio listening. The tutor turns on an audio containing a conversation discussing a topic between two or more people. After that, students are given the challenge to have a conversation with their friends. They can talk about their daily activities, about hobbies, or topics that are around. In addition to using listening, tutors also use games to make students more interested in learning. The games used to teach conversation by the tutor are flash cards. The tutor has prepared a card containing a picture of a topic. For example, for a job-themed image, such as the profession of a doctor, teacher, policeman, farmer, entrepreneur. Students are asked to line up and then the tutor distributes the cards. The tutor asks students to pair up with a friend who is next to them. During the conversation, all students stood up so that no one fell asleep. After pairing, students make sentences that match the pictures on their cards. The tutor gave them 10 minutes to have a conversation with their partner. From these sentences, a spontaneous conversation is formed by the students. With this conversation, students are more creative and free to express their ideas in explaining the pictures on the card.

Story Telling

Storytelling is a teaching strategy used by tutors and can help students to create creative ideas when telling stories. Based on the results of interviews with tutors in Mentari class, it is known that students become more confident because they are free to tell stories based on their thoughts without worrying about vocabulary or pronouncing the vocabulary correctly. The tutor directs students that they just need to talk as much as they can. In addition, to prevent students from getting bored when listening to stories from

tutors, the tutors tell stories using props such as shaped dolls. For example, at the first meeting, the tutor tells an animal-themed story. The story is entitled “The Frog Competition”. After telling the story, the tutor provides an explanation of the meaning of the story first so that students do not misunderstand the story. The tutor also uses a stuffed frog so students can imagine the story. At the end of the story, the tutor also conveys the lessons that can be learned from the story. Another way that tutors use in teaching speaking is to use drama when telling stories. In telling stories, students act out stories with drama in groups. Students are free to choose the topic of the story that will be presented in front of the class. One group of students consists of 2-5 people according to the number of characters in the story. Each student is assigned to act according to the role of the character in the story. At the end of the event, they also conveyed the wisdom of the stories they presented.

Presentation

Presentation is a form of speaking activity that aims to convey a topic, opinion or information to a large audience. The tutor teaches this presentation strategy step by step. Learning is divided into several meetings a month. In the first week the tutor is still making an approach to find out the student's character. After that, the tutor divided the students couple by couple for presentation practice. After couple by couple students are divided into small groups containing 3-5 people. After the following steps, students begin to be confident in speaking, and then the tutor asks students to come forward to present the topics that have been determined by the tutor. Tutors are also looking for ways to keep students focused on learning. Students feel tired because of this learning in the afternoon. To overcome this, the tutor gives students time to rest for a few minutes. In addition, to re-energize students, tutors invite students to play games. The tutor invites students to play guessing games. In this game the tutor presents a person's profile or can also present objects, animals, or fruit. After that, the tutor mentions the specific characteristics that indicate what is meant. Then students who want to answer may raise their hands. Tutors can also give appreciation by giving prizes to students who answer correctly.

Debate

Debate strategy is applied in the Mentari class. Debate is an argumentation activity between two or more parties, either individually or in groups. In this activity, members of the debate discuss and decide the problems and differences in an issue that is currently happening. Through debate, students must be critical based on their position on the pro and contra of the given theory. Debates also train students to express their opinions. The tutor selects group members at random. The tutor selected group members randomly. The tutor combines students who are good at speaking and students who are shy to speak in teams. The goal is to train their confidence even though they are still limited in vocabulary mastery. After that, the tutor provides the topic of the issues to be discussed. Topics or issues that can be debated include issues of polygamy, the environment, juvenile delinquency, health, systems, education, and the use of social media. Before the debate performance was held, two teams had been selected one day before the meeting so that students could prepare carefully the arguments or rebuttals that would be presented during the debate. When the debate takes place, students are required to memorize the debate material. When debating, all team members have the right to express their opinions so that students can practice their confidence to be more active in public speaking. Smart students can help their friends when they have trouble conveying something. So teamwork is also very necessary to win this debate. After the debate is over, the MC must provide a conclusion on the final result of the debate. The team that wins the debate gets a reward in the form of praise and applause from the tutor and also their friends.

