

## **The English Course Management at English Cafe in Developing Students' Speaking Skills**

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### **Abstract**

The objectives of this study are to find out the managements of English course and to find out what management is used in developing speaking skills. This English course used the concept of a cafe to attract students or university students. The concept of this course in an attraction in itself. The methodology of this research was qualitative research especially case study. The subjects of this research are manager, staffs, and chefs at English cafe Salatiga. The techniques of collecting data were observation, interview and documentation. The data from observation was to find out what kinds of management used in the learning process and to know how to apply its in English cafe Salatiga. The validity of data technique is triangulation by source and technique. The results obtained from this study: 1) the management of English course program at English cafe Salatiga conducted by several stages, there are planning administration and academic, organizing the management through organizational structure, motivating the English course program by implementing private, regular, online and TOEFL program, conforming through personal reinforcement by manager, evaluating the teaching learning, marketing, and administration, and the last was developing English course program. 2) The course management emphasized in developing speaking skills through learning design, strategies, and learning program.

**Keywords:** English café, English course, speaking

### **Introduction**

Language is basically a means of communication in which people express their feelings, ideas, opinions and desires. There are many languages in the world and each language is different from one to another. People must be able to become a master at least in one of the languages to make relationships with others. Nowadays, in Indonesian English has become an international language which in schools must learn it. So that many students have learned the language. For Indonesian students, English is a foreign language and even many who are less interested. According to Brown (2007), anyone who learns a foreign language or second language should be completely aware that they should not be afraid of making mistake when learning language. The reason is that someone who studies languages will develop their language skills by learning from mistakes.

However, in learning English some people considered that speaking is the most difficult skill among the others. This skill makes us think of words, then make the word easy to understand when speak to somebody. Speaking cannot be repaired or edited. So many students who when speaking English in front feel nervous. They are afraid if the pronunciation is wrong, lack of vocabulary, lack confidence, etc.

Language development is not only done through learning from mistakes. But language teaching programs are also very influential, as is generally applied in schools. According to Richards (2001) the contexts for language programs are diverse and the

particular variables that come into play in situation are often the key determinants of the success program.

Teaching and learning programs as language are usually delivered by institutions such as language institutions, schools, or universities. Each institution has their own characteristics and management that is different from the others. In teaching and learning institutions there are also different component functions, such as a teacher who sometimes functions simultaneously or independently. So that one institution to another will be different.

In Salatiga there is a non-formal educational institution whose language teaching program is different from other educational institutions. The difference between other institutions is that, this institution offers a cafe-based learning method. This method was previously used in English cafe Jogja. English cafe Salatiga is a branch of English cafe Jogja. In addition, several countries such as China and UK also use the same method, there are English corner and cafe scientific. The cafe based-learning method is a combination of the concept of cafe and tutoring. The goal is to attract learning interest especially for students in the city of Salatiga, Because of applying the cafe-based learning method, this cafe is known as the English cafe. The unique of this cafe does not only apply the concept of learning in cafe but also uses learning methods that match the feel of the cafe, which is a relaxed atmosphere. Carrying the theme of learning like hanging out, as if students and tutors were gathering together in the cafe. Not only carrying the theme of the cafe, the English cafe also adapts things related to cafe. For example, the tutor in English cafe called chef and the module in English cafe is made in such a way as a menu book in which there is a secret recipe.

Another interesting thing from English cafe is about speaking skills. The programs for beginners at English cafe is more emphasized on speaking. The goal is dare to speak which means courage and confidence to speak. Speaking learning system at English cafe is different from other formal and non-formal educational institutions. In this case, Harmer (2001) states that speaking activities which is usually done are as follows: acting for a script, communication games, discussion, questionnaires, simulation and role play.

In this case, English cafe has come up with a speaking learning method which is different from the way other courses used to have. The ideal way to do that, is begin from bringing English into their daily lives and using it for real communicative purposes. Related to this, Snow (2006) stated that students can do this in a variety of ways: Gathering at English tables in a cafeteria or English corners, chatting in English in the dormitory or while taking a walk, and talking aloud to themselves or thinking in English. This research will be carried out in English cafe Salatiga on purpose to investigate the learning program & management of English cafe as a second language course institution.

