

**ENGLISH SPEAKING PROGRAM AT ATTANWIR
LANGUAGE CENTER
(A STUDY AT MA ISLAMIAH ATTANWIR TALUN
BOJONEGORO)**

THESIS

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education in English Department



**By:
ARI IRFAN FAHRUDDIN
(1503046095)**

**EDUCATION AND TEACHER TEACHING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG
2019**

A THESIS STATEMENT

I am, the student with the following identity:

Name : Ari Irfan Fahrudin
Student Number : 1503046095
Department : English Language Education

certify that this final project definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, June 24th 2019



ie Researcher,

i Irfan Fahrudin

NIM 1503046095



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

RATIFICATION

Thesis with following identity:

Title : **ENGLISH SPEAKING PROGRAM AT ATTANWIR
LANGUAGE CENTER (A STUDY AT MA ISLAMIAH
ATTANWIR TALUN BOJONEGORO)**

Name of Student : Ari Irfan Fahrudin
Students Number : 1503046095
Department : English Education Department

had been ratified by the team of final project examiner of Education and Teacher Training
Faculty of UIN Walisongo Semarang and can be received as one of any requirement for
gaining the Bachelor Degree in English Education Department.

Semarang, 5 Juli 2019

THE BOARD OF EXAMINERS

Chair person,

Dr. H. Ikhrom, M. Ag

NIP. 196503291994031002

Secretary,

Nadiah Ma'mun, M. Pd

NIP. 197811032007012016

Examiner I,

Dr. Hj. Siti Mariyam, M. Pd

NIP. 196507271992032002

Examiner II,

Sayidatul Badillillah, M. Pd

NIP. 198104082007102001

Advisor I,

Nadiah Ma'mun, M. Pd

NIP. 197811032007012016

Advisor II,

Dra. Nuna Muslikawati Dewi, M. Pd

NIP. 196506141992032001



ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

Title : ENGLISH SPEAKING PROGRAM AT ATTANWIR LANGUAGE CENTER

(A Study at MA Islamiyah Attanwir Talun Bojonegoro)

Name of Student : Ari Irfan Fahrudin

Student Number : 1503046095

Department : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosah session.

Wassalamu'alaikum Wr. Wb.

The Advisor I



Nadiyah Ma'mun, M.Pd.

NIP. 19781103 200701 2 016

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

Title : ENGLISH SPEAKING PROGRAM AT ATTANWIR LANGUAGE
CENTER
(A Study at MA Islamiyah Attanwir Talun Bojonegoro)
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Department : English Language Education

I state that the thesis is ready to be subitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosah session.

Wassalamu'alaikum Wr. Wb.

The Advisor II



Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 19650614 199203 2 001

ABSTRACT

Writer : Ari Irfan Fahrudin
Student Number : 1503046095
Title : English Speaking Program at Attanwir Language
Center (A Study at MA Islamiyah Attanwir Talun
Bojonegoro)

English Speaking Program is the program that important for students to improve their speaking skills. This study aims at describing the implementation of English Speaking Program at Attanwir Language Center of MA Islamiyah Attanwir Talun Bojonegoro. The researcher uses Descriptive Qualitative research in this study. The subject of this research were the two tutors and the students who joined the English Speaking Program at Attanwir Language Center. In conducting the research, the researcher used observation, interview and documentation to collect the data. The researcher found that the English Speaking Program ommitted supports the speaking ability of students. It also influences the students to score in English. The tutors who conduct English Speaking Program frequently implement discussion technique that makes students be active and enjoy the activity of English Speaking. Learning Speaking with the methods Communicative Language Teaching, Direct Method, and Audio-Lingual Method is very effective to increase the students speaking ability. The beneficial of the research is the teacher can implement the methods of the research to teach the student and increase the students speaking ability.

Keywords: English Speaking Program, Discussion, and Speaking skill

DEDICATION

This final project is dedicated to my beloved parents, Sudarmaji and Mutmainnah, S.Pd, my beloved young sister Tasbiha Nur Madina Azzahra, and all of people who always supporting me whatever situations and conditions, my beloved teachers, also my friends and everyone who always pray and support me in finishing my study. Thank you for the valuable efforts and affection which always flow every time in my life.

MOTTO

وَإِذَا حُيِّئْتُمْ بِهِ فَقَبُولاً بِالْأَحْسَنِ مِنْهَا أَوْ رُدُّوهَا إِنَّ اللَّهَ كَانَ عَلَى كُلِّ شَيْءٍ حَسِيبًا ٨٦

When you are greeted with a greeting, respond with a better greeting, or return it. God keeps count of everything [An Nisa': 86]

فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ

And when you make a decision, put your trust in God; [Al 'Imran:159]¹

¹ Talal A. Itani, *The Quran Translated to English* (USA: Clear Quran Dallas Beirut).

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CHAPTER I

INTRODUCTION

This chapter presents background of the research, research question, objective and significance of the research.

A. Background of the Research

Language is an important part of human's life¹. It is as like the substance in *Oxford Learner's Pocket Dictionary* that language can be defined as a tool used by people in a particular place to communicate, neither in spoken or written form.²

According to Ramelan, language is used by human to convey messages, wishes, or ideas, to other people. There will be challenging to communicate with each other without language.³

الرَّحْمَنُ ١ عَلَّمَ الْقُرْآنَ ٢ خَلَقَ الْإِنْسَانَ ٣ عَلَّمَهُ الْبَيَانَ ٤ الرَّحْمَنُ: 1-4

(Allah) Most Gracious! It is He who has taught the Qur'an. He has created man. He has taught Him speech (and intelligence) (Q.S. ar-Rahman/55: 1-4).⁴

¹ Kharisma Puspita Sari, 'Teacher'S Directive Speech Acts At Kindergarden School', *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 34 <<https://doi.org/10.21580/vjv7i12735>>.

² A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2009).

³ Ramelan, *English Phonetics* (Semarang: UNNES Press, 2003).

⁴ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an* (Maryland: Amana Publications, 2004).

It has been stated that the teaching of the Qu'ran is from Allah Almighty and it is very demanded of His mercy that He should guide mankind through this teaching, for it is He who has created man as a rational and intelligent being. Allah educating the Qur'an, that's , instructing the servants how to recite it by making it simple for them to talk and articulate letters with the different parts of mouth, such as the alveolar bridge, the tongue and the lips.

Language is used for communication. As Ronald Wardhaugh stated that it is the cement of society, allowing people to live, work, and play together, to tell the truth, but also reveal a lie or lies.⁵ Language becomes more critical because it can also influence someone's mindset.⁶ Language is a specific character of human or it can be regarded as a human criterion because only human beings speak a language.⁷

There are some domains to be considered as the main focus on teaching-learning activity. Those are speaking, reading, listening, and writing. As we can defy those domains into two types of teaching-learning activity, the input of language and output of the language. Input language related to students' action to obtain the knowledge of English. There are reading

⁵ Ronald Wardhaugh, *Introduction to Linguistics* (USA: McGraw-Hill, 1972).

⁶ Sumarsono, *Sociolinguistics* (Yogyakarta: Pustaka Pelajar, 2013).

⁷ Ramelan, *Introduction to Linguistics Analysis* (Semarang: IKIP Semarang Press, 1992).

skill and listening skill in this type of teaching. Both of them are used skill to gain knowledge of English itself. Furthermore, Students may earn great experience through those skills. As a consequence, teachers should cultivate the fact of the used skill to elaborate on the teaching-learning activity. Then, the output language deals with the pupil's action in class to perform and produce the current science in English. This type related to the verbal and writing skill. Those skills used to perform and produce the use of language. Each of those skill deals with different aspects. Speaking deals with the Spoken exercise involved sounds produced by our oral system, and writing focuses on the written language is language in the form of text. Teachers also should find further activity in class to explore and motivate students to speak and write more in class. Those domains and skills should be influencing teacher to build a teaching-learning exercise in class.

Reading, speaking, listening, and writing are closely related to English teaching-learning activity. One of the essential skills is speaking. People consider speaking as the outcome to perform a language.

Speaking has an essential role in the language learning process. According to Fulcher, speaking is the verbal use of language to communicate with others.⁸

⁸Glenn Fulcher, *Teaching Second Language Speaking* (New York: Pearson-Longman, 2003).

Based on the researcher's experience, mostly Indonesian students have a habit of learning English, such as they tend to write some Indonesian words before practicing English speaking. Therefore they need community and program which support to practice and increase their English speaking skill. By joining the English program activity, the student will be more confident, and automatically their English speaking skill will be enhanced.

A school club or society is defined as 'an entity of people, which has a structure, a constitution, rules and regulations, and student leadership'⁹. Extracurricular activities are very efficient for promoting a balance of mental and spiritual development, physical, and social development of students.¹⁰ Yildiz stated that to be more precise to learn English language, students need to join extracurricular activities in language learning, such as English language debate, journalism club or drama club event to be more fluent in English. Extracurricular activities may offer many skills that are not easily taught in classrooms.¹¹ The

⁹ Angel Helen, Kemboja Ismail, and Zarina Othman, 'A Model for the Malaysian English Language Club Activities', *Procedia - Social and Behavioral Sciences*, 90.InCULT 2012 (2013), 48–56 <<https://doi.org/10.1016/j.sbspro.2013.07.064>>.

¹⁰ Ahmad Esa and others, 'Do Extra-Curricular Activities Effect Student Leadership in Institutions: Sport?', *Asian Social Science*, 11.16 (2015), 294–301 <<https://doi.org/10.5539/ass.v11n16p294>>.

¹¹ Yildiz Yunus, 'The Key to Success in English Learning Can Be Involvement in Extra Curricular', *International Journal of Thesis Projects and Dissertations (IJTPD)*, 3.3 (2015), 26.

activities of extracurricular are also a way for students to experience what they are learning in class in a real-world context. They practice what they get in the classroom in daily life. In conclusion, joining English club as extracurricular activities is great opportunities for students to achieve their goals in improving their English skills.¹²

Attanwir Language Center (ALC) is a club of study or extracurricular organization in Madrasah Aliyah Islamiyah Attanwir Talun Sumberrejo Bojonegoro. It focuses on foreign language development students, mainly English and Arabic. There are several programs to increase students ability in a foreign language, such as Speaking program, writing program, listening program and reading program. Mostly students who join ALC, their Language ability are increased. For example, they get achievement when they join the competition, and they also get high scores in oral examination and written examination of English lesson.

Based on the explanation above, the researcher is interested in investigating *“English Speaking Program at Attanwir Language Center (A Study at MA Islamiyah Attanwir Talun Bojonegoro)”*

¹² Edward J. Klesse and D’Onofrio J.A., ‘The Value of Co-Curricular Activities. Principle Leadership’ <<https://thewheatleyway.files.wordpress.com/2013/09/value-of-cocurricular-activities-48943.pdf>>.

B. Research Question

This Research is conducted to answer the main problem:
How is the implementation of English Speaking Program at Attanwir Language Center to facilitate student's speaking skills in MA Islamiyah Attanwir Talun Bojonegoro?

C. Objective and Significance of the Research

1. The Objective of the Study

According to the research question, the purposes of this research can be stated as follows:

- a. To describe the implementation of English Speaking Program at Attanwir Language Center of MA Islamiyah Attanwir Talun Bojonegoro.

2. The Significance of the Research

- a. Theoretical benefit

The researcher wishes that this result of the study will give additional information to the readers. They will know the more about Speaking's skill

- b. Practical benefit

1) The English Teachers

The researcher hopes that the result of the study might be useful for additional information in teaching English, especially Speaking.

2) The English Students

The expectation of the researcher that the result of the study can be useful to make the students understanding and can help the student to improve their Speaking skills.

3) The Writer

The researcher can get many valuable experiences in the future as an English teacher. Besides, the result can be used to improve the researcher's knowledge and skill in teaching English.

4) The other researcher

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

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents of related to the theoretical review and such important aspects related to the previous researches.

A. Literature Review

1. Description of Speaking for Students

Speaking and writing are productive skills and involve some kinds of product on the part of the language user. Listening and reading understanding belong to receptive skills and involve the language user is receiving written or spoken language.¹

Brown and Burns and Joyce defined speaking as a process of making meaning by producing, receiving, and processing information in interactive ways.²

As one of the essential skill of English, speaking has a vital role in the language learning process. According to Fulcher, the definition of speaking is how to communicate a verbally.³ Speaking as a productive skill is related to the ability of language learners to process information during the

¹ Muhammad Nafi Annury, 'The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department', *Register Journal*, 6.2 (2013), 53 <<https://doi.org/10.18326/rgt.v6i2.237>>.

² Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, 'An Analysis of Factor Influencing Learners' English Speaking Skill', *International Journal of Research in English Education*, 2017, 35.

³Fulcher.

conversation.⁴ Roth also believes that speaking is made through the process of thinking.⁵ As one of the macro skills, Speaking is necessary for effective communication in any language⁶, It is said as an element of the language capability in prolific skill related to the aural and oral medium that students need.⁷ Speaking skill can serve the improvement and enhancement of other language skills.⁸ Speaking ability becomes the main intention to many language learners studying English that needs to be increased because speaking is used in many dissimilar purposes. In other words, speaking skills are directly related to psychology, sociology, and education.⁹ In several situations, we use speaking to make social contact with others or may be used to communicate something to achieve particular goals

⁴Konder Manurung, "Improving the Speaking Skill using Reading contextual internet-based instructional materials in an EFL Class in Indonesia". *Procedia-Social and Behavioral Sciences* 176. 2015, p. 45.

⁵ Hassan Soodmand Afshar, Masoud Rahimi, "Reflective Thinking, Emotional Intelligence, and Speaking Ability of EFL Learners: Is there a Relation?" *Innovation in Language Learning and Teaching*. 2015, p.4

⁶Kamonpan Boonkit, "Enhancing the development of speaking skills for non-native speakers of English". *Procedia Social and Behavioral Sciences* 2. 2010, p.1305

⁷ H. G. Widdowon, *Teaching Language as Communication* (New York: Oxford University Press, 2004).

⁸Silpia Rahayu, 'The Comparison between Male and Female Students' Speaking Ability', *ELTIN Journal*, 4.11 (2016), 21.

