

**A STUDY OF TEACHING SPEAKING TECHNIQUES USED AT *PEACE*
ENGLISH COURSE PARE, KEDIRI**

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DOI: <https://doi.org/10.36841/pioneer.v14i1.1382>

Received : December 26, 2021

Revised : June 2, 2022

Accepted : June 2, 2022

Published : June 30, 2022

Abstract: This research aimed to find out what teaching speaking techniques are used and the reasons for using the techniques by the tutors at Peace English Course, Pare, Kediri to overcome learners' difficulties in speaking. The method of this research was a descriptive qualitative method. The researchers obtained the data by observing the three classes of speaking programs, interviewing the tutors of the three classes, and data documents from the Peace English Course. The finding of this research showed that the techniques applied by the tutors were Storytelling, conversation, presenting, problem-solving, discussion, debate, and speech. Story-telling and conversation were applied for the beginner level class while presentation, problem-solving, discussion, debate, and speech were applied for the advanced level class. The reasons for using the techniques were because they were considered fun and were able to make the learners practice more. For the learners who have difficulties in learning to speak, the tutors encourage and motivate them to practice more because every difficulty in the speaking learning process is considered to be easily solved by having more practice.

Keywords: *speaking, teaching, techniques*

INTRODUCTION

Bahadorfar and Omidvar, as cited in Dionar and Adnan (2019) say that speaking itself is the action of delivering information or expressing someone's feelings in speech. It means that speaking is the activity of delivering ideas into some words which are spoken and become a good sentence. Brown (2004) states that speaking is the outcome of selected words. In other words, speaking is the process of selecting words, Sentences structures, and discourse. Kosar and Bedir (2014) state that speaking is the essence of learning the language. Active communication cannot be acquired if the learners cannot speak what their minds. If they cannot deliver ideas, it means neither communication nor relationship will not be achieved. In real-life situations, people will judge the

learners' English skills based on their speaking ability (Brown and Yuke cited in Kuning, 2019).

Nevertheless, teaching the learners to speak is not an easy task. There are lots of problems to solve, impediments to handle, and time to manage. In addition, speaking's sub-skills become the complexities that make speaking difficult (Tanjung & Fitri, 2020). English learners in Indonesia spend around ten years studying English starting from the first grade in junior high school until they pass college. It is a huge number of learning period that does not give enough satisfaction either for the parents or the learners themselves. Most of the learners can understand grammar and are even able to write stories but unfortunately, they cannot speak still. Teachers play a huge role to make learners understand. The need for a lesson plan to pursue the goal of learning cannot be denied as well.

The first problem in teaching English comes from the method that commonly focuses on memorizing vocabulary, answering grammatical tasks, and reading stories or conversations that cannot give much time for the learners to practice and speak. Another problem is to find out the method that motivates the learners to speak their ideas without being nervous or shy. Gudu (2015) adds the reasons for low speaking skills can come from a lack of emphasis on speaking skills in the curriculum because it is not tested on national examinations, the teacher's limited proficiency, the condition of the classroom which is not supportive, and the limited opportunities outside the classroom to practice. However, learning English for around ten years should have brought the learners to an advanced level. If they commonly have problems in a basic and essential skill especially speaking skills after spending around ten years of learning, then the learning is considered to be unsuccessful (Cahyono & Widiati cited in Mahruf, 2019).

Realizing the need of being able to be good at practicing English, there are a lot of learners who take an English course In Tulung Rejo Village, Pare, Kediri which is well known and popular as "*Kampung Inggris Pare*". In this area, the environment to learn English is more supportive than that of a formal school. There are many English courses in this village which have different patterns of techniques for teaching speaking skills. One of the most credible courses which are specialized in speaking skills is Peace English Course. It was established in 2009 and it did not take too long for the course to earn the learner's trust in teaching speaking skills. According to Zulkifli (2021), Peace

English Course is the eleventh best and recommended course in Kampung Inggris Pare Kediri. This course is focused on mastering speaking and embedding self-confidence for the learners which can be the answer and solution for formal school problems whose learners are commonly not good enough at speaking and are nervous or shy to speak up and practice and deliver their ideas. This course also has a program named BTP which facilitates the learners to stay in a supportive environment. The unique thing about this program is the learner are not only guaranteed to be able to speak up but also able to teach especially in speaking after three months of the learning period.

