THE IMPLEMENTATION OF THE TEACHING SPEAKING SKILL AT ENGLISH TUTORIAL PROGRAM (ETP): A NATURALISTIC STUDY AT ACCOUNTING DEPARTEMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2018/2019 ACADEMIC YEAR

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

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan pembelajar *speaking skill* pada bahasa inggris di program tutorial bahasa inggris di Universitas Muhammadiyah Surakarta. penelitian ini berjenis deskriptif kualitatif dengan pendekatan naturalistik. Metode pengumpulan data yang digunakan adalah observasi, wawancara, dokumentasi. Hasil dari penelitian menunjukkan bahwa teknik pembelajaran yang diterapkan oleh guru antara lain diskusi, permainan, dan *role-play*. Guru mempunyai beberapa peran seperti sebagai fasilitator dan penilai. Siswa memiliki peran sebagai perencana, anggota kelompok, tutor temannya, pelajar dari guru, siswa lain, dan sumber pembelajaran lainnya. Bahan ajar memiliki peranya sebagai sumber materi presentasi, sumber latihan siswa dan interaksi komunikatif, sumber referensi untuk grammar, kosa kata, pengucapan, dan lain lain, sumber dari stimulasi dan ide untuk aktifits kelas. Penulis menyimpulkan bahwa dalam penerapanya, pembelajaran *speaking skill* yang dilakukan berpusat pada keaktifan siswanya atau *student-centered*.

Kata kunci: *teaching speaking skill, English Tutorial Program, Naturalistic Study, classroom technique, teacher's roles, student's roles, instructional materials*

Abstract

This study aimed to describe the implementation of teaching speaking skill at English Tutorial Program at Muhammadiyah University of Surakarta. The form of this study is descriptive qualitative with naturalistic approach. Methods of collecting data used are observation, interview, and documentation. The result of this study shows that classroom techniques implemented by teacher are discussion, game, and role-play. Teacher has some roles as facilitator and assessor. Students have roles as planner, member of group, tutor of other learners, learner of teacher, other learner, and other sources. Instructional material has roles as source of material presentation, learner's source of practice and communicative interaction, reference source for grammar, vocabulary, pronunciation, Source of stimulation and ideas for class activity. The researcher concluded that in the implementation, teaching speaking skill done was focusing on students-centered.

Key words: *teaching speaking skill, English Tutorial Program, Naturalistic Study, classroom technique, teacher's roles, student's roles, instructional materials*

1. INTRODUCTION

In this modern era, English has been a language used almost by everyone. This was due to English stated as the international language. People connected by

language and English was the language connected them. To keep connecting, people must be able to speak English. Not all the people in the world were able to speak English fluently. People live in an English Speaking country speak English fluently since they were just children or in educational field called English as a second language (ESL). Furthermore, there is non – English – speaking country or in educational field is called English as a foreign language (EFL). In this study, the researcher focuses on teaching English as a foreign language especially in improving speaking skill.

Speaking in a foreign language, however, is challenging task for language learners since speaking, according to Lazaraton in Celce-Murcia, (2002: 103) is "an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners".

People want to speak English because they want to be able to communicate and connect with others, although they are so far away. According to Brown (2001) "the benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language." The core of learning speaking skill must be used to speak in confidence.

In a speaking class, there is no absolute agenda or lesson plan. Sometimes, it bases on what is happeing recently. Tutors and students might discuss what is happening as the techniques of learning English speaking skill. Brown (2001) stated the student, teacher, and class has caused the aim and techniques in teaching conversation very varied. Teacher must discuss the way and the aim of the class will be, so it can be clear and there are no confused students.

The research was held in Muhammadiyah University of Surakarta especially at English Tutorial Program run by LPIDB or Institute for Development of Basic Science and Language. This program was made to support students mastering speaking skill outside reguler lacture. This program was made for non-English deparrtment freshmen. The aim of this program was to produce graduated students that master English at least daily speaking skill. ETP or

English Tutorial Program mainly focuses on speaking skill. The session for each meeting was once a week. It is usually done on Saturday morning, but tutor was given right to manage it as their free time to do the session. The teaching method was made friendly. it made students feel happy to speak without worrying. There was not only lecturing but also games for every session.

