

The Teaching of Speaking At “Mr Pepsi English Course” in Kampung Inggris Pare Kediri

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Abstract

Teaching speaking as a foreign language is a complicated activity. Teachers perform some efforts to achieve oral competence in English. The teachers should prepare good lesson plan, appropriate teaching strategies, and speaking assessment. Lesson plan is considered as crucial part in teaching speaking because it contains the objectives of the course, teaching and learning activities, and the assessment to check students' understanding toward the lesson. This research is conducted to describe the process of teaching speaking activity in informal English institution. This study was intended to answer the research problems: What is the planning to teach speaking skill, What is the teaching strategy to teach speaking skill, and What is the assessment to assess speaking skill. Therefore, this study had some objectives to investigate the planning, teaching strategies, and assessment activity in teaching speaking. The research was conducted using qualitative design which focus on case study. The research site was at Mr Pepsi English course kampung inggris Pare Kediri due to some special treatment given by teacher in teaching speaking. The researcher selected this course since the course program focus on speaking skill. A qualified teacher who has been teaching within three years and teach impromptu program at the course was required as the research subject. To collect the data, the researcher conducted observation, interview, and documentations. The findings revealed that teacher planned the teaching activities by designing an lesson plan as a guidance in the class. The strategies used by teacher to teach speaking are oral presentation, discussion, dialogue, and reading aloud. In addition, an assessment for speaking skill was interview practice. Some suggestions addressed to English teacher, government, and future research on the basis of result. EFL teaching practitioners should improve the ability on designing lesson plan and selecting strategies of teaching speaking. Assessment activity should be related to the objectives of the course. Also, government should provide training and workshop to enhance the quality of EFL teacher. For the next researcher, conducting a study in the same research design is suggested by using different skills and setting of place.

Key Words: speaking comprehension, teaching speaking, English course

Introduction

Many students has learned a foreign language to compete the globalization era since they were in secondary school level. The result of foreign language study in formal school did not give any satisfaction performance particularly in communicating the language. It implies the teaching of English in the school is probably considered unsuccessful since many secondary students do not have adequate ability to speak English properly (Cahyono and Widiati. 2011:18). Therefore, many students take course outside the school to get better English. As a non-formal education, English course was born to assist the students who need more training toward the learned language.

English course provides non-formal education which purposes to expand and give more training for students to master the language with flexible schedule and variety programs. This non-formal education exist since English is considered as a difficult subject to learn. Some students need alternative treatment instead of studying language in a formal education. It is supported by Barkelle (2010:4), he argued that English is complicated subject to learn at school, some students feel tired and bored in learning English. It implies that the students need more training from English course to enhance and maximize the achievement of English skill in school. The existance of English course is for supplementary education for formal school in which to increase the ability of students to communicate using English.

Teaching in an English course is well-known also as teaching in non-formal education. Coombs and Ahmed (1974:8) explained non-formal education as any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children. It implies that the activity of non-formal education is done beyond the habitual of formal education which is aimed for all level of learners. The teacher has an authority to set any activities to reach the objectives using some approach which is probably not used in formal school.

Many English courses have been born and walked side by side with the existance of fomal school to assist the students improving their achievement at school. Kampung Inggris Pare Kediri in East Java is one of the environment which provides many English courses with variety programs and duration of study. This place is also considered as big environment of non-formal education particularly for English course in Indonesia since more than 150 English courses registered officially in this area.

The investigationof the practice on the field is considered importance since its aim to discover the real process of teaching and learning of English speaking. English course in Kampung Inggris Pare Kediri is chosen by the researcher to conduct the investigation. The reason was strongly supported by statementthat learning English in Pare Kediri made the learners felt confident and brave to speak English without any reluctance. In addition, Pare is the best place for students to learn English since supporting environment and motivations encourage the students to speak English as daily language. Furthermore, Kampung Inggris Pare offers non-formal education which support the need of formal education. According to Kamil (2009), formal education, informal education, and non-formal education are parts of continuing education and lifelong education. They can not be separated and stand by itself. Students get knowledge, competence, and understanding are not obtained from formal school only. But they get complementary education through informal education and non-formal education. It implies that the existance of Kampung Inggris Pare can increase students achievement in school or other

purposes of English. Kampung Inggris also has given significant impact for students in learning English in short time. Also, supports the growth of economic for local.

