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THE IMPLEMENTATION OF TEACHING SPEAKING AT THE IMMENSITY ENGLISH COURSE
ABSTRACT There are many problems that English teachers face **in teaching and learning process** of speaking. Many teachers teach speaking using drilling and memorizing techniques, these made students become passive in their speaking skills. A good technique is needed to implement **in teaching learning process** according to students condition.

This research was to describe the implementation of teaching speaking at The Immensity English Course. The method of this research was case study, qualitative approach. Questionnaire **and interview were used to collect the data** about the implementation of teaching speaking in The Immensity English Course. The data were analyzed through three cyclical steps: **data reduction, data display** and verification. The research subject was an English tutor of the Immensity course.

The **result of the research** showed that The Immensity English Course, tutor used drilling, discussion group, role play, telling story, interview and presentation techniques **in the teaching and learning process**. Those techniques were used at The Immensity English course because those techniques effective to make students active, creative and had a lot of participation in the speaking activity.

They were relevant to the purpose of teaching speaking at The Immensity English Course is to make their students fluent in their speaking skills. Those kinds of techniques gave the students opportunity and chance to increase their speaking ability. The researcher suggested other researchers to investigate other creative techniques to compare **the result of the** successful techniques that used in teaching speaking.

Keywords : speaking, teaching speaking, English course INTRODUCTION In language learning there are four skills that we must be mastered. This is supported by Ur (1996: 120) that stated the four skills as: listening, speaking, reading, and writing. Speaking is one of productive skills that are important to be used in communication with others, because speaking makes us possible to express our ideas, knowledge and opinion.

This statement support by Chaney (1998) who stated "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Thus teaching speaking becomes important in teaching and learning process in order to transfer knowledge from the teacher to the students and to improve the students speaking skills. Teaching and learning process in speaking can be done not only in the formal education like schools but also in the non formal education.

Non-formal education and formal education are different. Differences between formal education and non-formal education are: (1) Non-formal education is flexible in curricula and methodology but teaching and learning process based on its organized. (2) Students' needs and interests become a focus in non-formal education.

(3) Formal education lacks in the practical, while non-formal education pay attention on skills and the development of attitudes (Dib, 1988) that important in students future. Previous studies suggest that skills that students need are better increasing while they are study in non-formal education which made them possible to increase their knowledge of themselves and the world in a better ways.

It can be conclude that non-formal education focuses on the students (students needs and interest), and is quick to respond to the changing needs of individuals and societies (Todaro, 1995). Non formal education does not have curricula; the responsibility for learning process is individually. Mistakes that the students do are important in the teaching and learning process, if there are more mistakes it means that there is more learning.

We can face this form of education happens in friendships, families and work environments (Novosadova, et al., 2013). One kind of non formal education is English course. Nowadays there are a lot of courses that we can find with a lot of techniques and model that implemented in teaching and learning process.

The writer conduct a research on The Immensity English Course, it focuses on the technique that the teacher called "tutor" used to teach speaking in the teaching and learning process. This course was chosen by the course quality in teaching because this course is focus in teaching speaking from the beginner until the advanced. This course

has successful graduate students, most of them are ready to job interview in English, one of them were Riski Ilahi Lubis and Rudi Andika who got job in the cruise, Adam Pranatal who worked in the Hotel after graduated from The Immensity English course, the tutor also have a good experience in teaching speaking, because he has been teaching speaking for 13 years in the English Course.

Many researchers from the previous studied showed that speaking skills of the students increase when they study in the English course. Ahsanu (2014) in his research stated that "there **was a significant improvement** of the participants' speaking skill after joining the course for a month. This conclusion indicated that English base camp is an effective method and **can be used as** an alternative method in English learning particularly speaking".

Another research that conducted her research in the English Course is Octaviana(2018) she stated that "One of several things that are not less important to achieve the success in English learning is the tutors' role in organizing the class become an interesting class when the process of English learning and teaching in progress". Previous study by Ahsanu and Octaviana showed **teaching and learning process in** the English course made students speaking ability increased, thus this article described the implementation of teaching speaking at The Immensity English Course to develop another studied in teaching speaking in the different course with previous study.

This is important to make research in the different English course from the previous study to develop the effective technique of teaching speaking in the English course. The implementation of teaching speaking technique that we usually find out is teaching speaking using role play technique. Teacher usually gives a dialogue text to the students and students asked to remember it then present it **in front of the** class.

