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

THESIS

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ABSTRACT

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Keyword: classroom management and teaching-learning speaking

This study was aimed to describe the classroom management of bridge speaking program at pare English application center (PEACE). This study was conducted to describe (1) how PEACE as the English course runs in Pare, (2) how the teacher develops syllabus and lesson plan in teaching in Bridge Speaking Program of PEACE, (3) how the teacher implements the teaching techniques in Bridge Speaking Program of PEACE, (4) how the teacher uses media in teaching of Bridge Speaking Program of PEACE, (5) how the teacher evaluates student achievement of learning in Bridge Speaking Program of 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 used in collecting the data were interview guide to the director and teachers, classroom observation checklist and documentation.

The findings of this study indicated that PEACE was one of the accredited English courses in Pare. To survive and maintain quality, PEACE made a breakthrough by providing new programs in English and improved the service quality in all sectors. In developing syllabus and lesson plan in this speaking program, institution and teacher were very consistent and based on government policy, but in the implementation, the teacher 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. In teaching techniques, the teacher used debate and discussion, since these techniques 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. The teacher used online and printed media to attract student attention which was related to the topic. There were two sections in evaluation of achievement or assessment. The activity took place on public place crowded by people and the students were asked to respond the lottery which consisted of life problem given by the teacher. The result was that the student's pronunciation and fluency have been improved. Moreover, they are more confident to speak in public.

Finally, based on the explanation above, it was suggested that Teaching-learning of speaking skill at non-formal institution should produce enjoyable, comfortable, and interesting environment. Implementation of teaching materials, assessment, and learning activities should be combined appropriately and based on the characteristic and the need of the students.

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Penelitian ini bertujuan untuk mendeskripsikan pengelolaan kelas pada program bridge speaking di pare English application center (PEACE). Penelitian ini dilakukan untuk mendeskripsikan (1) bagaimana PEACE sebagai kursus bahasa Inggris berjalan di Pare, (2) bagaimana guru mengembangkan silabus dan RPP dalam mengajar di Program Bridge Speaking PEACE, (3) bagaimana guru menerapkan teknik mengajar di Program Bridge Speaking PEACE, (4) bagaimana guru menggunakan media dalam pengajaran Program Bridge Speaking PEACE, (5) bagaimana guru mengevaluasi prestasi belajar siswa di Program Bridge Speaking PEACE.

Desain penelitian penelitian ini adalah deskriptif kualitatif. Subyek penelitian ini termasuk direktur PEACE dan guru program berbicara jembatan PEACE. Instrumen penelitian yang digunakan dalam pengumpulan data adalah pedoman wawancara dengan direktur dan guru, daftar periksa observasi kelas dan dokumentasi.

Temuan penelitian ini menunjukkan bahwa PEACE merupakan salah satu program studi bahasa Inggris yang terakreditasi di Pare. Untuk bertahan dan menjaga kualitas, PEACE membuat terobosan dengan menyediakan program-program baru dalam bahasa Inggris dan meningkatkan kualitas layanan di semua sektor. Dalam mengembangkan silabus dan RPP dalam program speaking ini, institusi dan guru sangat konsisten dan berdasarkan kebijakan pemerintah, namun dalam pelaksanaannya, guru mengelola dan merencanakannya yang sesuai dengan desain kelas dan kebutuhan siswa. Oleh karena itu, aturan yang diselenggarakan oleh Kementerian Pendidikan hanya sebagai landasan dasar dan urusan administrasi. Dalam teknik mengajar, guru menggunakan metode debat dan diskusi, karena teknik ini cocok dan tepat untuk meningkatkan kemampuan berbicara. Dalam implementasinya, teori hanya disampaikan sekitar 30%, dan persentase lainnya adalah latihan dan koreksi. Guru menggunakan media online dan media cetak untuk menarik perhatian siswa yang berkaitan dengan topik. Ada dua bagian dalam evaluasi pencapaian atau penilaian. Kegiatan berlangsung di tempat umum yang ramai dan siswa diminta menjawab undian berupa soal hidup yang diberikan oleh guru. Hasilnya adalah pelafalan dan kefasihan siswa telah meningkat. Apalagi mereka lebih percaya diri untuk berbicara di depan umum.

Akhirnya, berdasarkan penjelasan di atas, disarankan bahwa pembelajaran keterampilan berbicara di lembaga nonformal harus menghasilkan lingkungan yang menyenangkan, nyaman, dan menarik. Pelaksanaan bahan ajar, penilaian, dan kegiatan pembelajaran harus dipadukan secara tepat dan sesuai dengan karakteristik dan kebutuhan siswa.

CHAPTER I

INTRODUCTION

This chapter sets out background of the research, research question, objective of the research, significance of the research, scope and limitations, and definition of key terms.

1.1 Background of the Research

Speaking is one of the important skills in English language. Speaking is the part of learning English besides listening, reading and writing. Speaking means to express, to talk to, to communicate with other people. People needs more comprehension in mastering communication in many areas, such as education, culture, bussiness, medical, social, and politic. Raimes (1983) emphasized that when we learn a second language, we learn to communicate with other people: to understand them, talk to them, read what they have written, and write to them. Talking is the other term of speaking that means to discuss the topic among people. Speaking is the productive skill. Therefore, communicative ability in the term of speaking becomes the one of purposes in learning English in some fields.

