

**ENGLISH LANGUAGE TEACHING AND
LEARNING AT ENGLISH CAFÉ CHAPTER
SEMARANG**

THESIS

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



By:
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**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2019**

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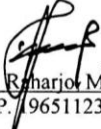
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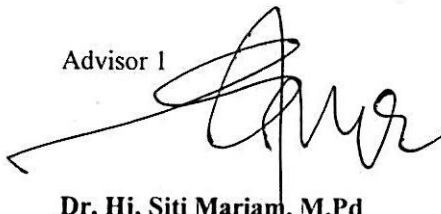
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Wassalamu'alaikum wr. wb.

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MOTTO

إِنَّا كُلَّ شَيْءٍ خَلَقْنَاهُ بِقَدَرٍ

Verily, all things have we created in proportion and measure.

(Al-Qomar : 49)¹

¹Arif, Rifhan et. al. *Al- Quran Tiga Bahasa*, (Depok: Al-Huda,2009), p.1066.

ABSTRACT

Title : **ENGLISH LANGUAGE TEACHING AND
LEARNING AT ENGLISH CAFÉ CHAPTER
SEMARANG**
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Keywords : *Assessment, Café, English, Learning.*

There are so many English courses in Indonesia taught English with unique way, one of them is English Café. This study discusses materials, methods, and assessment used in English teaching learning at English Café chapter Semarang. The aims of this study are to describe the materials, to describe the method, to explain the way teacher assesses the students' competence at English Café chapter Semarang. This research used a descriptive qualitative design that uses three techniques of collecting data. Those are observation, interview, and documentation. The result of this study shows the teaching materials cover the vocabulary, conversation, and grammar is related to the learners' need. The course book is used as complementary materials with exercise and tips. The teaching method used is grammar translation method, direct method, and communicative language teaching. Meanwhile in assessment, the teacher (chef) uses assessment in form of informal assessment to measure students' achievement in English.

DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Marwan and Mrs. Nafsiyah).
2. My lovely sibling sisters and brothers (Faizatul F, Nurkholisah, Yazid A, Helmi R, N. Afifah, A. Ardani).
3. All of Marwan's family members.
4. All of my teachers who have educated and taught me with great sincerity and genuineness.

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Alhamdulillah, all praises unto Allah who always gives his mercies and blessing so that the researcher can finish in creating this thesis. *Shalawat* and *salam* may be granted to our great prophet Muhammad SAW who has guided and acquainted Islam as the right way.

The researcher realizes that he could not complete this thesis without support, cooperation, help, and encouragement from many people. Therefore, by the honor of this, the researcher wants to say grateful to the honorable:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the Dean of Education and Teacher Training Faculty.
2. Sayyidatul Fadlilah, M.Pd. as the Head of English Department.
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9. My friends, PBI C 2015 lucky me could conduct the process of studying in class with you all. My friends in Pp.Roudhotut Tholibin especially Nurul, Azizah, and Mala who always motivates me. My friends, Walisongo English Club especially who were in bro Inung period and ikhy period. I am sorry cannot mention one by one.
10. My friends, Bejo Family (Viara, Mae, Ufah, Marlina) may we still can continue our story.

Finally, the researcher realizes that this thesis is still far from being perfect, therefore, the researcher will accept happily constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amin.

Semarang, 20 December 2019

Researcher,

Lailatul Khusna
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CHAPTER 1

INTRODUCTION

This chapter discusses about background of the research, research questions, objective of the study, scope of the study, and significant of the study.

A. Background of the Research

English is known as a global language used in International standard today. Everything issue in the world today such as economic, education, social commerce, technology, healthy and others printed in English language. Certainly, there are some reasons why English should be. According to Crystal, there are two factors that force English as a global language. First, influence from the expansion of British colonial power, which peaked towards the end of the nineteenth century. Second, it is because of the emergence of the United States as the leading economic power of the twentieth century.¹

Indonesia itself has taken a part to teach English in the curriculum of formal education system since long time years ago. Related to Dardjowidjojo cited in Allan Lauder, English was first taught to Indonesians in 1914 when junior high schools were established.² Although English taught in Indonesia since more

¹ David Crystal, ‘*English as a Global Language*’, Second Edition, (New York: Cambridge University Press, 2003), p. 59.

² Allan Lauder, ‘‘ The Status and Function of English in Indonesia: a Review of Key Factors’’, *Journal of Makara, Sosial Humaniora*, (Vol. 12, No. 1, 2008), p. 9-20.

than one century, it does not indicate that English ability of Indonesians people is good. In fact, the average final score of English national examination 2018 is less than 55.00.

The problem is English learning taught in classroom that may occur only twice a week is not enough. Even less teaching methods used are not interesting for students to learn English. Therefore, the proper method, materials, expert teacher is needed to help students learning process succeed. Moreover, the learning time also has to be more. It does not mean that the duration of each learning is long time. But, the distance of one learning and next learning is not too long.

Nowadays, mostly adult or who has graduated from senior high school learn English. Everyone begins realize that English language is a need to face the world today not only to pass the national examination. Besides that, in Islamic view, keep learning is something suggested. Anyone who has knowledge will be place on higher degrees.

.....يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ﴿١١﴾

“Allah will raise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge.”³ (QS. Al-Mujadalah: 11)

³ Abdullah Yusuf Ali, “ *The Meaning of Holy Qur'an: Complete Translation with Selected Notes*”, (UK: The Islamic Foundation, 2009), p. 570.

Learning itself has meaning a process undertaken by teacher who has been programmed in order to teach students to achieve the purpose of learning as specified in accordance with instructions curriculum prevailing. In the process of learning, requiring teachers to create a conducive atmosphere of learning that students can learn in an active manner.⁴ So, in the learning process needs supporting factors in order to make learners feel comfort and then understand the materials easily.

Learning English is important language for today. Many reasons make everyone learn this language, for the simple reason like to be able to speak with foreigner until for the crucial need such as to fulfill job requirement that almost all of it contains English language ability as the criteria. Therefore fun English teaching-learning is needed in order to make students feel enjoy in learning English process. Nowadays, there are so many English courses in Indonesia offering various ways to mastering English in short duration with fun teaching-learning. One of those is English Cafe.

English Café is one of English non formal education that has been located in around 50 big cities in Indonesia. One of those is in Semarang Central Java. It has unique English teaching concept

⁴ M. Nafi Annury. (2016). Students' Language Learning Styles: An Ethnographic Case Study at Uin Walisongo Semarang. *Vision: Journal for Language and Foreign Language Learning*, 5(1), 133-146. doi: <http://dx.doi.org/10.21580/vjv5i1863>. Accessed on 15 January 2019.

because everything is managed in the style of café and absolutely the place of English teaching process is in cafe. Beside that English Café has its own handbooks contain the materials learning appropriate with the level programs. Moreover, the participant of English learning program here is not only college students but also the employees of companies.

Based on the explanation above, the researcher is interested in describing the English teaching learning process at English Café, This research entitled “English language teaching and learning at English Café Chapter Semarang”.

B. Research Questions

There are three questions in this research. They are as follows:

1. What materials are taught at English Café chapter Semarang?
2. What methods are used in English teaching and learning at English Café chapter Semarang?
3. How does teacher assess students' achievement at English Café chapter Semarang?

C. Objective of the Study

The objectives of the study are:

1. To describe the materials taught at English Café chapter regional Semarang.
2. To describe the method used in English Café chapter regional Semarang.

3. To explain the way teacher assesses the students' competence at English Café chapter regional Semarang.

D. Scope of the Study

The focus of this research is English learning teaching practice in the centre of English Café chapter regional Semarang located on Legend Café at Tri Lomba Juang Street No.5, Mugassari, Semarang, in terms of teaching materials, teaching methods, and learning assessment.

E. Significant of the Study

The result of the study is expected to give advantages as follows:

1. Theoretically

The researcher wishes that this result of the study will give larger knowledge about English teaching learning process at English Café chapter regional Semarang for writer, teacher, and readers.

2. Pedagogically

- a. The English Teachers

The researcher expects that this result of the study might be useful for improving quality of English teaching learning process.

- b. The English Students

The researcher expects that this result of the study can be useful to make the students more interested to learn English.

c. The Writer

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

d. English Café

The researcher hopes may this study help English Café to promote it as recommended English learning course especially at regional Semarang and Indonesia in generally.

e. The other researcher

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

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents previous researches and literature review

A. Previous Researches

This research is not the new one. Therefore the researcher used some previous research as supporting research. They are as follows:

1. The previous research was conducted by some people that was edited by Garold Murray and Naomi Fujishima and published become a book in 2016 with the title “Social space for language learning: stories from the L-café”, a café at Okayama university which is created as a place where Japanese students could practice their English language skills in relaxed environment. This research found out that the café is not merely a place to learn languages but a place to generate a learning atmosphere among students even though it does not look like a learning environment such as classroom and library.¹

The similarity of the study above and this study is the object of study that is Café which is used to learn foreign language. Beside that the research design that used is also qualitative descriptive and the data collected by observation,

¹ Garold Muray and Naomi Fujishima, “*Social Space for Language Learning: Stories from the L-Cafe*”(United Kingdom: Palgrave Macmillan, 2016)

interview, and documentation. Meanwhile the difference of this study is on the specific object. The previous research was conducted the research at L-café In Japan, whereas the researcher of this study conducted at English Café chapter Semarang Indonesia.

2. The previous research was written by Ana Ainu Nikmatin (123221024), Education and Teacher Training Faculty of State Islamic Institut Surakarta by the title “A Descriptive Study of the English Vocabulary Teaching Learning Process of Deaf Children”. The purpose of this study is to describe the process and the problems of teaching learning english vocabulary of deaf children. This study used qualitative approach because the data are descriptive in the form of written and spoken. It was conducted at SLB-B YPPS Donohudan Boyolali in academic year 2015/2016.

The data was collected by some techniques, there are observation, interview, and documentation. The result of this study is in the process of teaching learning English vocabulary, teacher using material which is used in second grade of Elementary School for teach 8th and 9th grade of Junior Deaf High School. Pictures and white board used by teacher as the teaching media. The problem faced during English vocabulary teaching learning process are: lack of media used, difficulty to make students interested with the lesson, need a long time to

make students understand, and students are difficult to pronounce the vocabularies.²

The similarity of the study above and this study is the research design, that is qualitative descriptive and the data collected by observation, interview and documentation. Meanwhile the differences between this booth study is the object and the subject of the research.

