

**FACILITATING THE STUDENTS' ENGLISH SPEAKING
SKILLS THROUGH FREE TALK PROGRAM WITH
FOREIGNERS AT NONG NGHIEP HOMESTAY, VIETNAM**

THESIS

Submitted in Partial Fulfillment of the Requirement
for gaining the degree of Bachelor of Education
in English Education Department



By:

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2020**

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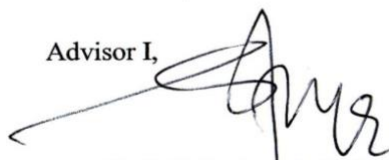
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Wassalamualaikum wr.wb.

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ABSTRACT

Pambudi, Nanda. 1603046006. 2020. *Facilitating the Students' English Speaking Skills through Free Talk Program with Foreigners at Nong Nghiep Homestay, Vietnam*. Thesis. English Education Department. Walisongo State Islamic University Semarang. First Advisor: Dr. Hj. Siti Mariam, M.Pd. Second Advisor: Dr. H. Ikhrom, M. Ag.

In Vietnam, a Free talk program is needed to improve or facilitate the students' in English speaking. Free talk program helps the students to practice English with the foreigner. The purpose of the free talk program is to familiarize the students with speaking English with the foreigner. The main objective of this research is to describe the implementation of free talk program to facilitate the students' English speaking skills with foreigners at Nong Nghiep Homestay and the students' participation in the free talk programs with foreigners at Nong Nghiep Homestay. This research is a qualitative descriptive approach. The data were collected through observation and interview. All of the data were analyzed by using qualitative analysis. The finding of this research shows that the free talk program has a supportive environment to learn English especially in speaking skill. In free talk program there are some foreigners to help the students in speaking English. Almost 24 hours the students can communicate with foreigner. It can familiarize the students to speak English with foreigner or others. Student participation in the program also important for the success of the program. Some of the activities that students participate in free talk program include discussion, role-play, describing picture and interview. The research shows that by free talk programs, the students are trained to interact with foreigners directly and naturally. Free talk programs also an excellent supportive environment for students to practice English, especially in speaking skills.

Keywords: *Foreigners, Free Talk Program, Speaking Skills*

MOTTO

من جدّ وجد

“Whoever sincerely does it, will get it”

Do your best at each opportunity - *Nanda Pambudi*

DEDICATION

Praise to Allah SWT, the Most Gracious and the Most Merciful,
Sholawat that never stop to my prophet Muhammad SAW. This thesis
is dedicated to:

The researcher's dearest mother, Mrs. Rosnilawati, S.Pd

The researcher's dearest father, Mr. Suwarna, M.Pd

The researcher's dearest brother, Rezi Setiawan, M.Pd

The researcher's dearest sister, Fitria Dewi.

The researcher dearest grand father and grand mother

The researcher dearest Family

And all of my friend who always support and help me in every single
situation.

Everyone who spread love and pray to the researcher.

Thank you for the valuable effort and affection which always flow
every time in my life and thanks Allah for always loving me all the
time.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Alhamdulillah to Allah, all praises are expressed to Allah SWT, the Most Gracious and the Most Merciful. None of the best word to express my gratitude until this thesis could be completely finished. Then, *Sholawat* and Solutation are always offered to the Prophet Muhammad SAW, the last messenger and the most beloved prophet of Allah.

The writer is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. They go to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the Dean of Education and Teacher Training Faculty for guidance and advise during the years of my study.
2. Sayyidatul Fadlilah, S.Pd.I., M.Pd and Dra. Nuna Mustikawati Dewi, M. Pd as the Head and Secretary of English Language Education Department for Guidance and advices during the years of my study.
3. Dr. Hj. Siti Mariam, M.Pd and Dr. H. Ikhrom, M.Ag. I would like to thank a million for their generous invaluable advices and valuable guidance and encouragement in completing this final project.
4. All lectures in the Faculty of Education and Teacher Training for valuable knowledge, guidance, and advises during the years of my study.
5. Qorby Haqqul Adam, M.Or. as the academic advisor, who guidance and advices during the years of my study.

6. Mr. Duc Cuong as the Manager of Nong Nghiep Homestay who had given permission to the writer to carry out the research in that homestay.
7. All of the foreigners in Nong Nghiep Homestay who helped and guided the writer in conducting the research and collecting the data.
8. Again and always, my beloved family, especially for my dearest parents. They have supported me without dissent for the full of my life. Their love and encouragement, given without question, has enabled me to complete this work on time, for which I thank them sincerely with all my heart.
9. All of my friends in the Faculty of Education and Teacher Training 2016, PBI-A 2016. A lot of memory that we make together, meeting with all of you is the best thing I ever did.
10. My family in Semarang, Kedai Kami Coffee, all of staff Kapital Coffee and Mace Coffee
11. HMJ PBI 2016-2017, ELITE Jogja 20, Isryuuna, IKAPDH Jawa Tengah, ABCD Family, IKMR Semarang who had taught, motivated and guided the writer.
12. Internship team of Edulight Sky, Van Don, Vietnam who had taught and helped me. Big thanks to you all guys. You are the best!
13. All of the members of community service in Nong Nghiep Homestay. You and all of people who come and go in my life because consciously and unconsciously that they always have part throughout the research. Happiness experience, lesson, and memory are things what they give to me also a thousand smiles during conducting this research. Thank you.
14. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.
15. Nanda Pambudi, who has spent his energy, time to complete this thesis. Congratulations on successfully passed this long journey. Finally, you did it *sanak*!!

Finally, the writer realize that this thesis is still far from being perfect. Therefore, the writer will be happy to accept constructive criticism in order to make it better. The writer hopes that this thesis will be beneficial for everyone especially in developing English Teaching and learning process. Aamiin.

Semarang, 9th February 2020
The researcher

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction of the study. This chapter consists of five parts. There is a background of the research, the reason for choosing the topic, question of the research and significance of the research.

A. Background of the Research

Language has an essential role in our daily lives. In terms of bureaucracy, economics, government, culture, religions, teaching, and learning process. English also supports a social and human infrastructure for teachers and students to enhance collaboration, interaction, and participation in the classroom as well as facilitate them to create constructive learning environments¹. English is also an effective means of communication, especially when communicating with other people². Speaking is one of the necessary competence that should be mastered by English

¹ Ummy Khoirunisya Masyhudianti, Hanita Masithoh, and Khoirunnisa, 'A Teacher's Beliefs and Practices of Using Video to Teach Speaking : A Case Study at SMA As-Salam Surakarta,' *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 11-21.

² A Lumettu and T L Runtuwene, 'Developing the Students' English Speaking Ability Through Impromptu Speaking Method,' *Journal of Physics*, 2018, 2.

learners³. However, many students encounter difficulties in speaking English. It is assumed that they do not understand what people say in conversation. Some other reasons behind students' difficulties in speaking might come from the students' habits, such as they have not the opportunity to express their feeling or they not have to chance to practice in English speaking. So, the students are needed a supportive environment to practice English. Because English is an effective means of communication, especially when communicating with other people. As we know, God created humans in different conditions and characters, so they need to interact with people. Allah has explained this instruction in the Quran at Surah Al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَمُ إِنَّ اللَّهَ عَلِيمٌ

خَبِيرٌ

"O Mankind, indeed, we have created you from male and female you people and tribes that you may know one another. Indeed, the noblest of you in the sight of Allah is the most righteous of you. Indeed, Allah is knowing and acquainted".

³ Mursyid, 'The Implementation of Routine Conversation Technique to Improve Students ' Speaking Ability in EFL Classroom', *Advance in Social Science, Education and Humanities Research (ASSEHR)*, 82 (2017), 127.

From the statement above, it shows that people have been instructed by Allah to be a friend or can understand each other, although they have different sex, tribe, country, and language. People need communication to know each other. Language has some functions in people's lives. By languages, all people can introduce themselves, communicate with others, and enlarge their knowledge. So, Language is an essential part of human's life⁴. English has become an international languages⁵. We know that English is an excellent way to communicate each other around the world. Many people learn to master English because many aspects of modern life cannot be separated from English⁶. English is like the substance in Oxford Learner's Pocket Dictionary that defines language is a system of communication in speech and writing used by people of a particular country⁷. The English language is a universal language and one of the simplest and easiest languages

⁴ Kharisma Puspita Sari, 'Teacher's Directive Speech Acts at Kindergarten School,' *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 35.

⁵ Huynh Ngoc Tuyen and Thai Cong Dan, 'An Investigation Into English-Majored Students' Attitudes and Motivation Toward Seaking Learning with English Volunteers', *Can Tho University Journal of Science*, 2 (2016), 20.

⁶ Muhammad Nafi Annury, 'The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department,' *Register Journal*, 6.2 (2013), 200.

⁷, A. S. Hornby, "Oxford Advanced Learner's Dictionary of Current English." New York: Oxford University Press. 2009.

in the world⁸. In terms of relations between one country and another country also uses English to communicate or establish cooperation.

There are four English language skills such as listening, speaking, reading, and writing in the teaching and learning process⁹. The environment is supporting factors in teaching and learning process. The environment with direct communicating with people from other countries will improve English knowledge for the students. It can build the student's mentality and imitate the sound and rhythm from them. Language learning situations outside the classroom presents a significant challenge to improve students' English communication skills¹⁰.

In practicing English conversation can conclude a situation or even various contexts. The situation is an essential aspect for students because it can improve their speaking skills to speeds up

⁸ Samer Al Zoubi and others, *Improving English Language Speaking Skills of Ajloun National University Students*, *International Journal of English and Education*, 2016, v, 3.

⁹ Thanyalak Oradee, 'Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing)', *International Journal of Social Science and Humanity*, 2.6 (2012), 533

¹⁰ Heba Awadh Alharbi, 'Improving Students' English Speaking Proficiency in Saudi Public Schools', *International Journal of Instruction*, 8.1 (2015), 105.

for mastering English¹¹. English program is an example of a situation for students to talk with foreigners directly. This opportunity has positive effect to accommodate the student's confident to speak up. Discussion and direct conversation can be an example for the situation¹². Students are expected to communicate and express their ideas through interpersonal transactions and oral texts. While discussion students can more interact and it can revealed the contexts for the topic as being discussed¹³.

As one of ASEAN country, Vietnam, English is a foreign language for this country. When English foreign language learner had a conversation with foreigner they had unusual habit¹⁴. The interactive situation can allow Vietnamese learners to ask for clarification, repetition of words or phrases and to ask the other

¹¹ Farid Noor Romadlon, 'Communication Strategies in The Conversations Between Indonesian University Students,' *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), 5.

¹² Ahmed Amin Awad Raba, 'The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms,' *Creative Education*, 2017, 13.

¹³ Betty Kasita Bangun, 'Improving Students' Speaking Skill By Using Show And Tell Method: A Classroom Action Research,' *International Journal of Language Teaching and Education*, 2.1 (2018), 41.

¹⁴ Ida Zuraida and Nurul Fitri, 'Foreigner Talk in Conversation from YouTube Channel "Abroad in Japan,"' *English Journal Literacy Utama*, 3.1 (2019), 56–57.

person to slow down the speech tone¹⁵. Vietnamese learners have some problems during this program, such as pronunciation, grammatical use, vocabulary, and also the mentality. During this program, foreigner is an also teacher for Vietnamese. They can talk and learn from foreigner. According to Yanfen and Yuqin, the teacher's success in teaching can be seen from how he or she interacts and talks to students¹⁶. Therefore, foreigners are expected to be able to interact in order to improve students' abilities in English.

English free talk program has a role for an effective environment. In homestay, free talk program are needed for students beside creating an English environment it can build an appropriate atmosphere to learn English¹⁷. English free talk program can encourage the students to use English in their

¹⁵ Ikhrom, Ruswan, and Sayyidatul Fadlilah, 'The Improvement of English Skills for Islamic Junior High School Teachers Using ESA (Engage Study Activate) Approach', *Kontribusi*, 1.1 (2018), 2.

¹⁶ Nurul Afifah, Nopa Yusnilita, and Vinna Riana Resiani, 'An Analysis of Teacher Talk in English Classroom Interaction of the Seventh Grade Students of SMPN 23 Oku', 8.2 (2017), 8. Retrieved from https://www.researchgate.net/publication/327703188_An_Analysis_of_Teacher_Talk_in_English_Classroom_Interaction_of_the_Seventh_Grade_Students_of_SMPN_23_Oku/link/5b9fe6eaa6fdccd3cb5ee105/download Accessed at 8.47 PM August 10th, 2019

¹⁷ Sachiko Terui, 'Second Language Learners' Coping Strategy in Conversations with Native Speakers', *Journal of International Students*, 2.2 (2012), 168.

conversation. Thornbury and Slade explained that conversation is the informal and interactive talk between two or more people¹⁸. The students participate in free talk program to familiarize before they can get used to talking with foreigners. Participation of the students also important during the program. Teachers are more responsive to students and paying attention to students' thoughts. Teacher can build and develop the students through discussion¹⁹.

Vietnamese English language learners have a lot of things to improve. Their shortcoming in vocabulary and lack of confidence are the things to enhance in speaking ability²⁰. Lack of confidence can occur because of students felt embarrassed and afraid to speak²¹. However, self-confidence is important in communication and practicing a language. In addition, speaking

¹⁸ Mursyid, 'The Implementation of Routine Conversation Technique to Improve Students ' Speaking Ability in EFL Classroom,' *Advance in Social Science, Education, and Humanities Research (ASSEHR)*, 82 (2017), 127.

¹⁹ Klara Sedova and others, 'Do Those Who Talk More Learn More? The Relationship between Student Classroom Talk and Student Achievement', *Learning and Instruction*, 63 (2019), 1.

²⁰ Dea Aries Fitriani, Rahayu Apriliawati, and Wardah, 'A Study on Student's English Speaking Problems in Speaking Performance,' *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 2016, 2.

²¹ Ali Dincer, Savas Yesil Yurt, and Ali Goksu, 'Promoting Speaking Accuracy and Fluency in Foreign Language Classroom: A Closer Look at English Speaking Classrooms,' *Erzincan Üniversitesi Eğitim Fakültesi Dergisi Cilt-Sayı*, 14.1 (2012), 98.

skills can increase self-confidence by doing it routinely²². In a free talk program used conversation to make social contact and communicate to others. the other goals In this program are involving explanation, expression of ideas or opinions, and problem-solving²³. Besides, they can communicate anything to the public effectively and efficiently²⁴.

Based on the explanation above, the researcher is interested in investigating "Facilitating the Students' English Speaking Skills through Free Talk Program with Foreigners at Nong Nghiep Homestay, Vietnam."

