

AN ANALYSIS OF CLASSROOM MANAGEMENT OF BRIDGE SPEAKING PROGRAM AT PARE ENGLISH APPLICATION CENTER (PEACE)

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ABSTRACT

This study was aimed to describe the classroom management of bridge speaking program at pare English application center (PEACE). The research design of this study was descriptive qualitative. The subject of this study included the director of PEACE and the teacher of bridge speaking program of PEACE. The research instruments which used in collecting the data were interview guide, classroom observation checklist and documentation. The researcher has found out the description of English language teaching of speaking skill at Bridge Speaking Program of PEACE in the term of classroom management, teaching media, technique, material, and assessment. Finally, based on the data, teaching-learning of speaking skill at non-formal institution should produce enjoyable, comfortable, and interesting environment. Implementation of teaching materials, media used, assessment, and learning activities should be combined appropriately and based on the characteristic and the need of the students.

Keywords: classroom management and teaching-learning speaking.

INTRODUCTION

Recently speaking has been an issue of teaching English as a Second Language in the world. In Asia, Africa, Middle East, even Europe the problem of learning speaking has been discussed by some researchers. Nakhlah and Mahmoud (2016) explained that the learners of the second language learning have limited time to learn English in the class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English.

Regardless of educational system set out by government, the problem that students face is almost the same case as in some places in the world. It needs collaborative work between students and teacher. As Widiati and Cahyono (2006) stated that the problems that Indonesian EFL learners face in developing their speaking

performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teacher. It means that teacher again and again has crucial position as a facilitator. Teacher should keep in touch with students, keep student's spirit and keep making classroom atmosphere to develop student's interaction.

Nowadays, there have been more English courses in Indonesia. These places were built to equip the need of English proficiency in societies. The most famous place is Kampung Inggris, Pare Kediri, consisting of two villages which have hundreds of English courses. It was begun by Kalend Osen as a founder of Kampung Inggris. He came to KH. Ahmad Yazid, a cleric at Tulungrejo village.

The author will conduct the research in one of the English courses in Kampung Inggris. It is Pare English Application Center, known as PEACE. It is located at Brawijaya Street Tulungrejo village. PEACE is one of the English courses that have been accredited from BAN-PAUD-PNF, the national institution of accreditation for non-formal institution. More than 20 programs are conducted in this course, covering all aspects and skills in English proficiency such as speaking, listening, reading, writing, grammar, pronunciation, vocabulary, grammar, TOEFL, IELTS, and more various programs. All facilities have been supported learning activity such as office, comfortable classroom, English area environment, camp for students, and technology-based service.

METHOD

The design of this research was descriptive qualitative. This design was considered by the researcher to gather persistent data concerning with the implementation of speaking activity in Bridge Speaking Program at PEACE.

In gathering the adequate data in this study, the data were taken from the director of PEACE, the teacher, and process of learning. The research instruments on this study were interview guide, classroom field note, and documentation. To collect the data, the researcher would conduct interview, classroom field note, and documentation. By using these instruments, the researcher could measure well the teaching-learning speaking activity in Bridge Speaking Program at PEACE. The data of this study were analyzed descriptively since it was a descriptive study. The data presentation sequence was based on the topic of the discussion, instead of presenting them according to the kinds of the instrument used.

RESULT AND DISCUSSION

In this part, the researcher elaborated the findings that would answer the question in the research question in this study;

1. Peace as the English Course in Pare

Pare English Application Center (PEACE) was officially built on 25th of May 2010 by the owner, Khoirul Anwar as the director until now. Motivation of building this

English course was public interest to learn English while there were a few English courses.

In the early years of establishment, PEACE had only one teacher and speaking program. It increased gradually and there have been many teachers and more than 20 programs covering all aspects and skills in English proficiency such as speaking, listening, reading, writing, grammar, pronunciation, vocabulary, grammar, TOEFL, IELTS, and more various programs. PEACE has already graduated many students spreaded in several regions in Indonesia to work and continue their study.

In 2019, Forum Kampung Bahasa (FKB) as the local organization which shades all language courses released the survey result of number of English course in Pare. More than 100 English courses are listed around two villages, Tulungrejo and Tegalsari.

