

**STRATEGY OF TEACHING SPEAKING EFFECTIVELY
(A Descriptive Study at English for General Class of Small
England/ SE Course in Blora for 45th and 46th Period)**

THESIS

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



By:

**MOCHAMMAD SAYYIDATTHOHIRIN
(123411069)**

**EDUCATION AND TEACHER TEACHING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2016**

THESIS STATEMENT

I am the student with the following identity :

Name : Mochammad Sayyidatthohirin
Student Number : 123411069
Department : English Education

Certify that this thesis entitled **STRATEGY OF TEACHING SPEAKING EFFECTIVELY** (A Descriptive Study at English for General Class of Small England/ SE Course in Blora for 45th and 46th Period)

is definitely my work. I am completely responsible for the content of this thesis. Other writer's opinion or finding included in the thesis are quoted or cited in accordance with ethnichal standards.

Semarang, 7th Juni 2016

The Writer,



Mochammad Sayyidatthohirin
Student Number : 123411069



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jln. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identification:

Title : STRATEGY OF TEACHING SPEAKING EFFECTIVELY
(A Descriptive Study at Small England/ SE Course in Blora
for 45th, 46th, 47th Period)
Name of Student : Mochammad Sayyidathohirin
Student of Number : 123411069
Department : English Education

Had been ratified by the board of examiner of Islamic Education and Teacher's Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Education.

Semarang, 10th June 2016

The Board of Examiners

Examiner I,

Dr. H. Khrom, M.Ag.
NIP. 19650329 199403 1 002

Examiner III,

Dra. Hj. Ma'rifatul Fadhlilah, M.Pd.
NIP. 19620803 198903 2 003

Examiner II,

Nadiah Ma'mun, M.Pd.
NIP. 19781103 200701 2 016

Examiner IV

Sayyidatul Fadhlilah, M.Pd.
NIP. 19810908 200710 2 001

Advisor,

Dr. H. Muslih, M.A.
NIP. 19690813 199603 1 003

ADVISOR NOTE

Dear Sir,
Dean of Islamic Education and Teacher Training Faculty of Islamic
State University Walisongo

Assalamu'alaikumWr. Wb.

After correcting it to whatever extent necessary, we state that the
research belongs to student as bellow :

Name of Student : MochammadSayyidatthohirin
Reg. Number : 123411069
Departemen : English Language Education
Title : **STRATEGY OF TEACHING SPEAKING
EFFECTIVELY** (A Descriptive Study at
English for General Class of Small England/ SE
Course in Blora for 45th and 46thPeriod)

is ready to be submitted to join last examination.

Wassalamu'alaikumWr. Wb.

Semarang, 9thJuni 2016

Supervisor,



Dr. H. Muslih, M.A.

NIP. 19690813 199603 1 003

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

Karena Sesungguhnya sesudah kesulitan itu ada kemudahan.
Sesungguhnya sesudah kesulitan itu ada kemudahan (Q.S. al-
Insyirah: 5-6)¹

¹ The Quran, *Arabic Text With Corresponding English Meaning*,
(Riyadh: AbulqasimPublishing House, 1997), p. 893.

ABSTRACT

Title : STRATEGY OF TEACHING SPEAKING
EFFECTIVELY (A Descriptive Study at
English for General Class of Small England/
SE Course in Blora for 45th and 46th Period)
Writer : Mochammad Sayyidatthohirin
Student Number : 123411069

This thesis discusses about strategy of teaching speaking effectively at English for General Class of Small England (SE). This study is because many people feel difficult in learning English, especially for speaking skill. This study is to answer questions: (1) What strategy is implemented to teach speaking skill at English for general class of Small England (SE) Blora? (2) What problems are faced by the teacher during teaching speaking process at English for general class of Small England (SE) Blora? Those problems were discussed through field research conducted in SE. That institution was chosen as data source to get information about the teacher's strategy to develop speaking effectively. The data were collected through interview, observation, and documentation. All of the data were analyzed by using descriptive qualitative approach.

This study shows that (1) The strategy of teaching speaking effectively implemented by Small England (SE) teachers at English for general class is the teachers use three methods in BTC, CTC, and TC class. They are Communicative Language Teaching (CLT), Direct Method, Audio-Lingual Method (ALM). But among those three classes, the teachers use different techniques. In BTC, the teachers use question-answer, conversation, drilling, and learning from film. In CTC, the teachers use the same techniques as in BTC. But they add discussion, speech, games, storytelling, and dialogue techniques. In TC, the teachers use the same techniques as in CTC. But they delete drilling and add storytelling more. Besides that, they also invite the students to practice with native speaker directly. (2) The problems faced by the teacher during the teaching speaking process are from student, teacher, and infrastructures. From students, the problems are they are lazy, not focus, tired, and confused to manage the schedule between studying in formal school and SE. from teachers, the

problems are some teachers have double job in different places, busy with their family, busy with their another job. Those result gives standard for teaching speaking system in education institution to revise the system to be better to develop speaking quality of students.

ACKNOWLEDGEMENT

I do thank to Allah who has given me insight and strength to finish this research completely. Shalawat and Salam always be presented to the Prophet Muhammad who has brought us from darkness to the brightness, from the destruction to the safety with Islam religion.

The writer realizes that there are many people who already helped in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express my gratitude for all them.

1. Dr. H. Raharjo, M.Ed., St. as the Dean of Education and teacher Training Faculty.
2. Dr. Ikhrom, M.Ag as the Head of English Education Department.
3. Dr. H. Muslih, M.A. as the advisor for his patience in providing careful guidance, very good advice as well as suggestion and encouragement during the consultation.
4. My beloved family who have always given me advices, prays, supports when I studied in Semarang.
5. Mr. Edi (the principle of SE), SE staff (Miss Nurul), SE teacher, and SE students in Blora who have given me so many information for this thesis.
6. My best friend (Nurul Husna) who has supported me during doing my thesis.
7. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the writer realizes that this thesis is still far from perfect. Therefore, the writer hopes that this thesis would be useful to everyone. Amiin.

Semarang, 8th June 2016
The Writer,

Mochammad Sayyidatthohirin
NIM. 123411069

TABLE OF CONTENT

COVER	i
THESIS STATEMENT.....	ii
RATIFICATION	iii
ADVISOR NOTE	iv
MOTTO.....	v
ABSTRACT	vi
ACKNOWLEDGEMENT.....	viii
TABLE OF CONTENT	x
 CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Research Questions.....	7
C. Objectives and Benefits of the Study	7
D. Limitation of Research.....	10
 CHAPTER IIREVIEW OF THE RELATED LITERATURE	
A. Theoretical Description	11
1. English Language Teaching.....	11
2. English Teaching Strategy	16
3. Teaching Speaking Skill	36
B. Previous Research.....	38
C. Thinking Frameworks	41
 CHAPTER III RESEARCH METHOD	
A. Type and Approach of Research.....	42
B. Place and Time of Research.....	43
C. Source of Data.....	43
D. Research Focus	44
E. Data Collection Technique.....	45
F. Data Analysis Technique	48

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A.	Profile of Small England (SE)	51
1.	History	51
2.	Geographical Location	54
3.	Visions and Missions	55
4.	Curriculum	56
5.	The Condition of Teachers and Students of Small England Blora	57
B.	Data Description	63
1.	The Objectives of Teaching Speaking at English for General Class of SE Blora	64
2.	English Teacher's Strategies Implemented to Teach Speaking at English for General Class in SE Blora	66
3.	The Problems Faced by The Teachers in Teaching Speaking at English for General Class in Small England Blora	72
C.	Data Analysis	75
1.	The Objectives of Teaching Speaking at Intensive Class of SE Blora	75
2.	English Teacher's Strategies Applied to Teach Speaking Skill at English for General Class in SE Blora	76

3. The Problems Faced by The Teachers in Teaching Speaking at English for General Class in Small England Blor	80
D. Discussion	84
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	85
B. Suggestion.....	86
C. Closing	87
REFERENCE	
APPENDIXES	
CURRICULUM VITAE	

CHAPTER I

INTRODUCTION

A. Background of Study

Generally, every human being needs tool or media to deliver their messages of the feeling and mind to others, whether it is directly or indirectly. It is language. It purposes to communicate one another. Because of that need, the position of language becomes very important for everyone. It is as like the substance in *Oxford Learner's Pocket Dictionary* that defines language is system of communication in speech and writing used by people of a particular country.¹

In language perspective, Ronald Wardhaugh stated that language is a system of arbitrary vocal symbols used for human communication.² So, language becomes more important because it can also influence to someone's mindset.³

Allah also said in al-Qur'an related to language in Surah al-Balad:

¹A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York, Oxford University Press, 2009.

² Ronald Wardhaugh, *Introduction to Linguistics*, (USA: McGraw-Hill, 1972), p. 3.

³Sumarsono, *Sosiolinguistics*, (Yogyakarta: PustakaPelajar, 2013), p. 18.

أَلَمْ نَجْعَلْ لَهُ عَيْنَيْنِ ﴿٨﴾ وَلِسَانًا وَشَفَتَيْنِ ﴿٩﴾

Bukankah Kami telah memberikan kepadanya dua buah mata. Lidah dan dua buah bibir. (Q.S. al-Balad/90: 8 – 9)⁴

That verse shows that how important the role of language is in this world for human being.

Today, English language has become important for everyone in the world, including Indonesian. Since English has become International language, the consequently, we are hoped to be able to master English. Interaction and competition with other nations are demanding Indonesian people, not only understanding when they are listening to English speech, but also they have to be able to express his thoughts in written discourse and oral coherent, accurate, and appropriate to the context.⁵ So that we are not “colonized” again by other nations that use English as daily language.

Because of that condition, Anne and Richards stated that in the present time the English language skills of good proportion of its citizenry are seen as vital if a country is to participate actively in the global economy and to have access to the information and

⁴ The Quran, *Arabic Text With Corresponding English Meaning*, (Riyadh: AbulqasimPublishing House, 1997), p. 728.

⁵ PatrisiusIstiartoDjiwandono, *StrategiBelajarBahasaInggris*, (Malang: PT. Malta Printindo, 2009), p. v.

knowledge that provide the basis for both social and economic development.⁶

Then in learning English, we need grammar/ structure, reading, understanding, or speaking/ communication whether in passive or active. Most of us need all of that to communicate well. Because at least through communication, they will be able to read and also understand the grammar and the meaning easily.