So far students only lesson speaking for memorization, thus the result of learning is unsatisfactory, and students need more practical knowledge to improve their speaking ability. This article is different from the previous study because it took in the different English course and the focus of study is teacher **techniques in teaching speaking** that implemented **in teaching and learning** process, **in order to get** a good and successful model **in teaching and learning process** that improve the students speaking ability.

The significance of the study is to inform and giving a model of effective **techniques of teaching speaking** in the English course that can be implemented in the classroom. LITERATURE REVIEW Speaking Speaking has many definitions one of them stated by Nunan (2003) "speaking consists of produce systematic verbal utterances to convey meaning?".

Speaking is one of productive skills in language teaching, "It is defined as a process of building and sharing meaning through the use of verbal or oral form" (Chaney, 1988, Gebhard, 1996). The main purpose of speaking is to communicate with others. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important.

Basically, there are three important aims of speaking (Tarigan, 2008:30-36) are to inform, to entertain, to persuade, and to discuss. In speaking, there are some aspects that must be mastered by the learners. It can be used as a reference whether our speech are good or not. Those aspects are: fluency, comprehension, grammar, vocabulary and pronunciation. The description is as follows according to Brown (2001: 406-407).

First is fluency, It refers to ability to speak smoothly and easily, it means someone speaks the language without any trouble. Second is comprehension, comprehension is a student competence to understand about what the speaker says to them and can reach the meaning of it. Third is grammar, grammar is making a correct sentence based on the rule. Fourth is vocabulary, vocabulary is the basic of language; we can say nothing without vocabulary.

The last is pronunciation, based on the definition; pronunciation is the important component of language. Pronunciation is important to make the others understand the meaning of the word that we say. Teaching speaking According to Nunan (2003: 55, 56) there are four principles for teaching speaking: (1) First, giving students practice with both fluency and accuracy.

Accuracy is the ability to speak or write without making any error in grammatical, vocabulary, punctuations. Fluency refers to ability to speak smoothly and easily, it means someone speaks the language without any trouble. (2) Second is providing opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Teacher must arrange some groups in class to make students active in speaking activity in each group. (3) Third, planning speaking tasks that involve negotiation for meaning, learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood.

(4)Fourth, designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking, teacher makes some activities that make students used their interpersonal and transactional communication. Based on

explanation above, a good teacher has an important role in teaching and learning process. The teacher has to know how to teach speaking easily and how to arrange a situation and condition that make the students interested to join speaking activities, the good technique in teaching speaking needs to be implemented in teaching and learning process to increase the students' speaking skills ability.

Techniques in Teaching Speaking There are many techniques in teaching speaking. According to (Kayi, 2006) There are thirteen techniques of teaching speaking as follows: (1) Discussion, (2) Role Play, (3) Simulations, (4) Information Gap, (5) Brain Storming, (6) Storytelling, (7) Interviews, (8) Story Completion, (9) Reporting, (10) Playing Cards, (11) Picture narrating, (12) Picture describing, (13) Find the Differences.

Beside techniques in teaching speaking, there are seven principles for designing speaking technique by Brown (2001:275-276), the principles are: (1) use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus in interaction, meaning and fluency, (2) provide intrinsically motivating techniques, (3) encourage the use of authentic language in meaningful contexts, (4) provide appropriate feedback and correction, (5) capitalize on the natural link between speaking and listening, (6) give students opportunities to initiate oral communication, (7) encourage the development of speaking strategies.

RESEARCH METHOD In this research study the design of research that the writer used was case study, using qualitative approach. Case study is the comprehensive study that used one or very few research subjects, allowing obtaining a broad and detailed knowledge of the latter. It is based on the idea that if we carefully study any unit of a certain universe, we are in terms of knowing some general aspects of it, at least we have a perspective that guide subsequent research (Wieviorka, 1992). In this research, the researcher became a key in collecting and processing the data.

Based on Ary (2010:424) "in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data". It means that the researcher becomes an instrument of human and the collector of the data of the research. For collecting data, the researcher used questionnaire and interview technique, the interview is an unstructured interview face to face by phone to collect the data that the researcher needed. The researcher sent questionnaire to the English course Tutor as a subject and participant of the study.

