The Teaching Techniques Used in Teaching Speaking to Young learners on English Massive Program Kediri

Abdullah Achmad Madjid [1]
Entusiastik [2]
abdeemajid@gmail.com,
entusiastik@uniska-kediri.ac.id

Abstract

Learning language at an early age has several benefits. However, young leaners attending formal schools in Indonesia get little chance to speak in the classroom. In this case, non-formal education plays a role in helping young learners. English Massive Program is non-formal education given for free by the government of Kediri City. This study aimed to describe the teaching techniques used and the differences of the technique used by an experienced tutor and a less experienced tutor. Descriptive qualitative approach was used as the research design. The data were collected by observing teaching learning process, conducting interview with two tutors, and documentation. It was found that the tutors used several techniques to get the students to speak: information gap, game, listen and repeat, question and answer, and read aloud. The difference of the technique: the experienced tutor used game in every meeting during three observations, while the less experienced tutor used game once during three observations. The use of game by the experienced tutor in every meeting during three observations showed that the experienced tutor understood the characteristics of young learners better. The decisions made by the experienced tutor during three observations also suit the characteristics of experienced tutors or teachers.

Key word: *experienced tutor, novice or less experienced tutor, teaching speaking, teaching technique, young learners*

Introduction

English is spoken all around the world because it is considered as a global language or lingua franca. Numerous advantages can be taken if we are able to master English language. Edge (1992:25) states that English serves for many people as a bridge into the worlds of higher educational, science, and international trade. Speaking skill is one of the four languange skills to acquire when one learns a language. The learners communicate through oral expression to gain much information effectively and

efficiently. Burkart (1998) states that many language learners regard speaking skill as the measure of knowing a language.

According to Ertheo Education & Sport (2018), learning second language at an early age provides several benefits. First, by learning language young learners can learn faster and easier because the language center of the brain is still developing. Second, it can help young learners to improve problem solving and creativity. Next, it enhances young learners future career opportunities and it connects with other cultures and builds tolerance, and lastly it prevents future age-related illnesses. Nevertheless, learning the english especially speaking skill is not easy for young learners in Indonesia. Young learners have very little opportunity to speak in the classroom. Hartiyana (2008) stated that teachers in Indonesia mostly missed giving opportunities to students to speak and give a meaningful and contextual teaching and learning.

Newton and Nation (2020) stated that a teacher should consider these four aspects when designing speaking activities and teaching speaking. The first aspect is meaningful input. Teacher should make sure that the students have the opportunity to interact with the teacher and participate in activities such as *listen and do*, *grids, interview exercises*, and *listening to short stories*. The second aspect is to provide meaningful output. Speaking activities should encourage the students to converse with the teacher, participate in activities such as descriptions, a range of inquiry activities such as inquiring by numbers and suggestions, and guided activities such as picture stories. Language-focused education. The teacher assists students with pronunciation, remembering relevant phrases and sentences, and using replacement tables. The third aspect is that the speaking lesson should focus on improving fluency and aspects of speaking such as pronunciation and accuracy should be considered. Lastly, in order to improve speaking fluency, teacher could incorporate activities such as memorized phrases and sentences which are practiced repeatedly with the goal of achieving a regular rate of output.

An alternative to learn english language speaking besides learning it from formal education is through non-formal education. English Massive Program is a non-formal education program provided by the government of Kediri city for free. English Massive program is a part of Prodamas (Community Empowerment Program). English Massive focuses on the teaching of speaking. There are two groups of participants which are taught english speaking. They are young learners and young adult/adult. The young learners group has the most participants in every spot. A spot is the assigned place where the participants learn. The spot can be anywhere such as on front porches, in houses, or worship places. The spots are located in three sub-districts of Kediri City: Pesantren, Kota (Central) and Mojoroto. All citizens of Kediri can apply for English Massive spots to be opened in their urban villages.

The teaching of speaking to young learners in English Massive is done by tutors. Some tutors or teachers are categorized as experienced and others are less experienced. Experienced teachers are those with many years of teaching behind them, with 'many' interpreted in various studies as at least four to five years (e.g. Gatbonton, 1999; Richards, Li, & Tang, 1998; Tsui, 2003, 2005). Whereas, the term "novice" or less experienced has frequently been used defined as a teacher with less than five years of teaching experience (Kim & Roth, 2011)

The researcher decided to conduct a research on English Massive because English Massive is one of the top programs of the government of Kediri City. Based on the official website of English Massive, the program has been runing since 2016. English Massive Program is considered a breakthrough in education which was designed by Education Office of Kediri received an award from Persatuan Wartawan Indonesia Kediri (Indonesia Reporters Association). English Massive was one of the programs of the government of Kediri City which received an award. The award is called Lencana Hasta Adhi and it was awarded on National Press Day. In 2018, two participants of English Massive became the top 6 finalists of East Java English Tournament held by Peace Corps, USA. The two

participants competed in storytelling and speech tournament. This research is intended to answer the following questions:

1. What are the techniques used to teach speaking to young learners on English Massive?
2. What are the differences of the techniques used by an experienced tutor and a less experienced tutor?