To solve that problem, actually the government has involved English lesson in formal schools. Besides, the government also considered it to be part of national examination for graduation standard of Junior High School to Senior High School/ Vocational School (PP RI No. 19 in Year 2005 about National Education Standards Chapter 4th Article 70 Verse 1-7).⁷

But in the reality, it still arises a new problem. It is many students fell that the teaching and learning English at formal schools is not effective. The cause is such as duration in learning English in the calss is usually very limited. For example, in some Junior High Schools, the duration of English lesson is only twice, even once in a week. Whereas to learn English-because English is language-students need more time than it. And language is habit.

⁶ Cambridge, edited by Anne Burns and Jak C. Rihards, *The Cambridge Guide to Second Language Teacher Education*, (USA: Cambridge University Press, 2009), p. 1.

⁷LembagaKajianPendidikanKeislamandanSosial (LeKDiS), *Standar Nasional Pendidikan*, (Ciputat: LeKDiS, 2005), p. 53-54.

So, if the time is only like that, automatically it is difficult for teachers to manage and develop the material of English lesson. The result, students can't understand and master English well. The teachers who are not professional in teaching English will just add that problem. It means, the problem of teaching and learning English at formal schools is because of the limitation of time.

Besides, including the primary cause of the failure students can not understand and master English is the English teachers are not professional enough in teaching. Because teaching is to transfer knowledge from someone (teacher) to others (students), so the teachers are hoped not only clever in understanding the material, but also must be clever in the way how to deliver their knowledge to the students, particularly in English.

Accordingly, there are still many students feel, assume, and think that they do not master English both, in passive and active. They are lack of English. Even, some of them feel can not understand English well. Even though they have learnt it in their school or until some years, but not a little of them still find difficulties in English.

So, no wonder if some of them feel unsatisfied with their learning English at formal school. As the consequence, they look for non formal education institution (course) to learn more and master English as their solving problem.

For studying English language within 12 years at the school, students should master English language. However in fact, there are many students who state how difficult learning English is, and many of them finally give up before complete mastery.⁸

That's way, today so many English courses as non formal educational institution are held. Besides many people actually learn English in formal education institution (school), but they feel still less of English science and capability. So, they intend to learn and study English more in a course as additional learning English. Because, not a little of them feel by studying English there, they can be real master of English.

Today, they need master English especially in active. In this case, Marianne CelceMuria explained that speaking and writing were collectively described as active skills, reading and listening as passive skills.⁹ But many people will be easier to write if they can speak well and fluently.

The teaching of second language, particularly English, is a vast international enterprise. Increasingly, proficiency in English is seen as the key to accessing the educational, technical, and knowledge resources that contemporary societies depend on. But the demand for competent English users, as well as adequately

⁸Djiwandono, *Strategi Belajar Bahasa Inggris...*, p. v.

⁹ Marianne Celce Murcia, *Teaching Englosh as a Second or Foreign Language*, (United State of America: Von Hoffmann Graphics, 2001), p. 14.

prepared English teachers, often exceeds the supply. Consequently in recent years there has been a dramatic change in the scope of English language teaching worldwide, and as a result, growing demands on those charged by providing an adequate response to the impact of the worldwide spread of English.

There is increasing need for language programs that deliver the language skills and competencies required by today's global citizens and a demand from governments for more effective approaches to the preparation of language teachers. It is this gap between demand and supply that provides the motivation for cycles of curriculum review and innovation in many parts of the world. Such innovations may include increasing the time allocated to English in public education, commencing the teaching of English at primary school, teaching some school subjects through English, importing native speakers to work alongside national teachers in high schools, or increasing the weighting given to English in college and university entrance exams.

As a consequence of the growing demand for effective English programs, language teaching professionals are engaged in a continual review and evaluation of their assumptions and practices. The emergence of approaches such as reflective teaching, task-based pedagogy, genre theory, and action research are examples of how the language teaching profession undergoes

periodic waves of renewal and paradigm shifts as it continually reinvents itself through the impact of new ideas, new educational philosophies, new technology, and new research findings.¹⁰

And here, the researcher wants to describe more for speaking skill. So, the researcher will describe about “STRATEGY OF TEACHING SPEAKING EFFECTIVELY (A Descriptive Study at English for General Class of Small England in Blora for 45th and 46th period)”. This research was conducted in SMALL ENGLAND (SE) Blora, especially at English for general class. It was as the best English course in Indonesia in 2013.

B. Research Questions

1. What strategy is implemented to teach speaking skill at English for general class of Small England (SE) Blora?
2. What problems are faced by the teachers during teaching speaking process at English for general class of Small England (SE) Blora?

C. Objectives and Benefits of the Study

1. To know the strategy implemented of teaching speaking skill at English for general class of Small England (SE) Blora.
2. To know the problems faced by the teacher during teaching speaking process at English for general class of Small England (SE) Blora.

¹⁰ Cambridge, edited by Jack C. Richards and Anne Burns, *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*, (USA: Cambridge University Press, 2012), p. 1.

By doing this research, hopefully it can give benefits to all people who are a part of education about teaching speaking professionally. For this, the researcher will divide the benefits into two aspects, theoretic and practice.

a) Theoretic

1. For English Teacher

By doing this research, the researcher hopes it can be as reference for English teacher both in formal and non-formal education institutions.

2. For English Course

The researcher hopes this research can give knowledge for English courses about teaching speaking strategies, so that they can develop student's English skill more effective, both in passive and active.

3. For English Department in Islamic Education and Teacher Training Faculty

Researcher hopes this research can be inspiration in doing next research for English department and give contribution to other researchers from this topic.

b) Practice

1. For Teacher

Hopefully, this research can be part of evaluation and reference for every English teacher in teaching English, especially in English course institution in developing or creating new more interesting English

methods and techniques. So that they can master English especially in active. If so, they will feel happy, active, satisfied, getting attention, and also reaching good result.

2. For English Course Teacher

The result of this research will inform them about teaching speaking performance in the class and also student's opinion about them. So, they can minimize the problem and the mistake for teaching speaking in the next time.

3. For Students Course

Many students course need good English teacher. So, may this research can be their reference to choose English course that has professional English teachers and good education system.

4. For Government

Through this research, government can know and cooperate to choose SE to handle and teach English, especially for candidates of workers in foreign country or for other needs relate to English. At least, the government can cooperate with SE in some things.

- a. teaching English young generation,
- b. developing potential,
- c. supplying young generation with English capability to reach a job wider.

5. For SE course

This research can help SE to promote it especially English for general class as a good non formal educational institution to teach people become master English, in passive and/ or active, so everyone can interest in learning English there.

6. For the researcher

This research will help the researcher to compare some good English teaching-learning and urgently it can help researcher for investigation. And more important, the researcher can get many real experiences about how the teacher teaches students speaking.

D. Limitation of The Research

To this section, the research will deliver the limitation of this research as follow:

1. The research time was very limited. Because in doing the research, the researcher still have some classes.
2. The observation was not long time. The time was very limited. Because the researcher at that time still had some classes.
3. To meet some sources, the researcher sometimes had a difficulty. It was the principle not at home. But the researcher did not have any problem to meet teachers and students interviewed.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Description

1. English Language Teaching

English is an important language today almost for every country, including Indonesia. Accordingly, today the government includes English as a main lesson at school from Elementary School grade to University.

To teach well, it needs good concept. So that teaching English to students can be success. To reach it, the teacher especially must pay attention to some factors. Factors that influence teaching¹

a. Student as raw-input

Learning strategies used in order to teach students. Therefore, in learning a teacher must pay attention to who is facing. Students at the school level are likely to be similar the same age, so the intellectual development in general is the same. Based on these similarities, the teacher can use the same method or technique in teaching students

¹Hamruni, *Strategi dan Model-model Pembelajaran Aktif Menyenangkan*, (Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga, 2009), p. 13-20.

b. Entering behavior of student

To be able to determine appropriate learning strategies, teachers must determine changes in student behavior, both in material-substantial, structural-functional, as well as behavior. It is in the world of modern education, eg teachers provide pre-test before beginning a credible form of learning.

c. Patterns of student

Authorized for a teacher to be able to determine the appropriate learning strategies is to know student learning patterns. Robert M. Gagne (1979) distinguishes the patterns of student learning into 8 types, which each type is a prerequisite for the other higher hierarchy. The eight types of signal is learning, stimulus-response learning, verbal learning association, discrimination learning, concept learning, rule learning, and problem solving.

d. Instrumental input or target

Instrumental input indicates qualifications and completeness of facilities and infrastructure necessary for the learning process. Section which includes, among others, teachers, curriculum, materials / resources, methods, and these points media, influences in determining learning strategy.

e. Environmental input

Environment greatly affects teachers in defining teaching and learning strategies. Environmental intention in this context is the situation and the physical conditions (eg, climate, schools, the schools, etc.), and the relationship between a person, for example with friends, students with others

In teaching, there are some important components. According to Hamruni, there are 10 important components. They are:

1) Teacher

Teachers are learning actors, so in this case the teacher is the most important factor.

2) Learners

Is a component of the learning activities to develop potential into real ability to achieve learning objectives.

3) Objectives

Is the basis of the foundation to determine strategies, materials, media, and evaluation.

4) The study materials

A medium to achieve the learning objectives in the form of material arranged in a systematic and dynamic in the direction of interest and the progress of science and the demands of society

5) Learning activities

So that learning objectives can be achieved optimally, thus determining the learning strategy needs to be formulated component of the learning activities in accordance with the standard of the learning process.

6) Methods

Is the means used to achieve the goals that have been set instruction.

7) Tool

In the learning process, the tool has a function as a complement to an end. Equipment is divided into two, namely the verbal tools (errands, commands, prohibitions, etc.) and nonverbal (globes, maps, tylis boards, etc.).

8) Learning resources

Is anything that can be used as a reference point or where the learning materials can be obtained. For example, the book, the environment, museums, etc.

9) Evaluation

Is a component that serves to determine whether the goals set have been achieved.

10) Situation or environment

Environmental influence in determining teachers' instructional strategies. Environment is ne of the

situation and the physical state and the relationship between human, for example, with a friend, and learners with others.²

In teaching, it needs effectiveness. So that the goal of education can be reached. According to Chris Kyriacou, effective teaching can be formulated as a teaching that is success to make student learning based on the teacher's purpose.³

According to Bum, there are twelve characteristics of effective teaching. They are⁴:

- 1) Instruction is guided by a preplanned curriculum
- 2) There are high expectation for students learning
- 3) Students are carefully oriented to lesson
- 4) Instruction is clear and focused
- 5) Learning progress is monitored closely
- 6) When students do not understand, they are retaught
- 7) Class time is used for learning
- 8) There are smooth and efficient classroom routines
- 9) Instructional groups formed in the classroom fit instructional needs

²Hamruni, *Strategidan Model-model...*, p. 10 – 12.