The strength of this study is carrying out the problems of teaching learning English. But unfortunately, there are only few students whom became object of observation so the finding is no more accurate.

3. Another previous research related with this study is the research that has been done by Siti Mualiyah (1112014000054), thesis for Islamic State University of Jakarta. The title is “Teaching Speaking (An Expository Study at Speaking Class of Training Class Program at Basic English Course in Kampung Inggris Pare). She investigated and described the activities of English speaking class there. The objective of the study was to find the description about the processes of the teaching speaking in

² Ana Ainu Nikmatin, “A Descriptive Study of English Vocabulary Teaching Learning Process of Deaf Children In SLB-B YPPS Donohudan Boyolali in Academic Year 2015/2016”, *Thesis*, (Surakarta: Bachelor Degree of State Islamic Institute Surakarta, 2017)

Training Class program at Basic English Course in Kampung Inggris Pare.³

The similarity of the study is the object of study is similar in type of Non formal education. Beside that the research design is also similar that is descriptive but there are differences in the data collected, this study used some techniques, there are observation, interview, field note, documentation, and instrument. Meanwhile the researcher used three of those, observation, interview, and documentation.

The strength of this study is the instrument used for data collecting. Beside that the researcher had ever taken course in the place of this study, so result of this study more proper because the researcher did participant observation unintentionally. But this study still has weakness that was not attach specifically about the type of educational system in the theoretical framework.

4. Another research related with this study is journal research that has been done by Muhammad Hilman Agost Dermawan, State Univeristy of Yogyakarta. Research of *Jurnal Pendidikan Luar Sekolah*, the title is “*Pengelolaan Program Kursus Bahasa Inggris pada Lembaga Kursus English Café Yogyakarta*” published in 2018. The objectives of this study was to interpret

³ Siti Mualiyah, “Teaching Speaking (An Expository Study at Speaking Class of Training Class Program at Basic English Course in Kampung Inggris Pare)”, *Thesis*, (Jakarta: Bachelor Degree of State Islamic University Jakarta, 2017)

the management of English course program at English Café Yogyakarta, beside that this research was also to describe and interpret the factors that affect the management of English course program at English Café Yogyakarta.

This research was qualitative and used case study method. The data were collected by observation, interview, and documentation technique. The techniques used in data analysis are data reduction, data presentation, and conclusion. The technique of data validation used triangulation by source and technique. The subjects of this research are CEO, general manager, chef, and member of English Cafe Yogyakarta.⁴

The result of this research showed that the management of English course program at English Café Yogyakarta conducted by using several steps which are planning the administration and the learning program; organizing the management by creating organizational structure and job description; implementing the program by using private, regular, and online program; coordinating through regular meeting and accountability report and evaluating the programs. Supporting factors are using café concept, flexibility in learning process, utilization of telecommunication media, good service from the staff and chef. Meanwhile the inhibiting factors affect the

⁴ Muhammad Hilman Agost Dermawan, “ Pengelolaan Program Kursus Bahasa Inggris pada Lembaga Kursus English Café Yogyakarta ”, *Jurnal Pendidikan Luar Sekolah*, (Vol.VII, No.2, 2018)

management are inadequate facilities and there is no legal entities form relevant agencies.

The similarities of the study are the subject of study that is English Café but the place of study is different. This study conducted in Yogyakarta meanwhile researcher conducted in one of English Café Semarang. Another similarity is the data collecting technique used are by observation, interview, and documentation.

The differences of the study are the object of study. This study focuses on management of the course. Meanwhile researcher focused on teaching and learning program. Therefore the research questions are absolutely different.

B. Literature Review

1. The Basic Principles of Teaching Language

English becomes the main language used in the world of science, economic, healthy, policy, education, technology, etc. around the world today. In English language teaching learning, teacher may use ways or methods that proper to teach. Beside teacher also must to keep in mind the capability and capacity of students. Effective teaching of a language is based on certain principles. Here are the basic principles for teaching the language effectively⁵.

⁵ Elizabeth, “ *Methods of Teaching English*”, (New Delhi: Discovery Publishing House, 2014), p. 15-20.

a. Imitation

It is especially true in the case of small children. Whatever students see all around them, they imitate those things in the same way. In the language teaching learning according to Douglas Brown imitation is one of the important strategies a child uses in the acquisition of language.⁶

b. Practice and Drill

All aspect of language learning that are listening, speaking, reading, and writing can be acquired after a lot of practice because learning a language is more a matter of skill rather than of knowledge.⁷

c. Oral approach

Language is more connected with ears and tongue than with eyes. So, in the teaching of English, oral work should be given topmost priority.⁸

d. Selection and gradation

Selection may be done by teacher, in respect of grammatical items, vocabulary and structures. Gradation

⁶ Douglas Brown, “*Principles of Language Learning*“, (USA: Pearson Education, 2006), P. 49.

⁷ Elizabeth & Digumarti Bahaskara Rao, “ *Methods of Teaching English*”, (New Delhi: Discovery Publishing House, 2012), P. 16.

⁸ Elizabeth & Digumarti Bahaskara Rao, “ *Methods of Teaching English*”,....., P. 17.

means putting the language items in order of presentation. Gradation involves grouping and sequence.⁹

e. Motivation or interest

The general poor standard of students in English is due to the lack of interest. So, here teacher has to use interested ways in teaching in order to make student interest and enjoy in learning.¹⁰

f. Natural way of teaching learning

Natural process of learning the language should be followed. Listening and speaking should precede reading and writing.¹¹

g. Language should be learnt in context and situation

Language taught to students to make they are able to use in their day to day life situations.¹²

h. Adoption of multiple line of approach

In this approach, there should be oral work and after that the students may be asked to write a few sentences on certain topic in their note books.¹³

⁹ Elizabeth & Digumarti Bahaskara Rao, “ *Methods of Teaching English*”, , P. 17.

¹⁰ Elizabeth & Digumarti Bahaskara Rao, “ *Methods of Teaching English*”,..... , P. 18-19.

¹¹ Elizabeth & Digumarti Bahaskara Rao, “ *Methods of Teaching English*”,..... , P. 19

¹² Elizabeth & Digumarti Bahaskara Rao, “ *Methods of Teaching English*”,..... , P. 19

¹³ Elizabeth & Digumarti Bahaskara Rao, “ *Methods of Te*

i. Balanced approach

The teacher should see that the different aspects of those are fully taken care of listening, speaking, reading, and writing should be equally emphasized.¹⁴

In teaching language, teachers have to pay attention to the way they teach the language. Because teaching a language is so different with other subject that only focus on understanding the material, meanwhile in teaching language consist of four skills they are listening, speaking, writing, and reading, and those are integrated one each others.

2. The Principles of Materials Development

Teaching material is a key component in language teaching. It is important roles of teaching. It is a resource of what will be taught and learned, source of activities for learner practice and communication interaction, reference source for learner on grammar, vocabularies, etc. source of stimulation the ideas for classroom activities, syllabus, also learning support.¹⁵

aching English”,....., P. 20

¹⁴ Elizabeth & Digumarti Bahaskara Rao, “ *Methods of Teaching English*”,....., P. 20

¹⁵ Jack, C. Richard, “ *Curriculum Development in Language Teaching*”, (USA: Cambridge University Press, 2011), p.251.

According to Brian Tomlinson, good language teaching materials should have the following characteristic:¹⁶

- a. Materials should achieve impact.

Impact is achieved when materials have a noticeable effect on learners. It is when the learners' curiosity, interest, and attention are attached.

- b. Materials should help learners feel at ease.

Feeling at ease can be achieved through a 'voice' which is relaxed and supportive, through activities which encourage the personal participation of the learners, through materials which relate the world of the book to the world of the learner and through the absence of activities which could threaten self-esteem and cause humiliation.

- c. Materials should help learners to develop confidence.

Building confidence through activities which try to 'push' learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic, but which are achievable too.

- d. What is being taught should be perceived by learners as relevant and be useful.

Perception of relevance and usefulness can be achieved by relating teaching points to interesting and challenging classroom tasks and by presenting them in ways which

¹⁶ Brian Tomlinson, " *Material Development in Language Teaching*", Second Edition, (Cambridge: Cambridge University Press, 2011), p. 2.

could facilitate the achievement of the task outcomes desired by the learners.

- e. Materials should require and facilitate learner self-investment.

Materials can help learners to invest interest, effort, and attention in the learning activity by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner centered discovery activities.

- f. Learners must be ready to acquire the points being taught.

The readiness of learners can be achieved by materials which create situations requiring the use of various features not previously taught, by materials which ensure that the learners have gained sufficient mastery over the developmental features of the previous stage before teaching a new one, and by materials which roughly tune the input so that it contains some features which are slightly above each learner's current state of proficiency.

- g. Materials should expose the learners to language in authentic.

Materials can provide exposure to authentic input through the advice which they give, the instructions for learners' activities and the spoken and written texts they include.

- h. The learners' attention should be drawn to linguistic features of the input.

The learners become aware of a gap between a particular feature of their Inter language and the equivalent feature in the target language.

- i. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

Learners should be given chances to use language for communication rather than just to practice it in situations controlled by the teacher and the materials.

- j. Materials should take into account that the positive effects of instruction are usually delayed.

Materials should recycle instruction and provide frequent and ample exposure to the instructed language features in communicative use.

- k. Materials should take into account that learners have different learning styles.

Learning material activities should be variable and should ideally cater for all learning styles.

- l. Materials should take into account that learners differ in affective attitudes.

The one who is writing learning materials should be aware of the inevitable attitudinal differences of the users of the materials.

- m. Materials should permit a silent period at the beginning of instruction.

Materials should not force premature speaking in the target language and they should not force silence either.

- n. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.

Content of the materials should not be trivial or banal and it stimulates thoughts and feelings in the learners. The activities are also not too simple and too easily achieved without the learners making use of their previous experience and their brains.

- o. Materials should not rely too much on controlled practice.
- p. Materials should provide opportunities for outcome feedback.

It is because feedback which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input.

3. Teaching Methods

Before stepping further about teaching methods, the researcher explained the differences between approach, method, and technique first. Those terms have different meaning but most of people suppose those are only different terms in one meaning.