Breaking News

The breaking news strategy is an easy and fun strategy to apply in teaching speaking. This strategy aims to make students have the courage and confidence to speak in public even though they are not perfect. The learning strategy used by the tutor is for students to act as if they are news anchors who deliver breaking news. In practicing a news anchor, there are many aspects that need to be considered in reading news such as pronunciation of a word, voice intonation, diction, and fluency when reading breaking news so that the news conveyed to viewers is clear. In addition to providing examples of live performances, Tutors also use visual media so that students can better understand

how a news anchor looks. The tutor plays television channels that contain breaking news. After that, the tutor asked the students to appear in front of the class and deliver the news like a news anchor on television. Tutors ask students to look for the latest news on the internet. After that, students study the news text so that it can be paraphrased or retold in its own sentence so that it can be reported as news. Students are given time by the tutor for a maximum of 10 minutes to deliver the news. As for when performing, students are required to memorize the text of the news and prohibited from bringing or cheating small notes. Students must concentrate fully to minimize mistakes made when they deliver breaking news. Students are also prohibited from laughing or joking while reading the breaking news. Another important thing is that students prepare the opening and closing as they report the news. When it is their turn, students must report the news in three sequences. First is the opening. Students are asked to say hello, mention from what 'TV station', and state their name and the news program they present. Second, convey the content of the news. Students can report the results of the News Item text paraphrasing they have prepared. The third is closure. Students conclude their news reports by thanking viewers for their attention and asking them to keep watching the TV station to stay up-to-date with the latest news.

Speech

Speech is an activity to convey thoughts or writings that are conveyed in front of many people. There are several aspects that need to be considered when giving a speech. Basically, the topics presented in speech can be free and formal. But, in speech, the themes studied are formal, such as education, drugs, health, internet, environment, the dangers of smoking, humanity, etc. In presenting a speech, students need to make a text according to the theme given by the tutor. Students also need to pay attention to the grammar used in writing speeches. Because in speech, the arrangement of words used affects the main content that will be conveyed to the listener. In delivering a speech there are several parts that need to be considered. The first part is the opening. In the example of the speech text, the opening section of the speech contains the opening greeting, the salutation which usually consists of mentioning the people who have the highest to the lowest positions, the students thanksgiving to God almighty for having been given health and the opportunity to speak. The second is the content of the speech. After that, students

need to read the contents of the speech according to the text that has been prepared. In addition, students need to provide convincing reasons to support their opinion. Students present logical reasons using reliable sources. The last one is closing. In this section, students conclude the important points from the material that has been delivered. Then students also apologize if there is an error in delivering the speech.

In addition, the researcher found factors other than strategies that turned out to be able to support students to improve their speaking skill. The first factor that supports students mastering speaking skills in this course is the weekly test. Then the second factor is the student's residence. Students are required to live in dormitories so that it helps students in improving their speaking skills.

a. Weekly test

To teach discipline and improve students' abilities, tutors arrange meetings every Monday to Thursday. Every Friday the tutor conducts weekly test to find out how much progress the students have made over the course of a week. In this weekly test, the tutor assesses students through speaking practice. In the first week, students still made many mistakes when speaking. But this is not a problem because students need to have the courage to speak in public. After that in the second and third weeks, the increase in students can be seen from the intensity of those who are brave and often speak either in class or outside of class. After often practicing speaking, they also get a lot of useful vocabs when they speak. In the last week, the students' abilities were clearly visible. In addition to speaking fluently, they also began to speak using sentences that were grammatically well structured. Their pronunciation of each vocabulary has also improved. At the end of the program period at Fajar English Course, the tutor also held a final exam in the fourth week. Students who have taken the final exam will get a certificate containing their scores from the tests and exams given by the tutor.

b. Dormitory

Students studying at Fajar English Course are required to live in the dormitories provided by this course. Fajar English Course has approximately 20 dormitories. Each dormitory contains 10 to 40 students depending on the available rooms in the dormitory. Each dormitory has a tutor who supervises and teaches the program in the dormitory. Students who live in dormitories must follow all activities that have been

scheduled by the tutor. Each dormitory has the same activities such as morning study club, night study club, dorm cleaning activities, praying together. In addition, there are also gathering activities together. In this activity the tutor invites students to do various activities together such as cooking together, hanging out together, playing games together and also swimming together. During this activity, students are prohibited from using their phones so that they are more focused on talking with their friends. This activity aims to get students to know each other and relax so they can talk more.

CONCLUSION

The research had been conducted in Fajar English Course could be descriptively concluded that:

1. Fajar English Course applied strategies that: Tutors teach speaking by providing more practice than theory. Conversations, storytelling, presentation, debates, breaking news, and speech are strategies used for Mentari class. All the strategies taught by the tutors give students more time to practice. The main problems of students in mastering speaking skills are lack of confidence and lack of practice. Tutors provide more practice by getting them to come forward more often in public to speak. So that students' self-confidence will increase. If students have personal problems, the tutor will act like a friend and motivate them so that they feel comfortable with the tutor. If students feel comfortable, it will be easier for them to socialize so that their speaking skills will also increase.
2. The response of students about strategy used by tutor in Fajar English Course is: Can improve students' speaking skills after studying at Fajar English Course. This improvement in speaking skills is because the tutor teaches strategies that are fun and not boring. Another factor that supports the improvement of speaking skills is also because students live in dormitories. By living in the dormitory, there are many supporting activities such as morning and night study clubs so that students become accustomed to communicating using English. In addition, by living in dormitories, students adapt more quickly to new environments and people so that students are not embarrassed when speaking.

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