B. Reason for Choosing the Topic

The researcher has some goals to accomplish this research. Speaking is an essential thing one of the skills needed in learning English. It is always used by humans around the world especially students to communicate with their friends, applying for the job, speech, etc. Most of the foreign language learners only learn materially, rarely practicing in communication. In this case in Vietnam, something is interesting, the students directly

²² Silpia Rahayu, 'The Comparison between Male and Female Students' Speaking Ability,' *ELTIN Journal*, 4 (2016), 21.

²³ Lulut Widyaningrum, 'Pecha Kucha: A Way to Develop,' *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2015), 57.

²⁴ Nadiah Ma'mun, 'Penguatan Kompetensi Guru MTs di Ngaliyan melalui Seni Publik Speaking,' *Dimas*, 18.1 (2018), 83.

communicate with foreigners from various countries using English. In Vietnam, they facilitate students in speaking through free talk programs. Through this program, they can improve their speaking as well as mentally when talking to foreigners in English. In this case, the researcher explained the free talk program has some differences from other English program. Mostly, the English program just communicates with local people or sometimes go to tourism place to communicate with a foreigner. But, in Vietnam, the student can communicate with foreigners in almost twenty-four hours. Indirectly the students practice speaking English with the foreigner.

C. Question of the Research

Based on the background above, the researcher interested in finding out the free talk program to facilitating students' English speaking skills at Nong Nghiep Homestay, Vietnam. This research aims at answering the following research question:

1. How is the implementation of the free talk program with foreigners at Nong Nghiep Homestay to facilitate student's English speaking skill?
2. How is the student's participation in the free talk program with foreigners at Nong Nghiep Homestay?

D. Objectives of the Research

In line with the question of the research, this research has purposed to find out:

1. To describe all about free talk program with foreigners at Nong Nghiep Homestay, Vietnam.
2. To explain the students' participation of the free talk program with foreigners at Nong Nghiep Homestay, Vietnam.

E. Significances of the Research

The result of this research gives some positive contributions to the English learning context and may beneficial for the researcher, teachers, students, and the other researcher.

1. Theoretically benefit

The researcher wishes that this result of the study will give additional information to the readers. They will know more about the free talk program for facilitating English speaking skills.

2. Practically benefit

The researcher wishes that finding of free talk program to facilitating English students' speaking skills will be useful and give some positive contributions to teachers, students, researchers, and the next researcher.

a. The English Teachers

The researcher expects that this result of the study might be useful for additional information in teaching English so that they can master English, especially in speaking skills.

b. The English Students

The researcher expects that this result of the study can be useful to make the students understanding and can help the student to improve speaking skills. Because by English speaking skills the students more easily communicate with other people from a different country.

c. The Researcher

The researcher can get new knowledge and many experiences from the free talk program at Nong Nghiep Homestay, Vietnam. In the future as an English teacher, the result can be used to improve the researcher's knowledge and skill in teaching English.

d. Next researcher

The finding of this research can help the next researchers to get a lot of information about the free talk program at Nong Nghiep Homestay, Vietnam. This research can be a reference for the other researcher to do new research in the future.

3. Pedagogical benefit

The researcher wishes that the result of this research will give information to the readers about the free talk program as

facilitating to improve students' speaking skills at Nong Nghiep Homestay, Vietnam.

F. Scope of the Research

The scope of the research, the researcher limits this study as follows:

1. The topic is limited to the implementation of facilitating the students' English speaking skills through free talk program with foreigners at Nong Nghiep Homestay.
2. In this study, the researcher used descriptive research with a qualitative approach.
3. The subjects of this research are two managers, four foreigners, and seven students at Nong Nghiep Homestay

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents Previous Research and the Review of Related Literature. Previous research helps the researcher to find the weakness in previous research so then the researcher can improve and complete it to make it more useful for education. The review of related literature can help the researcher to improve their research.

A. Previous Researches

There are previous researches which have several subjects, objects, and the same discussion. But in this research, the researcher takes several types of research related to the research:

A. Lumettu & T. L. Runtuwene (2017) research entitled “Developing the Students’ English Speaking Ability through Impromptu Speaking Method”²⁵. This research aims to know the impromptu speaking is necessary for teaching speaking and how can impromptu speaking develops the students' speaking skills. The method of this research is the qualitative method, and the

²⁵ A Lumettu and T L Runtuwene, 'Developing the Students' English Speaking Ability Through Impromptu Speaking Method,' *Journal of Physics*, 2018.

techniques of data collection are observation, interview, and documentation.

The finding of this research is the researcher takes twenty students and divided into two groups. All the students were included in the pre-test and then the class was randomly divided into two consisting of ten students in each smaller group. The first group was the experimental group applying the impromptu speaking method and the other group was the control group using full-text memorization. The kinds of speaking material taught to both groups were speech, interview, and storytelling. The difference lies in the method of preparing them. The experimental group prepared with very little preparation. They practiced speech, interview, and storytelling with only points or keywords, while the control group practiced using full text. The students in the experimental group with only important points, developed the speech, interview, and storytelling creatively using their sentences. The students in the control group prepared their speaking by memorizing the text. After five weeks of practice, the post-tests for the two groups were conducted with the following results. Then the first group of students who applied the impromptu speaking method was better in speaking more fluently and naturally because they have learned to use their sentences and their creativity to develop their speaking. The second group of students who applied full-text memorization mostly failed because

of feeling nervous when they forget one sentence or even one word that made them forget the whole text.

The similarities both of this research are that the researcher uses a qualitative method and focuses on developing speaking ability. The researcher will use two steps to collect the data: observation and interview. But, in the previous research, the researcher used three steps to collecting data: observation, interview, and documentation. The researcher will focus on facilitating the students' English speaking skill.

Mursyid (2017) a research entitled “The Implementation of Routine Conversation Technique to Improve Students’ Speaking Ability in EFL Classroom”²⁶. The method employed in this research was a mixed-methods design with triangulation design. In collecting data from the quantitative method, the pre-experimental design with one group pre-test and post-test is chosen. In the qualitative method, the case study design is employed for its role. In this research, some problems had been discovered such as the effects of routine conversation in improving students' speaking ability and the students' responses to the routine conversation technique. The research site was one class in one senior high school in Cianjur. It was taken for the

²⁶ Mursyid, ‘The Implementation of Routine Conversation Technique to Improve Students ’ Speaking Ability in EFL Classroom’, *Advance in Social Science, Education and Humanities Research (ASSEHR)*, 82 (2017), pages 127.

sample of the research because it was located in the strategic location of the center of Cianjur which can be used, with the assumption, as the representation of the Cianjur Region. The class was taken as an elective class where the students who want to learn English more. The elective class of English is one program from the school to help the students to increase their competence in English as a Foreign Language (EFL).

The students' responses were analyzed based on the data from observation and data interview. After the observation and interview, many facts were revealed. In the first meeting, almost all of the students were less active in the class. They looked unready and still looked nervous when the technique was introduced. So, in the second and third meetings of the study, students and teachers were learning to do conversation even though they were still accustomed to the practice. Another fact found from the implementation of routine conversation was that students were enthusiastic and tried to communicate, but they still had limited vocabulary and hesitated to share their statements when discussing the topic. So, the teacher gave them some vocabulary to help them did the routine conversation. Some of the students were assumed to be passive to state their idea. It could be because they were still nervous and unprepared in communicating their ideas when speaking in routine conversations. Routine conversation technique (RCT) facilitated students to have more intensive English practice and it improved the students' speaking

skills as well. The speaking skill improvement was proven by obtaining \geq critical = 13.29 \geq 2.045. The t-obtain was bigger than the t-critical. To go further, it is assumed that statistically, the gain number of the students' speaking skills which was documented in the assessment paper was influenced by the RCT significantly. It is also important, to sum up, that RCT implementation that had positive responses from students based on the three times observation and interviews. For example, RCT helped students to be well-prepared, be active to talk, increase their vocabulary, and be easier to speak. Therefore, based on the findings, RCT is suggested to be applied as an alternative to the teaching technique to be implemented in the elective programs.

The similarities both of the research are that the researcher focuses on speaking ability and conversation. The differences between this researcher are the researcher will use two steps of the qualitative method to collect the data: observation and interview. But in a previous study, the researcher used two methods (qualitative and quantitative method) to collect data and the researcher will focus on facilitating the students' English speaking skill. The researcher will give a place or environment for student to more practice English.

Betty Kasita Bangun, (2018) a research entitled "Improving Students' Speaking Skill by Using Show and Tell Method: A

Classroom Action Research”²⁷. This research employed a qualitative study using a Classroom Action Research approach. This action research was conducted at SMP Pembaharuan Purworejo. The data consists of tests, interview results, observation sheets, and field notes. To support the data, the researcher also used taping video to record the process of the research. The data of tests showed the improvement of the students' achievement in speaking. Field notes and the observation sheet showed the students' participation in the teaching and learning process also suggested positive impacts on students. Interviews showed the students' positive feelings after being implemented in using Show and Tell Method.

As mentioned in the methodology, the research comprised of three cycles. In cycle one, the material was about recount text, while the specific theme was “My Experience”. Generally, there is an improvement in terms of students' activity and interest in the classroom. In implementing Show and Tell Method, the researcher found the students enjoyed the lessons. Some of them seemed enthusiastic and confident in speaking even though they made mistakes in performing their presentation. In cycle two, the objects are changed into the form of pictures. In the second cycle, there

²⁷ Betty Kasita Bangun, 'Improving Students' Speaking Skill By Using Show And Tell Method: A Classroom Action Research,' *International Journal of Language Teaching and Education*, 2.1 (2018).

were some significant improvements to the students during the English teaching and learning. In solving the problem for silent students, the researcher gave chance to discuss in pairs, modify the group by considering the students' ability, add more time for discussion, bring bigger objects, mix the language in the instruction. For the reflections, the researcher interviewed some students to know the teaching and learning process in both meetings. Based on the students' interviews, some students said that they were excited about the activities. Here, they had to bring pictures related to their best experiences. In cycle three, based on the reflections of Cycle two, the researcher made a revised plan. In solving a problem for vocabulary, the researcher asked the students to make lists of the vocabulary of their object at home and the lists would be shared in the group. This would enrich their vocabulary. Show and Tell method is very useful to enhance the students in speaking. Moreover, by implementing this method, the students' speaking skill was improved. They were confident, active, and also enthusiastic.

The similarities both of the research is the researcher focus on speaking. The differences are the researcher will use two steps of the qualitative method to collect the data: observation and interview. But in a previous study, the researcher used a qualitative study using a Classroom Action Research approach and collecting data using tests, interview results, observation sheets, and field notes.

Muhammad Sadam Wijirantau (2017) research entitled "A Study on the Native English Speaking Teacher Practices to Facilitate Students in Learning Speaking Skills"²⁸. This study was held to increase the confidence of students and familiarize students speak a foreign language so that students do not hesitate and confident when communicating with the native English speaking teacher. In this study, the researcher examined how does the native speaker facilitates and motivates the students in learning speaking and what are the students' responses toward the native speakers' activities in facilitating their speaking learning.

The study employed a descriptive with a qualitative approach. The finding of the study was presented as follows: From the implementation of effective instruction, related to the native teacher's way to facilitate and motivate the students in learning speaking at MTsN Ngantru, the subject conducted the following activities: Stimulating the students to speak, giving positive feedback, applying code-mixing, making study club, giving a model pronunciation, guiding the students' to produce language, applying a game, applying a role play and dialogue. In general, the students give positive responses to the native's performance in facilitating and motivating their learning. The teacher's effort is contributive for the students, in which the students can pronounce

²⁸ M Sadam Wijirantau, 'A Study on the Native English Speaking Teacher Practices to Facilitate Students in Learning Speaking Skill' (IAIN Tulungagung, 2016), *Thesis*.

daily words correctly, through the game the student feels fun and relax to study, the students get language inputs especially vocabulary, the student's self-confidence increase, the students can produce language.

The similarities both of the research are the researcher focus on facilitating students in English, use observation and interview to collecting the data, and use descriptive qualitative for the research. This research is similar but the researcher will facilitate the students' English speaking skill through English program.

Weny Fitriana (2019) a research entitled “The Implementation of Public Speaking Program in Bilingual Class of Tenth Grade Students at MAN 2 Kudus in Academic Year of 2018/2019”²⁹. The study was held to improve or facilitate students' English speaking skills through public speaking programs and to find out students' perceptions toward the implementation of the public speaking program. The study employed a descriptive qualitative. This research was conducted at MAN 2 Kudus.

The result of this research showed that the purpose of the public speaking program was to improve students speaking skills

²⁹ Weny Fitriana, ‘The Implementation of Public Speaking Program in Bilingual Class of Tenth Grade Students at MAN 2 Kudus in Academic Year of 2018/2019’ (UIN Walisongo Semarang, 2019). *Thesis*.

which involved improving students' vocabulary, students' confidence and familiarize students to speak English. To reach the goal, public speaking was including some activities to support the students' development. The activities given in the public speaking program consisted of several stages. Those are opening, speech, vocabulary building, making sentences or conversation. The student's perception affects the learning process in achieving the learning goal, the learning goal which is developing speaking skills, especially in dealing with fluency and confidence can be achieved easier. It happens because they are motivated and interested in doing the activity.

The similarities both of the research is the researcher focus on speaking. The differences are the researcher will use two steps of the qualitative method to collect the data: observation and interview. But in a previous study, the researcher used observation, interview, questionnaire, and documentation.

Ari Irfan Fahrudin (2019) research entitled "English Speaking Program at Attanwir Language Center (A Study at MA Islamiyah Attanwir Talun Bojonegoro)"³⁰. The focus of this research is the Implementation of English Speaking Program in Attanwir Language Center for developing their speaking skill and

³⁰ Ari Irfan Fahrudin, 'English Speaking Program at Attanwir Language Center (A Study at MA Islamiyah Attanwir Talun Bojonegoro)' (UIN Walisongo Semarang, 2019). *Thesis*.

students' proficiency in speaking skills after joining at Attanwir Language Center MA Islamiyah Attanwir Talun Sumberrejo Bojonegoro in the Academic Year of 2016/2017.