Approach, method, and technique are also known as Anthony's three terms. Approach is something that reflects a certain model or research paradigm. This term is the broadest of the three. Meanwhile method is a set of procedure. It is more specific than an approach. A technique is a classroom device or activity and those represents the narrowest of the three.¹⁷

A more recent framework about language teaching methodology has been proposed by Richard and Rodgers in 2001. They use method as the most general and overarching term. Under method, they have the terms approach, design, and procedure. Their use of the term approach is similar to Anthony' use, but their concept is more comprehensive and explicit. It includes theories of the nature of language (including units of language analysis) and the nature of language learning with reference to psychological and pedagogical principles. The design portion of Richard and Rodger entails the curriculum objective and syllabus types. The term procedure for Richard and Rodgers refers to

¹⁷ Marianne Cecle-Muria, “*Teaching English as a Second or Foreign Language*”, third edition, (np: Heinle & Heinle Thompson learning, 2001), p.5-6.

techniques, practices, behaviors, and equipment observable in the classroom.¹⁸

In other words, B. Kumaravadivelu gives definition that method is expert's notion derived from an understanding of the theories of language, language learning, and language teaching. It is also reflected in syllabus design and textbook production.¹⁹

Here are the some methods used in language teaching:

a. Grammar Translation Method

The key elements of Grammar Translation by Kelly cited in Marianne²⁰

- 1) Instruction is given in the native language of students.
- 2) There is little use of the target language for communication.
- 3) The focus is on grammatical parsing. That is the forms and inflections of words.
- 4) There is early reading of difficult texts.
- 5) A typical exercise is to translate sentences from the target language into the mother tongue.

¹⁸ Marianne Celce- Muria, Donna M Brinton, & Marguerite Ann Snow, “ *Teaching English as a Second or Foreign Language*” Fourth Edition, (United State of America: Sherrise Roehr, 2014), p. 2-3.

¹⁹ B. Kumaradivelu, “ *Understanding Language Teaching: from Method to Postmethod*” , (London: Lawrence Elrbaum Associate, 2006), p.162.

²⁰ Marianne Celce- Muria, Donna M Brinton, & Marguerite Ann Snow, “ *Teaching English as a Second*”, Fourth Edition, p.5.

- 6) The result of this method is usually an inability on the part of students to use the language for communication.
- 7) The teacher does not have to be able to speak the target language fluently.

b. Direct Method

Its goal is to use rather than to analyze a language, had begun function as a viable alternative to grammar-translation. Here are the key features of direct method²¹:

- 1) No use of the mother tongue is permitted.
- 2) Lessons begin with dialogue and anecdotes in modern conversational style.
- 3) Actions and pictures are used to make meanings clear.
- 4) Grammar is learned inductively.
- 5) Literacy texts are read for pleasure and are not analyzed grammatically.
- 6) The target culture is also taught inductively.
- 7) The teacher must be a native speaker or have native-like proficiency in the target language.

c. Audio-Lingual Method (ALM)

The features of audiolingual method²²:

- 1) Lessons begin with dialogue.

²¹ Marianne Celce- Muria, Donna M Brinton, & Marguerite Ann Snow, “ *Teaching English as ...*”, Fourth Edition, p.5.

²² Marianne Celce- Muria, Donna M Brinton, & Marguerite Ann Snow, “ *Teaching English a s...*”, Fourth Edition, p.6.

- 2) Mimicry and memorization are used, based on the assumption that language learning is habit formation.
 - 3) Grammatical structures are sequenced and rules are taught inductively (through planned exposure)
 - 4) Skills are sequenced: first listening and speaking are taught; reading and writing are post-poned.
 - 5) Accurate pronunciation is stressed from the beginning.
 - 6) Vocabulary is severely controlled and limited in the initial stages.
 - 7) A great effort is made to prevent learner errors.
 - 8) Language is often manipulated without regard to meaning or context.
 - 9) The teacher must be proficient only in the structures, vocabulary, and other aspect of language that he or she is teaching. Since learning activities and materials are carefully controlled.
- d. Communicative Language Teaching (CLT)

Communicative language teaching is a broad method to teaching that resulted from a focus on communication as the organizing principle for teaching rather than a focus on mastery of the grammatical system of the language. Communicative language teaching or CLT was a response to changes in the field of linguistics in the 1970s, as well as a response to the need for new approaches to language teaching in Europe as a result of initiative by groups such

as the Council of Europe. Linguistics moved away from a focus on grammar as the core component of language abilities to a consideration of how language is used by speaking in different context of communication. The capacity to use language appropriately in communication based on the setting, the roles of the participants, and the nature of the transaction refers to communicative competence.²³

e. Suggestopedia

Suggestopedia or desuggestopedia is a method developed by the Bulgarian psychiatrist-educator Georgi Lozanov. The objectives of Suggestopedia are to deliver advanced conversational proficiency quickly. It bases its learning claims on student mastery of prodigious list of vocabulary pairs and, indeed, suggests to students that is appropriate that they set such goals for themselves.²⁴

f. The Silent Way

The silent way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as

²³ Jack, C. Richard, “ *Curriculum Development in Language Teaching*”, (USA: Cambridge University Press, 2011), p.36.

²⁴ Jack C. Richard & Theodore S. Rodgers, “ *Approaches and Methods in Language Teaching*”, Second Edition, (Cambridge: Cambridge University Press, 2001). P. 100-102.

possible in the classroom but the learner should be encouraged to produce as much language as possible.²⁵

g. Total Physical Response (TPR)

Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. TPR is developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer 1925.

TPR reflects a grammar-based view of language. Asher states that most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor.²⁶

4. Learning Assessment

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offer a comment, or tries out a new word or structure, a teacher subconsciously makes an assessment of

²⁵ Jack C. Richard & Theodore S. Rodgers, “ *Approaches and Methods in ...*”,p.81.

²⁶ Jack C. Richard & Theodore S. Rodgers, “ *Approaches and Methods in...* ”, p. 73.

the students' performance, knowing that their responses are being measured and evaluated.²⁷

Here are the kinds of assessment:

a. Informal assessment

Informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgment about a student competence. Example of this continuum are marginal comments on paper, responding to a draft of an essay, advice about how to better pronounce of word, a suggestion for a strategy for compensating for reading difficulty, and showing how to modify a students' note-taking to better remember the content of a lecture.

Informal assessment also can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. Examples include saying "Good Job!", "Nice", or putting emoticons on some homework.

b. Formal assessment

Formal assessments are exercises or procedures specifically designed to tap into a storehouse of skill and knowledge. They are systematic, planned sampling

²⁷H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (USA: Person Education, 2003), p. 4-6

techniques constructed to give teacher and student an appraisal of student's achievement.

5. Type of Education System

In accordance with the Law of Republic of Indonesia number 20 year 2003 regarding National education system, article 13 paragraph 1 asserts that education's track consist of formal, non-formal, and informal education that could be complementary and enrich each other.

Here are the definition of three forms of education by International Standard Classification of Education (ISCED) 2011 printed in UNESCO Institute for Statistic (UIS) 2012 reprinted in Out of School Children Initiative 2014.²⁸

a. Non-formal Education

Education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and / or complement to formal education within the process of lifelong learning of individuals. It is often provided guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/ or low intensity,

²⁸ Mari Yasunaga, (2014), *“Non Formal Education as a Means to Meet Learning Needs Out-Of –School Children And Adolescents”* (UNESCO),P.7.

and it is typically provided in the form of short course, workshops, or seminars.

Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Non-formal education can cover programs contributing to adult and youth literacy and education for out of school children, as well as programs on life skill, work skills, and social or cultural development.

b. Formal Education

Formal education is Education that is institutionalized, intentional, and planned through public organization and recognized private bodies and in their totality constitutes the formal education system of a country. Formal education programs are thus recognized as such by relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Formal education consists mostly of initial education. Vocational education, special need education, and some part of adult education are often recognized as being part of formal education

system. Usually, formal education with an established curriculum and within designated areas.²⁹

c. Informal Education

Informal education means forms of learning that are intentional or deliberate but are not institutionalized, it is consequently less organized and structure than formal or non-formal education. Informal learning may include learning activities that occur in the family, workplace, local community, and daily life, on a self-directed, family-directed, socially-directed basis.

Related to the Law of Republic Indonesia article 26 paragraph 4 “ Unity of Non formal education consists of institutional course, institutional training, group of study, center public learning activities, and religion learning gathering, etc.”³⁰ and English Café includes of institutional course, therefore English Café is a kind of Non formal education.

6. English Café

English Café is one of Non formal educational course in Indonesia that offering and serving English learning program. The first course is in Yogyakarta established on 2012 and now it is known as center of English Café. At this time, English

²⁹ Theodore G. Zervas, “*Formal And Informal Education During The Rise Of Greek Nationalism*”, (USA: Springer Nature, 2017), p. 10.

³⁰ Law of Republic Indonesia Number 20 Year 2003, National Education System, Article 26, Paragraph (4).

Café has spread in 50 big cities of Indonesia and it has more than 118 chapters. In Semarang, there are 4 chapters of English Café and researcher is going to take research in English Café located on Legend Café at Tri Lomba Juang Street No.5, Mugassari, Semarang. It is the first English Café established in Semarang and it is as the center of English Café chapter Semarang.

This course is very different from others because it is designed like café systematically. Here the learners are helped by tutor namely chef to learn English suitable with the level chosen. Beside that the cover of handbook' course also designed by cooking theme namely Recipe Secret and certainly the place of its course is in café.

English Café just got reward on February 2019 as the best English course with educational quality from Nusantara Platinum Award. This event was held by Bangun Indonesia Dengan Cinta (BIDC) foundation.

a. History

English café chapter Semarang was established on September 2017. It was opened by a regional manager chapter Semarang named Devi Linggarsari after got training program of English Café management for about a month in the Center of English Café Yogyakarta. Before English Café was established in Mugassari Semarang, it was ever opened in Gunung Pati Semarang by different manager in about last of

2015. But, it had to close in early of 2017 because the manager got scholarship abroad and there was no one to handle it.