³ Chris Kyriacou, *Effective Teaching Theory and Practice*, (Bandung: Nusa Media, 2012), p. 15.

⁴ Jack. C. Richards & Willy A. Renandya, *Methodology in Language Teaching An Antology of Current Practice*, (Cambridge University: Press), p. 21.

- 10) Standards for classroom behavior are high
- 11) Personal interactions between teachers and students are positive
- 12) Incentives and rewards for students are used to promote excellence.

2. English Teaching Strategy

a. Definition of Teaching Strategy

Strategy generally is used to achieve success in achieving a goal. It means that strategy is important to reach something. If someone wants to reach something, he must have a strategy. In education, according Hamruni, the strategy is defined as a plan, method, or series of activities designed to achieve a particular education goal.⁵ It means that in teaching a lesson, a teacher must have a provision, it is a strategy for teacher. So that the teacher can reach the purpose of teaching.

That definition pointly is like Abdul Majid's argument. He argues that strategy is a plan of operation achieving something.⁶

In Paul Eggen and Don Kauchak's opinion, strategy for teacher is a general approach that applies

⁵Hamruni, *Strategi dan Model-Model Pembelajaran Aktif-Menyenangkan*, ... p. 1.

⁶ Abdul Majid, *Strategi Pembelajaran*, (Bandung: Rosdakarya, 2013), p. 10.

in many materials and used to meet a variety of learning objectives.⁷

More specific opinion about learning strategy is expressed by Romiszowski (1981) which states that the strategy is a point of view and act direction taken in order to choose the appropriate learning methods, which leads to more specialized aspect, it is plan, tactic, and training.⁸

In education, strategy relates to other terms, they are approach, method, technique, and tactic. The difference between teaching strategy and learning method is that the teaching strategy can mean the plan, how to make a certain effort especially created and used by teachers to guide, direct and point the way to the learners to realize a set of teaching and learning objectives or learning.⁹

Then, in education, approach is more appropriate defined as a way of beginning something.

⁷Paul Eggendan Don Kauchak, *Strategi dan Model Pembelajaran; Mengajarkan Konten dan Keterampilan Berpikir*, translated by.SatrioWahono, Jakarta: PT Indeks, 2012, p. 6.

⁸Darmansyah, *Strategi Pembelajaran Menyenangkan dengan Humor*,p. 18.

⁹ Abdul Majid, *Strategi Pembelajaran...*, p. 22.

So that way, the term “approach” can be defined as a way to begin learning.¹⁰

After that, the important term in education is method. According to J.R. David in *Teaching Strategies for College Class Room* (1976), method is a way in achieving something.¹¹ That definition is similar with the definition of strategy. But, we have to know that the method is the net step after strategy.

Hamruni more specifically defines that method is ways to give lesson material to students to achieve the purpose set. Then, technique and tactic are elaboration of learning method. Technique is the way that teacher does in order to implement a method, it is the way it should be done so that methods are implemented effectively and efficiently. Tactic is someone style in doing a technique or method. Thus, the tactics are more individual.¹² Majid also has the same opinion about method, technique, and tactic like Hamruni.¹³

¹⁰ Abdul Majid, *Strategi Pembelajaran...*, p. 19.

¹¹ Abdul Majid, *Strategi Pembelajaran...*, p.21.

¹² Hamruni, *Strategi dan Model-Model Pembelajaran Aktif-Menyenangkan...*, p. 6..

¹³ Abdul Majid, *Strategi Pembelajaran...*, p. 24.

Celce-Murcia argues that a method is a set of procedures, a system that spells out rather precisely how to teach a second or foreign language. A technique is a classroom device or activity and thus represents the narrowest of the three concepts. A method is a specific set of procedures more or less compatible with an approach. An approach to language teaching is something that reflects a certain model or research paradigm-a theory.¹⁴

Besides that, Anthony (cited in Richards and Rodgers, 2011: 19) attempted to clarify this difference. According to Anthony, the three have hierarchial arrangement. Approach is the level of theories, method is the plan of language teaching which is consistent with the theoretical, and technique carries out a method. In other words, the arrangement of the three is that approach is axiomatic, method is procedural and technique is implementational.

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching. Approach is the level

¹⁴Marianne Celce Murcia, *Teaching English as a Second or Foreign Language...*, p. 5-6.

at which assumptions and beliefs about language, language learning and language teaching.¹⁵

Technique is a very specific type of learning activity used in one or more methods.¹⁶

In general, the strategy of language learning involves three aspects, cognitive (the ability to absorb, store, and retrieve information from the mind), meta cognitive (the ability to monitor the process of the mind), and a factor of social / affective (the ability to cooperate with others and control emotions).¹⁷

Based on some opinions and explanations above it can be concluded that teaching strategy is a series of teacher activity to reach education purpose which consists of approach, method, technique, and tactic.

b. Several Approaches, Methods, and Techniques of Teaching Speaking

In teaching, teacher is demanded to be creative and innovative. So that the teaching process will not

¹⁵Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 8.

¹⁶Marianne Celce Murcia, *Teaching English as a Second or Foreign Language...*, p. 9.

¹⁷Patrisius Istiarto Djiwandono, *Strategi Belajar Bahasa Inggris; Belajar Menyimak, Membaca, Menulis, dan Berbicara dengan Taktis*, (Jakarta: PT Indeks, 2009), p. 1.

be boring. Thus, the students will always be spirit to follow all of teacher's guidance.

To be creative and innovative teacher, he must master some approaches, methods, techniques, and tactics. Then he must be professional to combine among them in one time.

Some approaches that are used in spoken language generally are¹⁸:

1) Oral-Situational Approach

This approach was dominant in Britain during the 1940s, 1950s, and 1960s, it draws from the reform movement and the Direct Approach but adds features from Firthian linguistics and the emerging professional field of language pedagogy

- a) The spoken language is primary.
- b) All language material is practiced orally before being presented in written are taught only after an oral base in lexical and grammatical forms has been established.
- a) Only the target language should be used in the classroom.
- b) Efforts are made to ensure that the most general and useful lexical items are presented.

¹⁸Marianne Celce Murcia, *Teaching English as a Second or Foreign Language...*, p. 8.

- c) Grammatical structures are graded from simple to complex.
- d) New items (lexical and grammatical) are introduced and practiced situationally (e.g., at the post office, at the bank, at the dinner table)

2) Communicative approach

- a) It is assumed that the goal of language teaching is learner ability to communicate in the target language.
- b) It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.
- c) Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations in which one person has information that the others lack.
- d) Students often engage in role play or dramatization to adjust their use of the target language to different social contexts.
- e) Classroom materials and activities are often authentic to reflect real life situation and demands.
- f) Skills are integrated from the beginning, a given activity might involve reading,

speaking, listening, and also writing (this assumes the learners are educated and literate).

- g) The teacher's role is primarily to facilitate communication and only secondarily to correct errors.
- h) The teacher should be able to use the target language fluently and appropriately.

Then, the teacher must master some methods and techniques in teaching speaking. Here are some methods and techniques for teaching speaking.

a) Communicative Language Teaching (CLT)

CLT method aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.¹⁹ In Caroline's opinion, the focus in CLT is on getting the message across and helping children acquire fluency.²⁰

¹⁹ Larsen and Freeman, *Techniques and Principles...*, p. 121.

²⁰ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p. 56.

In Celce Murcia, it is namely communicative approach (an outgrowth of the work of anthropological linguistics [e.g. Hymes 1972] and Firthian linguists [e.g. Halliday 1973], who view language first and foremost as a system for communication).²¹

CLT has been put forth around the world as the “new” or “innovative” way to teach English as a second or foreign language. Teaching materials, course descriptions, and curriculum guidelines proclaim a goal of communicative competence.²²

In this method, the role of the teacher is he/ she facilitates communication in the classroom. In this role, one of his/ her major responsibilities is to establish situations likely to promote communication. During the activities, he/ she acts as an adviser, answering student’s questions and monitoring their performance. In other time, he/ she might be a communicator engaging in the communicative activity along with students.

²¹Marianne Celce Murcia, *Teaching English as a Second or Foreign Language...*, p. 8.

²²Marianne Celce Murcia, *Teaching English as a Second or Foreign Language...*, p. 13.

Students are all communicators. They are actively engaged in negotiating meaning- in trying to make themselves understood and in understanding others-even when their knowledge of the target language is complete.

In this method, the students are seen more responsible managers of their own learning. The characteristics of CLT is that almost everything that is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks.²³

b) Direct Method

The direct method is not new. Its principle have been applied by language teachers for many years. Recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the grammar Translation Method (GTM) was not very effective in preparing students to use the

²³ Larsen and Freeman, *Techniques and Principles...*, p. 128-129.

target communicatively, the Direct Method became popular.²⁴

The goal of direct method is to intend that students learn how to communicate in the target language.

The role of teacher and student is between both are more like partners in the teaching/ learning process.

The characteristic of this method is when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime. He never translates it into student's native language. Students speak in the target language a great deal and communicate as if they were in real situation.²⁵

c) Audio-Lingual Method (ALM)

The Audio-Lingual Method is a method which was introduced in the United States of America (USA) in 1940s. Even though the method is considered very old, many language teachers still like it and believe that it is a

²⁴ Larsen and Freeman, *Techniques and Principles...*, p. 128-129.

²⁵ Larsen and Freeman, *Techniques and Principles...*, p. 28-29.

powerful method. It was also a response to the Reading Method and the Grammar Translation Method.

Technically, the method was supported by the appearance on the market of a large variety of mechanical aids, such as tape recorders and language laboratories.

Theoretically, the method was based on the findings of the structural linguists, who developed a psychology and philosophy of language learning different from traditional methods.²⁶

The goal of this method is so that students are able to use the target language communicatively. In order to do this, the teachers believe students need to overlearn the target language, to learn to use it automatically without stopping to think. The students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

The characteristic of this method is new vocabulary and structural patterns are presented through dialogues. The dialogues

²⁶Setiyadi, *Teaching English...*, p. 53-54.

are learnt through imitation and repetition, drill (such as repetition, backward build-up, chain, substitution, transformation, and question-answer) are conducted based upon the patterns present in the dialogue.²⁷

Caroline T. Linse states that there are two important features of ALM which can easily be adapted for the young learner classroom,

(1) Drills with choral response

The first feature is aimed at getting learners to practice using the patterns that occur in language. Substitution drills are a hallmark of the ALM classroom. Note that one word is substituted in each line of the drill.