There have been many studies investigating the teaching techniques in Pare which are claimed to be beneficial in teaching speaking. The researchers took several studies to ascertain the authenticity of the research and to get more references. The first study was done by Mahruf (2019). The research investigated the activity of teachers in teaching speaking skills particularly in planning, teaching strategy, and assessment used in Mr. Pepsi English Course. The research done by Mahruf (2019) was concerned with analyzing the teacher's activities such as planning, teaching strategy, and assessment used, while this study was more concerned with finding out the techniques of teaching and how they were implemented during the class. The second study was a thesis done by Oktaviana (2017) which studied the speaking strategies used in three popular courses. This study was concerned about finding what strategies were used, while this study was more concerned with finding out the techniques used. The third study was by a Brawijaya University student namely Mudriana (2017). This study used a descriptive qualitative design. This study used observation, interview, and also questionnaire for collecting data. The main purpose of this research itself was to find out the techniques of teaching speaking used by the teachers for teaching adult EFL learners while this research focuses on finding out speaking teaching techniques for general and random ages.

Based on the background, the objectives of the study are as follow: (1) to find out the teaching techniques used to teach speaking in the Peace English Course and (2) to find out the reasons for selecting the speaking techniques in Peace English Course, and (3) to find out the technique used to overcome learners' difficulties in speaking in Peace English Course.

REVIEW OF LITERATURE

Speaking

According to Wahyuni (2016), speaking is the capability to be able to fluently speak and presupposes not only the features of language but information processing ability as well. She also specifies speaking as the language used bravely with little unnaturalness of pauses which is named fluency. Furthermore, Harmer (2007) also states that speaking is a spontaneously real-time act. When people are talking, they will make some words at that time, and people who they are talking with will immediately reply. We can conclude that speaking is a process of making some words to be understood and give a clear meaning.

Types of Speaking

Nunan in Brown, cited in Wahyuni (2016), specifies that there are two types of spoken language as follows: (1) Monologue: it is when a speaker uses spoken language for any length of time such as speeches, lectures, readings, and others. (2) Dialogue: speaking that involves two or more speakers.

Teaching Speaking

Ababio (2013) defines teaching itself as the process where a teacher assists a learner or a group of learners to a higher level of knowledge or skills. Rajagopalan (2019) says teaching is an interactive process, primarily involving classroom conversations that occur between teacher and student and occur during certain predetermined activities. The international encyclopedia of teaching and teacher education has classified the concept of teaching into three categories (1) Teaching as success signifies that learning is implicated in teaching. Teaching entails learning and can be defined as an activity that necessarily affects learning. (2) Teaching as an intentional activity means that teaching may not logically imply learning, but it can be anticipated that will result in learning. (3) Teaching as normative behavior denotes action undertaken to bring about learning another. It designates a family of activities: training and instructing are primary members and indoctrination (Green, 1968 cited in Rajagopalan, 2019). According to Sholihah (2016), the goal of teaching speaking skills is communicative efficiency. This means that learners should be able to make themselves easily understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or

vocabulary and observe the social and cultural rules that apply in each communication situation. teaching speaking is to teach learners to: Produce the English speech sounds and sound patterns, Use word and sentence stress, intonation patterns and the rhythm of the second language, Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, Organize their thoughts in a meaningful and logical sequence, Use language as a means of expressing values and judgments, Use the language quickly and confidently with few unnatural pauses, which are called as fluency (Sholihah, 2016).

Teaching speaking skills in English as a foreign language needs good treatments to give good results for the learners (Setiawan et al., 2019). Additionally, it was been stated that the teacher's technique of teaching plays important role in any kind of learning especially learning a foreign language (Mahmoudi & Mahmoudi, 2015). One of the most important things that a teacher needs to have is creativity to be a good performing teacher and to help the learners easily understand the given material in the classroom (Sawyer, 2004). On the contrary, the teachers do not have good treatment in teaching speaking, which will influence the bad result in the speaking performance of the learners. In this case, teachers will always be challenged to create a good treatment in teaching speaking. Creativity is vital in creating good treatment because creative thinking and ideas are required when the teachers can solve a problem or event from a new perspective outside of the usual (Felek & Gül, n.d. cited in Setiawan, Munir, & Suhartono, 2019).