## **Theory**

### **The English Course Management**

The course institution is a non-formal educational institution that aims to provide a knowledge both in the form of knowledge or skills, and also can be used in social life (Trianawati, 2012).

While the definition of non-formal education according to law on the National Education System no. 20/2003 (1:12) is non-formal education means education outside formal education, which can be implemented structurally or in several levels. Furthermore, in the Government Regulation (PP) no.17/2010 concerning the management and organization of education, especially non-formal education is regulated in article 100 verse

2 and 3 that: the organizers of non-formal education including courses and training institution, study groups, learning centers community, Majelis Taklim, and childhood education in non-formal.

Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims (Terry and Franklin, 2003). Management of education serves as a reference for non-formal education in measuring, evaluating, and revising activities deemed necessary.

There are six function of management non-formal education (Sudjana, 2006) as follows: 1) Planning: in this function, individual or groups who manage the education both the general and specific objects of the non-formal education program, the sequence and the process to achieve the objectives. 2) Organizing: in this function the managers select and arrange the human resource based on the facilities, infrastructural material, and the function available. 3) Motivating: it is an activity to realize the work performance or achievement of human resources in the organization in implementing the program. 4) Conforming: it is an activity to maintain human resources in the organization to be obedient and consistent in carrying out a series of activities in accordance with a plan. The conforming function includes three sub-functions, they are controlling, supervising, and monitoring. 5) Evaluating: it is an activity to collect, to process, and to present the data to be included in decision making regarding programs that are being implemented or have been implemented. 6) Developing: It is an activity to continue the program based on the results of an evaluation of the program implementation which results in a decision that the program must be followed up.

According to Sukmana and Dwilestari (2013), there are several elements in the implementation of the courses including learning resources, learning citizens, non-educational staff, infrastructure, facilities, learning costs, learning programs, learning methods, and learning outcomes.

### **Speaking Skills**

Some experts of language learning have proposed the definitions of speaking. Brown (2004) mentions speaking are an oral interaction where participants need to negotiate the meaning of ideas, feelings and information. In this case, the listener must understand the relationship between the ideas presented. It is closely with a statement from Bygate (1987) as cited by Nunan (1991) suggests that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can be either focus on information or interaction. According to Bygate, a further feature of oral interaction is that the participants need constantly to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what.

Harmer (2002) states the reason why everyone need to speak, as follows: 1) they want to say something. What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent. 2) They have some communicative purpose. Speakers say things because they want something happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain in each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have. 3) They select from their language store, speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they possess) the language they think is appropriate for this purpose.

### **The Strategies for Developing Speaking Skills**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. Soltani (2012) argues that one way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

Silberman (1996:141) also mentions several strategies for developing student skills. The strategies as follow: 1) Active observation and feedback, when utilizing observers in role-playing exercises or skill practice sessions is to wait until the performance is over before inviting feedback. This procedure gives performers immediate feedback. It also keeps observers on their toes during the performance. 2) Triple role playing, this technique expands traditional role playing by utilizing three different students in the same role-play situation. It shows the effect of individual style variation on the situation's outcome. 3) Rotating roles, is an excellent way of giving each students an opportunity to practice skills through role play real-life situations. 4) Modeling the way, this technique gives students an opportunity to practice through demonstration. Students are given ample time to create their own scenarios and determine how they want to illustrate. 5) Advisory group, is a strategy for obtaining on going feedback during any multisession. All too often, teachers solicit student feedback after the course is over.

### **Method**

This section is designed to explain the methodology of this study which to investigate the English course management at English cafe in developing students' speaking skills. It is based on the uniqueness of a course with a relaxed concept and suitable for today's youth.

The research is based on qualitative research because it deals with description of English course management that is used by English cafe Salatiga in developing students speaking skill. This study was conducted by observing the class, then interviewing the subject. The subjects in this research were manager, staff and English tutors. In this study, the tutors who handle private and group classes both studying in the cafe and outside the cafe.

The data was collected through observations, interview, and documentation. The observations in this research, the writer use participant as observer because the writer did observation by observed without taking any active part in the situation. In this case, the writer just pay attention about all activities that happen in the class, and then the writer also take notes about what was being observed. The object of observation includes the state of the environment, facilities, management, and the teaching learning process in English cafe Salatiga. The reason writer use observation method because in qualitative research, the writer must know directly the state of field so that data can be obtained and using observation techniques is to strengthen the data.