The techniques used by the tutor were the same as any other teachers or tutors in teaching English speaking skill. They were role-plays, games, problem statements, and discussion. The techniques used were based on the material learned. Different materials used different techniques.

The reason of conducting this study was based on the writer's daily observation, almost all non-English department students were not incapable in speaking English fluently. Absoluterly there has been MUEC or Muhammadiyah University English Course which provided an English course with competent tutor, but not many students were intereted in, so LPIDB as the language centre made ETP or English Tutorial Program to accommodate the freshmen to learn English better especially in Speaking skill. This program had been successful in its first period. Then it still run and is developed in all the sectors such as the competency of the tutor, or the material used. So, based on the event, the writer wanted to conduct a study about teaching speaking in English Tutorial Program

There have been some previous studies related to this study about teaching speaking skill. The first was from Setiyarini's study (2017). As the result of her study was the fun games book designed by the writer to improve English-speaking skill for seventh grade students of SMP Ali Maksum. The second was from Laela's study (2016). In the end of her study, she concluded that English tutors at English Tutorial Program at Muhammadiyah University of Surakarta used some classroom techniques to develop students English speaking skills. Some classroom techniques could make the students more interested when teaching speaking process. The third was Mede, Cosgun, & Atay study (2017). The result of their study was the findings of the study suggested some pedagogical implications both for instructors and for students in relation to the improvement of the students' oral performance in language preparatory

programs. The fourth was Derakhsan, Khalili, and Behesthi study (2016). In the end of their research, they found out that one of the most important components of communication is speaking. In EFL contexts, it was an imperative factor, which required special attention and instruction. Thus, it was the responsibility of EFL teachers to investigate the factors, conditions, and components formed the basis of effective speaking. The fifth was Khamkien's study (2010). The result of her study found that Teaching and learning in class should not only emphasize on speaking phrases or everyday expression, but also we had to focus on communication in the real situation, including increasing linguistic knowledge (e.g., phonetics, lexical items, pragmatic knowledge, etc.). In addition, the teachers should motivate and encourage the learners to produce new sentences or utterances by themselves in speaking English, pointing out a number of ways that could be employed to survive in real communication (e.g., asking for clarification, using gesture, etc.). The sixth was Pinandhita's study (2014). The result of her study was English lecturer should be creative in making various ways in presenting the lesson. The implementation of 3D Animation film proved to be an effective media to enhance students' speaking skill. 3D Animation film could be an effective medium in teaching and learning language because it could stimulate students both receptive skills (listening and reading) and productive skills (writing and speaking). The seventh was Rahmawati's study (2014). As the result of her study, she found out that the field independent students better taught using role-play technique, while field dependent students were better taught using group discussion.

This study aimed to find out the implementation of teaching skill at English Tutorial Program (ETP) which consists of teaching components, namely classroom techniques, classroom procedures, teacher's roles, and student's roles and roles of instructional materials. The researcher was particularly present the following classroom aspects, namely, 1) the classroom techniques, 2) classroom procedures, 3) teachers' roles, and 4) students' roles, and roles of instructional material in the English teaching and learning process at English Tutorial Program.

2. METHOD

This was a descriptive qualitative research. The research conducted at English Tutorial Program. The subjects of the research were four tutors and first semester students of Muhammadiyah University of Surakarta. The researcher took Accounting Department, group S with nine students consisted of two male students and seven female students, group V was consisted of six male students and three female students, group X was consisted of ten female students and group W with eleven students consisted of five male and six female students. The object of the research focused on the implementation of teaching speaking skill at English Tutorial Program. The data were information about the classroom techniques, classroom procedures, teacher's roles, student's roles, and roles of instructional materials in the teaching and learning process of the implementation of teaching speaking skill at group V, X, S, and W at English Tutorial Program. The sources of the data were event, informant, and document. The techniques of collecting data were observation, interview, and documentation. The techniques of analyzing data were, namely, 1) data reduction, 2) data display, and 3) Conclusion and Verification: the researcher described, draws conclusion, and re-checks the data.

