

## PELAKSANAAN PEMBELAJARAN KETERAMPILAN BERBICARA KELOMPOK DEWASA MUDA DI ENGLISH MASSIVE KEDIRI

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### Abstrak

Pemerintah Daerah Kota Kediri menyediakan kursus Bahasa Inggris gratis bagi warganya yang disebut *English Massive*. Penelitian ini bertujuan mendeskripsikan pelaksanaan pembelajaran Speaking oleh seorang tutor kepada siswa dewasa muda di salah satu lokasi, yang meliputi materi dan bahan ajar, aktivitas pembelajaran, dan langkah-langkah pembelajaran di kelas. Studi kasus ini dilakukan dengan menggunakan pendekatan kualitatif. Subyek penelitian ini adalah seorang tutor dan dua orang peserta kursus di spot Ngampel, Mojoroto Kediri. Peneliti melakukan observasi, wawancara, dan dokumentasi untuk mengumpulkan data. Temuannya menunjukkan bahwa pelaksanaan pembelajaran keterampilan berbicara kelompok dewasa muda di English Massive menarik dilihat dari materi maupun teknik mengajar. Dalam mengajar tutor selalu memilih kegiatan yang melatih keterampilan berbicara dan melengkapi media pembelajaran.

**Kata Kunci:** English Massive, Materi Pembelajaran, Teknik Mengajar, Pembelajar Dewasa Muda

### THE IMPLEMENTATION OF TEACHING SPEAKING TO YOUNG ADULT LEARNERS IN ENGLISH MASSIVE KEDIRI

### Abstract

*The local government Kediri provides free English course for the citizen, called English Massive.*

*This research aims at describing the implementation of teaching Speaking by a tutor for young adult students in one location, which focuses on instructional materials, learning activities, and learning steps in class. This case study was conducted using a qualitative approach. The subjects of this research were a tutor and two participants at the Ngampel spot, Mojoroto Kediri. The researchers carried out observations, interviews and documentation to collect data. The findings show that the implementation of learning speaking skills in young adult groups at English Massive is interesting in terms of the material and teaching techniques. When teaching, the tutor always chooses activities that train speaking skills and completed with interesting learning media.*

**Keywords:** *English Massive, Instructional Materials, Teaching Technique, Young Adult Learners*

## INTRODUCTION

In Indonesia there are three categories of education system, namely formal, in formal, and non-formal education. Non-formal education is a system which programs are carried out by community to fulfil skills needed in society. The Act of Republic Indonesia number 20, 2003 states that non-formal education is provided for community members who need services education that functions as a substitute, addition, and/or complement to formal education.

The government serves as a facilitator in non-formal education, while the community plays a significant role in managing this type of education. For example, Heningtyas et al. (2014) did an investigation of the development of non-formal education in *Kampung Ingggris Pare*. They found that the society run English courses based on the need of the society, while the government plays a passive role in facilitating the community's desires and promoting non-formal education, with the community playing a dominant role in its growth.

In Kediri city, there is a non-formal education held by the government namely 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.

Language development is essential for worldwide communication in the modern day. English has evolved into a global language of communication with the advancement of science and technology. It supported by Thariq et al. (2020) research that English is extensively studied in official, non-formal, and informal educational settings. In other words, English is indispensable from many human activities.

Realizing the fact, the Kediri local administration launched the English Massive Program to assist the people to develop the communication ability in English. 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.

The management of English Massive classifies the group based on the following categories: Young Learner, Young Adult, and Adult Class. The main goal of the course is that participants/learners are able to communicate in English confidently. Therefore, the provided curriculum 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.

In fact, the success in learning English depends on many factors. They are teacher/tutors, materials, learning activities, etc. Those factors are not enough. There is another important thing that the teachers must consider. This is admitted by Hakim, (2017) who suggests that English teachers must consider class conditions and know the characteristics of students in the class when they teach speaking. They must know the characteristics of the students and their ability. As a result, the teachers/tutors can choose the appropriate strategy of teaching that help students learn easily.

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. Furthermore, teaching speaking is facilitating learning for learners and creating the conditions for them to practice express their ideas or feeling orally using appropriate language. English teachers must select the materials which are suitable with the teaching objectives and create learning activities on which learners can practice to communicate in certain context.

The results of previous research Kiruthiga & Christopher (2022) proved 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) found that 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.