However, Dincer & Yesilyurt, as cited in Irwan, Asrida and Fadli (2014) claims that the opinion of learners about the significance of speaking skill in the English language is different. The differences depend on their motivation and competent/incompetent feeling in speaking skills. It means that even if the teachers are creative enough, there are still some factors needed to acquire speaking skills. These factors take a crucial part in the acquisition of speaking skills (Mahmoudi & Mahmoudi, as cited in Irwan, Asrida, & Fadli, 2014). The internal factors such as motivation, intelligence, risk-taking, and ability and the external factors like social class, first language, teachers, early start, and curriculum are what cause speaking difficulties (Gudu, 2015).

METHOD

Research Design



Figure 1. Research Design

Setting and Subject of the Study

The research was conducted at Peace English Course. The course is located on JL. Brawijaya No.40-A Pare, Kediri, East Java. The researchers did an interview section with three tutors of the Peace English Course. The researchers also observed the classes handled by them.

Instrument

There were three instruments used to collect the data in this research. They were interviews, observation, and documentation. (1) Interview: The researchers did the interview section by making fifteen questions related to the study. The audios of the interview were recorded by phone. (2) Observation: The researchers observed the class watch the class situation and condition by bringing an observation sheet. The observation sheet was given a checklist at each point. (3) Document: The researchers earned books used, daily papers given, and some photos and videos during the class and interview section.

The Technique of Data Collection

The researchers collected the data in the following steps: (1) Interview: The researchers earned the data by interviewing three different tutors who knew every speaking program in Peace English Course. The interview had been recorded by phone. (The Questions are adapted from Oktaviana, 2019). (2) Observation: The researchers watched the speaking class in three different classes guided by three different tutors to observe the situation and conditions in the class. The learning process during the lesson had been recorded by phone from the beginning up to the end of the class. (3) Document: The researchers completed the data with the data document. The data

included pictures and videos during the class. And researchers also asked for a handbook, daily given papers used by the tutors.

The Technique of Data Analysis

(1) Observation. The observation was used by the researchers where the researchers made a direct observation in the classroom and brought the observation sheet as an instrument. so that the observation could be arranged, and the researchers captured what activities were carried out by the teacher and learners during the learning process. But beforehand, the researchers recorded all the things captured by the sense of sight. Then sort out the results of observations that had been made. The data obtained from this section were carefully organized then analyzed and described by using a descriptive qualitative method. (2) Interview is written data that needs to do in the location of research. The interview did answer questions. The interview gets information about the teaching and learning process that has been done by the teacher in the class. The interview was given to the teacher to get the explanation about the experience of teaching and learning, process, techniques they used, the reasons behind it, and others then the data will be organized to be analyzed and described by using the descriptive qualitative method. (3) Data documents gained were in the form of pictures and videos during the class. It was also earned by asking for books and daily given papers that were used in each program. All of them were carefully organized, analyzed, and described by using the descriptive qualitative method.

FINDINGS AND DISCUSSION

Findings

The Teaching Techniques Used in Speaking Program

The researchers found various techniques used in this speaking specialist course. The techniques used emphasize practice rather than theory. The success of every method, technique. or approach used cannot be separated from the role of the tutor which is vital. The tutors have many things in common. All of them love teaching. They are passionate about teaching. Based on the result of the interview, they got satisfaction with things in teaching. The moment when their learners got difficulties in the learning process and they finally understand the lesson is something satisfying that has kept them in this job.

The tutors in this course have proficient English skills. It can be seen from the way they teach English that makes the learners learn easily. The learners usually laugh and have fun during the lesson. They enjoy it. Feeling joy while learning is what Peace English Course offers to its learners.