⁹Ozgur Celik and Fatih Yavuz, 'The Relationship between Speaking Grades and Listening Grades of University Level Preparatory Students', *Procedia - Social and Behavioral Sciences*, 197. February (2015), 2137–40 <<https://doi.org/10.1016/j.sbspro.2015.07.339>>.

involving explaining, expressing ideas and opinions, negotiating and or solving problems, even maintaining and establishing a social relationship.¹⁰ We use speaking to describe something, to make a pleasant request, to interrupt people's argument, to engage other individuals with jokes or to complete things.¹¹

2. The Importance of Speaking for Student

A language is a tool for communication. Communication by speaking is still categorized as the best way to express ideas. The importance of speaking skills hence is enormous for the learners of any language. A language is no more than a little script or a text without being spoken by a human. The community has an essential role in the use of language, including the confines of language. People should be able to use the word appropriately in some particular situations. People at their workplaces, i.e., researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively to communicate well with one another.

The ability to speak comes earlier in human's life before the ability to read and write. Therefore, oral language is preferable

¹⁰ Lulut Widyaningrum, 'Pecha Kucha: A Way to Develop Presentation Skill', *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), 57.

¹¹ Jack C. Richards and Willy Ardian Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002).

to use in daily life than a text. The important components such as pronunciation, grammar, vocabulary, fluency, and comprehension are needed in speaking ability. Those components should be learned by speakers so that the conversations become more accessible to be understood.

Rivers found a fact from his study of language outside classroom situation in 1981 that the use of speaking is equal to the combination between reading and writing. According to Brown, listening and speaking are learners' language tools.¹²

3. Component of Speaking for Student

a) Fluency

The primary goal of teaching speaking skills is how to makes students have an excellent performance in speaking, by their fluency. Based on Hughes, fluency may be defined as an understandable and exciting way to talk. It is strengthened by Hedge's opinion that expressed eloquence as connecting the words and phrases pronouncing the sounds clearly, and using stress and intonation coherently in speaking.¹³

b) Accuracy

Accuracy is the creation of correct examples of language use. This statement was expressed by Richards and supported by Bryne, He stated that accuracy refers to

¹² Leong and Masoumeh Ahmadi.

¹³ Leong and Masoumeh Ahmadi.

the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language.

He expressed that accuracy is refers to the use of correct forms where expressions do not contain errors affecting the phonological, syntactic, semantic or talk highlights of a dialect. In other words, accuracy refers to the use of the grammatical structures, pronunciation, syntax, and meaning of messages of the language correctly in oral production.¹⁴

c) Vocabulary

Vocabulary is one of the items that have to be mastered by the students in learning English because no one can speak English if they have limited vocabulary and without a proportional amount of vocabulary, anyone will get trouble in reading, listening, speaking and writing.

It is as like the substance in *Oxford Learner's Pocket Dictionary* that defines vocabulary is every one of the words that an individual knows or uses. List of words with their meanings.¹⁵

To get more deep vocabulary, the English students are expected to read English books as frequent as possible. By

¹⁴ Liliana Marcela Usma Trejos, Cristina Giralдино Garcia, and Juan Sebastian Gomez, *Teaching Speaking and Speaking Skill Assessment in a 10th Grade of A Public High School from Pereira* (Universidad Tecnologia De Pereira, 2013).

¹⁵ Hornby.

reading, they will find new words. Besides, new words can be looked up in the dictionary. As a result, they can use the words in practicing speaking English.¹⁶

d) Grammar

English grammar is different from Indonesian grammar. English has many tenses which are not found in Indonesian grammar. So, in speaking one should master and know exactly grammar if they want to talk smoothly. If the speaker makes mistakes in grammar when communicating with other people, it can make the listener miss understand what the speaker says.

Hall, cited by Besti Yunanda Sari says that grammar is a description of the specific organizing aspect of the particular language. It usually includes phonological (sound), morphological (word composition), and syntactic (sentence composition) points. In short, structure or grammar is a significant part of speaking.¹⁷

e) Pronunciation

Pronunciation is one of the most parts of English to communicate with others since there are differences between the symbol and its sounds.¹⁸ The definition of pronunciation

¹⁶ Besti Yunanda Sari, Thesis: *Teaching Speaking by Describing Picture* (Bung Hatta University, 2013).

¹⁷ Besti Yunanda Sari.

¹⁸ Devi Mulatsih, 'Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon', *Academic Journal Perspective* :

stated by Cook that pronunciation is the production of English sounds. Repeating sounds and correcting them when produced inaccurately is the most common way to learn pronunciation.

The other definition, according to Paulston and Burder, pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint.¹⁹

In speaking, we should master pronunciation because it will influence the meaning of words. Hornby states that pronunciation is how a language is spoken, the person's way of speaks a language, a way in which a word is pronounced.²⁰

4. Teaching Speaking for Student

Teaching has the primary meaning as the process to give information to students. When doing teaching activity, the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students.

The goal of English teaching and learning focuses on the student's ability to utilize English for communication and as a

Education, Language, and Literature, 2.2 (2018), 294 <<https://doi.org/10.33603/perspective.v2i2.1665>>.

¹⁹Abbas Pourhosein Gilakjani, 'English Pronunciation Instruction : A Literature Review', *International Journal of Research in English Education*, 1.1 (2016), 2 <<https://doi.org/10.5539/elt.v5n4p96>>.

²⁰ Besti Yunanda Sari.

tool for assisting their studies.²¹ Teaching speaking has a high concern in many language programs. Teaching strategies also affect students' outcome. Strategies used to increase the capacity to write and speak. The goals of each skill are different. The first is a concern with the complement to create a written language, and the last is focuses on producing oral language. Moreover, for the teaching strategies, English skills should be appropriate for each skill to attain the expected outcomes.²²

The goal of teaching speaking skills, which was explained by Burkat is communicative efficiency. Learners are required to understand and used their current full proficiency. Confusion in the message due to incorrect pronunciation, grammar, or vocabulary is avoided. Learners should observe the social and cultural rules that apply in each communication situation.

Based on Burkart's theories above, it has become a significant assumption that the language used by the teacher should be clear and conscience. It is aimed to have accuracy for its content to make student easy to understand and encourage them to speak accurately and effectively so that the

²¹ Thanyalak Oradee, 'Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role Playing', *International Journal of Social Science and Humanity*, 2.6 (2012), 533.

²² Agung Ginanjar Anjaniputra, 'Teacher's Strategies in Teaching Speaking To Students At Secondary Level', *Journal of English and Evaluation*, 1.2 (2013), 1.

goal of the teaching speaking based on teacher talk will be accomplished.²³

5. Principles of Teaching Speaking for Student

The principles of teaching speaking skills as follow:

- a. Boost the students to speak since the first day. If not, as soon as possible teaches them a vocabulary, phrases or sentences.
- b. Tolerate the students if some of them merely repeat what they say.
- c. If a student gives a one-word answer to any question, bear it for the time being.
- d. Give the learners a chance to speak effectively with whatever information of English they have.
- e. Suggest structures/phrases/words and let the learners use them in different situation and drill as much as possible.
- f. Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
- g. Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
- h. Be well prepared in advance in terms of lesson planning, activities, and tasks.

²³ Bayu Hendro Wicaksono and others, 'Teacher's Talk Role in Teaching Speaking', *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*, 2016, 127.

- i. Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.
 - j. Individual weaknesses should be taken into account, and the teacher should be sympathetic in the outlook for particular attention.²⁴
6. Technique in teaching Speaking for Student

A method is a particular type of learning activity used in one or more methods.²⁵ According H. Douglas Brown stated that technique is any of a wide assortment of activities, exercises, or errands utilized in the language classroom for acknowledging exercise goals²⁶ In teaching speaking there are many techniques can be used by the teacher:

a. Discussion

The discussion is the action or process of talking about something to reach a decision or to exchange ideas.

Formal and informal discussions serve both social and learning functions. Students learn acceptable group behavior through discussion activities. They also have

²⁴ Shafaat Hussain, 'Teaching Speaking Skills in Communication Classroom', *International Journal of Media, Journalism and Mass Communications*, 3.3 (2018), 15–16 <<https://doi.org/10.20431/2454-9479.0303003>>.

²⁵ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (USA: Von Hoffmann Graphics, 2001).

²⁶ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edi (London: Longman, 2001).

opportunities to communicate their opinions, ideas, and understandings.²⁷

b. Debate

The debate is a teaching strategy to improve verbal communication and critical-thinking skills. The debate is presented as a valuable learning activity for teaching critical thinking and developing communication skills. Debating is an effective pedagogical strategy because of the level of responsibility for learning and active involvement required by all student debaters.

According to Maryadi, cited by Nining Warnidah states that debate can motivate students thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves'. This strategy can involve all students to be active, not only debate performer.²⁸

c. Storytelling

Storytelling activity is to retell the story, having perused or heard by utilizing the storytellers' own words dependent on their comprehension of the story.

²⁷ Department of Education WA, *Speaking and Listening Resource Book* (Department of Education WA, 2013) <<http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/>>.

²⁸ Nining Warnidah, 'Implementation Debating Technique in Teaching Speaking (Descriptive Study of Student at Twelve Level of SMAN 1 Curup)', *Journal of Linguistics and Language Teaching*, 2.2 (2015), 54–67.

According to Cameron cited by Amru Bin As stated that storytelling can be a charming apparatus for rehearsing both listening aptitudes and for verbal articulation. Additionally, storytelling as a teaching system has been broadly utilized in preschools and grade schools up until college level where the teacher can pick stories from people stories, manuals, abstract stories, genuine stories, celebrations, and folklore.²⁹

d. Roleplay

A role play was significant in teaching speaking because it gave students a chance to practice communicating in various social contexts and diverse social roles. Besides, it also allowed students to be creative and to put themselves in another person's place for a while. Based on the observation by Hatting, the role play would appear to be the perfect activity in which learners could use their English innovatively and it aimed to stimulate a conversation situation in which Volume 4, Number 01, June 2018 109 students might found themselves and gave them an opportunity to practice and develop their communication skill³⁰

²⁹ Amru Bin As, 'Storytelling to Improve Speaking Skills', *English Education Journal*, 7.2 (2016), 194–205.

³⁰ Samsibar Samsibar and Wahyuddin Naro, 'The Effectiveness of Role Play Method Toward Students' Motivation in English Conversation', *ETERNAL (English, Teaching, Learning and Research Journal)*, 4.1 (2018), 107–16 <<https://doi.org/10.24252/eternal.v41.2018.a8>>.

e. Picture describing

A picture is one of the visual aids. Pictures are used to support and help a teacher to interest the students because it is considered as a part of visual aids that have many functions in the teaching process. Many experts propose their opinions and ideas related to the picture.

Five advantages of using the picture:

- a. The students will be relaxed and have higher motivation.
- b. It is caused by pictures that can stimulate students in studying.
- c. It provides motivation and lower stress.
- d. Encourage the students to interface and speak with their partners. Each of the students in a group, of course, wants to be the winner, so they will motivate themselves to speak and answer correctly.
- e. Through these pictures activities, students will learn another culture and increase their knowledge about the world.³¹

f. Interview

According to Tehudi and Mitchell cited by Tria Romauli Sianipar say that the interview is the dialogue or question-answer exchange, which is considered as the primary learning. An interview can be a useful technique

³¹ Besti Yunanda Sari.

in obtaining information, to motivate the students to speak, it can make the students confident to express their ideas in English, allow the students to demonstrate that they communicate freely in English. There are various reasons to apply this technique. Firstly, the students have time to express their ideas and then practice their verbal skill in the interview. By this technique, students can improve their conversation by such expression as asking an opinion, giving an impression, agreeing with the idea, and disagreeing opinion.³²

By using the Three-step Interview technique, students may enjoy speaking, because they can express their opinion by asking their partner, and they can improve their verbal ability. Three-step Interview is a general structure that assists the learners to customize their learning and tune in to and respect the ideas and thinking of others.³³

g. Brainstorming

Brainstorming is a technique of decision making that can be employed in any situation where participation is expected. It is used in an educational context as well.

³² Tria Romauli Sianipar, Regina, and Iwan Supardi, 'Improving Students' Speaking Skills Through Interview Technique' <<http://jurnal.untan.ac.id/index.php/jpdpb/article/download/9332/9230>> [accessed 7 February 2019].

³³ Meyrisda Mifta and others, 'The Implementation of Three – Step Interview Technique in Teaching Speaking', *U-Jet*, 2.7 (2013), 1–13.

The process of brainstorming is primarily based on the physical and intellectual presence of the group. Therefore, the quantity is assured. This quantity leads to choosing out the best out of many, however, brilliantly followed up by the expertise of the coordinator.

Some of the advantages of the brainstorming technique are summarized below:

- a. The target group can generate/create a more significant number of alternative responses since the group's information, and knowledge tends to be more comprehensive and reliable.
- b. Group decision making is democratic. The democratic processes are more readily acceptable and more consistent with the democratic principles which ensure equal academic opportunities.
- c. Implementation of a brainstorming based decision is more effective as the entire group participates.³⁴

7. Problem faced in Teaching Speaking for Student

The problem of speaking learning that is often met by students in Indonesia is their tendency to write in advance the

³⁴ Inktakhab Khan, 'Relevance of Brainstorming in an EFL Classroom', *Social Science*, 54.January 2013 (2013), 12880–83 <https://www.researchgate.net/profile/Intakhab_Khan2/publication/266139643_relevance_of_Brainstorming/links/54266c870cf26120b7b01c3f/relevance-of-Brainstorming.pdf>.

sentence or word to be talked into Indonesian then translate it into English and then say it.

According to Penny Ur, there are several problems in classroom speaking Activities³⁵:

a. Inhibition

Speaking activities require a student to exposure to an audience that can often give students afraid and nervous. They may likewise be stressed over committing errors, being criticized, or losing face in front of the class; they feel shy of the audience or interlocutor attention when they are speaking.

b. Nothing to say

According to Emma the students do not want to talk or say anything it's because of students feel shy about speaking in front of other students, they are suffering from an afraid to make a mistake and therefore "losing face" in front of their teacher and their friends.

Speaking in front of other individuals needs fearless, inspiration from inside, and outside, for example, cheerful atmosphere in the conversation and energizing subject. Further is on the grounds that there are learners who overwhelm and almost intimidating.

c. Low or uneven participation

³⁵ Penny Ur, *A Course in Language Teaching Practice and Theory* (United Kingdom: Cambridge University Press, 1991).

There are dominant students in learning English class, it makes the other students difficult to express themselves freely. Dominant students who interrupt frequently or who continuously look for the teacher's attention tend to create an environment in the class where more silent students are quite happy to sit back and watch the lesson unfolding instead of participating, and they will speak little or not speaking at all.

d. Mother-tongue use

It is easier for the student to use their mother tongue in their class because it looks natural. Students who demand to utilize their first language are students who are frightful of analysis and should be urged to communicate in English. Students must comprehend that they can't back to their primary language as this will remove valuable talking practice time amid exercises and moderate down oral advancement.

