Exploring the Implementation of Stand Up Speak Program to Enhance

Students' Speaking Skill

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ii

The Implementation of Stand Up Speak Program to Enhance Students' Speaking Skill

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Abstract

Abstract

Nowadays, English is a language that is become an international language for communication. Hence, for the purpose of communicating, speaking is the most important skill in learning English. Therefore, in Indonesia, a large number of students learn English not only at school. The students can also take English courses outside school. In Indonesia, there is a place with approximately more than two hundred of English courses known as *Kampung Inggris Pare Kediri*. In addition, there is one of English course in *Kampung Inggris* that implements a program called Stand Up Speak which aims to improve students' speaking skill. However, this study aims to explore the implementation of Stand Up Speak program and the challenges that students face while enrolling in that program. This research used the descriptive qualitative research design. It was conducted at the Stand Up Speak class at one of English course in there. The data was collected by using observation and interview. There were six participants from the representative of that class who had fulfilled the requirement to be interviewed. The result of this study showed that there were four points related to the implementation of Stand Up Speak program. Moreover, there were five challenges faced by students while enrolling Stand Up Speak program. The points in that implementation were; effective in increasing students' self-confidence, stand up speak program has various activities, using students-centered learning method, the teachers in stand up speak program provides feedback. Furthermore, lack of vocabulary, lack of time for preparation, lack of self-confidence, the use of English is not dominant when discussing and too fast explanation can be said as the challenges faced by students while they were enrolled in Stand Up Speak program.

Background of the Study

At present, as a result of the position of English as an international language for communication, the need for mastery of English is increasing. In learning English in Indonesia, there are a number of ways in which learners can master English well. Whether it is taking English classes at school, following an English course outside school, following an English club, or learning autonomously. In other words, considering the limited time of English language lessons in schools, then, taking an English course outside the school is still in great demand by the learners. As time goes by, learning English continues to innovate. There are a great number of English courses with good facilities to improve English skills.

In its development, there is one area in Indonesia known as *Kampung Inggris* (English Village) which is located in *Desa Tulungrejo* within the district of Pare, Kediri, East Java. At first, in *Desa Tulungrejo* (Tulungrejo village) there was only one English language course institution, but because of the high interest of the community in learning English, the number of participants in the English language course increased. Until now, the number of course participants has increased, as well as the number of learning institutions that are there. That area is dubbed as *Kampung Inggris* is not without reasons, but because that place is the largest English language learning in Indonesia. In 2017, there were approximately more than two hundred of English course institutions in the *Kampung Inggris* Pare (Ayuna, 2017). Various learning techniques are applied in developing learners'

English skills in *Kampung Inggris*. Commonly, some of English courses in *Kampung Inggris* Pare require its students to speak English daily in an academic setting or camp with the rules of the courses they are studying.

Furthermore, *Kampung Inggris* is famous for its many English language courses. Therefore, one of Enlish course in *Kampung Inggris* is interesting to be analyzed because it has various learning methods. Especially in one of English course in *Kampung Inggris* which has one of prime program namely Stand Up Speak that aims to improve students' speaking ability. However, in the Stand Up Speak program implementation, there are still many students who have not felt the purpose of the program properly. Hence, this research is important to carry out in order to find out how is a Stand Up Speak program implemented to enhance students' speaking skill and what are the challenges that students face while implementing stand up speak program at one of English course in *Kampung Inggris*.

Literature Review

In school context, speaking skills are applied in any aspects, especially English subject. Nurokhma (2009) argued that student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom (Zhang, 2009). This might be one reason for teachers to provide more enjoyable situations and creative activities for students to strengthen their speaking ability in

the school environment. Similarly, Ismaili and Bajrami (2016) mentioned that in many EFL studies, the target language have been shown to affect EFL students' speaking competences. Accordingly, the teachers has a significant role to use and create activities that will be up-to-date, genuine and fun in order to motivate students actively get involved in learning process (Ismaili & Bajrami, 2016).

English as Foreign Language (EFL) learners no matter how much they know about the English language, still face many speaking difficulties (Hosni, 2014). In learning to speak second language, feeling of nervous and anxiety are commonly expressed by second language learners. Hosni (2014) conducted a study on students' difficulties in speaking English the result revealed that there are three points of speaking difficulties encountered by EFL learners, they are linguistic difficulties, mother tongue use, and inhibition.

Along with increasing of awareness about the importance of English language skills, in Indonesia educational institutions from both formal and non-formal institutions of English course have developed programs that can improve English language proficiency. Therefore, as mentioned previously, there is one area in Indonesia known as *Kampung Inggris*. It is the largest English language learning course in Indonesia.