(2) Dialogues

Dialogues provide learners with grammatically controlled scripts that they can use in real life. Dialogues can very easily be scripted and turned into child friendly role-plays. Whenever possible the role-play should be based on the types of real and make-believe conversations

²⁷ Larsen and Freeman, *Techniques and Principles...*, p. 45.

that children have when they work and play.

(a) Using Puppets to Introduce Dialogues

Puppets can easily model different dialogues for children to practice with their classmates. We can also use puppets to show children how to work with a partner or in small groups. Teachers working with young learners are often aware that children feel more comfortable talking with a puppet than with an adult (Slattery and Willis, 2003). The use of puppets is very in the young-learner classroom. A child who developmentally is too shy to speak to an adult in front of his peers, may feel very comfortable when the same adult is holding a puppet and speaking to the child as a puppet. Puppets also make the language learning activity more fun.

(b) Fishbowl Technique

One specific technique which helps children learn how to work with a partner or in a small group is known as the fishbowl. The teacher can either invite a volunteer to do the activity with him or can model the activity using two or more puppets. The teacher models the activity that the children are expected to do while everyone in the class watches as if the teacher and the volunteer were in a fishbowl. Children then go back to their seats knowing clearly what they are expected to do.²⁸

(c) Games

Play is a purposeful activity and games are a part of playing. As such, games are a very appropriate teaching technique in the young learner class room. When carefully planned, games offer the advantages of both ALM and CLT.

²⁸ Caroline T. Linse, *Practical English Language Teaching: Young Learners...*, p. 52-54.

According to Patrius, there are three techniques can develop speaking skill. Here are some techniques can be applied to develop speaking skill²⁹

1) Learning from the film

English language film is rich with utterances typical British culture. Translation facilities are very helpful to look at the idea. (For example: "You make me angry") in the English language it is replaced with "you pissed me off").

2) Learn from native speakers

One of the strategies to improve the ability to speak is by learning from native speakers.

3) Learning through "Silent Period"

Learn English or other foreign languages like those boys are learning their mother tongue. At first, the child does not begin immediately with the pronunciation of words, but undergo a "silent period" in advance, which she only listen to the people around him speak and interact with the language. Only when the time was right, she began to be able to utter a word, followed by two words, one sentence, and so on until he became a child nosy, asking, answering, said speech, commented, bahkan fight or argue.

²⁹Djiwandono, *Strategi Belajar Bahasa Inggris...*, p. 134-136.

The same principle applies to learning English by Indonesia. In the initial stages, should undergo a "silent period".

More specific, Celce-Murcia explains about some techniques. Here are several English techniques in teaching speaking³⁰:

1) Discussions

Discussions are the most commonly used activity in the oral skills class. Typically, the students are introduced to a topic via a reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

2) Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the student and the focus of the class, but in any class, students should be given some leeway in determining the content of their talks. In other words, the teacher can provide the structure for the speech-its rhetorical genre (narration, description, etc) and

³⁰Marianne Celce Murcia, *Teaching English as a Second or Foreign Language...*, p. 106-111.

its time restriction-while the students select the content.

3) Role Plays

A third major speaking activity type is the role play, which is particularly suitable for practicing the socio cultural variations in speech acts, such as complimenting, complaining, and the like. Depending on the students level, role play can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

4) Conversations

One of the more recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce (see, for example, Riffenbach 1999). In other words, it is not adequate to have students produce lots of language, they must become more metalinguistically aware of the many features of language in order to become competent speakers and interlocutors in English.

5) Audiotaped Oral Dialogue Journals

The activities discussed so far have emphasized fluency and meaning negotiation rather than accuracy. One activity that lends itself well into both concerns in the oral dialogue journal (Allan; Folley 1993). Like written journals, which are used extensively in writing classes, the oral dialogue journal has much to offer both the teacher and the students in the oral skill classroom. Oral dialogue journals are one format where practice with fluency and attention to accuracy can be accomplished at the same time.

6) Other Accuracy-Based Activities

Still other classroom activities can be used for accuracy practice. In the past, speaking activities that focused on accuracy invariably involved drill (commonly uncontextualized pattern practice exercises), which have, for the most part, fallen out of favor in language teaching.

Besides, she also explained there are four other techniques can develop speaking skill. They are:

a) Using songs, Poems, and Chants

Many children do not tire of practicing a repetitive and rhythmic text several times a day, many days a week. They build up a

repertoire of songs or chants and delight in reciting them, or playfully altering. Often they incorporate gestures and movement into their songs and chants.

A guiding principle in choosing poems, chants, and songs is to pick the ones that you like, both as teacher and as an individual.³¹

b) Dramatic Activities

Children can be engaged in a lesson through drama more easily than through explanations or instructions. Some shy children will speak through a puppet but are reluctant to speak on their own. Dramatic activities can be beneficial for children whether they have a big or small part in the production. Even, if a child has a non speaking role, he or she may listen intently while silently playing the part of a tree or a river. All in all children are more willing to take part in drama activities than are adults.

c) Storytelling

Stories are a powerful means of language teaching. A skillful teacher can use

³¹Marianne Celce Murcia, *Teaching English as a Second or Foreign Language...*, p. 141.

stories to develop “more efficient listening, more fluent speaking and the ability to read and write easily and competently” (Garvie 1990, p. 161). Children usually enjoy hearing the same story many times. The teacher can easily vary the presentation.

d) Gesture and movement

Children need to move around more than adults do. As mention above, you can combine gesture and movement with songs, poems, or chants with drama, and with stories. We can ask children to answer a question through movement

3. Teaching Speaking Skill

Speaking is one of the urgent skill. By speaking, people can deliver their purpose in their mind to other people. According to Brown in Mary Ann, speaking is an interactive process of constructing meaning that involves producing and receiving processing information.³²

So today in modern era, almost everyone needs speaking skill. Moreover, of 4000 to 5000 living language, English by far the most widely used. On the other hand, the 300 million native speaker of English are

³² Brown in Mary Ann, *Improving Adult English Language Learner's Speaking Skill*, (USA; National Centre for ESL Literacy Education, 1999), p. 1.

to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day to day need, totals over 250 million.³³ It is no wonder, because it is very necessary for communication such as in international forum for example in seminar, training, discussion or privat conversation.

More detail, ListiyaningSumardiyani and ZulfaZakhiyya explained that speaking has gained primacy of status in language teaching and learning. It is a language productive skill which requires direct response, spontaneity and automat city, as the urgency of immediate response is there. There are particular natures of spoken form of language-transient, oral channel, and salient.

Transient means when a word is produced, there is an ongoing context of place and moment surrounding it. The coordination between the speech and context carry on meaning which makes it cannot be reduplicated.³⁴

Basically, there are many types of speaking skill. The word 'type' in this context is same as purpose,

³³ Geoffrey Broughton, *Teaching English as a Foreign Language*, (France; British library, 2013), p. 1.

³⁴ListiyaningSumardiyani and ZulfaSakhiyya, *Speaking for Instructional Purpose: A Handbook*, (Semarang;: IKIP PGRI Semarang Press, 2007), p. 9.

because a purpose of speaking skill indicates to the type of it. Lestiyuning and Zulfa mention that purposes of speaking are transactional, interpersonal, and instructional.

Speaking for instructional purpose means teacher's talk to conduct an entire teaching-learning process. The language taken into account to that end is routine language. It is called routine because the expressions used by teachers are always repeated routinely, or used to run day-to-day teaching and learning in the classroom. Organizing students to work in group, distributing worksheets, and collecting students work are some of which. The routine expressions are small or micro skill actually, but they are fundamental. If those expressions do not emerge, teaching will not complete.

B. Previous Research

1. Ana FaridatulKhasanah (103411003), "Teacher's Strategies in English Language Teaching for Mental Retardation Students" (A Descriptive Study at Seventh Grade Students of SLB ABC "SWADAYA" Kendal in the Academic Year of 2013/ 2014) from English Education Department of Education and Teacher Training Faculty of UIN Walisongo Semarang 2014.³⁵ This

³⁵ Ana FaridatulKhasanah (103411003) Education and Teacher Training Faculty, "Teacher's Strategies in English Language Teaching for

research observed about some strategies used by English teacher to teach English lesson to mental retardation. The purpose of this research is to find and understand the English teaching learning process for students with mental retardation in the seventh grade of SLB ABC “SWADAYA” Kaliwungu Kendal. The method of this research is descriptive qualitative research. The researcher uses some methods to collect the data, they are observation, interview, and documentation. Then the researcher uses qualitative descriptive analysis technique to analyze the data. The result of this research shows used in teaching learning speaking for mental retardation students, they are Total Physical Response (TPR), Grammar Translation Method (GTM), and Question-Answer. Besides, the researcher also observed the material and some problems faced by teacher in teaching-learning English to mental retardation students.

2. HendraSaputra (103411014), “The Roles of Human Resource Management in The Improvement of English Course Teaching Quality” (A Descriptive Qualitative Study at International Language Programs (ILP) Semarang) from English Education Department of Education and Teacher Training Faculty of UIN

Mental Retardation Students”, *Thesis*, (Semarang: State Islamic University Walisongo, 2014).

Walisongo Semarang 2014.³⁶ The purpose of this research is to find and understand about improvement of Human Resource Management roles to English course teaching quality. The method of this research is descriptive qualitative research. The researcher uses some methods to collect the data, they are observation, interview, and documentation. Then the researcher uses qualitative descriptive analysis technique to analyze the data. The result of this research shows that ILP has done some programs to improve English teacher's teaching quality through training/ workshop at headquarters, training at outlet with sharing and discussion, regular meetings (monthly meeting), and support visit. Besides that, ILP also motivates to the teachers by providing facilities, bonuses, salary appropriate, and medical allowance. ILP also always evaluates the teacher regularly once in two months. It purposes to find the strength and weakness of teacher service.

The similarity between those researches and researcher's research is in research method, it uses descriptive qualitative method.

³⁶HendraSaputra (103411014) Education and Teacher Training Faculty, "The Roles of Human Resource Management in The Improvement of English Course Teaching Quality ", *Thesis*, (Semarang: State Islamic University Walisongo, 2014).

C. Thinking Frameworks

Through this research, the researcher will try to inform about the teaching strategies implemented by English teacher in a course, especially for speaking skill. Hopefully this research can give more understanding to many English teachers about how to teach speaking well and professionally.