Devi established English Café in Mugassari after she assured that there was no English Café in Semarang that time. Then, she decided to open English Café in Legend Café after considered many things such as place, menu price, location, and others. Firstly, she made Memorandum of Understanding (MOU) with the manager of Legend Café Semarang for six months as trial, and because of new members' interest here have increase day by day, so she lengthened the Memorandum of Understanding (MOU) per six months until now.

b. Vision and Mission

Vision: To be the best English course in the world.

Mission:

- 1) To be an English Course which bases on every sub district..
- 2) To assure that every student can speak English
- 3) To reduce unemployment rate up to 1000 in numbers.

c. Curriculum of English Cafe

Curriculum at English Café is called “Secret Recipe”. Learning system which is adapted by this curriculum is basically imitating children's speaking process in the earliest years old. This curriculum becomes the basic of arranging materials in course's book and applied in all of programs level at English Café except TOEFL in order to make members

learn English differently with what they did in formal education. The members not only learn material without understanding using in daily, but the members will practice directly. Members also were supported to dare speaking through personal approach by chefs. Secret Recipe was arranged to focus on speaking and mastering vocabularies first. If members have dared to speak and were built their selves confident in speaking English, detailed grammar material will be taught inside step by step. There are assignments and tips in each of Secret Recipe menu which are hoped can be help students in learning process. There is list of vocabularies also in the last part of module which have to be learnt and be understood by members.

d. Focus of Learning

- 1) Beginner level; focus on speaking, vocabulary, and encouragement.

If members have dared to speak English and their vocabulary have increased, although their grammar still can be called standard, the goal of this level also still can be called completed. Basically, the goal of this level is just dare to speak. In this level, members are also taught about pronunciation, part of speech, word order, and so on. So, although the members in this level have not been able to use grammatical orders correctly, the chef can correct it for a while in this level.

- 2) Intermediate level; focus on speaking, vocabulary, and basic grammar.

In this level, beside mastering vocabulary more and members have be able to speak English with good pronunciation, here members are also hoped to apply basic tenses such as simple present, past, and future in their speaking. Besides that, in this level the members are also taught some topics of speaking, expression, and basic modal. After the members finishing intermediate level, the members are hoped not only able to arrange sentences correctly, but they are hoped to be able to distinguish using tenses in speaking.

- 3) Advance level; focus on detailed grammar and grammar for speaking.

In this level, after the members have gotten the goal of beginner and intermediate level, the members are given material about using continued tenses such as perfect tense, modal, conditional sentences, gerund & to infinitive, and so on. The focus one is not on keeping in mind the formula of all of the tenses, but on how the members understand in using all of them in speaking English. Because of the material of this level is grammar for speaking, so the goal of this level is the members can be able to use English either orally or written correctly with complex topics not only daily English.

4) TOEFL

This level focuses on TOEFL materials. The goal of this level is to make the members master TOEFL materials, and then they can reach high score of TOEFL.

e. Learning Program

In teaching English process, English Café has special programs used to make students/ members easy in acquiring the materials. These programs are used in beginner, intermediate, and advance level program. They are as follow:

1) Daily Talk

Daily talk is the main program used in English Café chapter Semarang. This program focuses on speaking. Here, one member and the tutor talk something by face to face. The topics that they talk usually are about daily activities, new issues, and so forth.

2) Material Improvement

Once in Two meetings material improvement is conducted. The material includes materials which are attached in course's book (Secret Recipe). So, each member with others has different material improvement. It is based on what material they have gotten and then continuing what next chapter will be learned.

3) Sharing and Discussion

Sharing and discussion are conducted in every Saturday. All of members of English Café gather in certain café and then they discuss certain topic.

CHAPTER III

RESEARCH METHOD

This part presents design of the research, data sources, techniques of data collection, and data analysis.

A. Design of the Research

This research is descriptive qualitative research where the data is analyzed using sentence. Here, the researcher described and explained the teaching learning at English Cafe chapter Semarang in form of written. It is related to Creswell that one of the characteristic of qualitative is data for description analyzed using text analysis.¹

B. Sources of Data

The primary sources of this study are from:

1. Manager of English Café chapter Semarang.
2. Tutor/ chef of English Café chapter Semarang
3. The course's files or documents.

C. Techniques of Data Collection

In collecting data, researcher used three techniques. They are observation, interview, and documentation.

¹ John W. Creswell, " *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* ", Fourth Edition , (USA: Pearson Education, 2012), p. 16.

1. Observation

Observation is one of the data collection technique used in qualitative research. According to Creswell, observation is the process of gathering open-ended, first -hand information by observing people and places at a research site.² In this research, the researcher used *participant observation* where the researcher mixed up with participants' activities.

2. Interview

According to Esterberg's opinion which is cited by Sugiyono defined interview as a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.³ The researcher conducted interview with two sources. They were:

a. Manager of English Café chapter Semarang

The researcher asked information to a manager of English Café chapter Semarang about history, vision, mission of English Café, English learning program which is offered, the way to register to be student of English Café, and how English Café recruits their tutors.

² John W. Creswell, " *Educational Research: Planning...* (USA: Pearson Education, 2012), p. 213.

³ Sugiyono, " *Metode Penelitian.....* " (Bandung: Alfabeta, 2009), p. 231.

Table 3.1 Interview Guideline with Manager

No	Data	Questions
1.	History of English Café chapter Semarang	Would you like to tell me, the history of English Café chapter Semarang?
2.	Learning program at English Café chapter Semarang	How many programs do English Cafe offer?
		What is the most popular program at English Café chapter Semarang?
3.	Learning Materials at English Café chapter Semarang	How did the materials arrange?
		Could you tell me about the materials for each program?
4.	Chefs at English Café chapter Semarang	How do you recruit teachers or chef of EC chapter Semarang?
		How many chefs are there in EC chapter Semarang?
5.	Learning evaluation at English Café chapter Semarang	Is there any evaluation to chefs of English Café chapter Semarang?
6.	Members of English Café chapter Semarang	How to register as member of English Café chapter Semarang?
		What benefits does English Café chapter Semarang offer to its members?

b. Tutor/ chef of English Café chapter Semarang

The researcher asked information to three tutors/ chefs about material taught to students, the method used in teaching learning process, and how teacher/ tutor assess students' competence.

Table 3.2 Interview guideline with chefs

No.	Data	Questions
1.	Experience of the chefs	How long did you teach at English Café chapter Semarang?
2.	Teaching method used at English Café chapter Semarang	What are the methods used in English Language Teaching at the English Cafe?
		How do you implement the methods used in English Language Teaching at English Cafe?
		What problems do you face on implement the teaching methods in EC?
3.	Learning assessment at English Café chapter Semarang	How do you assess the members' competence of English Café chapter Semarang?
4.	Chefs' hope to members of English Café chapter Semarang	What are your hopes to members of EC chapter Semarang?

3. Documentation

Documents consist of public and private records that qualitative researchers obtain about a site or participant in a

study, and they can include newspapers, minute of meetings, personal journal, and letter. These sources provide valuable information in helping the researcher understand the central phenomena in qualitative studies.

Documents represent a good source for text (word) data for qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that is required with observational or interview data.⁴

Table 3.4 Documentation

No.	Data	Document	Checklist	
			Any	No
1.	Registration	Application form for Chefs		
		Application form for members		
2.	Material learning	Course book		
3.	Attendace	Attendance list		

D. Data Analysis

According to Bogdan cited in Sugiyono, Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other matters that researcher accumulates to increase researcher's own

⁴ John W. Creswell, " *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* ", Fourth Edition , (USA: Pearson Education, 2012), p. 223.

understanding of them and to enable researcher to present what researcher has discovered to others.⁵ The steps are as follows:

1. Data Reduction

Reducing the data means resuming, choosing the main of data, focusing on the important things, looking for the theme and pattern. By doing so, the reduced data gives clear explanation, and it is easier for the researcher to collect the next data, and look for it if it is needed.⁶

So, it means the researcher summarized and chose the things which are basic, focusing the things which are important and remove the unnecessary one.

2. Data Display

The reduced data is presented in form of brief description. In this research, the researcher presented the data with the past narrative. It is based on Miles and Huberman (1984) in Sugiyono about this that the most frequent form of display data for qualitative research data in the past has been narrative text.⁷

⁵ Sugiyono, “*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*”, (Bandung: Alfabeta, 2015), P. 334.

⁶ Sugiyono, “*Metode Penelitian Pendidikan...*”, (Bandung: Alfabeta, 2015), p. 338.

⁷ Sugiyono, ” *Metode Penelitian Pendidikan...* ”, (Bandung: Alfabeta, 2015), p. 341.

3. Conclusion/ Verification

The researcher draw a preliminary conclusion of the data gained which is related to the objectives of this research: the materials used, methods used, and assessment used at English Café chapter Semarang. The data had been related several theories and previous study about teaching language as the verification before the preliminary conclusion is finally generated.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to describe English teaching and learning at English Café chapter Semarang.

A. Finding and Discussion

After conducting the research about English language teaching and learning at English Café chapter Semarang, the researcher found several findings. They are as follows:

1. Material taught in English learning at English Café chapter Semarang

English Café chapter Semarang is one of chapter English Café of English Café Yogyakarta, so all of concept, material, method, assessment, and rules here are totally similar with the centre of English Café Yogyakarta. English Café has four programs of learning level and absolutely each level program has different material with others. The four level programs are beginner, intermediate, advance, and TOEFL.

a. Beginner

This level focuses on speaking, vocabulary, and encouragement. Basically, the goal of this level is only dare to speak, so the members on this level called completed if they have already dare to speak English

although the using of grammar is not proper yet. Most of the members of English Café are in this level.

Table 4.1 The materials taught in Beginner level.

No.	Chapter	Material
1.	Chapter 1	The Alphabet in English
		Pronunciation
		Punctuation
		Greeting
		Introduction
2.	Chapter 2	Family
		Introduction to the English part of speech
3.	Chapter 3	Job and Profession
		Pronoun
		Subject Verb Agreement
4.	Chapter 4	Describing People
		Noun
		Adjective
5.	Chapter 5	Describing Thing
		Noun Phrase
6.	Chapter 6	Hobby
		Verbs
7.	Chapter 7	Number
		Time
8.	Chapter 8	Food
		Health
9	Chapter 9	Country
		Special Days around the world
		Myth and Superstitions
10.	Chapter 10	Gesture around the world

b. Intermediate

This level focuses on speaking, vocabulary, and basic grammar. Besides mastering many more vocabularies and members have able to speak English with proper pronunciation, here members are also wished to apply basic tenses such as simple present, past, and future in their speaking. Moreover, members in this level are also taught some topics of speaking, expression, and basic modal. The materials taught in this level as follows:

Table 4.2 Materials taught in intermediate level.

