# THE TEACHING AND LEARNING OF SPEAKING
## AT PRIVATE ENGLISH COURSE

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**Abstract**:English is one of languages used widely all over the world. Nowadays, the ability of speaking English has become a need. English is spoken by a great number of people as means of communication such as in getting knowledge, interacting with global societies or seeking jobs. Students who can speak English well may have a greater chance for further education, of finding employment and gaining promotion.Although English is the main foreign language taught at schools, the fact shows that students still cannot speak English properly. They start thinking of learning English through joining an English course. The design of this study is principally observational case study, which is aimed to investigate and describe the existing phenomena, that is the real situation of the time of conducting the research.The result of the study shows that teaching techniques found in speaking class at Private English course are story retelling, memorizing vocabulary, reading aloud, listening to the cassettes, small group discussion, and games. The approaches used are Grammar Translation Method, Direct Method, Audio-lingual Method, and Communicative Approach. Both the teacher and students actively participated in the class interaction, either between teacher-students or student-student interaction.

**Key words**: teaching technique, teaching and learning process, speaking

Abstrak: BahasaInggrismerupakansalahsatubahasa yang digunakan di dunia. Dewasaini, kemampuanberbicaradalambahasaInggrismenjadisebuahkebutuhan.BahasaInggrismerupakansaranakomunikasidalam proses pemerolehanpengetahuan, interaksi global danduniakerja. Pembelajar yang mampumenggunakanbahasaInggrisdenganbaikmemilikikesempatan yang lebihbesaruntukpengembanganpendidikan, kesempatankerjadanjenjangkarir.MeskipunbahasaInggrismerupakanbahasaasing yang diajarkan di sekolah, kenyataanmenunjukkanbahwabanyakpembelajar yang belummampumenguasaibahasainidenganbaik.SehinggakursusbahasaInggrismanjadisalahsatualternatifuntukmengembangkankemmapuanberbahasaInggris. Desainpenelitianiniadalahstudikasusuntukmendeskripsikanfenomena yang adasesuaidengankondisi yang terjadi di lapangan.Hasilpenelitianmenunjukkanbahwateknikpembelajaran yang digunakan di *Private English course*antaralain*story retelling, memorizing vocabulary, reading aloud, listening to the cassettes, small group discussion, and games*. Pendekatan yang digunakanantara lain *Grammar Translation Method, Direct Method, Audio-lingual Method, and Communicative Approach*. Hasilpenelitianmenunjukkanbahwa guru dansiswaberpartisipasiaktifdalam proses pembelajaran, baikdalaminteraksiantara guru dansiswamaupunsiswadengansiswa.

English is one of languages used widely all over the world. Nowadays, the ability of speaking English has become a need. English is spoken by a great number of people as means of communication such as in getting knowledge, interacting with global societies or seeking jobs. Students who can speak English well may have a greater chance for further education, of finding employment and gaining promotion. According to Baker and Westrup (2003: 5) Good English speakers will be in a strong position to help their country's economic, social, and political development. So, by learning to speak English well, students gain a valuable skill, which can be useful in their lives and contribute to their community and country.

Having a good skill at speaking in language learning is very essential. A person whether he can interact and communicate in his community or not will depend much on his speaking ability (Richards and Rodgers, 1986: 78). Both the teacher and students should realize the role of speaking ability in language learning. The common problem which is usually faced by the teachers especially in teaching speaking is they get difficulties in motivating the students to speak actively in the class. Good and Brophy (1991) state that teachers are often unaware much of what they do, and this lack of perception sometimes results in unwise, self-defeating behavior. The teachers need to learn how to observe and describe classroom behavior to improve their teaching. According to Postman and Weingartner (1983: 109), "a classroom is an environment and … the way it is organized carries the burden of what people will learn from it." Here, the teacher has responsibility to motivate the students to involve actively in the classroom. The teacher should be able to encourage and facilitate the students to speak as much as possible.

Although English is the main foreign language taught at schools, the fact shows that students still cannot speak English properly. They start thinking of learning English through joining an English course. There are many English courses nowadays which offer facilities

for consumers to master English in a short time. Consumers could use some factors as consideration to choose an English course. i.e.: their aim, age, educational background, facilities and quality. There are two main reasons influencing consumers to choose private English course in Pare Kediri to study English i.e. the quality and facilities. The researcher gets the information from informal interviews that the English course has a good quality and facilities. It is supported by selected materials and qualified teachers. Here, the researcher wants to observe the teaching and learning process at private English course in Pare Kediri especially in Speaking Class.