8. Teachers' And Learners' Role

1. Teachers' Role

A teacher has an essential role in learning, where the success of knowledge comes from the part of the teacher, how he delivers the material, how to condition the class and how to manage the level well.

According to Scrivener, what a teacher can do for his students is to "help create the conditions in which they

might be able to learn.” Harmer confirms this by saying that “class management – the ability to control and inspire a class – is one of the fundamental skills of teaching.” Apart from this goal, learners should be taught various communication techniques and motivated to work on their weaknesses and achieve personal growth instead of being fitted into the roles of passive listeners who memorize chunks of text and drill grammatical rules. Scrivener, then suggests other methods how to engage students in the lessons, e.g., "enabling them to work at their speed, not giving them long explanations, encouraging them to participate, talk, interact, do things, etc.". Harmer goes further in eliciting the roles of a teacher, apart from the role of a facilitator, he suggests eight roles for the teacher – a controller, organizer, assessor, prompter, participant, resource, tutor, and observer.³⁶

In some institutions, Jack C. Richards and Charles Lockhart, stated that the roles of the teacher had been significantly extended and incorporate:

- Needs analyst.

The teacher decides students' individual needs following institutional strategies (e.g., an organized

³⁶ Martin Štěrbá, Thesis: *‘Teaching Speaking in ESP Classroom’* (Masaryk University, 2014).

interview) and uses the data acquired for course arranging and advancement.

- Curriculum developer.

The teacher develops his or her course plans and syllabuses based on student needs.

- Materials developer

The teacher develops his or her classroom materials, utilizing distributed course readings just in the event that the individual in question does as such.

- Counselor

The teacher is encouraged to identify students who are having problems and learning difficulties and offering individual counsel to students who need it.

- Mentor

The teacher helps less experienced teachers with their expert improvement.

- Team member

Teachers are encouraged to cooperate as a group as opposed to educate in isolation from different educators in the school and to participate in agreeable exercises, for example, team teaching.

- Researcher

The teacher is encouraged to conduct research lead look into identified with language learning and educating, include analysis in his or her classroom.

- Professional

The educator is expected to be able to proceed with the proficient improvement by taking portion in workshops and conferences, perusing proficient journal within the field, and joining proficient organizations.³⁷

2. Learners' Role

Speaking is an art and to reach it, students have to:

- Be conversational and courteous in standard greetings and other expressions.
- Ask questions and reply to them as well to maintain the dialogue with other classmates and the teacher.
- Endeavor for building vocabulary, procuring fluency and accomplishing accuracy.
- Attempt better pronunciation, appropriate intonation, and stress in the expressions of ideas and feelings.³⁸

³⁷ Robert C. Kleinsasser, Jack C. Richards, and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, *The Modern Language Journal*, 2006, LXXIX <<https://doi.org/10.2307/329404>>.

³⁸ Hussain.

Furthermore, Student's role according to Richard cited by Wahyu Sulistya Pambudi, include four aspects, namely:

- The learner is the planner of his or her learning program and thus ultimately assumes the responsibility of what he or she does in the classroom;
- The learner is monitor and evaluator of his or her progress;
- The learner is a member of a group and learns by interacting with others; and
- The learner is a tutor of other learners, the learners learn from the teacher, from the other students and other teaching sources.³⁹

9. Extracurricular activity for Students

1. Description of Extracurricular Activity

Extracurricular activities are activities that can serve as a forum for students who have an interest in the event. Through the guidance and training of teachers, extracurricular activities can form a positive attitude towards the activities pursued by the students.

Extracurricular activities are followed and executed by understudies both in school and outside of school, aims to empower understudies to create the potential, interests, and talents.

³⁹ Wahyu Sulistya Pambudi, Thesis: *'Classroom Techniques in Teaching Speaking to The 7th Grade Students of SMP N Banyudono in 2016/2017 Academic Year'* (Universitas Muhammadiyah Surakarta, 2017).

The point of the extracurricular held by the school is to give students a chance to improve their English and have more exposures and time in learning English because they do not get extra time in a regular class. The activities in the English Club also can help the students to improve the students' ability in English.

Extracurricular activities are activities that students take an interest in that don't drop into the domain of standard educational programs of schools. They are found in all levels of schools. There are numerous shapes of extracurricular exercises such as sports, clubs, administration, understudy daily paper, music, art, and drama.⁴⁰

2. The aim of Extracurricular Activity for Student

According to B. Suryobroto cited by Handoko Cahyandaru extracurricular activities aims as follows:

- a) Extracurricular activities can improve students ability in cognitive, affective and psychomotor aspects.
- b) Develop students' talents and interests in a personal effort coaching towards total human formation positive ones.

⁴⁰ Singh Annu and Mishra Sunita, 'Impact of Extracurricular Activities on Students in Private School of Lucknow District', *International Journal of Humanities and Social Science Invention*, 2.6 (2013), 92.

- c) Students can recognize and distinguish between the relationship to one lesson with another.⁴¹

3. English Club for Students

Kathleen F. Malu, stated that the English Club is a group of people who frequently met to hone speaking, listening, reading, and composing in English. English Speaking is a series of regularly scheduled meetings where Club Members practice English and help the community solve problems.⁴²

According to Payne & Whittaker, English Club give students:

- a) A chance to participate in language activities outside the classrooms.
- b) 2. During club meetings, students can enjoy games or engage in activities that are not possible in the classes.
- c) Students also learn to work in groups. This function as a form of preparation for the students to face the real world. During group work, they learn to communicate with students of different races and temperaments.⁴³

⁴¹ Handoko Cahyandaru, Skripsi: *'Pengaruh Keaktifan Siswa Dalam Ekstrakurikuler Terhadap Prestasi Belajar Siswa Kelas XI MAN Yogyakarta II'* (Universitas Negeri Yogyakarta, 2013).

⁴² Kathleen F. Malu. 2015. "The English Club Handbook: A Guide for English Leader". (Washington DC: Kinshasa, Republique Democratique du Congo). 11

⁴³ Angel Helen, Kemboja Ismail, and Zarina Othman, 'A Model for the Malaysian English Language Club Activities', *Procedia - Social and*

d) The Aim of the English Club for Students

English Club has several aims:

1. As a builder of students' enthusiasm to continue learning and develop student communication skills in English.
 2. A place for learning English that is more fun for students in using and practicing English.
 3. As a means to multiply/add material and Vocabulary (vocabulary)
 4. As a means to practice the ability to communicate in English (Speaking).
 5. As a means to develop four skills in English, namely, Listening, Reading, Speaking and Writing.
4. Activities in English Club for Student.

In the English Club, there are several programs:

English Speaking Class Program, Reading Class Program, Conversation Class Program, Writing Class Program, Listening Class Program, English fun learning.

5. English Speaking Program for Students

English Speaking program is a program that invites all levels of speakers of English as a second/other languages to meet in a relaxed atmosphere to practice conversational English. A program led by experienced English tutor.

English Speaking Club also can be called speaking club in the English club. Because speaking schedule is also part of the English club.

Based on Explanation above, it can be concluded that the English Club is some activities outside of regular class and this club aims to help the students get extra time to learn English more.

B. Previous Research

Relating to this research, the researcher chooses some works of literature about previous researchers which are relevant to the analysis:

Deika Tsaniya Gozali (2018), in his research of “*A Descriptive Study of Teaching Learning Activity in STEMBA English Club SMKN 7 Semarang In the Academic Year of 2016/2017*.”⁴⁴ UIN Walisongo Semarang”, He designed a study entitled “A Descriptive Study of Teaching Learning Activity in STEMBA English Club SMKN 7 Semarang In the Academic Year of 2016/2017” attempt to investigate the students who join English Club to increase their Speaking skill.

This Study was conducted in STEMBA English Club SMKN 7 Semarang. This research used a descriptive study.

⁴⁴ Deika Tsaniya Gozali, Thesis: ‘*Descriptive Study of Teaching Learning Activities in STEMBA English Club SMKN 7 Semarang in the Academic Year of 2016/2017*’ (Universitas Islam Negeri Walisongo, 2018).

The Finding of this research is that the English Club gives English knowledge to students and improve student's speaking skill in every event. Students are always enthusiasm in Learning English and still trying to create their mind critically in every problems and situation. Many students that joining English Club develop their English especially in speaking skill because they still learn together and also learn by themselves to increase their speaking skills. The strength of this research is the researcher of this research have explained the more about the English Club will enhance the English students speaking abilities. The weakness of the study is that the researcher only used observation, interview, and documentation as data instrument to collect data.

The similarities both of the thesis are the researcher use a qualitative method and focus on improving speaking ability.

Zulvy Melviza, Syamsul Bahri Ys, Nira Erdiana, (2017), in their research of *"Students' Perception Toward English Club Activities"*.⁴⁵ They conclude that both questionnaire and interview were used by the researcher to figure out the perception of students toward English club activities in practicing speaking. According to the two instruments applied by the researcher, the best description is that students of

⁴⁵ Zulvy Melviza, Syamsul Bahri Ys, and Nira Erdiana, 'Students' Perception Toward English Club Activities', *Research in English and Education (READ)*, 2.2 (2017), 4–6.

SMAN 3 Banda Aceh excited to follow the English club. Based on the questionnaire result, the researcher found that they prefer practicing in English club than a regular class. This result showed that most students choose "agree" if the English club is an excellent place to practice English. It was also found from the results of the interview. There are two interviewees [R4 and R6] out of 10 interviewees gave their positive perceptions about the statement. The primary purpose of holding the English club is to improve students' motivation to speak English with a high self-confidence even though the student only can produce one word. The researcher also found that the class atmosphere tends to be fun and comfortable through an English club.

Based on the data, it can be concluded that most students give positive responses to English Club activities in speaking. English club gives the students a place to practice in English fully. Furthermore, the English club also has a high power to encourage students' motivation to practice speaking with friends. English club plays an essential role in supporting students to practice speaking.

The similarities both of the research is the researcher used a qualitative method and focused on investigating the English club to improve the speaking skill.

Angel Helen Pereira, Kemboja Ismail, Zarina Othman (2013), in their research of *“A Model for the Malaysian English Club Activities”*.⁴⁶ They conduct the research in the East Malaysian state of Sarawak. Based on interviews conducted with ten teacher-advisor, the study sought to shed some light as to the status quo of the ELCs in the country. This paper proposes a system based on their perception and encounters. The model suggests four categories of exercises that can be a portion of the ELC model for its year-long exercises.

The result of this research is that every student or every person will face a struggle to grasp the language. The co-curricular activities have a very little system for their advancement. ELCs are academic clubs carried out during the students' co-curricular activities. The ELCs give students the chance to participate in language activities outside the classrooms. During club meetings, students can enjoy games or engage in activities that are not possible in the classes. Students who take an interest in extracurricular exercises have higher grades and superior participation.

The similarities both of the research is the researcher used a qualitative method and focused on investigating the English club as an object the research. The differences are previous the researcher only use one step to collecting data: interview, by

⁴⁶ Helen, Ismail, and Othman.

interviewing a ten teacher advisors, in this research, the researcher use three steps: observation, interview, and documentation.

CHAPTER III

RESEARCH METHOD

This chapter presents of research approach, research setting and time, research focus, source of data, technique data collection and technique of data analysis.

A. Research Approach

The research method is a scientific way to get data with a particular purpose and use¹.

In this research, the researcher uses descriptive qualitative research as the primary data of the analysis. The qualitative data gain from observation, interview, and documentation.

Qualitative research is very basic level interpretive.² This implies that the researcher makes an interpretation of the data, it includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned, and offering further questions to be asked.

Qualitative research takes place in a natural setting. The qualitative researcher frequently goes to the location of the participant to conduct the investigate of the research. This

¹ Sugiyono, *Metode Penelitian Kuantitatif Dan R&D* (Bandung: Alfabeta CV, 2014).

² John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Third Edit (USA: SAGE Publications, 2009) <<https://doi.org/10.2307/1523157>>.

enables the researcher to develop a level of detail about the individual or place and to be highly involved in actual experiences of the participants.

The purpose of qualitative research is more descriptive than predictive. The goal is to understand, in depth, the viewpoint of a research participant.³

Case studies are a strategy of inquiry in which the researcher investigates in profundity a program, occasion, movement, prepare or one or more individuals. Cases are bounded by time and movement and researcher collect detailed information data employing a assortment of information collection strategies over a sustained period of time.⁴

Case study inquiry is usually associated with an intensive investigation of a location, an organization or a campaign. The purpose of case study research is to increase knowledge about real, contemporary communication events in their context.⁵

The aims of a case study is to understand the characteristics that define a particular bounded system, and perhaps to describe an event or process occurring within that system.⁶

³ Scott W Vanderstoep and Deirdre D Johnston, *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*, Jossey-Bass (San Fransisco: Jossey-Bass A Wiley Imprint, 2009), DCCII <https://doi.org/10.1007/978-1-61737-960-4_9>.

⁴ W. Creswell.

⁵ Christine Daymon and Immy Holloway, *Qualitative Research Methods in Public Relations and Marketing Communications*, Second Edi (New York: Routledge, 2002).

⁶ Vanderstoep and Johnston, DCCII.

B. Research Setting and Time

1. Place of the Research

This research has been conducted at the Attanwir Language Center of MA Islamiyah Attanwir. It is located in Jl. Raya Talun No. 220 Talun Sumberrejo Bojonegoro East Java Indonesia.

2. Time of the Research

The research was done on 10th-30th April 2019. This research was conducted in 2nd semester in the academic year of 2018/2019.

C. Research Focus

The focus of qualitative research is to give voice to people at the margins of a culture.⁷

The focus of this research is the Implementation of English Speaking Program in Attanwir Language Center for developing their speaking skill and students' proficiency of speaking skill after joining at Attanwir Language Center MA Islamiyah Attanwir Talun Sumberrejo Bojonegoro in the Academic Year of 2016/2017.

⁷ Vanderstoep and Johnston, DCCII.

D. Source of Data

In this research, the source of data is the subject where the data can be obtained. Someone who responds, gives information or answers the researches' question is the source of data. Observation and documentation are used to collect the data. The sources of the data in this research are:

1. The English Teacher
2. Tutor of Attanwir Language Center
3. Member of Attanwir Language Center
4. MA Islamiyah Attanwir documents.

E. The Technique of Data Collection

The data collection technique can be applied by observation, in-depth interview and documentation.