No	Chapter	Material
1.	Chapter 1	Introduction
		The Present Simple Tense
2.	Chapter 2	Modal Verb
		Modal and Direction
3.	Chapter 3	Suggestion
		Request
4.	Chapter 4	Complaining and Apologizing
5.	Chapter 5	Preference
		Question Word
6.	Chapter 6	Let's talk about the Past!
7.	Chapter 7	Preposition Combination
8.	Chapter 8	Let's talk about the Future!
9.	Chapter 9	Procedure
10.	Chapter 10	Giving and Responding to Compliment

c. Advance

This level focuses on the continued material or deeper tenses and grammar for speaking. The materials taught in this level as follows:

Table 4.3 Materials taught in Advance level

No	Chapter	Material
1.	Chapter 1	Present Continuous Tense
2.	Chapter 2	Past Continuous Tense
3.	Chapter 3	Present Perfect Tense
4.	Chapter 4	Present Perfect Continuous Tense
5.	Chapter 5	Modal Verb
6.	Chapter 6	Passive Voice
7.	Chapter 7	Degree of Comparison
8.	Chapter 8	Gerund

d. TOEFL

This level focuses on learning TOEFL. The members in this program get course' book which contains or discusses all about TOEFL materials.

2. Analysis of Materials taught at English Café chapter Semarang

After the researcher finding the materials taught at English Café chapter Semarang as written above, then the researcher analyses the finding of each level as follows:

a. Beginner

The materials taught in this level are appropriate with basic learners' need. The materials such as alphabet, pronunciation, part of speech, introduction and other basic

materials are taught in this level. The focus one of this level is on speaking with ignoring grammar first. So, for basic learners who are usually doubt of grammar, they still have confident to speak without feeling doubt. Moreover, the course book on this level is also available some spaces to exercise or practice what members have gotten. So, it is so helpful for basic learners.

b. Intermediate

This level is higher than beginner level and the materials taught here is absolutely more difficult. This level is not only focusing on speaking but also start to recognize basic grammar. However, English grammar is also important. So, grammar also needs to be taught to learners.

The materials taught here such as simple tense and basic modal are appropriate with members' need which have got basic speaking in the beginner level.

c. Advance

The highest level in English Café named advance. Grammar taught specifically in this level. The materials taught in this level are appropriate with members' need which has gotten basic grammar in the previous level.

d. TOEFL

Basically, TOEFL does not include level program. But, it is a program which focuses on TOEFL materials

only. The course book of this level is on process to be distributed. It is still in the centre of English Café Yogyakarta. So far, the chefs taught TOEFL with materials that they have.

Based on the researcher's analysis above and the theories of characteristics of material learning, the materials taught at English Café chapter Semarang can be called as good material for teaching students.

3. Methods used in English teaching learning program at English Café chapter Semarang

Depending on the researcher's observation, English teaching learning process in English Café chapter Semarang usually used casual approach based on the members' need. Here are three methods which are usually used by the chefs in teaching members of English Café chapter Semarang:

a. Grammar Translation Method

The chefs of English Café chapter Semarang used this method in material improvement program. When they taught the materials to the members, they used native language sometimes to make the members understand easily or to minimize the misunderstanding between the members and the chefs.

The teacher used this method when teaching introduction. There was a text of introduction that shown in course book for beginner on page 22, the text consist of

three paragraphs with some blanks of the word and the members were asked to fill the blanks with the appropriate word. Here, the member who did not know the meaning of the difficult word asked to the teacher and the teacher give the meaning.

b. Direct Method

This method is used in daily talk & sharing and discussion program. In these both programs, mother language is not permitted to be used. So, the members are forced to speak English in order to make they feel comfort and then they will be usual to speak English with no doubt.

This method was used by the teacher when taught “job and profession”. Firstly, the teacher giving some new vocabularies about “job and profession” as shown in course book for beginner on page 51 - 55 (see appendix 11). The teacher taught to the members how to pronounce the vocabulary correctly and the teacher asked the members to pronounce it as the teacher did. After that, the members was asked to mention and pointing what name of profession and job that are appropriate with the pictures as shown in course book on page 56-57(see appendix 12). Then, the teacher asked each member to choice one job secretly as their profession and they were asked to

describing his/her job orally to others and the others guessed what job it is.

c. **Communicative Language Teaching (CLT)**

Communicative Language Teaching method is used in daily talk and sharing discussion section. In daily talk, the chef gives questions and the member answers them or sometimes give question back to the chef and then the chef answer it. The member and the chef take a talk naturally such as two people who hold conversation. Some of them are talking about business, materials in the school, food, price of public transportation, and so on.

Meanwhile in sharing and discussion section, the chef gives a certain topic, issue, or problem to the members. Then, members give their opinion or solution about it. Members deliver their opinion orally one by one.

4. Analysis of methods used in English teaching learning program at English Café chapter Semarang

After the researcher finding the result of methods used at English Café chapter Semarang by direct observation, then the researcher analyses the finding based on the interview some chefs and questionnaire spread. the analysis is as follows:

a. **Grammar Translation Method**

As previous explanation, once in two meetings is material improvement. In this section, grammar

translation method used especially in teaching grammar for intermediate and advance level. This method is proper because in teaching grammar, mother tongue language is needed because understanding English grammar for second language learners has to be clear.

b. Direct Method

This method is used in daily talk & sharing and discussion program. This method is appropriate with the goal of English Café itself which grammar is taught inductively and the focus one is on speaking.

c. Communicative Language Teaching (CLT)

This method is used in daily talk program & sharing and discussion program. In these program sections, members and the chefs focus on communication rather than mastering grammatical. So, it is appropriate with the goal of English Café that is making the members speak English.

From the data gained and the researcher's observation, it indicates that methods used in teaching learning at English Café chapter Semarang can be called appropriate with the theories of learning method.

5. Assessment used at English Café chapter Semarang

In English Café chapter Semarang, there is no formal assessment which used formal form to measure the students' achievement. Here, the chefs measure their students' ability of

English skill by their own assessment. The chef's assessment to the members' achievement consists of fluency and vocabulary mastering. It can be indicate from members' ability of speaking.

In the other side, the chefs also give informal assessment by giving commendation such as saying good job, you are right, etc. and giving a sign to their written exercise.

6. Analysis of assessment used at English Café chapter Semarang

Based on the finding that there is no formal assessment used at English Café chapter Semarang, it does not mean that there is no assessment there. Assessment is not only something used assessment form such as at school or other formal institutions, but there is another kind of assessment that is informal assessment which is used compliment' expressions commonly.

Besides that, the chefs of English Café chapter Semarang use their own assessment to measure the members' skill. They measure the members' skill through observing members' skill improvement since the members learn at English Café chapter Semarang for the first time. Moreover, although the members were not given formal examination, they were still given written task as exercise.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the important point of the whole discussion in this research. The conclusion and suggestion are presented here.

A. Conclusion

The researcher had several things to conclude related to the result of this research. Those things were about the materials taught, method used, and the assessment used at English Café chapter Semarang. The conclusion is drawn systematically narrated to be easily understood.

The materials are taught at English Café chapter Semarang namely appropriate with the students' need. The material was arranged based on the level program. So, it makes students easy to learn. Moreover, the materials at English Café chapter Semarang was formed or published in a book form or course book which make students easy to bring it.

The methods are used at English Café chapter Semarang commonly namely three methods. Those are Grammar translation method, direct method, and communicative language teaching. Mostly, the chefs use casual approach to teach the students adapting the students' need.

The assessment are used at English Café chapter Semarang namely overall Non formal assessment. The assessment through observing and chefs' perception of students' improvement skill

since the students began to learn at English Café chapter Semarang.

B. Suggestion

After conducting this research, the researcher had two main points of suggestions for future researcher. First, future researcher should have prepared well all of the instruments to gain the data. Secondly, future researcher should have ensured that the object of the research giving permission to be researched and ensure that the object of the research give a letter as the receipt of permission.

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APPENDICES

Appendix 1. Interview instrument

- a. Interview with manager of English Café Semarang
 - 1) Would you like to tell me, the history of English Café chapter Semarang?
 - 2) How many programs do English Cafe offer?
 - 3) What is the most popular program at English Café chapter Semarang?
 - 4) How do the materials arrange?
 - 5) Could you tell me about the materials for each program?
 - 6) How do you recruit teachers or chef of EC chapter Semarang?
 - 7) How many chefs are there in EC chapter Semarang?
 - 8) Is there any evaluation to chefs of English Café chapter Semarang?
 - 9) How to register as member of English Café chapter Semarang?
 - 10) What benefits does English Café chapter Semarang offer to its members?

- b. Interview with Chef of English Café Semarang
 - 1) How long did you teach at English Café chapter Semarang?
 - 2) What are the methods used in English Language Teaching at the English Cafe?

- 3) How do you implement the methods used in English Language Teaching at English Cafe?
- 4) What problems do you face on implement the teaching methods in EC?
- 5) How do you assess the members' competence of English Café chapter Semarang?
- 6) What are your hopes to members of EC chapter Semarang?