3. FINDINGS AND DISCUSSION

The researcher presented research findings and discussion of the implementation of teaching speaking skill at English Tutorial Program. The findings of this study were the classroom techniques, classroom procedures, students' roles, teachers' roles, and roles of instructional material. Furthermore, discussion presented the description of the relevant theories and previous studies.

During the observation, the researcher found three classroom techniques, two classroom procedures, two teachers' roles, four students' roles and four roles of instructional materials implemented in teaching speaking skill at English Tutorial Program. The research questions were conducted to highlight the research were about classroom techniques, classroom procedures, teachers' roles, students' roles, and roles of instructional materials.

3.1 Classroom Techniques

Every classroom was necessary to have a technique used by the teacher. The techniques used by the teacher may be the same or may be different. The technique itself was the way in which teacher taught students to achieve the learning objective. The techniques used were varieties. According to Harmer (2001), they may be role-playing, games, problem solving, songs, and discussion. Based on the interviews with Ms. D, Mr. APL, and Mr. AP as the tutors of English Tutorial Program at Muhammadiyah University of Surakarta, the researcher found out that tutors implemented different kinds of techniques such as discussion implemented by Mr. APL and Ms. D, Role Play by Ms. T, and games implemented by Mr. AP.

Discussion was activity in classroom techniques to make students active during the learning process especially in teaching speaking. In the classroom activity discussion, the students made a group to discuss something and then presented the result that they had discussed.

The script of Mr. APL contained the instruction of discussion. He asked his students to discuss a topic he had given, and then his students discussed it in a group to present it.

> T : then, I would try to divide you into two small groups. Every group consisted of four students. I would divide the group based on your attendance list.
> S : Yes
> T : for first group would discuss about application letter, then second group would discuss about inquiry letter. I would give you 20 minutes to discuss definition, function, and the way to write application letter.
> S : Okay. So after you finished your discussion, did every group also present the result of discussion?
> T : Yes. So, after you finished, you presented it. but, remember you must discuss if and did not just follow your friend's argument.
> S : yes

(Observation on May 10th 2018)

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Game was activity aimed to make teaching and learning process more fun, relax and out of the box. The result of implementing games in teaching and learning process was that student enjoyed it. They did not feel it like they were only learning and learning, but they were made to feel like they were enjoying learning.

> Tutor: "I had some lotteries, chose one of them randomly, it contained particular job, then thought that you wanted to be what was written, for example, a model and if you did not satisfy, you could change it."
>
> Student: "No, thank you."
>
> Tutor: "You could imagine you became that kind of job, then why wanted to be that kind of job, then perhaps what you prepared. For example, if you wanted to be a model, you could prepare it by having a diet, etc."
>
> (Observation on May 8th 2018)

Role-play was an activity that involved students in a conversation that had particular role in a dramatic situation. Using role-play, tutors made students to be active and forced to improvise related to the situation.

> Tutor : so, you would have to make a conversation in a group consisted of two persons, you must use expression of like, dislike and invitation. The example of expressing Invitation was on page 28. "Did you want to go and blab blab blab; how about going to blab blab?" you could find it on your book. Firstly, made a greeting to open the conversation and close it with greeting too. This was just for the example, this one was for inviting, reject, and accept. I did not allow you to read.
>
> Student : please allow
>
> Tutor : no, just made it…
> Come on, who would do it first? Please be loud
>
> (Observation on October 13th 2018)

Based on the findings, the researcher found that classroom techniques used in English Tutorial Program were role-play, discussion and game. They are supported by the statements from Harmer (2005) in Fauziati (2015) that there were several techniques in teaching English such as answering questions, advance organizer, previewing, skimming and scanning, discussion, games, role-play, and oral repetition. These findings related to Rahmawati (2014). In her study, she found out that the field independent

students were better taught using role-play technique, while field dependent students were better taught using group discussion. This study also related to Lela (2016). She found that English tutors at English Tutorial Program at Muhammadiyah University of Surakarta used some classroom techniques to develop students English speaking skills. Some classroom techniques could make the students more interested when teaching speaking process.