The result of English Speaking Program at Attanwir Language Program is an effective program to increase the students' speaking ability, which is learning English through discussion, and use some method and approach to enhance the students speaking, the methods are: Communicative Language Teaching (CLT), Direct Method, and Audio-Lingual Method (ALM). In the Communicative Language Teaching method, the students are asked to be active to often communicate with all of the people around the learning process, whether friends, teachers, and others. The purpose of this method is so that speaking English becomes student habit everywhere and every time. In this method, the teacher uses discussion and question-answer technique. The teacher handles the class so that students want to practice more in the class. The teacher role can make students active in speaking English. So, the teacher's action in the class is limited, because the students are hoped to be more active than the teacher. In the Direct Method, the students are also hoped to be more active to speak English in the class than teachers. The teachers just give a little material and theory. All of those are only as provided for students to understand English. Then, they can practice English as easy as possible. The teacher handles the students to always develop their speaking skill. And in the Audio-Lingual method, the teachers try

to explore the student's ability in speaking by using audio. In this case, the teacher sometimes uses an audio computer to produce English instruction. Sometimes the teacher uses a laptop or handphone (HP). But the teachers often use their manual instruction as a replacement for all of those tools. In delivering material, the teachers use some techniques, they are drilling and learning from speech video.

The similarities both of the research is the researcher focus on speaking. The differences are the researcher will use two steps of the qualitative method to collect the data: observation and interview. But in a previous study, the researcher used observation, interview, and documentation.

B. Literature Review

1. Definition of Speaking

Speaking is one of the English skills. Speaking skills also is a way for us to communicate with other people. Eckard and Kearny, Florez, Howarth, and Abd El Fattah Torky defined speaking as a two-way process including an actual communication of opinions, information, or emotions³¹. Sayed defines speaking as a process in which there are two or more people who interact using language that discusses whatever

³¹ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, 'An Analysis of Factors Influencing Learners' English Speaking Skill,' *International Journal of Research in English Education*, 2.1 (2017), 35

happens directly³². Kayi states speaking has recently been recognized that the purpose of speaking skills is to express ideas, opinions, and feelings. When expressing something to another person and that other person responds then there will be interaction between one person with another person³³. Harmer who states that speaking activities such as acting from scripts, discussions, and presentations can promote students' speaking skills³⁴.

In another perception, based on to the Oxford Advanced Dictionary states that the definition of speaking is expressing or communicating opinions, feelings, and ideas with or as a conversation and involves activities in the speaker as psychological and physical stages³⁵. Nunan held that performing conversations efficiently in a language is a real

³² Ashraf Atta M.S. Salem, 'The Impact of Multiple Intelligences-Based Instruction on Developing Speaking Skills of the Pre-Service Teachers of English,' *English Language Teaching*, 6.9 (2013), 56.

³³ Shorouq Ali AL-Garni and Anas Hamed Almuhammadi, 'The Effect of Using Communicative Language Teaching Activities on EFL Students' Speaking Skills at the University of Jeddah,' *English Language Teaching*, 12.6 (2019), 73.

³⁴ Khoirunnisa, Suparno, and Slamet Supriyadi, 'Exposing ESP Teacher's and Students' Perception about Teaching Speaking for Tourism Program,' *Dinamika Ilmu*, 18.1 (2018), 41.

³⁵ Lin Siew Eng, Manesha Raur Rajendra Singh, and Manjet Kaur Mehar Sing, 'Effectiveness of Oral Proficiency in English for Secondary Schools (OPS-English) Programme in Improving English Language Vocabulary among Secondary School Students', *Advances in Language and Literary Studies*, 6.6 (2015), 203.

achievement³⁶. Hammer states that the ability to speak fluently not only assumes knowledge features for example speaking, expressive, lexical and grammatical as well as language negotiation but also skills for information processing for example language processing, interacting with information processing and others³⁷. Besides the students can discuss with the foreigner to express their opinion or idea, the students also can do conversation during the process. It will be closer in relationship between students and foreigner.

2. Purpose of Speaking

The reason for speaking can be either transactional or interactional. There are a few contrasts between verbally expresses the language utilized in transactional and interactional talk. In transactional discourse, language is used primarily for communicating information. Dissecting speaking purposes all the more correctly, Kingen as in Shiema joins both transactional and interpersonal purpose of speaking into a broad rundown of ten classes as follow.

³⁶ Maysa M. Qutob, 'The Relationship Between EFL Learners' Satisfaction Within the Classroom Environment and Their Speaking Skills,' *English Language Teaching*, 11.7 (2018), 117.

³⁷ Gaya Tridinanti, 'The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang,' *International Journal of Education and Literacy Studies*, 6.4 (2018), 36.

First is personal, which means the goal of speaking to communicate individual emotions, feelings, convictions, and ideas. Second is descriptive, its purpose is to describe a person or a thing, real or imaginary. Third, narrative making and retelling stories or sequentially sequenced events. Fourth is questioning, its purpose is for asking questions to acquire the information. Fifth is comparative, its purpose is for looking at least two articles, individuals, thoughts, or suppositions to make decisions about them. Sixth is imaginative communication, its purpose is for communicating mental images of individuals, sports occasions and objects. Seventh is predictive, its purpose is for anticipating conceivable future events. Eighth is interpretative, its purpose is for investigating implications, making theoretical findings, and considering inferences. Ninth is persuasive, its purpose is for changing others' conclusions, dispositions, or perspectives, or affecting the conduct of others in some way. The tenth is explanatory and informative, its purpose is for clarifying, clearing up, supporting thought and opinions³⁸.

3. Importance of English Speaking

As we know, in the globalization era or era 4.0, English has an essential role in the world. English become an essential

³⁸ Shiamaa Abd EL Fattah Torky, 'The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students' (Ain Shams University, 2006), *Dissertation*, 38.

part of our life because we needed it. On the other hand, language is a way to communicate with each other around the world. All people need to communicate with others, so we need a language to communicate. Besides, language is a tool to communicate. Communication by speaking is still categorized as the best way to express ideas. We can use a language in a variety of situations. The ability to speak comes earlier in human life before the ability to write and read. So, speaking is essential in our life to communicate and to express our feeling with each other. As we know, English has become an international language in the world. Almost all countries in the world use English as a second language to communicate or used in teaching or learning. Without speech, we cannot communicate with one another.

The conversation is a type of speech that occurs informally, symmetrically, and to build and maintain social bonds. The conversation is a social interaction that can build and maintain relationships with others through communication³⁹. Interaction makes the conversation more enjoyable, and more express our idea by speaking with other people.

³⁹ Suparman, 'The Effectiveness of Classroom Conversation To Improve Students' Speaking Skill,' *Palapa: Jurnal Studi Keislaman Dan Ilmu Pendidikan*, 5.2 (2017), 40.

4. Components of Speaking

In speaking, it is never separated from the components that help in English especially speaking. According to Brown (2004) there are some components of speaking skills concerned with fluency, vocabulary, grammar and pronunciation⁴⁰. Here are some components in speaking skills:

a. Fluency

Based on Fillmore's speaking fluency has some definitions, they are the ability to talk at length with few pauses, be able to produce sentences coherently, reasoned and semantically, have appropriate expressions in a wide range of contexts, and language use should be creative and imaginative. By following the definitions of Fillmore's above, we can see that fluency is needed to make the conversation more enjoyable. Fluency is not only a matter of fast and slow, expression, the use of inspiring words but also the level of understanding of the listener. Hedge further stated that speaking fluency is in line with:

1. The coherent response within the turns of communication
2. Appropriate use of linking different devices

⁴⁰ Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa, 'Students' Learning Strategies for Developing Speaking Ability', *Studies in English Language and Education*, 2.1 (2015), 18.

3. Intelligible pronunciation and proper intonation⁴¹.

Here Hedge has also said that the smoothness is about the right response, the appropriate intonation so that the listener understands what is meant. Richards, Platt and Weber in Syahbuddin state that fluency is a trait that provides natural and healthy sound quality, such as the use of pauses also included in fluency⁴². If Filmore and Hedge said something a bit similar, different from Richard, Platt, and Weber. They state that fluency does not have to match the native speakers of the language but makes the listener understand what is meant by the use of the right words and the right pauses.

b. Vocabulary

According to Zimmerman cited in Coady and Huckin state vocabulary is central to language and of critical importance to the typical language learning⁴³. Vocabulary can be defined as words of a language, including single items and phrases or chunks of several words that convey

⁴¹ Yingjie I. J. Yang, 'The Implementation of Speaking Fluency in Communicative Language Teaching: An Observation of Adopting the 4/3/2 Activity in High Schools in China', *International Journal of English Language Education*, 2.1 (2014), 197.

⁴² Firman and Muhammad Zia Ul Haq, 'Improving the Students' Speaking Accuracy Through "Lse 9.0 Software Version"', *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 2.1 (2012).

⁴³ Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught,' *International Journal of Teaching and Education*, III.3 (2015), 25.

certain meanings⁴⁴. Vocabulary is not taught explicitly in most language classes, and students are expected to "take" their vocabulary without any guidance ⁴⁵. Without vocabulary, we cannot communicate with language, and vocabulary is essential in terms of language. When learning a foreign language, if it cannot develop language vocabulary, it will be difficult. The more vocabulary is known, the easier it is to use a foreign language. Vocabulary is also essential in language because, without words, vocabulary cannot form beautiful words or sentences.

c. Grammar

Brown in Pernanda, grammar is a rule by which together a meaningful part of language is used to communicate messages that can be understood⁴⁶. Harmer defines grammar as the description of how words can change their forms and can be combined into a sentence in

⁴⁴ Ibrahim Mohamed Alfaki, 'Vocabulary Input English Language Teaching: Assessing the Vocabulary Load in Spine Five,' *International Journal of English Language and Linguistics Research*, 3.1 (2015), 1.

⁴⁵ Rebecca Oxford and David Crookall, 'Vocabulary Learning: A Critical Analysis of Techniques', *Test Canada Journal*, 7.2 (1990), 9.

⁴⁶ Siti Surinah Harahap, Rivi Antoni, and Umami Rasyidah, 'An Analysis on Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir', *English Study Program Faculty of Teacher Training and Education*, 2015, 2.

that language⁴⁷. Brown and Harmer have explained that grammar is words that are combined into one sentence and can change form according to the time and things desired so that it is easy to understand in conveying information.

d. Pronunciation

Kelly states that pronunciation is the ability to use the correct pressure, rhythm, and intonation of words in spoken language. Lindsay also said that pronunciation includes supra-segmental features and they are language sounds, stress, rhythm, and intonation⁴⁸. Pronunciation is something that is needed in learning a foreign language, the sound does not have to be similar, but the correct pronunciation. Because when our pronunciation is wrong, then the meaning will also change and will make a wrong understanding with the listener. So, not only the correct pronunciation but the intonation and rhythm when we say a word can help the listener the situation or condition that occurs.

5. The Technique in Free Talk Program

Some techniques in teaching can be used to increase students speaking skills. Techniques that can be used are role

⁴⁷ Merlyn Simbolon, 'An Analysis of Grammatical Errors on Speaking Activities,' *Journal on English as a Foreign Language*, 5.2 (2015), 73.

⁴⁸ Dyah Indri Fitri Handayani, 'Teaching English Pronunciation Using Film,' *Journal of English and Education*, 5.2 (2017), 195.

plays, discussions, interview, describing picture. A good teacher must be smart to choose the approach or teaching technique that suits the conditions and needs of students. As a result, teaching and learning objectives can be achieved⁴⁹.

Various speaking teaching techniques can be used to develop the speaking skills given as follows:

a. Discussion

Discussion is an action and process of talking about something to reach a decision, exchange information, knowledge, opinion, or argument to each other. Learn to interact with people around us, make the atmosphere more lively. In other words, a discussion is one of the means to share information and exchange ideas, express ideas, and provide responses so that interaction can be established between people.

Formal and informal discussions serve both social and learning functions. Students learn acceptable group behavior through discussion activities. They also have opportunities to communicate their opinions, ideas, and understandings⁵⁰.

⁴⁹ Fatur Rahmah and St. Nurjannah Yunus Tekeng, 'The Use of Scaffolding Talk Technique To Improve the Second Grade Students Speaking Skill At MTs Madani Paopao Gowa,' *ETERNAL (English, Teaching, Learning and Research Journal)*, 2.2 (2016), 253.

⁵⁰ Department of Education of Western Australia, *Speaking and Listening Resource Book*, 2013, 46.

b. Roleplay

Roleplay is a popular technique used to practice speaking skills in the class. There are three types of role plays: with clues, totally guided, and free type. With clue is the teacher gives the topic with a clue like a place, situation, etc. Guided is to practice how to report 'wh' questions. Students will be guided to think that. For example, he had just returned from an interview, and his father is asking how the interview was. The pair will play the role of father and son. The free type is the teacher would instruct to play the following roles. The teacher the character each student to play the role with a free topic and appropriate with the character⁵¹.

c. Interview

Kagan in Jacobs et al suggested the Three Steps Interview Technique is used as a technique in teaching speaking because it includes interactive activities that appropriate in supporting teaching speaking. By applying the Three Steps Interview Technique, students will have interaction in pairs as an interviewer and an interviewee.

⁵¹ Shafaat Hussain, 'Teaching Speaking Skills in Communication Classroom,' *International Journal of Media, Journalism and Mass Communications*, 3.3 (2017), 16.

They automatically learn what to say and how to speak in English. The Three-Step Interview Technique is an effective way to encourage students to share their thoughts, ask questions, and take notes⁵².

Using the interview technique, the student can answer the question or tell to the interviewer like a friend, the main of this technique is the student can be confident when answering the question of the interviewer. This is also a new function based technique in which an interviewer tries to find out a person's test, preferences, attitudes, information, and others⁵³. The interviewer will also know what the participant needs. This can be an evaluation for the teacher or interviewer to improve what the participants need.

d. Describing Picture

Describing pictures is one of the activities in teaching speaking English. In this activity, students must describe pictures. According to Solahudin, describing the picture is useful for training students' imagination and retell a story in English speaking. In this activity, every student gets one

⁵² Rani Candrakirana Permanasari, 'Improving Students' Speaking Skill Through Three Steps Interview Technique (An Action Research of the Tenth Grade Students of SMK Negeri 9 Semarang in the Academic Year of 2013/2014)', *Thesis*, 2014, 22-23.

⁵³ Shafaat Hussain, 'Teaching Speaking Skills in Communication Classroom,' *International Journal of Media, Journalism, and Mass Communications*, 3.3 (2017), 17.

picture, and they have to describe it⁵⁴. Pictures have an essential role in the understanding of meaning. They gave an illustration of something and made it clear. Pictures are used to help students understand and provide the information needed clearly and easily⁵⁵. The student will describe the picture as far as they can. They imagine the picture, give a clue, and describe it by oral communication to others. This technique can be used during the game. It can be more enjoyable. Through describing pictures, the student will learn about something new, knowledge from other countries, improve their language, and make the student deliver the clue or describing the picture easier, so the other student understands what he said.

6. Teacher and Learner Role

Success in the teaching and learning process is inseparable from the role of the teacher and students. If there are no teachers or students, the learning goals will not be achieved. As well as free talk programs, the role of teachers and students is very important in this program.