In this study, Mr Pepsi English Course at Kampung Inggris Pare Kediri is chosen by the researcher to conduct the research since the place concern on speaking skill training. In addition, kompasiana.com stated Mr Pepsi English Course is number seven of recommended course to enhance speaking ability in Kampung Inggris Pare. According to observation conducted before the research, there are some interesting facts related to this course. Since it was built in 2015, with a motto "*Your dream is around us*", this course has successfully grabbed the English learners to study in this place with more than 100 students registered for some programs in every two weeks. Some considerations also encourage the researcher to conduct a research in Mr Pepsi English Course. The first is this course has a representative building which available for the students to study English and feel cozy to learn inside the class. There are five classrooms for learning English which is facilitated with fan, whiteboard, and adequate equipments. The second is the educators. Some of them graduated from under graduate program. There are eight teachers and two administrators which five of them graduated from English education. Next, the course has an excellent methods to teach English speaking, it has some great techniques to invite students speaking English actively compared other English language course. The techniques are truly work for students to be more confident and enjoy to speak English in the term of dialogue or monologue. The third is the materials used for teaching speaking skills are sufficient with the need of students. It is shown by the expression of students who feel satisfied and enjoy learning speaking in the course. Above all, legal accreditation from government support this course as research subject. In addition, this course located in Kampung Inggris Pare Kediri which supported by a good environment and motivated students to learn speaking skill. It proved by both teacher and student often communicate using English in the classroom or outside the class.

Based on the facts above, the researcher is interested to investigate the activity of teacher in teaching speaking skill particularly in planning, teaching strategy, and assessment used. However, teaching speaking as a foreign language is a complicated activity. Many things should be prepared by teacher to succeed the activity of teaching in the classroom in which performing some efforts to achieve oral competence in English. The teachers should prepare good lesson plan, appropriate teaching strategies, and speaking assessment. Lesson plan is considered as crucial part in teaching speaking because it contains the objectives of the course, teaching and learning activities, and the assessment to check students' understanding toward the lesson. Lesson plan is to assist the teachers in the classroom. Cole (2008:76) stated the existence of teacher to accommodate sufficient plans in fulfilling students' educational needs which aimed to communicate using target language. It shows a good planning for teaching should be prepared appropriately by teacher to pursue the purpose of learning language which communicate using the target language.

Meanwhile, teaching strategies is also considered as successful factor in mastering speaking. The strategies of teaching English should be created appropriately to obtain expected outcomes. As stated by Reiser and Dick (1996:54), teachers can use different strategies of teaching to reach teaching-learning goals and objectives. It assumed that teacher has responsibility to shape the students capable to speak English by applying some appropriate teaching strategies. In result, assessment becomes final activity of teaching learning process. this activity aims to see the understanding of students toward the lesson. Sadler (2005:23) stated that

second language assessment is done either to measure the quality of students' achievement or performance and inferences about the learning that has taken place.

Related to the background above, the researcher is willing to conduct a study about the teaching process in non-formal education in particular English course. In this study the researcher is interested to get the data about how the teachers of Mr Pepsi English Course teach speaking skill in classroom. Therefore, this research focus on the teachers' activities in the class which focused on speaking skill in terms of teaching speaking plan, teaching speaking strategy, and speaking assessment in Mr Pepsi English Course. It is expected that the study provides an insight for teachers to apply appropriate teaching speaking in non formal education or formal education.

Method

This study is qualitative research design since the researcher does not perform any statistic on the report. The researcher only describes the phenomenon occurred toward the research subject. Qualitative research is also well-known as naturalistic research since the research is conducted in natural setting. The research is encountered on natural object without any treatment and manipulation. Also, the researcher attendance does not influence any activities to the object. Case study was chosen as the strategy used since "Why" and "How" concerned as the question to the subject. In addition, the researcher had only little opportunity to control the occasion which is investigated and contemporary phenomenon in a real life context became the focus of research (Yin. 2002:43).