3.2 Classroom Procedures

Classroom procedures were the stages done by tutor. Tutor must organize the stages orderly. It began from stages such as pre-teaching, while teaching, and post-teaching. Those stages were only basic stages of classroom procedures. Tutor might use different kinds of procedures in this research. They were *Presentation, Practice, Production* (PPP) and *Engage, Study, Activate* (ESA). Those Procedures implemented by two groups that also became object of the study. They were Mr. APL's group and Mr. AP's group. Mr. APL implemented PPP and Mr. AP implemented ESA.

Based on the findings, the researcher found that classroom procedures used in English Tutorial Program were PPP (Presentation, Practice, and Production) ESA (Engage, Study, and Activate). These findings related to Richards & Rodgers' (1986) and Harmer's (2001) statement. In Richards & Rodgers' (1986), they stated that procedurs applicable for teachnig grammar were Presentation, Practice, and Production or (PPP). While Hermer proposed Engage, Study and Activate or (ESA) to arrange, correct, and advance feartures from different approaches.

3.3 Teachers' Roles

In teaching and learning process, there was teacher's role that had an important effect on the teaching and learning activity. Without teacher role, teaching and learning activity would not succeed. In conducting teaching and learning activity, Mr. APL and Mr. AP put themselves into different roles.

Mr. APL put himself as a facilitator and an assessor. As a facilitator, he put himself to engage students' curiosity and made them more active

speaking in the class. As an assessor, he assessed his students' work and corrected their mistakes.

> Interviewer   : "As a tutor, what was the teacher's role in speaking skill teaching and learning process at ETP?"
>
> Interviewee : "As a facilitator and sometimes as an assessor of my students' progress."

(Interview on May 19th 2018)

While Mr. AP put himself more in the role of facilitator. He helped his students in learning speaking skill and improved their speaking skill.

> Interviewer   : "As a tutor, what was your opinion about teacher's role in speaking skill teaching and learning process at ETP?"
>
> Interviewee : "My role was as a helper. I helped them in speaking skill teaching and learning process, we studied it together. At least, I could improve their speaking skill and the point was my role as a facilitator."

(Interview on May 8th 2018)

In this research's findings, the teacher roles were limited only teacher as facilitator and assessor. These findings supported the theory from Richards and Lockhart (2007). In their theory, teachers' roles divided into seven points. The findings were in line with previous study by Laela (2016). In her findings, the teachers' roles were teacher as explainer, facilitator, inquiry controller, and empowered.

3.4 Students' Roles

In teaching and learning process, not only teachers but also students had important effect, even, this might be the biggest factor in teaching and learning process. In order to achieve the learning objective, both roles synchronized.

As a tutor, Mr. APL and Mr. AP saw their students' roles differently. Mr. APL saw the roles of his students as the planner of their own learning program that planned their own activity, tutor of other learners that taught their own friends,

14.00 Students still do the task (discussing)

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14.05 Some students ask his friend if they do not understand about the discussion

learned from teacher, other students, and other teaching resources that students acted as the central in which they paid attention to tutor's explanation to understand.

13.05 Tutor begins to explain the material

13.06 Students listen to what the tutor explains

13.10 Students still listen while tutor explains

(Field note on May 19th 2018)

Interviewer   : "What was your opinion about students' roles in speaking skill teaching and learning process?"

Interviewee   : "The students were as subject of learning in which they act as the central of teaching and learning process, as a planner of their own activity, and sometimes as tutor to the other students."

(Interview on May 19th 2018)

In contrary, Mr. AP sees his students' role as member of a group and learns by interacting with others.

10.00   Students begin to ask the vocabulary they do not know to the tutor

10.10   Students ask each other about what they do not know

10.15   Silence again (students continue doing the task)

(Field Note May 8th 2018)

His students enjoyed the teaching and learning process and they worked together to help each other.

Interviewer : "What was your opinion about students' roles in speaking skill teaching and learning process?"