In order that the teaching of English is successful, there are several factors to be considered. The first factor is teachers. Teachers are expected to be able to teach even if they are given worst condition of students, designated techniques, limited materials, and the absence of media. Teachers may also contribute to the success of the teaching-learning process by their ability to motivate students to learn. The second factor is students. They also play an important role in the teaching-learning process due to their characteristics. Students should be treated on the basis of their needs and capabilities. The third factor is technique. Techniques may contribute to the success of the teaching-learning process. The fourth is instructional materials. They provide teachers and students with suitable materials to present based on their teaching and learning objectives. The last factor is media. Media are able to enliven the teaching-learning process by adding words, pictures, sounds or even things to presented materials.

The findings revealed from this study are aimed to give contribution to improve the teaching and learning process conducted by the teacher. Giving information about particular technique of teaching-learning speaking at private English course that can be implemented in other courses, school, college, etc.The findings can also be used for further studies.

**METHOD**

The design of this study is principally observational case study, which is aimed to investigate and describe the existing phenomena, that is the real situation of the time of conducting the study. This study describes and interprets the findings related to the teaching learning process. The writer observes teaching techniques used by the teacher including the interaction and the problems faced. It occurs naturally and the writer controls nothing. The writer also takes the teacher's explanation in the form of interview. Then the result of observation and interview are analyzed and described.

The data of the study are the techniques used by the teacher in the teaching and learning process including interaction and the problems faced. The data collected by observing the teacher and students' activities in the classroom and interviewing the teacher.

**RESULT**

The result includes the result of observation, English teaching technique applied, classroom interaction analysis and the problems faced by the teacher during the teaching and learning process.

**The result of observation**

The class was divided into two sessions, morning and afternoon. The teacher gave pre-speaking activity by describing the materials he (she) wanted to teach. The real lesson was started by giving explanation as brief and clear as possible. He (she) always used examples to clarify the explanation and made use of real things around him/her. The teacher did not dominate the speaking activity. After explaining, he (she) encouraged the students to ask questions related to the materials given. He (she) motivated the students to speak and paid

attention to all students equally. The teacher answered the students' questions as clear as possible and gave them an appropriate feedback. He (She) used English as the medium of instruction but not a hundred percent because it depended much on the students' condition. Here, the ability to manage the lesson interestingly was very needed, moreover for the afternoon classes.

The teacher usually used music to make the lesson more interesting. He (she) also gave exercises and drill to the students. In the students' center activity, the class was usually divided in pairs or groups to do conversation. The teacher monitored and observed the students' activity. He (she) helped the students who were reluctant to speak by facilitating a good interaction with them. The students had a great deal of chance to talk. All of them actively and enthusiastically participated in the whole class activity. The class was closed by summarizing and reviewing the lesson.

**English Teaching Techniques**

Story Retelling

The teacher used story retelling as the technique. The class was divided into five groups consisted five students. Each group decided the first person up to the fifth. The first person from each group was asked to go outside the classroom. The teacher told a story, entitled "Birthday Present" three times. The students were forbidden to write anything, but they might bring notes the teacher gave before. That was the key words. The students had to pay a full attention to every single word. The teacher asked inside the classroom to go outside one by one. The first person should tell the story to the second person, the second person to the third until the fifth person. These activities lasted for thirty minutes. The fifth person from each group should tell the story in front of the class using their own words. It means that the students were asked to do oral production activity as a common technique used in Communicative Approach (Richards and Rodgers, 1986).

Both the teacher and students actively participated in the class interaction, either between teacher-students and student-student interaction. The teacher initiated all the activities. The teacher's role was like in the Grammar Translation Method where the teacher was the authority in the classroom. The students did what he (she) said, so they could learn what he (she) knew (Larsen-Freeman, 1986: 11).

**Memorizing Vocabulary**

The students had to memorize every single words existed in the G. Book. The teacher used memorization as the teaching technique. This technique is often used in Grammar Translation Method (Larsen-Freeman, 1986).

**Reading Aloud**

The teacher also used reading aloud technique. He (she) read the dialogue aloud to give an example to the students. The teacher and the students read the dialogue together. The teacher was the model for the students, like in the Audio-lingual Method (Richards and Rodgers, 1986).

**Listening to cassettes**

The teacher played the cassettes of Question-Answer exercise 2 or 4 times. Before listening, the teacher gave key words and explanation related to the topic. There was no script; the teacher only gave papers to write down the answer. When the students could not answer the questions, he (she) played the cassettes again and again then explained the expressions used. To relax the students, some songs were usually played after finishing all the exercises

**Small Group Discussion**

The teacher gave certain topics for the discussion to control the students' vocabulary. The class was divided into several groups. Each member of the group had to choose the topic and explain it. While others asked questions or gave opinion and suggestion. The teacher only

observed and monitored the students' activities. The students shared information about the topic given. They tried to avoid using Indonesian, since the students' native language was avoided; this was in accordance with the types of learning activities done in Direct Method and Communicative Approach.