According to Abrar (2012) Pare is known as "Kampung Inggris", *Kampung Inggris* is located in *Desa Tulungrejo*, including in the administrative area of *Pare* sub district, *Kediri* Regency, East Java (one of regions in Indonesia, East Java). Since the founding of *Kampung Inggris*, it has been able to change the

economy, socio-culture, and the mindset of its community to be able to find business opportunities. It started from a non-formal institution course founded by Kallend Osen on June 15, 1977 the institution was called Basic English Course or BEC. There are many English courses, English areas, various learning methods, visitors, learners, and many program choices and it is a good place to observed and learning English (Darmayanti, 2017). There are approximately more than two hundred of English courses in the *Kampung Inggris*. It grows from year to year, also the enthusiasts continues to grow, even many enthusiasts come from other countries.

There are many ways that can be done to learn English, one of which is by taking a course that is suitable for the needs. As *Kampung Inggris* has a lot of English course, *Kampung Inggris* can influence students' speaking skill in some reasons. According to Karmala, Kristina and Supriyadi (2018) in their study showed that various types of teaching technique used in the implementation of public speaking in *Kampung Inggri s*such as presentation, role-play, discussion, game, speech, and question & answer that can develop students' vocabulary, grammatical, pronunciation understanding which give well contribution to English students.

Moreover, Stand Up Speak is one of the programs in one of English courses in *Kampung Inggris* Pare Kediri. The English courses that suitable for students who want speaking in learning from scratch with the slogan that sounds "Makes Everyone Speak". The Stand Up Speak program is divided into three

levels; basic level (Stand up speak 1 & 2), intermediate level (Stand up speak 3 & 4) and advance level (Stand up speak 5).

Research Methodology

This research applied qualitative research as an approach and descriptive qualitative as a research design. Furthermore, this research was conducted at one of English courses at *Kampung Inggris* Pare in Kediri, East Java. Moreover, this research was conducted on the middle of January 2019. In this study, the participants must fulfill the criterias determined by researcher. Firstly, they must be students who are already at this one of English course in *Kampung Inggris*. Secondly, they must attended the course at least two weeks in any level of education because they have enough time to learn to speak English. In addition, the participants of this research were six students batch 10th January 2019.

In this research, the researcher gathered the data using two data collection and those were observation and interview. The first data collection method was observation. The observation was conducted to get information about the implementation of Stand Up Speak program directly. In addition, the researcher role is the participant-as-observer who reveals her role as an observer and also as a member of the class. The second method was interview. Furthermore, the interview was used to collect the data from the participants. The researcher used interview because to get explicit detailed data as possible. Besides, Cohen, Manion and Morrison (2011) defined that interview is a flexible tool for data collection which use verbal, non-verbal, spoken and heard.

Therefore, this research applied highly structured observation, Cohen, Manion and Morrison (2011) defined that "a structured observation is very systematic and enables the researcher to generate numerical data from the observations". However, the reason why the researcher used this kind of observation is because the purpose and the research questions are determined in advance so it is in line with highly structured observation. In addition, this highly structured observation was used field note as structured observation schedule as a guide for conduct an observation. Additionally,the second data collection instrument was interview guidelines. The reason why the researcher chose interview guidelines was because to get more detailed data and deeper understanding. The question of the interview focused on the implementation and challenges of Stand Up Speak program. Furthermore, this research was used standardized in-depth interviews where the sequence of questions already determined.

Findings and Discussion

The researcher found four main points related to the implementation of Stand Up Speak Program. Those points are the effectiveness of Stand Up Speak , activities, teaching method used, and the last was about feedback. In addition, the finding showed that various activities applied at the Stand Up Speak. Those activities were role-play, problem solving, speech, debate, describing, promotion, and speaking IELTS test practice. While the teaching method that used in Stand Up Speak was student-centered learning. Further discussion about these findings is presented as follows:

Effective in Increasing Students' Self-confidence

Derived from the interview, the participants mostly argued that the process of teaching and learning in class was quite effective and went smoothly. In addition, all of the participants stated that the Stand Up Speak program was effective to be implemented. The first participant said "Activities in the Stand Up Speak speak have been quite effective because of these activities it can increase our self-confidence" (P1.7). It was also supported by the second participant. She said "In my opinion, the activities in the Stand Up speak were effective because they were given enough time to prepare for speaking performance" (P2.4). While the sixth participant argued "The implementation of the Stand Up Speak was quite effective for improving speaking skills"(P6.1).

