THE STRATEGIES OF TEACHING SPEAKING TO YOUNG ADULT LEARNERS APPLIED BY A TUTOR IN SPOT NGAMPEL ELEVEN ENGLISH MASSIVE PROGRAM AT KEDIRI

SKRIPSI

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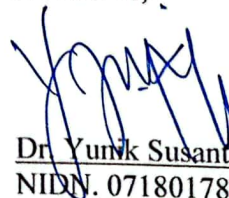
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MOTTO AND DEDICATION

MOTTO :

"IN THE BOOK OF LIFE, EVERY CHAPTER OF STUDY IS A STEP
CLOSER TO A BRIGHTER, MORE ENLIGHTENED FUTURE."

DEDICATION :

1. My beloved parents, Bapak Samsun and Ibu Titis Arumawati who always pray and support me. They also given advice and accompany me affectionately through my life's ups and downs.

2. My lovely Papa Aris Purnawan and Mama Wiwin Yuniati who have took care of me and always supported me in my education.

3. My brother and sister who have given us encouragement. Hopefully we will become children who will make our parents proud.

4. My dearest friends, I dedicate the results of this thesis skripsi to all my friends who know me. They have been my best friends throughout my undergraduate education. They give the research support, motivate physically and mentally.

ABSTRACT

Indah Nopitasari The Strategies of Teaching Speaking to Young Adult Learners Applied by a Tutor in Spot Ngampel Eleven English Massive Program at Kediri**,** Skripsi, FKIP University of Nusantara PGRI Kediri, 2024

Keyword: Strategies of Teaching Speaking, Young Adults Learner, English Massive

The English Massive Program in Kediri aims to provide free English course for all ages, emphasizing interactive learning outside formal schools. The program focuses on practicing oral communication skills. The success of the program depends on the teaching strategies applied by tutors. Therefore, the researcher carried out a research on the strategies of teaching speaking to young adult students applied by a tutor in the English Massive program. This research is a case study conducted using a qualitative approach. The subjects of the study were a tutor and two students in spot Ngampel Eleven. The researcher collected the data by doing observations, field notes, documentation and interviews.

The findings of this research are: 1) The tutor used various teaching strategies to help students learn to speak: role playing, group discussions, games, and pair work. 2) The implementation steps taken by the tutor in the lesson plan based on syllabus are pre-activity, main activity and post-activity. 3) The strengths of the strategies are the tutor provided interesting material for the students and most of students are active involving in the activites. The weaknesses were that the materials were not suitable in Indonesia context and the tutor did not give feedback on the student's performace. The researcher suggests to other English tutors to adopt various teaching strategies used by this tutor in teaching English, especially teaching speaking skill.

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The researcher realizes that still has shortcomings, therefore criticism and suggestions will be very helpful.

<div style="text-align: right;">

Kediri,
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CHAPTER I

INTRODUCTION

This chapter presents the research background, research scope, research problem, research objectives, significance, and definition of key terms.

A. Background

There are three categories for Indoneisa's educational pathways. According to Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, (2003) , they are (1) Formal Education is an organized and tiered education path that consis of basic education, secondary education, and higer education (paragraph 11), (2) Non-formal education is an education pathway outside formal education that is capable of being implemented within an organized and tiered manner (paragraph 12), (3) Informal education pathway that takes place in families and neighborhoods (paragraph 13).

A few specialists talk about formal, in formal, and non - formal education. First, according to Syaadah et al., (2023) several levels of education, Basic, secondary, and post-secondary education make up the formal education path, which is organized and tiered; non-formal education is an alternative to formal education that can also be applied in a structured and tiered way; and family and environmental education are examples of informal education pathways.

Meanwhile, Kusmiran, Ilyas Husti, (2022) state that (1) Non-formal education is conducted in a structured manner with the goal of developing students' potential with an emphasis on specialized knowledge and skills according to the level of education applied: (2) formal education is held in a

specific location, organized, systematic, and has a specific period of time from basic education to higher education; (3) Family education, in which the family serves as the primary educational institution in the home, is an example of informal education.