Based on the observations and interviews with trainees at one of the spots, the researcher

found interesting things that can be learned from the implementation of English Massive. First, learning activities were focused on practicing 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.

There are a few researches which object is English Massive Kediri. There is a study done by Anna (2017) who focuses her study on efficient and effective learning practices that may be used with early teenage pupils. Another research done by Cahya & Bachtiar (2019) who did research on evaluation of English Massive Program in efforts to increase community capacity in Kediri city 2017-2019. Then, Sulistyorini (2019) did research on an analysis of teacher interaction in English Massive Program in Kediri. Furthermore, Madjid and Entusiatik (2021) conducted research on the teaching techniques used in teaching speaking to young learners on English Massive program Kediri. There is no research which focuses on young adult learners.

The condition above makes the researcher to do research with the title "The Implementation of Teaching Speaking to Young Adult Learners in English Massive Kediri". The objectives of the research are to describe the implementation of teaching speaking by a tutor for young adult students in one location, which focuses on instructional materials, learning activities, and learning steps in class.

## **METODE**

This case study employs a qualitative research approach. According to (Hodgetts & Stolte, 2012), primary case research allows for the investigation of particular occurrences, circumstances, or social settings and offers insight into the mechanisms that account for the occurrence of certain events or circumstances. This study intends to describe the phenomenon and facts of the situation in the field regarding the learning strategies carried out by tutors in teaching speaking in the English Massive program in Kediri.

The research was conducted at English Massive Program in Kediri City. The researchers took one spot in Ngampel Eleven located at Kenanga Street IV no. 15 RT11/RW02, Ngampel, Mojoroto District Kediri. The subjects of the research were one English tutor and two students as the representatives. There were some techniques to collect the data, namely observation, interview, and documentation. The researchers did observations during the teaching-learning

process in the spot by using observation form. While to support the data from the observation they interviewed the subjects dealing with the implementation of teaching speaking. Finally, the documents, such as the syllabus made by the tutor, the hand-out, and teaching media used by the tutor, were used to give comprehensive description of the implementation.

The collected data was analysed using the techniques proposed by Miles and Huberman in Sugiyono and Lesłari (2021) which follows the steps: data collection, data reduction, data display, and drawing conclusion. First, the researchers collected the data from observation in the class, did in-depth interviews, and analysed the documents. The combination of the three techniques can be called triangulation, which aim to get valid data. The next was data reduction. The researchers selected the data which were suitable with the research problems. They omitted the data which were not needed and out of the research formulation. The third was that the researchers displayed the data in order that they were clearly answer the research problems and easily understood by the readers. Finally, based on the data display the researchers drew the conclusion.

## **FINDING AND DISCUSSION**

### ***Finding***

The aims of the research is to describe the implementation of teaching Speaking by a tutor for young adult students in one location of English Massive Kediri. The description focuses on instructional materials, learning activities, and learning steps in class. The finding of the research is presented descriptively. The data presented below are organized based on general information of English Massive, the teaching objectives, instructional materials, and the teaching techniques and their steps.

### **1. English Massive**

The English Massive program is under the supervision of the Kediri city education department with the Kediri mayor's regulation No. 59 of 2020 concerning the implementation of Massive English. Regulations governing the types of English Massive activities held at no cost for Kediri citizens to improve their active English language abilities. Participants in this activity were residents of the city of Kediri who were participants in English Massive.

Spots are locations where the Massive English program is held in the community, whether at the RT or RW, or specific community level. The English Massive Management Team is in charge of overseeing the deployment of the English Massive. Tutors are individuals appointed by the English Massive Management Team to teach at English Massive locations. The person in charge of the site is in charge of arranging English Massive, which includes finding a location, rallying participants, and collaborating with tutors and the English Massive Management Team. The English Massive Competition is a series of English language

competitions for English Massive participants and the general public.

The English Massive program aims at improving competitiveness and increase people's capability by enabling the learning of knowledge and abilities in communicating in English. Provide quality and sustainable English language education services to residents of Kediri City for free; actively increasing the ability of Kediri City residents to speak English; preparing Kediri City's community resources to interact across nations in the millennial and digital era; and fostering community participation in efforts to provide out-of-school education services or education in the community to increase Kediri City's competitiveness.