Appendix 2. Transcript of interview

No	Question	Answer
1.	Would you like to tell me, the history of English Café chapter Semarang?	<p>Awalnya saya dapat informasi tentang rekrutmen <i>master franchise</i> English Café di Yogyakarta. Karena saat itu posisi saya juga habis resign dari kerja sebelumnya dan saya belum punya kesibukan, akhirnya saya daftar itu. Saya awalnya juga nggak tau English Café itu seperti apa sih. Nah habis daftar terus lolos kemudian ada semacam <i>training program</i> tapi dikarantina sekitar satu bulan. Disana diajari bagaimana cara mengelola English Café mulai dari promosi, cara melayani member baru dan sebagainya. Selain itu juga selama karantina tersebut saya juga dibekali Bahasa Inggris terutama untuk <i>speaking</i>. Nah pas posisi saat itu, di Semarang sendiri sudah ada English Café di Gunung Pati, tapi tidak lama kemudian setelah saya ikut karantina tersebut, saya mendapat kabar bahwa English Café di Gunung pati mau tutup soalnya pengelolanya mendapat beasiswa kuliah di Luar Negeri. Setelah mendapat kabar English Café di Gunung Pati positif tutup. Maka saya berinisiatif buat buka English Café di Semarang lagi.</p>
2.	How many programs do English Cafe offer?	<p>di English Café itu ada tiga program level mba. Yaitu <i>Beginner, intermediate, advance</i>,</p>

		dan yang terakhir yang masih baru itu TOEFL.
3.	What is the most popular program at English Café chapter Semarang?	Kalo yang paling banyak diambil itu <i>Beginner</i> . Jadi kan kita tawarkan kepada member baru terserah mereka ambilnya mau level yang mana sesuai keinginan mereka. Nah kebanyakan member disini kalo ambil level ya yang beginner meskipun ada yang sudah lumayan kemampuan bahasa Inggrisnya tapi mereka pada ambil beginner. Seakan-akan mereka ingin mulai dari awal disini.
4.	How do the materials arrange?	Materi yang ada di course book Secret Recipe itu yang nyusun dari pusat English Café Yogyakarta. Ada tim yang nyusun materi itu sesuai dengan kebutuhan level.
5.	Could you tell me about the materials for each program?	Ya yang level pertama itu ada <i>beginner</i> , dilevel ini kan fokus untuk membuat member jadi berani <i>speak English</i> . Intinya <i>dare to speak</i> lah nggak melihat dari grammar tapi lebih ke penambahan <i>vocabulary</i> . disitu materinya mulai tentang <i>introduction</i> dan selanjutnya seperti yang ada di daftar isi buku ini mba (sambil menunjukkan buku <i>secret recipe for beginner</i>). Kalo yang kedua tetep sama fokus ke <i>speaking</i> karena speaking adalah fokus utama English Café. Tapi dalam level ini mulai ada pengenalan untuk <i>grammar</i> . <i>Grammar</i> yang dasar lah seperti <i>tenses</i> . Ketiga

		<i>advance</i> ya. Level ini itu udah mulai pendalaman <i>grammar</i> kayak penggunaan modal gitu. Kalo yang terakhir TOEFL ya fokus untuk materi TOEFL semua.
6.	How do you recruit teachers or chef of EC chapter Semarang?	Sebelumnya kan kita <i>share</i> informasi <i>recruitment chef</i> dengan kriteria: maksimal umur 27 tahun, bisa bekerja dengan tim, memiliki kemampuan berbahasa Inggris tentunya, sama <i>easy going</i> maksudnya mereka adalah orang-orang yang bisa ditempatkan untuk mengajar member seusia SD, SMP, SMA, mahasiswa, dan pekerja begitu. Itu untuk persyaratannya, nah untuk langkah-langkah atau tahapan pendaftarannya pertama isi formulir dan wajib <i>share</i> info <i>recruitment</i> ke tiga group whatsapp. Setelah itu ada tes tertulis, meliputi pertanyaan-pertanyaan dalam bentuk <i>essay</i> . Terus kalo tertulis lolos lanjut ke tahap wawancara. Wawancara seperti pada umumnya dan disini nanti sekalian <i>micro teaching</i> juga kepada member English Café langsung. Setelah benar-benar lolos baru kita kasih tau SOP nya dan kita pegangin modul. Siap ngajar
7.	How many chefs are there in EC chapter Semarang?	Disini ada ada sembilan chefs yang <i>freelance</i> dan ada tujuh chefs yang <i>standby</i>
8.	Is there any evaluation to chefs of English Café chapter	Untuk evaluasi <i>chef</i> , saya melakukan perorangan melalui penilaian dari <i>member-member</i>

	Semarang?	kita. Jadi nanti saya tanya-tanya kepada para member mengenai cara mengajar <i>chef</i> bagaimana bagaimana gitu. Setelah mendapat jawabannya, kalo ada yang kurang misalnya, nah saya akan bilang koreksi tersebut kepada <i>chef</i> yang dimaksud pada saat pengambilan <i>salary</i> . Kan pengambilan <i>salary</i> disini <i>face to face</i> jadi saya akan ngomong misal ada koreksi dari siswa begini begini gitu. Sebenarnya saya juga ingin melakukan evaluasi bersama dalam satu tempat gitu, tapi sejauh ini belum bias terlaksana.
9.	How to register as member of English Café chapter Semarang?	Untuk menjadi member English Café mudah banget mba. Tinggal datang ke <i>café</i> atau menghubungi nomer yang tertera di akun Instagram kita nanti ketemu terus isi fomulir pendaftaran dan pembayaran. Nanti sekaligus dapet modul Secret Recipe dimana modul itu tidak dijual belikan di toko buku manapun. Jadi yang punya modul itu hanya member English Café.
10.	What benefits does English Café chapter Semarang offer to its members?	Nah kita kan modelnya paket nih mba. Paket kursus lima bulan nanti dapet banyak <i>benefit</i> yaitu: menjadi <i>ambassador</i> seumur hidup, dapet kelas online seumur hidup, garansi uang kembali 100% kalo gak ada peningkatan yang dirasa sama sekali, waktu dan tempat fleksibel, dapet modul Secret Recipe, dapet sertifikat.

b. interview with chefs of English Café chapter Semarang

1). Name: Alief Gusti Kurniawan

Position: Chef of English Cafe

1.	How long did you teach at English Café chapter Semarang?	Since 2017
2.	What are the methods used in English Language Teaching at the English Cafe?	Casual Approaches
3.	How do you implement the methods used in English Language Teaching at English Cafe?	By matching with the needs from each member and using appropriate approach.
4.	What problems do you face on implement the teaching methods in EC?	There are challenges when the member' demand are high but their current ability is still far, and we only have limited time to improve that.
5.	How do you assess the members' competence of English Café chapter Semarang?	By direct conversation and casual talks. It assesses the listening skill, vocabulary mastery, and level of grammar understanding of the members. Plus asking directly what they want to improve/ how much their last TOEFL/ etc. score/ what they already know about English.
6.	What are your hopes to members of EC chapter Semarang?	I hope they found value from EC.

2). Name : Rangga Permana

Position : Chef of English Cafe

1.	How long did you teach at English Café chapter Semarang?	I have thought for more than a year.
2.	What are the methods used in English Language Teaching at the English Cafe?	I have used various methods of EFL, especially grammar translation, direct method, and collaborative learning.
3.	How do you implement the methods used in English Language Teaching at English Cafe?	In the first one or two meetings, I observe my students learning style, then, I decide which method of teaching I should use.
4.	What problems do you face on implement the teaching methods in EC?	Problem usually arises when students with various levels of language ability, age, and occupation are put in the same class. Different background and learning style of the students demand extra efforts from the tutor to adapt the teaching methods.
5.	How do you assess the members' competence of English Café chapter Semarang?	Assessment for the students includes the four language skills. The test is given in both oral and written.
6.	What are your hopes to members of EC chapter Semarang?	I hope they can communicate well in English

3). Name : Yulita Muspitasari

Position: Chef of English Cafe

1.	How long did you teach at English Café chapter Semarang?	1,5 years
2.	What are the methods used in English Language Teaching at the English Cafe?	Fun learning where we mostly engage the class on conversation topics and discussion.
3.	How do you implement the methods used in English Language Teaching at English Cafe?	I prepare games such as flashcard or music on listening and ask students to play along while learning about new vocab.
4.	What problems do you face on implement the teaching methods in EC?	Sometimes students do not have enough vocabularies to express their ideas.
5.	How do you assess the members' competence of English Café chapter Semarang?	We assess based on 4 criteria: writing, speaking, listening, and reading. All of those are based on their involvement in the class.
6.	What are your hopes to members of EC chapter Semarang?	I hope that EC members can have a training together.

Appendix 3. The letter of HAKI

6000


REPUBLIK INDONESIA
KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA

SERTIFIKAT MEREK

Kementerian Hukum dan Hak Asasi Manusia atas nama Negara Republik Indonesia berdasarkan Undang-Undang Nomor 15 Tahun 2001 Tentang Merek, memberikan hak Merek kepada:

Nama dan alamat : MOH HAML I
Pemilik Merek : Dsn Baban Rt 003 Rw 003 Batubintang,
Kec. Batumarmar, Pamekasan,
Jawa Timur.

Tanggal Penerimaan : 13 September 2013

Nomor Pendaftaran : IDM000511087

Etiket Merek :



Perlindungan hak merek tersebut diberikan untuk jangka waktu 10 (sepuluh) tahun terhitung sejak tanggal penerimaan sampai dengan tanggal 13 September 2023, dan jangka waktu perlindungan itu dapat diperpanjang (Pasal 28).

Sertifikat merek ini dilampiri dengan contoh merek dan jenis barang/jasa yang tidak terpisahkan dari sertifikat ini.


22-2017-241892



a.n. MENTERI HUKUM DAN HAK ASASI MANUSIA
REPUBLIK INDONESIA
DIREKTUR JENDERAL KEKAYAAN INTELEKTUAL
u.b.
Direktur Merek dan Indikasi Geografis,


Fathlurachman, S.H., M.M.
NIP. 195912171986031002

Appendix 4. Interview guide for new chef

INTERVIEW GUIDE



APPLICANT'S NAME : _____

PHONE NUMBER : _____

1. What do you think English Cafe is doing right and what can we be better at or improve?
2. What work do you want to do with us?
3. If we assign work that isn't part of your job description, what will you do?
4. How do you react to instruction and how would you cope with criticism?
5. Give an example of situations when other had made an error or mistake and you had to take the blame for their action!
6. Write down a story about how you solved a conflict or disagreement between you and a former colleague!
7. Was there a time when you had to agree to a decision even if it against your will and why did you agree?
8. What kind of person you think you are and how do you interact with different kind of people?
9. Do you consider yourself as a professional and commitment person? If so, give an example of situation which describe you as a professional and commitment person!
10. Write down a specific accomplishment of yours in a previous position which indicates you will thrive in this position?

Appendix 5. Application form for new member

APPLICATION FORM



Full Name :
Place, Date of Birth :
Instagram :
Address :
Phone Number :
School/Campus/Office :
I Got English Cafe Info :
Note :

Program Option:

1. Regular
2. Private
 - a. Level 1
 - b. Level 2
 - c. Level 3

Officer

.....