⁵⁴ Anggia Murni, 'The Use of Describing Picture To Improve Students' English Speaking Skill,' *Thesis*, 2018, 7.

⁵⁵ Khamsiah, Rivi Antoni, and Pipit Rahayu, 'Improving Students' Speaking Skill in Expressing Personal Identity Through Picture Media At Grade VII at SMP N I Tandun,' *E-Journal Prodi Mahasiswa Bahasa Inggris*, 2016, 3.

a. Teacher' Role

A teacher has an essential role in the learning process, where the teacher delivers the material to the student, how to know the students' need, manage the class, it means the success of the learning comes from the role of teacher. The success of students in understanding the lesson or capturing the material that has been given does not escape the role of a teacher in it.

According to Scrivener, what a teacher can do for his students is to "help create conditions in which they might be able to learn". Harmer confirms this by saying that "class management—the ability to control and inspire a class is one of the fundamental skills of teaching"⁵⁶. Imam stated that a teacher could bring about a lot of significant changes within the classroom if he/she wishes. The way a student will learn to speak depends on how he/she is being taught, and this also depends on a teacher's perspective and personal variables like motivation, interest, experience. Scrivener also mentioned about some of the communicative techniques that a teacher can use in case of teaching speaking fluently; scaffolding is one of them by which teachers can provide spontaneous correction without interfering much and by helping the speaker to construct his/her conversation,

⁵⁶ Martin Štěřba, 'Teaching Speaking in ESP Classrooms,' *Bachelor Thesis*, 2014, 4.

Scrivener also suggested that scaffolding can be of great help if it is done by showing interests by nodding, making eye contacts, asking for clarifications of unclear information, by encouraging echo, asking conversation opening questions, etc⁵⁷.

b. Learners' Role

Richard states four factors provide for good or effective teaching. They are institutional factors, teacher factors, teaching factors, and learner factors⁵⁸. Speaking is an art, and to achieve it, students should: Be conversational and courteous in conventional greetings and other expressions. Ask questions and answer them too to maintain a dialogue with other classmates and the teacher. Strive for building vocabulary, acquiring fluency, and achieving accuracy. Attempt better pronunciation, appropriate intonation, and stress in the expressions of ideas and feelings⁵⁹.

⁵⁷ Shafinaz Sikder, 'Role of a Teacher in Teaching Speaking by Following a Communicative Approach: To What Extent Is This Possible in an ESL Context like Bangladesh?', *Global Journal of Human Social Science: G Linguistic & Education*, 16.3 (2016).

⁵⁸ Henny Susanty, Dewi Ritonga, and Puan Tursina, 'Teaching and Learning Process of Speaking,' *Getsempena English Education Journal*, 4.2 (2017), 179.

⁵⁹ Shafaat Hussain, 'Teaching Speaking Skills in Communication Classroom,' *International Journal of Media, Journalism, and Mass Communications*, 3.3 (2017), 20.

The learner should keep communicating or interacting with the teacher so that the communication between teacher and learner keeps going. Without learner, the learning process cannot occur because the learning process will feel interesting if there are teachers and students. If teachers and students interact, they will create a conducive and comfortable atmosphere in the learning process. Furthermore, Richards & Rodgers states that 'Role' refers to the part played by students and teachers in carrying out learning tasks as well as social and interpersonal relationships between participants.⁶⁰

7. Free Talk Program

Free talk program is one of the English programs in the world. This program is called free talk because managers want students here who are learning English to be able to speak anything without restrictions so they can gain more knowledge from other countries. This program provides teaching staff from outside their country, such as from England, Venezuela, France, Scotland, Philippines, India, and even Indonesia, including teachers in this program. So, this program is exciting for the surrounding community, not only children but adults or students from university join this program. Because of their

⁶⁰ Ignatius Rindu and Ariyanti, 'Teacher's Role in Managing the Class during Teaching and Learning Process,' *Script Journal: Journal of Linguistic and English Teaching*, 2.1 (2017), 84.

interest in the outside world and foreign teachers who became teachers in this program. The manager gets these foreigners from various countries for free and sometimes from travelers who stop in Vietnam. The manager will offer a free place for foreigners on the condition that they want to teach or talk to students here in English.

This program is very beneficial for managers, students, and even foreigner. Many students become a good in English speaking. Practicing English directly with foreigners is very good for fluency in mastering foreign languages. Many students who first come here feel ashamed and afraid to speak English with foreigners. Some even do not know anything about English in this program because they are interested with foreigners from other countries. However, after they come and meet and then talk, the student begins to be brave and can communicate with foreigners without fear and shame anymore. These students are also no longer ashamed when meeting and talking with foreigners outside the program indirectly.

The teacher or foreigner affects the mental and motivation of the student who wants to learn English. In this program, students are taught a variety of things, ranging from pronunciation, grammar, vocabulary, meaning, etc. Not only that, but students are also taught to dance, play roles through games, describe images through games, conversations to exchange information, exchange cultures, even discuss

anything with topics that are free without limits. So, students can learn anything that can improve their speaking ability, especially students who are at home with the foreigners will get the chance to talk more than usual. The mentality of students, when communicating with foreigners has been trained indirectly. It proves that they do not feel embarrassed or even afraid when talking with other foreign speakers or even with native speakers of the language.

C. Conceptual Framework

In every research, a conceptual framework is needed as a guideline in determining the direction of the research. This is needed so research remains focused on the studies that will be studied. So, this free talk program with foreigners needs a conceptual framework for more effective development. In the free talk program, this has some advantages in the free talk program in facilitating the student students' speaking skills. This advantage is related to some of the activities in free talk programs to improve student speaking.

Free talk program with foreigners at Nong Nghiep
Homestay, Vietnam



1. Familiarize the students to practice speaking English
2. Students get experience interaction with foreigners
3. Supportive environment to practice English speaking



1. Foreigners do some conversation with students
2. Foreigners discuss a topic in a small group with the students
3. Foreigners play a game with students
4. Foreigners guide the students in English especially speaking skills
5. Foreigners almost 24 hours can communicate with students in Homestay

The diagram above explains that the free talk program with foreigners has a supportive environment for practice speaking English. Foreigners help the students to learn English. Besides having a good environment and foreigner that helps students in English, the free talk program also has some activities that support the free talk program and students get a lot of experience that they rarely get outside of school.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method applied in this research. There are research design, research settings, and techniques of data collection.

A. Research Design

Cresswell stated that research design has two types. Those are qualitative and quantitative research⁶¹. It has aimed to collect and analyze the data. In this study, the researcher used descriptive research with a qualitative approach. Descriptive research intended to collect information about the indication status happens. That is the indication based on the real situation when the research is being done.

B. Source of data/participants and setting

1. Participants

The participants are two managers, four foreigners, and seven Vietnamese students of Nong Nghiep Homestay.

2. Setting

Place: Nong Nghiep Homestay, Vietnam

Time: July 27th – August 31st, 2019.

C. Data Collection Technique

The data gathering of this research took place in Nong Nghiep Homestay, Vietnam. In this research, the researcher uses data collection methods as follows:

1. Observation

⁶¹ John W. Cresswell, *Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Educational Research*, Fourth Edi (Pearson, 2012), 293.

Observation is the basic method for obtaining data in qualitative research⁶². Field notes are taken throughout the observations and are focused on what is seen. Many researchers also record notes to assist in determining what the observed events might mean and to provide help for answering the research question during subsequent data analysis. When educators think about qualitative research, they often have in mind the process of collecting observational data in a specific school setting. Unquestionably, observations represent a frequently used form of data collection, with the researcher able to assume different roles in the process⁶³. The observation is one of the data collection methods that observes and records of the research object, then recording conducted necessary to obtain the corresponding data to the research. This method will be used by the researcher to get more information on the Free Talk Program with Foreigner at Nong Nghiep Homestay, Vietnam.

The first observation took on August 5th, 2019. The second observation took on August 7th, 2019. The third observation took on August 9th, 2019. The last observation took

⁶² Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, Eighth Edi (Wadsworth, 2010), 431.

⁶³ John W. Cresswell, *Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Educational Research*, Fourth Edi (Pearson, 2012), 214.

on August 12nd, 2019. All of the observations at the free talk program with the foreigner in Nong Nghiep Homestay.

2. Interview

The interview is the technique of data collection by asking some questions to the subject or informant and the answer is noted or recorded. Equally popular to observation in qualitative research is interviewing. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers⁶⁴. An interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words⁶⁵. The interview is a process of interaction, dialogue, question, and answer verbally committed by two or more persons directly to obtain the required information. In the interview, an interview only a guideline that outlines the things that requested. An interview is used to provide structured data with greater depth. The researcher used this technique to ask managers, foreigners, and students. The question related to the Free talk Program with Foreigners.

D. Data Analysis Technique

⁶⁴ John W. Cresswell, *Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Educational Research*, Fourth Edi (Pearson, 2012), 217.

⁶⁵ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, Eighth Edi (Wadsworth, 2010), 438.

The researcher used descriptive qualitative.. The researcher collects, arranges, and presents data because the qualitative method is a kind of research without using any calculation or statistic procedure. The researcher will take the steps as follow:

1. Reduction

In the process of data reduction, the information was selected based on the research question. In this stage, the researcher got the data from observation and interviewing. Data reduction is summarizing, choosing the main things, focusing on the essential things, looking for themes and patterns, and disposing of unnecessary ones. So, in this step, the researcher checks all of the data collected from the responses of informants, observation, documents, selected an image, and other records.

2. Data Display

After reducing all of the data, the next step is displaying the data. In qualitative research, it can be done in a short explanation, diagram, a relationship among category, flowchart, and others. The most common form of display data for qualitative research data in the past has been narrative text. It purposes to make it easy for the researcher to understand what would happen, planning the next task based on what is understood of it.

3. Conclusion

Interpretation is the final step in the data analysis technique. At this stage, the researcher interprets the data that had been previously coded by enriching information through a comparative analysis that does not eliminate all original context. and find the connection between the categories. Finally, the researcher got the result and conclusion of the research.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher describes the free talk program with a foreigner at Nong Nghiep Homestay to facilitate students' speaking skills in Nong Nghiep Homestay Vietnam. This chapter consists of Research findings and Discussion.

A. Description of the Research

To explain the facilitating students' English-speaking skills through free talk program with foreigners at Nong Nghiep Homestay, Vietnam. This research has been carried out in Nong Nghiep Homestay. Nong Nghiep Homestay is a dormitory for students of the Vietnam National University of Agriculture who have the vision to master in English. Free talk program is one of the English programs in Nong Nghiep Homestay to help the students to master in English. Free talk program useful for the student to practice their English with the foreigner. Because in the free talk program not only Vietnamese but also the foreigners as the tutor and they join the program to help the Vietnamese students in English. In this program, the manager invites some foreigners to this homestay with a purpose to make the environment around homestay use English. It is like the English area to make the students more in practice their English foreigner. The Foreigners here considered being more competent in the field. After conducting the research, the researcher goes the data of research finding that are obtained by

observation and interview. The research analyzed qualitative data. The subjects of this research were two managers, four foreigners, and seven students of Nong Nghiep Homestay. Before conducting the research, the researcher made the instruments for observation and interviews. To collect the data of observation, the researcher joined the free talk program and observed the free talk program process. Then, to collect the data of interviews, the researcher determined the concept of the question to the manager, foreigner, student, and researcher recorded and wrote the answer.

B. Profile

Nong Nghiep Homestay is one of the popular homestays in Vietnam, especially at Gia Lam district. Because it has a big contribution to that aspect. It has helped everyone particularly to students in Nong Nghiep Homestay to improve their English Skill, especially in speaking skills.

Historically, Nong Nghiep Homestay was built in 2016. But, the free talk program just running around 2 years. For the first time, this homestay does not have a free talk program. The manager went to the city center or Ha Noi Center to visit his friend homestay. After that, his friend gave the manager an idea to make a free talk program the same as his. So, the manager applied free talk program at Nong Nghiep Homestay in 2017. For the first time this program applied by the manager, this program run as well but at the same time Free talk program is so difficult to apply in the homestay. Many aspects influenced this program such as the tutor, environment, etc. His

friend gave the manager another idea, to invite some foreigner to live at the homestay for free and the feedback is the foreigner teach the students in English. It can make the program easier to organize it. So, the manager made on the Facebook page about homestay and invite some foreigners to live at the homestay for free. Foreigners came to homestay from different countries, like French, Venezuela, Russia, Nigeria, Texas, etc.

C. Research Findings

The description of data collected, the researcher found two findings as follows:

1. The Implementation of Free talk program to facilitate the Students' English Speaking Skill with Foreigners at Nong Nghiep Homestay

The researcher discussed the implementation of the free talk program with including several aspects. The aspects were written and the research finding was considered important in describing the implementation of the free talk program. The aspects influenced the implementation of the free talk program included the purpose of the free talk program, The stages or activities in a free talk program, the role of teachers in a free talk program.

1.1 The Benefits of Free Talk Program in Students' View

One purpose of Nong Nghiep homestay is to make the student more comfortable when they speak in English with their friend or foreigner. One of the ways which were done by

the homestay is by giving a program that supports student's foreign language, the program is called free talk program. Mr. Nguyen Duc Cuong as the manager said "I invite foreigners to come here to talk with my students. I realize foreigners want to exchange and want to know more about information in Vietnam and the students want to improve their English and we can help each other". Many students from the Vietnam National University of Agriculture stay at the homestay to learn English more and to interact with a foreigner from other countries. Besides, the students can interact and learn English, the students very interesting with foreigners.

Mr. Nguyen Duc Cuong also said, "in this homestay, we have the environment to speak English every day". The researcher realized the environment in this homestay more comfortable to practice English. Almost 24 hours the students can interact with foreigners to speak English. Because the foreigner lives in homestays with students. The environment is one of the aspects to improve students speaking skills. The Environment is supported to practice English, the students can improve their English faster than usual.

However, the researcher found the purpose of the free talk program specifically as follows:

- a. Free talk program is intended to increase students' confidence and braveness in speaking.

In the free talk, program obligates students to speak up in front of the foreigners. Automatically their confident and braveness are needed. Mr. Dan as a student in homestay said: "...the first time I shy too much and it's too difficult because if I confident it can be better to learn". Ms. Tam also said, "...after joining this program I feel confident and I'm not afraid..."

The statement above showed that confident is a crucial part of speaking. Because, the students can do better if they feel confident. For the first time, the student feels shy, not confident, afraid when they try to talk with the foreigner in English. Confident is the first requirement to be brave enough to do something to be feared. Vietnamese students did it and being more confident after trying to talk with the foreigner in English. It can be more comfortable after feeling it.