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. Al Nakhalah (2016)

explained that "students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English". He also drew some questions in his research aslike what the most difficult type that the students encounter, What the errors that occur on students, What the causes of speaking difficulty that the students face. Some psycological factors have covered the problem. However, Abdalla and Mustafa (2015) found the social problems from questionnaire analysis, those are low income, lack of the target language environment, under-qualified teachers, inappropriate teaching materials, and improper teaching methods. Low income has impact in education for some children are forced to support their family in fulfilling daily life. Therefore, the environment is not suitable in learning spoken English. For those reasons, the interest of teachers to devote their knowledge in that environment is low as well, so it appears some teachers who only have limited capability to create good methods and use materials of teaching especially in this condition.

In a country of the second largest continent, Kenya, spoken English status also has been questioned. Many university students are still weak in speaking ability and it may lead some other courses for long term professional development to a problem. According to Gudu (2015) there are several factors that influence learning of speaking skills for instance use of mother tongue outside and inside classroom environment, low status of English in a country, learners' negative attitude towards English language, use of mother tongue by teachers to explain difficult concept, use of teacher-centered methodology and passiveness of learners in classroom. Once, he

emphasized that education system in Kenya (8:4:4 system) was incompatible with teaching of English language. It is far different with the previous places that the author have provided above. The government applied an unsupported education system to teaching and learning English language in the context of student number at class. Consequently, it does not encourage students to enhance skill of English speaking and raise negative attitude of students. This situation forces teachers using the old fashioned approach to teach students. This way is used because the teacher can cover the syllabus. More and more the first impact is always the students and the English status becomes lower.

Some problems of learning speaking are more complex and have covered in plains of Asia. Psychological and social problems own there. Tuan and Mai (2015) revealed that four focused points are going to problems; students face inhibition, students are having no motivation, student's ability is unequal, and dominated mother tongue use. Students often are worried and fearful when applying some conversations in classroom, especially in making mistakes. Moreover, the topic is not suitable for them. Students probably have a little ideas of the topic and feel difficult to use vocabulary and grammar correctly. Besides, they are having no more motivation. Uneven student's proficiency happens as they practice speaking English but, it is dominated by some or even one student only. It affects the result of other participants . In addition, mother tongue is often used. They tend to get used to because it might be an easier way to pass the session of activities.

In Indonesia, English is a foreign language. English is learned in some units of education. In Kinderganten and Elementary School English is learned as English as Young Learner (EYL). It is different from secondary levels; Junior High School and Senior High School. Learning English is set out by government, from curriculum to learning outcome including methodology, content of teaching, materials, time allotment etc. However, Madya (2002) declared that the teaching of English in Indonesia has so far been unable to achieve its declared goals despite the many efforts made to improve its quality. As the teaching materials and preparations have already been completed, there are many failure in teaching and learning English especially for communication purposes. Is there any something wrong with educational system in our country?.

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.

Besides, both researchers above outlined findings about classroom activities and materials. In their opinion meaning-based instruction has been given more

emphasis and it is conducted through various classroom activities. It is can be divided into two parts, individual and group activities. Individual activities such as story-telling, describing things and public speech are usually transactional, while group activities such as role-plays, paper presentation, debates, small group are interactional. However, the frequency of group work is better than individual activities to increase the teacher's role as a facilitator in the student's negotiation of meaning. So a group activity clearly gives more impacts than individual activities. For materials, they confirmed that student-based on specific tasks assigned by teacher is more recommended than provided by teacher alone for classroom activities because it can influence in sharpening student's memory.

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. He is well-known as expert of linguistic, mastering some languages: Arabic, English, France, Germany, Dutch, Urdu and Hebrew.

In short, when the cleric has passed away, two students from IAIN Surabaya came to Kalend to learn English for they would have national exam. Starting from there, many juniors from these two students came to Kalend to learn English and eventually spread from mouth to mouth. Immediately, Kalend opened his first class

on 15th of June 1977, which marked the foundation of the first English language course in Kampung Inggris, Basic English Course (BEC).

In the 2000s, BEC has graduated many alumni. Because there have been more interest to learn English among students, and professions who need English proficiency, some alumni of BEC were building English courses not far from BEC. Recently, more than 100 courses are in the umbrella of Language Village Forum (FKB) in Kampung Inggris.

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.

1.2 Research Question

Based on the background of the study above, the problem is formulated as follows:

a. How does PEACE as the English course run in Pare?

b. How does the teacher develop syllabus and lesson plan in teaching in Bridge Speaking Program of PEACE?

c. How does the teacher implement the teaching techniques in Bridge Speaking Program of PEACE?

d. How does the teacher use media in teaching of Bridge Speaking Program of PEACE?

e. How does the teacher evaluate student achievement of learning in Bridge Speaking Program of PEACE?