1. Observation

The observation is one of the data collection methods that observes and records of the research object, then recording conducted necessary to obtain the corresponding data to the research. According to Sutrisno Hadi in Sugiyono's book, stated that observation is a complex process, a process composed of various biological and psychological processes.⁸ Observation is the fundamental base of all research methods. No matter which

⁸ Sugiyono, *Metode Penelitian - Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta CV, 2016).

method you use, in any situation you will always be looking about you to gather more evidence to help you understand the research context.⁹ The observation used by the researcher to get more information about the English Speaking Program at Attanwir Language Center.

2. Interview

The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. In the interview, an interview took only a guideline that outlines the things that be requested¹⁰. An interview is used to provide structured data with greater depth.¹¹ The Researcher use this technique to investigate the Extracurricular activity for a tutor in Attanwir Language Center to improve the speaking skills.

3. Documentation

Documentation is a technique of data collection by gathering and analyzing documents, whether written

⁹ Daymon and Holloway.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 1991).

¹¹ Ummy Khoirunisya' Masyhudianti, Hanita Masithoh, and Khoirunnisa Khoirunnisa, 'A Teacher'S Beliefs and Practices of Using Video To Teach Speaking: A Case Study At Sma As-Salam Surakarta', *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 11 <<https://doi.org/10.21580/vjv7i12398>>.

materials, pictures and electronic.¹² In this research, the researcher used all of those tools. By doing this technique, researcher data would be comprehensive and valid.

F. Technique of Data Analysis

The researcher use descriptive qualitative research based on data collection. The researcher collected, arranged, and presented data because the qualitative method is a kind of research without using any calculation or statistic procedure. The researcher take the steps as follow:

1. Reduction

Reduction data is summarizing, choosing the main things, focusing on the essential stuff, looking for themes and patterns and disposing of unnecessary ones.¹³

So, at this step, the researcher check all of the data collected from the responses of informants, observation, documents, selected an image, and other records.

2. Display Data

After reducing all of the data, the next step is displaying the data. In qualitative research, it can be done in short explanation, diagram, a relationship among category, flowchart, and others. Miles and Huberman in Sugiyono's

¹² Nana Syaahid Sukma Dinata, *Metodologi Penelitian Pendidikan* (Bandung: PT. Remaja Rosda Karya, 2004).

¹³ Sugiyono, *Metode Penelitian - Pendekatan Kuantitatif, Kualitatif, Dan R&D*.

book explain about the display data that the most frequent form of display data for qualitative research data in the past has been narrative text¹⁴ It purposes to make it easy for the researcher in understanding what would happen, planning the next task based on what is perceived of it.

In this step, the researcher classified answers and other data according to the variable group. Then it was classified again according to specific indicators as set before. By doing this, the data would have a suitable place within the framework of predefined reports.

3. Conclusion

Interpretation is the final step in the data analysis technique.¹⁵ At this stage, the researcher interpreted the data that had been previously coded by enriching information through comparative analysis does not eliminate all original context.

¹⁴ Sugiyono, *Metode Penelitian - Pendekatan Kuantitatif, Kualitatif, Dan R&D*.

¹⁵ Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian* (Yogyakarta: Ar-Ruzz Media, 2014).

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher describes the implementation of English Speaking Program at Attanwir Language Center to facilitate student's speaking skills in MA Islamiyah Attanwir Talun Bojonegoro. This chapter consists of Research Finding Discussion.

A. Research Finding

1. Profile of Attanwir Language Center

a. History

Attanwir Language Center (ALC) is one of the popular organization or extracurricular institution in MA Islamiyah Attanwir Talun Bojonegoro, East Java. Because it has a big contributive in that aspect. It has helped to everyone particularly to students in MTs and MA Islamiyah Attanwir Talun to develop their English skill, especially in speaking.¹

Historically, ALC was formed initially in 2001, but after three years of running, there was no movement of the organization that was not fast enough, had not run well and was vacuumed for around three years. In 2005, it was revived by young teachers, who later in that year also lacked proper development, and in 2009 I restarted and went well until this year or now.

¹ The result of interview with Mr. Imam Ekwanto, the teacher of English lesson and as adviser of Attanwir Language Center, on Sunday, April 14, 2019.

The steps that I have taken when reviving ALC are reorganizing the management structure, the personnel management structure is complete, understanding the management of their respective main tasks, then the second step after they understand the tasks and main functions in the organizational structure of the ALC, I ask to form classes in the Education Division so that the Teaching and Learning Activities in the ALC or activities other activities in each field are running well until now.²

b. Vision and Mission

Vision:

“Grow and develop in English and Arabic to be An Excellent and Brilliant people”

Mission:

“Practice English and Arabic wherever and whenever Have fun practice Classes and get the achievement by joining the competition”

c. Tutor and Learners of Attanwir Language Center.

a. Tutor

There are two tutors in Attanwir Language Center, Mr. Imam Ekwanto and Mr. Ahmad Asyif but Mr.

² The result of interview with Mr. Imam Ekwanto, the teacher of English lesson and as adviser of Attanwir Language Center, on Sunday, April 14, 2019.

Ahmad Asyif concern in Arabic Language. They are as a tutor in ALC since 2001 until now. Mr. Imam Ekwanto is the teacher of English lesson tries to make the students active in the classroom of ALC by giving some questions, answering the questions and discussions. Sometimes, the use of Indonesian can connect some difficult words to reduce misunderstanding. But he tries to minimize use of Indonesian language because he wants their students can speak English fluency.

Mr. Imam Ekwanto combines between drilling materials and games, game is absolutely necessary where students have a time lag for refreshing, but the orientation of the main thing is the learning process, but it's not tense, it's fun.³

b. Learners

Because of the dedication of the teacher and all members of the ALC to become one of the most favorite organizations in MA Islamiyah Attanwir because of their disciplined knowledge and achievements.

³ The result of interview with Mr. Imam Ekwanto, the teacher of English lesson and as adviser of Attanwir Language Center, on Sunday, April 14, 2019.

Every Juny-July ALC opens registration for new members to join as members of the ALC, they fill in their personal data and provide the reasons for joining the ALC activities. And then they take a placement tests for the determination of classes.

2. The Implementation of English Speaking Program at Attanwir Language Center.

2.1. Learning Focus of English Speaking Program at Attanwir Language Center

According to Mr Imam, He said “We emphasize almost 70% on speaking, so the other is just a support, and the coupling with speaking is we also focus on how to pronounce, how the pronunciation of these children can develop well, and also the enrichment of vocabularies. Or enriching the addition of new vocabularies for children, so if we look at the schedule structures in ALC dominant in speaking and on their support such as the pronunciation and vocabulary. Language is what spoken, indeed for speaking it takes the largest portion, because our nature in ALC is practice, or practicing not theoretic, meaning that children in ALC are expected to have a place to practice, one of the most effective forms of practice in Language speaking this”.⁴

⁴ The result of interview with Mr. Imam Ekwanto, the teacher of English lesson and as adviser of Attanwir Language Center, on Sunday, April 14, 2019.

For learning strategies, we are more focus on provoking or stimulating children to speak. One of them is the nature of making discussion classes, where we give one topic that is controversial or one specific issue that is worthy of discussion, then our children ask to discuss the issue using their views using English. The tutor also makes learning strategies and make a material which is match with the level of students. Usually, tutor or teacher makes material from looking for in internet or they only take from a textbook.⁵ Before they teach students. A learning focus in ALC is student center, where students must be active than the tutor or teacher.

The main focus of Attanwir Language Center is to make students familiar English in daily activity. In every change, the teacher and the board of Attanwir Language Center always give the knowledge, especially joining English. They make a conversation with friend and teacher also using English.

For the new member of ALC must know the rules if they want to join in ALC. If it is difficult to speak in English, they can combine little Bahasa in their conversation and also responsible for asking the board of ALC or looking for the difficult words in the dictionary what the word that

⁵ The result of interview with Miss Mayra, as the tutor of Attanwir Language Center, on Saturday, April 20, 2019.

they don't know. The learning focus in ALC explained below:

2.1.1. Discussion.

One of the foremost challenging educating strategies, leading discussion can also be one of the foremost rewarding. Utilizing discussions as a essential teaching methods is permits student to stimulate critical thinking.

Discussion method is a way of presenting lessons, in which students are faced with a problem in the form of a statement or question that is problematic to be discussed and solved together. In the discussion, the teaching and learning process takes the form of interaction between two or more individuals involved, exchanging experiences, information, solving problems, all active, there is nothing passive as a listener.

The steps in conducting the discussion are as follows⁶:

1. Preparation
 - a. Tutor formulates the goals to be achieved, general goals and specific objectives. The objectives are explained by the teacher who then must be understood by each student as a participant in the discussion. The purpose described is as the control in the implementation.

⁶ The result of researcher observation, on Sunday, April 14, 2019.

- b. Tutor determines the type of discussion to be carried out in accordance with the objectives to be achieved.
 - c. The tutor determines the problem to be discussed or the subject matter to be discussed. Problems can be determined from the contents of the learning material or actual problems or topics that are controversial or one specific issue that is worthy of discussion, which occurs in the community that is connected with the participants' material in accordance with the field of study being taught.
 - d. Prepare everything related to the technical implementation of the discussion.
2. The Implementation of Discussion
- a. Check all the preparations that are considered to affect the smooth discussion
 - b. Tutors as facilitators provide guidance before discussions are held, for example explaining, the objectives to be achieved and explaining discussion rules according to the type of discussion to be held.
 - c. Students carry out discussions in accordance with the rules of the game that have been set. In the implementation of the discussion, the tutor acts as a facilitator.
 - d. Tutors provide equal opportunity for each discussion participant to issue ideas and ideas

- e. The tutor controls the discussion on the subject matter being discussed. So that the discussion does not come out of a predetermined corridor, and the discussion does not become broad and focused.

3. Closing the Discussion

The end of the learning process using the discussion method is as follows:

- a. Students summarize the discussion as a conclusion according to the results of the discussion, which is then conveyed to other students.



Students' participation of English Speaking Program⁷

⁷ The Result of Observation on Attanwir Language Center (ALC) about Students' Participation on debate competition on Sunday, April 14, 2019.

- b. Tutors invite students to review the course of the discussion by asking for opinions from all participants as feedback for further improvement.

At the end of discussion tutor always gives appreciation for all members, reflection about the discussion, and reviews the contents, strategy, and pronunciations.

2.2. The Role of Teacher and Students.

a. The role of the Teacher

According to the Law of the Republic of Indonesia No. 20 of 2003 Chapter I Article 1 paragraph 5, Education personnel are members of the community who are devoted and appointed to support the implementation of education.

While in paragraph 6 it is explained that Educators are qualified teaching staff as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations that are appropriate to their specificity, and participate in conducting education.⁸

The role of the teacher in the teaching-learning process, the Teacher, does not only appear again as a teacher, as his function stands out so far but switches as a coach, counselor and manager of learning. It is in accordance by the function of the role of the future teacher. Whereas a coach, a teacher will play a role in encouraging students to master learning tools,

⁸ *Undang-Undang Republik Indonesia* (Indonesia, 2003) <https://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU_no_20_th_2003.pdf>.

motivate students to work hard and achieve the highest achievement.

Mr. Imam said, “in ALC I called it not a teacher, if in that class I was more of a role as a teacher, when in ALC I emphasized only as a learning facilitator, where children only gave them themes then they could discuss the theme”.⁹

There are some steps used by the teacher in the learning process:

1. The teacher allows students to respond when learning takes place,
2. The teacher guides students in discovering students' conceptual understanding before they exchange ideas about understanding concepts,
3. The teacher encourages students to play an active role in discussions with the teacher or between students themselves,
4. The teacher directs students to investigate wisely and direct questions to each student.
5. The teacher elaborates on fundamental student responses,
6. The teacher directs students to experiment, which might cause contradictions between hypotheses, then lead to discussion,

⁹ The result of interview with Mr. Imam Ekwanto, the teacher of English lesson and as adviser of Attanwir Language Center, on Sunday, April 14, 2019.

7. The teacher gives a waiting time after the question,¹⁰
- a. The role of the students.

National education functions is to develop capabilities and form a dignified character and national civilization in order to educate the nation's life, aiming at developing potential students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.¹¹

Students in ALC have some roles, they are more active than teacher or tutor, students not only consumers but also as producers.

The student is fully aware of the direction and purpose of his learning, so he is always ready to receive and digest the ingredients. So, it's not learning just from learning.

1. Students have pure motives (intrinsic or intention). The right intention because they want to learn, not because of something else extrinsic.
2. Students learn with "full head", meaning students have prior knowledge and learning experiences (apperception), making it easier for themselves to receive something new.

¹⁰ The Result of observation on Attanwir Language Center (ALC) about Students' Participation on learning process on Monday, April 14, 2019.

¹¹ *Undang-Undang Republik Indonesia* (Indonesia, 2003) <https://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU_no_20_th_2003.pdf>.

3. Students realize that learning is not merely memorizing. There is also the use of other mental powers that must be developed so as to enable him to gain new experiences and be able to solve various problems.
4. Students always focus attention (concentration of mind) on what is being studied and try to keep away things that interfere with concentration so that the atmosphere of order and security of learning is shared and / or alone.
5. Students work together with groups / classes to get something or gain new experience and must be firm in working alone in proving the success of learning, so he knows the limits of his abilities. Imitating, copying or cheating when taking a test is a disgraceful act and demeaning "dignity" of himself as a student.
6. During classes or discussions in groups / classes, they must show active participation by asking questions or expressing opinions, if needed.¹²

B. Discussion

1. Attanwir Language Center

Attanwir Language Center (ALC) is a study group or one of the organizations in the Attanwir Islamic Boarding School that focuses on language development, especially

¹² The Result of observation on Attanwir Language Center (ALC) about Students' Participation on learning process on Monday, April 14, 2019.

English and Arabic students in Madrasah Tsanawiyah and in Islamic Senior High Schools. ALC also concentrated on developing leadership for students by becoming administrators organized by the ALC.

ALC has departments there are Education, Publication, and Activity division.

There are two main tutors on ALC namely Mr. Imam Ekwanto who is also the supervisor of ALC English Division and Mr. Ashif is concerned with Arabic division. And the other tutors are additional tutors who are usually taken from alumni and experienced members and who are administrators of ALC.

