

**PROCESS OF THE TEACHING SPEAKING IN POWER SPEAKING PROGRAM  
AT “GAMA ENGLISH COURSE”**



Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department

by

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APPROVAL

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## PROCESS OF THE TEACHING SPEAKING IN POWER SPEAKING PROGRAM AT “GAMA ENGLISH COURSE”

### Abstrak

Penelitian ini adalah penelitian deskriptif kualitatif mengenai pembelajaran ketrampilan Berbicara. Tujuan dari penelitian ini adalah untuk mendeskripsikan tujuan pembelajaran program kelas *Power Speaking* di *Gama English Course*, materi pembelajaran dan langkah-langkah pembelajarannya. Data dalam penelitian ini adalah catatan tulisan yang terdiri atas proses pembelajaran dan pengajaran di tiga cabang *Gama English Course*, interview dengan guru dan pemilik dari *Gama English Course*, silabus yang terdiri atas dokumen di tiga cabang *Gama English Course*. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, interview, dan analisis dokumen. Ada empat langkah yang dipakai untuk menganalisis data, yakni: reduksi data, pengkodean, dan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa (1) ada dua tujuan pembelajaran di program kelas *Power Speaking* di *Gama English Course*, yakni: untuk membuat siswa merasa nyaman dalam berbicara bahasa Inggris, dan untuk membuat siswa menarik perhatian orang-orang yang ada disekitarnya, (2) materi yang diajarkan di program kelas *Power Speaking* di *Gama English Course* berfokus pada aspek tata bahasa, yang dilihat dari beberapa materi yang ditulis didalam silabus yang sebagian besar dijelaskan tentang *tenses, adjective clause, gerund, infinitive, causative, preference*, dll. (3) langkah-langkah pembelajaran yang ada di program kelas *Power Speaking* di *Gama English Course* terdiri dari tiga langkah, yakni: *pre-teaching (opening, and reviewing), while teaching (teaching, and practicing), and post-teaching (check students speaking ability, and closing)*.

**Kata kunci: pengajaran berbicara, tujuan pembelajaran, materi, langkah-langkah pembelajaran, dan kualitas pengajar.**

### Abstract

This article describes the result of a study in teaching speaking. The objectives of this study were to describe the process of teaching speaking in Power Speaking program at Gama English Course. The data were field note consisting of the teaching and the learning process in three branches of Gama English Course, interview with the owner of Gama English Course and teacher in three branches of Gama English Course, and syllabus consisting of the documents in three branches of Gama English Course. The techniques for collecting data in this study were observation, interview, and document. There were four steps in analyzing data, namely rereading, coding, tabulating, and drawing conclusion. The results of the study showed that (1) there were two learning objectives in Power Speaking program at Gama English Course, namely: to make the students feel comfortable in speaking English and to make students have attractive speaking ability; (2) the materials taught in Power Speaking program at Gama English Course were dominated by grammatical aspects. It can be seen from the materials written in syllabus which mostly explained tenses, adjective clause, gerund, infinitive, causative, preference, etc; (3) the teaching procedures in Power Speaking program at Gama English Course consisted of three stages, namely: *pre-teaching (opening, and reviewing), while teaching (teaching, and practicing), and post-teaching (check students speaking ability, and closing)*.

**Key words: Teaching Speaking, learning objective, materials, teaching procedures, and quality teachers.**

## **1. INTRODUCTION**

English is used in many aspects of life such as economics, business, arts, politics, education, etc. In Indonesia, English is learnt starting from Elementary School until Senior High School. However, some kinder gardens introduce English to their students. To master English one must be good at listening, writing, reading, and speaking skill. For Indonesian, particularly students who study English in formal school, speaking is considered as a difficult skill compared to others. This is because what is read and what is written is mostly different. In this case, mastering pronunciation plays an important role in speaking skill.

Realizing the demand of mastering English in Indonesia, many people invest their money building private English courses. One of the English courses found in Central Java is GEC. It was built on June 01<sup>st</sup>, 1993, and now has 12 branches in Surakarta surroundings. The main office of GEC is at Slamet Riyadi Street No. 149, Kartasura. Gama English Course offers 4 programs in 3 levels. First is regular program. This program is offered for those who want to study about general English. Second is SPC program. It is offered for those who want to master English conversation. Third is TOEFL program. It is offered for those who want to study about TOEFL and to get the certificate. The last program is Power Speaking. This program is designed for those who want to master English speaking.

Among the four programs offered by GEC, the most popular one is Power Speaking program. Most students enrolled in this program are Senior and Junior High School students.

Based on the phenomenon above the objectives of the current study are to describe the learning objectives; the materials; and the teaching procedures used in Power Speaking program at Gama English Course.

## **2. RESEARCH METHOD**

The type of research is descriptive qualitative research in which the main purpose is to describe the process of teaching speaking in Power Speaking program at Gama English Course.

The object of the article in this research is Power Speaking program in the process of teaching speaking at Gama English Course. The main office of Gama English Course is at Slamet Riyadi Street No. 149, Kartasura.