The techniques used by the tutors in this course are conversation, discussion, problem-solving, storytelling, presenting, speech, and debate. The difficulties, proportion of English used during the lesson, and how to assess the learners are adjusted to their skill levels. In other words, the techniques used, level of difficulties, how much English is used, and how to assess the learners are by what level of the program the learners are. By this consideration, the learners are expected to be able to follow the given materials. Since the speaking class levels are divided into two, there are two levels of difficulty introduced to the learners.



Figure 2. The Technique Applied in Teaching Speaking Program

All techniques require the learners to practice the materials taught. Peace English Course applied techniques that make the learners practice English as frequently as possible because what they need is practice instead of theoretical knowledge.

The Reason for Using the Techniques in Each Speaking Program

Every technique applied by a course should have a reason behind it. The techniques applied in Peace English Course depend on the speaking program itself. There are six speaking programs that Peace English Course has. Because some techniques are considered to be too easy for some classes, and some techniques are considered to be too difficult for some classes. It depends on the level of each class. The

followings are the speaking programs and the techniques used, and the reasons for using the techniques.



Figure 1.4 Technique Applied in Speaking Program in Peace English Course

(1) Foundation speaking class. The techniques are used because these techniques are considered to be more effective in teaching a basic speaking class. These techniques would make learners gradually practice and in the long run, learners are expectedly able to produce simple sentences and make their confidence built up. In this program, tutors would help their learners practice vocabulary and how to make a sentence. Thus, conversation and storytelling are the technique applied to make the learners dare try to speak. (2) Speaking Practice Class. The techniques used in this program are storytelling and conversation. The reasons behind it are because this class is focused on making a simple sentence and it is time to make them fully practice it. This class priority is only to make the learners practice more. So based on the purpose of the program, conversation and storytelling are considered to be suitable techniques to use. Because debate, presenting, and speech are still too difficult for basic learners. (3) Bridge speaking class. The techniques applied are debate, discussion, problem-solving, and presentation. Those techniques are used because this class focus on making the learners speak based on their own opinion. (4) Moving speaking class. The techniques used in this program are the same as Bridge speaking program. They are debate and presentation. The techniques are used because this is an advance level speaking program that focuses on fluency. (5) Pre-active speaking class. The techniques used in this

program are speech and presentation. The techniques are used because this program does not only aim to improve speaking fluency like in moving speaking class but also emphasizes structural or grammatical words used when the learners produce sentences. (6) Speaking progress class. the techniques used in this program are debate and presentation Those techniques are used because this class is the perfection of another class which will make the learners frequently and actively speak English based on their opinions with correct grammar and understandable English.

Techniques Used to Overcome Student's Difficulties in Speaking

Learners usually got difficulties in their learning process whatever the techniques used are. The difficulties commonly found by the tutors are lack of confidence and lack of practice. These problems are walking hand in hand like two inseparable coins. Another big problem for learners in master English is their motivation. Trying to deal with these problems, the tutor would firstly make them comfortable during the class and try to encourage them to continue to speak up. The learners can speak English but they usually lack practice and confidence and have difficulties speaking English. This is the reason why the techniques applied during the class are those that give more room for practicing rather than theory. The tutors just give motivation and encouragement so the learners can practice their speaking. Usually, the tutors ask the learners who have difficulties in speaking to frequently come forward to be trained to speak up which will then improve their abilities. The tutors list the names of the learners who make mistakes when speaking in terms of grammar or pronunciation and will do the discussion about the mistake together with the learners. It is expected that the learners will understand the mistakes. Making them comfortable and practicing more are considered to be the solution to any problems in speaking acquisition. The tutors of this course assess their learners by observing their confidence, how they act in the class, accents, vocabulary, pronunciation, understanding, and fluency. If the learners have good pronunciation, vocabulary, and fluency, they would pass the class. Accent and act in the class are additional aspects to assess besides vocabulary, pronunciation, comprehension, and fluency.