- b. Free talk program is intended to familiarize students to speak English

This free talk program is a place for students to speak English with foreigners directly. This will make them easy to learn and accustomed to communicating in English. Mr. Nguyen Duc Cuong as a manager said: "in this homestay, we have the environment to speak English

every day". The environment is one of aspect to support in improving English especially speaking skill. Nong Nghiep Homestay has a good environment to practice English every day, almost 24 hours the students can talk with the foreigner in English. The student also can ask anything that they do not know to the foreigner. Students and foreigners live in homestay together and do all the activities together. It makes the English environment more comfortable. Ms. Hoam said, "I think is good for me because I can practice naturally communication then I have a lot of topic with the foreigner, we can learn about the culture and we can understand together". Ms. Tam also said, "I think the free talk program with a foreigner so interesting and useful for me and everyone lives in this homestay".

Some students in Vietnam was very interesting with foreigner from other countries. This makes Vietnamese more interested in learning English because automatically they will talk about anything in English and it makes the conversation more fun. This will make Vietnamese students accustomed to speaking English.

- c. Free talk program is intended to increase students' vocabulary mastery

The student will get a new vocabulary after talking with the foreigner. It can enrich the students' vocabulary. When the students talk with the foreigner and they do not

know about the vocabulary, the student will ask a foreigner about the meaning. Many words the student does not know from the foreigner. But, during the free talk program, the student will get a new vocabulary every day. Many topics are discussed every day during the free talk program such as hobbies, culture, experience, games, activities or whatever. From this topic, Vietnamese students get a lot of new vocabulary that can help them communicate with foreigners.

- d. Free talk program to facilitate the student in English speaking skill

The free talk program is very good at facilitating students to learn English. Students will easily learn and understand English from foreigners directly and practice it. Many students know to speak English but cannot practice it. In this program, practice is the main goal so that students can communicate with foreigners from various countries. In this free talk program, students will get a lot of information and experience. It was stated by some of the foreigners being interviewed "I think it's really good. A very good way of being English learning to get millionaire uncountable experiences in general". From the statements above showed that free talk program provided a chance for students to get a lot of experiences from the

foreigner. The students also have a chance to improve their English speaking skill guided directly by the foreigner.

1.2 The Stages in Implementing Free Talk Program

A free talk program was conducted by giving guidelines to the students and the foreigner or teacher. It can be seen in the appendix, the result of documentation. However, the main activity was practice English with the foreigner, while the other activities could be varied. Here are the activities which were done by the teacher or foreigner in the free talk program.

a. Opening

Students arrived at the free talk class at 8:15 at night and then students sit in chairs. The first day the foreigner or teacher opens the program with an introduction to each other led by the manager of homestay. On the second day and so forth the teacher or foreigner did not give any more introduction about themselves. The teacher or foreigner opened the free talk program by greeting the students or light conversation to the students and asking the students' condition, how was today and so on.

b. Practice English with Foreigner

On the first day, the teacher or foreigner gave an introduction about themselves. After the introduction, foreigners sit beside the students and each foreigner guides one up to three students. The foreigner guides the students by paid attention when the students try to speak in English.

If the students have an error or mistake, the foreigner will fix it. After that, students began to introduce themselves. Foreigners start the program with light conversations such as asking questions about conditions, hobbies, food, etc.

Based on the researcher's observation the students did the conversation one by one to the foreigner. The students and the foreigner talking about tourism attraction in Vietnam. Example of the conversation:

“Foreigner : What is the famous tourism place in Vietnam?

Student : In Vietnam the famous tourism place is the Ha Long Bay

Foreigner : What was there?

Student : In the Ha long bay there are many mountains in the middle of the sea and can enjoy the night in the middle of the sea like in the movies

Foreigner : How can we go there?

Student : We can take a bus to Ha Long and take a boat to Ha long bay”

The foreigner paid attention to the students and make it sure no error in their English. After the student did one by one a simple conversation with a foreigner, then the foreigner invited their students to discuss a topic. It will make sure each student can speak up and discuss together anything. The teacher or foreigner will ask some questions

about the topic to the students or vice versa. The topic is free and depends on the conditions and the students. Usually, the topics discussed are information about the country, events, culture of each country. Even the topic can be a culture in each country, events, experiences, and so on. This will make foreigners or teachers and students get a lot of knowledge and they can exchange the information.

c. Vocabulary Building

Vocabulary building is intended to enrich students' vocabulary. The matter of vocabulary is crucial for someone speaking ability, so the students need additional vocabulary. The student will get a new vocabulary after talking with the foreigner. It can enrich the students' vocabulary. When the students talk with the foreigner and they do not know about the vocabulary, the student will ask to foreigner about the meaning. Many words the student does not know from the foreigner. But, during the free talk program, the student will get a new vocabulary every day, grammar use and also pronunciation of the word. Many topics discussed every day during the free talk program such as science, culture, experience, games, activities or whatever. For example, When the students do a conversation about culture and they do not know about a word from the conversation with foreigner, the students will stop the conversation and ask to the foreigner about that word. So, the foreigner will give the

meaning in English or give an Example about that word. From this topic, Vietnamese students get a lot of new vocabulary that can help them to communicate with foreigners.

d. Conversation

After the students got the vocabularies from the conversation and discussion the teacher or foreigners ask the student to make a sentence from that vocabulary in conversation. The conversation was intended to apply the vocabulary they have got. After the student get the new vocabulary, the foreigner does a simple conversation with the student. The students use that vocabulary they get to use in conversation. For example the students get new vocabulary is “boat” so the conversation maybe about the tourism place and others. During the conversation activity, the teacher or foreigner always monitored the ongoing activities and provides corrections, responses and answers if there are students who ask. In the next meeting, the teacher will review the vocabulary they have got.

e. Evaluation

The evaluation was given after the rest of the students completing the conversation. After completing the conversation exercise, the teacher gave a little feedback and conclusions on what has been got today. After a conversation or practice English, the teacher will

provide feedback, suggestions on the weaknesses and strengths of the free talk program process. The feedback given by the teacher can be in the form of reinforcement, suggestions, and corrections. The foreigner give reinforcement by encourage the student to speak in English. The foreigner gives a suggestion to students by a motivation during free talk program or outside it. The foreigner also gives a correction about the students' speaking during free talk program by paid attention in students' speaking. However, there is no formal assessment for this program. The teachers do not take scores from students' conversations. Teachers tended to give verbal evaluations or comments. The teacher usually corrects the wrong pronunciation, use of vocabulary and conclusions from what they are talking about. This happened because the free talk program is to familiarize students with speaking in English directly in front of foreigners. So, the student knows the feeling of talking to foreigners directly in English. Free talk program is to train mental and confidence in using English.

1.3Role of Teacher in Free Talk Program

The research finding showed that the teacher played a different role in each activity. First, the teacher acted as a source provider since the teacher had to prepare the topic, on the other hand, students could also ask the teacher what

should they prepare, the using of diction or composing the sentence. It was proven by the interview. Mr. Nguyen Cuong Duong said "...I invite foreigners to come here to talk with my students...".

The result of the interview above showed that besides as a source the teacher also positioned herself as an organizer. They were responsible for organizing the students to do some activities. Sometimes students were confused to say something and feel embarrassed when they were doing conversation. In this case, the teacher should be ready when the students asked to help them. The teacher or foreigner can guide students slowly to be able to speak better. In this position, the foreigner gives motivation and give feedback during the conversation. The foreigner or teacher can do some activities during the program. It makes the program more fun for the students and does not feel monotonous. Here are the roles which were done by the teacher or foreigner in the free talk program.

a. Discussion

Based on the observations of the researchers, foreigners or teachers divided students into a small groups, one group consisting of one to three students was guided by foreigners. The student and the foreigner will discuss anything such as destination, festival, food, etc. For example, each group will discuss destinations in Vietnam

to inform the foreigner of a good destination in Vietnam. Students will explain about the destination, from what transportation to go to that place, when is the right time to go there, what should we bring to go there, what is special about that place, and so on. The teacher or foreigner also gives feedback like ask the students about that destination, and the students also can ask the foreigner about the destination from foreigner's country.

b. Roleplay

Based on the observations of the researchers, foreigners, and students gather to sit in a circle. in playing this role foreigners often use a game called werewolf, this game is about a werewolf that can be transformed into a human in the morning and become a werewolf at night. This werewolf will prey on humans at night. This game has several characters such as the moderator, the werewolves, the villagers, the seer, the wizard, and the alpha werewolves. Each character has a special ability. The moderator is the person who leads the game to mediate when they discuss in the morning to find werewolves that prey on humans. Werewolves can turn into humans in the morning and at night become werewolves. When alpha werewolf kills a human at night, that human will turn into a werewolf. The seer can see who the werewolves are on the first night when the game starts. Wizard has the special

ability to have one poison and one potion, this ability can only be used once in one match. These villagers or humans do not have any ability. In this game, each student and stranger will get one card between characters. This game will be led by a moderator, this game consists of day and night. At night everyone falls asleep except gets an order to get up from the moderator. At night any existing special abilities can be used. In the morning is the day when the moderator discovers whether there is a human being prey or not. Then in the morning, all the characters will discuss who is the werewolf among them. each character is asked to speak and defend himself when they are suspected of being werewolves.

From the game above showed the students and foreigner will play a game together in a circle. The student and the foreigner can interact each other. In the game the students and foreigners act in a different roles. So, the students and the foreigner should play the role as well as they know. They can also communicate together to solve the mysteries. This will make the relationship between foreigners and students closer and will be more flexible in communicating in English.

c. Interview

Based on the observations of the researchers, the activity is the foreigner and student interview that talks

about daily life, tourism place, people, hobbies, etc. This activity is carried out with full English and each student must speak up. This interview aims to train students' mentality and confidence when interacting with the foreigner in English. This activity is very influential for students to improve their ability to speak English and will familiarize students in English when talking with the foreigner.

d. Describing Picture

Based on the observations of the researchers, this activity helps the student to improve their speaking skills. In this activity, the foreigner asks the students to describe a picture such as tourism places, countries, actors, etc. Sometimes, the foreigner plays a game like a guessing picture. So, the foreigner will play this game in pairs with the student. A picture will give to the foreigner and the foreigner will guess the picture. But, the foreigner will be helped by the student and the students describe that picture and give some clues to the foreigner. So, the foreigners can answer or guess the picture.

2. The Students Participation in the Free Talk Program with Foreigners at Nong Nghiep Homestay.

The program that could be considered successful is not based on how much the teacher takes apart in the activities yet it's on students' participation. The research finding showed that most of the students actively participated in the activities given by the teacher. The following was the result of observation.

No	Classification	Example of Activity	Yes	No	Note
1.	Developing awareness about themselves as a second language speaker			√	The foreigner reminds the student, if they want to master in English especially in speaking and can speak as like as foreigner. The

					foreigner always reminds to practice every day in English
2.	Working collaboratively with the foreigner	Play a game, role- play, discussion and also interview the students do all the activities with the foreigner	√		

Students were mostly aware of developing awareness about themselves as a non-native learner. It's proven by all students actively speak up by using English, even sometimes it's mixed when they don't know the vocabulary. They also actively gave feedback on the questions and answers session. The students also were working collaboratively with his or her

peers. It can be seen when they have a conversation. Students are also active because the topic is easy for students because they are familiar with it. Students participation is one of important aspect in this program. Students have to followed all the activities during free talk program. More active the students, the program will be fun and enjoyable for them. In free talk program the students followed all the activities has given by the foreigner for them and the students enjoy and having fun with it. When the students are given a game and a topic to discuss by foreigner, the students look interesting. Moreover, the topic discusses the country, culture, tourist attractions.

1.1 Role of the Student in Free Talk Program

The research finding showed that the student played a different role in each activity. Students act as a participant in the learning process. Students have an essential role in the success of the teaching and learning process. one of them is still communicating with the teacher. Because communicating will make the atmosphere of teaching and learning more comfortable. The same thing in the free talk program, students are required to communicate with foreigners to get used to speaking in English. Because the purpose of this program is to help students, to facilitate students in English. The

students can ask the teacher what they need to do during the learning process. They were responsible to participate in some activities. The students follow what the teacher or foreigners ask during the program, such as do some conversations, discussion about some topics, give some question to students or from students to teacher, and play a game. It encourages students to actively participate in free talk program and familiarize the students in English speaking. Sometimes students are confused to say something and feel embarrassed when they were doing conversation. In this case, students must be more active to ask questions about things they do not know and the foreigners help the students. In this position, the role of students is also very helpful in the success of the free talk program.

From the research findings above, the researcher could conclude that the students' participation in the free talk program was good enough. It's proven by their contribution and participation in free talk programs with the foreigner.

D. Discussion of the Research

The description of data collected, there are many purposes of implementation English program to improve or facilitate the students' English speaking skills. Weny Fitriana, from Walisongo

State Islamic University, found five purposes of implementation English program. They are Public speaking program is intended to increase students' confidence and braveness in speaking, Public speaking program is intended to familiarize students to speak English, Public speaking prepares students involved in both regional and international competition, Public speaking program is intended to increase students' vocabulary mastery, and Public speaking trains students to be disciplined. She also found the problem of the research that is speaking, because speaking is the most difficult part of learning a foreign language. Because its usage sense involves the manifestation either of the phonological system or the grammatical system of the language. By the time, we think first before we want to say something. We also think about the grammatical, what vocabulary to use, how to pronounce it. But, we need to respond to every conversation quickly.

In the free talk, the program has many activities that support the students in speaking practice. The foreigner was also possible to build the expectation for the students' success in speaking English by their effort.

Based on the finding of the research, free talk program has some purposes, similar to purposes of public speaking that has been discovered by Weny Fitriana. Free talk programs also can increase students' confidence and braveness in speaking, to familiarize students to speak English, increase vocabulary mastery, and facilitate students in English. Through the free talk program, the

students can practice their speaking directly with the foreigner. Free talk program makes students more confidence and brave in speaking English. The student can enrich their vocabulary during joining the program. This program is a good environment in speaking practice. In the free talk program, the foreigner has some activities, they were discussion, roleplay, interview, and describing the picture. Those activities help the student in English practice.

It was supported by the research finding which was conducted by Sadam Wijirantau. The research was held to increase the confidence of students and familiarize students speak a foreign language so that students do not waver and confident when communicating with the foreigner. The finding of the study was presented as follows: From the implementation of effective instruction, related to the native teacher's way to facilitate and motivate the students in learning speaking at MTsN Ngantru, the subject conducted the following activities: Stimulating the students to speak, giving positive feedback, applying code-mixing, making study club, giving a model pronunciation, guiding the students' to produce language, applying a game, applying a role play and dialogue. From research conducted by Sadam Wijirantau, the researcher knows that facilitating students by inviting foreigners or native speakers to teach English has a big influence on students. By inviting foreigners or native speakers will help in many ways. Such as helping students mentally, increasing self-confidence, attracting students' attention to participate in learning, and motivating

students. It will create a very supportive environment for practicing English with foreigners or native speakers.