At present, the ALC has a membership of 70 students from classes in MTs and as many as 35 students in the MA. This period the ALC organization has a leader, they are Rizky Mubarak class XI A1 and Riza Nadia Manzil class XI A2 (2019-2020). ALC members come from various types of classes, some from science and also from social studies, even though they come from different level, but they have one goal which is to deepen their knowledge, especially English.

According to Ubaid and Nauval, they say that ALC is more than an organization, ALC is like a home, where they can get a new family, and also experience and teaching. Not only that, but ALC is a place where they can get the joy and

sorrow experiences that they have experienced there, but every organization must have problems and differences of opinion exist, but from the ALC they can learn how they can solve problems together and learn how to be responsible.¹³

2. The Implementation of English Speaking Program at Attanwir Language Center (ALC)

a) Method

The teachers and tutors of ALC apply various strategies. They combine several methods, strategies, and techniques in teaching-learning speaking to facilitate students in English speaking actively. English speaking program of ALC implements the methods that make the students do not only enjoy but also involve some activities in English speaking program.

The methods used by tutors and teachers in English Speaking Program of ALC:

1. Communicative Language Teaching (CLT)

The students are asked to communicate in the target language of English. The teachers' role is to motivate and support students in practicing English speaking more often. Mostly students discuss the material given from the tutors. Some topics discussed such as the trend issues in the environment. Here are

¹³ The result of interview with Abdullah Ubaidi, and Muhammad Nauval Irfan Pratama the member and the board of Attanwir Language Center, on Sunday, April 28, 2019.

in teaching learning process of English Speaking Program at ALC:

- Teacher stimulates the students.
- Teacher explains the material.
- Students discusses the material.
- Students presents the results of discussion.
- Teacher gives the feedback.¹⁴

2. Direct Method

The purpose of direct method, the students often practices of the target language (English). Teacher sometimes gives drill technique, conversation, and discussion in the implementation of direct method. Those techniques are hope can make students more familiar with practicing English, especially speaking. Through conversation, students are trained to enjoy speaking with their friends. Sometimes, the teachers approach to some students to invite the students to do the conversation. The teachers ask about the result of student conversation with their friends. The purpose is to make sure that students can speak English.

Then through discussion, the students are hoped can express more flexible. Through this technique, the teachers give a theme. Then the students deliver their

¹⁴ The Result of observation on Attanwir Language Center (ALC) about Students' Participation on learning process on Saturday, April 14, 2019.

arguments and opinions relate to the theme. During this discussion, the teachers control the students, so that the discussion can be conducive situation and every student speaks in the forum. In this discussion, sometimes the teacher asks to some students relate to the theme. The target is students who their speaking ability are still under the standard. By asking them, they will try to speak more and can speak more fluently.¹⁵

3. Audio-Lingual Method (ALM)

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

The teachers teach through drilling more than learning from speech audio. The teachers give drilling material in every meeting. So, every day the students are forced to practice English. In drilling, the teachers

¹⁵ The result of interview with Mr. Imam Ekwanto, the teacher of English lesson and as adviser of Attanwir Language Center, on Sunday, April 14, 2019.

give instructions that students must repeat and follow. The teachers make and arrange some sentences and become a paragraph. Then the students repeat and follow the teacher's instruction. In this technique, the teachers make and arrange some sentences in the Indonesian language. Then the students are asked to translate into English together by speaking. In translating those sentences, the teacher also helps the student translation.

The content of the sentences everyday is a different topic. By doing so every day, the students have a habit practicing English every day. Besides, students automatically can enrich their vocabulary.¹⁶

Student's Achievement

No	Name	Rank	Level	Year
1	Riza Nadia Manzil	I	English Olympiad in Class Meeting MTs AI Attanwir	2015
2	Widya Paraswati	I	Speech contest in Class Meeting Attanwir Language Center (ALC)	2017
3	Sabrina Franesya Aurela	II	Speech contest in Class Meeting Attanwir Language Center (ALC)	2017
4	Faizatul Khumairotiz Zahro'	III	Speech contest in Class Meeting Attanwir Language Center (ALC)	2017

¹⁶ The Result of observation on Attanwir Language Center (ALC) about Students' Participation on learning process on Tuesday, April 16, 2019.

5	Riza Nadia Manzil	I	Story Telling contest in Class Meeting Attanwir Language Center (ALC)	2017
6	Tika Nabila Aulia Sholihah	II	Story Telling contest in Class Meeting Attanwir Language Center (ALC)	2017
7	M.Rizal Alfi Syahrudin	III	Story Telling contest in Class Meeting Attanwir Language Center (ALC)	2017
8	Umi Khalimatus Sa'diyah	I	Khitobah in Class Meeting Attanwir Language Center (ALC)	2017
9	Siti Shofa Nuri	II	Khitobah in Class Meeting Attanwir Language Center (ALC)	2017
10	Moh. Nur Salim	III	Khitobah in Class Meeting Attanwir Language Center (ALC)	2017
11	Auqi Lu' lu In Nada	I	Taqdimul Qishoh in Class Meeting Attanwir Language Center (ALC)	2017
12	Putri Cantika Annuriya Nabila	II	Taqdimul Qishoh in Class Meeting Attanwir Language Center (ALC)	2017
13	Ihda Santika Ziyana Rohmatin	III	Taqdimul Qishoh in Class Meeting Attanwir Language Center (ALC)	2017
14	Auqi Lu' lu In Nada	I	MTQ Attanwir	2018
15	Shifa Shofiana	I	Speech contest in Class Meeting Attanwir Language Center (ALC)	2018
16	Uslifatur Rizqiyah	II	Speech contest in Class Meeting Attanwir Language Center (ALC)	2018
17	Trisna Feby Nur Laili	III	Speech contest in Class Meeting Attanwir	2018

			Language Center (ALC)	
18	Syalisa Amani Fatiha	IV	Speech contest in Class Meeting Attanwir Language Center (ALC)	2018
19	Ilmia Qurrota Nisa'	I	Story Telling contest in Class Meeting Attanwir Language Center (ALC)	2018
20	Deni Marcella	II	Story Telling contest in Class Meeting Attanwir Language Center (ALC)	2018
21	Laila Hidayatun Nur Rohmah	III	Story Telling contest in Class Meeting Attanwir Language Center (ALC)	2018
22	Fatma Nur Faiza	IV	Story Telling contest in Class Meeting Attanwir Language Center (ALC)	2018
23	Ahmad Arizki Hikam	I	Khitobah in Class Meeting Attanwir Language Center (ALC)	2018
24	Shofiyatu Zahrotul Muniroh	II	Khitobah in Class Meeting Attanwir Language Center (ALC)	2018
25	Imamatul Khoiriyah	III	Khitobah in Class Meeting Attanwir Language Center (ALC)	2018
26	Nandita Rismadiana	IV	Khitobah in Class Meeting Attanwir Language Center (ALC)	2018
27	Halimatus Sa'diyah	I	Taqdimul Qishoh in Class Meeting Attanwir Language Center (ALC)	2018
28	Setia Rini Arista	II	Taqdimul Qishoh in Class Meeting Attanwir Language Center (ALC)	2018
29	Ayuni Nur Alfiyah	III	Taqdimul Qishoh in Class Meeting Attanwir Language Center (ALC)	2018

30	Nur Amilatus Sholikhah	IV	Taqdimul Qishoh in Class Meeting Attanwir Language Center (ALC)	2018
31	Muna Ma'rudatul M.	II	Arabic Olympiad MTs level in Kompetisi Sains Madrasah (KSM) Bojonegoro	2019
32	Riza Nadia Manzil	I	English Olympiad MTs level in Kompetisi Sains Madrasah (KSM) Bojonegoro	2019

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections which are conclusion and suggestion.

A. Conclusion

The researcher found that the English Speaking Program supports the speaking ability of students. It also influences the students to score in English. The tutors who conduct English Speaking Program frequently implement discussion technique that makes students be active and enjoy the activity of English speaking. In the teaching-learning process, the teacher has multi-roles such as a teacher, a facilitator, a motivator, a counselor, a guide, and a coach. The teacher does not only transfer the knowledge but also guide the students all the time. The teacher motivates students to be active in the teaching learning process. The teacher also can be a good partner in discussing some topics and current issues. The Teacher guides students to have the best achievement in English. The teacher is a good model for students in English speaking fluently. The students have much more opportunity to speak through an English speaking program, English Speaking Program (ESP) does not only improve their speaking ability but also their achievement in English. They get a good score in English and win in English competition as well.

B. Suggestion

After conducting the research, the researcher would like to give suggestions:

1. For the teacher

The teacher should be able to manage and arrange a time as good as possible so that the target of teaching speaking can be reached optimally.

2. For the students

The students should more practice of English speaking out of the classroom. They should understand the importance of English in the globalization era. be aware of the importance of English. Students must always have always strong motivation in learning English.

3. For the other researchers

The researcher hopes this study can be as reference to other researchers to do the beneficial research in the future.

C. Closing

The researcher realizes that the result of this research is still far from perfect. Accordingly, the researcher will always be waiting for the constructive critics and suggestions from everyone. The researcher hopes that even though this research is still far from perfect, it can be useful for everyone.

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Appendix 1

(Surat Izin Riset)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B -2974/Un.10.3/D.1/TL.00./04/2019

4 April 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : Ari Irfan Fahrudin

NIM : 1503046095

Yth.

Kepala MA Islamiyah Attanwir
Di Bojonegoro

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Ari Irfan Fahrudin

NIM : 1503046095

Alamat : Dk. Kaligede Rt.03/01. Ds. Pilanggede Kec. Balen Kab. Bojonegoro

Judul skripsi : "English Speaking Program at Attanwir Language Center"

(A Study at MA Islamiyah Attanwir Talun Bojonegoro)

Pembimbing :

1. Nadiyah Ma'mun, M.Pd.

2. Dra. Nuna Mustikawati Dewi, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 1 Bulan, mulai tanggal 10 April 2019 sampai dengan tanggal 10 Mei 2019.

Demikian atas perhatian dan terimakasihnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Dekan,
Penil Dekan Bidang Akademik

TAH SYUKUR

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 2

(Surat Keterangan Riset)



YAYASAN PONDOK PESANTREN ATTANWIR
MADRASAH ALIYAH ISLAMIAH ATTANWIR
NSM : 131235220034, NPSN : 20580132 STATUS : TERAKREDITASI A
TALUN SUMBERREJO BOJONEGORO

Alamat : Jl. Raya Talun no. 220 Sumberrejo Bojonegoro 62191 Telp/Fax. (0353) 332008 Email: ppattanwir@yahoo.com

SURAT KETERANGAN

Nomor : 748/YPPA-MAI ATTANWIR/IV/2019

Yang bertanda tangan dibawah ini :

Nama : SURONO, SE., S.Pd., MM.
Jabatan : Kepala MA Islamiyah Attanwir.
Alamat Madrasah : Jl. Raya Talun No. 220 Sumberrejo Bojonegoro.

Menerangkan bahwa :

Nama : ARI IRFAN FAHRUDDIN
NIM : 1503046095
Alamat : Dk. Kaligede Ds. Pilanggede Kec. Balen Kab. Bojonegoro
Judul Skripsi : English Speaking Program Attanwir Language Center
(A Study at MA Islamiyah Attanwir Talun Bojonegoro)

benar-benar telah mengadakan penelitian dan pengumpulan data di lembaga kami untuk penyusunan skripsi dengan judul : *"English Speaking Program Attanwir Language Center"*
(A Study at MA Islamiyah Attanwir Talun Bojonegoro).

Demikian surat keterangan ini di buat, agar dapat digunakan bagi yang berkepentingan.

Talun, 28 April 2019
Kepala,



[Signature]
SURONO, SE., S.Pd., MM.

Appendix 3

(Surat Penunjukan Dosen Pembimbing)



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-646/Un.10.3/I.4/PP.00.9/01/2019
Lamp : -
Hal : **Penunjukan Pembimbing Skripsi**

29 Januari 2019

Yth:

1. Nadiyah Ma'mun, M. Pd
2. Dra. Nuna Mustikawati Dewi, M. Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Ari Irfan Fahrudin
NIM : 1503046095
Judul : *"ENGLISH SPEAKING PROGRAM AT ATTANWIR LANGUAGE CENTER (A STUDY AT MA ISLAMIAH ATTAWIR TALUN BOJONEGORO"*

Dan menunjuk saudara Nadiyah Ma'mun, M. Pd. sebagai pembimbing I dan saudara Dra. Nuna Mustikawati Dewi, M. Pd. sebagai pembimbing II dalam skripsi sebagai syarat kelulusan S1. Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terima kasih. Wassalamu'alaikum Wr. Wb.

A.n. Dekan,



Ketua Jurusan Pendidikan Bahasa Inggris

M. Ikhrom, M.Ag

NIP: 19650329 199403 1 002

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Ketua Jurusan Pendidikan Bahasa Inggris
3. Mahasiswa yang bersangkutan
4. Arsip

Appendix 4

(Struktur Organisasi Attanwir Language Center)



THE BOARDS OF

ATTANWIR LANGUAGE CENTER (ALC)

THE SOLEMN PERIOD 2019/2020 M.

LEADER : Moch. Rizky Mubarak

Riza Nadia Manzil

SECRETARY : Abdullah Ubaidi

Zidan Fahman Arbi

Auqi Lu'lu In Nada

Syalisa Amani Fatiha

TREASURER : M. Naufal Irfan Pratama

Ahmad Faidullah

Faridatun Nadiyah

Ayu Monica

EDUCATION : Mufi Al Ayubi

Moh. Nur Salim

Yoga Nanda Pratama

M. Syahrul Himawan
Bimo Arif Firmansyah
Zainal Arifin
Thoriq Abdul Aziz
Faizatul Khumairotiz Zahro'
Lauha Kurnia Safira
Ummi Khalimatus Sa'diyah
Syella Haqiqi Khoiriyah
Nandita Rismadiana
Henik Ika Ulfawati
Ilmia Qurrota Nisa'
Wulan Mardhotun Nisa'

PUBLICATION : M. Alvin Hikam

M. Arif Fahrudin
M. Amru Maulana
M. Tsani Alfarisi
Widya Paraswati
Siti Shofa Nuri
Putri Jian Suryani
Amelia Fitria Noor Sholihah

ACTIVITY : M. Angga Dwi Fachrul Yahya

M. Syarofuddin

Charisuddin Jamil

Putri Cantika Annuriya Nabila

Halimatus Sa'diyah

Shofiyatu Zahrotil Muniroh

Appendix 5

(The Result of Observation 1)

OBSERVATION GUIDELINES

The observation guidelines are used to know the implementation of English Speaking Program at Attanwir Language Center of MA Islamiyah Attanwir Talun Bojonegoro.