Derived from interview, Stand Up Speak can increase students' confidence in speaking skill. Five out of six participants agreed with this point. The first participant who stated "we perform in front of the class and watching by our classmates, so that can increase our self-confidence too" (P1.8). While the second participant said "Stand Up Speak make students speak in front of class and it can help to improve our confidence in speaking skill" (P2.2)."The teacher also requires students to speak in front of other friends" (P2.3). Then the third participant said "The teacher at the Stand Up Speak had tried to maximize so that the members could speak up" (P3.2). It was also supported by the sixth participant, he stated that "I think, I learn English not only learn the grammar, pronunciation but also speaking. In Stand Up Speak, it can help to speak in front of people and it can also increase my self-confidence to speak (P6.4).

The Stand Up Speak Program has Various Activities

Firstly, the results of observation showed that there were seven different main activities which indicate that the Stand Up Speak has a variety of activities. In addition, four out of six participants stated that Stand Up Speak program provides many kinds of activities. The first participant said that "In my opinion the implementation of the Stand Up Speak is quite good because the activities vary" (P1.1) "For example, speech, promotions and role-play, and describing hometown etc" (P1.2). Then, supported by the fifth participant "Stand up speak has a variety of activities, for example promotion, and debates on issues that are on issue" (P5.7). Furthermore, from the observation results it showed that the activity used by teacher in main activity at the B1 class was various. Those activities which the researcher observed during the observation time in Stand Up Speak program class were:

Activities	Times
Role-play	1st Observation
Role-play	2nd Observation
Problem Solving	3rd Observation
Speech	4th Observation
Debate	5th Observation
Describing	6th Observation
Promotion	7th Observation
Speaking IELTS Test Practice	8th Observation

Figure 4.1. List of The Activities from observation

The Stand Up Speak Program Using Students-Centered Learning Method

Based on the data gathered above, it can conclude that the method applied by teacher in Stand Up Speak was student-centered learning. In addition, Ministry of Research Technology and Higher Education (DIKTI, 2008) which mentioned that there are several activities of student-centered learning, such as collaborative learning, problem-based learning, cooperative learning, small group discussion, role-play, self-directed learning, contextual learning, and project based learning (as cited in Karunia, 2013). In line with this research results, it showed from main activity that mostly, the teacher only gave the activities and material learned with a little explanation. After that, each of students was given the opportunity to practice their speaking.

The teachers in Stand Up Speak Program Provides Feedback.

Derived from interview and observation, this research found the data which indicate that the teachers in Stand Up Speak provides feedback. Two out of six participants mentioned this. The feedback given was in form of oral feedback. Oral feedback was also given by teachers to students directly when they make mistake in pronunciation. In line with this finding, Brookhart (2008) stated that feedback is part of teaching and learning activity where teacher gives students information concerning their task to be improved. This research data showed that the teacher provides oral feedback in the implementation of Stand Up Speak program. In addition, Anna (2013) which found that teachers approve oral feedback as a tool to support students and increase their confidence.

The Challenges That Students Face While Enrolling Stand Up Speak

Program

Even in Stand Up Speak implementation has several strengths as mentioned above, one cannot deny that there were some challenges that students face while they enrolled this program. These following findings are the more explanation.

Lack of Vocabulary.

However, in the implementation of the Stand Up Speak, there were still obstacles to students regarding the lack of vocabulary. The interview result showed that one of the challenges while the students enrolled Stand Up Speak program is lack of vocabulary. The second participant said "The challenge I felt was the lack of vocabulary" (P2.6). "When in front of the class, I often want to use the word in Indonesian but I don't know what the vocabulary is, so sometimes when I don't know a word, I replace it with Indonesian" (P2.8). It was also supported by the fifth participant who mentioned "For the challenge, maybe it is still constrained in the vocabulary. So when we speak in front of the class, then for example we don't know what the vocabulary is in a certain word" (P5.9).

It was show that two of the participants perceived that they had same challenges while the Stand Up Speak program implemented. From the finding above, it could be concluded that lack of vocabulary became the challenges faced by the students in learning English. This statement in in line with Liu and Jackson

(2008) who mentioned that EFL students have lack of vocabulary as their difficulty in speaking English.

Lack of Time for Preparation

One of the challenges that students face while enrolled the Stand Up Speak was limited time for preparation. This statement was presented by two participants through interview. "Preparation time is also very short even though improving speaking but preparation must also be sufficient too" (P6.7). While the second participant stated that "So far, I just lack of preparation" (P2.5). From observation result, the time given by the teacher used for preparation is only around 15-20 minutes, both for discussion and individual preparation.