Method

In this research, the researcher employed descriptive qualitative research that focused on the teaching of speaking to young learners on English Massive Program. Qualitative research is "a type of research which does not include any calculating or numbering" (Moleong, 2004: 3).

The researcher chose two spots of English Massive to be the setting of this research. The first spot was Smart English Spot, located on Dr. Sahardjo Street, Lane 1, Campurejo, District Mojoroto, City of Kediri and the second spot was Perisai Spot, located on Raya Balekambang Street, Blabak, District Pesantren, City of Kediri. The observations were conducted six times. The observation at Smart English Spot Campurejo was on 12th, 14th, and 19th of August, while the observation at Perisai Spot Blabak was on 13th, 16th, and 20th of August. The aforementioned spots were chosen because they were handled by a experienced tutor, Agustin Purnama Wati, S.Pd and a less experienced tutor, Miftahu Khasanah, S.Pd. That is related to the second focus of this research which would describe the differences of the techniques used by the experienced and the less experienced tutor.

To collect the data, the researcher used several instruments: interview, observation, documentation. Interviews were conducted with an experienced and a less experienced tutor to collect data about the teaching techniques used by both tutors. Observation was used to find out the techniques used by the tutors and how the tutors applied the techniques. To support the data collection from interview and observation, documentation was used to get data of the experienced and the less experienced tutor regarding their teaching experiences.

There were some techniques of analysis data in qualitative research but the researcher used one technique called Flow Model Analysis adapted from Miles and Huberman (1984:41): The first is Data Reduction which means the researcher will reduce the data that are taken from the field which have no relation with research problem. The second is Data Display which means that the data that have been reduced, then will be forming as the data presentation. The most frequent form of data display for qualitative research data in the past has been narrative text. And the last is Conclusion Drawing which means to draw a conclusion that is in the form of description of the object of this study.

Results and Discussion

The two sections below are discussed based on the two research questions proposed in this research. The explanation of findings from those instruments is described in the following section.

The Techniques Used to Teach Speaking to Young learners On English Massive Program

Based on the observations and the interviews with two tutors, both used several techniques to make the students actively practiced their speaking skills in the language learning process. The tutors are referred to as tutor AP and tutor MK to make it easier to present the findings. The techniques that were used by both tutors to engage to the students to speak will be presented and explained below.

1. **Listen and Repeat**

In this technique, the students were asked to repeat the words that the tutors pronounced. Based on the observation, *listen and repeat* was used in tutor AP's class when she explained about how to tell time, while in tutor MK's class, *listen and repeat* was used to teach students how to make correct pronunciation of names of the family members. Based on the interview with AP and MK, they both agreed that this technique was used to

teach students how to speak with correct pronunciation. Suyanto (2007: 88) states that listen and repeat can be applied to a variety of language elements and activities. This is good for a pronunciation drill so students become accustomed to the sounds of English.

2. Question and answer

The use of question and answer technique was the most frequent. The tutors implemented this technique almost in every meeting. Based on the observation, tutor AP used *question and answer* to ask students about the things that the students had in their bags when giving examples of nouns. Tutor MK used *question and answer* to ask students the names the family members. At the beginning of the classes, both tutors used *Q&A* to ask the students about how they feel and what day it is. Both tutors stated in the interview that *question and answer* is effective to get the students to speak. This idea is in line with Freiberg and Driscoll (1992, in Falistatunis, 2009: 6) who state that question-answer technique has a number of important advantages for teachers: (1) It provides an opportunity for the teacher to check for understanding, (2) It gives an indication of the effectiveness of instruction for the whole class; (3) It increases students' involvement in learning; (4) Combines with the discussion, students can improve on their oral and social communication skills; (5) It allows students to hear peer responses to the same question and compare answers with their own; (6) It provides students with opportunities to review of recently taught information; (7) It cues students what the teacher feels is important.