Discussion

Teaching Speaking Techniques Used by the Tutors

The tutors in this course apply several techniques that prioritize practicing speaking to make the learners get used to producing some. They believe that the more they practice, the more they can deal with speaking difficulties. It is in a line with Sholihah (2016). She says that teaching speaking is to teach learners to produce the English speech sounds and sound patterns by considering these considerations: word and sentence stress, intonation patterns and the rhythm of the second language, appropriate words and sentences according to the proper social setting, audiences, situation and subject matter, meaningful and logical sequence organization of ideas, use of language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses. The tutors guide the learners to consistently try to produce and build words and sentences. The tutors also guide the learners to learn the correct intonation during practicing according to the topic spoken. The techniques applied should be appropriate to the level of the learners. It is the tutor's task to find out which techniques should they implement in the class. As Mahmoudi and Mahmoudi (2015) say that the technique of teaching plays important roles in any kind of learning especially learning a foreign language. The tutors in this course are so creative to choose the right techniques and treatments to handle the class based on the learners speaking levels.

The Reason for Using the Techniques.

Every technique applied in the class has a reason which is appropriate to the aim of the learning itself. Learning English means that the learners wanted to be able to speak English. According to Bahadorfar and Omidvar (as cited in Dionar & Adnan, 2019) there are several reasons why English learners and other language learners should first learn to speak. First, speaking currently takes a crucial part of language learning and teaching such as ESL/EFL. Second, gaining speaking mastery is the main purpose for language learners. Third, competence in speaking is an applicant to rate the acquisition of learners' second/foreign language. The techniques applied such as storytelling, discussion, presenting and debate would make the learners produce some words and practice. These techniques force the learners to slowly but surely get used to practicing English. It does not matter how good the learners in writing skills. If they are

not capable to speak, people judge them as not fluent in English. It is in a line with Brown and Yuke cited in Kuning (2019) who state that in a real-life situation, people will judge one's English skill based on their speaking ability. The second reason for implementing those techniques is because some learners could not have a supportive condition in the class of the formal school. That's why they came to Pare to learn English more and have time to practice English in a good supportive condition. According to Gudu (2015), in his studies, the reasons for low speaking skills can come from a lack of emphasis on speaking skills in the curriculum because it is not tested on national examinations, the teacher's limited proficiency, the condition of the classroom which is not supportive, and the limited opportunities outside the classroom to practice English.

Techniques to Overcome Learners' Difficulties in Speaking.

Learning English is not that easy especially speaking skills. To be able to speak, the learners should frequently and consistently try to practice. Trying to practice English needs enough confidence to be brave. According to Gudu (2015), factors causing speaking difficulties are learners' insecurity about making mistakes fearful of criticism, learners' low motivation to express themselves, and learners who share the same mother tongue tend to use it because it is easier. Dealing with these obstacles, the tutors encourage the learners to be brave and explain that making mistakes is okay. The tutors also try to make the learners practice more, asking them to come forward to build up their confidence. Feeling comfortable during the learning process is acknowledged by the tutors to be beneficial for the improvement of learning speaking. The tutors also limit the number of learners in one class. Having too many learners in the class is not effective for their learning progress.

CONCLUSION S AND SUGGESTIONS

Conclusions

Peace English Course applied techniques that give more practice rather than theory. Storytelling and conversation are the techniques used for beginner-level classes while presentation, problem-solving or discussion, debate, and speech are used in advanced-level classes. These techniques are used to give the learners more time for practicing because the more the learners practice, the better their speaking skills will be.

Besides, practice is considered more effective than theoretical knowledge. All the techniques applied by the tutors encourage the learners to speak and practice English without being afraid of making mistakes or being shy. The tutors also emphasize that having difficulties in learning to speak is normal. They motivate their learners to be always confident to speak.

Suggestions

Even though the techniques applied by the tutors aim at encouraging the learners to speak, it is important to embed fun activities in the form of games. A 30-minute game is probably enough to be applied once in fourteen days. It is to refresh the learners' brains to increase the possibility of achieving the goals of learning activities. The game which is related to the material should probably be taken into a consideration. Learners who learn English, especially those who want to improve their speaking skills, must continue to practice even if they are not at the course place because the main key to being able to speak is to practice and be confident. Daily practice at home will do. For researchers who want to research the teaching strategies of teaching or learning a speaking skill, this research hopefully can be used as a reference in making a work. The researchers hope that other researchers can find other techniques in teaching speaking that are more interesting and appropriate to be applied.

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