Because as we know that today almost everyone needs English, particularly speaking skill. The main factor in this modern era is almost every job uses English as communication language.

In this research, the researcher will discuss more detail about the strategy how to teach speaking well and professionally. It will include method, technique, and tactic implemented by English teacher in Small England (SE) Blora.

CHAPTER III

RESEARCH METHOD

The research method basically is scientific way to get data with special purpose and use.¹ Thus, the role of a method is very important and significant in a research. This is to determine appropriate methods in deciding a research will be success or failure.

A. Type and Approach of Research

Type of this research is field qualitative method. It is a method of qualitative research conducted on the premises or location field.² Because the researcher did the research in the place (SE course) immediately especially at English for General Class of SE Blora.

Researcher used a qualitative approach in this research. It is the research procedures which produce descriptive data in the form of words written or spoken about people and behaviors that can be observed,³ because the researcher wanted to describe about strategy of teaching speaking effectively implemented at English for General Class of SE Blora as clear as possible.

¹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), p. 2.

²AndiPrastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 183.

³Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosda Karya, 2005), p. 4.

B. Place and Time of Research

This research had been conducted at an English course in Blora regency, namely Small England (SE), particularly at English for General Class. It is including the most favorite English course in Blora. Many students from model school master English after studying from there approximately six months. It is the maximum time to study there from the basic level until graduate.

Then, this research had been done on 15th November 2015 until 15th January 2016.

C. Source of Data

Bisri (1998: 59) in Prastowo states that if consideration of data source is based on kind of the data determined. In this step, we decide primary source and secondary source, particularly in normative research based on document source or reading material.⁴

While according to Pohan (2007: 46) in Prastowo too, for the research to look for education data, there are many kinds of data source, they are as follows:⁵

1. Person or someone consists of all of people assumed have the information relate to the research problem;
2. Institutions, social organization, school, office, and the others;
3. Activity process, the incident is running, for instance teaching-learning activity, or the others;

⁴Prastowo, *Metode Penelitian Kualitatif...*, p. 207.

⁵Prastowo, *Metode Penelitian Kualitatif...*, p. 206.

4. Document materials, report, files, decision letters, and the others;
5. Literatures, it is book, magazine, article in journal, newspaper, and other writing materials;
6. Historical inheritance, as like temple, ancient inscription, monument, replication, and the others.

That's way, this research primary source is the answer result from:

1. The principle of SE;
2. Some SE teachers
3. The students
4. The teaching methods
5. The course files and documents

The participants of this research are some SE students of English for General Class. The researcher observed the process of teaching speakingat English for General Class to find out the teacher's strategies. Then, the researcheralso interviewed the principle of SE, the teachers, and several students to find out the data completely and validly.

Besides, the researcher used secondary data, they are some literatures as supporting references.

D. Research Focus

Spreadly in Sugiono stated that a focused refers to a single cultural domain or a few related domains.⁶

⁶Sugiyono, *Metode Penelitian Kuntitatif...*, p. 286.

In this research, the researcher has limited the problem through question research. This is to find out the teacher's strategies in teaching speaking English at English for General Class of Small England (SE) Blora.

E. Data Collection Technique

Actually the data collection techniques can be applied by participant observation, in depth interview, documentation, and combination among them or triangulation (Sugiyono, 2007: 147)⁷. In this research, the researcher used data collection methods as follows:

1. Observation

The observation is one of data collection methods that observes and records of the research object, then recording conducted necessary to obtain the corresponding data to the research. Methods of data collection had been conducted to see firsthand how the strategy to teach speaking is implemented at English for General Class off Small England (SE) Blora and to observe directly form about the teaching and learning speaking process.

2. Interview

The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. In the interview, the interview took only a guideline that outlines the

⁷Prastowo, *Metode Penelitian Kualitatif...*, p.207.

things that will be requested.⁸ The researcher targets of interviewer are:

1. SE principle.

The researcher wanted to get all of information at least about how the history, vision, mission, the English strategies, the development of students in SE course in learning English is 'till they can master English in passive and active.

2. SE teachers.

The researcher wanted to get all of information about how the process of teaching speaking process is and the point is the strategies that the teachers used in classes.

3. SE students.

The researcher wanted to make sure about all of the data from the principle and the teachers.

3. Documentation

Documentation is a technique of data collection by gathering and analyzing documents, whether written documents, pictures, and electronic.⁹ In this research, the researcher used all of those tools. By doing this technique, researcher data would be comprehensive and valid.

⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1991), p.128.

⁹Nana Syaahid Sukma Dinata, *Metodologi Penelitian Pendidikan*, (Bandung: PT Remaja Rosda Karya, 2004) , p.221.

4. Trustworthiness

In a research, the quality of the data must be valid. To do that, the researcher did trustworthiness. Examination of trustworthiness in qualitative research consists of credibility (interval validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).¹⁰

In this research, the researcher used triangulation. William Wiersma in Sugiyono defined that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.

With the same argumentation, Sugiyono explained it means as checking data from sources with some methods and times. Accordingly, there are three kinds of triangulation, source, technique of collecting data, and time.¹¹

In this research, the researcher used source triangulation. It is source of the principle, teachers, and students interview. Sugiyono explained more about that, it is kind of triangulation purposes to examine data credibility done by checking the data that got through several sources.¹²

¹⁰Sugiyono, *Metode Penelitian Kuantitatif...*, p.270.

¹¹Sugiyono, *Metode Penelitian Kuantitatif...*, p. 273.

¹²Sugiyono, *Metode Penelitian Kuantitatif...*, p. 274.

F. Data Analysis Technique

Data analysis is the process of systematically searching and compiling the data obtained from interviews, field notes, and other materials, so it can be understood easily, and its findings can inform others.¹³

The researcher used descriptive qualitative research based on data collection. The researcher collected, arranged, and presented data, because the qualitative method is kind of research without using any calculation or statistic procedure. To know the teaching process at English for general class of SE, the researcher did steps as follow:

1. Reduction

Reducing the data means resuming, choosing point things, focusing on the important things, looking for the theme and pattern. By doing so, the data reduced will give clear explanation, and it will be easier for the researcher to collect the next data, and look for it if it is needed.¹⁴

So, at this step, the researcher checked all of the data collected from the responses of informants, observation, documents, selected an image, and other records. The goal is for data smoothing (filtering) and next is the improvement of sentences and words, giving additional information, discard

¹³Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfa Beta, 2010), p.334.

¹⁴Sugiyono, *Metode Penelitian Kuantitatif...*, p. 247.

information that is repetitive or unimportant, translating into Indonesian local expression to be English translation, including transcribing recorded interviews, is a smoothing process collecting the data obtained from interviews, observations, and documentations.

2. Display data

After reducing all of the data, the next step is displaying the data. In qualitative research, it can be done in short explanation, diagram, relationship among category, flowchart, and others. Miles and Huberman (1984) in Sugiyono explains about this that the most frequent form of display data for qualitative research data in the past has been narrative text.¹⁵ It purposes to make easy for the researcher in understanding what would happen, planning next task based on what is understood of it.

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

3. Conclusion/ Verification

Interpretation is the final step in the data analysis technique.¹⁶ At this stage, researcher interpreted the data

¹⁵Sugiyono, *Metode Penelitian Kuantitatif...*, p. 249.

¹⁶Prastowo, *Metode Penelitian Kualitatif...*, p. 239

that had been previously coded by enriching information through comparative analysis does not eliminate all original context. The result is a picture presentation about the situation and symptoms in the form of narrative exposure.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher will describe English teacher's strategies to develop speaking skill implemented at English for general class of Small England (SE) Blora.

A. Profile of Small England (SE)

1. History

A course institution is one of non formal education unit.¹ It has an urgent role in developing and increasing human quality. It has function to help formal education for that responsibility.²

Small England (SE) is one of popular course and training institution in Blora regency, Central Java. It is more popular as English course, because it has a big contributive in that aspect. It has helped to everyone particularly to many Junior High School and Senior High School students in Blora to develop their English skill, especially in speaking.³

Historically, SE was established on August 20th, 2004. Actually at the first time, the orientation of the principle opened SE was only for English language program for students. But gradually, based on the people need, SE opened

¹ Law No. 20 of 2003, National Education System, Point 1.

² Law No. 20 of 2003, National Education System, Point 12.

³ The researcher interviewed student of SE, 17th November 2015.

other programs such as training car driver, cooking, private teaching for Elementary School student.

At first, most of the students who studied there are from around SE. But now almost students from around Blora study there, because SE has five branches. They are central class in Tunjungan, Blora, Kunduran, Cepu, and Randublatung.⁴

Then SE developed English course to education for elementary, junior high school, senior high school and public.

From year to year, SE is always evolving with new legality. It got permission from the Department of Education Blora. In 2009, the principle took care of the course as a form of legality licensing agency with complete record of the notary and the tax ID. Then, SE name was changed to be "INSTITUTION COURSE TRAINING AND SMALL ENGLAND".

In this period, English language courses demand more and more. The principle began to think looking for additional tutors from alumni.

Many enthusiasts who learn to continue growing over time, making SE CGC continued to innovate maintaining the existence and quality of SE in building a network of partnerships with various agencies and also make innovations in learning.⁵

⁴ SE's document.

⁵ SE's document.

In 2009, managers learnt about the guidelines of the Department of Education Licensing Course Blora. Business began to participate actively in the activities of the Association business organizations Course Indonesia (HIPKI). Then the manager of this organization started to equip the legality of the institution in accordance with Law No. 20 Year 2003 on National Education System, Article 62 paragraph 1, which states that every formal and non-formal education units established are required to have permission and local government.

Then mr. Edi followed the training program, he was active because he wanted to develop SE course to make it better and have good management system.

In 2009, CGC lency SE registered Nilek (Course Institution Identification Number) and got Nilek 03104.4.1.0013/09/65. In 2009, the name was changed to be LPK SE Courses and Training Institute SMALL ENGLAND (CGC SE) to the present.⁶

In the same year, tutor at LKP SE were appointed by the Department of Education to follow Blora PNF Jamboree English Instructor for the race and won the third.

In 2010, CGC SE also designated as English Language Competency Test (TUK-BiG) by LSK-BiG.⁷

⁶ SE's document.

⁷ The researcher interviewed the principle of SE, 16th November 2015.

Given the number of course participants English language program in SE LKP were more and more aware to be better, the manager expected to issue a certificate for students courses that can be used as proof of the legality of the course participants who had taken courses in English.

Therefore, in 2011 the CGC SE followed the process of accreditation of English language program of BAN PNF, and obtained a certificate with the number NO BAN PNF. 013 / SKEP / STS-AKR / BANPNF / VIII / 2011.