Participants of English Massive course are classified based on the age and learners' ability. The classification of learners can be seen as follows:

- a. Young Learners are elementary school children (grades 1– 6).
- b. Young Adults are teenagers in junior high and high school/vocational school (18 – 25 years old).
- c. Adults are students or general adults.

## 2. The teaching objectives

The teaching objective of young adult learner class is to enable the students communicate orally in different situations or contexts. The detail objectives are divided based on the topics. The table below informs the detail topics and its objectives.

Table 1 Teaching Objectives

No	Topics	Objectives
1	I was on holiday	a. Using past simple to talk about holiday activities b. Talking about weather c. Describing places you are going to visit d. Describing places you visited
2	How much?	a. Asking and saying how much things are b. Asking about things in shops (availability, size, color, price, etc)
3	My first ...	a. Talking about past events b. Talking about first times and inventions
4	Going out	a. Inviting someone to go out b. Saying what you are doing c. Asking what people are doing a. Talking about arrangements
5	Getting Around	a. Telling types of transport b. Making comparison c. Asking for and giving directions

6	Play it on	a. Talking about favorite music/singer b. Giving opinions and responding to opinions c. Agreeing and disagreeing
7	How's your food	a. Ordering a meal b. Giving opinion about food and restaurants

### 3. Instructional materials

Instructional materials are the materials used to teach speaking by the tutor to young adult learners. The materials are divided into two, namely language focus and teaching media.

#### a. Language Focus

Language focus is materials related with certain topics and grammatical areas used for communication. The topics are used to build the context of communication, while the agrammatical areas are used for a guidance to build sentence structure needed in communication. The table below shows the language focus of each topic.

Table 2 Language Focus of Materials

No	Topics	Language Focus
1	I was on holiday	Past simple: was, were Revision: be going to Vocabulary: weather words
2	How much?	Vocabulary: common object Pronunciation: sound /ə/
3	My first ...	Past Simple: regular/irregular verbs Past simple negative and questions Pronunciation: - ed ending, negative contractions
4	Going out	Present continuous for ongoing events Present continuous for future arrangements
5	Getting Around	Vocabulary: transport Comparative & superlative
6	Play it on	I think... In my view.. I (totally) agree with.. I don't think so. Vocabulary: musical instruments Pronunciation: rhyming pairs, Negative questions
7	How's your food	Vocabulary: food words Making suggestions

Each unit in this course is designed to enrich students' language skills holistically, with a focus on mastery of relevant language structures and vocabulary, as well as the ability to communicate in real and meaningful contexts.

The material focuses on the language being studied such as vocabulary that is relevant to the material being taught. Some of the material attached by the tutor is in

the form of paper or pictures, for the initial stage of creating simple terms. The example of materials developed by the tutor was about Describing Food. He not only introduced some lists of vocabulary, but also characteristics of food. Those vocabulary are needed in the communication. The picture below shows the materials focusing on vocabulary.

Picture 1 Teaching Material

Describing food			
TASTE	SHAPE	TOUCH	COLOUR
bitter	blobby	crispy	black
flavoured	crooked	crunchy	blue
fresh	elliptical	greasy	brown
juicy	flat	grubby	dark
mild	oval	hard	green
salty	round	melted	grey
sour	square	mushy	orange
spicy	sleek	prickly	pink
hot	straight	ripe	purple
sweet	triangular	rotten	red
tasteless	wavy	slimy	white
		soft	yellowish
		sticky	