Interviewee : "Students were very enthusiastic and conscious, but it based on the tutor. So far, my students were very enthusiastic although they were sometimes lazy, but Alhamdulillah they could enjoy it. They studied together and helped each other when one of them was in difficult."

(Interview on May 8th 2018)

From these research findings, the students' roles included the learner as the planner of his or her own learning program, a member of a group and learn by interacting with others, a tutor of other learners, and the learners learn from teacher, other students, and other teaching resources. These findings supported by theory from Johnson and Paulston (1967) in Richard and Rogers (1985: 22). In their theory, students roles were divided into five points, namely, 1) students as subject of learning, 2) the learner is the planner of his or her own learning program, 3) the learner is monitor and evaluator of his or her own progress, 4) the learner is a member of a group and learns by interacting with others, 5) the learner is a tutor of other learners, and 6) the learners learn from teacher, other students, and other teaching resources. These findings were also in line with research from Laela (2016). Her research findings were students as subject learning, member of a group and learned by interacting with others, the planner of his/ her own learning program, a tutor for others learners, monitor and evaluator of his or her own progress, and learned from the teacher, from the other students and other teaching sources.

3.5 The Roles of Instructional Material

Instructional material was the whole material used by teacher in teaching and learning process. Instructional material has a vital role as the bridge of knowledge. Students could not learn the materials without instructional material.

The form of instructional materials divided into printed and non-printed materials. In this research, Mr. APL, Mr. AP, Ms. D, and Ms. T used printed and non-printed materials. The printed materials were "Modul of English

Tutorial Program 2" and "English Tutorial Program" provided by LPIDB as the operator of English Tutorial Program. The textbooks allotted to all the students and tutors free. Then, the non-printed material was in the form of electronic book sent via *whatssapp* shared the day before the meeting.

After interviewing and observing, the researcher found that there were four roles of instructional materials used in English Tutorial Program, namely *The source of materials presentation (spoken and written), A source of the learners' practice and communicative interaction, A reference source for learners on grammar, vocabulary, pronunciation, and so on, A source of stimulation and ideas for the classroom activities,*

The findings of the roles of instructional materials in this research conducted by the researcher showed that there were four roles of instructional materials, namely, a) the source of materials presentation (spoken and written), b) a source of the learners' practice and communicative interaction, c) a reference source for learners on grammar, vocabulary, pronunciation, and d) a source of stimulation and ideas for the classroom activities. they were the same whether textbook or e-book. These findings are supported by theory from Cunningsworth (1995) about the roles of instructional material. These findings corresponded to the previous findings by Laela (2016). The previous finding found that the roles of instructional materials were as source for presentation materials (spoken and written); reference source for learners on grammars, vocabulary, pronunciation and so on; and source of stimulation and ideas for classroom activities.

4. **CONCLUSION**
In this section, the researcher displayed the conclusion of the whole observation of the implementation of the teaching speaking skill at English Tutorial Program. The implementation of teaching speaking skill was divided into five teaching components, namely, a) teaching techniques, b) teaching procedures, c) teachers' roles, d) students' roles, and e) roles of instructional materials. The techniques used by tutors were discussion, games, and role-

play. The teaching procedures were Presentation, Practice, Production (PPP) and Engage, Study, Activate (ESA). The teachers' roles were as facilitator and assessor. The students' roles were the planner of their own learning program that planned their own activity, tutor of other learners that taught their own friends, and learned from teacher, other students, and other teaching resources, member of a group and learns by interacting with others. The roles of instructional material were, namely, a) the source of materials presentation (spoken and written), b) source of the learners' practice and communicative interaction, c) a reference source for learners on grammar, vocabulary, pronunciation, and d) a source of stimulation and ideas for the classroom activities.

From the findings above, the researcher concluded that in the implementation of teaching speaking skill at English Tutorial Program, tutors had variety of teaching components such as classroom techniques, classroom procedures, teachers' roles, students' roles, and roles of instructional materials. Those components furthermore formulated in a student-centered class. In the end, those were their ways to accomplish the major goal to make students speak English fluently.

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