Time : Wednesday, April 10th 2019

Tutor : Mr. Imam Ekusanto.

Observation Guidelines for Teacher

No.	Aspects of the Observation	Result	
		Yes	No
1.	The teacher prepare students' to follow the learning process.	✓	
2.	The teacher associates learning material with other relevant knowledge	✓	
3.	The teacher prepare appropriate learning scenario with development of students and in accordance with the learning materials	✓	
4.	The teacher instructs students to prepare their material (books).	✓	
5.	The teacher makes sure the student is ready to accept the explanation from the teacher.	✓	
6.	The teacher explains the material	✓	
7.	The teacher uses correct and fluent spoken and written language	✓	
8.	The teacher associates material with the reality of life	✓	
9.	The teacher uses learning media effectively and efficiently	✓	
10.	The teacher give some questions to make the class is more active.	✓	
11.	The teacher give the motivation to students.	✓	
12.	The teacher checks students' who have understand the material.	✓	
13.	The teacher starts the Question and answer session.	✓	

2. Observation Guidelines of students

No.	Aspects of the observation	Result	
		Yes	No
1.	Students prepare themselves to follow the learning process.	✓	
2.	Students follow the learning process.	✓	
3.	Students enjoy the learning process	✓	
4.	Students enthusiast when the teacher explain the material.	✓	
5.	Students give a positive response when the teacher explains the material.	✓	

Appendix 6

(The Result of Observation 2)

OBSERVATION GUIDELINES

The observation guidelines are used to know the implementation of English Speaking Program at Attanwir Language Center of MA Islamiyah Attanwir Talun Bojonegoro.

Time : Saturday, April 20th 2019
Tutor : Miss Mayra

Observation Guidelines for Teacher

No.	Aspects of the Observation	Result	
		Yes	No
1.	The teacher prepare students' to follow the learning process.	✓	
2.	The teacher associates learning material with other relevant knowledge	✓	
3.	The teacher prepare appropriate learning scenario with development of students and in accordance with the learning materials	✓	
4.	The teacher instructs students to prepare their material (books).	✓	
5.	The teacher makes sure the student is ready to accept the explanation from the teacher.	✓	
6.	The teacher explains the material	✓	
7.	The teacher uses correct and fluent spoken and written language	✓	
8.	The teacher associates material with the reality of life	✓	
9.	The teacher uses learning media effectively and efficiently	✓	
10.	The teacher give some questions to make the class is more active.	✓	
11.	The teacher give the motivation to students.	✓	
12.	The teacher checks students' who have understand the material.	✓	
13.	The teacher starts the Question and answer session.	✓	

2. Observation Guidelines of students

No.	Aspects of the observation	Result	
		Yes	No
1.	Students prepare themselves to follow the learning process.	✓	
2.	Students follow the learning process.	✓	
3.	Students enjoy the learning process	✓	
4.	Students enthusiast when the teacher explain the material.	✓	
5.	Students give a positive response when the teacher explains the material.	✓	

Appendix 7

(Instrument of Interview)

1. Bagaimana sejarah terbentuknya ALC di MA Islamiyah Attanwir?
2. Apa sajakah fokus pembelajaran yang ada di ALC?
3. Setujukah Bapak dengan adanya Speaking skills? Mengapa?
4. Bisa Bapak jelaskan bagaimana proses belajar mengajar di kelas bapak?
5. Topik topik materi apa yang sering bapak gunakan dalam proses mengajar?
6. Apa saja yang Bapak persiapkan sebelum mengajar?
7. Strategi atau teknik apa yang biasa bapak gunakan? Dan bagaimana pengimplementasiaannya?
8. Biasanya Bapak menggunakan metode apa untuk mengajar siswa?
9. Apa saja yang menjadi pertimbangan bapak dalam menyusun metode atau strategi tersebut?
10. Apakah bapak pernah mengembangkan bahan ajar sendiri dengan menggunakan media sendiri berdasarkan pengalaman sendiri atau bermusyawarah dengan Guru mata pelajaran?
11. Untuk materi pembelajarannya Bapak mengambil dari sumber mana saja?
12. Apakah biasanya bapak menggunakan game? Biasanya game apa? Dan bagaimana pengimplementasiaannya?

13. Apa kendala yang biasanya bapak temukan ketika mengajar siswa?
14. Apa prestasi yang menonjol dari siswa yang bapak bimbing?
15. Apa saja yang menjadi pertimbangan bagi Bapak untuk menetapkan capaian pembelajaran?
16. Apakah setiap tahun ada pertumbuhan jumlah siswa baru yang menjadi anggota ALC? Apa yang Bapak lakukan untuk mendidik siswa untuk bertanggung jawab dan konsisten dalam belajar?

Appendix 8

(The Result of Interview 1)

Interview with Mr. Imam Ekwanto as Tutor and the Advisor of Attanwir Language Center

Sunday, April 14th 2019

Ari : “Assalamualaikum. Wr. Wb, Bapak bagaimana kabarnya?”

Mr. imam : “Waalaikumussalam, Alhamdulillah baik Ari.”

Ari : “Oh iya pak, ini langsung ke pertanyaan nya saja ya pak?”

Mr. Imam : “Oh iya,”

Ari : “Sejarah terbentuknya ALC di Aliyah itu seperti apa pak?”

Mr. Imam : “Dulu, ALC itu terbentuk awalnya pada tahun 2001, tapi setelah 3 tahun berjalan, tidak ada, apa istilahnya gerak organisasinya kurang cepat, kurang berjalan dengan baik dan vakum selama sekitar 3 tahun. Pada tahun 2005, dihidupkan lagi oleh temen-temen guru yang muda, kemudian tetapi perkembangannya juga masih kurang bagus, dan pada tahun 2009 ALC Saya hidupkan kembali dan berjalan dengan baik sampai tahun ini atau sekarang.”

Ari : “Apakah waktu ibaratnya dulu sempat vakum ya pak, terus mau bangkit kembali itu apakah langsung

ada anggotanya atau masih mencari – cari begitu pak?”

Mr. Imam : “Pertama-tama yang Saya lakukan adalah membenahi struktur kepengurusan, memang secara organisasi, struktur kepengurusan personalia nya sudah lengkap, tetapi tidak berjalan dengan efektif karena tidak ada AD/ART ataupun teknis organisasi yang baik, sehingga Saya menghidupkan organisasi itu terutama adalah menghidupkan kembali, memahamkan pengurus terhadap tugas pokok atau tugas pokok fungsinya masing-masing, kemudian langkah kedua setelah mereka memahami tugas dan pokok fungsinya dalam struktur keorganisasian ALC, Saya meminta untuk membentuk kelas-kelas di bagian pengajaran sehingga KBM di ALC ataupun kegiatan-kegiatan lain di masing-masing bidang berjalan dengan baik.”

Ari : “Lalu, untuk fokus pembelajaran yang ada di ALC apa saja pak kira-kira?”

Mr. Imam : “Untuk pembelajarannya sebetulnya semua *skills*, semua *skills writing, speaking listening juga reading*, karena kami menganggap bahwa kemampuan berbahasa anak-anak itu harus meliputi semua *skills* tersebut, sehingga bersifat komprehensif, tidak hanya menguasai *listening* katakan seperti itu, tetapi tidak

mampu dalam speaking atau sebaliknya, jadi semua berimbang.”

Ari : “Terus menurut bapak *speaking skills* itu gimana pak?”

Mr. Imam : “Maksudnya?”

Ari : “*Speaking skills* itu seperti apa gitu menurut pandangan bapak.”

Mr. Imam : “Bahasa itu adalah apa yang diomongkan, artinya ketika kita menilai seseorang mampu berBahasa atau menguasai sebuah Bahasa berarti ditunjukkan bahwa dia mampu untuk menguasai speaking atau bias menyampaikan melalui speaking,”

Ari : “Terus kalau misalkan ALC itu difokuskan ke speaking saja apakah bapak setuju?”

Mr. Imam : “Memang untuk speaking itu mengambil porsi yang paling besar, karena sifat kita itu di ALC adalah *practice* ya, atau mempraktekkan tidak teoritis, artinya bahwa anak-anak di ALC itu diharapkan memiliki wadah untuk mempraktekkan, salah satu bentuk praktek yang paling efektif dalam Bahasa ya *speaking* ini.”

Ari : “Lalu, bisa bapak jelaskan bagaimana proses belajar mengajar dikelas ketika bapak ngajar di ALC”.

Mr. Imam : “Ya, kita lebih fokus pada memancing atau menstimulasi anak-anak untuk berbicara. Nah, salah

satunya adalah sifatnya adalah membuat kelas diskusi, dimana kita memberikan satu topik yang sifatnya kontroversial atau satu isu tertentu yang sifatnya layak untuk diperbincangkan, kemudian anak-anak kita minta untuk membahas isu tersebut menggunakan pandangan-pandangan mereka menggunakan Bahasa Inggris.”

Ari : “Jadi dari diskusi nanti akan timbul juga masalah seperti debat begitu ya pak?”

Mr. Imam : “Iya iya hampir, *closely the same*, hampir sama dengan debat tapi ini lebih bebas, artinya anak-anak tidak terkekang pada aturan-aturan debat,”

Ari : “Ketika Bapak sebelum mengajar itu apa saja yang biasanya bapak siapkan?”

Mr. Imam : “Sama dengan proses KBM dikelas, kelas biasa, yang pertama Saya siapkan itu adalah RPPnya, kemudian Saya mencoba mencari, kalau dikelas itu kan kita lebih terpaku pada textbook tapi untuk di ALC Saya mencari referensi yang lebih fleksibel, *English fun learning* semacam itu, dari internet atau media sosial yang lain yang sifatnya lebih fleksibel untuk diterapkan dikelas.”

Ari : “Lalu, strategi atau teknik yang biasa bapak gunakan itu seperti apa pak?”

- Mr. Imam : “Untuk strategi nya kita lebih kepada *student center*, artinya kita betul-betul mewadahi anak-anak untuk mempraktekkan *speaking skill* nya.”
- Ari : “Berarti lebih memberi stimulan dulu kepada siswa begitu ya pak?”
- Mr. Imam : “Iya, Saya selaku kalau Saya menyebutnya bukan guru ya, kalau dikelas itu Saya lebih berperan menjadi seorang guru, lebih kepada apa kalau di ALC Saya menekankan hanya sebagai fasilitator pembelajaran, dimana anak-anak hanya Saya beri tema kemudian mereka bisa berdiskusi untuk membahas tema tersebut.”
- Ari : “Jadi, berarti pengimplementasiaanya dengan diberi tema satu nanti terus dikasih stimulant dan akhirnya siswa yang mengembangkan sendiri begitu ya pak?”
- Mr. Imam : “Iya betul.”
- Ari : “Lalu metode yang biasanya bapak gunakan seperti apa pak?”
- Mr. Imam : “Metode yang Saya gunakan ya hampir sama dengan debat itu ya, debat. Artinya diskusi terkait dengan isu-isu yang sifatnya kekinian dan *up to date, trending topic* istilahnya seperti itu. *Example*, ini perlu contoh ndak?”
- Ari : “Boleh pak”

- Mr. Imam : “Contoh, mungkin contoh paling mudah adalah tentang poligami, poligami menjadi semacam isu yang cukup kontroversial untuk diterapkan dikelas-kelas speaking, karena ada yang setuju dan mungkin lebih banyak yang tidak setuju. Dari situ anak-anak terpancing untuk memberikan argumentnya dengan menggunakan Bahasa Inggris.”
- Ari : “Berarti metode yang sering dipakai itu metode diskusi ya pak?”
- Mr. Imam : “Iya, diskusi.”
- Ari : “Ketika bapak menyusun metode atau strategi tersebut itu yang menjadi pertimbangan bapak apa?”
- Mr. Imam : “Ya, dikelas-kelas klasikal atau kelas KBM secara umum dikelas-kelas biasa itu kita melihat satu kebiasaan yang sifatnya *teacher oriented* ya, atau KBM yang sifatnya kita yang hanya memberikan hamper 70% sesi dalam kelas itu dikuasai oleh guru dan siswa hanya sebagai pendengar. Nah, di ALC kita sebaliknya, karena sekali lagi anak-anak itu kurang tempat untuk mempraktekkan, masalah bias atau tidak kita yakin anak-anak itu secara teoritis sudah mampu, tetapi tidak memiliki waktu yang cukup atau tempat yang layak untuk mempraktekkan apa yang mereka dapat.”

Ari : “Berarti ALC itu sebenarnya sebagai wadah untuk kesempatan besar buat pengembangan Bahasa siswa ya pak?”

Mr. Imam : “Tempat mempraktekkan seperti itu”

Ari : “Oh iya pak.

Lalu apakah bapak pernah membuat bahan ajar sendiri atau berdasarkan pengalaman pribadi atau bermusyawarah dengan guru mata pelajaran Bahasa Inggris yang lain?”

Mr. Imam : “Ya pernah ya. Memang dalam kelas-kelas tertentu itu siswa membutuhkan stimulant atau rangsangan untuk mereka mengembangkan skillnya terutama speaking, nah salah satu media yang paling tepat adalah kita mencari sumber atau referensi, dan sekali lagi media itu sangat penting untuk menjadi stimulant.”

Ari : “Biasanya bapak itu menggunakan metode apa pak? Apakah terkadang menggunakan LCD Proyektor atau kadang menggunakan *textbook* saja atau yang lain bervariasi pak?”

Mr. Imam : “ALC itu kebetulan di Lembaga kami ini memiliki fasilitas yang cukup lengkap untuk pengembangan Bahasa salah satunya lab Bahasa yang di lab Bahasa itu sudah lengkap, ada proyektor dan *audio visual equipment*, atau peralatan-peralatan yang menunjang

untuk pelaksanaan KBM berbasis media, jadi kita sudah atau bahkan sudah sering melakukan tidak hanya *textbook*.”

Ari : “Apakah di ALC itu kadang membahas tentang pelajaran yang ada disekolah atau juga mengambil topik-topik yang lain pak?”

Mr. Imam : “Iya, ALC ini kan yang jelas adalah sebagai media atau organisasi yang disiapkan untuk mengembangkan kemampuan anak lebih banyak dibandingkan dengan hanya sekedar teoritis. Tetapi kita tidak pernah meninggalkan teori didalam kelas, jadi struktur KBM yang ada di ALC itu sifatnya masih berkesinambungan dengan apa yang ada dalam kelas, kalau dikelas sifatnya teoritis kalau di ALC kita masukkan materi-materi yang ada didalam kelas biasa itu, tetapi lebih kepada praktik nya.”