This article used three techniques for collecting data, namely: observation, interview, and document. Ian and Richard (2001) define observation as very direct method which provides the researcher with close contact with the subject, behaviors, or events being studied, thereby enabling a real life picture to be achieved. The observation in this study was

employed to collect the data concerning with the teaching procedures of Power Speaking program at Gama English Course. According to Ian and Richard (2001), interview in research usually occurs when the researcher decides that the researcher question requires in- depth information and that the data collected from a small number of informants will satisfy the demands of the research project in terms of reliability and validity. Document involves collecting data from document and other materials. The document in this study was employed to collect the data concerning with the material of Power Speaking program at Gama English Course.

According to Moleong (2006: 280) data analysis is a process to organize and sort the data into patterns, categories, and a description of the basic unit. The themes can be found and working hypothesis can be formulated as suggested by the data. There were 4 steps in analyzing the data in this study: (1) rereading the transcribed data of teaching and learning process, (2) coding the data based on process of teaching speaking according to Richards and Rodgers theory, (3) presenting the data in the form of table and chart, (4) drawing conclusion based on the coded data in the table and chart developed in step 3.

### **3. RESULT AND DISCUSSION**

This section presents the results of the article. It elaborates the English teaching and learning process in Power Speaking program namely: learning objective, the materials, and teaching procedures.

#### **3.1 Learning Objectives of Power Speaking Program at Gama English Course**

Based on the interview with the owner of Gama English Course, there is no written document of the learning objectives of Gama English Course. This is confirmed by the owner of Gama English Course, who stated that the students:

*“Seseorang dikatakan dia master of English speaking itu bila dia mencapai dua target utama, yang pertama ketika mereka berbicara bahasa Inggris mereka sendiri menikmati, nyaman, tenang, dan sudah terbentuk suatu kebiasaan yang sudah sangat nyaman.*

Someone is considered as mastering English speaking if they realize two main targets. First, when they speak English, they must enjoy it, feel comfortable, calm and be a comfortable habit.

*“Yang kedua, pada saat mereka berbicara efek atau pengaruh yang ditimbulkan itu orang-orang yang disekitar dia yang mendengarkan dia itu akan tertarik. Jadi itu dua target yang harus dipenuhi oleh seseorang yang belajar di PS. Sehingga sudah tidak ada beban bagi*

*mereka dan itu merupakan suatu hal yang menarik. Inilah untuk mengukur, apakah mereka berhasil atau tidak”*

And when they are speaking English people around them will be interested in their speaking. So there are two targets that must be achieved if someone is studying in Power Speaking. Consequently, there is no burden for them and it is an interesting thing. This is how to measure whether they are successful or no.

There were two learning objectives in Power Speaking program at Gama English Course, namely; to make the students feel comfortable in speaking English and to make the students having attractive speaking ability.

### **3.2 The Materials in Power Speaking Program at Gama English Course**

Based on the sources of material in Power Speaking program at Gama English Course namely, interview with the teachers and syllabus, the materials are tenses, gerund, infinitive, reported speech, subjunctive, adjective clause, etc. It can be seen from the interview with the teacher as follows:

Teacher C: *“bisa pertama dari awal, dimulai dari direct indirect, passive voice, conditional sentence, adjective clause, terus nanti berakhir ditenses yang ada 12 macam”*

It can be started from direct indirect, passive voice, conditional sentence, adjective clause, then finally 12 tenses.

The materials taught in Power Speaking program at Gama English Course were dominated by grammatical aspects. It can be seen from the materials written in the syllabus which mostly explained tenses, adjective clause, gerund, infinitive, reported speech, causative, preference, etc. The findings of the study indicated that the materials were not suitable for teaching speaking. Therefore, there is a need to re-examine the curriculum in Power Speaking program at Gama English Course. In addition, since the teachers in Power Speaking program at Gama English Course still had insufficient teaching experience, the provision of English teacher professional development is highly needed to improve the quality of the outcome.

### **3.3 The Teaching Procedures used in Power Speaking Program at Gama English Course**

Based on the observation in Power Speaking program at three branches in three different levels and branches Gama English Course, the teaching procedures of Gama English Course consists of three stages, namely: pre-teaching, while teaching, and post-teaching. It can be seen as follows:

The following section presented how first teacher conducted her speaking English class.



In this activity, the teacher divided the meeting into two activities: opening and warming up to practice speaking in several minutes. Warming up was done after or before they studied in the class.

In this session, the teacher in all branches opened the meeting by praying and greeting the students. After that the teacher asked the students to prepare the material. For example:

T1 : Before we study, let`s pray together, pray go!

Finish!

Good afternoon?

Students : Good afternoon.

T1 : How are you today?

Students: I`m fine thank you. And you?

T1 : I`m good enough thank you very much.

In this session, before the teacher began to teach the students, the teacher checked their speaking to know the student`s progress. Sometimes in this session, the teachers gave students motivation not to be lazy to practice, and to study hard, teacher made jokes, and reviewed the materials that they studied in the previous meeting. And students also gave a good response. Although, sometimes they made a chat and jokes each other when teacher adviced them. For example:

T1 : *Kapanpun, kita selalu siap untuk latihan ngomong bahasa Inggris secara langsung, meskipun kemarin saya sudah mencoba.*

Anytime, we always be ready to practice speaking English directly, although yesterday I practiced.

