# TEACHING LEARNING PROCESS OF SPEAKING ENGLISH IN HOMESCHOOLING

### A THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education



by: <u>AHMAD MUBAROK</u> (1503046040)

## EDUCATION AND TEACHER TRAINING FACULTY UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG 2020

### THESIS STATEMENT

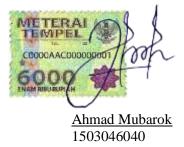
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To The Dean of Walisongo State Islamic University

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#### ABSTRACT

### Title : TEACHING LEARNING PROCESS OF SPEAKING IN HOMESCHOOLING Writer : Ahmad Mubarok

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This research is aimed to describe the teaching-learning process of speaking English in the Eight-grade Anugrah Bangsa Homeschooling Semarang. There are three objectives in this research, they are, 1) describing the material used by the tutor to teach speaking for the homeschoolers, 2) describing the method used by the tutor to teach speaking for the homeschoolers, 3) describing the challenges faced by the tutor to teach speaking for the homeschoolers. This research used a qualitative method that the approach was a descriptive form. It was done in Anugrah Bangsa Homeschooling Semarang. The participants of this research were eighth-grade in Anugrah Bangsa Homeschooling Semarang. They were fifteen homeschoolers in the class. The techniques of collecting the data used by the researcher were observation, documentation, and interview. The researcher verified the data based on data reduction, data presentation and drawing conclusion. The result of this research shows that: (1) the material used by the tutor were used asking and telling what is happening, let's compare things!, and asking for and giving information for teaching the homeschoolers. (2) the teaching method that was used by the tutor were Audio-Lingual Method, Total Physical Response, and Communicative Language Teaching. (3) there was some challenges faced by the tutor to teach speaking for the homeschoolers. The tutor's challenge were; a) the challenge to choose material for teaching speaking, b) the challenge to choose media for teaching speaking, c) the challenge to choose method for teaching speaking, d) the challenge to communicate with the homeschoolers when teaching speaking, e) the challenge to manage the speaking class, f) the challenge to manage the time when teaching speaking. The observation result showed that there were so many method which used by the tutor to teach the homeschoolers. The method depended the material which was taught by the tutor. From the interview, there were so many challenges which faced by the tutor. The challenges mostly faced by the tutor was homeschoolers had different ability. So, another challenges arise which faced by the tutor.

Keywords: Homeschooling, Speaking Skill, Teaching-learning.

### ΜΟΤΤΟ

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا Allah does not burden a soul beyond that it can bear. (QS: Al-Baqarah 286).<sup>1</sup>

Life is balance between holding on and letting go (Rumi).<sup>2</sup>

<sup>&</sup>lt;sup>1</sup>Halim Abdul, Mushaf Latin (Jakarta: Al-Hadi Media Kreasi, 2015), P. 49. <sup>2</sup>https://www.goodreads.com. Retrieved Juli 5, 2020

### **DEDICATION**

The final project is dedicated to:

- 1. My beloved parents (Moh Sholeh and Titik Hidayati) who always love me, pray me and support me in finishing my study, Thank for the effort and contribution in making my education run well and success.
- 2. My sister, Nurul Munfaridah who gives me protection, inspiration, and motivation.
- 3. My beloved grandfather (Juremi and Sukrin).
- 4. My beloved grandmother (Sulastri and Suadah).
- 5. My lovely families.
- 6. All my friends.

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Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher expects that this thesis may be helpful for all. Aamiin.

Semarang, 03 July 2020 The Researcher,

Abmad Mubarok 1503046040

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## CHAPTER I INTRODUCTION

This chapter discusses about background of the study, limitation of the study, research question, objective of the study, and significance of the study.

### A. Background of the Study

English is one of many languages in this world. English as an International language and many people around the world speak it. English is essential to learn and to teach. Teaching English includes four skill it is listening, speaking, reading, and writing.<sup>3</sup> As the primary tool of communication, speaking becomes an important component to be mastered by students. According to Bashir, Marriam, et al. speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.<sup>4</sup> In addition, Tarigan argues that speaking is the capability to produce a sound to express such ideas or feelings.<sup>5</sup> Speaking is not only to

<sup>&</sup>lt;sup>3</sup>Henny Susanty, 'TursinaTeaching And Learning Process of Speaking', Gnny Setsempena English Education Journal (GEEJ), Vol.4 No.2 (2017), P. 179.

<sup>&</sup>lt;sup>4</sup>Marriam Bashir, *Factor Effecting Students English Speaking Skills* (Pakistan: University of Education, 2015), P. 38.

<sup>&</sup>lt;sup>5</sup>Ahmila Novita, 'Improving Active Learning Through Students' Powerpoint Presentations on Report Text Speaking Skill', *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), 75 <https://doi.org/10.21580/vjv5i1861>.

communicate with other people, but by speaking we can get new information, or we can share our idea with other people.

Speaking is one of the most challenging aspects for students to master. This speaking is hardly surprising when one considers everything that is involved when speaking, ideas, what to say, language, how to use grammar and vocabulary, pronunciation well as listening and reacting to as the person to communicate.<sup>6</sup>According to Ur many factors cause difficulty in speaking, they are inhibition, nothing to say, low mother tongue.<sup>7</sup> Speaking skill must be practice since elementary level because it is the golden age to acquire new things more easily. In Indonesia, speaking is one of the English lessons that students learn in formal education and non-formal education since they are at kindergarten and taught until the university. The researcher chooses Homeschooling as non-formal education to research.

The Indonesian translation of homeschooling is "home school". This term is used officially by the Ministry of National Education to mention homeschooling. In addition, homeschooling is sometimes translated by the term independent school. The common understanding of homeschooling education modeling in

<sup>&</sup>lt;sup>6</sup>Henny Susanty, 'Tursina Teaching And Learning Process of Speaking', *Getsempena English Education Journal (GEEJ)*, Vol.4 No.2 (2017), P. 179.

<sup>&</sup>lt;sup>7</sup>Adama Mickiewicza, *Problems and Challenges in Teaching and Learning Speaking at Advanced Level* (Poznan: University Press, 2011), P. 39.

which a family chooses to be solely responsible for the education of their children. The family educate their children by using the house as a base of education. Parents should be responsible on their children's education. Responsible means the full involvement of parents in the process of education, starting in determining the directions and purposes of education, values which are to be developed, intelligence and skills that would be achieved, curriculum and learning materials to the learning methods and practices which will be learnt by their children everyday.<sup>8</sup> According to Mulyadi that homeschooling will take the children to learn in the real world, in the nature. Homeschooling can free the children to learn anything of interest and things they like.<sup>9</sup> Based on description above, we can conclude that the process of homeschooling centered in not only the home but also the process of homeschooling can use anywhere place for the education.

According to *Sisdiknas*, the establishment of Homeschooling is a legal activity which is certified by the law based on *Undang-Undang Republik Indonesia Number*. 20 Year 2003 about National Education System (*UU Sisdiknas No.* 20/2003), Article 1 Paragraph 1: "Education is a conscious and deliberate effort to create an atmosphere of teaching and the learning process, so that learners are actively developing their

<sup>&</sup>lt;sup>8</sup>Sumardiono, *Homeschooling A Leap For Better Learning* (Jakarta: PT Elex Media Komputindo, 2007), P. 4.

<sup>&</sup>lt;sup>9</sup>Seto Mulyadi, *Home Schooling Keluarga Kak Seto Mudah, Murah, Meriah, Dan Direstui Pemerintah* (Bandung: Kaifa, 2007), P. 48.

potential to have the spiritual, self-control, personality, intelligence, character, and skills that needed by themselves and their society, nation and state".<sup>10</sup> From the *Undang-Undang Republik Indonesia Number. 20 Year 2003* about National Education System (*UU Sisdiknas No. 20/2003*) we can conclude that Homeschooling has been confessed by government, and the Homeschooling also has been operated in Semarang, any of them isAnugrah Bangsa Homeschooling Semarang.

PKBM Anugrah Bangsa was called the Homeschooling Kak Seto Semarang. In 2009 collaboration with the Homeschooling Kak Seto Jakarta, the address of Homeschooling Kak Seto Semarang at Banyumanik street No. 3. Since 2009 with the Homeschooling Kak Seto Semarang has started operation and has homeschooler from elementary school with 1-6 grade, junior high school with 7-9 grade and Senior high school with 10-12 grade. The existence of homeschooling which was still rarely found in Semarang makes Homeschooling Kak Seto Semarang is the only Homeschooling in the city of Semarang. With the concept of Homeschooling, many people who interest to send their children for studying in Homeschooling Kak Seto Semarang with the different reasons, such as they do not want to go to school , resign from the formal education, follow their parents because of assignment, psychological and physical constraints. The conditions

<sup>&</sup>lt;sup>10</sup>Seto Mulyadi, *Home Schooling Keluarga Kak Seto Mudah, Murah, Meriah, Dan Direstui Pemerintah* (Bandung: Kaifa, 2007), P. 33-34.

of children that is not possible to attend the formal education can make Homeschooling Kak Seto Semarang more flexible as alternative education. Homeschooling Kak Seto Semarang has an affection concept when the tutor is teaching and has personal relationships between the tutor and the homeschooler who are very close, and this makes the homeschoolers feel comfortable and reduce the distance between them.

In 2012, the owner of the Anugerah Nusa Bangsa the foundation that houses the Indonesia foundation as Homeschooling Kak Seto Semarang took the initiative to change the shape of this school into Anugrah Bangsa Homeschooling. Anugrah Bangsa Homeschooling is non-formal education whose permission can be administered to the education office of the city of Semarang as an official school that organizes equality packages A (equivalent with elementary school), package B (equivalent with junior high school) and package C (equivalent with senior high school). Since 2012 Anugrah Bangsa Homeschooling became Anugrah Bangsa Homeschooling with the operational permits from the department education office in Semarang city in the field of PNF (Nonformal Education).<sup>11</sup>Non-formal education is education that is ordered with it is done consciously but does not follow constant and strict rules.<sup>12</sup>

<sup>&</sup>lt;sup>11</sup>http://anugrahbangsa.com/profil/. Retrieved September 13, 2019

<sup>&</sup>lt;sup>12</sup>Soelaiman Joesoef, *Konsep Dasar Pendidikan Luar Sekolah* (Jakarta: Bumi Aksara, 1992), P. 79.

Based on the results of the pre-research Anugrah Bangsa Homeschooling, there are two programs, namely; Independent program and Class program. Independent program is the homeschooler study individually with a monitor by the parents and can invite the tutor (tutor visit). Class program is the homeschoolers study together in the class with the tutor's guidance with the schedule which is arranged. In this research, the researcher chooses a class program as an object of this research. At Anugrah Bangsa Homeschooling uses rapport for the evaluation, it is same with the formal education.

The subjects which are taught in Anugrah Bangsa Homeschooling are Mathematics, Natural science, Social science, Indonesian, English, PKN, Sport and Contents of local (religion, culture). In English, there are four skills reading, grammar, speaking, and writing. But the researcher interests to research one of the four skill, it is speaking. Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>13</sup> Speaking in Anugrah Bangsa Homeschooling is more active than the other skills and there are most eight-grade homeschoolers are active in speaking than the other grade. The homeschoolers when they do

<sup>&</sup>lt;sup>13</sup>Douglas Brown, Language Assessment Principle and Classroom Practices (California: Longman, 2003), P. 140.

English lesson, they are more active speak English in the class, and when the tutor asks the question in English, the homeschoolers can answer in English too but sometimes mix with the Indonesian language. At Anugrah Bangsa Homeschooling, so many types of homeschoolers who have different ability (difficult to follow formal education, resign from formal education, follow their parents because of assignment, and they do not like rule in the formal education, etc). To manage their class, the Anugrah Bangsa Homeschooling fills 15 homeschoolers each class. At Anugrah Bangsa Homeschooling, the homeschoolers also wear the free dress. Different with the formal education which is total about 30-35 students in the class and it is obligated wear uniforms. So, the researcher interests to know about what is the method which is used by the tutor to teach speaking which is total fifteen homeschoolers in the class. According to David in Teaching Strategies for College Class Room that method is a way in achieving something.<sup>14</sup> In addition, the researcher explained what is the challenges which is faced by the tutor to teach speaking.

The previous researcher has described about the teaching and learning process of speaking. Siwi Nurjanah found in her research that the result of the research were the teacher used the Direct Method, presentation, and practice. The material used in teaching-learning process of speaking skill was taken from

<sup>&</sup>lt;sup>14</sup>Abdul Majid, *Strategi Pembelajaran* (Bandung: Remaja Rosdakarya, 2014), P. 193.

Handbook. The media used by the teacher were LCD, picture, and textbook. The teacher's role were as organizer, as assessor, as motivator, as cotroller. The student's role were as the performer, as listener, as the main subject of learning. The problem faced by the teacher were the different levels of students and arrange the time. The problems faced by the students were lack vocabulary, pronunciation, low-self confidence.<sup>15</sup> So, this will become the gap of this research, where the reasearcher will research about the teaching-learning process of speaking that contains material, methods, and challenges faced by the tutor.

Based on the description above, the researcher conducted a research entitled "TEACHING LEARNING PROCESS OF SPEAKING ENGLISH IN HOMESCHOOLING"

<sup>&</sup>lt;sup>15</sup>Siwi Nurjanah, 'Teaching and Learning Process of Speaking of the Eight Grade Students of SMP AL-Firdaus Solo In Academic Year 2016/2017' (IAIN Surakarta, 2017). *Thesis* 

### **B.** Limitation of the Study

The researcher makes limitation to both subject and object of the research.

1. Subject Limitation

The subject of this research is the eighth-grade homeschooler in the class program of Anugrah Bangsa Homeschooling in Academic Year of 2019/2020.

2. Object Limitation

The object of the research is the English teaching-learning process in Homeschooling especially in speaking skill. The researcher described the material is used by the tutor to teach speaking for the homeschoolers, the method is used by the tutor to teach speaking for the homeschoolers, and the challenge which is faced by the tutor to teach speaking for the homeschoolers.

### **C. Research Question**

Based on the background of the research above, the researcher states the research problem as follow:

- 1. What are the materials used by the English tutor to teach speaking for the homeschoolers?
- 2. What are the methods used by the English tutor to teach speaking for the homeschooler?
- 3. What are the challenges faced by the English tutor to teach speaking for the homeschoolers?

### **D.** Objective of the Study

From the research problems above, the objectives of theresearch as follows:

- 1. To explain the materials used by the English tutor to teach speaking for the homeschoolers.
- 2. To explain the method used by the English tutor to teach speaking for the homeschoolers.
- 3. To explain the challenges faced by the English tutor to teach speaking for the homeschoolers.

#### E. Significance of the Study

In this research, the researcher hopes that the result of this study can give a contribution to the improvement of English teaching and learning of speaking. The researcher expects that the research has benefits both theory and practice as follow:

1. Theoretical benefit

The theoretical advantages of this research are to fulfill the requirement of getting Sarjana pendidikan Bahasa Inggris (S.Pd) and the researcher wishes that this result of the study will give information to the readers about Speaking skill.

- 2. Practical benefit
  - a. The English Tutor

The result of research can help the tutor to know the material, method, and challenge faced by the English tutor.

b. The Homeschoolers

The homeschoolers can read the results of this research to find out their situation in the teaching and learning process of speaking. So, the homeschoolers can improve their speaking and they are more comfortable to learn English.

c. The Writer

The researcher will know about the process of teaching-learning in speaking, directly through observation, documentation and interview. The researcher can get many useful experiences in the future as an English teacher.

d. The other researcher

By doing this research, the researcher expects that this result can be a reference to other researchers to do the new research in the future.