E. Limitation of the Research

The researcher realized that this research had not been optimal, there were obstacles faced during the process, some limitation of this research are:

1. This research was limited at Nong Nghiep Homestay and the focus of this research in facilitating the students' English speaking skills through free talk program with foreigners.
2. This research is conducted in a short time. It makes this research could not be done maximally. Qualitative research requires a long time to get more complete data. When the same research was conducted for a longer time, researchers could get different results.
3. Considering all those limitations of this research, the researcher hopes there will be more optimal for the result.

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presented the conclusion which is drawn based on the finding and discussion as presented in the preceding chapter. Besides, some suggestion is proposed in this chapter.

A. Conclusion

From the finding of the research, the researcher can conclude several points about facilitating students' English speaking skills through free talk programs with foreigners at Nong Nghiep Homestay, Vietnam.

1. The implementation of free talk program to facilitate the students English speaking skills with foreigner is more effective as supportive environment to learn English especially speaking skill. By inviting the foreigners or native speakers will help in many ways. Such as helping students mentally, increasing self-confidence, attracting students' attention to participate in learning, and motivating students. Familiarize the students to practice English directly with foreigners will make students better mentally or habitually. This program is a good environment in speaking practice.
2. The students' participation in the free talk program also important for the success of the program. Some of the activities that students participate in free talk program include discussion, role-play,

describing picture and interview. All of these activities help students to be more active in the practice of speaking English. It makes students more interested when they communicate with foreigners and can exchange information such as culture, food, and tourist attractions or others. Students also play games that they have never played before. It is encouraged students to actively participate in free talk program and familiarize the students in practice English.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as to the consideration which was important to the managers, foreigners, and students in Nong Nghiep Homestay. The researcher realized that this research was conducted in small number of the participant with a short time period. But hopefully the research findings of this research will give useful information that can be used both teacher and students to improve the abilities of English especially in speaking skill.

Build up from the result of this research, there are some suggestion that can be made to reduce the shortage that exist in free talk program. Therefore, the shortage is needs to be fixed. It can be solved by the manager to manage and organizer the schedule for the topic in free talk program. The foreigner should employ the different kinds of activities and techniques to avoid boredom because the students will be bored when the activities monotonous. The foreigner also should be friendly to do conversation in a free talk program, and make sure the students will be comfortable with that.

As for the students, they should be aware to keep practice speaking English, in free talk programs or out of free talk program. The students have to stay focus in practice speaking English with the foreigner, look at how the foreigners pronounce the words during do conversation. It will give an effect on students' knowledge of English and also the experience.

Finally, based on the limitation of the research, in addition, the researcher suggests to the next researchers to investigate the strategies or method the foreigners use in free talk program. because this program is unique. So, this program has a good way to practice English especially in speaking skill.

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Appendix 1A

Observation sheet for foreigner or teacher

No	Classification	Teacher Activity	Yes	No	Note
1.	Preparation and classroom Management	The teacher invites students to join the free talk program			
		Teacher involves the students in some activities to practice their speaking skill			
		Teacher gives the chance to the students to ask anything when they do not understand during free talk program			
2.	Performance in free talk program	The teacher has some techniques in explaining the topic to make the students easily understand the English topic			
		The teacher always uses English to explain the topic in a free talk program			

		Teachers make students more practice English during a free talk program			
3.	Application of the learning process	The teacher has a variation topic in conversation to make the conversation not boring and monotonous			
		Teacher gives a chance to the students to speak in pair or group			
4.	Evaluation/ feedback	Repeating the errors or mistake made			
		Making statement or question for example "That's not quite right" and so forth			
		Reformulating the sentence			

Appendix 1B

Observation sheet for student

No	Classification	Example of Activity	Yes	No	Note
1.	Developing awareness about themselves as a second language speaker				
2.	Working collaboratively with the foreigner				

Appendix 1C

Observation sheet for the Activity

No	Classification	Note
1.	What are the activities done in the opening process?	
2.	What are the teacher and students done in the main activity of the free talk program?	
3.	What kinds of evaluations given by the teacher, and how does the teacher give feedback to the students?	
4.	How is the atmosphere in the free talk program?	

Appendix 2A

Instrument Interview for Manager

1. How is the implementation of the free talk program?
2. Where did this idea come from?
3. When does the program start?
4. Why did you choose this program at homestay?
5. What is the purpose of this program?
6. How is the response from students or foreigners about this program?

Appendix 2B

Instrument Interview for Foreigner

1. What do you think of the free talk program?
2. What effect does the free talk program have on students' speaking abilities?
3. What are the strengths of students during the free talk program?
4. What are the weaknesses of students during the free talk program?
5. Have students improved speaking skills during the program?
6. How is the implementation of the free talk program?

Appendix 2C

Instrument Interview for Student

1. What do you think about free talk programs with a foreigner?
2. Does the free talk program have an impact on your speaking ability?
3. Do you like this program or not? Why?
4. How do you feel after joining this program?
5. What is the difficulty during the free talk program?
6. Do you get more confident after joining this program?
7. Do you feel your English has improved?
8. Do you get new vocabulary from this program?
9. How did you feel for the first time to join the program?

Appendix 3A

Manager

Manager's name : Nguyen Duc Cuong

Time : 26th August 2019 (8:12 pm)

Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	The first question, Can you tell the beginning about free talk program in this homestay? Who does this idea come from? Maybe the idea from foreigner, from the student or from your idea
2.	B	:	Okey, so two years ago I heard this from my friend. He stayed in city center in Hanoi and he has one homestay in city center and when I go out with him, he talked to me about homestay and he gave me the idea and how to make the homestay and I bring his idea
3.	A	:	You applicate to this homestay
4.	B	:	Exactly
5.	A	:	Alright, so can you tell the process from the beginning till the end of this program maybe?
6.	B	:	You know, when I invite foreigners come here to talk with my students, I realize foreigners

			want to exchange and want to know more about information in Vietnam and the students want to improve their English and we can help each other
7.	A	:	So when was this program started?
8.	B	:	Two years ago
9.	A	:	Oh two years ago, so what do you think about this program? Is it effective for speaking abilities for student? For improve their student maybe
10.	B	:	Tn this homestay, we have environment to speak English every day. When I was in high school, I learned English but I cannot speak English and when I have this homestay I have change to talk with foreigners and I realize student can speak English with foreigner and foreigner can exchange culture and we can have a lot of knowledge
11.	A	:	So this program is important for student for Vietnam right?
12.	B	:	Yes
13.	A	:	So, Why you choose this program (free talk) at homestay? Maybe free talk program in my country like English day just one week only in Monday we can speak English, just one day but in homestay we can speak English every day, every time. So, why you choose it?
14.	B	:	You know, because in Vietnam, most people in Vietnam I mean, almost students in Vietnam

			they speak English just a little and we have environment to talk with foreigners, and we have to, we must practice more, more and more and they can improve their speaking
15.	A	:	Alright so next, is there any response from students or foreigners about this program? Maybe positive response or negative response from the student or from foreigners?
16.	B	:	Students in here very like and love this homestay because they learn and they know a lot knowledge from other country in the world and the foreigners come here maybe they exchange culture and they can save money to travel like you hahaha
17.	A	:	So this program is very important for students right?
18.	B	:	Yes, student maybe for work
19.	A	:	So how many times in a week you do this program? How many times in a week?
20.	B	:	Five or six in a week and we have two relax on Sunday
21.	A	:	Just Sunday it's like a free time. Okey this information very important to me so thank you for nice interview and you give me the free time for me for do this interview so thank you so much
22.	B	:	Thank you so much too because you volunteer here with your friends and have a good talk with the students and bring a lot of thing to homestay

23.	A	:	Okey thank you manager
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Manager's name : Tom

Time : 27th August 2019 (11:26 pm)

Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	Can you tell the beginning about free talk program in this homestay? Who does this idea come from?
2.	B	:	From my friend
3.	A	:	Ohh from your friend, so okay can you tell the process from the beginning till the end of this program?
4.	B	:	Foreigner come to the class and then we make a group and we are talking about some activity around our life
5.	A	:	So, what time this program started?
6.	B	:	Two years ago
7.	A	:	Wow! So, why do you choose this program in this homestay? Why is your reason? Where is your idea come from?
8.	B	:	Because I think student want to learn English, they need environment to speak English more and can speak English all day

9.	A	:	Alright, that's good. So, do you know the purpose of this program?
10.	B	:	Student can speak English
11.	A	:	Student can speak English and speak with foreigner right?
12.	B	:	Yes
13.	A	:	So, is there any feedback from student or foreigner?
14.	B	:	They really like homestay because don't have any place can speak English like homestay. They can speak all the day, they can speak with so many foreigners from anywhere in the world
15.	A	:	It's very good. So, how important this program for student?
16.	B	:	The environment to speak English
17.	A	:	So, how the implementation of this program? Maybe I see this program with foreigner, the student can speak at homestay everyday everywhere everything. So maybe the foreigner come to the class?
18.	B	;	Yeah and the student come to the homestay but don't have class, come to visit and then talk with foreigner. Foreigner really very friendly and student friendly too to make relationship
19.	A	:	The student like it, right?
20.	B	:	Yes

21.	A	:	So, how effective this program for student speaking abilities
22.	B	:	Homestay is effective to speak
23.	A	:	So this program from your idea and you implementation this program for this homestay?
24.	B	:	Yes
25.	A	:	This is amazing Tom, yeah. I hope this program will be well all the day, every day and in the future. Yeah this good idea. Okey maybe thank you for your time. So thank you so much for your free time for me do this interview
26.	B	:	You're welcome

Appendix 3B

Foreigners

Foreigner's name : Jeremmy Caparros

Time : 26th August 2019 (1:19 am)

Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	So, I will ask you some questions about free talk program at Nong nghiep homestay. So the first question is What do you think about free talk program here?
2.	B	:	I think this is a very good idea and very good way for the student to practice daily English for put in application what they learn during the class and its really help them to improve their fluency because they are to speak like everyday conversation like it's unformal so, yeah I think this is a really really good idea because it's most of the time I see the students miss practice, they are have knowledge and practice so this is good.
3.	A	:	Alright hmm is there any difficulties for students during this program?
4.	B	:	The difficulties I think for beginners it's really difficult to speak at the beginning like hmm, specially lot of people like it's free talk program

			there are many people, some people almost fluent in English so the beginners come feel like they cannot speak because they are very poor English so compare to other students who are better, they feel like weak and so they are shy to speak so this maybe yeah some students can be shy to speak up maybe one difficulty for student at the beginner at least
5.	A	:	Alright, so what effect does this program have on student's speaking abilities?
6.	B	:	I think the main effect is like they after sometimes they finally like stop to be shy and they really like can speak or easily and they feel more comfortable to speak because the beginning is very difficult for them. They know the words, they know how to speak but they like very shy in front of foreigners. So by doing this program like regularly they're not afraid anymore to speak so even if they make mistake, they will say "okey I can speak it" so they will try even if they make mistake. That's a really good think because I met some students like they cannot speak because they never do it in front of the foreigners they like "I don't know what to say" they know the word, they cannot express and with the free talk program like the student would not shy anymore, always speak so that is good
7.	A	:	Alright, so what are strengths of students in doing this program?
8.	B	:	The strength, I think it was the fact that have a free topic so they can speak about what they want so like this they can choose some topics maybe like that they like more, they comfortable

			to speak with like they are more interesting so yeah unformal so it's like it's not in the class, it's not an exercise. So I think that it's a good one to free talk program. It's like the part of the free topic so they can choose what they want to talk
9.	A	:	So the next question is what are the weaknesses of students in doing this program?
10.	B	:	The weaknesses, I think emmm yeah the fact is like lot of to people to gets up sometimes is not too easy to speak in the group like if you speak to one by one in a group sometimes she is difficult to understand what they said, you can feel deep lost, you are a beginner also the fact that free topic, it means like this topic of the free talk is unnecessary lead to what they just learn in the class and maybe sometimes I know the place is where the topic of the free talk is directly lead to what they learn in the class. For example if they learn about food, the topic of the free talk would be about food. They get continue topic so that is good because they got food directly application what they just learn. But in this free talk here is free topic so maybe they will speak about something completely different and they don't want application what they just learn maybe that's one about society or everything
11.	A	:	So, in your opinion this is effective for practice English with foreigner?
12.	B	:	Yes, it's very effective to grow up the influency, so foreigner can correct the mistakes sometimes, that's a good idea. They maybe even improve their accuracy but they think it's possible to grow about influency they become obvis

13.	A	:	Do you have any suggestions for this program?
14.	B	:	Hmm I think maybe sometimes it could held some special activities organized in this program, because now it always free, there is not organized but sometimes maybe why not organizing some games or some activities around the topic and maybe something more directed like sometime it could be nice. It was a case that something we are too big so some games it has a lot impact
15.	A	:	Okey maybe that's all for interview, thank you Jim for your time
16.	B	:	You're welcome

Foreigner's name : Trey Rives

Time : 27th August 2019 (10:18 pm)

Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	So, as we know this homestay have a program like free talk program for student and foreigner. So what do you think about this program?
2.	B	:	I think it's really good. Very, very good way for being English learning to get millionaire uncountable experiences in general
3.	A	:	So this is a good way to improve their speaking English
4.	B	:	Oh yeah especially the student because they are living in that area, they don't have experience with foreigners like so many, many students who study English with another local that know a little bit English or something. They don't get outside foreigners experience interaction
5.	A	:	They get knowledge in the school right?
6.	B	:	Exactly
7.	A	:	So, what the effect does this program have on student's speaking abilities?