The interview was also conducted to gain more information about management in English cafe salatiga. Certain data collected through observation were cross-checked through interviews. In this interview, the writer used the personal interview. The writer made an interview with some informant in different times. The writer starts the research on May 22<sup>nd</sup> until 25<sup>th</sup>, 2019. The writer did the interview to the manager, tutors and staffs in English cafe Salatiga. The data taken in the interview includes the management and teaching learning process of English course program in English cafe Salatiga.

Data validity is better if not only measured from one source. Therefore this research uses triangulation techniques. In this technique, the writer checks the data and sources of information obtained. As for data collection or information the writer triangulated data sources as follows: 1) Triangulation of source, the data sources were obtained from several interviewees, they are manager, tutors, and staffs at English cafe Salatiga. 2) Triangulation of technique. This technique is used to test the credibility of data by checking the data to the same interviewees with different techniques after made an observation.

## **Findings and Discussion**

### **The Management English Course Program at English Cafe Salatiga**

There were six (6) managements English course used by English cafe Salatiga: planning, organizing, motivating, conforming, evaluating, and developing.

#### **1. Planning of English course program at English cafe Salatiga**

Planning as summarized by researchers through interviews and documentations, the manager aims to provide a place to learn English with a relaxed and fun concept. As for the learning programs offered by English cafe Salatiga are as follows: Private program, is learning program with one member one tutor. Members can more freely choose the time and place of learning. Regular program, is learning program with a maximum of 15 members and a minimum of 6 members in each class. However, usually in English cafe Salatiga each class consist of 6 members. Online program, is learning program through online media by using whatsapp as a media to study. This class that handles directly from English cafe center. TOEFL program, the leaning program is almost the same as regular and private programs. The difference is only the learning is more fixed on the secret recipe that is different from other programs.

To support the running of the program, appropriate and mature planning is needed, both from facilities, teaching staff, sevice, materials, and costs to achieve the goal of English cafe Salatiga. The plan includes member registration, chef recruitment, cost plan, and learning plan.

#### **2. Organizing of English Course Program at English Cafe Salatiga**

The following is organizing which is carried out in the English course program at English cafe Salatiga: Manager, Admin Staff, Daily Talk Staff, Marketing Staff, Academic Staff, and Chef (tutor). The highest power holder of the English cafe Salatiga is the owner. But in terms of management in each branch is manager. The manager also responsible for the program in each branch. The organizational structure created does have its own division of labor, but in the implementation it is carried out together and conditionally.

The result of organization is structure organization has made based on the certain criteria so that it is considered to have ability to implement the plan which there is a program. As for the organizational structure in English cafe Salatiga there is no display in learning place, because partnership system so that location become one with cafe.

#### **3. Motivating of English Course Program at English Cafe Salatiga**

Motivating of English course in English cafe Salatiga was carried out for 90 minutes in every meeting. English cafe give the time for member as long as 3 months to finish one level. While to finish one chapter, the member is given the time 1-2 meetings. Each program in English cafe has different module and each module has level start level 1,2, and 3. Program which is implemented is private program, regular, online, and toefl. Meanwhile, for class in English cafe there are

two classes, they are theory class and daily talk (practice). Learning especially in private program is more flexible. Its mean that learner is given freedom to choose the time and place for learn. In temporary, for regular program is more the agreement reached together because this program usually consists of 6 members in every level. Then, for toefl program has same system with private and regular program, but the module is different. The last program is English cafe online was carried out by whatsapp group and this program directly taught by the central English cafe.

The implementation of English cafe program use own module is named secret recipe and then used for learning orientation in English cafe. But, in implementation the chef has to adapt with needs and ability of member.

The implementation of English cafe program is different with the other English course. The distinguished is in the system they used. In English cafe has two class systems, they are theory class and practice class. Practice class is also called daily talk or practice together. On the other hand, in learning process English cafe is also more flexible. Its means that the member is given freedom to choose time and place by their self so that this is become the special point of English cafe as compared to courses English other.