## CHAPTER II REVIEW OF THE RELATED LITERATURE

This chapter presents previous research and Theoretical Review.

### **A. Previous Research**

Related to this research, the researcher chooses some previous studies which are relevant to the research. The first research conducted by Rudjanee Engchun, Prince of Songkla University in 2017. In this research, the researcher explains that Scant research regarding Thai homeschooling exists and additional studies are required in key areas to enhance the acceptance of this new mode of education throughout the country. The objectives were: 1) to examine the status of learning process management regarding homeschooling, and 2) to propose guidelines for homeschooling families in Southern Thailand. The research was divided into two phases: Phase 1 involved quantitative data collection from 25 homeschooling families in 10 Southern provinces via a questionnaire, and Phase 2 concerned qualitative data gathered from focus group discussions with nine participants using printed handouts as a research instrument. The findings revealed that homeschooling families agreed at a high level regarding learning process management. Within each domain, usage of media and learning resources, learning and instructional methods, and learning assessment were at high levels with only curriculum

recorded at a neutral level.<sup>1</sup> The similarity between Rudjanee Engchun research and this research is equally the same place in Homeschooling, but the different is about the collected data. In this research, the researcher conducted an interview and observation to the teachers and HRD as collected the data. But, in Rudjanee Engchun research, the researcher collected the data used the quantitative and qualitive research.

The second research conducted by Andrea Hanáčková. In this research, the researcher explains that "Homeschooling in the Czech Republic with Regard to ELT" deals with aspects of teaching English to young learners at the primary level within homeschooling and the parents' role as tutors of the English language. In this thesis, the authors involve parents to speak English because the homeschooling uses English as a second language. In this thesis, the authors collected the data by an interview and observation with the homeschooling parents. The interview questions are how to teach English to their children.<sup>2</sup> In contrast, this research examines the process of teaching-learning English speaking that has only been studied in homeschooling. The researcher conducted the interview and observation of the teachers

<sup>&</sup>lt;sup>1</sup>Rudjanee Engchun, Ekkarin Sungtong, and Theera Haruthaithanasan, 'Kasetsart Journal of Social Sciences Homeschooling in Southern Thailand : Status and Proposed Guidelines for Learning Process Management', *Kasetsart Journal of Social Sciences*, 39.3 (2018), P. 502–8 <https://doi.org/10.1016/j.kjss.2017.08.003>.

<sup>&</sup>lt;sup>2</sup>Andrea Hanáčková, 'Homeschooling in the Czech Republic with Regard to ELT' (Masaryk University, 2015).

and students. The similarity between Andrea's thesis and this research is the place for research equally in Homeschooling.

The third research conducted by Ng Kim-Soon, Faculty of Technology Management and Business, UniversitiTun Hussein Onn Malaysia, 2015. In this thesis, the Homeschooling in Malaysia is a form of alternative education that emphasizes quality education based on moral values and beliefs while strengthening family bonds. This study was undertaken to foresight the trends of parents who homeschool their children in Malaysia. The data collected was analyzed by using impact uncertainty analysis to foresight homeschool in Malaysia. Data were collected from 30 parents who homeschool in Malaysia and 4 of them were also interviewed.<sup>3</sup>In this research, the result with my research it the same study about Homeschooling. But, in Kim-Soon's research, the research study about inadequate curriculum or syllabus, social issues among homeschoolers, an adverse school environment, and conflicting values in the mainstream's schools. The authors collected the data by an interview with the parents. In contrast, this research examines the process of teaching-learning English speaking that has only been studied in homeschooling. The researcher conducted the interview and observation of the teachers and students.

The fourth research conducted by Khairul Azhar Jamaludin. This research is aimed to map the trends in the selected eleven

<sup>&</sup>lt;sup>3</sup>Ng Kim-soon and others, 'Homeschool in Malaysia: A Foresight Study', 8.10 (2015), 163–74 <a href="https://doi.org/10.5539/ies.v8n10p163">https://doi.org/10.5539/ies.v8n10p163</a>>.

studies from various educational journals. The analysis focuses on mapping the trends on a) research settings, b) target sample, c) method or instrument used, d) common focus or issues covered, and e) pattern in the findings of all selected studies. It is found that the majority of the current studies were more focusing on evaluating the effectiveness and relevancy of homeschooling as an alternative to traditional schooling, especially in the area of effective learning experiences and healthy social development.<sup>4</sup> From the eleven studies of educational journals, the author collected the data used interview, questionnaire, survey, observational visit. The similarity between Khairul's research and this research is equally about teaching-learning and the same place in Homeschooling, but the difference is about the collected data. In this research, the researcher conducted an interview and observation to the teachers and students as collected the data.

The last research conducted by Neerja Gautam, D.A.V College of Education for Women. This research explains the procedure of developing a parental attitude scale constructed by the investigators to measure an attitude of parents towards homeschooling. The scale has been constructed by making use of Likert's method of summation to get a three-point judgment on each item. After reviewing many related studies done in the field of

<sup>&</sup>lt;sup>4</sup>Khairul Azhar Jamaludin and Dorothy Dewitt, 'Research and Trends in the Studies of Homeschooling Practices : A Review on Selected Journals', 14.3 (2015), 111–19.

homeschooling both in India and in other countries, dimensions that were reported as positively or negatively related to homeschooling were selected for constructing the tool. A list of 72 items included both positive and negative items refer to the parental attitude towards homeschooling was drafted. After the drafting of scale it was analyzed by various experts in different fields as well as on the basis of feedback obtained from 200 parents both male and female. The scale was reframed with 50 items in all. The newly constructed scale has content and face validity.<sup>5</sup> The similarity between Neerja's research and this research is equally about place in Homeschooling, but the difference is about the collected data and the subject of the research. This research, the researcher collected data use interview and observation to the students and teacher, but in Neerja's research the collected data used descriptive survey method of investigation to find out the attitude towards homeschooling among parents of elementary school students.

<sup>&</sup>lt;sup>5</sup>Neerja Gautam and Payal Aggarwal, '*Development of Parental Attitude towards Homeschooling Scale*', 7.03 (2018), 32–35.

#### **B.** Theoretical Review

### 1. The theory of Teaching Learning process

According to Sadirman explains that teaching is organizing an activity or setting the environment as well as possible and connecting with the child, resulting in a process of learning. He also says teaching is an effort to create a conducive condition for ongoing learning activities for a students.<sup>6</sup> Gagne and Brig suggest that teaching is not something that happens by accident, but rather the ability of the teacher to have the basics of good teaching. Instruction is the means employed by a teacher, designer of materials, curriculum specialists, and promotion whose purpose is to develop an organized plan top promote learning.<sup>7</sup> Teaching is a set of events outside the learners which are designed to support the internal process of learning.<sup>8</sup>Based on the description above, we can conclude that teaching is the teacher's effort to convey and impart knowledge to students or the activity gives the material by teacher for students.

Learning is about a change. The change brought about by developing a new skill, understanding a scientific law, changing

<sup>&</sup>lt;sup>6</sup>Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT Raja Grafindo, 2001), P. 46.

<sup>&</sup>lt;sup>7</sup>Suryosubroto, *Proses Belajar Mengajar Di Sekolah* (Jakarta: PT Rineka Cipta, 2001), P. 18.

<sup>&</sup>lt;sup>8</sup>A H Sequeira, *Introduction to Concepts of Teaching and Learning* (India: National Institute of Teknology Karnataka, 2017), P. 3.

attitude.<sup>9</sup> Learning is about how we perceive and understand the word, about making meaning (Marton and Booth, 1997). But "learning" is not a single thing; it may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations; it is about change.<sup>10</sup>Based on the description above, we can conclude that learning is the process receive the material from the teacher by the students in order to study well.

According to Uzer, the teaching-learning process is a process containing a course conducted by teachers and students based on reciprocal relationships that takes place in educational situationin order to achieve certain goals.<sup>11</sup> The teacher cannot do all the work if learning is tobe the outcome; congruently, the teacher must ensure that course design, selection of teaching and learning opportunities, and assessment help the learner to learn.<sup>12</sup>

<sup>&</sup>lt;sup>9</sup>A H Sequeira, *Introduction to Concepts of Teaching and Learning* (India: National Institute of Teknology Karnataka, 2017), P. 1.

<sup>&</sup>lt;sup>10</sup>Heather Fry, *A Handbook for Teaching Learning in Higher Education* (New York: Routledge, 2009), P. 8.

<sup>&</sup>lt;sup>11</sup>Suryosubroto, *Proses Belajar Mengajar Di Sekolah* (Jakarta: PT Rineka Cipta, 2001), P. 19.

<sup>&</sup>lt;sup>12</sup>Heather Fry, *A Handbook for Teaching Learning in Higher Education* (New York: Routledge, 2009), P. 22.

From definition above, we can conclude that teaching learning process is the activity who is done by the teacher and the student to get and transferring knowledge about the material is planed. The process of activity is done in everywhere and wherever they want. The teaching and learning process is one of unity can not be separated from each other.

a. The Component of Teaching-learning Process

1) Purpose

The goal is an ideal to be achieved from the implementation of an activity. No activity that is programmed without purpose, because it is something that has no certainty in determining which direction the activity will be carried.

Mrs. Dr. Restiyah, N.K. states that a teaching objective is a description of the student's performance behaviors that we expect after they learn the lesson material that we teach. An aim of teaching says an outcome we expect from teaching and not just a process of teaching itself.

2) Subject matter

The subject matter is the substance that will be conveyed in the teaching and learning process. Without learning material teaching and learning process will not run. Therefore, the teacher who will teach must have and master the material to be conveyed to students. There are two problems in the mastery of these learning materials, namely mastery of the main study materials and supplementary teaching materials. The subject matter is the subject matter which is related to the field of the study held by the teacher in accordance with his profession (scientific discipline). While supplementary or supporting learning materials are learning materials that can open a teacher's insight so that in teaching can support the delivery of subject matter. This supporting material is usually material that is independent of the teacher's scientific discipline, but can be used as a support in the delivery of basic learning materials.

3) Teaching and Learning Activities

Teaching and learning activities are the core activities in education. Everything that has been programmed will be carried out in the teaching and learning process. In teaching and learning activities will involve all components of teaching, learning activities will determine the extent to which the goals set can be achieved.

In teaching and learning activities, teachers and students are involved in an interaction with learning material as the medium. In that interaction students are more active, not teachers. The teacher only acts as a motivator and facilitator.

4) Method

The method is a method used to achieve the stated goals. In teaching and learning activities, methods are needed by the teacher and their use varies according to the objectives to be achieved after teaching ends. A teacher will not be able to carry out his duties if he does not master any of the teaching methods formulated and put forward by psychologists and education experts.

5) Tools

Tools are all things that can be used in order to achieve teaching objectives. As everything that can achieve teaching objectives, the tool has a function, which is a tool as a complement, tools as a helper facilitate efforts to achieve goals, and tools as an objective.

6) Learning Resources

What is meant by material and learning sources is as something that can be used as a place where teaching materials are available or origin for learning people. Thus, the source of learning is material to add knowledge that contains new things for the student. Because in essence learning is to get new things (change).

7) Evaluation

The term evaluation comes from English, namely evaluation. In the book Essentials of Educational Evaluation by Edwin Wand and Gerald W. Brown. It is said that Evaluation refers to the act or process to determine the value of something. So, according to Wand and Brwon, evaluation is an action or a process to determine the value of something. According to WayanNurkancana and P.P.N. Sumartana, educational evaluation can be interpreted as an action or a process to determine value as something in the world of education.<sup>13</sup>

Based on component teaching above, we can conclude that the component is very important in process teaching-learning because the content of component teaching-learning is very related one another.

b. The Role of Teacher and Learner

According to harmer the role of teacher consist of :

1) Controller

When a teacher act as controllers, they are in charge of the class and of the activity taking place and are often 'leading from the front'. The controller takes the register, tellsstudents things, organizes drills, read aloud and in various other ways exemplifies the qualities of a teacher fronted classroom.

2) Prompter

Sometimes, when they are involved in a role-play activity for example, students lose the thread of what is going on, or they are 'lost for words' (i.e. they may still have the thread but be unable to proceed productively for lack of vocabulary).

<sup>&</sup>lt;sup>13</sup>Syaiful Bahri Djamah, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2014), P. 41-50.

3) Participant

The traditional picture of teacher during student discussions, role-play or group decision-making activities is of people who 'stand back' from activity, letting the learners get on with it and only intervening later to offer feedback and/or correct mistakes.

4) Resource

In some activities it is inappropriate for us to take on any of the roles we have suggested so far. Suppose that the students are involved in a piece of group writing. They are preparing for a presentation in the class. In such situations, having the teacher take part, or try to control them, or even turn up to prompt them might be entirely unwelcome.

5) Teacher

When students are working on longer projects, such as process writing or preparation for a talk or a debate, we can work with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations, we are combining the roles of prompter and resource in other words, acting as a teacher.<sup>14</sup> Meanwhile, according to Brown the teacher role consists of :

<sup>&</sup>lt;sup>14</sup>Jeremy Harmer, *The Practiceof English Language Teaching*, fourth Edi (UK: Longman, 2007), P. 108-110.

- a) Teacher role
  - 1) Types of function teacher fulfill
  - 2) Degree of teacher influence over learning
  - 3) Degree to which teacher determines the content oflearning
  - 4) Types of interaction between teachers and learners
- b) Learner role
  - 1) Types of learning tasks set for learners
  - 2) Degree of control learners have over the content of learning
  - 3) Patterns of learner groupings that are recommended or implied
  - 4) Degree to which learners influence the learning of others
  - 5) The view of the learner as processor, performer, initiator, problem solver etc.<sup>15</sup>

# 2. Teaching Materials

Teaching material is a key component in language. It is important roles of teaching. It is a resource for what will be taught and learned, source of activities for learner practice and communication interaction, reference source for learner on

<sup>&</sup>lt;sup>15</sup>Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edi (Califoria: Longman, 2000), P. 17.

grammar, vocabulary, pronunciation etc. Source of stimulation the ideas for classroom activities, syllabus, and also learning support.<sup>16</sup>

Some teachers use instructural materials as their primary teaching re-source. The material provide the basis for the content of lessons, the balance of skill taugh, and the kinds of language practice students take part in. In other situations, materials serve primarily to supplement the teachers instruction. For learners, materials may provide the major source of contant they have with the language apart from the teacher. Hence the role and uses of materials in language progam are a significant aspect of language curriculum development.

The role of materials in language teaching as:

- a. A resource for presentation materials (spoken and written)
- b. A source of activities for learner practice and communicative interaction.
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so on.
- d. A source of stimulation and ideas for classroom activities.
- e. A support for less experienced teachers who have yet to gain in confidence. <sup>17</sup>

Meanwhile Suharsimi Arikunto put forward the basis for selecting material as follows

<sup>&</sup>lt;sup>16</sup>Adam Panoh, 'English Language Teaching Learning at Roemah Difabel of Semarang' (UIN Walisongo, 2018) *Thesis* 

<sup>&</sup>lt;sup>17</sup>Jack, C. Richard, *Curriculum Development in Language* (USA: Cambridge Press, 2001), P. 251-252.