Students : (student listen to teacher, and other students make a chat each others)

Based on the observation, all teachers in three branches applied the teaching and practicing.

The material was explained by the teacher in the process of teaching. Teacher explained the material before students did exercise. And teacher taught the material by writing on the white board. For example:

T3 : *Kalian sudah pernah diajari tentang degree of comparison?*

Have you ever learnt about degree of comparison?

Students : *Sudah miss.*

Yes, I have miss.

T3 : *Berarti kalo saya bilang, air yang paling mahal. Bahasa Inggrisnya apa?*

So, if I say “*Air yang paling mahal*”. What is it in English?

Students : The most expensive water.

T3 : *Kita coba berdialog. Saya akan mengecek bentuk yes/no question, question passive voice, kemudian degree of comparison, conditional sentence, dan semua tenses.*

Let`s try to practice dialogue. I will check your understanding of yes/no question form, question passive voice, then degree of comparison, conditional sentence, and all tenses.

After explaining the material, the teacher asked them to do the exercise or practiced in their speaking skill.

T3 : *Saya akan mengecek tensesnya. Saya punya satu kalimat seperti ini, silahkan ubah kedalam 12 tenses dan beserta nama tensesnya. Saya akan beri kalian waktu 5 menit, dimulai dari sekarang!*

I will check your tenses ability. I have a sentence like this, please change it into twelve tenses and complete with tenses` name. I will give five minutes, it is started from now!

Students : (All students did the exercise soon without any complains).

T3 : *Ok, waktu habis. Tak kasih waktu 2 menit lagi.*

Ok, time is over. But I will give more time again just two minutes.

Students : (Students stopped to write their answer and other students still write their answer).

T3 : *Kalian sudah pernah diajari question tag?*  
Have you ever learnt question tag?

Students : *Sudah.*  
Yes, I have.

T3 : *Saya pengen ngecek kemampuan question tag kalian. Jadi hari ini, saya akan mengecek semua materi kalian; question tag, conditional sentence, and all tenses. Karena kalian sudah hafal materi tentang yes/no dan WH question.*

I want to check your understanding of question tag. Today, I will check your all materials; question tag, conditional sentence, and all tenses. Because you understand about yes/no and WH question materials.

Students : *Langsung jawaban atau ditulis kalimatnya miss?*  
Just write our answer or write with the sentences miss?

T3 : *Tulis kalimatnya, habis itu langsung ditulis kalimatnya dibawah itu apa.*

Write your answer then write the sentences above.  
*Sudah selesai?*

Have you finished?

Students : *Sudah miss.*  
Yes, I have miss.

T3 : (then teacher checked students answer one by one and discuss the question together).

Post teaching is the last activity in teaching learning process. In the class, the activity of post teachings are checking students speaking ability by explain something and closing. For example:

In this activity, the teacher asked several students to explain something before they go home.

T2 : *Sekarang, saya mau denger explain kalian nih sebelum pulang.*

Now, I want to listen to your explanation before we go home.

Students : (all students complained).

Female student : *Tapi cuma empat dasar kalimat saja, yaa miss?*

But only 4 basic sentences, ok miss?

T2 : *Ok, kalo explain bagus, kalian boleh pulang sekarang.*

Ok. If your explanation is good, you may go home now.

In this activity, sometimes teacher closed the meeting by giving advice students or reminding to learn the materials that they will discuss in the next meeting.

T2 : Before we go home.

*Sebelum kita pulang.*

Let`s pray together.

*Kita berdoa dahulu.*

Start now.

*Mulai.*

Finish!

*Selesai!*

You may go home guys. Be careful on the way.

Be good!

Students : Be good!

Teaching procedures in Power Speaking program at Gama English Course consisted of pre-teaching, while teaching, and post-teaching. As the teacher played an important role in determining the effectiveness of teaching and learning process, therefore, the next research

can be directed to find out what problems faced by the teacher when teaching English in Power Speaking program at Gama English Course.

Based on the findings and discussion, the future research can be focused on investigating the effectiveness in Power Speaking program at Gama English Course. This can be conducted by measuring the satisfaction of the students of Gama English Course. Row (2003) listed five factors that determine the effectiveness of education institution: (1) purposeful educational leadership; (2) challenging teaching and high expectations of students; (3) involvement of and consistency among teachers; (4) a positive and orderly climate; and (5) frequent evaluation of student progress.

#### **4. CONCLUSION**

Based on the research result and discussion, several conclusions can be drawn. First, there were two learning objectives in Power Speaking at Gama English Course, these being: to make the students feel comfortable in speaking English and to make the students have attractive speaking ability. Second, the materials taught in Power Speaking program at Gama English Course were dominated by grammatical aspects. It can be seen from the materials written in the syllabus which mostly explained tenses, adjective clause, elliptic sentence, gerund, conjunction, infinitive, reported speech, subjunctive, causative, preference, etc. Third, the teaching procedure in Power Speaking program at Gama English Course consisted of three stages, these being: pre-teaching, while teaching, and post-teaching.

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