8.	B	:	Like that fact of it?
9.	A	:	Yes
10.	B	:	It definitely helps naturalize their speaking abilities. Before they have more level sound, because it's more, they learn more from maybe a local government teacher that teaches directly from certain book then it isn't exactly natural. Yeah you know, so they get to experience with foreigners and the foreigners give the correct when they're speaking and some kind of key level, you know I'm saying
11.	A	:	Alright, what are strengths of students in doing this program?
12.	B	:	The strengths is definitely built experience and it's just like the most natural way of experiencing English. You know insight in there, they practicing listening to the teacher talk, they can actually actively practicing living the language and listening at the same time
13.	A	:	Practice direct with foreigner right?
14.	B	:	Yeah directed, direct experience, direct exposure hmm and if they are confidence, then they can really it's a very good massive, to improve all their skills
15.	A	:	So, How about the weakness?
16.	B	:	Uh, I think the weakness depends on the student. If it too shy, they will have a weakness because they would not want to practice language, they don't try to practice you know even me we try best as to encourage them and motivate, you know so hopefully we do as much

			we can encourage and motivate them to rally practice but in the end we can only show them the door, they have to walk there. You know what I'm saying. So which one best to show the door and make them feel comfortable at the door but they have yeah haha and maybe another way doesn't maybe be umm about time that they spend free talk, you know maybe umm you know like the more time the better. You know so, yeah
17.	A	:	So, depend on student
18.	B	:	Yeah for the most part
19	A	:	Okey, So how do you guide the students to improve their speaking skill?
20.	B	:	We do our best to get the foreigners to help them their pronunciation, incorrect them when they are wrong, you know because with a free talk, we have conversation would they will asked the foreigners hey you know "what do you think about this?" "tell me about this" "tell me about that" and ask her speaking, they're making mistake and the foreigner should be correcting their mistake you know, or telling better more natural way to ask question they wanna ask and how to answer the question more naturally yeah
21.	A	:	Alright, yeah what is the purpose of this program?
22.	B	:	Fully to provide the most, mmm the best possible experience with English in a small another type and hopefully because most of our student are beginners so, the main goal is to really help develop their based, help developing

			confidence and keep them motivated to continue that beginning stages on language you know. So I think that connecting the foreigners to lead the beginners it's very difficult challenge right? Because the foreigners can't understand with the beginners say and the beginners can't understand "how old are you and where are you from?" So, that's the biggest, that's the biggest challenge right there. So, we want to close that get as much as possible bring that curious as much as possible as you know. So, the of them is three months right?
23.	A	:	Yeah
24.	B	:	So three months is a long to come up fluent you know. It's long when they stay focus, we stay focus that our job like giving a motivate and encourage delivering to them, doing our best connecting the foreigners to them and if they have confidence and also try to make a connection, they can make amazing progress you know
25.	A	:	Yeah amazing progress. Okey, so can you tell the process from the beginning till the end?
26.	B	:	On some students, the ones I leave here I think so different but since I speak Vietnamese but most the time, and they ask the foreigners leave more than two or three months because they always speak English to them, Vietnamese people. So their mind if you tell a different but they are two students I have seen just improve you know I see them studying every day, I see them always talk with foreigners, I think for fact that English is going fast

27.	A	:	So, how the implementation of this program at this homestay?
28.	B	:	Involve of the time, we always have free talk since we opened but now, we go down work because they are beginners, we have the main teacher who teaching English and therefore maybe I wanna have in they teach, they will practice with the Vietnamese and the Vietnamese understand English and then foreigners after they learn the Vietnamese teacher so they can practice what they just learn or ask question about pronunciation about what they just learn, or you know anything. That was coming out
29.	A	:	So, what is the difficulties? Any difficulties in this program? Maybe language
30.	B	:	Mmm yeah of course language like I say connecting before, to the super beginner and the difficulties I feel into that, it's natural, it's normal where you still all of it but it is kind thing like because we're getting always, we like okey really have to keep everybody motivated, encourage too, talk to each other and two are basic key foreigners and Vietnamese make you know is like for example foreigners go out in the room hard for the Vietnamese to kind of have a good feeling about constantly topic with the foreigner or if the Vietnamese and foreigners down it wants together, big separation right? So the difficulty is keeping actively Vietnamese actively motivated and encouraging at the same for everybody you know it this the bound obstacle between you know foreigners with the Vietnamese. We bound culture with everybody around the world

			in one place. It's not a difficulty you know the point is it's something that we have to have a minds on, you know yeah
31.	A	:	So this program is more effective for Vietnamese?
32.	B	:	Oh yeah I think it's same with foreigners because they get opportunity to live in Vietnam and live for free and get introduce Vietnam by local people and get help by a local people and experience of culture so it's a very more relax experience for foreigners we're not a kind of pressure, we don't put a lot of pressure as quite educational for Vietnamese the educational is really special
33.	A	:	Okey maybe that's all of my question. Thank you for the time Trey
34.	B	:	Yo man, no problem man

Foreigner's name : Reginald Nonso
Time : 27th August 2019 (11:43 pm)
Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	As we know, this homestay have free talk program right? So what do you think about free talk program here?
2.	B	:	I think free talk program here is the welcome development for the Vietnamese people, you know they try to be able to speak English, able to meet foreigners, able to ask a sheet
3.	A	:	So, is there any difficulties about free talk program for student on speaking abilities?
4.	B	:	Yeah I, it's not really a difficulty but it things that if they are not doing the right thing like you know meeting the foreigners in homestay to help them improve their pronunciation to help them improve their listening skill, ability to listen. I think don't have a little difficulty but If they meet with foreigners often time, I think they don't have any difficulty
5.	A	:	What effect does this program have on student's speaking abilities?

6.	B	:	Umm ability of speaking uhh I think if they can able to meet with foreigners, they can able to speak well like you know able to communicate with foreigners oftenly, foreigner can correct their pronunciation I think they will be to speak well
7.	A	:	So, what are strengths of students in doing this program?
8.	B	:	The strength I think they just need to focus on what they are doing. You know we have different kind of language, English is one of that. You know bringing English to them like you know study it's quite difficult like when you to study Vietnamese. It's quite difficult so, I think what they need to do is you know, focus and put their mind on it
9.	A	:	So, How about the weakness?
10.	B	:	The weakness if they are not serious, I think I don't really know about the weakness. If they are not put more focus on it. it would be like you know some gaps for stress they get for stress after learning for many years they can't able to speak the get for stress due to they are shy to talk with foreigners. Yeah I think that's the weakness
11.	A	:	Shy in the first meet right?
12.	B	:	Yup
13.	A	:	Okey so, can you tell the process from the beginning till the end of this program?
14.	B	:	This program is like you know the homestay is really need for foreigners on the Vietnamese to

			stay in one big apartment. When you stay, you meet Vietnamese people who comes to learn English and the foreigners who want stay for a short time so, it makes them to like you know the Vietnamese people to meet foreigners and able to communicate to foreigners
15.	A	:	Alright. So what are the purpose of this program?
16.	B	:	The purpose of this program is Vietnamese people will be able to speak English and able to communicate with English in everywhere
17.	A	:	So, how important this program for students to improve their speaking?
18.	B	:	It's very, very, and very important English is a fast or fast language to communicate everywhere you go. So, I think English is one of the important thing for most of everybody like you know, different pupil come to Vietnam to speak, to learn English so, I think it's very and very important to Vietnamese people to learn to speak English for communicate in any area
19.	A	:	So, how do you guide the students to improve their speaking ability?
20.	B	:	Okey we have what we called free talk, free talk with foreigners or sometimes we like you know, we teach the Vietnamese students, free talk is you know, ask the Vietnamese student, ask something that can teach them, you can help them in a pronunciation, can help them in spelling and you can play a little game with them. So it helps them like you know, to

			improve their speaking ability, listening ability, and more
21.	A	:	So, how the implementation of this program?
22.	B	:	The implementation of this program is been down by the manager but I think the manager have details to implement it. Because it's really nice facing this kind of thing that I think the manager is being direct the position for us well in this place thank you
23.	A	:	So, How the effectiveness?
24.	B	:	Yeah the effectiveness is good. This is really and really good, I love what they really doing here in homestay. It helps the foreigners, it helps Vietnamese people. The effectiveness is awesome so I really apply to it
25.	A	:	So, this program very effective to improve their speaking skill?
26.	B	:	Yeah, I think so many want to learn English and they are speaking at least, they can able to communicate, they are speaking well, they are studying well, in homestay meeting foreigners, talk to foreigners, learn with foreigners, develop culture so I think it's welcome development
27.	A	:	But some Vietnamese people come to homestay and they feel shy in the first meet to talk with foreigners. how to fix it?
28.	B	:	Yeah the thing that the Vietnamese people always shy talk to foreigners. I think it's that why they feel shy? They can't communicate. So, what me and my friend often do, we talk

			<p>them that they don't need to be shy. You just need to you know, lend this thing yeah because nobody haven't make mistakes we are here to learn. So why you're feeling shy? Like let me say for example she always to talk to us "why are you shy? You don't want to talk with me?" she shy she shy, she shy "oh you don't need to shy, you just need to open to foreigners and if you have any questions, you just need to meet foreigners and we can help you" and now she is decided to stop being shy and you know, she is trying to speak English wherever she meets foreigners just say hello, hi what's your name, where are you from and so on. So I think now, she is trying to speaking ability</p>
29.	A	:	Alright, thank you regi for the interview
30.	B	:	Yeah nice to meet you nanda
32.	A	:	Nice to meet you too. Thank you so much for your time

Foreigner's name : Vladislav Reushel

Time : 29th August 2019 (10.00 pm)

Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	So, as we know, at this homestay they have a program called free talk program right?
2.	B	:	Hmm I don't know how they is it called
3.	A	:	So, What do you think about this program for improve student's speaking skill? What do you think?
4.	B	:	I think it's like I know some example homestay members like the girls, she just came to the classroom and looks to us and then I remembered when she just turned here, she didn't speak English, now she speaks
5.	A	:	So, What effect does this program have on student's speaking abilities? What effect after joining this program to the student?
6.	B	:	Yeah it just help practice speaking skill
7.	A	:	So, after joining this program, the students can speak better than before?
8.	B	:	You know usually when students joining this program, they the first time asking some very

			very basic question like “what’s your name” “how old are you” and “where are you from” and after they started asking more interesting questions so it’s fun
9.	A	:	So, is there any difficulties for student to join in this program?
10.	B	:	I don’t know what to say
11.	A	:	Maybe they can’t speak, the vocabulary is basic or yeah they don’t know about when the foreigner speak
12.	B	:	Yeah sometimes they are to me speak slowly
13.	A	:	So, what are strengths of students in doing this program?
14.	B	:	Mm I don’t know because I think they don’t have straight
15.	A	:	So, how about the weakness?
16.	B	:	Present simple, the worst part of them. They never used “she speaks” “he speaks” they always keep it I’m kidding, of course I’m kidding. The beginner don’t know how use it
17.	A	:	So, can you tell me the process?
18.	B	:	I don’t know the process because I’ve never been teaching in the class. So usually like several times a week we go down stairs just talk with student about sometimes we have a topic, sometimes we have kind of leader who leads us to play some games or discuss about topic like draw some pictures and remember one day, we will draw

			human body and many many components, many many words something like that
19.	A	:	Alright, so what do you think after the students joining this program, the students get new vocabulary or not?
20.	B	:	Yeah, definitely
21.	A	:	All right, so how do you guide students to improve their speaking skill?
22.	B	:	Speak more and louder and don't be afraid
23.	A	:	So do you have any suggestions for the beginner the Vietnamese people when they want to join this program? Do you have any suggestion for them? Maybe they feel shy in the first meet
24.	B	:	Mmm you know it's a big problem that for students even foreigners like many people in the world who are shy, afraid to say something. This is like one of the big problem psychology. It's not about English
25.	A	:	Okey depend on the person right?
26.	B	:	Yeah
27.	A	:	All right thank you vlad for the free times good night
28.	B	:	You're welcome

Appendix 3C

Students

Student's name : Dan/Dương Nguyễn Đức

Time : 26th August 2019 (4:29 pm)

Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	What do you think about free talk program with foreigner?
2.	B	:	I think this program very meaning for beginner like me and we have good area, good environment to practice even with the good English lesson
3.	A	:	Does this free talk program with foreigners have an impact on your speaking abilities?
4.	B	:	Yes too much. I can improve my grammar, listening, speaking and pronunciation and maybe confidence myself more than before
5.	A	:	So, do you like this program?
6.	B	:	Yes I like
7.	A	:	Why do you like it?

8.	B	:	Because it's not just about simple conversation, sometimes it's about culture of another country and relax myself
9.	A	:	So, from there you can exchange information with others, you can talking about anything, many thing from other country with your country right?
10.	B	:	Yeah
11.	A	:	What do you feel after joining this program?
12.	B	:	After joining this program, I feel a little bit tired
13.	A	:	Why?
14.	B	:	Because I was speak up too much with foreigner but it's a good feeling. I like it
15.	A	:	Do you like practice speaking with foreigners?
16.	B	:	Yes
17.	A	:	Is there any difficulties for you after joining this program?
18.	B	:	Yes, I have two ideas about this. The first, sometimes foreigners speak so fast, I cannot understand and maybe my vocabulary not good and I have to learn more
19.	A	:	So, what do you do when the foreigners speak faster like foreigners speak fast and you don't understand the meaning. So what will you do?
20.	B	:	I just ask for example "can you speak slowly?"

21.	A	:	How about vocabulary from foreigner, this is it difficult for you or something new or do you know about all vocabulary of foreigner?
22.	B	:	I think it's a simple word and easy to know but some word belong the major for example I record education, I don't understand
23.	A	:	This is like new vocabulary for you right? So, what do you feel after joining this program. Maybe the first time you feel very shy and then you get more confidence about your speaking and what do you feel after joining this program? The first meet until now.
24.	B	:	Actually I am start to learn English 3 months ago and the first time I shy too much and it's too difficult because if I confidence it can be better to learn
25.	A	:	So right now, you feel confidence than before?
26.	B	:	Yes
27.	A	:	Alright. So why in the first time you feel shy too much with foreigners?
28.	B	:	Actually in Vietnam we learn English maybe the mentor is not good, we don't need to learn English. It's so hard if the reason. Because I cannot speak anything before I learn
30.	A	:	Before you meet the foreigner you cannot speak English right? So Dan, maybe only these questions for you and thank you for your free time. Thank you so much for joining my interview

31.	B	:	You're welcome
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Student's name : Maria/Pham Thị Thu Hà

Time : 29th August 2019 (10:45 pm)

Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	So as we know, this homestay have program called free talk program right?
2.	B	:	Yes
3.	A	:	What do you think about free talk program with foreigner?
4.	B	:	I think free talk program with foreigner is a good idea, when I know about this homestay, I interested free talk program with foreigners I can practice a speaking skill with foreigners so it's help me to improve my communication skill until now. I still like it
5.	A	:	Alright, so this program improve your speaking skill right?
6.	B	:	Yes
7.	A	:	Okey, so do you like this program or not?
8.	B	:	Yes I like it because it's not only help me to improve my listening skill and speaking skill

			but also help me to know about the culture of the country in the world
9.	A	:	Alright, so does this free talk program with foreigners have an impact on your speaking abilities?
10.	B	:	Yes of course, this free talk program with foreigners help me very much about speaking skill, make me more confidence when I communicate with other people and help me improve my ability to listen when I meet foreigners
11.	A	:	How do you feel after joining this program?
12.	B	:	I feel happy when foreigners understand what I mean, I can exchange information about English language with foreigner in this program. This program very help me in speaking English
13.	A	:	Alright, so before you join in this program, are you feel shy when you speak with foreigners?
14.	B	:	Yes
15.	A	:	So, after joining this class you feel more confidence when you speak English right?
16.	B	:	Yes
17.	A	:	So, the last question is are there any difficulties you feel in this program?
18.	B	:	Yes, some difficulties in this program about my vocabulary not enough to communicate with foreigners and my pronunciation is not good. So, sometimes they don't understand what I say

19.	A	:	Thank you for the answer about the question and thank you free time for interview. Okey thank you so much and good night
20.	B	:	Thank you

Student's name : Tam/Thanh Tam

Time : 29th August 2019 (9:18 pm)

Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	As we know, this homestay we have free talk program with foreigners right?
2.	B	:	Yes
3.	A	:	What do you think about this program? free talk program with foreigners here?
4.	B	:	Yeah I think the free talk program with foreigner so interesting and useful for me and for everyone live in this homestay
5.	A	:	Alright, so, before you come to this homestay, in the first day what do you think? What do you feel when you meet the foreigners? are you feel shy or are you feel very confidence?
6.	B	:	Yeah in the first time I came yeah, I feel afraid because yeah my English is not good yeah I feel that
7.	A	:	Alright, so you feel afraid. So, after joining this program you are feel afraid? Or you are not afraid again or you are have improvement about it.