In the progress to date, CGC SE has 15 educators and education personnel 5. CGC SE always updating the curriculum to suit the needs of the market.⁸

By always active to develop SE in academics, management and marketing, SE CGC continued to grow today and always active in institutional organizations. In addition, CGC SE also formed a partnership with schools in Blora as a form of partnership and also in various companies for development agencies.⁹

2. Geographical Location

SE centre is domiciled in Blora regency. Exactly, it is in Blora-Tunjungan street Km 4 Tamanrejo Village RT 03 / RW Maguan District of Tunjungan. Students can access there easily, because it is near with main street. So, the

⁸ SE's Document.

⁹ The researcher interviewed the principle of SE, 16th November 2015.

transportations just like bus are still passing there from morning 'till afternoon.

Geographically, it is :

- a. The south side is Islamic Senior High School State (MAN Blora), Senior High School State (SMA N 1 Tujungan), POM Tujungan
- b. The east side is Porendeng District, Tamanrejo Village
- c. The west side is Vocational School (SMK 1 Blora), Junior High School (SMP 1 Tujungan)
- d. The north side is SafinatunNajah Islamic Boarding House, Sukorejo Village, Belingi District¹⁰

3. Visions and Missions

a. Visions

A vision is very important for an education institution, so is Small England (SE). Because it is the key for education institution like SE where it will be oriented. In means, vision is the key of success of an education institution. It is impossible if an education institution can be good or the best among education institutions without having vision. In other word, vision becomes the basic of the next steps.

For that, SE's vision is to realize the students that have quality, discipline, character and religious.¹¹

¹⁰ Observation.

¹¹ SE's document.

b. Missions

To be able to implement a vision, an education institution are demanded to arrange some missions. Because basically a vision usually is still universal. So, it needs missions to specify it to be more detail and clearer in steps.

In this case, SE has some missions, they are:

- 1) Implementing active learning, creative, innovative and fun.
- 2) Providing excellent service.
- 3) Enforcing the rules and regulations of the institution.
- 4) Upholding the values of the nation's character
- 5) Implementing the learning process based on the faith and piety.¹²

4. Curriculum

The curriculum used in SE is curriculum of education unit (KTSP). But the principles have modified almost all of English materials of KTSP, especially for speaking material. Because the principle is not sure with original material of KTSP can develop student ability, particularly in speaking skill.¹³

In modifying the material, the principle inserted some materials that he made appropriate with the method and

¹² SE's document.

¹³ SE's document.

techniques. He got those from his experiences along his study in some English course before. He filtered the material which he had proved that has significant impact for students in developing English skill.

It purposes SE can give English material appropriate with students need in daily life. By doing it, English material in SE can always relevant to this era. Because SE has a priority, it is students can master English, especially in speaking English. Hoped the students can master English especially speaking skill and it can be useful for them in the next day.¹⁴

5. The Condition of Teachers, Students, and Infrastructures of Small England Blora

a. Teachers

Teacher has important role in an education institution, so does he in Small England (SE) Blora as an English course institution. Through clever, smart, and professional teachers, the institution can produce clever and good students.

SE teacher is called by tutor. The education background of SE teachers are various. Not all of them were graduated from English Education Department. Totally there are only four tutors who graduated from

¹⁴ The researcher interviewed the principle of SE, 16th November 2015.

English Education department, and the others including the principle are from other departments. They are from electro technique, TafsirHadist, Islamic Education, Childhood Education, Information System, Biology, and other departments.¹⁵

Unfortunately, only three tutors at English for general class are from English department. However, it does not make significant problem in teaching English. Because, all of the tutors in SE are including graduation from SE a few years ago. Unless, they had followed English teaching training handled by Mr. Edi or senior tutor. Through that system, SE has great and professional English tutors although they are actually from various background. They can understand what SE principle meant. They can understand SE vision and missions well. Accordingly, they have known what they have to do and how they have to teach the student, so they can fulfill SE targets.¹⁶

The result, many students felt satisfied with SE system. Because they felt their English knowledge and skill increased and developed significantly. So that their

¹⁵ SE's document.

¹⁶ The researcher interviewed the principle of SE, 16th November 2015.

skill could be useful for them to face some challenges, mostly in a job relates to English.

The teacher in the past time was only Mr. Edi, he is SE principle. And now, the tutors become 18 people.¹⁷ For more detail, the data can be checked in the appendix.

b. Students

In the first time, SE students at English for general were from around SE only. Most of them were from formal school students. Only a little student were adult people that have worked.

But now, the students are from almost all over Blora. They are not only from around the city, but also from some villages. Because SE has been popular English course in Blora. Even, some SE students are English teacher. They want to study in SE because they feel their English skill as English teacher are still under standard. So, they want to develop their English skill more.

Besides, SE now has five branches, they are the centre in MaguanTunjungan, in Blora city, in Randublatung, in Kunduran, and in Cepu. So that way, the total between formal students and adult students are almost in balance.

¹⁷ The researcher interviewed the principle of SE, 16th November 2015.

It indicates that beside SE has been known by many people in Blora, society in Blora have been aware of the importance of English today. So, the total of SE student English for General class increases more and more.¹⁸

After graduate from SE, many of them felt got many developments in English, especially in speaking skill. Accordingly, no wonder that many of them can find a job easily relate to the English.

The input students most of them are because they knew their friends' competence in English increased after they studied in SE. So, they also are interested to study English in SE.¹⁹

Then, the placement in each class is based on their competence through pre test. The score of that test becomes the standard of the students would be placed in Pre BTC 1, Pre BTC 2, or directly in BTC class. It purposes students can follow well in learning English process with the teachers.

In general program class, students are divided in three classes. They are BTC class, CTC class, and TC class. In BTC class, students must reach one month. Then

¹⁸ The researcher interviewed the principle of SE, 16th November 2015.

¹⁹ The researcher interviewed the teacher of SE, 17th November 2015.

followed in CTC class, students must reach two months. And in TC class, students must reach three months.

In the first time, the total of the students were only 15 people. And now, they become more than 100 people.²⁰ For more detail, the students data can be seen in the appendix.

c. Infrastructures

Complete infrastructure decides the success of learning process. Without using infrastructure, a learning process will have many problems. Automatically, the learning process will be failed. The education target covered in vision and mission will be useless.

Accordingly, an education institution including a course institution are hoped to be able to complete the infrastructures. It means, complete infrastructures will support learning process.

For success teaching learning, SE also always tries to support students by completing infrastructures. So far, SE does not have any problem. Although SE is including non formal education institution, SE always tries to make the students feeling comfortable when the learning process is being done by always conducting an evaluation of customer satisfaction. Therefore, SE continually makes improvements, enlarges the building, and completes

²⁰ The researcher interviewed the teacher of SE, 17th November 2015.

infrastructure required for the implementation of teaching and learning activities.

The financial resource during this time is from SE principle. These are the condition of SE infrastructures.

d. Building

Building is one of the most urgent infrastructures in supporting learning process. It is to protect the teachers and students from any interference such as rain, warm sun, and other interferences. So, the teaching learning process can run well. Besides, the teachers and students feel comfortable during their studying.

In the first time, the building of SE was in Mr. Edi parent's house. The classroom was very simple. It was in the living room. The facilities for students were simple. To write the materials, students had to write in their seat. There was no table yet or the special place to write.

Just then in 2008, SE had been success to have a new building in Maguan which was now it becomes SE centre. Since that time, students can study more comfortable because the principle had provided the chairs that included the place for writing.

In 2009, the principle took care of the course as a form of legality licensing agency with complete record of the notary and the tax ID. Then SE name was changed to

be "INSTITUTION COURSE TRAINING AND SMALL ENGLAND".

So far, it has 10 rooms.²¹ For more details, it can be seen in the appendix.

e. Media for Learning Process

One of the urgent aspect to support teaching learning process in an education institution is representative media. It purposes so that students can understand the material well.

Usually, supporting media in non formal education institution such as a course is not as complete as in formal education institution. Moreover if it does not have any relationship with the government or other big institutions as sponsor. It is because of the limited financial.

Nevertheless, up to now SE has tried to complete infrastructure by itself especially for media the students need, whether in the classroom as like projector, video, or in out of the classroom (when teaching learning process were in outbound) by visiting some comfortable places around Blora such as garden, center of city, small lake, or the others.²² More details, it can be checked in the appendix.

²¹ The researcher interviewed the principle of SE, 16th November 2015.

²² The researcher interviewed the teacher of SE, 17th November 2015.

B. Data Description

For many students, speaking English is one of a difficult skill. Not a little of them crabbled about it. Although they had learnt English in formal school for long time about six years (from junior high school to senior high school), but in fact they still feel difficult to speak English.

That is the reason why an English teacher is hoped to have great experiences, knowledge, and professional in teaching speaking. Teacher must have rich of strategy which consists of method, technique, tactic in teaching speaking.

In SE, through the system, all of the teachers had been professional enough to teach speaking. These are the concept of teacher's strategies to develop speaking skill at intensive class program in SE Blora that consists of the objective of teaching speaking, teacher's strategies applied to develop speaking skill, and the problems faced by the tutors in teaching speaking process.²³

1. The Objective of Teaching Speaking at English for General Class of SE

SE is one of English course in Blora regency. The purpose is same as other English courses, it is to develop English knowledge and skill, whether in reading, listening, speaking, and writing.

²³ The researcher interviewed the principle of SE, 16th November 2015.

Structurally, SE is like formal school, there are teachers, students, principle as headmaster, staff, gardener, and also infrastructures to support learning process.

It has totally three English course programs. They are private, intensive, and holiday program. For private program, it consists of school lesson and special purpose. For intensive program, it consists of English for kids, English preparation, English for general, and toefl preparation. And for holiday program, it consists of English camp and carity.²⁴

More detail, English for general, at first it consisted of three levels. They were Basic Training Class (BTC), Candidate Training Centre (CTC), and Training Centre (TC).

The teachers usually combine between Bahasa Indonesia and English in delivering material and lesson. It depends on the program and level. In intensive class of English for general, teachers deliver the materials and lessons mostly in English. Specifically, in BTC class, they use English 50 percentages, CTC 75 percenteges, and TC 100 percenteges.

Actually, that regulation is not only ordered for teachers, but also for all of students. That regulation supports education system in SE. So, automatically the students are demanded to always increase their English ability, especially speaking skill.