**Games**

The kind of games used was varied to activate the students to speak up such as mentioning verbs and nouns by Chain word game, finding a good couple, etc. In games, the students used English based on situation demanded by the task. It means that games were done with a communicative intent. It was in accordance to the goal of Communicative Approach i.e. to develop communicative competence. The pleasant and relaxed atmosphere developed by games will be conducive to effective learning and motivate students greatly.

**Classroom Interaction Analysis**

The writer concluded that both the teacher and students had participated actively in the class interaction, either between teacher-student or student-student interaction. The teacher initiated all the activities. The teacher's role was like in the Grammar Translation Method in which the teacher was the authority in the classroom, but there was still students' center activity. This finding was in accordance to one of the characteristics of Direct Method class that the initiation interaction goes both ways, teacher to the students and from the students to the teacher, although the latter is often teacher-directed (Larsen-Freeman, 1986).

**The problems faced by the teacher during the teaching and learning process**

**Students' passiveness in speaking course**

There are two factors affecting the students' passiveness in the speaking course, internal and external factors. The most affecting factor found by the researcher during the observation is the students' motivation.

**The problem of activating the students in class.**

The teacher wants to create a language-rich classroom where students listen to and use English. In reality, the students have limited attempts to use English.

**The problem of focusing the students' attention**

The students often get away from the topic discussed. The teacher has to try hard to make the students focus on the subject matter again.

**DISCUSSION**

The teacher always taught one thing at a time, for example, in teaching about "preposition". The activities in class were all related to the topic. The teacher used varied materials in teaching speaking. It depended much on the situation and the condition of the students. So the teacher did not fixed materials.

The techniques used by the teacher were varied too. The teacher combined the techniques from some approaches; they were Grammar Translation Method, Direct Method, and Audio-lingual Method and Communicative Approach. The writer found six teaching techniques used by the teacher in the teaching and learning process of speaking. Those techniques were story retelling, memorizing vocabulary, reading aloud, listening to cassettes, small group discussion and games. All these techniques were used to improve the students'

speaking ability. The success of these techniques depended much on the students' participation.

During the observation, the researcher saw that both the teacher and students actively participated in the class interaction, either between teacher-students or student-student interaction. The students were always asked to do oral production activity as a common technique used in Communicative Approach (Richards and Rodgers, 1986). All the activities were initiated by the teacher; the teacher's role was like in Grammar Translation Method where the teacher was the authority in the classroom. The students actively participated in the teaching and learning process, although their English was not really food. They often asked about the terms that they did not know. The teacher and students tried hard using Indonesian, since the students' native language was avoided, which is in accordance with the types of learning activities done in Direct Method and Communicative Approach.

The teacher monitored the students' speaking ability by staying close to the students, for example, when they had discussion. He (she) did not dominate the speaking activity. Sometimes, he (she) also gave opinion about the topic being discussed. He (she) always motivated the students who were reluctant to speak and paid attention to all students equally. It seems that the teacher did two important roles as a teacher in Communicative Approach (Breen and Candin in Richards and Rodgers, 1986:77). The first role is to facilitate the communication process between students. The second role is to act as an independent participant within the learning teaching group.

The class was quite alive and enjoyable. We could really see the closeness between the teacher and the students. This finding was in accordance with one of the characteristics of Direct Method class that interaction goes both ways, teacher to students and from students to teacher, although latter is often teacher-directed (Larsen-Freeman, 1986).

There were three main problems faced by the teacher during the teaching and learning process of speaking. Those were the students' passiveness in speaking course, the problem of activating the students in class, and the problem of focusing the students' attention. The teacher had done many efforts to solve these problems, such as giving reinforcement and reward to the students whenever they could answer the question correctly, holding conversation club which was aimed to enhance students' speaking ability outside the classroom, varied teaching techniques, activating the students to ask questions or just telling their opinion, and making varied topics to avoid boredom. When the students were getting away from the subject matter, the teacher usually gave jokes or songs so that they would refresh again and then guided them back to the topic being discussed.

## CONCLUSION

The teaching techniques found in the teaching and learning process of speaking at private English course are story retelling, memorizing vocabulary, reading aloud, listening to the cassettes, small group discussion, and games. The approaches used are Grammar Translation Method, Direct Method, Audio-lingual Method, and Communicative Approach.

Both the teacher and students actively participated in the class interaction, either between teacher-students or student-student interaction. The teacher does not dominate the activity. He (she) always motivates the students to speak up and sometimes corrects their mistakes. The students have a great deal of chance to practice their speaking ability freely dealing with the material. The initiation of interaction goes both ways, teacher to the students and from students to the teacher.

## SUGGESTION

The teacher should use English as the medium of instruction optimally so that the students will be accustomed to hear that. The teacher should apply the best technique, which can give a chance to all students to involve actively in the speaking class. He (she) should be able to make the students interested and motivated in learning English. The future researcher is invited to conduct other research on the same field but different skills.

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