

ABSTRACT

Faqih Fauzie, Ardian, 2016. *The Implementation of Teaching Speaking at Kresna English Language Institute Pare*. Thesis, English Department, Teacher Training and Education Faculty. Advisor (1) Drs. H.Mohammad Naim Musafik ,MH., M.Pd (2) Kristanti Yuntoro P. M.Pd.

Key word: speaking, teaching speaking English, speaking ability, tutorial program.

Nowadays, Non Formal Education has become an alternative to improve the ability. Non-formal education is very important and has rule to increase quality of education. When the students cannot get maximal in speaking English at school, they can join in some of non-formal education that is English course. Pare has been famous with English Course for a long time. There are so many English Courses in Pare. One of them is Kresna English Language Institute that is a cheap English course in Pare. There are many programs at Kresna English Language Institute, the famous one is Speaking. It becomes famous because there is a tutorial program including in the main program.

The purpose of study is to describe the teaching speaking by using tutorial program at Kresna English Language Institute Pare. Those are including of: the tutor's preparation in teaching speaking English at Kresna English Language Institute Pare; the tutor's implementation in teaching speaking English including of: the material, method, media, the tutor's evaluation in teaching speaking English; and the effectiveness of tutorial program in teaching speaking English.

This research used descriptive qualitative approach as a research design. The subjects were the tutor and the 27 students of Kresna English Language Institute. The methods used in collecting data were interview, observation, and test. Interview used for collecting data on the tutor's preparation and the tutor's evaluation in teaching speaking English. Observation used for collecting data on the tutor's implementation in teaching speaking that consists of: the material, method, and media that the teachers use in teaching speaking English. Test used for collecting data on the students' competence in speaking English based on four components speaking; they were fluency, accuracy, performance, and content. The data analysis was based on three concurrent flows of activities; they were data reduction, data display, and verification.

The result of this study showed that the tutor's preparation in teaching speaking English at Kresna English Language Institute. The tutor has aim to use English language that was taught by the tutors' at Kresna English Language Institute as tool of communication. The tutor's implementation that consists of the materials that the tutors used in teaching speaking English at Kresna English Language Institute are narrative, recount, descriptive, procedure, analytical exposition, and hortatory analytical. Besides that, the tutors used some books, such as: English 900, new

concept, essential reading, hello magazine, routine daily activities, and English short story in the title "*How a university graduates struggles to get a job in Jakarta*". The method that the tutors used in teaching speaking English at Kresna English Language Institute is Communicative Language Teaching (CLT). The tutor also has 2 ways in teaching speaking; they are monolog and dialog. In monolog, the tutor used retelling story, telling story, describing picture, making a phone call, debating, telling picture, being reporter, having speech, being guide, giving comment, developing word. In dialog, there are: guessing, and role playing. The media that the tutors used in teaching speaking English are picture, tape, and paper. In speaking evaluation, the tutors used four components; they are fluency, accuracy, performance, and content.

The effectiveness of tutorial program in teaching speaking at Kresna English Language Institute is in good category. Only 2 students or 7% of students cannot get success in the speaking program because they seldom joined the tutorial program. Their attendance was only 50% from all the meetings in tutorial program. It could be seen in the attendance list of tutorial program. The 25 students or 93% of students get success with good score because they always joined the tutorial program. It proved that tutorial program had important role in the teaching speaking at Kresna English Language Institute Pare.