- a. The aim
- b. Circumstance student
- c. Place situation
- d. The availability of time and place.<sup>18</sup>

Based on description above, we can conclude that material is very important in the teaching and learning process. If there is not the material, the teaching and learning process will not run.

#### 3. The Method used in Teaching English Foreign Language

a. Definition of teaching method

Method is an overall plan for the orderly presentations of language material. No part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.<sup>19</sup> According to Edward Anthony, Method was described as an overall plan for a systematic presentation of language based upon a selected approach. Meanwhile, according to Brwon, Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with the teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials. They thought of as being broadly

<sup>&</sup>lt;sup>18</sup>Suryosubroto, *Proses Belajar Mengajar Di Sekolah* (Jakarta: PT Rineka Cipta, 2001), P. 33.

<sup>&</sup>lt;sup>19</sup>Jack C. Richards, *Approaches and Methods in Language Teaching* (USA: Cambridge University Press, 1999), P. 15.

applicable to a variety of audiences in a variety of contexts.<sup>20</sup> A method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization.<sup>21</sup>

Based on the definition above, we can conclude that method is a tool or key for the teaching and learning process so that the process in teaching is very interesting for the sudents or the learners.

- b. Classifications of teaching method in English Foreign Language
  - 1). Grammar Translation Method

The grammar translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate

<sup>&</sup>lt;sup>20</sup>Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edi (Califoria: Longman, 2000), P. 16.

<sup>&</sup>lt;sup>21</sup>Jeremy Harmer, *The Practiceof English Language Teaching*, fourth Edi (UK: Longman, 2007), P. 62.

whole texts word for word.<sup>22</sup> The technique uses in Grammar Translation method. They are:

a) Translation of a literary passage

Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes, vocabulary, and grammatical structures in the passage are studied in subsequent lessons.

b) Reading comprehension questions

Students answer questions in the target language based on their understanding of the reading passage.

c) Antonyms / synonyms

Students are given one set of words and are asked to find antonyms in the reading passage.

d) Cognates

Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages.

e) Deductive application of rule

Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a

<sup>&</sup>lt;sup>22</sup>https://www.academia.edu/36425796/Teaching\_English\_Language\_ Methods\_and\_approaches. Retrieved Mei1, 2020

rule, they are asked to apply it to some different examples.<sup>23</sup>

2). Direct Method

Direct method is a method of teaching language directly establishing a direct or immediate association between experience and expression, between the English word, phrase or idiom and its meaning through demonstration, dramatization without the use of the mother tongue.<sup>24</sup> The technique uses in Direct Method. They are:

a) Reading aloud

Students take turns reading sections of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.

b) Question and answer exercise

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.

c) Getting students to self-correct

<sup>&</sup>lt;sup>23</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 19-20.

<sup>&</sup>lt;sup>24</sup>https://www.academia.edu/36425796/Teaching\_English\_Language\_ Methods\_and\_approaches. Retrieved Mei 1, 2020

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied. There are, however, other ways of getting students to self correct.

d) Conversation practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly.

e) Fill in the blank exercise

The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.<sup>25</sup>

3) The Audio Lingual Method

The Audio-lingual method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns. In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. Dialogues provide for students the structure and idea of how to use some types of patterns in some sort of situations. Usually

<sup>&</sup>lt;sup>25</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 30-31.

dialogues illustrate socio-cultural situations of a target language, such as greeting, opinion exchanges, likes or dislikes, standard safe topics (weather, hobbies...etc.) that help students to memorize which utterance is suitable for each situation. By repeating and memorizing whole dialogue or some specific parts of it, learners should emphasize on proper pronunciation, intonation, stress and rhythm usage.<sup>26</sup>The technique uses in The Audio Lingual Method are:

a) Dialog memorization

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other.

b) Transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence.

c) Question and answer drill

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly.

<sup>&</sup>lt;sup>26</sup>Maedeh Alemi, *Audio Lingual Method* (Iran: University of Science and Technology, 2017), P. 2.

d) Use of minimal pairs

The teacher works with pairs of words which differ in only one sound.

e) Complete the dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.<sup>27</sup>

4). Silent Way

The Silent Way is the theoretical basis of Gattegno that teaching must be subordinated to learning and thus, students must develop their own inner criteria for correctness. All four skills reading, writing, speaking, and listening are taught from the beginning.<sup>28</sup>The technique uses in Silent Way.They are:

a) Sound color chart

The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences.

<sup>&</sup>lt;sup>27</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 47-49.

<sup>&</sup>lt;sup>28</sup>Chutima Intarapanich, 'Teaching Methods', Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR', *Procedia -Social and Behavioral Sciences*, 88 (2013), 306–11 <a href="https://doi.org/10.1016/j.sbspro.2013.08.510">https://doi.org/10.1016/j.sbspro.2013.08.510</a>>.

b) Teacher's silence

The teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation and then is silent.

c) Peer correction

Students are encouraged to help another student when he or she is experiencing difficulty.

d) Rods

Rods can be used to provide, visible anions or situations for any language structure, to introduce it, or to enable students to practice using it.

e) Self correction gestures

In the class observed, the teacher put his palms together and then moved them outwards to signal to students the need to lengthen the particular vowel they were working on.<sup>29</sup>

5). Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) stresses the need to teach communicative competence as opposed to linguistic competence. Thus, functions are emphasized over forms. Students usually work with authentic materials in

<sup>&</sup>lt;sup>29</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 68-69.

small groups on communicative activities.<sup>30</sup>The technique uses in Communicative Language Teaching. Theyare:

a) Authentic materials

To overcome the typical problem that students cannot transfer what the learn in the classroom to the outside world and to expose students to natural language in a variety of situations, adherents of CLT advocate the use of language materials authentic to native speakers of the target language.

b) Scrambled sentences

The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before.

c) Language games

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. Morrow said that the features of communicative activities were manifested in the card game.

d) Picture strip story

In the activity we observed, one student in a small group was given a strip story.

<sup>&</sup>lt;sup>30</sup>Chutima Intarapanich, 'Teaching Methods , Approaches and Strategies Found in EFL Classrooms : A Case Study in Lao PDR', *Procedia -Social and Behavioral Sciences*, 88 (2013), 306–11 <https://doi.org/10.1016/j.sbspro.2013.08.510>.

e) Role play

Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles.<sup>31</sup>

6) Total Physical Response (TPR)

Total Physical Response (TPR) begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing.<sup>32</sup>The technique uses in Total Physical Response. Theyare:

a) Using commands to direct behavior

It should be clear from the class we observed that the use of commands is the major teaching technique of TPR. The commands are given to get students to perform an action; the action makes the meaning of the command clear.

b) Rote reversal

Students command their teacher and classmates to perform some actions.

<sup>&</sup>lt;sup>31</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 132-134.

<sup>&</sup>lt;sup>32</sup>Chutima Intarapanich, 'Teaching Methods , Approaches and Strategies Found in EFL Classrooms : A Case Study in Lao PDR', *Procedia -Social and Behavioral Sciences*, 88 (2013), 306–11 <https://doi.org/10.1016/j.sbspro.2013.08.510>.

c) Action sequence

At one point we saw the teacher gives three connected commands.For example, the teacher told the students to point to the door, walk to the door, and touch the door.<sup>33</sup>

Based on the description above, we can conclude that method is the tool for reaching a goal, how to do or make something.

### 4. Teaching English as a Foreign language

So far we have been considering English as a second language. But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.<sup>34</sup>Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or in private institutions. TEFL teachers may be native or non-native speakers of English.<sup>35</sup>The Instruction of English as a foreign language may occur in any country, whether English speaking or not. Learners of EFL study English for different purposes: passing the examination, career development, pursuing

<sup>&</sup>lt;sup>33</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 115-117.

<sup>&</sup>lt;sup>34</sup>Geoffrey Broughton, *Teaching English as a Foreign Language* (New York: Routledge, 2003), P. 6.

<sup>&</sup>lt;sup>35</sup>Zuliati Rohmah, *Teaching English As a Foreign Language* (Malang: UIN Sunan Ampel, 2013), P. 9.

their education, etc. In most countries, English as a ForeignLanguage is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject (*muatan lokal*).<sup>36</sup>

Michael West was able to state in 1953, the foreigner is learning English to express ideas rather than emotion for his emotional expression he has the mother tongue. It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be.<sup>37</sup>

The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools. There are three functions of the teaching of foreign language in Indonesia. The functions are as follow:

- a. As a means of international communication
- b. As an aid to develop the Indonesian language into modernone
- c. As an instrument in utilizing modern science and technology for development.

The meaning of foreign language is different from the second language. The difference is on the usage. If the language

<sup>&</sup>lt;sup>36</sup>Lusi Nurhayati, *Teaching English as Foreign Language Methodology* (Yogyakarta: UNY, 2008), P. 3-4.

<sup>&</sup>lt;sup>37</sup>Geoffrey Broughton, *Teaching English as a Foreign Language* (New York: Routledge, 2003), P. 8.

mentioned has communicative function in certain society or used in daily activities, for instances Bahasa Indonesia, in the Javanese society, the language is called second language. But if the language has no certain function in daily communication in the society, for instance English and Mandarin in Indonesia, the language is considered as the foreign language. Language learning means acquiring the ability to ask and answer questions, to make statements and to produce the normal authentic, forms used by native English speakers.<sup>38</sup>

Based on the statement above, we can conclude that the goal of learning language can express language, to understand and respons any situation and ideas, and we can read and write information.

# 5. Teaching English Speaking

a. The Definition of Teaching Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'.<sup>39</sup> Scoot Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to

<sup>&</sup>lt;sup>38</sup>Muhammad Muzaki, 'English Language Teaching And Learning For Young Learers At SD IT Cahaya Bangsa Mijen-Semarang' (UIN Walisongo, 2018).*Thesis* 

<sup>&</sup>lt;sup>39</sup>Jeremy Harmer, *The Practice of English Language Teaching, Third* (UK: Longman, 2001), P. 269.

become talking classrooms. In other words, the students will be much more confident to speak.<sup>40</sup>

b. The Components of Speaking

Every skill has a component to fulfill its need. Speaking also needs many components. According to Vanderkevent there are three components in speaking.

1) The speakers

Speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer.

2) The listeners

Listeners are people who receive or get the speakers'opinion or feeling.

3) The utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion.

Based on description above we can conclude that the components of speaking have correlation each other as like the speakers with listener and utterances. In addition, it must have grammar, vocabulary, and pronunciation, in order to can be understood very well.

c. Micro and macro skills of oral production

According to Brown there are some principles of micro and macro skill of speaking :

<sup>&</sup>lt;sup>40</sup>Jeremy Harmer, *How to Teach English* (England: Longman, 2010), P. 123-124.

1) Micro skills

The micro skills consist of :

- a) Produce differences among English phonemes and allophonic variants.
- b) Produce chunks of language of different lengths.
- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor one's own oral production and use various strategic devices – pauses, fillers, self-connections, backtracking –to enhance the clarity of the message.
- h) Use grammatical word classes (nouns, verb, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents: in appropriate phrases, pause groups, breath group, and sentence constituents.
- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.
- 2) Macro skills

The macro skills consist of :

- a) Appropriately accomplish communicative functions according to situations, participants, and goals.
- b) Use appropriate styles, registers, implicated, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding interrupting, and other sociolinguistic features in face-to-face conversations.
- c) Convey link and corrections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e) Develop and use a battery of speaking strategies, such as emphasizing keyword, rephrasing, providing a context for interpreting the meaning of word, appealing for help, and accurately assessing how well your interlocutor is understanding you.<sup>41</sup>

Based on the description above we can conclude that the micro and macro skills of speaking are very important in speaking. One implication is the importance of focusing on both the forms of language and the functions of the language. Thus 16 objectives in macro and micro skill are the important aspect should be mastered if someone wants to be a good speaker.

<sup>&</sup>lt;sup>41</sup>Douglas Brown, Language Assessment Principle and Classroom Practices (California: Longman, 2004), P. 142-143.

d. The Assessment of Speaking

Type of classroom speaking performance:

1). Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where. For example, learner practice an intonation contour or try top in point a certain vowel sound.

2). Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3). Responsive

A good deal of student speech in the classroom in responsive, short reolies to teacher or student initiated questions or comments.

4). Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended from of responsive language.

5). Interpersonal (dialogue)

The other from of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationsihps than for the transmission of fact and information. 6). Extensive (monologue)

Finally, homeschooler at intermediate to advanced levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.<sup>42</sup>

## 6. Homeschooling

a. Definition of Homeschooling

Homeschooling is an educational service process that is consciously, regularly and directed by parents / families at home or other places, where the learning process can take place in a conducive atmosphere with the aim that every unique potential of children can develop optimally.<sup>43</sup> Homeschooling is a choice of educational programs that are flexible, variation, and reflect the diversity of humans in choosing the method used.<sup>44</sup>

According to Abdurrahman, Homeschooling literally means study at home. Homeschooling is held when parents object or find it difficult to send their children to school, both

<sup>&</sup>lt;sup>42</sup>Douglas Brown, *Language AssessmentPrinciple and Classroom Practices* (California: Longman, 2004), P. 144.

<sup>&</sup>lt;sup>43</sup>Yayah Komariah, *Homeschooling Trend Baru Sekolah Alternatif* (Jakarta: Sakura Publishing, 2007), P. 4-5.

<sup>&</sup>lt;sup>44</sup>Abe Saputro, *Rumahku Sekolahku* (Yogyakarta: Graha Pustaka, 2007), P. 5.

for reasons of distance (because they live in inland area) or because of certain other reasons.<sup>45</sup>

Based on the definition above we can conclude that homeschooling is education which explain about friendly teach, can do in everywhere ,and almost the parents homeschooler choose homeschooling because of the time is very flexible to learn there.

b. The Types of Homeschooling

The homeschooling method is divided into three. According to Abdurrahman, those are:

1) Single Homeschooling

Implemented by parents in one family without joining others because of certain things or because of far apart locations.

2) Homeschooling Majemuk

Implemented by two or more families for certain activities while the main activities are still done by their parents.

3) Community Homeschooling

Combination of multiple Homeschooling that composes and determines syllabus, teaching materials, main activities (sports, music / art, and language), facilities / infrastructure, and learning schedules.<sup>46</sup>

<sup>&</sup>lt;sup>45</sup>Jamal Ma'mur Asmani, *Buku Pintar Homeschooling* (Jogjakarta: FlashBooks, 2012), P. 18.

<sup>&</sup>lt;sup>46</sup>Jamal Ma'mur Asmani, *Buku Pintar Homeschooling* (Jogjakarta: FlashBooks, 2012), P. 18.

- c. The different of Homeschooling and non Homeschooling The different of Homeschooling and non Homeschooling are :
  - 1). The system at school is standardized, the homeschooling customized is suitable with the children needs and the condition of parents.
  - 2). Management in a centralized school (curriculum regulated), management of homeshooling depent on parent (parent choose their own curriculum and teaching materials for children)
  - Schedule of learning at school has been established, the homeschooling's schedule depends on the agreement of parent and children.
  - The responsility of education in school is delegated by parents to teacher and schools, in homeschooling the responsibility on the parents.
  - 5). The role of parents in school is relatively minimal because education is carried out by the system and teacher, in homeschooling the role of parents is vital to determine the success of childrens education.
  - 6). In the learning model at school, the system is well established and parents just choose/follow the system, in homeschooling needs a commitment and creativity of parents for designing and implement homeschooling depends on the children needs.<sup>47</sup>

<sup>&</sup>lt;sup>47</sup>Ilyas Ismail, *Homeschooling Sebuah Pendidikan Alternative* (Makasar: UIN Alaudin, 2016), P. 103-104.