According to Creswell (2008:16), he stated that qualitative research as "an inquire process of understanding a social or human problem, based on building complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in natural setting." In other words, this design produced descriptive data in form of words from phenomenon and certain behavior with natural setting. The aim of qualitative research is to investigate a holistic picture and depth of understanding rather than a numeric analysis. Furthermore, Sugiyono (2010:15) stated that qualitative research is the research based on positivisme philosophy, used to investigate the data on natural setting, the researcher is the main instrument, sample data sources are taken purposive and snowball, technique of collecting data by triangulation, data analysis is inductive or qualitative. The researcher played his role as the main instrument that understand theories and broad knowledge for asking, analyzing, capturing, and constructing social context to be more meaningful.

In this study, the researcher investigated the teachers process in teaching speaking in the classroom. The researcher found the answers of research questions about teaching speaking and describe the data in the form of words based on observation, interviews, and documents. It implies that the research design try to describe some crucial events happened naturally in the classroom. Qualitative research plays the researcher as the instrument of collecting data. The researcher himself is the key to get the data in the field. Therefore, the researcher put his position as nonparticipant in this study. As nonparticipant, the researcher came to the class and observed during teaching learning process without participating the activities in the class. It aimed to get detail information related to the study. The attendance of the researcher was known by the subject and got permission from the institution.

The research setting of this study was one of famous English speaking class in Kampung Inggris Pare Kediri. It was Mr Pepsi English Course. It is located at Jl. Anyelir no. 62 A Mangunrejo Tulungrejo Pare Kediri East Java. This course founded among fifties English courses in Kampung Inggris Pare. There are some considerations made this place as the research subject. First, this English course was only focused for speaking skill. It was expected that it had many strategies to influence students to speak English. Second, this English course has been established since 2018. It showed the experience to solve the problems faced by students in speaking English. Thirdly, this English course was facilitated by proper media such as lcd projector, audio speaker, and laptop. It showed many strategies employed by teachers in teaching speaking skill in the classroom.

The setting of time of this study was on 10 March 2019 to 24 March 2019. The researcher followed the period of time which used by the course for one program. The program was 2 week programs which has ten meetings. The schedule was at 8.30 am to 10.00 am.

The selection of research subject was conducted on purpose or it was popular with purposive sampling. According to Frankel and Wallen (2009:99), they explained that selecting a sample can use personal judgement based on previous knowledge and specific purpose of study. It implies that the researcher selected the sample based on his need. The participant of this research was one English teacher that teach in Pre-Intermediate level. The teacher taught 15 students each class. Based on preliminary observation, the teachers has been teaching English for 3 years. It showed the experience of teaching speaking was undoubtfu

The researcher used some sources to collect the data. First, direct observation was applied to get the field data directly in the classroom. The direct observation was conducted ten times regarding to period of study in the program. The activities were observed the process of teaching learning process by teachers and students in the classroom. In addition, observation checklist was also used by the researcher to observe the activities in the classroom from beginning until the end of teaching learning process. The observation was used to get the data about how the process of teaching speaking at the course.

Interview was the second sources of data used by the researcher. The researcher conducted interview to get the data which can not be gained through observation. It was conducted outside teaching learning process. Also, the researcher used documentation and field notes to get the data. Documentation was taken by recording the whole activities in teaching learning process in the classroom and checking some printed documents used by teacher. Meanwhile, field notes was used when the researcher wrote down some informations during observation. Field notes were used during the process of collecting data. The data of field notes were applied to describe the process of teaching speaking at the course.

Field notes are employed by the researcher to take some notes while doing a study in the classroom. The researcher recorded what he heard, saw, experienced, and thought in the site of the study as the activity of refelecting and collecting the data in qualitative research design (Bogdan in Windartono, 2008:27). Field notes were employed to record all teacher activities in the classroom. The data gathered focused on the practice of teacher's strategies in teaching speaking in the classroom. The researcher wrote down all the strategies of teacher in teaching speaking.

Analyzing the data was an important step in qualitative research design since it described, categorized, and synthesizing the data collection. Creswell (2012:236) explained that analyzing qualitative data is understanding how to make sense of text and images so that the researcher can form answers of the research questions. It implies that the researcher showed the result of data collection in written form. In other word, data analysis is data simplification into a readable and interpretable form. Analysing data is a process to find and set systematically the result of observation, interview, documentations, and field notes to increase the research understanding about the site (Bogdan in Sugiyono, 2016:334). The researcher selected, simplified, organized, and reduced the data after collecting the data from the instruments. It was aimed to ease the researcher to interpret and understand the data collection. In this study, the researcher used qualitative analysis method which means provide a comprehension description about the research subject and not testing hypothesis (Adi, 2004:117). Based on the expalanation some experts above, the researcher implied that data analysis is the process of finding and arranging the data systematically which obtained from observation, interview, documentations, and fieldnotes by organizing the data into some categorizes, describing, syntesizing, put into some patterns, reducing, and concluding the data collection so that easy to understand.

