

ABSTRACT

Fashihah, Finny. 2017. *The Teaching of Speaking in "Step Two" Class at Daffodils English Course*. Thesis, English Department, Faculty of Teacher Training and Education, Islamic University of Kadiri. Advisors: (1) Drs. Musta'in Abbas, M.Pd; (2) Drs. Edy Kadarisman, M.PdI.

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English courses are the part of Non-formal education. According to UU No. 20, 2003 - Paragraph 26, Non-formal education is organized for people who need education services that serve as a substitute, enhancement, and/or complementary formal education in order to support lifelong education. Language teaching and learning is not only just in school or formal study but also language teaching and learning can be learnt in informal class. Informal class is course or institution. Indonesia has one place that famous of courses. That is Pare. Pare is in Kediri, there are many courses in Pare for about one hundred more. But, just one course that famous of speaking. That is Daffodils English Course.

This research was carried out to answer the five objectives of study. Those are: (1) the background of the student in "Step Two" class at Daffodils English Course, (2) the background of the tutor in "Step Two" class at Daffodils English Course, (3) the teaching speaking process in "Step Two" class at Daffodils English Course Pare (in the terms of curriculum, syllabus, lesson plan, method, media, and source), (4) the implementation of teaching speaking in "Step Two" class at Daffodils English Course Pare (in the terms of pre teaching, teaching, and post teaching), and (5) the evaluation of teaching speaking in "Step Two" class at Daffodils English Course Pare (in the terms of framework of test, instrument, assessment rubric, implementation of test, and result).

The design was descriptive qualitative. The reason of this study used descriptive qualitative because the teaching speaking in "Step Two" class was so unique. The research instruments were observation sheet, interview note/sheet, document, and field note. The data collecting method were observation, interview, documentation, and field note. The data analysis descriptively using data reduction, data display, verification, and the validity of triangulation.

The findings were 1) The background of the students in "Step Two" class was so various. 2) The background of the tutor was the tutor had the degree in English Literature and also the alumni of Daffodils English Course. The tutor's name was Fipsi Hendrawan, SS. 3) The teaching process was Daffodils had Syllabus, Lesson plan, method, media, and source but, Daffodils didn't have Curriculum. 4) The implementation of teaching speaking was the pre teaching, the tutor did the greeting, checking the attendance list, and did a brainstorming. When the teaching, the tutor explained the material then, called the group for doing the presentation. And when the post teaching, the tutor reviewed the material that day and reminded the student for the next performance group. 5) The evaluation of teaching speaking was based on 20 content of framework of test, using oral, using four assessment criteria, and the students' average test was 86.

Based on the findings above The Teaching Speaking in “Step Two” Class at Daffodils English Course Pare was good because just one point that was not maximal and the other was maximal and appropriate.