Based on the description above, the system of homeschooling and non homeschooling are different. The homeschooling system depends by parent and the children. But, non homeschooling system depends teacher and rule of the school.

d. Homeschooling Anugrah Bangsa Semarang

Homeschooling Anugrah Bangsa is an alternative educational institution that always pays attention to children's rights to education. Homeschooling is practiced by millions of families in the world. One common understanding is the education model where a family chooses to take responsibility for the education of their children and educate their children by using the home as a basis for education. Here, is the full involvement of parents in the process of implementation education. It starts from terms of determine the purpose of education, values to be developed, skills to be achieved, and children's daily learning practices.

In the families homeschooling, part of the teaching and learning process is usually led by parents, especially who are still at the beginner level (preschool and elementary school). At this level, the material can be given by parents. At a higher level, the children are usually more independent.

As the name implies, the process is centered at home but generally is not only take place at home. Parents usually use any facilities and do study in anywhere. To conduct education and enrichment, it also used infrastructure and facilities in the society. The facilities used for the learning process can be free or pay.

For the learning, can use facilities in the real world, such as educational facilities (libraries, museums, research institutions), public facilities (parks, stations, highways), social facilities (parks, orphanages, hospitals), and business facilities (malls, display, restaurants, factories, rice fields, plantations).<sup>48</sup>

In addition, you can use private tutors, and can use the tutor for studying, register for children in courses or hobby clubs (comics, films, photography),etc. Internet and audiovisual technology that are developing to learn and is used by homeschooling families.

### C. Conceptual Framewrok

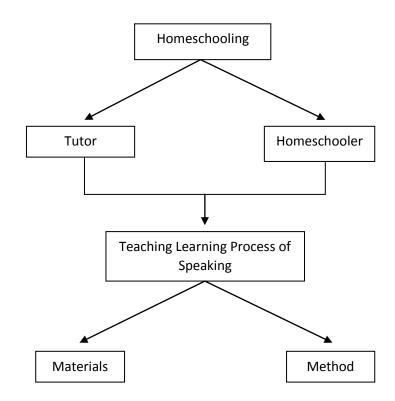
Teaching and learning process is a process that is done by students or learner in order to achieve a change to be better, from do not know knowledge become know knowledge, so it shaped personal who is useful for himself/herself and the immediate environment. The process is affected by some factors that are the purpose, subject matter, teaching and learning activities, method, tools, learning resources, and evaluation.

The teacher as the holder of an important role in teaching learning process. It is expected can choose teaching methods that is accurate. So that, the teaching and learning proses can run optimally.

<sup>&</sup>lt;sup>48</sup>http://anugrahbangsa.com/profil/. Retrieved September 13, 2019

In addition to the teacher as a learning resource, the lerning method contributes significantly to the success of learning. Between teacher and methods support the effectively and efficiently teaching learning process.

The teaching method is a method or technique to deliver learning material that must be mastered by the teacher. Teaching methods are determined based on the purpose of learning, the material of learning, and characteristic of children. In order to the learning materials can be more easly understood by students, in teaching and learning process is used learning tools.



# CHAPTER III RESEARCH METHOD

This chapter discusses the research method applied in this research. There are research design, Research Setting, and Technique of Data Collection.

#### A. Research Design

The type of this research the researcher used a descriptive qualitative approach. A qualitative method is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem.<sup>1</sup> Qualitative methods, according to Krik and Miller is a certain tradition in social science that is fundamentally dependent on the observations in humans both in the region and in their terminologies. Meanwhile, according to Bogdan Taylor qualitative method is a procedure that produces descriptive datain the form of words written or spoken of people and behaviors that can be observed.<sup>2</sup>

Based on the description above, the approach of qualitative research is the data collection, which is collected by writing or orally, behavior which is seen in totally. This research, the researcher uses qualitative descriptive. It is a collecting data

<sup>&</sup>lt;sup>1</sup>Jhon W. Creswell, *Reseach Desigh* (USA: Sage Publication, 2014), P. 32.

<sup>&</sup>lt;sup>2</sup>Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2016), P. 133.

in the form of a word, written, or spoken of people and observed behavior, especially teaching-learning in the eighth grade Homeschooling Anugrah Bangsa Semarang.

### **B. Source of Data**

The source of the data in this research event, informant, document

1. Event

The event in this research is the English teaching-learning process in the eighth-grade students of Anugrah Bangsa Homeschooling Semarang in the Academic Year of 2019/2020.

2. Participant

An participant is a person who gives information about the people who provide the information. The informant in this research is HRD and tutor.

3. Document

Document that were used as the supportive data in this research includes lesson plans, the material, and the photos.

## **C. Research Setting**

In this research, the researcher chooses Anugrah Bangsa Homeschooling, it is located in Jl. Klentengsari 1 No.3,Tlp/fax. 024-7475416 Banyumanik, Semarang.

# **D.** Data Collecting Techniques

In this research the researcher used interview, observation, and documentation.

1. Interview

The interview is the process of conversation with the purpose of certain. According to Sugiyono interview is a meeting of two peopletoexchange information and ideas through questions and answers that can be constructed meaning in a particular topic.<sup>3</sup>Sugiono states that there are two types of interviews. Those arestructured interview and unstructured interview. The structured interview is used as the collecting data if the researcher has known about the information will be gotten. While the unstructured interview is a free interview from the respondents. It means that the answer is not limited by the respondents.<sup>4</sup>

Based on the description above, the researcher uses unstructured interview. The researcher conducted the interview to the HRD and tutor in the eighth grade. Interview with tutor to look for material and the challenge. But, interview with HRD to look for classificatioan tutor and class guidance. (Appendix 2-3)

<sup>&</sup>lt;sup>3</sup>Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2012), P. 212.

<sup>&</sup>lt;sup>4</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2015), P. 194-197.

#### 2. Observation

According to Hadi explains that the observation is the systematic observation and recording of the symptoms seen in an object of research.<sup>5</sup>Meanwhile, according to Nasution, observation is the basis of all science. Scientists can only work based on the data, the facts about the world of reality obtained through observation.<sup>6</sup> In terms of the process of implementing data collection, observation can be divided into participant observation and non participant observation. Participant observation is researcher involved with the daily activities of people who are being observed or used as a source of research data. Meanwhile, non participant observation is the researcher is not involved and is only an independent observer.<sup>7</sup>

This method is used in this research by the researcher is non participant observation. This observation is done by the researcher in the class. Observation is used by the researcher to obtain data about the implementation of method used by English Tutor in eight grade in Homeschooling Anugerah Bangsa Semarang. (Appendix 5-9)

<sup>&</sup>lt;sup>5</sup>Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2012), P. 220.

<sup>&</sup>lt;sup>6</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2015), P. 310.

<sup>&</sup>lt;sup>7</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2015), P. 204.

3. Documentation

According to Moleong, documentation has long been used in research. Documentation is used as a source of data that can be used to examine, interpret, and even to assess the validity of the data. Meanwhile, according to Sugiyono, documentation is a record of events that have already passed. Documents can be in the form of writings, drawings, or monumental works of a person.<sup>8</sup>

In this research, the researcher took documentation about the place, lesson plan, and organizational structure. (Appendix 13-15)

#### E. Data Analysis Techniques

Data analysis is the process of organizing and sorting data into a pattern, category, and the basic outline of the unit so you can find the theme and can be formulated as working hypotheses suggested.<sup>9</sup>

In essence, data analysis in qualitative research is a process that implies that its implementation should have started from the stage of data collection in the field and then intensively after the data is collected or, in other words, performed in conjunction with the data collection process. Mechanical analysis carried out by

<sup>&</sup>lt;sup>8</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2015), P. 329.

<sup>&</sup>lt;sup>9</sup>Lexy J Moleong, *Metode Penelitian Kualitatif* (Jakarta: Departemen Pendidikan Dan Kebudayaan, 1988), P. 88.

using interactive data analysis techniques proposed by Miles and Huberman says three grooves activities are going on simultaneously: data reduction, data presentation, and conclusion (verification).<sup>10</sup>

## 1. Reducing the data

Data reduction is the selection process, focusing and simplification, abstraction, and transformation of raw data that emerged from the written records on the field. This data reduction takes place during the research carried out, from the beginning to the end of the study. In the reduction process, researcher is looking for valid data. When the researcher watches the correctness of the obtained data, it must be rechecked by other informants perceived researcher knows better. Data reduction is a form of analysis that sharpens, directs, disposes of unnecessary, and organizes data such that the conclusions can be drawn and verified.

Based on the description above we can conclude that not all the data gathered as a result of the research is important. It means that important information must be taken, and the unimportant ones must be ignored. In the process of reducing the data, the researcher selects focusing, simplifying, and abstracting the data in the field note. Data reduction is made during research activities.

<sup>&</sup>lt;sup>10</sup>Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2012), P. 241.

#### 2. Presenting the data

Presenting the data is a set of structured information that gives the possibility of drawing conclusions and taking action. This stage is an attempt to reassemble all the data obtained from the field during the activity. The data is taken during the activities of simplified data in data reduction. The presentation of data is done by assembling information organization. The description in narrative form, which allows the conclusion of this research, can be done by arranging sentences logically, systematically, and making it easy to be read and understood.

Based on the description above, we can conclude that Presenting the data is describing the data in the form of description or narration. At the second component in analyzing the data, this technique is used in arranging information, description, or narration to conclude. By presenting the data, the researcher considered what he should do.

3. Drawing conclusion

In this phase, researchers began searching for the meaning of objects, note the regularities, patterns, explanations, configurations are possible, the flow of causation and propositions. So the researchers to formulate propositions related to the principles of logic, appointed him as the findings of the study, followed by repeatedly reviewing the existing data, organizing the data that has been formed and the proposition has been formulated. The next step is to report the results of exhaustive research, with new findings that differ from existing findings.

Based on the description above, we can conclude that in this research, the conclusion is drawn continuously throughout the research. The researcher tends to accumulate and formulate her interpretation of the observation.

Picture interactive data analysis techniques proposed by Miles and Huberman.<sup>11</sup>

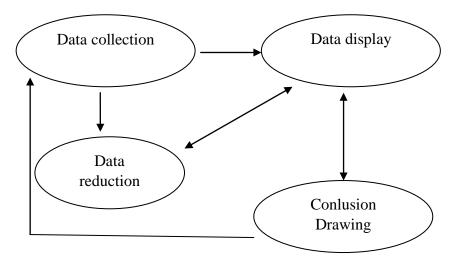


Figure interactive data analysis techniques proposed by Miles and Huberman

<sup>&</sup>lt;sup>11</sup>Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian* (Jogjakarta: Ar-Ruzz Media, 2012), P. 242-248.

# CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter deals with the research finding and the discussion of the findings. The research findings answer the research question by enclosing evidence of the research.

# A. The material used by the English tutor to teach speaking for the homeschoolers.

Teaching material is a very important instrument to help the homeschoolers take part in the teaching and learning process in speaking. The material which is used by eighth-grade Anugrah Bangsa Homeschooling is from Erlangga book Practice Your English Competence. Because this book is suitable with the curriculum K13 and there are so many applicative pictures and exercise for homeschoolers. In the class, the tutor used "Asking and telling what is happening, Let's compare things, and Asking for and giving information" for teaching speaking the homeschoolers.

In the teaching asking and telling what is happening, they watch the video from the mobile phone. They used a mobile phone to see and answer the picture. In the teaching Let's compare things, they used book and person as a model. In the teaching Asking for and giving information, they used the card to describe the picture.

The curriculum applied by Homeschooling Anugrah Bangsa Semarang in teaching-learning to the eight-grade homeschoolers is *Curriculum K13*. The material used by the tutor is based on the syllabus and lesson plan. In teaching speaking English, the tutor did not only take the material from the Practice Your English Competence book. Sometimes, the tutor used the material from YouTube, Google, and E-Learning. It is aimed for the teaching speaking English material has a lot of references.

# **B.** The method used by the English tutor to teach speaking for the homeschoolers.

In eighth-grade of Anugrah Bangsa Homeschooling, the teaching and learning process in speaking used Audio-Lingual Method, Total Physical Response, and Communacative Languange Teaching. The researcher observed as many as five times of meeting in the class.

In the first observation, the tutor used Audio-Lingual Method. In the second observation, the tutor used Audio-Lingual Method. In the third observation, the tutor used Total Physical Response. In the fourth observation, the tutor used Total Physical Response. In the fifth observation, the tutor used Communacative Language Teaching.

The process of speaking teaching-learning in Anugrah Bangsa Homeschooling run communicative in the target language. The tutor speaks English when explaining the subjects and asking the homeschoolers to do something. After explaining by using the English language, the tutor also explains by using the Indonesian language. So, the homeschoolers understand what the material that has been taught by the tutor. In the first observation, the tutor used theAudio-Lingual Method to teach speaking English for the homeschoolers. In this Audio-Lingual Method, the tutor taught in front of the class and explained to the homeschoolers about the material on that day. In this method, the tutor asked the homeschoolers to watch the video. The homeschoolers watched the video about a conversation with the theme"What are you doing right now?" on their mobile phone. The video has been sent by the tutor before the lesson. The tutor explained to homeschoolers about the material in the video. After that, the tutor gave the duty in pairs of the group to make dialogue with the theme, "What are you doing right now?". Then, the homeschoolers discussion about the duty with their couple and come forward to speak the dialogue with his/her couple. For example:

1. Delin: What are you doing Labibah?

Labibah: I am writing right now.

Delin: oh.

Labibah: What are you doing Delin?

Delin: I am playing mobile phone right now.

2. Nindi : What are you doing right now, Hasan? Hasan: I am watching Television.

Nindi : Are we playing game right now?

Hasan: No, we are not playing game right now.

Based on the description above, that appropriate with the Larsen's theory. According to Larsen, the technique of Audiolingual Method, one of them is dialog memorization. Dialog memorization is dialogs or short conversation between Students memorize the dialog two people. through mimicry.<sup>1</sup>Althought in this lesson used Audiolingual Method memorization (dialog technique), but there were homeschoolers who have not been fluent to memorize the conversation. But, the tutor still allowed the homeschoolers came forward to practice it. The method is suitable with K13 standard which make the homeschoolers are active in the lesson.



Picture 1. The homeschoolers dialogue about "What are you doing right now?"

In the second observation the tutor used the Audio-Lingual Method to teach speaking English.The material is the same as the first observation that is "What are you doing right

<sup>&</sup>lt;sup>1</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 47.

now?". The Audio-Lingual Method has orientation in activities. Homeschoolers are centers. Self-reflection about their experience, formulation of planning to reach implementation based on context. The superiority of this method is improving homeschoolers participation. In this method, the tutor explained to homeschoolers about "What are you doing right now?". The tutor asked the homeschoolers to open the picture on their mobile phone. Then, the homeschoolers answered the question one by one depended on the picture use speaking English. For example:

Tutor : What are you doing right now?

Nayla: Molly is feeding the animals in the park.

Tutor : What are you doing right now?

Jeslin:We are building a sandcastle.