Ari : “Berarti untuk sumber pembelajarannya itu diambil dari *textbook* dan kadang mencari referensi yang lain”

Mr. Imam : “Ya mencari referensi penunjang.”

Ari : “Terus apakah bapak biasanya juga memakai game pak untuk memancing-mancing siswa untuk menjadi aktif ketika pembelajaran?”

Mr. Imam : “Ya game itu mutlak kami perlukan karena sekali lagi ALC ini adalah kelas-kelas gembira ya, dan anak itu memiliki kesempatan untuk tidak terpaku pada

KBM, jadi ada semacam icebreak dimana anak-anak itu ada jeda waktu untuk refreshing, tetapi sekali lagi orientasi utama kita adalah KBM itu, tapi tidak menegangkan, menyenangkan.”

Ari : “*Fun learning* ya pak?”

Mr. Imam : “Ya, istilahnya *fun learning*.”

Ari : “Terus biasanya memakai *game* apa pak untuk kegiatan belajar mengajarnya di ALC ini?”

Mr. Imam : “Ya, *game* seperti *puzzle* atau merangkai kata atau kemudian ada apa itu semacam”

Ari : “*Picture describing* pak”

Mr. Imam : “Ya bisa seperti itu, kadang juga kita memakai tebak-tebakan, *guessing* seperti itu”

Ari : “Lalu, pengimplementasiannya bagaimana pak, untuk gamenya itu sendiri? Kadang kan siswa itu ketika terlalu diajak *game* itu terpaku pada *game*, jadi ketika misalkan siswa diajak *game* habis itu untuk kembali ke materinya lagi begitu pak.”

Mr. Imam : “Seperti katakanlah *puzzle* atau istilahnya kuis itu kita masih memberikan pertanyaan atau soal yang masih ada hubungannya dengan tema yang kita berikan pada saat itu, sehingga anak-anak juga masih bisa menambah *vocabs* nya, kemudian tidak meninggalkan betul betul apa topik atau tema yang sedang kita perbincangkan.”

Ari : “Terus kendala pak, ini biasanya paling banyak itu pak, mungkin ada kendala yang biasanya bapak temui ketika ngajar?”

Mr. Imam : “Ya, kendala paling banyak adalah anak-anak itu istilahnya ramai ya, karena memang kadang kita menyadari mereka ada dikelas praktik dan memang kelas-kelas seperti itu juga membutuhkan anak untuk bersikap reaktif dan saling ngobrol, sepanjang mereka ngobrol dengan Bahasa Inggris Saya tidak masalah, tetapi yang menjadi kendala itu anak terlalu *over active* sehingga terlalu ramai dalam kelas, seperti itu.”

Ari : “Apakah ada siswa yang biasanya minder pak didalam kelas, kadang mungkin ada suatu dominan dari satu siswa atau siswa yang lain, kan biasanya tertekan begitu pak, apakah ada?”

Mr. Imam : “Ya kelas ALC ini kan di desain campuran dari berbagai kelas yang rata-rata anak-anak yang dari kelas bawah itu merasa minder, tapi padahal sebetulnya mereka itu mampu karena sebelum masuk di ALC kan mereka sudah dikelompokkan, tetapi karena mereka merasa berasal dari kelas kelas sekolah yang bawah kadang ada perasaan minder dengan anak-anak yang dating dari kelas-kelas atas, meskipun ketika masuk di ALC mereka sudah ada tes

pengelompokan dan hasilnya bisa dipertanggungjawabkan.”

Ari : “Padahal sebenarnya tidak ada istilah *bullying* pak ya?”

Mr. Imam : “Iya tidak ada”

Ari : “Mungkin ada mindernya begitu pak, lalu untuk mengatasi itu bagaimana pak?”

Mr. Imam : “Ya Saya dan pengurus ALC sering menekankan untuk memberitahu anak-anak bahwa kelas yang ada di ALC ini majemuk, tidak hanya berasal dari kelas atas tetapi juga Bahasa itu juga kadang anak yang berasal dari kelas bawah pun banyak yang memiliki kemampuan yang sama dengan kelas-kelas atas, karena Saya menganggap Bahasa itu sifatnya adalah tidak seperti *science* ya yang membutuhkan analisa tetapi Bahasa itu sifatnya adalah praktek, siapa yang rajin praktek meskipun dia tidak begitu, otaknya tidak begitu mampu tetapi rajin praktek pasti dia lebih baik dibandingkan anak-anak yang otaknya sebenarnya bagus tetapi tidak pernah praktek seperti itu.”

Ari : “Lalu apa prestasi yang lebih menonjol di ALC pak?”

Mr. Imam : “Ya rata-rata alhamdulillah selama ini anak yang aktif di ALC itu banyak yang menjuarai kegiatan-kegiatan atau perlombaan. Tahun 2017 itu ada yang

masuk juara 1 lomba pidato tingkat kabupaten dan kemudian dikirim ke provinsi, kemudian baru saja tahun 2018 kemarin kita menjuarai AKSIOMA tingkat kabupaten untuk olimpiade bidang Bahasa Inggris juara 1 tingkat kabupaten, dan hampir tiap tahun kita mendapatkan juara itu.”

Ari : “Berarti ibaratnya dari ALC juga hampir tiap tahun mendapatkan juara ya pak?”

Mr. Imam : “Iya”

Ari : “Terus pertimbangan bagi bapak ketika menetapkan capaian pembelajaran itu seperti apa pak?”

Mr. Imam : “Karena fokus di ALC itu sekali lagi adalah dominan pada speaking, Saya menilai bahwa tolak ukur keberhasilan anak-anak di ALC itu adalah ketika mereka mampu mempraktekkan atau berbicara Bahasa Inggris menjadi sebuah kebiasaan dalam kehidupan sehari-hari dilingkungan sekolah.”

Ari : “Karena fokusnya speaking ya pak kalau di ALC, apakah skills yang lain juga apakah didalam pembelajaran satu minggu itu hanya difokuskan speaking atau ada jadwalnya sendiri-sendiri pak untuk yang lain? Misalkan dalam satu bulan itu khusus dalam satu minggu itu ada speaking apakah satu minggu itu writing atau apakah hampir tiap minggu ada speaking begitu pak?”

Mr. Imam : “Untuk jadwal itu hampir 70% itu kita menekankan pada *speaking*, jadi yang lain itu hanya sebagai penunjang, dan gandengannya dengan *speaking* adalah kita memfokuskan juga pada *how to pronounce* ya, bagaimana *pronunciation* anak-anak ini bisa berkembang dengan baik, dan juga *enrichment of vocabularies*. Atau pengayaan penambahan *vocab-vocab* baru untuk anak-anak, jadi kalau kita lihat struktur-struktur jadwal di ALC dominan pada *speaking* dan pada penunjangnya seperti *pronunciation* dan *vocabulary* nya.”

Ari : “Untuk pembelajaran *pronunciation* nya itu biasanya pakai lagu atau pakai hanya satu kata satu kata begitu pak sekaligus *vocabnya*?”

Mr. Imam : “Untuk *pronunciation*, Saya lebih banyak menggunakan mengambil referensi atau bentuk audio dari *native speaker* kemudian kita perdengarkan kepada anak-anak sehingga mereka betul-betul mendapatkan suasana yang memang istilahnya mendapatkan *pronunciation* yang betul-betul asli dari *native* itu,”

Ari : “Berarti seperti mendengarkan *speech* dari tokoh-tokoh begitu ya pak?”

Mr. Imam : “Ya seperti mendengarkan kata per kata kemudian mengikuti. Kan banyak itu media-media pembelajaran yang mengkhususkan pada *pronunciation* itu.”

Ari : “Terus apakah setiap tahun pertumbuhan jumlah siswa baru yang menjadi anggota ALC itu ada pak pertumbuhannya?”

Mr. Imam : “Ya untuk jumlah peminat ALC itu kita lihat selalu mengalami perkembangan, tapi kendala kami, kami merasa semakin banyak anggota ALC itu penanganan di lapangan kurang bisa maksimal karena kadang terbentur dengan jadwal kegiatan ekstra lain, artinya tidak semua pengurus ALC itu atau istilahnya tutor-tutor di ALC itu hanya mengurus kegiatan di ALC tapi banyak dari mereka yang juga ikut kegiatan ekstra lain.”

Ari : “Terus tadi kan banyak prestasi ya pak, biasanya bimbingan seperti apa pak yang bapak berikan untuk siswa yang mau mengikuti lomba, apakah lombanya itu ada penjarangan dulu, audisi atau langsung ditunjuk pak?”

Mr. Imam : “Ketika ada lomba, itu kita mengadakan semacam penjarangan tiap kelas, dari setiap kelas itu diambil anak-anak yang kompeten, kemudian setelah tingkat kelas-kelas diambil itu, kemudian kita adu lagi satu Lembaga, kita ambil 3 terbaik untuk kita bina dan

setelah itu baru ada satu atau dua yang kita kirim untuk mengikuti.”

Ari : “Lalu, biasanya yang bapak lakukan untuk memotivasi siswa, untuk selalu konsisten dan bertanggung jawab dalam belajar itu gimana pak?”

Mr. Imam : “Saya selalu menekankan kepada pengurus terutama ya, jadi jangan sampai menjadi pengurus tapi harus diurus dalam hal Bahasa. Mereka harus menjadi semacam *role model* atau panutan bagi anak-anak diluar ALC, sehingga ini virus berBahasa ini menjadi sesuatu yang wajib mereka sebar, jadi Saya selalu menekankan kepada pengurus terutama dan anggota ALC untuk memberikan contoh berBahasa atau mempraktekkan Bahasa dalam lingkungan kelas maupun sekolah.”

Ari : “Berarti selalu ada pembinaan ya pak kepada pengurusnya dulu sebelum nanti pengurusnya terjun ke lapangan?”

Mr. Imam : “Iya betul betul, selalu Saya tekankan pengurus harus memberi contoh itu intinya, mengurus Lembaga Bahasa tetapi tidak pernah mempraktekkan Bahasa itu kan menjadi sesuatu yang aneh itu.”

Ari : “Harapan bapak kepada siswa terutama untuk selalu belajar Bahasa Inggris itu bagaimana pak?”

Mr. Imam : “Saya menekankan dan selalu menasehati anak-anak bahwa berBahasa, menguasai Bahasa Inggris itu menjadi sebuah keniscayaan dan mutlak diperlukan untuk menjadi pemenang di era global ini, karena mau tidak mau mereka akan membutuhkan Bahasa Inggris untuk bersaing dengan kompetitor yang lain, diperusahaan atau dimanapun yang diambil pasti yang menguasai Bahasa Inggris lebih baik dibanding yang tidak mampu.”

Ari : “Jadi begitu ya pak, terimakasih pa katas waktunya”

Mr. Imam : “Sama-sama”

Appendix 9

(The Result of Interview 2)

Interview with Miss Mayra as Tutor of ALC

Saturday, April 20th 2019

Ari : “Selamat siang!”

Mayra : “Selamat siang !”

Ari : “ Disini Saya ingin mengajukan beberapa pertanyaan. Tapi sebelumnya mungkin Saya bisa tau siapa nama anda?”

Mayra : “Oh iya, perkenalkan nama Saya Faizatul Khumairotiz Zahro biasa dipanggil Mayra.”

Ari : “ Oke, Mayra. Langsung saja ya sudah berapa lama anda ikut ALC?”

Mayra :” Berarti anda ikut ALC sudah sejak kelas 1 MTs ya? Oke, alasan apa sih yang membuat anda ikut ALC?”

Ari : “Saya ikut ALC karena Saya suka Bahasa Inggris. Emm, sekarang anda sudah menjadi pengurus (tutor) ALC ya?”

Mayra : “ Iya.”

Ari : “Anda biasanya mengajar kelas berapa saja ?”

Mayra : “ Mulai kelas 10 MTs sampai kelas 11 MA.”

Ari : “Untuk pembelajaran di ALC fokusnya apa saja?”

Mayra : “ *Speaking, reading dan listening.*”

Ari : “Diantara 3 komponen tersebut, mana yang paling sering diajarkan?”

Mayra : “*Speaking.*”

Ari : “Oke, menurut anda sebagai tutor , apa sih speaking itu?”

Mayra :” *Speaking* adalah kemampuan berbicara.”

Ari : “Penting atau tidak kemampuan bicara bagi siswa?”

Mayra : “Penting.”

Ari : “Oke, ketika anda mengajar proses kegiatan belajar mengajar di dalam kelas itu seperti apa?”

Mayra : ”Aktif.”

Ari : “ Aktif, apakah itu menggunakan student center atau teacher center?”

Mayra : “*Student center*.”

Ari : “*Student center*. Oke bisa dikatakan bahwa kita menuntut siswa untuk lebih aktif ya dibanding kita.”

Mayra : “Iya, seperti itu.”

Ari : “Emmm, untuk topik materi yang sering diajarkan itu apa saja?”

Mayra : “ *Daily activity* dan *vocabulary*.”

Ari : “*Daily activity* dan *vocabulary* ya. Sebelum anda mengajar hal apa saja yang biasanya anda persiapkan?”

Mayra : “Ya kita membuat materi terlebih dahulu.”

Ari : “Oke, biasanya dari mana anda mendapatkan sumber materi tersebut?”

Mayra : ” Dari modul dan juga internet.”

Ari : “Oke, untuk model pembelajaran yang paling sering digunakan itu seperti apa ?”

Mayra : “ Model diskusi.”

Ari : “Nahh, untuk pengimplementasian (penerapan) diskusi itu seperti apa?”

Mayra : “Jadi kita awalnya memberi tema tertentu kepada member (anggota) kemudian kita minta mereka untuk mendiskusikan tema tersebut lalu menyampaikan hasil diskusinya.”

Ari : “Emmm, untuk pembuatan materi hal apa yang biasanya dijadikan pertimbangan dasar untuk menyusun materi tersebut?”

Mayra : “Kita biasanya menyesuaikan dengan kebutuhan kelas masing-masing anggota.”

Ari : “Contohnya seperti apa?”

Mayra : “Oke, semisal kita mengajar kelas 10 MA ya kita menyusun materi yang tingkatannya sesuai untuk kelas tersebut .”

Ari : “Jadi, ketika mau mengajar kelas 10 MA materinya disesuaikan dengan kelas tersebut. Seperti itu?”

Mayra : “Iya.”