However, the limited time of preparation used to be considered as the challenges while students enrolling Stand Up Speak program at Language Center Kampung Inggris. The participants' statement showed that the teacher manage the time to explain the material was limit. In line with this finding, Mc Kenzie (2006) suggest that the teacher should determine the time for the task based on the level of difficulty of each task (as cited in Iqbal, 2018).

Lack of Self-Confidence

The students had lack of confidence. Even the finding above presented that five out of six participant agreed that the Stand Up Speak can increase their self-confident but the researcher had found in this research that there was two participant who stated that they had lack of confidence when speaking English in Stand Up Speak program. They said: "I still don't feel confident" (P3.3) . The

third participant said that "Here, I am not too trying to practice my speaking"(P3.4). Then, the fourth participant said that "I am less confident, and a little nervous that makes it difficult for me to speak English fluently"(P4.9).

It means that students who have lack of self-confidence can influence their speaking skill while they enrolled Stand Up Speak program class. Alonso and Junio (2012) showed that most of the students know the importance of acquiring speaking skill but they show their lack of confidence when speaking English (as cited in Triyadi, 2017) .

The Use of English is Not Dominants When Discussing

Participant four showed his problem while enrolling the Stand Up Speak program. Here is the statement from participant four: "For example, when discussing but in discussions we can still speak Indonesian, it should be full English, but if the others are already good" (P4.7). From the participants' statement, it presented that the participant faced difficulty in speaking because of first language which is Indonesian language dominant used.

Therefore, first language used to be considered as the challenges while students enrolling Stand Up Speak program at Language Center Kampung Inggris. This challenge, in line with Hanane (2016) who stated that it makes students tend to use first language frequently when students do an activity in a group and they use the first language instead of English (as cited in Susanto, 2018).

Too fast explanation.

Another challenge that students face while they enrolled Stand Up Speak program was too fast explanation from the teacher. One out of six participant revealed this and it was stated by the sixth participant "For me, the teacher was explained too fast" (P6.6). The research data through observation indicated that too fast explanation can be seen when the teacher delivers material explanations. According to the researcher note taking while did the observation, the time used by the teacher to explain the material is only about 5-10 minutes in several classes such as the class that discusses IELTS test, promotion and speech.

Conclusion and Recommendation

This research was aimed to explore the implementation of Stand Up Speak program at one of English course in *Kampung Inggris* Pare Kediri and to investigate the challenges that students face while enrolling the Stand Up Speak program. In addition, this research used qualitative approach and applied descriptive qualitative design to present the data. The researcher used observation and interview as instrument of this study.

Based on the data collection, the researcher found out four findings related to the implementation of Stand Up Speak program at Language Center *Kampung Inggris.* The researcher figures out that Stand Up Speak program effective in increasing students' self-confidence, the Stand Up Speak program has various activities such as role-play, debate, speech, promotion, describing, speaking IELTS test practice, and problem-solving activity. The teaching method that applied in Stand Up Speak was student-centered learning which has been

explained above. In addition, the Stand Up Speak also provides feedback in its implementation as a tool to support students and increase their confidence.

This research also revealed five findings related to the challenges that students face while joining Stand Up Speak Program. The first is lack of vocabulary. The second is lack time for preparation. The third is lack of self-confidence. The fourth is the use of English is not dominant when discussing and the last is too fast explanation.

Recommendation

Based on the result of the study, there are some suggestions for teachers, students and for the other researcher:

For the English teachers. The English teachers are suggested to consider the most appropriate activities to be implemented for students' learning process so that they can make creative teaching learning process. Moreover, maybe the teacher can give some motivation to students in order to increase students' self confidence. Furthermore, the teacher also can give longer time for preparation so the students can prepare well.

For the students. The students can find interesting activities that improve their speaking ability. It is suggested that by joining Stand Up Speak program can improve their speaking skill because the result of this study showed that Stand Up Speak program can increase students' self-confidence. Furthermore, by understanding the challenges that students face while enrolling this program, it is expected for students when they decide to join Stand Up Speak program, they should give their good performance in the Stand Up Speak program itself.

For future researchers. The researcher realizes that this research has several limitations. This research only focused on the basic class level of Stand Up Speak program at one of English course in *Kampung Inggris*, so the number of those topics was too limited to be representative. This research also welcomes other researchers who are interested to conduct further research related to this issue. For future research, other factors which were not investigated in this research should be included to be examined in order to make give big impact for other factor that related in this research. Moreover, because this research uses qualitative method then other researcher can gather the data in large number using quantitative method.

For institution. It is expected that the institutions can increase the facilities in the course in order to make teaching-learning process more varieties. Moreover, the institution is suggested to make a training program for teachers to create new creative method and how to deal with the challenges faced by students.

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