²⁴ The researcher interviewed the teacher of SE, 16th November 2015

That program is purposed to prepare the students ability and skill in English, so that in they are ready to face some challenges in modern era that most of everything use English language.

The duration of teaching-learning process at intensive class is different among BTC until TC. For BTC is from Monday to Friday. For CTC and TC is from Sunday to Friday. All of them, in one day need 2 hours.²⁵

2. Strategy Implemented to Teach Speaking at English for General Class of SE

In teaching speaking process at English for general class of SE, the teachers used variety of strategy. They combined among some methods, techniques, and also tactics to reach SE goal.

The purpose is to make students easier to understand and practice English in their daily life. Because up to now there are still many students and society think and feel difficult to learn, understand, and even practice English.²⁶

Accordingly, SE teachers try to solve that problem by teaching English through some methods, techniques, and tactics, so that students and society can feel comfortable in learning English.

²⁵ The researcher interviewed the principle of SE, 16th November 2015.

²⁶ The researcher interviewed the teacher of SE, 17th November 2015.

In teaching speaking, the teacher used specific strategy. Generally, SE teachers use the same approaches, they are oral-situational and communicative approach. The researcher will explain the strategy used by the teachers based on every class, so that it will be easier to understand.

The first is in BTC, the methods the teacher uses are²⁷:

a. Communicative Language Teaching (CLT)

In this method, the students are asked to be active to often communicate with all of people in SE, whether friends, teachers, and staff. The purpose of this method is so that speaking English becomes student habit everywhere and everytime.

In this method, the teacher uses discussion and question-answer technique. The teacher handles the class so that students want to practice more in the class. The teacher role is able to make students active in speaking English. So, the teacher action in the class is limited, because the students are hoped to be more active than teacher.²⁸

In handling this method, the teachers behave as friendly as possible to students. Besides, the teachers are also close with students. Thus, the students feel as if their

²⁷ The researcher interviewed the teacher of SE, 17th November 2015.

²⁸ The researcher interviewed the teacher of SE, 17th November 2015.

teachers are their parents in SE. In other word, the teachers can be their second parents in the course.

b. Direct Method

In this method, the students are also hoped to be more active to speak English in the class than teachers. The teachers just give a little material and theory. All of those are only as provision for students to understand English. Then, they can practice English as easy as possible.

The teacher handles the students to always develop their speaking skill. In this method, the teachers use conversation (chatting) and discussion techniques. Those techniques are hoped can make students more familiar with practicing English, especially speaking.

Through conversation, students are trained to enjoy speaking with their friends. Sometimes, the teachers approach to some students to invite them chatting. The teachers ask about the result of students chatting with their friends. The purpose is to make sure that students can speak English.

Then through discussion, the students are hoped can express more flexible. Through this technique, the teachers give a theme. Then the students deliver their arguments and opinions relate to the theme. During this discussion, the teachers control the students, so that the

discussion can be conducive and every student speaks in the forum.

In this discussion, sometimes the teacher asks to some students relate to the theme. The target is students who their speaking ability are still under standard. By asking them, they will try to speak more and can speak more fluently.²⁹

c. Audio-Lingual Method (ALM)

In this method, the teachers try to explore the student's ability in speaking by using audio. In this case, the teacher sometimes uses tape recorder to produce English instruction. Sometimes the teacher uses laptop or handphone (HP).

But, the teachers often use their manual instruction as replacement of all of those tools. In delivering material, the teachers use some techniques, they are drilling and learning from film.

In this method, the teachers teach through drilling more than learning from film. The teachers give drilling material in every meeting. So, everyday the students are forced to practice English.

In drilling, the teachers give instructions that students must repeat and follow. The teachers make and

²⁹ The researcher interviewed the teacher of SE, 17th November 2015.

arrange some sentences and become a paragraph. Then the students repeat and follow the teacher's instruction.³⁰

In this technique, the teachers make and arrange some sentences in bahasa Indonesia. Then the students are asked to translate into English together by speaking. In translating those sentences, the teacher also helps the students translation. The content of the sentences everyday are different topic.

By doing so everyday, the students have a habit practicing English everyday. Besides, the students automatically can enrich their vocabulary.

The second is in CTC. In this class, the teachers use the methods and techniques same as in BTC. For conversation, the teachers modify the material is from a reference book. The students are asked to memorize a text in the front of the class. Then they have to make twenty questions relate to the text and answer them. After that, those questions-answers will be corrected by the teacher. After corrected, they must practice in the front in a pair in the front of the class. This section is conducted twice in a week, they are on Monday and Thursday.

Then the teachers add more other techniques, they are speech, games, storytelling, and dialogue.³¹

³⁰ The researcher interviewed the teacher of SE, 16th November 2015.

In speech, all of students are asked to speech in front of public. To practice speech, students are asked to come on Sunday. Because it needs more time. So, it is called Sunday meeting.

In every Sunday meeting, usually four to five students speech in front of public. In this meeting, there is also a dialogue between each speaker and audiences. After each speaker delivers their speech, there is question-answer section with the audience. Usually for each speaker, there are so many questions from audience. The audiences are very enthusiastic to the speaker. But because the limited of time, each speaker only may answer maximally five questions. While other audiences may ask more to other speakers.³²

Besides that, there are also student as master of ceremony and corrector in this forum. After all of speakers speak in front of public, the corrector corrects all of the mistakes from speakers and audience. The mistake can include the grammar, the structure of the sentences, the appropriate choice of the word, behavior, or other aspects relate to English development in speaking.

³¹ The researcher interviewed the teacher of SE, 17th November 2015.

³² The researcher interviewed the students of SE, 18th November 2015.

Then, inside the teaching, sometimes the teachers can insert a game relate to English development. The kind of the game are so various. This section is purposed can make students do not feel bored with the teaching-learning process. Besides, so that it can motivate to students to develop their English ability more and more.

In other occasion, the teacher asks to students to tell a story. A story is from students themselves. It can be their past experience or others. Sometimes the teacher decides the theme of the story. But before telling the story, the students are asked to write down the story firstly on the book. Then the teacher will correct it. After it was corrected, the students may tell the story in the front of students. This section is conducted once in a week.

While in TC, the method which is used by the teacher is similar in CTC. In this class, the teacher does not give drilling section. Then. The teacher give storytelling section more than the other sections. Because in this class, the students are hoped able to speak English fluently. It is based on the target that students in this class must speak English fully. If they speak other languages, as the consequent, they must pay. One word is one hundred. It is as the punishment.³³

³³ The researcher interviewed the teacher of SE, 18th November 2015.

3. The Problems Faced by The Teachers in Teaching Speaking at English for General Class in SE

In every teaching-learning process, there must be problem. The problem can be from students, teachers, infrastructures. Those become the challenges for the school how to solve those problems.

In SE as education institution, also there are some problems during teaching-learning process. Here are some problems arise at intensive class of SE during teaching process.

a. Students

The most urgent problem during teaching-learning at English for general class of SE is student. The problem arises when the teacher handles the students in the class. The problems from students are similar that happen in formal schools.

Usually, when teacher is explaining the materials, some students do not pay attention to the teacher explanation. Some of them have a chatting with their friends. Some others felt sleepy in the class, because they felt tired after studying in formal school. Some others felt difficult with the material although they had paid attention to the teacher explanation. The reason was

because they did not have much time to relearn the material at home.³⁴

In other conditions, they felt confused to divide their time between studying material from school formal and SE. the result, their achievements were not optimal.³⁵

b. Teachers

Teacher is the most urgent component in education institution. Teacher has a big role and responsible to make the students clever.

As human being, the problems from teacher were so various too. The first, most of SE teachers worked in the morning. Then, in the afternoon until evening they have to teach in SE. Because their time were very limited, they sometimes were not ready enough to teach students.

The second, some teachers have double job in SE. Some of them have to teach in SE centre and Blora. Because of it, sometimes the teachers come late. It causes the teaching-learning process not conducive for a while.

The third, for the teachers who did not graduate from English department, sometimes they could not answer detail questions from students. As the

³⁴ The researcher interviewed the teacher of SE, 16th November 2015 and observed.

³⁵ The researcher interviewed the students of SE, 18th November 2015 and observed.

consequence, the teacher had to look for the answer first and delivered it to students in the next meeting. In other word, it became homework for the teachers.³⁶

c. Infrastructures

Infrastructure is also very important to support teaching-learning process. Good and complete infrastructure will really support teaching-learning process to be better and well. It can influence the student achievement.

As English course institution, the infrastructure in SE actually has been complete enough. For building, SE has 10 rooms. In one class, there are about 20 to 30 students. It means that there is no significant problem for building.

While for the media, SE has complete enough such as projector, tape recorder, speaker, laptop, and others. But unfortunately the total of them are still limited. So, to be able to use it, the teacher must manage the schedule well. They can not use the facilities in the same time. Another problem of facilities is some of them can not be used well. For instance, the microphone is sometimes on and off.³⁷

³⁶ The researcher interviewed the teacher of SE, 17th November 2015 and observed.

³⁷ The researcher interviewed the principle of SE, 16th November 2015 and observed.

C. Data Analysis

1. Analysis of The Objective of Teaching Speaking at English for General Class of SE

Specifically, English for General Class of SE is divided to be five levels. They are Pra-BTC 1, Pra-BC 2, BTC, CTC, and TC. The students who will begin their study there, for the first time they have to follow pre test handled by SE. It purposes to place every student in first appropriate level of class. It means, the first level for every student is not based on their grade in formal school or their age, but it is based on their English ability detected from pre test score.³⁸

The result of the test will decide them in which level they have to start their study in English for General Class. So, every student can start in different level, it can be in Pre-BTC 1, Pre-BTC 2, or even directly in BTC. If so, the long of study of every student can be different.

The process of teaching speaking in the class is same as in formal school. First time, the teacher manages the students. Then, the teacher opens the class by saying hello. Mostly, it is “Assalamu’alaikumWr. Wb.”, because all of SE teachers are moslem. After that, the teacher reviews the last material they learnt before. Then the teacher delivers new material. The last,

³⁸ The researcher interviewed the principle of SE, 16th November 2015 and observed.

the teacher reviews new material and closes the class by saying hello. It is mostly “Wassalamu’alaikumWr. Wb.”.³⁹

2. Analysis of Strategy Implemented to Develop Speaking at English for General Class of SE

Teaching strategy is really important to reach education vision. Teaching strategy is as if the art in education. Without strategy, it will be difficult for teachers to transfer their knowledge to students optimally. Accordingly, SE needs teaching strategy to develop student’s ability in speaking English. The strategy in SE is not only in the classroom, but also in outside of classroom.⁴⁰

The strategy in outside of classroom is through regulation. One of SE’s regulation which can force students to always speak English is the students are forbidden to speak bahasa Indonesia around SE, whether in the classroom or in outside of the classroom. They must always speak English. If they speak other English, they will be punished. They must pay one hundred rupiah for one word. That regulation is for all of students from Pr-BTC 1 students to TC students. They usually collect the punishment money once in a week to their teacher. That regulation was proved able to develop student’s ability in speaking English.