Ari : “Apakah anda pernah mengembangkan bahan ajar sendiri?”

Mayra : “Pernah.”

Ari : “Dari mana anda mendapatkan sumber materi tersebut?”

Mayra : “Dari *Textbook* dan Internet.”

Ari : “Apakah pernah menggunakan game ketika mengajar?”

Mayra : “Pernah.”

Ari : “Biasanya game apa saja yang sering digunakan?”

Mayra : “Tebak-tebakan dan *describing*.”

Ari : “Kendala yang paling sering dijumpai ketika mengajar itu apa?”

Mayra : “Member gaduh kadang mengantuk kemudian ketiduran.”

Ari : ”Bagaimana cara untuk mengatasi kendala tersebut?”

Mayra : “Saya mengajar dengan suara yang keras kemudian Saya meminta member untuk menirukannya.”

Ari : “Oke, mungkin cukup pertanyaan-pertanyaan dari Saya. Terimakasih untuk waktunya.”

Mayra : “Iya, sama-sama.””

Appendix 10

(The Result of Interview 3)

Interview with Abdullah Ubaidi and Naufal Irfan Pratama as the Board of ALC

Tuesday, April 28th 2019

Ari : “Selamat siang”

Ubed & Naufal : “Siang”

Ari : “Namanya siapa?”

Ubed : “Abdullah Ubaidi”

Ari : “Kelas?”

Ubed : “Kelas 11”

Ari : “11 apa?”

Ubed : “11 B”

Ari : “Lalu, satunya?”

Naufal : “Saya, Muhammad Naufal Irfan Pratama, kelas 11 C”

Ari : “Sudah berapa tahun kamu mengikuti ALC?”

Ubed : “2 tahun”

Naufal : “Ya, 2 tahun”

Ari : “Menurut kamu ALC itu apa?”

Ubed : “Menurut Saya ALC itu adalah sebuah yang yang dimana Saya itu bisa mendapatkan keluarga baru, pengalaman dan juga pelajaran, selain itu ALC adalah tempat dimana Saya bisa mendapatkan pengalaman,

suka duka pernah Saya alami disana, tapi setiap organisasi pasti punya masalah, dan perbedaan pendapat pasti ada, tapi dari ALC ini Saya bisa belajar bagaimana caranya menyelesaikan masalah secara bersama sama dan bagaimana caranya bertanggung jawab.”

Ari : “Jadi menurut kamu itu ALC lebih dari sekedar organisasi ya?”

Ubed : “Ya, lebih dari sekedar organisasi”

Ari : “Pelajaran juga dapat, terutama pelajaran Bahasa Inggris. Jadi, tidak hanya pembelajaran Bahasa Inggris tapi lebih ke pengembangan diri?”

Ubed : “Iya”

Ari : “Oke, Naufal?”

Naufal : “Saya juga sama, menurut Saya ALC itu ibaratkan sebagai rumah dan didalam rumah itu kita mempunyai keluarga dan teman, terus pelajaran dan pengalaman baru pun tak luput Saya dapatkan dari organisasi tersebut. Tiap organisasi pasti memiliki masalah atau perbedaan pendapat tapi tapi dalam organisasi ada yang namanya diskusi dan musyawarah yang bisa kita pilih untuk menyelesaikan masalah tersebut”

Ari : “Hampir sama sama Ubed ya”

Naufal : “Iya”

Ari : “Terus, kan udah lama di ALC ya, kebetulan jadi pengurus juga ya. Ubed, bagian apa Bed?”

Ubed : “Saya bagian Sekretaris”

Ari : “Kalau kamu Naufal?”

Naufal : “Saya bagian Bendahara”

Ari : “Jadi sama-sama Pengurus Harian ya”

Naufal : “Iya”

Ari : “Oke, kalau di ALC itu ada *open recruitment*, jadi semacam penjaringan anggota baru, nah biasanya disitu pendaftarannya dimulai kapan? Dari kapan?”

Ubed : “Biasanya pendaftaran dimulai bulan Juli”

Ari : “Juli?”

Ubed : “Iya”

Ari : “Terus, apa yang dilakukan pengurus kalau ada member baru?”

Ubed : “Yang dilakukan pengurus itu gimana caranya member itu bisa betah di ALC dan mengikuti setiap kegiatan di ALC dan juga memberikan pengalaman-pengalaman dan pengajaran yang ada di ALC yaitu seperti pelajaran Bahasa Inggris dan Bahasa Arab”

Ari : “Kalau Naufal?”

Naufal : “Kalau menurut Saya pengurus itu berupaya gimana caranya *member* baru itu bisa betah di ALC, biasanya kami mengajak mereka berdiskusi atau membahas masalah yang lain”

- Ari : “Terus, ketika mengikuti ALC itu bagaimana suasana dikelas bagaimana? Menyenangkan atau gimana?”
- Ubed : “Suasana dikelas pasti menyenangkan tapi kadang juga ada sedikit rasa bosan dan itu tergantung orangnya”
- Ari : “Berarti kalau di ALC itu lebih ke menyenangkan ya, karena berbeda dengan kelas-kelas dikelas dan pembelajaran dikelas biasanya. Naufal, sama?”
- Naufal : “Sama, jadia dikelas itu menyenangkan, kadang emang ada rasa bosan dari member juga ada rasa bosannya”
- Ari : “Selanjutnya, menurut kamu speaking itu apa? Speaking menurut pendapat kamu pribadi.”
- Naufal : “Speaking menurut Saya adalah berbicara disuatu tempat umum atau banyak orang, didepan orang banyak”
- Ari : “Oh gitu, Ubed?”
- Ubed : “Menurut Saya, *speaking* itu berbicara 2 orang atau lebih dan seperti menyampaikan pendapat”
- Ari : “Terus, karena di ALC itu kan fokusnya setelah Saya berwawancara dengan tutor dan anggota sebelumnya kan kebanyakan menggunakan teknik diskusi, nah menurut kamu diskusi itu apa?”

Ubed : “Menurut Saya diskusi itu sebuah percakapan 2 orang atau lebih atau lebih jelasnya biasa digunakan untuk menyelesaikan sebuah masalah, baik masalah tugas atau apa yang harus dibicarakan orang banyak atau di diskusikan untuk mendapat hasil yang sesuai dengan apa yang diinginkan”

Ari : “Kalau pembelajaran melalui diskusi itu menurut kamu gimana?”

Ubed : “Pelajaran melalui diskusi menurut Saya baik, bagus”

Ari : “Menurut kamu, dengan bagusnya diskusi itu memberikan efek atau apa gitu?”

Ubed : “Karena dari diskusi itu Kita bisa mendapatkan pengetahuan atau wawasan dari pendapat teman Kita atau orang lain yang mungkin beda pendapat dengan Kita”

Ari : “Terus, Naufal?”

Naufal : “Kalau menurut Saya diskusi itu suatu cara atau metode untuk menyelesaikan suatu masalah dengan cara berkelompok”

Ari : “Berarti ketika pembelajaran di ALC itu menggunakan teknik diskusi atau menggunakan metode diskusi itu sangat efektif ya?”

Naufal : “Iya”

Ari : “Oke, kalau mengenai prestasi dari siswa atau member itu mengalami kenaikan yang signifikan atau tidak? Sebelum mengikuti ALC dan setelah mengikuti ALC?”

Ubed : “Kalau menurut Saya pribadi untuk peningkatan pasti ada karena dari pengalaman Saya pribadi sebelum mengikuti dan setelah mengikuti ALC itu sangat beda, dulu nilai Bahasa Inggris Saya biasa-biasa saja, dan setelah mengikuti ALC alhamdulillah ada peningkatan”

Ari : “Ada peningkatan ya, oke, Naufal?”

Naufal : “Saya juga sama, soalnya menurut pengalaman pribadi, sebelum Saya mengikuti ALC Bahasa Inggris Saya nilainya biasa-biasa saja dan ketika Saya mulai masuk ALC dan belajar bersama di ALC Alhamdulillah nilai Saya meningkat”

Ari : “Terus, kalau menurut *speech*, metode *speech* atau pidato itu di ALC seperti apa?”

Ubed : “Kalau menurut Saya *speech* itu sangat bermanfaat bagi member, karena selain belajar berbicara didepan umum, kita atau member itu juga belajar bagaimana caranya menjadi percaya diri karena menurut pengalaman Saya sendiri, Saya pernah sebelum mengikuti ALC itu saat kegiatan sekolah *muhadloroh*, itu berpidato dengan Bahasa Inggris itu Saya sempat

kesulitan untuk berbicara dan tidak percaya diri tapi setelah mengikuti ALC, dengan metode *speech* ini atau latihan berpidato Saya menjadi lebih menguasai bagaimana caranya menyampaikan dan lebih percaya diri”

Ari : “Naufal?”

Naufal : “Kalau Saya, itu juga sangat bermanfaat karena selain juga menambahkan wawasan ketika berpidato mengemukakan pendapat mereka atau pas waktu berpidato juga melatih kepercayaan diri mereka, soalnya ngomong didepan banyak orang itu butuh kepercayaan diri biar tidak gerogi”

Ari : “Berarti ketika mengikuti ALC itu juga dilatih bagaimana cara berpidato dengan baik, terus langkah-langkahnya kayak gimana gitu ya?”

Naufal : “Iya”

Ari : “Baik, terima kasih untuk waktunya, sampai jumpa di lain kesempatan dan selamat siang”

Ubed & Naufal : “Siang”

Appendix 11

(The Result of Interview 4)

Interview with Muhammad Syahrul Himawan as the member of ALC

Saturday, April 20th 2019

- Ari : “Namanya Siapa?”
- Member : “Muhammad Syahrul Himawan”
- Ari : “Sudah lama mengikuti ALC?”
- Member : “Kurang lebih 1 tahun.”
- Ari : “Untuk program-program di ALC itu ada apa saja?”
- Member : “*Speaking program, Reading program, Writing program, dan Listening program*”
- Ari : “Selanjutnya, menurut kamu speaking itu apa? Bagaimana?”
- Member : “Speaking itu seperti kemampuan berbicara,”
- Ari : “Setuju atau tidak kalau ALC itu hanya fokus ke *Speaking program*?”
- Member : “Ya setuju”
- Ari : “Lalu apakah pembelajaran di ALC itu sangat menyenangkan?”
- Member : “Ya, kurang lebih menyenangkan”
- Ari : “Selanjutnya, menurut kamu, kelas di ALC terutama kelas speaking karena pembelajaran di ALC itu fokus

di *speaking* ya, menurut kamu kelas *speaking program* di ALC itu seperti apa?”

Member : “Ya seperti dikelas-kelas biasa, guru menerangkan di depan seperti itu.”

Ari : “Nah, itu lebih ke *student center* apa *teacher center*?”

Member : “Student center”

Ari : “Ketika kamu belajar di ALC itu merasa nyaman atau tidak?”

Member : “Ya, merasa nyaman.”

Ari : “Ada pengaruhnya atau tidak ketika kamu mengikuti ALC dan tidak mengikuti ALC?”

Member : “Ya, ada pengaruhnya itu di nilai Saya ya, sebelum mengikuti ALC itu kayak susah seperti itu, setelah mengikuti ALC itu merasa lebih mudah.”

Ari : “Kalau ujian di madrasah itu ada ujian apa saja?”

Member : “Di Madrasah ada ujian *Syafahi* dan ujian *Tahriri*”

Ari : “Oh iya, berarti ujian *syafahi* dan *tahriri*, berarti ada ujian lisan dan tulis ya?”

Member : “Ya.”

Ari : “Kalau ujian lisan itu ujian Bahasa Inggris nya kayak gimana?”

Member : “Ya, ditanya tentang seputar mata pelajaran yang sudah di ajarkan.”

Ari : “Ada pengaruhnya atau tidak ketika kamu setelah mengikuti ALC ketika ujian atau oral examination itu terasa lebih mudah atau biasa saja”

Member : “Terasa lebih mudah”

Ari : “Dilihat dari nilai, setelah kamu mengikuti ALC itu pengetahuanmu tentang Bahasa Inggris meningkat atau tidak?”

Member : “Iya meningkat”

Ari : “Keika dilihat lagi dari nilai, lebih bagus ketika kamu belum mengikuti ALC atau lebih bagus ketika setelah mengikuti ALC?”

Member : “Lebih bagus setelah mengikuti ALC.”

Ari : “Biasanya Guru atau Tutor menggunakan media apa dalam pembelajaran di ALC?”

Member : “Media yang digunakan bervariasi, ada yang menggunakan LCD Proyektor, *Textbook*, dsb.”

Ari : “Okay, cukup itu terimakasih.”

Member : “Sama-sama”

Appendix 12

(The Documentation of The Research)



MTs AI Attanwir Building



Take a Picture with the tutor



A Tutor is giving the material



Students are having Discussion in Group



A Tutor is guiding the students disscussion



A Student is delivering the results of the disscussion



A Tutor gave the material



The Researcher interviewed with the Boards of ALC

CURRICULUM VITAE

Personal Details

Name : Ari Irfan Fahrudin
Place and Date of Birth : Bojonegoro, 16th June 1997
Gender : Male
Address : Jl. Bengawan Solo Rt. 03 Rw. 01 Dk.
Kaligede Ds. Pilanggede Kec. Balen Kab.
Bojonegoro 62182
Telephone Number : 0812 1597 8580
E-mail : arie.irfan7@gmail.com
arie@rtikbojonegoro.or.id

Formal Education

SD/MI : MI Al Khoiriyah Pilanggede
SMP/MTs : MTs Islamiyah Attanwir Talun Bojonegoro
SMA/MA : MA Islamiyah Attanwir Talun Bojonegoro
S1 : UIN Walisongo Semarang

Non-Formal Education

- TPQ Al-Furqon Pilanggede Balen Bojonegoro
- DC Two English School Pare Kediri
- Peace English Course Pare Kediri
- Kresna English Course Pare Kediri

Organisational Experience

- Attanwir Language Center (ALC) - Sie. Sekretaris
- Persatuan Pelajar Madrasah (PPM) - Sie. Keterampilan
- Relawan TIK Bojonegoro
- Dewan Kerja Ranting Gerakan Pramuka Kec. Balen
- Himpunan Mahasiswa Jurusan Pendidikan Bahasa Inggris (HMJ-PBI) - Ketua
- Kelompok Pekerja Teater [Kpt] Beta
- Ikatan Mahasiswa Bahasa dan Sastra Inggris Indonesia Wilayah Semarang (IKAMABSII) – Pengabdian Masyarakat