Non-formal education is one of the educational routes; its programs are carried out in accordance with different activity stages in community development. Mulyono, (2012) declares that the road of non-formal education is no longer one that only enhances, replaces, or supplements the path of formal education. In order to improve fairness and access to high-quality educational services, non-formal education might be beneficial. Meanwhile, according to Government Regulation No. 73 of 1991, the existence of out-of-school education (Nonformal Education) aims to serve learning citizens so that they can grow and develop early in their education.

The community plays a significant role in managing non-formal education, whereas the government just serves as a facilitator in this context. In an investigation of the development of non-formal education in *Kampung Inggris*, Heningtyas et al., (2014) used community involvement and the government as examples of non-formal education. The study came to the conclusion that the government plays a more passive role in facilitating the community's desires and promoting non-formal education, with the community playing a dominant role in its growth.

However, there is a non-formal education in Kediri, that is English Massive Program. It is initiated by the local government, Education and Culture Office, with the aim of empowering the community. This program is one of Kediri's non-

formal education initiatives that aims to improve the community's English communication skills. Non-formal education emphasizes on interactive learning outside formal schools for school students age children and people who want to develop their communication skill.

English has evolved into a global language of communication with the advancement of science and technology. Language development is essential for worldwide communication in the modern day. As Thariq et al., (2020) English is extensively studied in official, non-formal, and informal educational settings. Understanding these facts, the Kediri local administration launched the English Massive Program to assist the populace in developing the ability to speak in a global language.

The municipal administration of Kediri City launched English Massive as a way to provide its citizens with better and more convenient access to English language education. The public is welcome to enroll in this free English course at any age. English-language mass courses enable Kediri residents to study in their community and foster a culture of learning. English Massive's mission is to increase capacity and competitiveness, particularly in the area of English as an international language, to better equip Kediri City residents to meet global problems.

English Massive's mission is to: (1) offer free English classes to all Kediri City residents at all locations, which are spread across 46 urban villages; (2) support local English educators with resources, equipment, and other means to enable them to provide the best possible learning opportunities for program participants; and (3) provide a venue for participants to demonstrate their abilities

and academic progress through yearly English Massive events. The Young Leaner, Young Adult, and Adult lessons offered by English Massive provide many regular class plans.

The goal of the students or participants in these sessions is to teach them how to communicate in English more confidently by teaching them how to use common and fundamental vocabulary. The program has a curriculum that emphasizes simple to advanced daily conversations, with a focus on the interaction process in each learning session. In terms of interaction, this program is different from schools in formal education as it fosters a close relationship between teachers and students. It is important for students to feel comfortable speaking in class without feeling pressured.

From observations and interviews with trainees at one of the spot, the researcher found interesting things that can be learned from the implementation of English Massive. First, learning activities are focused on practicing participants' oral communication skills in an interesting way. The participants felt comfortable during the learning because the learning situation was very conducive. In addition, the tutors complemented the learning with learning media to help participants understand the context of English usage. Furthermore, this institution is unique because of the diverse age ranges and educational backgrounds of the trainees. others have completed their high school education, others are still in junior high school, and some have graduated. Of course, this is a challenge for the tutors to prepare the materials so that the implementation of learning runs smoothly.

Success in learning English needs to pay attention to the right learning method to get maximum results. Additionally, learning may be seen as the process

of interacting with teachers, learning materials, and a learning environment in order to accomplish certain objectives. The result of research by Hakim, (2017) suggest that teachers, especially English teachers in teaching speaking classes, must consider class conditions and know the characteristics of students in the class, about the characteristics that dominate in class. As a result, the instructor has to plan the appropriate strategy while taking into account the unique circumstances of the classroom.

The success of learners in learning speaking certainly needs to pay attention to learning aspects to obtain success in learning is measured by the ability shown in the target language conversation. The dynamic process of creating meaning that involves generating, receiving, analyzing, and utilizing both spoken and nonverbal communication is known as speaking talent. Speaking skills based on language perspective is as a means of communication between humans Rohmahwati, (2016) revealed that speaking ability refers to the ability to use language in oral communication which functions in general to speak in social interaction. While Yamin, (2017) suggests that the elements of language elements needed, namely: vocabulary, pronunciation, simple grammar and simple conversation. In speaking skills, of course, it is necessary to interact actively and productively and understand the information that is communicated orally.