8.	B	:	Yeah of course, after joining this program I feel confidence and I'm not afraid them
9.	A	:	Alright you're not afraid. So, this program help you to improve your speaking right?
10.	B	:	Yeah of course, I think this program have improve English
11.	A	:	So, what do you think about the foreigners here?
12.	B	:	I think the foreigner here are very kind, very friendly and so good
13.	A	:	So the foreigner can help you to practice every day, every time?
14.	B	:	Yeah because when I leave here, I can cook or hang out with them and practice all the time
15.	A	:	Alright, so do you like this program?
16.	B	:	Yes of course, I like
17.	A	:	Why do you like it?
18.	B	:	Yeah because the program help me improve English and make me confidence When I talk with foreigners
19.	A	:	So, after you joining this program, do you have any impact in your English? Maybe you have a lot of information about another country. You can exchange your information, you can exchange culture, you can exchange your knowledge and what?

20.	B	:	Of course I have impact, I have impact in pronunciation because they came from many country and they have different accent
21.	A	:	So you learn about the pronunciation, about the culture of the foreigners right?
22.	B	:	Yes
23.	A	:	Okey Tam, thank you for the free time, thank you for the interview. Thank you so much
24.	B	:	Yes you're welcome

Student's name : Chippu/Phú Ngọc Duong

Time : 29th August 2019 (11:07 pm)

Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	As we know, this homestay we have free talk program with foreigners right?
2.	B	:	Yeah
3.	A	:	what do you think about this free talk program with foreigners here?
4.	B	:	I think I can know more about culture of another country and I can improve my speaking skill
5.	A	:	Does this free talk program with foreigners have an impact on your speaking?
6.	B	:	Yes, I think I meet the foreigners in this homestay, I can talk everything with foreigner
7.	A	:	You can exchange information about Vietnam with them. So, do you like this program?
8.	B	:	Yes I like
9.	A	:	Why? Why do you like this program?

10.	B	:	Because I learn is many many words and culture and I can talk with foreigners every time
11.	A	:	Okey so, after joining this class, what do you feel?
12.	B	:	So good
13.	A	:	Why you feel so good?
14.	B	:	I think I can speak English with foreigners and vocabulary and learn grammar and pronunciation
15.	A	:	Okey when the first time you come here, do you feel shy?
16.	B	:	I can't talk with foreigners because I don't have a good grammar and pronunciation
17.	A	:	So, you can speak English right?
18.	B	:	Yeah
19.	A	:	So, after joining this class, you more confidence and you can speak English with foreigners?
20.	B	:	Yes
21.	A	:	So, have good impact, good improving?
22.	B	:	Yeah I spend here for two months my skill improve. Maybe not good but I understand foreigners speak
23.	A	:	Alright that's so good. So, is there any difficulties you feel in this program?

24.	B	:	Maybe I think is grammar. Grammar is difficult for me. I don't remember the tenses
25.	A	:	How about the speaking, when the speaker talk with you very fast? Do you understand what does it means?
26.	B	:	I think I understand but listening all time I don't understand
27.	A	:	Do you ask the foreigner to repeat the sentence?
28.	B	:	Yap
29.	A	:	Okey so, this program is useful for you right? Is t good for you?
30.	B	:	Yeah it's good for me
31.	A	:	Alright Mr.chippu, thank you for the answer, thank you for the time. Thank you so much
32.	B	:	Oke thank you

Student's name : Duc/Vu Van Duc

Time : 28th August 2019 (10:42 pm)

Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	As we know, this homestay we have free talk program with foreigner right?
2.	B	:	Yes
3.	A	:	What do you think about this program at this homestay?
4.	B	:	I think this program it's very important with me for speaking English
5.	A	:	So, do you like this program?
6.	B	:	Yes of course
7.	A	:	Why do you like this program?
8.	B	:	Because this program help me can speak English better and it's make me improve my English
8.	A	:	So, this program help you to improve your speaking ability right? All right. So, the foreigners here help you to improve speaking skill right? And how do you feel after joining

			free talk program? What do you feel? Are you feel good or bad?
10.	B	:	Yes I feel good but sometimes I have a problem when talking free talk with foreigner
11.	A	:	What is the problem?
12.	B	:	Yes because some people in here different. If you taking with them, if you talking about different topic and someone don't understand. If I don't understand, it's difficult
13.	A	:	So some people here make a group to speak English and the student is different level so the topic in the beginner or basic students they cannot understand about the topic. So, what do you think about the foreigners here to improve your speaking?
14.	B	:	Yes in here I want to leave with foreigner because I can practice English, I can speak English with foreigners everyday, everytime if I have a free time
15.	A	:	Alright. So, are you feel shy before come here?
16.	B	:	Yes of course
17.	A	:	Okey so, how about right now? Are you feel shy too? Or you more confidence or you more feel better than before?
18.	B	:	Yeah I think yes of course I feel better than before. Yes I feel confidence than before
19.	A	:	Why you feel shy at the first time?

20.	B	:	Yes because I came here I cannot speak English, I cannot understand when the foreigners speak
21.	A	:	So, after joining free talk program
22.	B	:	There is better and better
23.	A	:	You feel good. So, you're not scared when you practice speak English with foreigners
24.	B	:	Yes
25.	A	:	Alright. So the impact is positive right for you?
26.	B	:	Yes
27.	A	:	Alright, so why you confidence after joining this class? Maybe the program or this free talk program only speak, correct your grammar, correct your pronunciation. So the first time you feel scared and then foreigners help you to practice every day?
28.	B	:	Yes because when foreigners help me practice English then my English improve and yes the first I cannot understand, I cannot hear anything so then I can ask them a little a little, I can hear and after that I can understand a lot
29.	A	:	So you more confidence right? When you speak English
30.	B	:	Yes
31.	A	:	Thank you for the free time, thank you for the interview tonight so thank you for your time to me to do this interview

32.	B	:	Yeah you're welcome
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Student's name : Hoam/Thuong Hong
Time : 29th August 2019 (10:34 pm)
Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	As we know, this homestay have free talk progra with foreigner right?
2.	B	:	Right
3.	A	:	What do you think about this program?
4.	B	:	I think is good for me because I can practice naturally communication then I have a lot of topic with foreigner, we can learn about culture and we can understand together
5.	A	:	Alright, so this program help you to improve your speaking?
6.	B	:	Yes
7.	A	:	Okey, so do you like this program or not?
8.	B	:	I so like the program
9.	A	:	Why?
10.	B	:	Because it make me happy, I feel happy when I practice English with foreigner, I can improve my

			speaking, listening, a lot of skill then I feel I can speak with foreigner so good more
11.	A	:	So, at the first time you came to this homestay you feel shy or not?
12.	B	:	I feel so shy
13.	A	:	Why?
14.	B	:	I don't know anything about English
15.	A	:	So after joining this program and study in this homestay you feel good or what?
16.	B	:	I feel so good and I have reason learn English everyday than I can talking with foreigner so naturally
17.	A	:	Alright, so how about the foreigner here? They are help you on speaking?
18.	B	:	everybody help me speaking
19.	A	:	Alright, so when the foreigner talk too fast, faster you understand the meaning?
20.	B	:	I just understand a little
21.	A	:	So what should you do when you just understand a little
22.	B	:	I said with them "what did you say?" and "you can repeat again?"
23.	A	:	So, after joining this class or joining this program, you get new vocabulary right?
24.	B	:	A lot of new vocabulary

25.	A	:	Alright so good. Okey, so is there any difficulties you feel in this program? Maybe you're difficult to speak, maybe you difficult on vocabularies or difficult understanding the meaning, what?
26.	B	:	I think with me, difficult the most is make sentences when I want to speak with foreigner and have a lot of new word I don' know then I asked them "what this mean?"
27.	A	:	Okey I get it, maybe that's all and thank you for the free time for do this interview, thank you so much so good night!
28.	B	:	Uhuh good night!

Student's name : Binh/Luu Hai Binh
Time : 29th August 2019 (11:21 pm)
Place : Nong Nghiep Homestay

A : Researcher

B : Interviewer

Turn	Speaker		Expression
1.	A	:	As we know, binh is student at this homestay, this homestay have free talk program with foreigner right?
2.	B	:	Yes
3.	A	:	What do you think about this program?
4.	B	:	I think the free talk program with the foreigner is very good idea because in this program I can speak with foreigner that thing is very difficult to find in my hometown and it's improve my English skill, maybe more natural in communicate with foreigner and used maybe.
5.	A	:	So, this is very good idea to improve your speaking skill right?
6.	B	:	Yes
7.	A	:	So, the foreigner help you to improve your speaking, they help you to practice speaking right?
8.	B	:	Yes

9.	A	:	So, do you like this program?
10.	B	:	Yes I love it
11.	A	:	Why do you like it?
12.	B	:	Because I have a lot of thing when I join in this program, I can improve my English like I have a lot of vocabularies and I know some every culture from another country
13.	A	:	So you can exchange your culture with foreigner right?
14.	B	:	Yes
15.	A	:	Alright, so does this free talk program has effect for you on speaking abilities? Maybe you get good impact, maybe you can Improve your speaking skill, maybe you can speak with foreigner, what?
16.	B	:	Good impact for me and my hometown we don't have any program like this. It's very difficult to have program like this and anything
17.	A	:	This is a good way to improve or learn English right? So, when you the first time come to this homestay, you feel shy or not to speak with foreigner?
18.	B	:	A little bit
19.	A	:	Why you feel shy in the first time?
20.	B	:	In the first time, I don't know anyone. In that time my English is not so good, I feel shy a little bit

21.	A	:	So after join this program, what do you feel? Are you feel same with the first meet?
22.	B	:	No, it's more confidence
23.	A	:	Alright more confidence so, are there any difficulties you feel in this program? Maybe is there any difficulties maybe you find the difficulties like when the foreigner speak very fast and you can't understand the meaning?
24.	B	:	Yes I think yes I don't get the point. Sometimes I don't understand all of that but I get the point
25.	A	:	Alright so, this program help you to get new vocabularies?
26.	B	:	Yes
27.	A	:	So what do you think about the foreigner here?
28.	B	:	They help me a lot when I make a mistake, help me some new vocabulary
29.	A	:	So, they are help you to practice every day, every time at this homestay?
30.	B	:	Yes every time I want
31.	A	:	So do you enjoy it?
32.	B	:	Yeah I enjoy it
33.	A	:	Alright, I think this program is very good to improve speaking skill, speaking abilities maybe the mostly to improve your English right?
34.	B	:	Yes

35.	A	:	So, thank you binh for the good answer and for your time to do this interview, thank you so much
36.	B	:	You're welcome

Appendix 4

Documentation



Picture 1.1

The Foreigner leads the Role-play of Werewolf Games



Picture 1.2

The Foreigner asks the student to close their eyes



Picture 1.3

The Discusses of Werewolf Game started



Picture 1.4

The foreigner invites some students to playing game



Picture 1.5

The Foreigner does the interview with students



Picture 1.6

The Foreigner does the interview with students



Picture 1.7

The foreigners and the students discussing about a topic



Picture 1.8

The foreigners do the conversation with students



Picture 1.9

The Foreigners do conversation with students



Picture 1.11

The foreigners and the students playing a game



Picture 1.12

The foreigners and the students go to book-street in Hanoi center



Picture1.13

The foreigners and the students take a picture together



Picture 2.1

Take a picture with the foreigner from French



Picture 2.2

Take a picture with the foreigner from Texas



Picture 2.3

Take a picture with the Manager



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LETTER OF INFORMATION

The undersigned, hereby declare that :

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Address : Jl. Taman Karonsih IV RT 07 RW 04 No 1207, Perumahan
Sulanji, Ngaliyan, Kota Semarang

That the student of Walisongo State Islamic University has carried out the research for the final project of making Thesis undergraduate program with the title "Enhancing The Students' Speaking Skills Through Free Talk Program With Foreigners" at Tiếng Anh Giao Tiếp of Agriculture Homestay, Hà Nội, Vietnam since July 27th – August 31st 2019.

Thus, we submit this letter of information to be known to interested parties and can be used properly.

Vietnam, September 1st 2019

Manager of Homestay Nông Nghiệp

Dung

Đỗ Thị Dung



MINISTRY OF RELIGION
WALISONGO STATE ISLAMIC UNIVERSITY
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. Prof. Dr. Hamka Campus II Ngaliyan Phone.7601295 Fax. 7615387
Semarang 50185 Indonesia

Number : B-5596/Un.10.3/D.1/PP.00.9/08/2019

Attachments : -

Subject : Permission Research

To

The Manager of Nong Nghiep Homestay
Vietnam National University of Agriculture

Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University
please permit students:

Name : Nanda Pambudi

Student Number : 1603046006

Field of Study : English Education

Title : Facilitating the Students' English Speaking Skills through Free Talk
Program with Foreigner at Nong Nghiep Homestay, Vietnam

To carry out research start from 27th July – 31st August 2019 at Nong Nghiep Homestay of
Vietnam National University of Agriculture as a condition of completing the studies.

The Supervisors:

1. Dr. Hj. Siti Mariam, M. Pd.

2. Dr. H. Ikhrom, M. Ag.

Thus, the permission request letter, thank you for your attention and cooperation.

Semarang, 15th August 2019

On behalf of the dean,

Vice Dean of Academic Fields



SYUKUR