www.vocabularypage.com

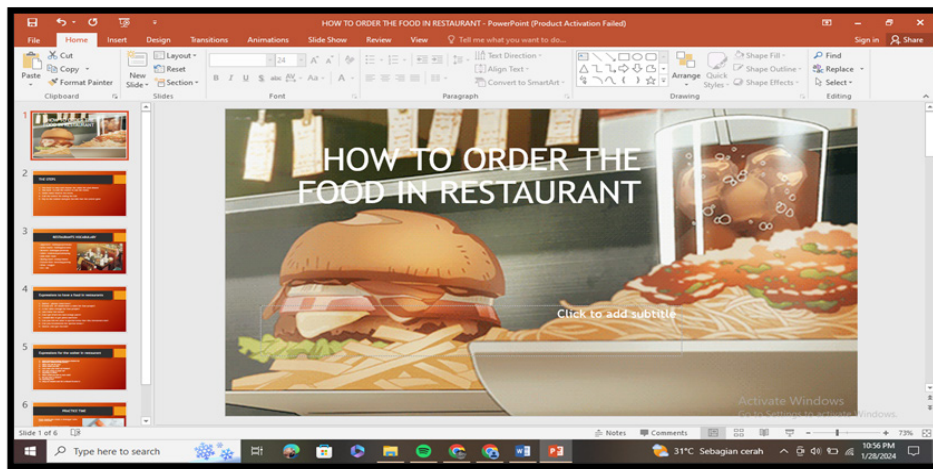
#### b. Teaching Media

There were some teaching media used by the tutor in class. The tutor prepared the content of the material in his laptop. He provided some pictures to support the context of communication, for example when he taught "*How to Order Food in a Restaurant*" he displayed some pictures of restaurant in which there were waiters and the customers. The tutor shows a video using an LCD projector via YouTube containing a dialogue between a waiter and a customer.

Then, he provides a picture of a food menu as a teaching media and prepares a handout to train students. The tutor also prepared materials for teaching which was typed in Power Point. He displayed the materials while he explained the related materials that the learners had to study. The example of material was about "How to Order food at A Restaurant". The following picture is the example of the materials that the tutor prepared.

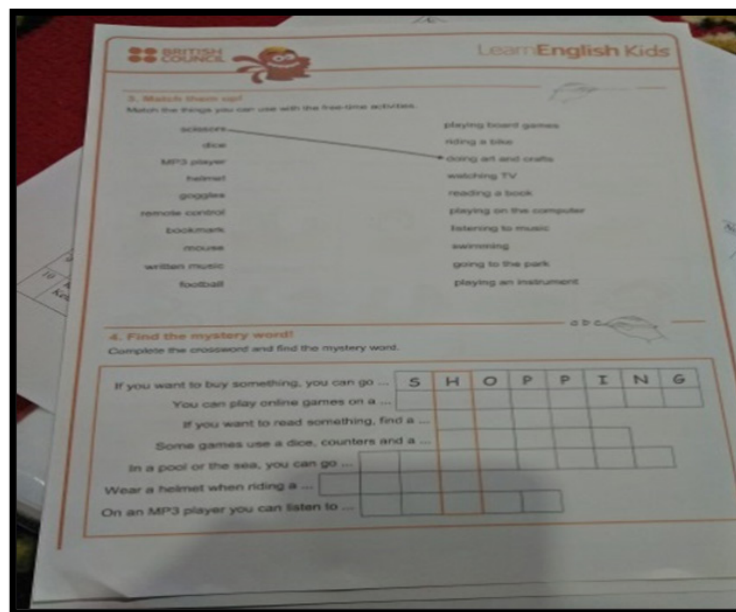


Picture 2 The Slides of Power Point



Furthermore, the tutor provided hand-out for the students. The hand-out consists of list of vocabulary and some exercises taken from British Council. Here is the example of the hand-out.

Picture 3 Example of Hand-out



#### 4. The Teaching Techniques and their steps

The tutor implemented several interesting techniques to teach speaking. They were role play, group discussion, pair work, and game.

a. Role play

Role play was the technique applied by the tutor when he taught "*How to order the food in a restaurant*". Before the students were assigned to do role play, he introduced the topic, the language focus (vocabulary, and expressions how to order the food), and the example of the dialogue. After that, he divided the class into some groups. Each group consisted of 3 to 4 students. They had to play role as restaurant customers and a waiter. Then, they made a conversation as if they were at a restaurant ordering some foods.

b. Group Discussion

Group discussion was another teaching technique applied by the tutor. Like teaching using role play, first the tutor introduced the topic that the students learned. He introduced the language focus. Then, he asked the students to make a group of three to discuss about the topic. Group discussion was used to teach giving opinion using "I think...", "In my view...", "I agree...", and "I totally disagree..." In this activity the students had to practice speaking in group discussions to give their opinion about music. From the observation, it can be seen that the students could freely express themselves when they interacted with other students.

c. Pair Work

Pair work is a teaching technique in which the students practice speaking by making dialogue. They made a dialogue with their partners talking "*everyday dialogue*". The tutor chose a topic that was relevant to the students' daily lives, that was "*Going to the Market*". In this topic, they were given several vocabulary lists, such as "*buy,*" "*sell,*" "*price,*" "*bargain,*" "*vegetables,*" "*fruits,*" etc. Then, they developed other vocabulary which were relevant with the topic. Before they practice with their partners, the tutor invited one student to come up as his partner. Here is the example of the dialogue.