Analyzing qualitative data research has two main purposes like to capture the prespective of participant and to answer research problems. Therefore, the researcher applied data analysis procedure which stated by Miles and Huberman. They described three steps in analyzing the data which involves : (a) data reduction, (b) data display, and (c) conclusion drawing and verification.

The researcher collected the data using some instruments such as observation, interview, field notes, and documentations. It was obtained many data from the field. The researcher should classify the data based on the research problems. According to Miles and Huberman (1994:10), data reduction is the process of selecting, simplifying, abstracting, and transforming the data based on written-up field notes and transcriptions. It implies that the researcher select and sum up the data which focus on research questions. In contrast, the researcher eleminated unneeded data in the study. In this study, the researcher reduce the data from observation and fieldnotes to describe teachers activities in the classroom which related with teaching strategies. The data of interview was determined the teacher preparation before teaching speaking. Documentations data was used to see teachers lesson plan and assessment worksheet for students.

The second step of analyzing the data was data display. After reducing the data, the researcher display the data in qualitative form. Usually, qualitative data is distributed in the form of description, chart, related categories, and others. Miles and Huberman (1994:11) argued that display is an organized, compressed assembly information that allow conclusion drawing and actions. In addition, he added that qualitative data display often performed on extended text. It implied the data was served in narrative style. The researcher displayed the data which contain the organization of lesson plan, teacher's strategies, and assessment conducted by teacher in teaching speaking skill.

Based on Miles and Huberman theory, the third step was conclusion drawing and verification. According to Sugiyono (2016:345), conclusion drawing in qualitative research can answer the research problems which formulated in the beginning of the study. It implied that the conclusion was the answers from what was the preparetion of teacher, what strategies applied by teacher, and what assessment used by teacher in teaching speaking in the classroom in English course. However, conclusions are also verified as the analyst proceeds. The researcher organized

data reduction and data display until finding the general result of “Teaching of speaking at kampung inggris Pare Kediri

The collected data must be valid in the research. Valid means there was no difference between reported data and field data. the researcher should report the real situation on his paper. The researcher used triangulation to check the trustworthiness of data. It was conducted to reduce biases in data analysis. Miles and Huberman (1994:267) described triangulation into three kinds. There are data source triangulation (persons, times, places), method triangulation (observation, interview, documents), researcher triangulation (investigator A, B, etc), and by theory triangulation (data type qualitative, quantitative, etc). In addition, Moleong (2011:330) stated that triangulation is a method to exploit validity of data using something else. The aim of triangulation was for increasing understanding of researcher about what was being explored. In this study, the researcher used method triangulation to check the data trustworthiness since he used more than one instrument to collect the data. The collected data was checked in the same source in different technique of data collection. For example the data was collected by using documentations. To check data trustworthiness, the researcher used observation and interview.

Result

This part explains about some information related to the data that has obtained. It shows the report of the researcher about findings. In this part, the researcher presents the findings in three parts they are: the way the English teacher plan the teaching of speaking skill, the strategies of English teacher to teach speaking skill, and the way the English teacher conduct the classroom assessment of speaking skill.

Teacher’s Plan in Teaching Speaking Skill

Planning is an important step to ensure students’ learning in teaching and learning process. In making teaching planning, the teacher of Mr Pepsi English Course makes the lesson plan which is guided to reach the objectives of course. The researcher used lesson plan model designed by Brown and Lee (2015:198) in making observation checklist. There are five aspects that the researcher checked. The first was lesson plan identity. The lesson plan stated the subject which was aimed for impromptu students of Mr Pepsi English Course. Conversely, the lesson plan did not state the level and class size. In this lesson plan, the time allotment was stated in term of clock. That was at 08.30 – 10.00 AM. The second was specific objectives. Its lesson plan only stated the purpose of the course without addressing the objectives for each meetings. The materials were stated in general form such as education, animals, family, food and drink, and health.