1.3 Objective of the Research

The objectives of this research are to:

a. To analyse how PEACE as the English course runs in Pare.

b. To analyse how the teacher develops syllabus and lesson plan in teaching in Bridge Speaking Program of PEACE.

c. To analyse how the teacher implements the teaching techniques in Bridge Speaking Program of PEACE.

d. To analyse how the teacher uses media in teaching of Bridge Speaking Program of PEACE.

e. To analyse how the teacher evaluates student achievement of learning in Bridge Speaking Program of PEACE.

1.4 Significance of the Research

The significance of the study in this research are (1) theoretically, it is expected to enhance the theories conducted in this research especially in teaching-learning speaking in English, and (2) practically, it is expected to emphasize the factors of the success and main key of the success in learning English especially in speaking skill to the students and the teachers. The result of the study is hoped to help the English teachers at school to explore more about the techniques make the students in secondary level succeeded in learning speaking and they can apply to their teaching and learning speaking English.

1.5 The Scope and Limitation of Research

The focus of this study is to know about PEACE especially in Bridge Speaking Program; the objectives, developing of syllabus and lesson plan, implementing of teaching techniques, using of media and evaluating of student achievement of Bridge Speaking Program.

The writer only focuses on speaking skill in program of Bridge Speaking. In fact, there have more speaking programs such as Fondation Speaking, Moving Speaking, Active Speaking, Public Speaking even other programs like pronunciation, grammar etc, the researcher does not conduct the study to students learning in other programs.

1.6 Definition of the Key Terms

In order to avoid misunderstanding of the terms used in this study, the following definitions are stated at this point.

a. Classroom management is certain pattern which is only carried out in PEACE especially in Bridge Speaking Program.

b. Teaching-learning speaking is a process of teaching and learning speaking between teacher and students in a class using some techniques and strategies in the context of PEACE.

CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions dealing with the findings of this research. The conclusion is the summary of the findings. Then, the researcher would like to give suggestion for the next researcher and teaching-learning of speaking skill in general.

6.1 Conclusion

In this chapter, the researcher is going to convey the conclusion from the previous chapter which has been described, as follows:

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. 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. Percentages of student attendance, how students understand the lesson in the classroom and some problems of teaching are being evaluated. Furthermore, there is an evaluation of teacher's capability and quality which the activity is sharing knowledge of English in all skills and aspects and experiences each other. The institution always supports teacher's development by submitting them to seminar, conference and workshop in the term of enhancement of teaching proficiency. The average of education background of teachers and employees is under graduate in some majors. There are 40 teachers and employees

which some of them are local societies around PEACE environment. PEACE deliberately recruits employee from local for people welfare. The most prestigious asset is that PEACE has been accredited from BAN-PAUD-PNF, the national institution of accreditation for non-formal institution. It becomes the positive value of PEACE because there are only two English courses which have been accredited, one of both is PEACE.

Generally, 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. Developing syllabus and lesson plan is intentionally set up according to the need of students. Bridge Speaking Program is a regular program at PEACE which duration is two weeks in ten meetings. Totally the learning activities in the class are eight meetings, since the two meetings was used for middle test in the fifth meeting and final test in the tenth meeting. On a level, the program is the third level in speaking program at PEACE, so that the lesson and material need to adjust the two previous speaking programs. In design, bridge speaking program is designed for students to be able to actively speak English in fluency, grammar, and substance, therefore the materials and discussions are no longer about daily activities or basic courses. But it is rather to the discussion about real life problem of adult. Based on class observation, this way makes having interested and impressed because of life lesson learned unintentionally by students.

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 meant 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.

The teacher used media related to the topic in teaching process to attract student attention. Additionally from the observation in the class, whiteboard as a one of media was used in the class by the teacher. The teacher used a board marker when he wanted to write or draw something. It was hanging in front of class. Media is used to improve their interest while the teacher was delivering the message. Moreover, in teaching speaking skill directly teacher would give 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. On the listening section, the teacher used an audio and gave the students paper, so that's why the students could focus on topic

After all, the final test of the students of Bridge Speaking at PEACE conducted by the teacher results that the most students got A for fluency and understanding, while they have got B for vocabulary and accent on average. Therefore, it showed the development significantly based on the classroom observation conducted by researcher on the first meeting.

6.2 Suggestion

Teaching-learning of speaking skill at non-formal institution should produce enjoyable, comfortable, and interesting environment. Implementation of teaching materials, assessment, and learning activities should be combined appropriately and based on the characteristic and the need of the students.

This research has own limitation, for instance the object of the observation is only one program and one teacher, therefore, the researcher suggests to the next researcher to conduct the study more than one object. It will obtain the better result for teaching-learning of speaking skill.

For other researcher, the findings of the research are expected to be the reference and inspiration 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.

The research 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. Because of the short time of collecting data, it may not be detail enough. For example, the researcher cannot receive the syllabus and lesson plan from the teacher because of some administrative problems.

Finally, the writer realizes that this final project is far from being perfect, but the writer hopes this will be beneficial for the readers and the next researchers.

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