4. Conforming of English Course Program at English Cafe Salatiga

The conforming function includes three sub-functions, they are controlling, supervising, and monitoring. The coaching on English courses at English cafe Salatiga is given by the chef to the members at the end of meeting or during the daily talk. While, for private programs done by face to face and a good emotional approach. Then, for the regular programs is held every last meeting in a week or when the daily talk. While the coaching carried out by manager of English cafe Salatiga to the staff is through personal reinforcement based on information during observation and evaluation. This matter is done to ensure that all elements in English cafe Salatiga run according to the specified procedure.

5. Evaluating of English Course Program at English Cafe Salatiga

Three forms of evaluation conducted by English cafe Salatiga. First, evaluation of administrative and marketing management is carried out once a week and is followed by manager, staffs and finance. Second, evaluation of teaching learning conducted once a month is followed by manager, staffs, and chefs. While, the third evaluation is followed by all members. This evaluation is held at the end of each meeting or every daily talk on Saturday. This evaluation along with members in addition to providing criticism and suggestions for teaching given by tutor (chef) also evaluates the learning process that has been carried out by members. The assessment is done to find out how increased the members' skills and as an evaluation of the learning program.

6. Developing of English Course Program at English Cafe Salatiga

As for the development of English course program at English cafe Salatiga there are two aspects, marketing and learning management. This development is carried out by accommodating staff and member aspirations during the evaluation. After that, an analysis and follow-up of what they conveyed.

English cafe Salatiga took criticism and suggestions from members and staff when evaluating. The development of English course program conducted by English cafe Salatiga has two aspects there are marketing and teaching learning. For the marketing, it made improvements in promotions and for the administration was to improve services to prospective new members online and directly. While for

teaching learning program, English cafe Salatiga is still adjusting to the member's abilities.

### **The Use of English cafe Salatiga Management in Developing Speaking Skills**

In the management, English cafe applies management in general. But in some cases it emphasizes the speaking skill of the member. This is because the English cafe requires members to dare to speak.

The application of English cafe management in the development of speaking skill members is in two management, namely management planning and motivating management.

First, planning management is in the learning plan. This is evidenced by the secret recipe which also emphasizes the member's speaking skill. In the secret recipe there is also script speaking or dialogue with peers. Second, the motivating management are in strategies and learning programs. The speaking skill development of members through the strategies implemented by English cafe Salatiga, namely by dare to speak or not applying grammar directly in order to build confidence in the members. After the members' self-confidence is formed, the new chef gives members input on grammar in a step by step.

In addition to learning strategies, the development of speaking skills at English cafe is also through learning programs. The program in question is the daily talk class. Members are given 5 vocabularies to be memorized together. After that, the member was asked to make a sentence with the 5 vocabularies. Then the members were asked to speak up based on the 5 vocabularies that had been given as well. In addition, in this daily talk class, chef also provides a discussion while still keep talking in English

### **Conclusion**

From the explanation above, it can be concluded that there were six (6) management English course program at English cafe Salatiga are as follows: planning, organization, motivating, conforming, evaluating, and developing. Planning carried out by English cafe Salatiga is divided into two, there are administration and academic. Then, the organization that has been held at English cafe Salatiga is by organizing an organizational structure. The organizational structure are manager, admin staff, marketing staff, daily talk staff, academic staff and chef. For implementation of English course program, English cafe Salatiga is held for a maximum of 3 months at each level. All programs are implemented according to each module (secret recipe) and SOP made by English cafe center. The coaching on English courses at English cafe Salatiga is given by chef to members at the end of meeting or during the daily talk. While the coaching carried out by manager of English cafe Salatiga to the staff is through personal reinforcement based on information during observation and evaluation. Three forms of evaluation conducted by English cafe Salatiga, there are: evaluation of administrative and marketing, evaluation of teaching learning, and evaluation is followed by all members. The last management is developing. The development of English course program conducted by English cafe salatiga has two aspects there are marketing and teaching learning.

English cafe used their management in general. However, there are two managements that really emphasize speaking. First, planning management is in the learning plan. This is proven by secret recipe which emphasizes the member's speaking skill. In the secret recipe there is script speaking or script peers dialogue. Second, motivating management are in strategies and learning program. In the strategies, English cafe Salatiga applied dare to speak with the aim to build member confidence. Then in

learning program, English cafe Salatiga developed speaking member through daily talk class. Daily talk is a class for member practice.

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