The third analysis was material. Basically, the materials were suitable for students’ level and appropriate with students’ interest which mostly graduated from high school. The researcher concluded that the materials, such as education, health, and family, were convenient for impromptu class. The fourth was media used. The lesson plan did not state any specific media used. It just stated the general activities in the classroom. Based on observation in the class, the teacher often used the media such as youtube video, song, and question cards to support the materials. The researcher assumed that the media was interesting and varied. The media also was in line with the topic given. The fifth analysis was the teaching and learning activities. The lesson plan did not state the procedures of teaching activities in particular the activities for teacher and the students. It just mentioned the topic and the activities such as myth vs fact (in

pairs), how to make healthy life (in group), and tips of diet program (in front of class). But, the lesson plan reflected the speaking activity in the classroom which performed many kinds of speaking activity for each meetings. The last analysis was the assessment. The lesson plan did not state specific assessment for each meetings. It just mentioned the final exam activity which used interview practice to assess students ability. Based on the analysis of lesson plan, the researcher concluded that it needed an improvement in designing a lesson plan to ease the teacher in teaching speaking skill in the class. The lesson plan can be described more specifically in the terms of objectives, materials, procedures, and assessment.

The Strategies to Teach Speaking Skill

The teacher did some pre-activities. The teacher opened the class by salam and greet all students. Then, the teacher checked the students' attendance and asked students' condition while instructing each students to have story telling within 1 – 2 minutes. On the other hand, the teacher did not review the previous lesson and explained the learning objectives for each meetings. In addition, the teacher explained the topic and gave some motivations to the students in learning English.

The researcher found some activities done by the teacher in while-activities. Firstly, the teacher applied some strategies in teaching speaking skill such as oral presentation, discussion, dialogue, reading aloud, and etc. The teacher also explained the activities and the materials. To maximize the speaking activity, the teacher directed the students how to do the activities. While doing the activities, the teacher monitored the students.

There were some informations in post-activities. The teacher did not give speaking assessment in every meeting. But, the teacher gave feedback to the students in the term of common mistakes done by the students. Unfortunately, the teacher seldom to give opportunity to the students to ask about anything. Finally, the teacher closed the class by salam.

According to observation, there were some strategies applied by teacher in teaching speaking skill at Mr Pepsi English Course Pare Kediri. The data displayed in the following table below:

The Frequency of Teacher Strategies

The Strategies	1st obs	2nd obs	3rd obs	4th obs	5th obs	6th obs	7th obs	8th obs	9th obs
Discussions		v		v	v	v	v	v	
Role Play									
Information Gap									
Storytelling									
Dialogue		v	v	v	v	v			
Story Completion									
Oral Presentation		v	v	v	v	v	v	v	v
Picture Narrating									
Reading Aloud							v	v	v

Based on the data above, the teacher utilized a various number of speaking strategies in the classroom. The strategies were applied in while-stage activity in the classroom. The teacher often used some strategies such as oral presentation, discussion, dialogue, retelling and reading aloud.

The Strategies to Conduct Assessment of Speaking

Interview was applied by the teacher to assess speaking ability of the students in Mr Pepsi English Course Pare Kediri. This activity is aimed to see the students' comprehension toward the materials learned previously. The teacher designed some instruments used in interview session. Some questions which related to the topic learned previously was the instrument used by the teacher. Five questions were employed for test-taker in the interview. The teacher made list of questions based on the students level and scored the result using scoring rubric. The teacher addressed the questions to the students orally and the students answered directly each questions. While listening to the answeres, the teacher made some scores using score rubric. The teacher just wrote down the score of the students in rate of 1 to 5 for each evaluated aspect.

The teacher used procedures in conducting the assesement which used interview activity. In this activity, the instruction of assessment is listed as follow:

- 1) Before the interview conducted, teacher explained the activity and escorted the students out of the class. Then, teacher called students one by one to enter the class. The teacher invited students to sit and interview began. The interview was conducted for 5-7 minutes. The students were required to answer 5 questions and each questions should cover for 1 minute. The topic was about the lesson which learned previously.
- 2) The teacher did not use any media to conduct interview session. Timer was set on the table as the reminder of activity. Scoring criteria sheet was utilized to assess the students' skill of speaking.
- 3) The teacher opened the interview using small talk to reduce the tense of students. Next step was asking the main questions. It was closed by giving feedback. The interview was conducted in one meeting since the number of students was just ten.