From the results of previous research Kiruthiga & Christopher (2022) stated that students can gain speaking skills through listening, reading and comprehension activities, and gain speaking or communication skills between students and teachers in the classroom. While from other research Sari & Hum (2018) the success of speaking skills in students' needs high student learning

motivation with frequency and perseverance in learning with a long time span to hone high speaking skills.

There are only a few researches which object is English Massive. There is a study done by Anna (2017). According on the findings of the community-focused research, the English Massive activities had been executed well, the study revealed. In contrast to earlier research, this study focuses on efficient and effective learning practices that may be used with early teenage pupils. The researcher is curious to find out more about the implementation of further investigating the dynamics of non-formal education in light of the aforementioned facts, with the title "**The Strategies of Teaching Speaking to Young Adult Leaners Applied by a tutor in Spot Ngampel Eleven English Massive Program at Kediri**".

B. Scope of the Research

The researcher in this study focused only on the issue of teaching speaking techniques to young adults enrolled in the "English Massive" language community program run by the municipal administration of Kediri. The researcher limited her observations to the Ngampel Eleven Young Adult Learners location, where the instructor was using elementary level 2 learning materials.

This research focuses on students' speaking teaching strategies used in the classroom. The researcher focused on speaking teaching strategies through classroom observations and interviews with teachers until the researcher found out the results. Therefore, this activity focuses on explaining what strategies tutors use in teaching and the implementation process in class.

C. Research Problems

The researcher formulates the research problems are as follows:

1. What strategies do the tutor to teach speaking skills for young adult students in the English Massive program?

2. How is the teaching strategy implemented by the tutor during the teaching process in the English Massive program?

3. What are the strengths and weaknesses of teaching strategy implemented by the tutor during the teaching speaking process in the English Massive program?

D. Objectives of the Research

Based on these problems, the objectives of this study are:

1. To describe the strategies of the tutor to teach speaking skills for young adult students in the English Massive program.

2. To describe the teaching strategy implemented by the tutor during the teaching process in the English Massive program.

3. To explain the strengths and weaknesses of teaching strategy carried out by the tutor during the teaching speaking process in the English Massive program.

E. Significance of Research

The results of this activity are expected to be useful by providing benefits:

This research on teaching strategies for speaking skills in the English Massive program not only provides direct benefits for English tutors, but also has a broad and profound impact on the fields of language education and

qualitative research. The findings of this study can be used to inform teaching practices, develop curricula and teaching materials, and improve the quality of English language education overall. In addition, this study also contributes to the development of research theory and methodology, providing valuable insights for academics and practitioners in this field.

1. **For Tutors**

The findings of the research provide insight into the strengths and weaknesses of the teaching strategies used by tutors, so that the information can be used for professional development of tutors. It also helps tutors understand and overcome the challenges faced in teaching speaking skills.

2. **For other researchers**

This is qualitative research on teaching speaking to young adult leraners in English Massive Course. It describes the teaching strategy, the strengths and weaknesses. Other researchers may design other researches by using quantitative approach to measure the effect of the strategies used by the tutor in other spots or courses.

F. **Definition of Key terms**

1. **Strategies Teaching Speaking**

The definition of teaching speaking strategies is techniques used by the tutor to help students develop speaking skills in a language. The techniques include ranging from direct learning models to project-based learning, as well as various techniques such as role-playing, simulation, group discussion and repetitive practice.

2. **Young adult learners**

Young adult learners are those between the ages of 18 and 25 who are in the process of moving from adolescence to adulthood. At this age range in higher education, professional training, or just entering the workforce. This group has unique characteristics and learning needs that differentiate them from younger learners as well as from older adult learners.

3. **English Massive**

The municipal administration of Kediri City launched English Massive as a way to provide its citizens with better and more convenient access to English language education. The public is welcome to enroll in this free English course at any age. The inhabitants of Kediri are able to learn in their neighborhood and foster a culture of learning community thanks to an English Massive class.

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