To survive and maintain quality PEACE make a breakthrough by providing new programs in English and improve the service quality in all sectors. In teaching sector, there must be an evaluation weekly and monthly among teachers to evaluate the learning activity.

2. Development Syllabus and Lesson Plan in Teaching in Bridge Speaking Program of PEACE

In developing syllabus and lesson plan in this speaking program, institution and teacher were very consistent and based on government policy, in this context of Ministry of Education, which was managed by Directorate of Training and Course Coaching. But in the implementation, institution particularly put all classroom activities and gave an authority to the teacher to manage and plan it which was suitable for classroom design and student's need. Therefore, the rule administered by Ministry of Education was only as the basic grounding and administrative affairs. However, it did not influence adversely the classroom activities.

3. Implementation of Teaching Techniques in Bridge Speaking Program of PEACE

Based on the interview, teaching techniques used in learning process were debate and discussion. According to teacher's experiences, debate and discussion were suitable and appropriate in enhancing speaking ability. In the implementation, the theory was only delivered for about 30%, and the other percentage was practice and correction. Based on class observation, the steps taken by teacher were as follows; (1) opening and stimulus, (2) students' practice, (3) evaluation, (4) stimulus and closing. The learning process was dominated by student's practice. Here is stimulus means that giving theory and background of problem to be the materials of debate or discussion by students in pair. In this process, teacher was monitoring the speaking problem of students; grammar and pronunciation inside students. The case would be discussed on evaluation. The activities were repeated three to four times on different background of problems, so that the duration 90 minutes of the learning process could deal with almost all aspects and skills in English proficiency.

4. Using of Media in Teaching of Bridge Speaking Program of PEACE

In the classroom, during the observation, the researcher found that the teacher used some kinds of media; print and online media to attract students attention which was related to the topic. Additionally from the observation in the class, mobile phone and whiteboard as some of tools were used in the class by the teacher. And he used a board marker when he wanted to write or draw something. Media and tools are used to improve student's interest while the teacher was delivering the message. Moreover, in teaching speaking skill directly teacher gave the example of lesson and material on whiteboard. The teacher tried to use media that can be reachable to make the students more interest in teaching and learning.

5. Evaluating Student Achievement of Learning in Bridge Speaking Program of PEACE

Based on the interview, the teacher answered that there were two sections in evaluation of achievement or assessment in Bridge Speaking Program in the term of test. The first test is the middle test which held on the fifth meeting. This activity was conducted to see the progress of students in speaking ability after joining during four times in the class. It was carried out an outdoor activity on the fifth meeting. The students were divided into some groups, while a group consisted of two students. And then the students were given a form of assessment of speaking ability for both students in group. Later on, the teacher commanded the students to find five people outside the class, on the road or at the cafeteria to speak English in certain topic and discussion. Finishing the conversation or small talk with unfamiliar people, they could assess the students on a determined scale in the form of assessment. This condition not only aimed at measuring how far the speaking progress of the students, but also training the mentality of the students to make a conversation with talk partner whom they have never known.

In the second assessment, teacher conducted on the tenth meeting or the learning activities had reached eight times. The activity took place on public place crowded by people. The students randomly were called to come forward. After that, teacher gave the lottery consisting of problem of life. The students could take the lottery randomly read it, understand it and give back to the teacher. And then the teacher gave the students for several-time, five minutes to fix the problem of life. The contents of each lottery taken by students were different and contextual, so that the students could answer, respond and give the solution based on the maturity of thinking or their points of view. The activity not only evaluated the speaking progress and mentality of the students, but also analyzed the quality of the way of thinking in problem solving. The speaking progress, mentality of the students, and quality of the way of thinking are written in term of Fluency, Understanding, Vocabulary and Accent for the final test.

CONCLUSION

Based on the findings and discussion, it can be concluded that teaching-learning of speaking skill at non-formal institution should produce enjoyable, comfortable, and interesting environment. Implementation of teaching materials, media used, assessment, and learning activities should be combined appropriately and based on the characteristic and the need of the students.

For the suggestion, the findings of the research are expected to be the reference and inspiration for the teacher especially in the formal teaching and learning to increase the students' ability in English. Also for the next researcher whose study is in line with it. Moreover, it is suggested for further researcher to identify and analyze the problems faced by the teachers and students in speaking, so that it can be considered as the additional information in the point of view for this research.

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