3. Read aloud

Read aloud was used by both tutors. Based on the observation, the reading aloud activity was done in Tutor MK's class when the students learned about 'things at home'. After the students collected information about the things their friends have in their houses, they read aloud the report in front of the class. Tutor AP also ordered her students to read aloud the answers of addition that they had solved. After asking the students to look at

a picture and identify the details of a picture, tutor AP ordered the students to read aloud their answers. The use of the *read aloud* was to check the students pronunciation as stated by tutor AP. Tutor MK also agreed by stating that *read alou*d was an effective technique to teach the students how to speak with correct pronunciation. This belief is relevant with Huang (2010) who states that reading aloud has five functions in foreign language; 1) practice pronunciation, 2) improve oral English, 3) get deeper understanding, 4) strengthen the knowledge and 5) improve the classroom atmosphere.

4. Information gap

Information gap was used once by tutor MK. In this technique, the students must communicate with other students because there was missing information that had to be collected. Based on the observation, the students were asked to find friends who have some particular things in their houses. Communication among the students was the aim of employing information gap. Tutor MK said in the interview that the students had to collect information from each of other to complete the task. This idea is in line with Kayi (2006) who stated that Information gap activities serve many purposes such as solving a problem or collecting information. This activitiy is effective because everybody has the opportunity to talk extensively in the target language.

5. Game

One of the characteristics of young learners is that they are enthusiastic and active learners. Young learners learn better when they have fun. So *game* can be used to get the students to speak. Based on the observation, there were several games that were applied by the tutors. Tutor AP employed game in every meeting. the games were giving checkmark, spin the marker, cardboard clock, ice cream sticks to tell time and stand in circle. Tutor MK used game once which was called scrabble, arranging letters in the right orders. The use of *game* was to get the students to move

and speak. Diane Larsen-Freeman (2000) also stated that games are important because they have certain features in common with real communicative events—there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not she has successfully communicated. Having students work in small groups maximizes the amount of communicative practice they receive.

The Differences of the Techniques Used By the Experienced and the Less Experienced Tutor

The second focus of this research deals with the differences of the techniques used by the experienced and less experienced tutor. The table below can be used to analyze the differences of the techniques used by the experienced and the less experienced tutor.

No	Tutor	1st observation	2nd observation	3rd observation
		Technique	Technique	Technique
1	AP (*ET)	Question & answer Game: giving checkmark	Question & answer Read aloud Game: Spin the Marker	Question & answer Listen & repeat Game: 1) Cardboard clock 2) Ice cream sticks to tell time 3) Stand in circle
2	MK (**LET)	Question & answer Information gap Read aloud	Question & answer Listen & repeat Game: scrabble	Question & answer Read aloud

*EP (Experienced Tutor) **LET (Less Experienced Tutor)

From the table, it can be concluded that the experienced and the less experienced tutor applied generally the same kind of techniques to engage to the students to speak. The techniques which both tutors shared were

question and answer, listen and repeat, and read aloud. The distinction which can be seen is that the less experienced tutor MK applied *information gap* in the first meeting. The experienced tutor AP used *game* in every meeting during three observations, while the less experienced tutor MK only used *game* once during three observations. Tutor AP used *game* that were communicative in two meetings, while the less experienced tutor MK only applied a game of arranging letters in the right order or scrabble game, which did not produce verbal communication between students.

The difference of the techniques was due to the difference of the class level that the two tutors handled. The experienced tutor AP taught an intermediate class level, while the less experienced tutor MK taught an elementary class level. The elementary class does not focus on the production of sentences but the focus is mainly on the acquisition of vocabulary and pronunciation, which was why the class of the less experienced tutor MK has fewer verbal communicative activities for her students. The only communicative activity done by the students was when the tutor MK employed information gap, which is an activity instructed on English Massive module for Elementary.

Nonetheless, the use of *game* in every meeting by the experienced tutor AP brought the researcher the conclusion that the experienced tutor AP understands the students better. Both classes of the tutors started at 6:30 PM. At this time of the day, young learners will possibly get tired or sleepy after all the activities they have done. To prevent the lack of motivation of the students, the experienced tutor AP used a lot of *games* that kept the students interested and motivated in learning. Her ability to understand young learners' characteristics was also relevant with the theory stated by Scott and Ytreberg (1993: 2-4) they have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learning, they rely on the spoken word as well as the physical word to convey and understand meaning.

What the experienced tutor AP did was also relevant with the characteristics of experienced teachers or tutors pointed by Tsui (2003): a)

A rich and elaborate knowledge base, b) Ability to integrate and use different kinds of knowledge, c) Ability to make intuitive judgments based on past experience, d) Desire to investigate and solve a wide range of teaching problems e) Deeper understanding of students' needs and student learning f) Awareness of instructional objectives to support teaching g) Better understanding and use of language learning strategies h) Greater awareness of the learning context i) Greater fluidity and automaticity in teaching j) Greater efficiency and effectiveness in lesson planning.