Appendix 6. Stipulation of member

KETENTUAN MEMBER



1. Kelas dimulai setiap awal bulan
2. Sistem kelasnya adalah personal, satu member satu chef
3. Sistem kelasnya selang-seling. Pertemuan pertama teori, pertemuan berikutnya Daily Talk
4. Member dapat belajar materi yang ada di modul Menu Secret Recipe, membawa materi dari sekolah atau request materi
5. Jadwal fleksibel. Member bisa datang jam berapa saja pada jam kerja English Cafe
6. Durasi kelas 30 menit per meeting. Jika tidak ada antrian dapat lebih dari 30 menit
7. Khusus Sabtu, semua member digabungkan dalam *sharing session*
8. Bagi member yang mengulang kursus, kelasnya dilaksanakan setiap Sabtu di *sharing session*
9. Bagi member yang mengambil paket 5 bulan akan mendapatkan fasilitas gratis:
 - a. Garansi uang kembali 5 kali lipat jika tidak bisa berbahasa Inggris
 - b. Gratis mengulang kursus seumur hidup
 - c. Gratis kelas Online via Whatsapp
 - d. Gratis kelas Muni School
 - e. Gratis Menu Secret Recipe, Notes, dan Vocab
 - f. Gratis sertifikat
 - g. Daftar 2 gratis 1
10. Syarat garansi minimal kehadiran 20 hari setiap bulannya selama 5 bulan berturut-turut
11. Member yang tidak mengambil paket 5 bulan bisa meng-copy soft file Menu Secret Recipe
12. Pembayaran biaya kursus maksimal tanggal 20 setiap bulannya
13. Biaya kursus disesuaikan dengan harga saat pendaftaran
14. Biaya paket 5 bulan dibayarkan lunas sebelum kelas dimulai
15. Gratis biaya pendaftaran untuk program regular (tidak termasuk program promo)
16. Semua biaya yang telah dibayarkan tidak dapat diminta kembali

Kelas Private

1. Kelas akan dimulai setelah semua biaya lunas
2. Jadwal fleksibel, sesuai kesepakatan antara member dengan chef
3. Tempat bisa di cafe atau di rumah selama masih terjangkau
4. Satu kelas berisi satu sampai tiga member
5. Durasi kelas setiap pertemuan adalah 90 menit
6. Member bisa request materi
7. Biaya pendaftaran per member Rp. 110.000,-
8. Total biaya kursus dihitung dari jumlah pertemuan yang diambil
9. Minimal mengambil 10 pertemuan
10. Bagi yang mengambil 30 pertemuan berhak mendapatkan sertifikat

..... 2018

Applicant

.....

Appendix 7. Letter of Pra Research



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 - 2438 /Un.10.3/D.1/TL.00./03/2019

13 Maret 2019

Lamp : -

Hal : Pengantar Pra Riset

a.n. : Lailatul Khusna

NIM : 1503046108

Yth.

Manager English Café
di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Lailatul Khusna

NIM : 1503046108

Alamat : Koripan, 06/05 Dawung Tegalrejo Kab.Magelang

Judul skripsi : *English Language Teaching and Learning at English Café Chapter Semarang*

Pembimbing :

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

2. Sayyidatul Fadhillah, M.Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan untuk melaksanakan pra riset selama 2 hari, mulai tanggal 18-19 Maret 2019.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Dekan,

Dekan Bidang Akademik

M. SYUKUR

Tembusan :

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

Appendix 8. Letter of advisor appointment



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-2439 / Un.10.3/ J.4/PP.00.9/03/2019

Lam : -

Hal : Penunjukan Pembimbing Skripsi

13 Maret 2019

Yth:

1. Dr. Hj. Siti Mariam, M.Pd.
2. Sayyidatul Fadlilah, M.Pd.

Assalamualaikum Wr.Wb

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

Nama : Lailatul Khusna

NIM : 1503046108

Judul : *"English Language Teaching and Learning at English Café Chapter Semarang"*

Dan menunjuk saudara Dr. Hj. Siti Mariam, M.Pd. sebagai pembimbing I dan saudara Sayyidatul Fadlilah, M.Pd. sebagai pembimbing II dalam skripsi sebagai syarat kelulusan S 1.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya di ucapkan terima kasih.

Wassalamualaikum Wr. Wb



Dr. H. Khrom, 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 9. Letter of Research



English Cafe

Learning English In Cafe

Cabang Semarang Pusat

Jl. Tri Lomba Juang No. 5 , Mugas, Semarang

www.englishcafesemarang.com +62 811 440 5607

SURAT KETERANGAN

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Lailatul Khusna
Institut : Universitas Islam Negeri Walisongo
NIM : 1503046108

adalah benar melakukan penelitian di English Cafe cabang Semarang Pusat yang beralamat di Legend Coffee Semarang Jl. Tri Lomba Juang No. 5 Mugas, terhitung pada tanggal 22 Juli 2019 sampai dengan 20 Agustus 2019.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Semarang, 20 Agustus 2019

English Cafe

Devi Linggasari

Manager Regional Semarang

Appendix 10. Sample of materials taught at EC

VERBS

A. What is Verb?



A Verb (Kata Kerja) digunakan untuk menunjukkan kegiatan, kejadian, atau keadaan. Dalam suatu kalimat berbahasa Inggris, keberadaan kata kerja wajib hukumnya dalam sebuah kalimat. Coba kita terjemahkan kalimat 'Dia cantik' ke dalam bahasa

Inggris, kita tidak bisa secara langsung menerjemahkannya dengan 'She beautiful'. Seperti yang telah dijelaskan sebelumnya bahwa kalimat dalam bahasa Inggris WAJIB memiliki paling tidak satu buah kata kerja. Maka, kalimat 'dia cantik' diterjemahkan ke dalam bahasa Inggris menjadi 'she is beautiful'.

B. Jenis Kata Kerja (Verb)

VERBS

→ *Linking Verbs*: Linking Verb adalah kata kerja yang menghubungkan subjek dengan informasi yang dibawa oleh subjek tersebut, misalnya *TO BE* (*is, am, are, were, was, has been, have been, had been, will be*, dll), *SEEM* 'tampak/kelihatannya', *SOUND* 'kedengarannya', *TASTE* 'terasa', *LOOK* 'tampak', *SMELL* 'berbau', *BECOME* 'menjadi', dll.

- Dia cantik → *She is beautiful.*
- Dia tampak cantik → *She looks beautiful.*

→ *Action Verbs*: kata kerja yang menunjukkan suatu tindakan, misalnya *RUN, LOVE, EAT, COOK, WALK, BREAK, CRY, SMILE*, dll. *Action verbs* yang membutuhkan objek disebut dengan *transitive verbs* [TV], sedangkan yang tidak membutuhkan objek disebut dengan *Intransitive verbs* [IV].

Transitive Verbs: *Cook, Bring, Buy, See, Write*, dll.

- *I write a love poem.*

Intansitive Verb: *Sleep, Stand, Run, Walk, Sit*, dll.

- *She always sits in the front row of the class.*

C. Latihan (Verb Sort)

- Sebutkan dan tuliskan beberapa contoh *linking verb* dan *action verb* dalam tabel di bawah ini!

LINKING VERB

ACTION VERB

- Lingkari *linking verb* yang melengkapi kalimat berikut ini!

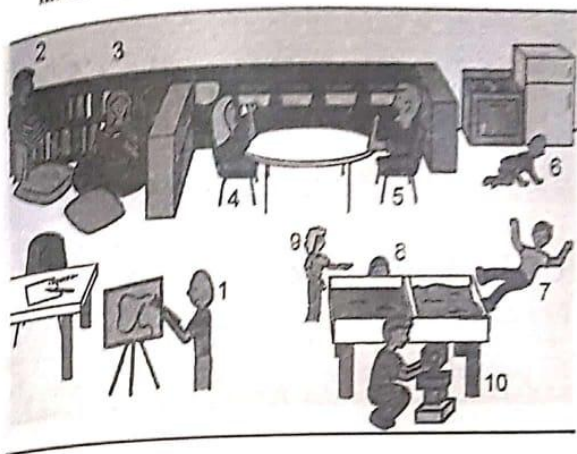
1. I _____ excited! (is/am/are)
2. He _____ 17 years old. (is/am/are)
3. The kitten _____ sad. (seem/seems)
4. The sky _____ cloudy. (look/looks)
5. A puppy _____ a dog. (become/becomes)

- Lengkapi kalimat berikut ini dengan *linking verb* yang tepat!

1. My sister _____ is a doctor _____
2. The house _____

3. I _____
4. We _____
5. My family _____

• Aktivitas apa yang kamu lihat? Bisakah kamu menceritakan siapa dan aktivitas apa yang mereka lakukan pada gambar di bawah ini?



Appendix 11. Material 1

Chapter 3 JOB AND PROFESSION

Pada *chapter 3* ini kita belajar topik *speaking* mengenai *job and profession* yang dalam bahasa Indonesianya disebut pekerjaan. Setiap orang pasti memiliki pekerjaan, entah itu sebagai guru, fotografer, reporter, penyiar, bahkan sebagai pelajar sekalipun merupakan sebuah pekerjaan. Memahami kosa kata jenis-jenis pekerjaan akan sangat membantu kita dalam percakapan sehari-hari. Pertama-tama mari kita simak beberapa ekspresi berikut yang biasanya digunakan untuk menanyakan pekerjaan.

How to ask someone's job

Answer

What is Helen?

She is a house wife/
home maker.

What is Dhani's job?

He is an engineer.

What is your father's occupation?

He is an entrepreneur.

What is your mother?

She is a doctor.

Are you a college student?

Yes, I am.

Other ways of asking:**Answer**

What do you do?

I'm doing an internship with an IT company.

What does she do for a living?

She works as a lawyer.

What does John work as?

He works as an author.

What sort of work does your father do?

He runs a western food restaurant.

What line of work is Dhani in?

He is into construction.

Where does your mother work?

She works at a hospital.

Whom does your mother work for?

She is a doctor at dr. Sulastris hospital.