Tutor : What are you doing right now?

Nindy: Bobby is writing his literature essay.

After that, the tutor asked the homeschoolers to speak English using 'not' after to be and interrogative form from the picture in their mobile phone. For example :

1. Tutor : What are you doing right now?

Nayla : Molly is not feeding the animals in the park.

Tutor : What are you doing right now?

Jeslin :We are not building a sandcastle.

Tutor : What are you doing right now?

Nindy: Bobby is not writing his literature essay.

2. Nayla : Is Molly feeding the animals in the park?
Yes, she is feeding the animals in the park.
No, she is not feeding the animals in the park.
Jeslin : Are we building a sandcastle?
Yes, We are building a sandcastle.
No, we are not building a sandcastle.
Nindy : Is Bobby writing his literature essay?
Yes, he is writing his literature essay.
No, he is not writing his literature essay.

The last teaching, the tutor asked the homeschoolers to make the sentence with positive, negative, interrogative form and asked the homeschoolers to come forward one by one to speak about the duty.

Based on the description above, that appropriate with the Larsen's theory. According to Larsen, the technique of Audiolingual Method, one of them is question and answer drill. This drill gives students practice with answering question. The students should answer the teacher's question very quickly.<sup>2</sup>The method is suitable with K13 standard which make the homeschoolers are active in the lesson.

<sup>&</sup>lt;sup>2</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 49.



Picture 2. The homeschoolers come forward one by one to talk about the duty.



Picture 3. The homeschoolers come forward one by one to talk about the duty.

In the third observation, the tutor used Total Physical Response to teach speaking English for the homeschoolers. In the Total Physical Response, the tutor gave the topic for the homeschoolers, which is taught that day. That is let's compare thing!. Before explaining the material, the tutor instructed to the homeschooler to look for adjective, and the homeschoolers gave an example one by one about the adjective word.For example big, clever, tall, smart, etc. After that, the tutor asked two homeschoolers to come forward for a demonstration about let's compare things use ( ...as + adjective + as....) and the other homeschoolers answered the demonstration with the speaking. For example:

Laura : Rayan is a smart as Hasan.

Nindy : Rayan is as diligent as Hasan.

Hilmy : Rayan is not as tall as Hasan.

Then, the tutor explained about how to compare something. The tutor asked the homeschoolers to make an example about let's compare things and speak English to come forward one by one.

Based on the description above, that appropriate with the Larsen's theory. According to Larsen, the technique of Total Physical Response, one of them is action sequence. At one point we saw the teacher gave three connected commands.<sup>3</sup> For example: The teacher asked two homeschoolers to come forward in front of the class to demonstration. Two homeschoolers come forward in front of the class to demonstration. The others homeschoolers answered demonstration with speaking. The method is suitable with K13 standard which make the homeschoolers are attractive to speak demonstration and active in the lesson.



Picture 4. the homeschoolers come forward to talk about Let's compare things.

In the fourth observation, the tutor used Total Physical Response to teach speaking English. The tutor explained the next lesson, that is Let's compare things!With the same material before. The tutor asked two homeschoolers

<sup>&</sup>lt;sup>3</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 117.

to come forward for demonstrations, and the other homeschoolers answer the compare of its use (...er than... / more...than... and the...est / the most...). For example: Rayan : Hasan is fatter than Alex.

Labibah : Alex is more tall than Hasan

Laura: Hasan is the fattest in this class.

Jeslin : Hasan is the most handsome in this class.

After that, the tutor explained about let's compare things use (...er than... / more... than... and the...est / the most...). After explaining about the lesson, the tutor asked the homeschoolers to make example about let's compare things use (...er than.../ more... than... and the...est / the most...). The homeschoolers make an example and they come forward one by one to speak let's compare things.

Based on the description above, that appropriate with the Larsen's theory. According to Larsen, the technique of Total Physical Response, one of them is action sequence. At one point we saw the teacher gave three connected commands.<sup>4</sup> For example: The teacher asked two homeschoolers to come forward in front of the class to demonstration. Two homeschoolers come forward in front of the class to demonstration. The others homeschoolers answered demonstration with speaking. The method is

<sup>&</sup>lt;sup>4</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 117.

suitable with K13 standard which make the homeschoolers are attractive to speak demonstration and active in the lesson.



Picture 5. Two homeschoolers come forward and the other homeschoolersanswer by speaking about let's compare things.

In The fifth observation, the tutor used Communicative Languange Teaching to teach speaking English for the homeschoolers. In this Communicative Languange Teaching method, the tutor explained about asking for and giving information. For example:

Tutor: What did you do last weekend? (asking for and giving information)

Tutor : I went to the zoo last weekend. (Response)

To make asking for and giving information, the tutor explained about verb 2. Because this verb related to asking for and giving information. Then, the tutor asked the homeschoolers to make a circle and give the card. The homeschoolers answer the question from the card. The homeschoolers answered verb 2 to become verb 1. After that, the homeschoolers made an example asking for and giving information from the card. The tutor asked to the homeschoolers for speaking one by one to answer it depended picture on the card. For example:

Tutor : What did you do last night?

Delin : I ate meatball last night.

Tutor : What did you do last night?

Farel : I studied English last night.

Tutor : What did you do last night?

Hilmi : I watched movie last night.

Tutor : What did you do last night?

Laura : I sang a song last night.

Tutor : What did you do last night?

Alex : I played guitar last night.

The last teaching, the tutor asked the homeschoolers to make the video about asking for and giving information in their home.

Based on the description above, that appropriate with the Larsen's theory. According to Larsen, the technique of Communicative Language Teaching, one of them is language game. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. Morrow said that the features of communicative activities were manifested in the card game.<sup>5</sup>The method is suitable with K13 standard which make the homeschoolers are active to speak English with the game.



Picture 6. The homeschoolers answer a question and make an example of asking for and giving information from the card used speaking English.

<sup>&</sup>lt;sup>5</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, Second Edi (New York: Oxford University Press, 2000), P. 133.

# C. The challenge faced by the English tutor to teach speaking for the homeschoolers.

Based on the interview, there were some challenges faced by the English tutor to teach speaking for the homeschoolers. The challenges were:

The challenges of teaching speaking for the homeschoolers were the vocabulary's homeschoolers were limit and the homeschoolers were shy. The tutor when teaching speaking English must teach from the beginning to make sentence, dialog, and story. Because there were homeschoolers who have different ability as like introvert. For example: the homeshoolers were silent in the class and they like reading than speaking. The tutor said, "Ada beberapa dari mereka memiliki kemampuan yang terbatas dan berkebutuhan khusus".

The challenges to choose material for teaching speaking was the tutor chose material which related with the other skills such as reading, listening, and writing. For the meeting can not only teach the speaking but reading, listening, and writing. Because in curriculum K13 related with the other material. The tutor said, " *Saya harus memilih materi yang berkesinambungan dengan skill yang lain*".

The challenges to choose media for teaching speaking was the tutor must make the simple media so that the material which was delivered can be understood by the homeschoolers. In Anugrah Bangsa homeschooling can not use the complex media because the homeschoolers did not understand if used the complex media. The tutor said, "Saya harus bisa membuat media yang sesederhana mungkin agar bisa di pahami oleh homeschooler"

The challenges to choose method for teaching speaking was the tutor must be able to put accurate method. The homeschoolers had different ability, so the tutor must involve in the method. In addition, the tutor must make the method which made homeschoolers were not bored, so the homeschoolers can understand the easy material. The important thing, the purpose of learning speaking were achieved. The tutor said, "*Dalam waktu yang sedikit tantangan saya memilih metode untuk pembelajara speaking adalah saya harus bisa memasukan metode yang tepat*".

The challenges to communicate with the homeschoolers when teaching speaking was the homeschoolers sometimes understood about pronoun and spelling in written text. But, for the speaking was still wrong so the tutor must give the motivation to speak up to speak English although pronoun and spelling was wrong. For example: Who wants to come forward the tutor will give the additional value and tutor do not require homeschoolers to speak correctly. The tutor said, "Saya harus tetap memotivasi mereka supaya tetap berani berbicara walaupun pronoun dan spellingnya masih salah"

The challenges to manage the speaking class was the tutor must make partner as like the good speaking with low speaking, because the ability's homeschoolers were different. So, the homeschoolers can help each other. In the class, the tutor also asked the low homeschoolers in speaking to sit down in front of row. While, the tutor asked the good homeschoolers in speaking to sit down in behind of row. For example : The homescoolers can understand the material when the tutor taught the material and the homeschoolers are not shy when the tutor askes homeschoolers to come forward in front of the class. The tutor said, "Saya harus memasangkan anak yang speakingnya sudah bagus dengan yang belum bagus supaya bisa saling membantu satu sama lain".

The challenges to manage the time when teaching speaking was the tutor must divide the time because the time for teaching learning speaking was limit just 45 minutes per meeting in a week. Usually, the tutor gave the speaking project in their home to improve the speaking. To improve their speaking, they made video speaking in their home. The tutor said, "*Karena di homeschooling waktunya terbatas, jadi saya harus membagi waktu sebaik mungkin*".

Based on the description above, there were many challenges faced by the tutor because there were several homeschoolers who have different abilities and special needs. For example: introverts/ shy, limitations of homeschoolers when taught by the tutor with more complex media. The next challenge is that the tutor must give the accurate method and the tutor must maximize the limited time.

In addition, based on the observation, the tutor assessed the

homeschooler's competence based on daily value. For example: the tutor gave the duty in the class, the tutor gave the homework about the material, the tutor asked to the homeshoolers for making video poject about speaking in their home. Before doing final exam, the tutor gave a quiz for the homeschoolers. In homeschooling Anugrah Bangsa Semarang used raport for final exam as like formal education and also used package B that is equivalent with the junior high school. So, if you want to continue to the next level, you can use the package.

# CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents about conclusion towards the result of the research and suggestion.

#### A. Conclusion

Referring to the data analysis in the previous chapter which coheres research finding and discussion, the researcher draws some conclusion.

- 1. The first point about the material used by the English tutor to teach speaking English for the homeschoolers. The material which is used by the tutor to teach eighth-grade Anugrah Bangsa Homeschooling is from Erlangga book Practice Your English Competence. In the class, the tutor used asking and telling what is happening, Let's compare things!, and Asking for and giving information for teaching the homeschoolers. This book is a supplementary book that is aimed for helping the students to explore the material that is required in basic competence. This book will be very useful for students to hone their abilities independently. Thus, students will be helped in preparing daily tests, formative exams, and summative exams.
- The second point is about the method used by the tutor to teach speaking for the homeschoolers in Anugrah Bangsa Homeschooling. In eighth-grade of Anugrah Bangsa

Homeschooling, the teaching and learning process used Audio-Lingual Method, Total Physical Response, and Communicative Language Teaching.

3. The third point is about the challenges faced by the tutor to teach speaking for the homeschoolers. The tutor's challengeswere; 1) the challenge to choose material for teaching speaking, 2) the challenge to choose media for teaching speaking, 3) the challenge to choose method for teaching speaking,4) the challenge to communicate with the homeschoolers when teaching speaking, 5) the challenge to manage the speaking class, 6) the challenge to manage the time when teaching speaking.

#### **B.** Suggestion

Based on the research, the researcher would like to give some recommendation to the activity in English speaking. Hopefully, the recommendation will be useful for the tutor, homeschoolers, institutions, and the further reasearcher.

1. For the Tutor.

The English tutor should be more creative in managing the class. So, the homeschoolers more focus when the tutor taught in the class-room. The tutor should find a creative way to teach speaking. For example the tutor puts some games in the method and others attractive ways that able to make the homeschoolers feel spirited. 2. For the homeschoolers.

The homeschoolers must focus on learning. Homeschoolers should encourage themselves to learn more, ask more, active, and don't be shy to come forward. So that, make themselves will improve speaking skills will be better. The researcher gives the result of this research to homeschooling institution.So, the result of this research can be put in the library and the homeschoolers can read it.

3. For the Anugrah Bangsa Homeschooling

The Anugrah Bangsa Homeschooling must give facilities more than now for tutor and homeschoolers. It makes the tutor and homeschoolers can be motivation in learning.

4. For the Further Researcher

After reading this research, hopefully, the result of this research can be used to reference for further research in teaching learning process of speaking English. It also can motivate other researcher to explore deeply about Speaking English in Homeschooling.

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#### Instrument

#### Interview for Tutor

- 1. Apa tantangan yang di hadapi tutor pada saat mengajar speaking kepada homeschoolers?
- 2. Apa tantangan tutor untuk pemilihan materi speaking yang di ajarkan kepada homeschoolers?
- 3. Apa tantangan tutor untuk pemilihan media pembelajaran speaking yang di ajarkan kepada homeschoolers?
- 4. Apa tantangan tutor untuk pemilihan metode pembelajaran speaking yang di ajarkan kepada homeschoolers?
- 5. Apa tantangan tutor ketika berkomunikasi dengan homeschoolers saat pembelajaran speaking?
- 6. Apa tantangan tutor ketika memanajemen pengaturan kelas saat pembelajaran speaking?
- 7. Apa tantangan tutor untuk memanajemen waktu pembelajaran speaking kepada homeschoolers?

#### Instrument

#### Interview for HRD

- 1. Bagaimana cara memilih tutor untuk dijadikan pengajar di homeschooling Anugrah Bangsa?
- 2. Apakah setiap tutor mempunyai sertifikat pendidik?
- 3. Apakah tutor yang mengajar di homeschooling jurusan pendidikan semua?
- 4. Apakah setiap tutor yang mengajar di homeschooling harus mempunyai pengalaman mengajar terlebih dahulu?

# **INTERVIEW RESULT**

Transcript of Interview Guidelines for the Tutor

Participants

: Mrs. Eka Nur Fatmah,S.Pd

Date and Time : 10 March 2020

Turn	Speaker	Text	
1	Researcher	Apa tantangan yang di hadapi tutor pada saat mengajar speaking kepada homeschoolers?	
	Tutor	Tantangan mengajar speaking yang saya hadapi pada saat mengajar speaking kepada homeschooler adalah mereka itu kosa kata nya terbatas , jadi saya harus mengajari mereka dari awal contoh untuk membentuk kalimat, dialog, dan cerita. Tantangan selanjutnya yaitu ada beberapa dari mereka memiliki kemampuan yang terbatas dan berkebutuhan khusus. Seperti mempunyai sifat introvert/pemalu yang lebih suka ke reading dari pada speaking.	
2	Researcher	Apa tantangan tutor untuk pemilihan materi speaking yang di ajarkan kepada homeschoolers?	
	Tutor	Tantangan pemilihan materi speaking adalah saya harus memilih materi yang berkesinambungan dengan skill yang lain yaitu writing, reading, dan listening. Tidak bisa dalam satu kali pertemuan itu speaking saja, karena di dalam kurikulum k13 materinya harus berkesinambungan dengan materi yang lain.	