Interview activity was complex assessment since it applied open-ended answer. It forced the teacher to think for the reliability. Therefore, the teacher used scoring rubric. The scoring rubric presented five range levels with minimum number was 1 and maximum number was 5. It was also completed with six categories of oral proficiency.

Scoring rubric to assess speaking

Range of score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	No grammar understanding at all	No vocabulary	Can not understand question easily. Should be repeated	Produce many fillers	Wrong pronunciation but understandable
2	only understand basic grammar such as I am/he is/they are	Basic vocabulary only	Can understand easily but sometimes misunderstand	Balance the fillers and speech	Good pronunciation but strong local accent
3	Good grammar but sometimes errors detected	Enough vocabulary for some topic only	Good understanding for several opic	Quite fluent event produce filler a bit	No local accent but still not

					consistence
4	Good grammar and no error detected	Many vocabularies for communication	Good understanding for all topic	Fluent no filler	No errors in pronunciation.
5	Using advanced grammar rule	Academic vocabularies/ strange vocab	No doubt for the understanding	As fluent as native speaker	Close to educated native speaker

The scoring rubric was the guideline for the teacher to assess the students using interview. In the class, the teacher used scoring sheet to specify the students' score into the number.

Scoring rubric sheet to assess speaking

Name :
Level :
Time :

Assessment Aspect	Range of Score				
	1	2	3	4	5
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Comprehension	1	2	3	4	5
Fluency	1	2	3	4	5
Pronunciation	1	2	3	4	5

Total Score :

The score distributed into some categories based on the final score achieved by the students. The score 2-5 categorized into "Poor" performance. The score 6-10 categorized into "Average" result. The score 11-15 categorized into "Good" performance. The score 16-20 categorized into "Very Good" performance and the score 20-25 categorized into "Excellent".

Discussions

In this research discussion, the researcher presented the description of how the teaching of speaking skill was conducted at Mr Pepsi English Course Pare Kediri in particularly the teacher's plan in teaching speaking skill, the strategies use in teaching speaking skill, the assessment use in speaking skill.

Teacher's Plan in Teaching Speaking Skill

Comprehensive planning preparation is crucially needed for effective teaching process in all levels (Burden. 1999:51). In addition, planning is critical function to guarantee students' learning since there are two essential reasons. The first is the planning assists the teacher to run the curriculum content and to deliver a complex classroom variables such as the objectives, time allotment, convenient teaching strategies, prepared media and materials, and etc. Secondly, it gives direction and feeling of confidence for teacher to teach all levels in the classroom.

Planning is the strategy how the teacher conduct the teaching process to reach the purpose of the course. Therefore, planning is a needed preparation since it has significance role in teaching process. Planning in teaching process is commonly mentioned as lesson plan. Brown

and Lee (198:2015) states lesson plan should cover some elements such as goal, objectives, materials/equipments, procedures, assessment, and extra-classwork. Goal has become the headline of lesson plan since it stated the purpose of the course. It directed the whole activities to be done to reach the purpose.

The Strategies to Teach Speaking Skill

Classroom oral presentations lead to get better class interaction and participation, increase interest in learning, and real improvement toward their communication skills. From this activity, the teacher expects the students get many advantages which focus on their improvement in speaking skill. King (2002:12) stated oral presentations have been proven to bridge the gap between language study and language use such as require students to use all four language skills in a naturally integrated way and to encourage students become active. It shows that oral presentation can improve speaking ability of the students, also other productive and receptive skills since it involves all aspect of language.

Discussion activity had some stages in addressing materials to the students such as providing the topic for discussion and divide the students into some groups. Gage and Berliner (1988) explained that discussion is a forum where the learners can practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, and criticizing and evaluating successive approximations to an adequate statement. The teacher expects the students are able to express themselves and having a good confidence to exchange the ideas. Discussion motivated the students to be more actively to speak and raise the responsibility when they have a role in a group discussions in order to keep the discussion run smoothly. Discussion shapes the students to share the ideas, actively asking unknown thing to friends, and solving the problems in a group.