A. Vocabulary

Accountant

Akuntan

Actor

Aktor

Allowance

Tunjangan

Applicant

Pelamar

Architect

Arsitek

Assistant

Asisten

Author

Pengarang buku

Baker

Tukang roti (pembuat kue)

Barman

Pelayan bar

Blacksmith

Pandai / tukang besi

Broker

Makelar

Builder

Tukang bangunan

Businessman
Butcher
Caretaker
Chef
Chief of Village
Civil servant
Clerk
Computer operator/
programmer
Cook
Carpenter
Decorator
Dentist
Designer
Director
Doctor
Driver
Economist
Editor
Electrician
Engineer
Farmer
Fisherman
Fishmonger

Pebisnis
Tukang potong daging
Penjaga
Juru masak (koki)
Kepala desa
PNS (pegawai negeri sipil)
Pramuniaga / juru tulis
Operator computer

Tukang masak / koki
Tukang kayu / pandai kayu
Tukang dekor
Dokter gigi
Perancang (busana/gambar)
Direktur
Dokter
Supir
Pakar ekonomi
Editor
Pakar kelistrikan
Insinyur
Petani
Nelayan
Penjual ikan

Flight attendant	Pelayan Bandar udara
Garbageman (refuse collector)	Pemulung
Hairdresser	Penata rambut
Headmaster	Kepala sekolah
Jailer/gaoler	Sipir
Jeweler	Tukang perhiasan
Jobless/unemployment	Pengangguran
Job seeker	Pencari kerja
Journalist	Jurnalis
Judge	Hakim
Junk Dealer	Tukang loak
Lawyer	Pengacara
Lecturer	Dosen
Letter of Intent	Surat penawaran
Major	Walikota
Manager	Manajer
Midwife	Bidan
Miner	Buruh tambang
Musician	Musisi
Newsreader / newscaster	Pembawa berita
Nurse	Perawat
Optician	Ahli kacamata
Overtime work	Kerja lembur

Painter
Part time work
Personal assistant
Photographer
Pilot
Plumber
Police officer
Policeman
Politician
Porter
Printer
Receptionist
Regent
Resign
Retired
Sailor
Salary/wage
Salesman/saleswoman
Scientist
Secretary
Shop assistant
Soldier
Solicitor
Steward

Tukang cat (pelukis)
Kerja sambilan / paruh waktu
Asisten pribadi
Fotografer
Pilot
Tukang patri / pipa / ledeng
Petugas kepolisian
Polisi (laki-laki)
Politikus
Buruh pengangkut barang
Tukang cetak
Resepsionis
Bupati
Mengundurkan diri
Pensiun
Pelaut
Gaji
Sales
Pakar ilmu pengetahuan
Sekretaris
Pelayan toko
Prajurit / tentara
Pencari pelanggan
Pramugara

Stewardess	Pramugari
Subdistrict head	Camat
Surgeon	Ahli bedah
Tailor	Penjahit
Teacher	Guru
Telephonist	Teleponis
Telephone operator	Operator telepon
Travel agent	Agen perjalanan
TV cameraman	Kameraman TV
TV presenter	Presenter TV
Vet	Dokter hewan
Waitress	Pelayan perempuan
Writer	Penulis

Appendix 12. Material 2

B. Latihan

Isilah titik-titik di bawah gambar ini dengan nomor yang menunjukkan profesi dengan tepat!

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Jobs Matching 1

Write the correct number in front of each word:



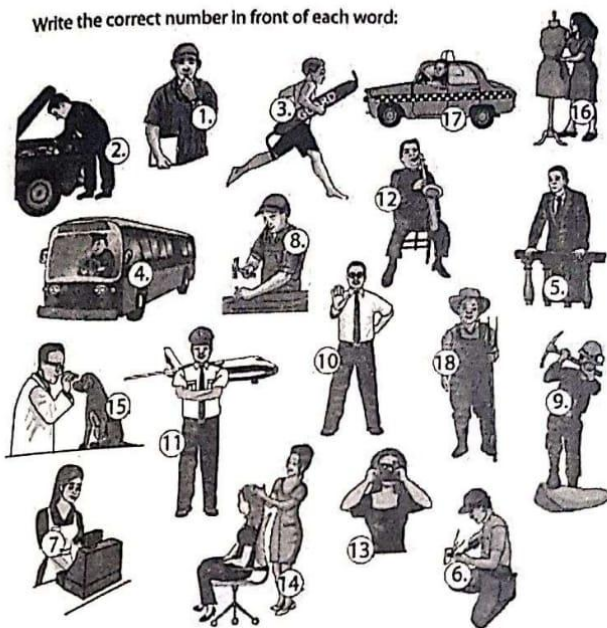
cook ---
doctor ---
artist ---
waiter ---
nurse ---
judge ---

computer programmer ---
make-up artist ---
businessman ---
train conductor ---
crossing guard ---
soccer player ---

policeman ---
fireman ---
engineer ---
teacher ---
painter ---
reporter ---

Jobs Matching 2

Write the correct number in front of each word:

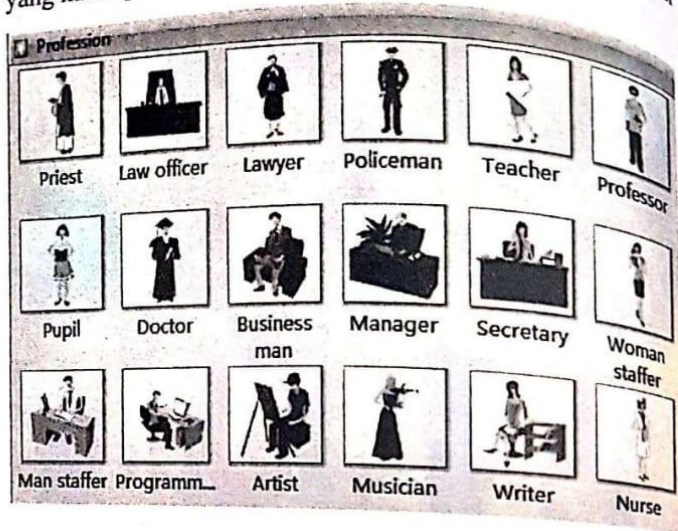


mechanic ---
 taxi driver ---
 bus driver ---
 hair dresser ---
 carpenter ---
 musician ---

vet ---
 miner ---
 photographer ---
 electrician ---
 security guard ---
 tailor ---

pilot ---
 farmer ---
 cashier ---
 lifeguard ---
 lawyer ---
 coach ---

Pilihlah salah satu profesi di bawah ini, kemudian deskripsikan, lalu mintalah temanmu untuk menebak profesi yang kamu pilih!



PRONOUN

A. Definisi

Pronoun dalam Bahasa Indonesia disebut kata ganti. Fungsinya yaitu menggantikan posisi kata benda atau frasa kata benda dalam suatu kalimat. Berikut jenis-jenis *pronoun* menurut fungsinya dalam kalimat.

Appendix 13. Sample of Exercise

role from find you
vocabulary
-10-



054

"You only fail when you stop trying."

No	Date/Sign	Vocab	Sentence
16	10/11/19 D.	Hat; Noun; /hæt/; (Topi)	Why Whether why he wears a hat the like that?
		Socks; Noun; /sɒks/; (Kaus Kaki)	I have a plan to buy some socks.
		Gloves; Noun; /glavs/; (Sarung Tangan)	I still remember to wear extra throw to wear I better to play best I think I need to wear gloves
		Skirt; Noun; /skɜ:t/; (Rok)	Sometimes when I wear skirt I almost stumble
		Pants; Noun; /paents/; (Celana)	A school friend told me to get a pair of pants I like to watch people to get a pair of pants
		Jump; Verb; /dʒʌmp/; (Melompat)	Polong likes to jump
		Throw; Verb; /θrəʊ/; (Melempar)	I hope someone will throw me some money
		Catch; Verb; /kætʃ/; (Menangkap)	The catcher in Baseball has to catch the ball
		Climb; Verb; /klaɪm/; (Memanjat)	I wanna climb a mountain someday.
		Kick; Verb; /kɪk/; (Menendang)	I can kick until my foot is higher than my height

my height
the height

The secret of change is to focus all of your energy, not on fighting the old, but on building the new." - Socrates

No	Date/Sign	Vocab	Sentence
19	24/4 19	Time; Noun; /tamu/; (Waktu)	I usually spend my spare time by watching Youtube
		Hour; Noun; /aor/; (Jam)	I need almost 12 hours to finish my writing exam
		Month; Noun; /man0/; (Bulan)	Ramadhan will come next month
		Year; Noun; /jar/; (Tahun)	I love to watch videos of Julian, a 200 year old boy
		Century; Noun; /sen.jari/; (Abad)	8th century, just in before century
		Lay; Verb; /lei/; (Berbaring)	I hope I can lay down near a coastline
		Touch; Verb; /taji/; (Menyentuh)	a psychometric guy can watch/read a person's past
		Spi; Verb; /spt/; (Meludah)	there is a tutorial how to do spit shot in 1st
		Sneeze; Verb; /sni:zi/; (Bersin)	my old friend always sneezing 3 times by touching them
		Yawn; Verb; /jan/; (Menguap)	why do we yawn?

No	Date/Sign	Vocab	Sentence
10	16/2 20	Air; Noun; /ear/; (Udara)	I like the air in the rural
		Water; Noun; /'wɔ:tər/; (Air)	I like the water at home
		Land; Noun; /lænd/; (Tanah)	The land in Java is very fertile
		Fire; Noun; /faɪə/; (Api)	Fire is one of the four elements
		Wind; Noun; /wɪnd/; (Angin)	We can ride a motorcycle really fast
		Walk; Verb; /wɔ:k/; (Berjalan)	I prefer walking to driving
		Stand; Verb; /stænd/; (Berdiri)	I stood there for hours
		Rest; Verb; /rest/; (Beristirahat)	I need my rest sometimes
		Run; Verb; /rʌn/; (Berlari)	My friends love a running game
		Swim; Verb; /swɪm/; (Berenang)	I like to swim in the pool

Picture 1. The researcher and the manager of EC Semarang



Picture 2. The researcher interviewed the chef 1



Picture 3. The researcher interviewed the chef



Picture 4. The researcher interviewed the chef



Picture 5. The modules of teaching at EC



Picture 6. Sharing and discussion program



Picture 7. The chef and members of EC



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