Turn	Speaker	Text		
3	Researcher	Apa tantangan tutor untuk pemilihan media pembelajaran speaking yang di ajarkan kepada homeschoolers?		
	Tutor	Tantangannya saya harus bisa membuat media yang sederhana mungkin agar materi yang di sampaikan dapat memahami anak- anak. Di homeschooling tidak bisa menggunakan media yang lebih rumit karena keterbatasan anak-anak ketika menangkap pembelajaran menggunakan media yang lebih complex belum bisa.		
4	Researcher	Apa tantangan tutor untuk pemilihan metode pembelajaran speaking yang di ajarkan kepada homeschoolers?		
	Tutor	Dalam waktu yang sedikit tantangan saya memilih metode adalah saya harus bisa memasukan metode yang tepat. Melihat kemampuan meraka yang berbeda beda, saya harus terlibat di situ. Saya harus bisa menciptakan metode yang membuat mereka tidak bosan, tapi tidak terlalu sulit untuk di tangkap mereka. Yang terpenting tujuan pembelajaran disini dapat tercapai dan memahamkan anak-anak.		
5	Researcher	Apa tantangan tutor ketika berkomunikasi dengan homeschoolers saat pembelajaran speaking?		
	Tutor	Tantangan ketika berkomunikasi dengan homeschoolers adalah di bagian pronoun sama spellingnya kadang mereka memahami cara penulisannya. Tapi untuk melafalkannya kadang masih salah, jadi saya harus tetap memotivasi mereka supaya tetap		

Turn	Speaker	Text		
		berani berbicara walaupun pronoun dan spellingnya masih salah.		
6	Researcher	Apa tantangan tutor ketika memanajemen pengaturan kelas saat pembelajaran speaking?		
	Tutor	Tantangan untuk memanajemen kelas speaking adalah ketika speaking dialog saya harus memasangkan anak yang speakingnya sudah bagus sama yang belum bagus supaya mereka saling membantu satu sama lain. Karena setiap anak mempunyai kemampuan yang berbeda-beda. Di dalam kelas, saya meminta homeschoolers yang spekingnya belum bagus untuk duduk di barisan depan, sedangkan homeschooler yang speaking nya sudah bagus saya meminta untuk duduk di barisan belakang.		
7	Researcher	Apa tantangan tutor untuk memanajemen waktu pembelajaran speaking kepada homeschoolers?		
	Tutor	Tantangan tutor untuk memanajemen waktu pembelajaran speaking adalah di homeschooling waktunya terbatas, jadi saya harus membagi waktu sebaik mungkin. Karena di homeschooling pembelajarannya dalam satu minggu itu satu kali pertemuan saja dengan durasi 45 menit. Jadi untuk memanajemen waktu ketika pembelajaran speaking, saya memberikan tugas projek di rumah untuk membuat video speaking untuk menunjang speaking mereka supaya lebih bagus. Di samping itu, Homeschooling Anugrah Bangsa mempunyai aplikasi E- learning, jadi anak-anak bisa belajar memahami materi sendiri di rumah.		

# **INTERVIEW RESULT**

Transcript of Interview Guidelines for the HRD

Participants : Kak Eva

Date and Time

: 5 March 2020

No	Speaker	Text		
1	Reseacher	Bagaimana cara memilih tutor untuk dijadikan pengajar di homeschooling Anugrah Bangsa?		
	HRD	Untuk perekrutan tutor ada beberapa tes, memasukan cv , kemudian calon tutor menunggu satu minggu untuk mengikutin tes micro teaching. Pada saat melakukan tes micro teaching saya di tes langsung oleh pengawas, kepala sekolah, dan tutor senior sesuai dengan bidangnya. Selain tes microteaching, untuk bisa masuk menjadi tutor ada tes psikotes dan tes wawancara. Seperti contoh: wawancara tentang materi, pedagogi, alasan mengapa mendaftar di Homeschooling Anugrah Bangsa yang notabennya sekolah non-formal, dan progam kerja untuk membantu pendidikan di Homeschooling Anugrah Bangsa.		
2	Reseacher	Apakah setiap tutor mempunyai sertifikat pendidik?		
	HRD	Setiap tutor tidak diwajibkan mempunyai sertifikat pendidik, hanya saja kalau mempunyai sertifikat pendidik itu lebih di utamakan.		

3	Reseacher	Apakah tutor yang mengajar di homeschooling jurusan pendidikan semua?			
	HRD	Sampai sekarang ini, yang mengajar di Homeschooling Anugrah Bangsa jurusannya pendidikan semua dan selinear dengan materi yang di ajarkan. Misalnya: lulusan dari Program Pendidikan Bahasa Jawa mengajar materi pelajaran Bahasa Jawa, lulusan dari Program Pendidikan Matematika mengajar materi pelajaranMatematika.			
4	Reseacher	Apakah setiap tutor yang mengajar di homeschooling harus mempunyai pengalaman mengajar terlebih dahulu?			
	HRD	Kalau di Homeschooling Anugrah Bangsa di utamakan bagi yang mempunyai pengalaman mengajar terlebih dahulu. Seperti contoh: mempunyai pengalaman mengajar kayak ngasih les kepada anak- anak dirumah. Selain pengalaman mengajar, bagi calon tutor yang mempunyai sertifikat mengisi seminar tentang pendidikan juga di utamakan.			

#### **RENCANA PEMBELAJARAN**

IDENTITAS	Kelas/Semester : VIII/Genap			
	Mata Pelajaran : BahasaInggris			
	AlokasiWaktu : 2 x 40 menit			
	Materi : Asking and telling what is			
	happening (Present Continuous Tense)			
	Skill : Writing dan Speaking			
	Tutor : Eka Nur Fatmah,S.Pd			
TUJUAN	Melalui proses mengamati, menanya, mengumpulkan			
	informasi, mengolah informasi dan menkomunikasikan			
	hasil mengolah informasi:			
	<ul> <li>Siswa mampu menentukan fungsi social dari</li> </ul>			
	present continuous tense.			
	<ul> <li>Siswa mampu memahami formula present</li> </ul>			
	continuous dan penggunaan to be dan Verb ing.			
	<ul> <li>Siswa mampu membuat kalimat menggunakan</li> </ul>			
	present continuous tense.			
	Siswa mampu menemukan informasi umum dan			
	spesifik dari percakapan.			
	<ul> <li>Siswa mampu membuat percakapan menggunakan prosent continuous dan menempilkanya</li> </ul>			
DDOGEG	present continuous dan menampilkanya.			
PROSES	<i>Pendahuluan</i> :- Menampilkan video tentang present			
PEMBELAJA	continuous lalu bertanya: Verb apa yang dipakai dalam			
RAN	video? Kalimat dalam video menjelaskan tentang			
	peristiwa yang sudah, sedang,atau akan terjadi? Sumber:			
	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~			
	https://www.youtube.com/watch?v=Ip1ZaDlA0z8 <i>Kegiatan Inti</i> : - Guru dan siswa berdiskusi tentang			
	formula present continues tense dan penggunaannya			
	dalam kehidupan sehari-hari.			
	- Siswa menentukan bentuk kata			
	kerja (verb) dalam sebuah word			
	sheet terkait penggunaanya			
	dalam bentuk present continuous			
	tense dengan benar.			
	Sumber word sheet:			
	https://en.islcollective.com/resources			
	/printables/worksheets_doc_docx/rig			

	ht_now		
	_present_continuous/present-		
	continuous-elementary/12327		
	- Siswa membuat kalimat		
	menggunakan present		
	continuous tense.		
	- Siswa berpasangan membuat		
	dialog menggunakan present		
	continuous tense dan		
	menampilkanya di depan kelas.		
	- Siswa bersama-sama dengan		
	guru menyimpulkan tentang		
	present continuous tense.		
	Penutup :Setelah mengetahui tentang present		
	continuous tense, siswa mampu mengidentifikasi		
	present continuous tense dan menggunakanya dalam		
	bentuk tertulis dan lisan dengan baik.		
PENILAIAN	Rasa Ingin Tahu: Melalui pengamatan pada proses		
	pembelajaran		
	Percaya Diri dan Kerjasama: Melalui diskusi dan		
	penampilan dialog		
	Pengetahuan dan Ketrampilan : Melalui lembar latihan		
	soal yang diberikan guru pada proses pembelajaran dan		
	penugasan		
L	• • •		

Semarang ,Desember 2019

Mengetahui, Ketua PKBM

Tutor Bahasa Inggris

Andy Kusworo, S.Pd

Eka Nur Fatmah,S.Pd

## **RENCANA PEMBELAJARAN**

IDENTITAS	Kelas/Semester	: VIII/Genap		
	Mata Pelajaran	: BahasaInggris		
	AlokasiWaktu			
	Materi : Let's compare things!			
	(Comparison Degree)			
	Skill			
	Tutor	: Eka Nur Fatmah,S.Pd		
TUJUAN	Melalui proses n	nengamati, menanya,		
	mengumpulkan i	nformasi, mengolah informasi		
	dan mengkomun	ikasikan hasil mengolah		
	informasi:			
	<ul> <li>Siswa mampu menentukan struktur kalimat dalam menyatakan perbandingan jumlah dan sifat orang,binatang, benda, sesuai dengan konteks penggunaanya.</li> <li>Siswa mampu membedakan penggunaan comparative degree dan superlative degree.</li> <li>Siswa mampu membuat kalimat menggunakan comparative degree dan superlative degree.</li> <li>Siswa mampu membuat percakapan menggunakan present continuous dan menampilkanya.</li> </ul>			
PROSES	Pendahuluan :- Menampilkan Gambar dan			
PEMBELAJ	meminta siswa untuk membandingkanya.			
ARAN				
	KegiatanInti : - Guru dan siswa berdiskusi			
	tentang struktur kalimat comparison degree dan			
	Penggunaanya dalam kehidupan sehari-hari.			
	- Siswa menentukan bentuk			
	kata kerja (verb) dalam			
	degree comparison.			
	· · · ·	- Siswa membuat kalimat		

	menggunakan degree		
	comparison.		
	- Siswa berpasangan		
	membuat dialog		
	menggunakan degree		
	comparison dan		
	menampilkanya di depan		
	kelas.		
	- Siswa bersama-sama		
	dengan guru menyimpulkan		
	tentang degree comparison.		
	Penutup :Setelah mengetahui tentang present		
	continuous tense, siswa mampu menanyakan		
	dan menyatakan objek dalam kalimat degree		
	comparison dan menggunakanya dalam bentuk		
	tertulis dan lisan dengan baik.		
PENILAIAN	Rasa InginTahu : Melalui		
	pengamatan pada proses pembelajaran		
	Percaya Diri dan Kerjasama: Melalui diskusi		
	dan penampilan dialog		
	Pengetahuan dan Ketrampilan : Melalui lembar		
	latihan soal yang diberikan guru pada proses		
	pembelajaran dan penugasan		

Semarang, Desember 2019

Mengetahui, Ketua PKBM

Tutor BahasaInggris

Andy Kusworo, S.Pd

Eka Nur Fatmah,S.Pd

## **RENCANA PEMBELAJARAN**

IDENTITAS	Kelas/Semester	: VIII/Genap	
		: BahasaInggris	
	AlokasiWaktu	: 2 x 40 menit	
	Materi	: Asking for and giving	
	information (Pa	st Tense)	
	Skill	: Writing dan Speaking	
	Tutor	: Eka Nur Fatmah,S.Pd	
TUJUAN	Melalui proses m	engamati, menanya,	
	mengumpulkan i	nformasi, mengolah informasi	
	dan mengkomuni	kasikan hasil mengolah	
	informasi:	C C	
	<ul> <li>Siswa mamp</li> </ul>	u menentukan fungsi social dari	
	past tense.	6	
	<b>A</b>	u memahami formula present	
	-	an penggunaan to be dan Verb	
	dalam masa lampau.		
	<ul> <li>Siswa mampu membedakan penggunaan</li> </ul>		
	regular dan irregular verb.		
		u membuat kalimat	
	menggunaka		
	<ul> <li>Siswa mampu menemukan informasi umum</li> </ul>		
	dan spesifik dari percakapan.		
	<ul> <li>Siswa mampu membuat percakapan</li> </ul>		
	menggunakan past tense dan		
	menampilkanya.		
PROSES	Pendahuluan :- (	uru bertanya kenada siswa:	
PEMBELAJA	Pendahuluan :- Guru bertanya kepada siswa: "What did you do yesterday?" dan		
RAN	mengeksplorasi jawaban siswa.		
NAN	inengekspiolasi jawaban siswa.		
	Kanistan Latin Cum dan sisua handishus'		
	Kegiatan Inti : - Guru dan siswa berdiskusi		
	tentang formula past tense dan penggunaanya		
	Dalam kehidupan sehari-hari.		
	- Siswa menentukan bentuk		

kata kerja (verb) sesuai dengan flash card yang disediakanSiswa membuat kalimat menggunakan past tense dari flash card yang diberikanSiswa berpasangan membuat dialog menggunakan past tense dan menampilkanya di depan kelasSiswa bersama-sama dengan guru menyimpulkan tentang past tense.Penutup :Setelah mengetahui tentang past tense, siswa mampu mengidentifikasi formula past tense dan menaggunakanya dalam bentuk tertulis dan lisan dengan baik.PENILAIANRasa InginTahu pengamatan pada proses pembelajaran Percaya Diri dan Kerjasama: Melalui diskusi dan penampilan dialog Pengetahuan dan Ketrampilan : Melalui lembar				
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dan lisan dengan baik.PENILAIANRasa InginTahu: Melaluipengamatan pada proses pembelajaranPercaya Diri dan Kerjasama: Melalui diskusidan penampilan dialog		· · · ·		
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		Percaya Diri dan Kerjasama: Melalui diskusi		
Pengetahuan dan Ketrampilan : Melalui lembar		dan penampilan dialog		
latihansoal yang diberikan guru pada proses				
pembelajaran dan penugasan				

Semarang ,Desember 2019

Mengetahui, Ketua PKBM

Tutor BahasaInggris

Andy Kusworo, S.Pd

Eka Nur Fatmah,S.Pd

## **Observasi Pertemuan 1**

Hari/Tanggal	: Selasa 7 Januari 2020	Observer	: Ahmad Mubarok
Kelas	: VIII	Tanda tangan	:
Materi	: Asking and telling what is happening, Preser	nt Continuous (	positive)

Kegiatan yang dilakukan	ADA (*)	Tidak Ada (*)	Catatan Kegiatan Siswa	Catatan Kegiatan Guru		
Pembukaan (Apersepsi)						
Guru menyampaikan salam, berdoa,mengecek kehadiran, bertanya kabar kepada siswa.			untuk cek kehadiran siswa tanda tangan di absensi	Untuk cek kehadiran guru bertanya siapa yang tidak masuk hari ini, dan memberikan absensi ke siswa		
Mengaitkan informasi sebelumnya dengan pembelajaran yang akan dilakukan.		$\checkmark$		Karena pertemuan pertama langsung ke materi		
Menjelaskan tujuan pembelajaran dan langkah pembelajaran yang akan dilakukan.		$\checkmark$				
KEGIATAN INTI						
Guru menampilkan video tentang present continuous lalu bertanya: Verb apa yang dipakai dalam video? Kalimat dalam video menjelaskan tentang peristiwa yang sudah, sedang,atau akan terjadi? Sumber: https://www.youtube.com/watch?v=Ip1Za DlA0z8	V		Siswa menonton video percakapan di hp masing – masing	Guru menyuruh siswa untuk melihat video di hp masing- masing yang sudah di kirim di group WhatsApp kelas		