From the characteristics of experienced teachers pointed out by Tsui above, there are some points that suit the characteristics of the experienced tutor AP. Tutor AP tutor was seen to have the ability to make intuitive judgments based on past experience. It was practiced when the experienced tutor AP used *game* because it worked in the past to get the students motivated. The experienced tutor AP also demonstrated a deeper understanding of students' needs and student learning. The experienced tutor AP understood that the students might get tired, sleepy or unmotivated since the class started in the evening, which was why she used *game* in every meeting. It also seems that the experienced tutor AP has a better understanding and use of language learning strategies. The experienced tutor would use *game* if the material tended to be boring.

Conclusion

The first focus of this research aimed to identify the teaching techniques which were implemented by the tutors. The researcher found several techniques such as *listen and repeat, question and answer, read aloud, information gap, and games*.

Listen and repeat was used to teach the students how to pronounce words correctly. Some students are able to speak with correct pronunciation, but some still struggle and are still influenced by local accent. *Question and answer* was used check the students' comprehension of the material which the tutors had delivered. It was also used to get the students to speak. The tutors used *read aloud* to check the pronounciation of the students. Some

students knew how to write words or sentences correctly but they still had difficulty in pronounciation. *Information gap* to get the students to communicate with each other. They students were asked to collect information from each of other students to complete the task given. *Game* was used to keep the students focused and motivated. The classes started in the evening so the students might get tired and sleepy. The *games* applied were the games which get the students to move and speak.

The second focus of this research aimed to figure out the differences of the techniques used by experienced tutor AP and less experienced tutor MK. The result of the research showed that the experienced tutor AP used *game* in every meeting during three observations, while the less experienced tutor MK only used *game* once during three observations. The two *games* that were used by the experienced tutor AP were communicative. The *games* encouraged the students to speak to each other as well as move. Both classes of the tutors started in the evening so there was a possibility of the students getting tired, sleepy or unmotivated. To overcome this problem, the experienced tutor AP used games. By using *game*, it means that the experienced tutor AP understood the students better since young learners lose interest more quickly and are less able to keep themselves motivated. Young learners also love to play and learn best when they are enjoying themselves.

Based on the result of the research, the teaching of speaking to young learners on English Massive program is appropriate because the researcher found several activities which are suitable to the characteristics of young learners. Young learners have short attention and concentration span, love to play and learn best when they have fun.

Since the focus of English Massive Program is on speaking skill, the tutors should promote more various activities or techniques to give the chance for the students to speak. The next researchers are suggested to investigate other areas such as material, media, as well as the assesment process as this research only focuses on the techniques used by the tutors to teach speaking to young learners. The management of English Massive

should pay more attention to the spots because one of the spots observed had no whiteboard for the tutor to deliver the material.

References

Burkart, G.S, ed. 1998. Spoken Language: *What is it and How to Teach it*. *Modules for the professional preparation of teaching assistants in foreign languages*. Washington, DC: Centre for Applied Linguistics. Retrieved from http://www.nclrc.org/essentials/speaking/spindex.html on September 23, 2019.

Diane Larsen-Freeman. 2000. *Techniques and Principles in Language Teaching*. Second Edition. Oxford: Oxford University Press.

Gatbonton, E. 2008. Looking Beyond Teachers' Classroom Behavior: Novice and Experienced ESL teachers' pedagogical knowledge. *Language Teaching Research, 12* (2), 161-182.

Huang, L. 2010. Reading Aloud in the Foreign Language Teaching. China: *Journal of Asian Social Science*. Vol. No. 4. p.148.

Kayi, Hayriye. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, Vol. XII, No. 11.

Kim, K., & Roth, G. 2011. Novice Teachers and Their Acquisition of Work-related Information. *Current Issues in Education,* 14 (1). Retrieved from http://cie.asu.edu/

Newton, J. M., & Nation, I. S. P. (2020). *Teaching ESL/EFL listening and speaking*. Routledge.

Scott, W. A. and Y. Lisbeth.H. 1993. *Teaching English to Young learners*. London: Longman.

Sports, E. 2018. Benefits of learning a second language at an early age | Ertheo Education & Sport. [online]. Available at: https://www.ertheo.com/blog/en/learning-a-second-language [Accessed 18 Sep. 2019].

Suyanto, K. E. 2007. *English for Young Learners*. Jakarta: PT. Bumi Aksara.

Tsui, A. B. 2003. *Understanding expertise in teaching: Case studies of ESL teachers.* New York: Cambridge University Press.