Dialogue practice was applied by the teacher to teach speaking skill at Mr Pepsi English Course. The teacher gave some questions as the materials of dialogue practice which was related to the day's topic. This activity aimed to encourage the students to be more active to speak and brave to interact with others. Ur (2009:78) stated that dialogue is quite good to motivate students practicing target language without any doubt within a variety of context. It implies that dialogue practice encouraged the students to practice and express their thought orally in the target language. Dialogue practice can assist the students to increase their conversation skill in common practice in most English classes.

According to Huang (2010:148), reading aloud encourage the students to practice oral English and enhance the students' memory toward the language. It means that the activity of reading is not only for speaking activity by producing the utterances but also it activates the students' brain to be more active to use the language. He also added some benefits of reading aloud strategies in teaching. Reading aloud gives more training for pronunciation practice. The students are not only motivated to pronounce the word properly. Also, they have to pay attention for their suitable stress, rythm, and intonation. By doing better pronunciation, the students can correct their dialect effectively. The second benefit is to improve oral English. The students who are shy to practice oral English, reading aloud can assist them to solve their faults of disfluency, improper pause, and increase natural and better pronunciation. The last benefit is to enhance the atmosphere of classroom. The students may feel tired and lack of concentration after following some class activities. Reading aloud activity can bring back the mood of the students by sharing the excitement, the emotion, and the enthusiasm of the new book.

Conclusion and Suggestion

Conclusions

The teacher of Mr Pepsi English Course Pare Kediri designed a lesson plan as a tool of planning for teaching activity. The lesson plan is written based on the course objectives that mentioned in the class. Regarding to speaking class, the teacher designed the lesson plan which is stressed in speaking activity. The variables that written in lesson design in the course is the materials, time, activities, and final exam activity. The teacher applied some strategies in teaching speaking. The teacher of Mr Pepsi English Course Pare Kediri applied some strategies in teaching such as oral presentation, discussion, dialogue, and reading aloud. The teacher motivated the students to follow the speaking activities actively to reach the goals of the course. The teacher is quite energetic and friendly to the students. Interview strategy was conducted to assess speaking skill of students. The teacher prepared some questions as interview instruments. The students were out of classroom and the teacher called one by one. The teacher conducted face to face interview. The students directly face the teacher personally. Each students had 3-5 minutes for interview session and the topic was chosen by the teacher. The interview is divided into three stages such as warm up (small talk), main question, and reflection. In assessing speaking skill, the teacher gave a direction and instruction to avoid misunderstanding and confusion. The students also understood the assessment rubric for speaking. The teacher of Mr Pepsi English Course utilized scoring rubric by Oller since it provides the language element that assessed by the teacher. From the explanation above, it can be concluded that Mr Pepsi English Course applied variety assessment strategies for speaking skill and also supported by clear scoring rubric.

Suggestions

English teacher in general and English course teacher in particularly should make the lesson design which states some variables of classroom such as the objectives, time allotment, materials, media, procedures, and comprehend assessment. By preparing well-designed lesson plan, the teacher can ensure the best performance to reach the goals of the course in the classroom.

For the sake of teaching strategies, the teacher should be creative and innovative to promote speaking activity to make students' interest rapidly increase. The teacher can select the strategies which suitable for students' level and objectives. Interesting and fun teaching strategies will make the teacher feeling easy to teach English. Also, the students feel comfortable and motivated to follow all speaking activities provided by the teacher.

Speaking assessment should be scheduled regularly to check students' comprehension toward the objectives. The teacher should select and design appropriate assessment which comprehend to assess the students' ability in speaking English. Speaking assessment activity is not only for gaining score for the students, but also an evaluation to create better speaking performance in the future. To this end, teacher should know three important stages in teaching spoken English. That is planning (prepare the lesson plan), implementation of teaching (select appropriate teaching strategy), and conducting selected assessment.

The government should pay more attention for non-formal institution in running English classes. Ideally, the government especially the institution which focus on non-formal give more

training for English course teacher how to prepare, to teach, to assess English skill in classroom. By doing so, non-formal institution has standard in designing lesson plan, teaching the language, and assessing English skill. The expectation is non-formal institution which actively promote English class can provide better performance in order to educate the students a qualified English teaching atmosphere.

The researcher expects this study can stimulate future researcher to develop the variables of the research. The future researcher can develop the research to investigate other skills teaching activity such as teaching reading, teaching writing, or teaching listening. Also, the research site can be modified into high level learner. The future researcher can conduct the research about teaching analysis in university level in order to investigate more complex issue.

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