*A: Let's go to the market today.*

*B: Sure! What do we need to buy?*

*A: We want to buy some vegetables and fruits.*

*B: Do you know the price of apples there?*

*A: Yes, it's quite cheap. We can bargain for a better price in this market.*

Then, the tutor randomly divided the students into pairs which allowed them to interact with classmates. Based on the example, the students practiced to do the same way. They asked and answered about what they were going to buy in the market. Finally, the tutor asked each pair to performed the dialogue in front of the class.

d. Games

When the researcher observed in the classroom, the tutor did not apply game. The tutor only advised the students to practice their speaking skills by practicing through

"FONDI" application, which can be down load from Google Play. In this application, they can learn and practice their speaking skills independently at home.

Picture 4 Games "Fondi"



Sources: Google Play

The steps of teaching applied by the tutor was mainly followed pre, main, and post activities.

- a. Pre-activities: This is the opening stage in which the tutor opens the class. He starts the activity by greeting, asking the students condition, and asking the students to pray. Then, he reviews the previous material. Finally, he introduces the material that they are going to learn.
- b. Main-activities: At this stage, the tutor introduces the language focus. He also gives examples how to express ideas in different contexts of situation by using video or he delivers the speaking directly. After that the students are asked to practice speaking using a certain teaching technique. The last, he asks the students perform their speaking in turns.
- c. Post-activities: in the final stage the tutor provides reviews the materials that the student learn and closes the class meeting.

### ***Discussion***

The findings of this research indicate that the tutor was well-prepared before teaching, as evidenced by the complete syllabus, developed materials, and the use of various teaching media. The tutor implemented various teaching techniques, e.g. role play, group discussions, and pair work, which are particularly suited for enhancing speaking skills.

These finding that the tutor applied various teaching techniques in teaching speaking supports the previous studies, especially role-play technique. First, Rahayu, (2015) proved

that role-playing improved both speaking skills and self-confidence in her classroom action research, demonstrating the method's ability to support language development in a supportive setting. Similarly, Ernawati, (2023) found that role-playing significantly enhances elementary students' speaking skills by creating an engaging and active learning environment.

Another technique applied by the tutor is pair work that is also found to be effective to teach speaking. Zega & Hulu, (2022) reported that pair work significantly improved students' English speaking skills. Their research demonstrated that students achieved higher levels of performance and participation through pair work, which fosters confidence and active engagement in speaking tasks.

Additionally, the tutor also chooses group discussions as the teaching technique which according to previous research by Antono & Kusumajati, (2020) and Lesni, Ibrahim, Iskandar, & Yahrif (2022) can be used to enhance speaking skills. Those studies found that group discussions increased students' pronunciation, vocabulary, grammar, and overall confidence, with students showing greater interest and enthusiasm as the activities progressed.

Overall, this research supports the conclusion that role play, pair work, and group discussions are effective strategies for improving students' speaking skills, consistent with the findings of previous studies. As Hanafi, (2016) and Kurniawati, (2013) emphasized, integrating creative and interactive teaching strategies, such as those observed in this study, is essential for fostering self-confidence and language proficiency among learners.

## CONCLUSION

Based on the research findings and discussions, the conclusion can be drawn regarding the implementation of teaching speaking to young adult learners in the English Massive program at Ngampel Eleven. The tutor was well-prepared before teaching, as evidenced by the complete syllabus, developed materials, and the use of various teaching media. The tutor implemented various teaching techniques, e.g. role play, group discussions, and pair work, which are particularly suited to teach speaking skills. Those techniques were enjoyable and engaging, preventing boredom and encouraging active participation among students. The tutor implements of the teaching strategy systematically, by following well-structured stages of pre-activities, main activities, and post-activities. This structured approach ensured that students were actively engaged in the learning process.

Knowing the result of the research which is supported many other research, it is recommended for other English tutors and teachers to adopt the strategy of teaching speaking by the tutor of English Massive: make well preparation before teaching, develop instructional materials suitable with the learners, and apply various teaching techniques to facilitate students practice speaking.

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