Guru dan siswa berdiskusi tentang formula present continuous tense dan penggunaanya dalam kehidupan sehari- hari.	V	Siswa mendengarkan dan menulis materi yang di sampaikan oleh guru	Guru menjelaskan materi tentang asking and telling what is happening menggunakan present continuous tense dalam kalimat positif.			
Siswa membuat kalimat menggunakan present continuous tense.	V	Siswa mencari pasangan dan mengerjakan tugas dari guru untuk membuat dialog percakapan.	Guru menyuruh siswa berpasangan membuat dialog dengan tema What are you doing right now?			
Siswa berpasangan membuat dialog menggunakan present continuous tense dan menampilkanya di depan kelas.	$\checkmark$	Siswa maju ke depan berpasangan untuk menampilkan dialog	Guru menyuruh siswa untuk berdialog maju ke depan berpasang-pasangan.			
Siswa bersama-sama dengan guru menyimpulkan tentang present continuous tense.	V	Siswa menanggapi kesimpulan dari guru	Guru menyimpulkan materi tentang asking and telling what is happening menggunakan present continues tense dalam kalimat positif.			
PENUTUP						
Setelah mengetahui tentang present continuous, siswa mampu mengidentifikasi formula present continuous dan menggunakannya dalam bentuk tertulis dan lisan dengan baik.	$\checkmark$	Siswa dapat membuat kalimat tentang asking and telling what is happening dalam bentuk kalimat positif.				
Menyampaikan informasi mengenai rencana tindak lanjut pembelajaran.	V	Siswa mendengarkan perintah guru	Guru memberikan tugas rumah mengerjakan materi tentang present continuous yang ada di buku			
Menyampaikan salam dan doa penutup.	$\checkmark$	Siswa menanggapinya	Guru menyampaikan doa dan salam			

## **Observasi Pertemuan 2**

Hari/Tanggal	: Selasa 14 Januari 2020	Observer	: Ahmad Mubarok
Kelas	: VIII	Tanda tangan	:
Materi	: Asking and telling what is happening, Preser	nt Continous (ne	egative dan interrogative)

Kegiatan yang dilakukan	ADA (*)	TIDAK ADA (*)	Catatan Kegiatan Siswa	Catatan Kegiatan Guru
		Pembukaa	n (Apersepsi)	
Guru menyampaikan salam, berdoa,mengecek kehadiran, bertanya kabar kepada siswa.	$\checkmark$		untuk cek kehadiran siswa tanda tangan di absensi	Untuk cek kehadiran guru bertanya siapa yang tidak masuk hari ini, dan memberikan absensi ke siswa
Mengaitkan informasi sebelumnya dengan pembelajaran yang akan dilakukan.	$\checkmark$		Menjawab tugas rumah satu persatu	Membenarkan yang salah menjawab
Menjelaskan tujuan pembelajaran dan langkah pembelajaran yang akan dilakukan.	$\checkmark$		Siswa mendengar guru menerangkan materi tentang asking and telling what is happening dalam bentuk kalimat negative dan introgative	Guru menerangkan materi tentang asking and telling what is happening dalam bentuk kalimat negative dan introgative
		KEGIA	TAN INTI	
Guru menyuruh siswa untuk menbuka gambar yang ada di dalam hp	V		Siswa menjawab pertanyaan dari guru "What are you doing right now?" sesuai dengan gambar yang ada di hp. Kemudian siswa merubah kalimat tersebut dalam bentuk	Guru bertanya dengan pertanyaan "What are you doing right now?" dan membenarkan jawaban siswa jika ada yang kurang tepat.

		kalimat negative dan interrogrative.	
Guru menyuruh siswa untuk membuat kalimat present continuous dengan positive, negative, dan interrogrative sentence	$\checkmark$	Siswa membuat kalimat tentang asking and telling what is happening dalam bentuk kalimat positive, negative, dan interrogrative.	Guru mengecek satu persatu tugas siswa.
Guru menyuruh siswa untuk maju ke depan	$\checkmark$	Siswa maju ke depan satu persatu menjaewab dengan ucapan	Guru membenarkan susunan kalimat yang kurang tepat
Guru menyuruh siswa untuk membuka paket halaman 76 untuk mengerjakan soal	$\checkmark$	Siswa mengerjakan soal no 1- 10	Guru mendekati siswa yang kurang paham
Guru menunjuk satu persatu dengan acak untuk menjawab pertanyaan	$\checkmark$	Siswa menjawab pertanyaan menggunakan speaking	Guru membenarkan kalimat yang tidak sesuai
		PENUTUP	
Guru menanyakan siswa sudah paham materi yang di ajarkan atau belum.	$\checkmark$	Siswa menjawab paham dengan materi yang disampaikan oleh guru.	Guru memberi pekerjaan rumah untuk mengerjakan tugas yang ada di buku paket
Guru menyimpulkan materi yang sudah di sampaikan	$\checkmark$	Siswa mendengarkan kesimpulan guru.	Guru menyimpulkan materi tentang asking and telling what is happening dengan menggunakan kalimat positif, negative, dan interrogrative.
Menyampaikan salam dan doa penutup.	$\checkmark$	Siswa berdoa dan menjawab salam	Guru berdoa dan menyampaikan salam.

## **Observasi Pertemuan 3**

Hari/Tanggal	: Selasa 21 Januari 2020	Observer	: Ahmad Mubarok
Kelas	:VIII	Tanda tangan	:
Materi	: Let's compare things!, degree comparison (p	oositive)	

Kegiatan yang dilakukan	ADA (*)	TIDAK ADA (*)	Catatan Kegiatan Siswa	Catatan Kegiatan Guru
	•	Pembuk	aan (Apersepsi)	
Guru menyampaikan salam, berdoa,mengecek kehadiran, bertanya kabar kepada siswa.	$\checkmark$		Siswa menjawab salam dari guru.	Guru mengucapkan salam dan memimpin do'a.
Mengaitkan informasi sebelumnya dengan pembelajaran yang akan dilakukan.	$\checkmark$		Siswa menjawab pekerjaan rumah satu persatu	Guru menunjuk siswa secara acak untuk menjawab pekerjaan rumah tersebut.
Menjelaskan tujuan pembelajaran dan langkah pembelajaran yang akan dilakukan.	$\checkmark$		Siswa menjawab adjective word	Guru menyuruh siswa untuk mencari adjective
		KEG	IATAN INTI	
Guru menampilkan Gambar dan meminta siswa untuk membandingkanya.		$\checkmark$		
Guru dan siswa berdiskusi tentang struktur kalimat comparison degree dan penggunaanya dalam kehidupan sehari-hari.	$\checkmark$		Dua orang siswa maju sebagai model dan siswa yang lainnya menjawab let's compare things sesuai model tersebut dalam pola as + adjective + as	Guru menjelaskan bagaimana cara membandingkan menggunakanas + adjective + as dan menyuruh dua orang siswa untuk maju ke depan.
Siswa menentukan bentuk kata			Siswa mendengarkan materi yang	Guru menerangkan materi Let's

kerja (verb) dalam degree comparison.			di sampaikan oleh guru tentang Let's compare things dalam positive degree	compare things dalam positive degree (equality dan inequality)
Siswa membuat kalimat menggunakan degree comparison.	N		Siswa membuat kalimat Let's compare things dalam bentuk equality dan inequality	Guru menyuruh siswa untuk membuat kalimat Let's compare things dalam bentuk equality dan inequality
Siswa berpasangan membuat dialog menggunakan degree comparison dan menampilkannya di depan kelas.		$\checkmark$	Siswa maju kedepan satu persatu mengucapkan kalimat Let's compare things yang sudah di buat mereka.	Guru membenarkang kalimat yang sudah di buat siswa jika ada yang kurang tepat dan menilai speaking siswa
Siswa bersama-sama dengan guru menyimpulkan tentang degree comparison.		$\checkmark$		Guru menanyakan ada pertanyaan
		Р	ENUTUP	
Setelah mengetahui tentang degree comparison, siswa mampu menanyakan dan menyatakan objek dalam kalimat degree comparison dan menggunakannya dalam bentuk tertulis dan lisan dengan baik.	V		Siswa dapat memahami materi tentang Let's compare thing dalam positive degree	
Menyampaikan informasi mengenai rencana tindak lanjut pembelajaran.	V			Guru menyuruh siswa untuk mempelajari materi selanjutnya tentang Let's compare thing tapi dalam bentuk comparative dan superlative degree
Menyampaikan salam dan doa penutup.	$\checkmark$		Siswa menjawab salam penutup dari guru	Guru menutup dengan ucapan doa dan salam

### **Observasi Pertemuan 4**

Hari/Tanggal: Selasa 28 Januari 2020Observer: Ahmad MubarokKelas:VIIITanda tangan:Materi: Let's compare things!,degree comparison ( comparative dan superlative )

Kegiatan yang dilakukan	ADA (*)	TIDAK ADA (*)	Catatan Kegiatan Siswa	Catatan Kegiatan Guru
		Pembukaa	n (Apersepsi)	
Guru menyampaikan salam, berdoa,mengecek kehadiran, bertanya kabar kepada siswa.	$\checkmark$		Siswa menjawab salam dari guru.	Guru mengucapkan salam dan memimpin do'a.
Mengaitkan informasi sebelumnya dengan pembelajaran yang akan dilakukan.	$\checkmark$		Siswa mendengarkan penjelasan guru.	Guru menjelaskan materi sebelumnya tentang Let's compare things dalam bentuk kalimat positive degree
Menjelaskan tujuan pembelajaran dan langkah pembelajaran yang akan dilakukan.	$\checkmark$		Siswa mendengarkan penjelasan guru	Guru menjelaskan materi selanjutnya tentang Let's compare things dalam kalimat comparative dan superlative degree.
		KEGIA'	FAN INTI	
Guru meynuruh siswa untuk maju ke depan untuk memperagakan	V		Dua orang siswa maju sebagai model dan siswa yang lainnya menjawab let's compare things sesuai model tersebut dalam pola (er than / more than and theest / the most)	Guru menjelaskan bagaimana cara membandingkan dengan menggunakan (er than / more than and theest / the most) dan menyuruh dua orang siswa untuk maju ke depan.
Guru berdiskusi dengan siswa dengan	$\checkmark$		Siswa mendengarkan materi	Guru menerangkan penggunaan

materi comparative and superlative degree		yang di sampaikan oleh gurudan menulis materi tersebut di buku	atau susunan Let's compare things dalam kalimat comperative dan superlative degree.
Guru menyuruh siswa membuat contoh comparative dan superlative degree	~	Siswa maju satu persatu untuk mengucapkan kalimat Let's compare things yang telah di buat dalam bentuk comperative dan superlative degree	Guru menyuruh siswa membuat kalimat Let's compare things dalam bentuk comperative dan superlative degree
Guru menyuruh siswa untuk berlatih soal	1	Siswa menjawab dengan mengucapkan satu persatu jawaban yang telah di kerjakan	Guru menyuruh siswa untuk mengerjakan latihan soal Let's compare things dalam bentuk somperative dan superlative degree yang ada di paket.
Siswa bersama-sama dengan guru menyimpulkan tentang degree comparison	$\checkmark$	Siswa mendengarkan kesimpulan dari guru.	Guru menyimpulkan materi tentang Let's compare things dalam bentuk comparative dan superlative degree
	PH	NUTUP	
Menyampaikan informasi mengenai rencana tindak lanjut pembelajaran.	$\checkmark$		Guru memberitahukan bahwa minggu depan akan di adakan ulangan semua materi yang telah di ajarkan tentang Asking and telling what is happening dan Let's compare things.
Menyampaikan salam dan doa penutup.	$\checkmark$	Siswa berdoa dan menjawab salam dari guru	Guru memimpin doa penutup dan mengucapkan salam kepada siswa.

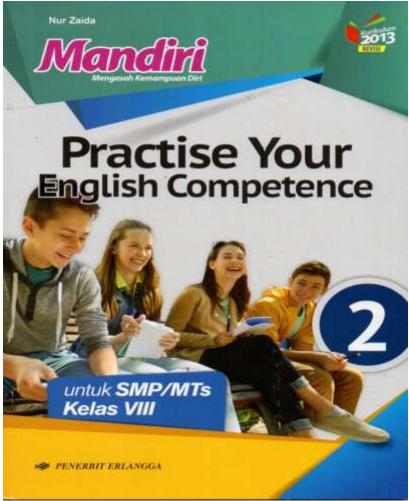
### **Observasi Pertemuan 5**

Hari/Tanggal: Selasa 3 Maret 2020Observer: Ahmad MubarokKelas:VIIITanda tangan:Materi: Asking for and giving information, past tense:

Kegiatan yang dilakukan	ADA (*)	Tidak Ada (*)	Catatan Kegiatan Siswa	Catatan Kegiatan Guru
		Pembuka	an (Apersepsi)	
Guru menyampaikan salam, berdoa,mengecek kehadiran, bertanya kabar kepada siswa.	$\checkmark$			
Mengaitkan informasi sebelumnya dengan pembelajaran yang akan dilakukan.	$\checkmark$		Murid mendengarkan	Guru menjelaskan materi sebelumnya tentang was were
Menjelaskan tujuan pembelajaran dan langkah pembelajaran yang akan dilakukan.	$\checkmark$			Guru menjelaskan materi selanjutnya tentang penggunaan verb 2 and asking for and giving information.
		KEGI	ATAN INTI	
Guru bertanya kepada siswa: "What did you do yesterday?" dan mengeksplorasi jawaban siswa.	$\checkmark$		Siswa menjawab pertanyaan dari tutor	
Guru dan siswa berdiskusi tentang formula past tense dan penggunaanya dalam kehidupan sehari-hari.	$\checkmark$		Siswa menulis materi yang sudah di terangkan	Guru menerangkan penggunaan verb 2
Siswa menentukan bentuk kata	$\checkmark$		Siswa menjawab dengan	Guru memberikan kartu kepada

kerja (verb) sesuaidengan flash card yang disediakan.			ucapan verb 1	siswa dan menyuruh untukmencari verb 1
Siswa membuat kalimat menggunakan past tense dari flash card yang diberikan.	$\checkmark$		Siswa membuat kalimat menggunakan verb 2 sesuai dengan gambar yang ada di kartu tersebut.	Guru bertanya kepada siswa dengan pertanyaan "What did you do last night?" kemudian siswa menjawab pertanyaan dengan kalimat sesuai dengan gambar yang ada di kartu tersebut.
Siswa berpasangan membuat dialog menggunakan past tense dan menampilkannya di depan kelas.				
Siswa bersama-sama dengan guru menyimpulkan tentang past tense.	$\checkmark$		Siswa dapat memahami penggunaan verb 2 dan menjawab asking for and giving information dari tutor.	
		PE	NUTUP	
Setelah mengetahui tentang past tense, siswa mampu mengidentifikasi formula past tense dan menggunakannya dalam bentuk tertulis dan lisan dengan baik.	$\checkmark$		Siswa dapat membuat kalimat menggunakan verb 2 sesuai tema asking for and giving information.	
Menyampaikan informasi mengenai rencana tindak lanjut pembelajaran.	$\checkmark$			Guru memberikan tugas kepada siswa untuk membuat video tentang asking for and giving information di rumah.
Menyampaikan salam dan doa penutup.	$\checkmark$			Guru menutup pembelajaran dengan salam dan doa.

# Appendix 10 The Material





# The Present Continuous Tense

### Learning Objectives

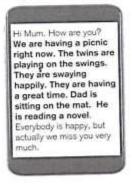
Students are able to ask about activities in the present.
 Students are able to talk about activities in the present.