Researcher gave some questions and interviewing to The Immensity course tutor, Mr. Anin Na'im. Mr. Na'im has competence to answer the questionnaire because Mr. Na'im has 13 years experience in teaching in the English course using teaching speaking

technique and has good quality in speaking skills. Researcher did interview after got the answer of the questionnaire to analyze the accuracy and the compatibility of the questionnaire answer.

The content of questionnaire was about technique that the tutor used in teaching speaking, student's activities in the class, the obstacles that the tutor faced and the solution to fix it to get information about the technique of teaching speaking and the result of the teaching and learning process. For data validation the researcher used triangulation technique, Denzin (1989) noted that triangulation involves the employment of multiple external data collection methods concerning the same events may be enhanced by multiple external analysis methods. The kind of triangulation that the researcher used is methodological triangulation.

Denzin (1970, 1978) noted that methodological triangulation can be within method or between methods (also known as across method), although the generally understood type is within method, such as multiple sources of data found within one design, the researcher used same source for collecting data for different data collection method, they are observation, interview and documentation. FINDING AND DISCUSSION Finding Researcher gave some questions to The Immensity course tutor, Mr.

Anin Na'im. The content of questionnaire was about technique that the tutor used in teaching speaking. From the questionnaire and interview with Mr. Na'im the researcher got the data. From the data that the researcher got, The Immensity course divided class into 3 types of class. The class was divided not based on the students speaking ability. Every class has a target for the students to reach.

The period of the study in this course is two weeks. Students can promote into the next grade and got the certificate if they can finish the exam in their class very well and can reach the target. The first class is elementary class. Elementary class is a class where the students have very low ability in speaking.

In this class the tutor used drilling and discussion technique. The students are drilling to be brave and confidence to speak English. Many students especially a beginner in study English usually have a low confidence, fluency and accuracy in speaking English because they have a lack of vocabulary. To make students fluent in this elementary class, tutor drill them to remember a lot of vocabulary based on their daily activities and experience.

The students also made a small group in class to discuss about the theme that the tutor gave. Second class is intermediate class, in this class the tutor teach students using drilling, role-play, storytelling and interview technique. For role play, tutor gives example

a dialogue to the students, then students must make their own dialogue based on the theme that given to them, students not only remembering a text of dialogue but also create and practice their own dialogue. Drilling was used to correct the student's error in speaking.

When there were wrong words, intonation and vocabulary that students did not know, tutor wrote the word in the board, and they will learn about those words together. Students asked to read, pronounce and spell all of the word in the board to increase their vocabulary in the board and remembered all of it. They also asked to Tutor also combine the role play with interview, and telling story technique.

Students asked to interview the others students, then made a dialogue from the result of the interview and then they retelling the information that they got in front of the class. Students were asked to make a story from the theme that tutor give , then they must told their story in the outdoor or into the other students that through in front of their course, then record and upload it in their social media.

The third class is advance class; in this advance class tutor teach using role play, interview and telling story. In the advance class tutor gave students problem or theme to solve. They can solve their problem by interviewing their friends, their tutor, the other student's course, or by searching in so many courses.

Students asked to present their idea and problem solving by telling story. After they presented their story or speech they must answer question from the audience. They must tell their story minimum in 15 minutes. The tutor gives a lot of question to the presenter to guide them how answer question and how to presenting their idea.

From the finding of the research , the tutor of The immensity English course used different techniques in teaching speaking for different class, some techniques that the tutor implemented in teaching speaking in The Immensity English Course were, drilling, discussion group, role play, telling story, interview, and presentation or reporting technique. The data about the technique that the tutor used, the tutor said that: "They have different activity in each class.

For elementary they did discussion and remembering vocabulary, in intermediate they did role play, telling story and so on. For the advance class they did presentation as the final test. They must pass the test for getting the certificate." The first was drilling, those technique used by tutor to introduce new vocabulary in the students daily activity, and experience.

Tutor will ask students to introduce their self, then tutor guided them with some questions to direct them find the idea to share with other. By directing students to find idea by give them some question the vocabulary of the students increased. If the students have a new word in Indonesian language and did not know the word in English, the tutor wrote the word in board then they studied and remembered that new word together and spoke it loudly for **several times until they** become familiar with those words.

The second was discussion group; discussion group implemented **in teaching and learning process** by make a small group with four or five members each group. Tutor gave theme into each group and asked students discuss about it. Every student had same chance to speak up and express their idea. Tutor visited every group to check the discussion progress and helped to solve difficulties that the students had.