# I. Expressions: Asking and telling what is happening

Asking about Activities	Responses
<ul> <li>What are you doing?</li> </ul>	<ul> <li>I am eating.</li> </ul>
<ul> <li>Where are you going?</li> </ul>	<ul> <li>I am going to school.</li> </ul>
<ul> <li>Is he studying right now?</li> </ul>	<ul> <li>Yes, he is studying right now</li> </ul>

An example of telling what is happening in a short message. Pay attention to the bold-typed sentences.



### II. Grammar: The present continuous tense

- When telling about activities happening in the present, use the present continuous tense.
- 2. Positive form

Subject	to be	verb-ing
1	am	
She He It	is	studying.
We You They	are	



3. Negative form

Subject to be		verb-ing
1	am not	
She He It	is not/isn*t	studying.
We You They	are not/ aren't	

4. Question form

To be	subject	verb -ing
Am	1	
Is	she he it	studying?
Are	we you they	

5. In answering questions, you can use short answers without the verb-ing,

	1	am.
Yes,	she he it	is.
	we you they	are.

	E2	вm.
No,	she he it	isn't.
	we you they	aren't.



- We cannot change words like, love, hate, want, know, understand and forget into verb-ing. Those words do not tell activities.
- You can use *now* to show the activity in the present. Examples: My brother is sleeping **now**. Now the students are playing football.

Practice 1

#### Complete the following sentences with the verb in the brackets. Example:

Chairul and I are working on our project. (work)

- 1. Amin and Shinta \_\_\_\_\_ a cake for the party. (make)
- 2. I \_\_\_\_\_ for a call from my parents. (wait)
- 3. You \_\_\_\_\_ too fast. (walk)
- 4. We \_\_\_\_\_ our next holiday. (plan)
- 5. The sun \_\_\_\_\_ beautifully today. (shine)
- 6. Reyhan is in the kitchen. He \_\_\_\_\_ the dinner. (cook)
- 7. Salma \_\_\_\_\_ a shower. (have)
- 8. Daddy \_\_\_\_\_ someone now. (call)
- 9. My little sister \_\_\_\_\_ to walk now. (learn)
- 10. The girl \_\_\_\_\_ the floor. (sweep)

10			-	
$\sum$	Practice 2			14.1
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#### Complete the following sentences with the correct words.

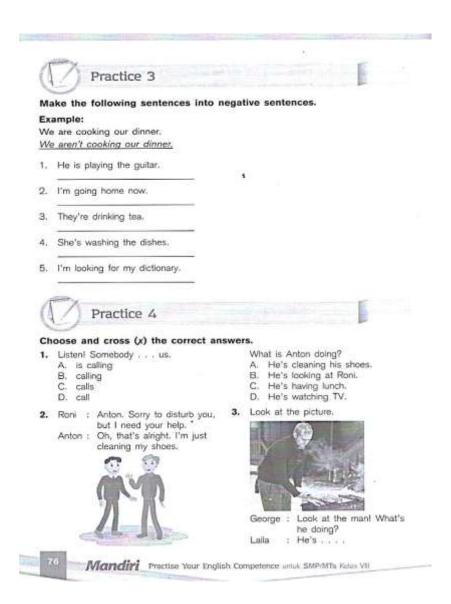
Examples:

Is it raining outside? No, it isn't.

Are the children playing outside? Yes, they are.

- 1. \_\_\_\_\_ you doing your homework now? Yes, I \_\_\_\_\_.
- 2. \_\_\_\_ he helping his parents? No, he \_\_\_\_\_.
- 3. \_\_\_\_\_ they friends watching TV? Yes, they \_\_\_\_\_.
- they looking at the mountain? Yes, they \_\_\_\_\_
- 5. \_\_\_\_\_ she waving to us? No, she \_\_\_\_\_.
- 6. \_\_\_\_\_ they planning their vacation? No, they \_\_\_\_\_.
- I hurting you? No, you \_\_\_\_\_.
- 8. \_\_\_\_\_ your neighbours cleaning the neighbourhood? Yes, they \_\_\_\_\_.

Chapter 8 | The Present Continuous Tense





#### Learning Objectives

- Students are able to compare the number of people, annuals, and things. Students are able to compare turnan and animal characteristics. Students are able to compare the characteristics of things. Students are able to ask about comparison of people, animals, and things.

# Summary

#### Grammar: Degrees of Comparisons

- 1. Degrees of comparison are used when we compare two things or more by using an adjective or adverb.
- 2. There are three degrees of comparison in English.
  - a. Positive Degree
    - 1) Equality

In positive degree, the quality of the things that are compared is the same.

The common form of words used is "as + adjective + as",

Examples:

Reyhan is as strong as Chairul.

The word strong in the sentence is the adjective that shows equality between the persons in relative strength.

2) Inequality

The adjective in negative form shows that two persons or things do not have the same quality.

Example:

A cheetah is not as fast as a cat.

The word fast in the sentence is the adjective that shows the degree of difference between the two animals related to one quality.

b. Comparative Degree

To compare two people or things, we use the comparative form of an adjective. The comparative form is usually made by adding -er to the adjective.

Adjective	Comparative Adjective
tall	taller
short	shorter
poor	poorer
rich	richer
young	young <b>er</b>
old	older
hard	harder
soft	softer
slow	slower
fast	faster

Examples:

- 1) Mr Raihan is taller than Mr Ivan,
- 2) A bus is not faster than a train.

Notes:

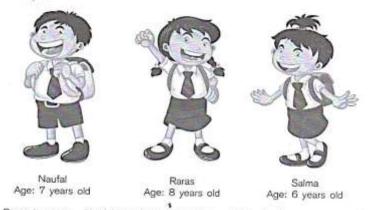
- 1) We often use the word than after the comparative form of the adjective.
- If the adjective ends in -e, add -r to form the comparative. Example: wise - wiser.
- If the adjective ends in a consonant and has a vowel before that, we need to double the consonant and add -er to form the comparative. Example: thin - thinner.
- If the adjective has two syllables and ends in -y. Just change the -y to -i and add -er to form the comparative.
   Example: lazy - lazier.
- Add more before adjective with more than two syllables, e.g. beau-ti-ful, hand-some, di-li-gent.
   Examples:
  - zxampies:
  - (1) My mother is more beautiful than me.
  - (2) The students in my class are more diligent than the students in her class.
- c. Superlative Degree

When we compare more than two people or things and show which is the greatest among them all, we use the superlative form of an adjective. The superlative form is usually made by adding **-est** to the adjective.



Adjective	Superlative Adjective	
tall	tallest	
short	shortest	
poor	poorest	
rich	richest	
young	youngest	
old	oldest/eldest	
hard	hardest	
soft	softest .	
slow	slowest	
fast	fastest	

Example:



Raras is young. Naufal is younger than Raras. Salma is the youngest of all.

#### Notes:

- Add -st if the adjective ends in -e. Example: wise - wisest.
- If the adjective ends in a consonant and has a vowel before that, double the consonant and add -est to form the superlative. Example: thin - thinnest.

Chapter 9 I Let's Compare Things



- 3) If the adjective has two syllables and ends in -y. Just change the -y to -i and add -est to form the superlative. Example: lazy - laziest.
- 4) Add the most before the adjective that has two or more syllables, e.g. beau-ti-ful, hand-some, di-li-gent. Examples:
  - (1) My mother is the most beautiful woman in the world.
- (2) Sisca is the the most diligent student in my school.
- In comparisons, there are irregular forms both in comparatives and superlatives. з.

Adjective	Comparative Adjective	Superlative Adjective
good	better	best
bad	worse	worst
far	farther/further	farthest/furthest
little	less	least
many/much	more	most

4. If there is a noun in comparing two persons or things, we also use more after the noun.

Example: Anita has more dolls than Sisca.

- 5. In comparisons, fewer and less depend on the form of the noun. We use fewer if the noun is countable, e.g. student, book, animal. Example: My books are fewer than your books.
- 6. We use less if the noun is uncountable, e.g. time, money, music. Example: The exam is less than ten minutes.



### Find out the comparative and superlative form of these adjectives.

No.	Adjective	Comparative Adjective	Superlative Adjective
1.	large	larger	largest
2.	safe		-
3.	wide		

Mandini Practise Your English Competence while SMP/MTs Kelau Val



#### Learning Objectives

Students are able to ask about actions in the past.
Students are able to talk about actions in the past.
Students are able to talk about general facts in the past.
Students are able to talk about general facts in the past.



#### I. Expressions: Asking for and giving information

Asking for Information	Responses	Functions	
<ul> <li>What did you do last weekend?</li> <li>Did she buy the fruit yesterday?</li> <li>When did you come home?</li> </ul>	<ul> <li>I went to the zoo last weekend.</li> <li>No, she did not. She forgot to bring money.</li> <li>At about three.</li> </ul>	Asking for and giving information about activities in the past.	
<ul> <li>What was your father's job?</li> <li>Where did Barbary lions live before they became extinct?</li> </ul>	<ul> <li>He was a salesman.</li> <li>They lived in Africa.</li> </ul>	Asking for and giving information about general facts in the past.	

#### II. Grammar: The simple past tense

 The purpose of the simple past tense is to talk about actions or situations that happened and finished in the past.

Examples: My schoolmate won an English debate competition last week.

We played basketball last December.

He did not call me an hour ago.

I was not happy with my exam score.

- The simple past forms (verb II) of the verb be are was and wore. Was is the simple past form of am and is. Were is the simple past form of are.
- 3. There are two types of verb II. They are regular and irregular verbs.
  - a. Regular verbs
    - The simple past tense is usually made by adding -ed at the end of the verb.

Example: I walked to Dian's house yesterday.

- If a verb ends in -e, just add -d to make the simple past tense. Example: The shop closed early last night.
- If a verb ends in -y, change<sup>s</sup>the -y to -i before adding -ed. Example: The cat tried to catch the mouse.
- With some short verbs that end in a consonant, double the consonant before adding -ed.

Example: I almost fell, but dad grabbed my hand.

#### b. Irregular verbs

The verbs in simple past form have irregular verbs which do not end in -ed.

Irregular Verb	Verb II	Irregular Verb	Verb II
begin	began	lend	lent
bite	bit	lose	lost
build	built	make	made
catch	caught	meet	met
choose	chose	pay	paid
drink	drank	ride	rode
do	did	say	said
eat	ate	sit	sat
fall	fell	swim	şwam
feel	felt	take	took
find	found	teach	taught
grow	grew	speak	spoke
keep	kept	win	, won

Examples: We met Mr Fikri in the supermarket last night.

My family went to Raja Ampat last year.

My brother won a championship in Italy.

I chose these shoes.



Mandiri Practise Your English Competence untuk SMP:MTs Kelau VIII

Verb I	Verb II
cut	cut
hit	ba
let	let
put	put
read	read
set	set
shut	shut

There are also some verb II in irregular verbs that stay the same.

Examples: The shoes cost twenty dollars. She shut down the computer.

4. The forms are:

a. Positive:

1) Subject + was/were + complement

Subject	was/were	complement
l He She It	was	in the garden.
You We They	were	

.

2) Subject + verb II + object

Subject	verb II	object
He	read	some magazines.
She You	played	the guitar.
We They		
lt.	cost	five thousand rupiah

b. Question:

1) Was/were + subject + complement + ?

Was/were	subject	complement
Was he she it		in the garden?
Were	you we they	

. Chapter 10 I The Simple Past Tense

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Practice 2

#### Complete the following sentences with the correct words.

#### Examples:

Were you here yesterday? Yes, I was. Was he absent last week? No, he wasn't.

1. \_\_\_\_\_ the man your friend? No, he \_\_\_\_\_-

you with him yesterday? Yes, I \_\_\_\_\_.

it sunny last Sunday? No, it \_\_\_\_\_.

4. \_\_\_\_\_ she alright this morning? Yes, she \_\_\_\_\_-

5. \_\_\_\_\_ they ready for the test? No, they \_\_\_\_\_,



#### Write the following past tense verb under the correct heading.

studied	cried	agreed
stayed	carried	typed
tried	grabbed	raced
	stayed	stayed carried tried grabbed

Verb + -ed	Verb + -d	Double the last letter + -ed	Change -y to -i and add -ed

- y	
Practice 4	and the second se
and the set of the second second second	The second se

# Complete the following sentences with the verb in the brackets using the simple past tense.

1. Kirana \_\_\_\_\_ (run) so fast because there \_\_\_\_\_ (be) a dog.

2. My neighbours finally \_\_\_\_\_ (catch) the thief.

Chapter 10 | The Simple Past Tense

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Daftar siswa kelas 8

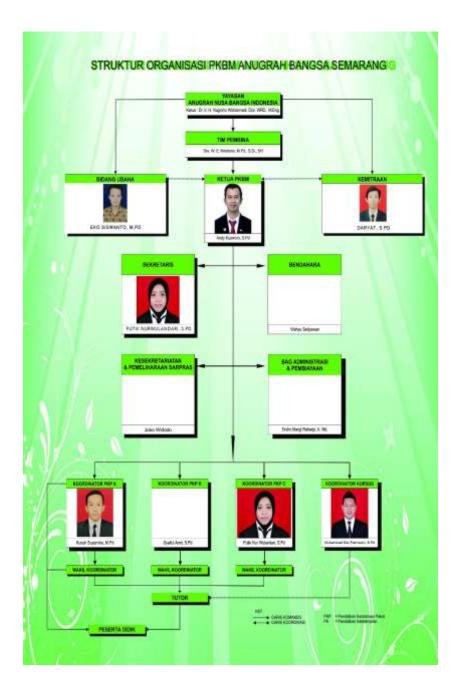
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1	2-02-038-0168	Alexander Prasetya Finlayson	Katolik
2	2-02-038-0171	MUHAMMAD HILMI FIRMANDA	Islam
3	2-02-038-0175	YEISUVIAN DENATALIA VANTI	Kristen
		GUNAWAN, BONG	
4	2-02-038-0176	DHARMA PRAYANA NUSHA	Islam
5	2-02-038-0178	NINDI SUCIA YUNUGROHO	Islam
6	2-02-038-0179	JESSLYN ILLONA AMANTA	Islam
		PAHLEVI	
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14	RohmadiPurwono, S. Pd



# Observasi in the class







# The Homeschooling's Building

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### Appendix 16 Surat bukti penelitian



SURAT KETERANGAN NO 042/ANSA SMG/III/2020

Yang bertanda tangan di bawah nu Kepula Purat Kepiatan Belajar Masyarakat (PKBM) Amerah Bangsa Kota Semarang menyatakan bahwa

Nama	Ahmad Mubarok
NIM	1503046040
Prodi Jurusan	Jurusan Pendidikan Bahasa Inggris
Fakultas	Fakultas Ilmu Tarbiyah dan Keguruan
Universitas	Universitas Islam Negeri Walisongo Semarang

Telah melaksanakan penelitian di PKBM Anugrah Bangsa Kota Sematangsejak tanggal 2 Januari 2020 dengan judul "Teaching Learning Process of English in Homeschooling (A Study at English Grade of Anugrah Bangsa Homeschooling Semarang in Academic Year of 2019 2020) "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Stemarang 17 Marct 2020 Kepala PKBM Anugrah Bangsa Semarang

Andy Rusworo, S. Pd NPP 03.01 0015

### Sertifikat TOEFl&IMKA





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Semarang

Semarang, 03 July 2020

The researcher 0 0

Ahmad Mubarok