The third role play, the role play technique used by the tutor to make the students speaking skills fluent. By this technique the students asked to make conversation by the theme that given by tutor and they must practice that dialogue with the other. By arranged their own conversation the students had more confidence to speak and having a good conversation that just remembering and practice discussion by the printed text. Fourth technique was telling story. Telling story implemented by tutor **in teaching and learning process** to express their idea in oral way.

The students must deliver their idea and knowledge about something in a story, then they presented their story **in front of the** class, and they also asked to make video in their telling story process. Fifth technique that implemented **in teaching and learning process in** The Immensity English Course was interview. In this technique students trained to be brave to give question and asking information to someone even into stranger that they met.

It increased student's confidence to speak **in front of the** people and also built a good social relation with the others in student's environment. Sixth technique of teaching speaking that the tutor used was presentation or reporting. In the advanced class presentation would be the final test that the students did.

In this technique students presented their ideas in many ways, can be by telling story and speech, then during the presentation the audience and tutor could ask question so there was active communication between the speaker and audience. It would give students a good experience in accepting question and answering question, it good for students to transfer knowledge each other.

Tutor evaluated the students speaking ability using oral test. Thus teacher will give the students score from the students performance, vocabulary, pronunciation, fluency, and grammatically. If students can finish the test well, the students would be able to graduate from the class and also got the certificate.

If students cannot pass the exam, the students must take recourse or down the level into the previous class to reach their speaking skills target, it based on tutor statement that stated: "We did a final test to students, and then we give them score from their fluency, accuracy, pronunciation and performance." "Yes they got a certificate with the score.

The score gave based on students speaking ability like pronunciation, vocabulary, fluency, performance and grammar in the final test." With the technique that the tutor implemented in each class the tutor gave students opportunity to speak, and gave the students materials and treatment based on the students need, the tutor also gave motivation and feedback to the students.

This is support the theory of **seven principles for designing speaking technique** by Brown (2001:275-276) and **four principles for teaching speaking** theory by Nunan (2003: 55, 56). Dissussion One of several things that are not less important to achieve the success in English learning is the tutors' role in organizing the class become an interesting class when the process of English learning and teaching in progress (Octaviana:2018), in the other hand Abadi (2015) stated **that (1) teachers as the main factor of presage variable were observed using many kinds of strategies, and techniques for developing speaking skills, and (2) appropriate speaking techniques and strategies were used to develop speaking skill in the mentioned different speaking class levels,** from those previous studies, technique of teaching speaking were important top implemented **in teaching and learning process.**

Previous research about technique in teaching speaking was done by Nurhayati (2013) who stated that mostly English courses implement some techniques as drilling, singing, debating, and playing games and also outing class as one of their learning programs. These teaching techniques make learners are active and creative. Another research that conducted her research in the English Course is Saliha (2017), her research showed that "teacher used four strategies to make students participated in learning speaking. The areas of speaking knowledge that facilitated by teacher's strategies were the mechanic, function and social cultural- norm.

The research had a similar result with the previous study that had result **techniques in teaching speaking** that implemented **in teaching and learning process in** the English

course support students to improve students speaking ability. It means that this research is support the previous research. This finding of the research also supports not only the theory **seven principles for designing speaking technique** by Brown (2001:275-276) and added one technique that the tutor used that it presentation technique, but also **four principles for teaching speaking** theory by Nunan (2003: 55, 56).

CONCLUSION AND SUGGESTION The conclusion of the research was that implementation of teaching speaking in The Immensity English Course, tutor used drilling, discussion group, role play, telling story, interview, and presentation technique **in the teaching and learning process.** The tutor used different technique to teach speaking in different class.

Those techniques were appropriate in teaching speaking at The Immensity English course because those techniques had the priority to makes students active, creative and had a lot of participation in the speaking activity. Those kinds of technique gave the students opportunity and chance to increasing their speaking ability. The researcher suggested other researchers to investigate other creative techniques to compare **the result of the** successful techniques to find out the other technique in teaching speaking that effective to implement **in teaching and learning process.**

This research weakness was this research did not observe **the teaching and learning process in** the class because this research did in the pandemic time that every student must study from home, thus the next researcher can do this research by observing into the class in the future to get more accurate data and observation to cover up this research weakness. REFERENCES Abadi , C.P. (2015). Developing Speaking Skill in EFL English Course.

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