³⁹ The researcher interviewed the teacher of SE, 17th November 2015 and observed.

⁴⁰ The researcher interviewed the principle of SE, 16th November 2015 and observed.

Then, the strategy is optimally done in the classroom by the teachers. The strategy in the class uses several methods and techniques. The methods implemented in the classroom are Communicative Language Teaching (CLT), Direct Method, Audio-Lingual Method (ALM).⁴¹

a. Communicative Language Teaching (CLT)

The implementation of CLT method in the class is by using discussion and question-answer technique. In this method, the role of the teacher is limited. The students are hoped to be more active.

Practically, in handling discussion section, after the teacher manages the class, he/ she divides the students approximately to be four to five groups. In one group consists of four to five students.

Then, the teacher chooses the moderator of each group to handle discussion in each group. After that, the teacher gives same one theme for each group. Then each moderator begins handling the discussion of their group. In this section, every student must deliver argumentation and question. It will be stopped based the time which has been given. Usually the discussion reaches a half hour, because the time in that meeting is used for drilling, delivering new material, and also reviewing new material.

⁴¹ The researcher interviewed the teacher of SE, 17th November 2015 and observed.

Then, the implementation of question-answer technique, the teacher reads a text in front of the class. After reading the text, the teacher offers some questions to students in jumble. The teacher will give special score to each student who can answer the question.

In doing those techniques, the teacher not only handles in the front on the class, but also around the class. So, every student feel that the teacher pays attention to all of students.⁴²

b. Direct Method

The implementation of this method is by using conversation (chatting) and discussion techniques. By doing those techniques, speaking skill of students can increase significantly.

Practically, for conversation/ chatting, after teacher gives drilling to students, the teacher divides the students to make a group in pair. Then the teacher gives one same theme for all of groups. Afterward, the students in each group ask and answer each other. Inside chatting section, the teacher asks some students one by one about what answers they have delivered from the questions of their friend. The purpose of the teacher is to check the grammar,

⁴² The researcher interviewed the teacher of SE, 17th November 2015 and observed.

pronunciation, and the content of the sentences. Because those are related to speaking skill.

Then for discussion section, the practice is same as CLT method. The differentiation between both is the teacher gives the theme higher in direct method than in CLT, because the students are predicted that their speaking ability in CTC class is better than in BTC.

By doing this, student's ability in speaking can develop more because they are hoped not only increase speaking skill but also the content of speaking. No wonder that many SE students have good reputation in some English competition like storytelling, speech, and debat in several grades.⁴³

c. Audio-Lingual Method (ALM)

The implementation of this method is teacher uses conversation (chatting) and discussion techniques. The purpose is the student ability in speaking is not only fluent, but also the content is high. In this method, the teachers use conversation (chatting) and discussion techniques.

For chatting, the teacher does same as chatting in direct method. The differentiation is that in ALM method the students are sometimes asked to have a chatting with

⁴³ The researcher interviewed the teacher of SE, 17th November 2015 and observed.

video. The teacher turns on a video which includes some questions. Then the students have to answer one by one.⁴⁴

3. Analysis of The Problems Faced by The Teachers in Teaching Speaking at English for General Class in SE

In teaching-learning process of SE, there are some problems. The problems are from students, teachers, and infrastructures. Those problems become the challenges for SE how to solve them.

Some problems arise at English for General of SE during teaching process are:

a. Students

The most urgent problem during teaching-learning at English for general class of SE is student. The problem arises when the teacher handles the students in the class. The problems from students are similar that happen in formal schools.

Usually, when teacher is explaining the materials, some students do not pay attention to the teacher explanation. It happens because they feel bored in the class. Besides, they are less of spirit and motivation.

Then, another problem is some of them have a chatting with their friends. He cause is similar with the first problem.

⁴⁴ The researcher interviewed the teacher of SE, 17th November 2015 and observed.

Some others felt sleepy in the class, because they felt tired after studying in formal school. They have used their energy to study in formal school. So their energy to study English in SE is limited. In addition, if the time is in the afternoon, it supports to students feeling sleepy.

Some others felt difficult with the material although they had paid attention to the teacher explanation. The reason was because they did not have much time to relearn the material at home. In the morning they have studied in formal school. After that they continue to study in SE. Automatically, when they have arrived in their home, they have felt tired with their study in the whole day.⁴⁵

In other conditions, they felt confused to divide their time between studying material from school formal and SE. The result, their achievements were not optimal.⁴⁶ It happens because some students have so many lessons in their formal school. Besides, they also have homework of several lessons. So, they have limited time to learn material from SE teacher by themselves at their home.

⁴⁵ The teacher interviewed the teacher of SE, 16th November 2015 and observed.

⁴⁶ The teacher interviewed the student of SE, 18th November 2015 and observed.

To solve that problem, SE provides three times for coming in SE for a day. It is to help the students who do not have free time in afternoon or evening. By that solution, every student can always come to SE among those times.

Besides, the teacher regularly gives suggestions and motivations to students, especially about how to study English well, effectively, and efficiently.

b. Teachers

Teacher is the most urgent component in education institution. Teacher has a big role and responsible to make the students clever.

As human being, the problems from teacher were so various too. The first, most of SE teachers worked in the morning. Then, in the afternoon until evening they have to teach in SE. Because their time was very limited, they sometimes were not ready enough to teach students. It happens because some teachers feel their salary from SE is less. Because the daily demand among all of SE teachers are different. Some of them gave many children. So, they have to look for money for their family more.

The second, some teachers have double job in SE. Some of them have to teach in SE centre and Blora. Because of it, sometimes the teachers come late. It causes

the teaching-learning process not conducive for a while. Because SE tutors are limited.

It will be better if SE opens recruitment for new teacher. Unless, the teachers who have double job will always have that problem.

The third, for the teachers who did not graduate from English department, sometimes they could not answer detail questions from students. As the consequence, the teachers had to look for the answer first and delivered it to students in the next meeting. In other word, it became homework for the teachers.⁴⁷ Because they do not learn about mastering vocabulary very much in their study. So, they sometimes have to check dictionary firstly if they meet special and strange vocabularies.

c. Infrastructures

Infrastructure is also very important to support teaching-learning process. Good and complete infrastructure will really support teaching-learning process to be better and well. It can influence the student achievement.

As English course institution, the infrastructure in SE actually has been complete enough. For building, SE

⁴⁷ The teacher interviewed the teacher of SE, 17th November 2015 and observed.

has 10 rooms. In one class, there are about 20 to 30 students. It means that there is no significant problem for building.

While for the media, SE has complete enough such as projector, tape recorder, speaker, laptop, and others. But unfortunately the total of them are still limited. So, to be able to use it, the teacher must manage the schedule well. They can not use the facilities in the same time. Another problem of facilities is some of them can not be used well. For instance, the microphone is sometimes on and off.⁴⁸ It is because some of them such as microphone have been old. In another word, it is time to be changed.

D. Discussion

The teaching speaking strategy implemented at English for general class of SE was proved effective. The indicators are such as Bum said above that teaching speaking strategy at English for general class of SE is appropriate with several indicators, especially they are:

1. Instruction is guided by a preplanned curriculum
2. There are high expectation for students learning
3. Instruction is clear and focused
4. When students do not understand, they are retaught
5. Class time is used for learning

⁴⁸ The researcher interviewed the principle of SE, 16th November 2015 and observed.

6. There are smooth and efficient classroom routines
7. Standards for classroom behavior are high
8. Personal interactions between teachers and students are positive

Another evidence is the data of pre-test and final exam showed that most of English ability of SE students increase significantly from the first time they studied in SE until they graduated, especially for speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher will conclude based on the research problems.

1. The strategy of teaching speaking effectively applied by Small England (SE) teachers at English for general class is the teachers use three methods in BTC, CTC, and TC class. They are Communicative Language Teaching (CLT), Direct Method, Audio-Lingual Method (ALM). But among those three classes, the teachers use different techniques. In BTC, the teachers use discussion, question-answer, conversation, drilling, and learning from film. In CTC, the teachers use the same techniques as in BTC. But they add speech, games, storytelling, and dialogue techniques. In TC, the teachers use the same techniques as in CTC. But they delete drilling and add storytelling more. Besides that, they also invite the students to practice with native speaker directly.
2. The problem during the teaching speaking process are from student, teacher, and infrastructures. From students, the problems are they are lazy, not focus, tired, and confused to manage the schedule between studying in formal school and SE. from teachers, the problems are

some teachers have double job in different places, busy with their family, busy with their another job.

B. Suggestion

Based on those conclusions, the researcher want to give suggestions. They are:

1. For the teacher

The teacher must be focus on the job in teaching speaking in SE. Although the teachers have double job in different place or have another job, they should be able to manage among them as well as possible, so that the schedule and target of teaching speaking can be reached optimally.

2. For the students

The students should be more focus in learning English. They should be aware the importance of English. Besides that, they should be aware how much their parents have spent much money for their course. So, they must always study hard and spirit.

3. For principle

The principle should be more diligent in checking the process of teaching in SE. It can be done directly or indirectly. Hopefully, he can evaluate completely.

4. For education department

The education department should filter the good method or techniques of SE, especially in teaching speaking. Then, it should include in the curriculum. So that the

university students have more experience about teaching speaking well and effectively.

5. For the readers

After reading this research, hopefully the readers can get motivation to develop their capability in speaking English.

C. Closing

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

REFERENCES

- A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York, Oxford University Press, 2009.
- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 1991.
- Broughton, Geoffrey *Teaching English as a Foreign Language*, France; British library, 2013
- Brown in Mary Ann, *Improving Adult English Language Learner's Speaking Skill*, USA; National Centre for ESL Literacy Education, 1999
- Cambridge, edited by Anne Burns and Jak C. Rihards, *The Cambridge Guide to Second Language Teacher Education*, (USA: Cambridge University Press, 2009.
- Cambridge, edited by Jack C. Richards and Anne Burns, *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*, USA: Cambridge University Press, 2012.
- Dinata, Nana Syauid Sukma, *Metodologi Penelitian Pendidikan*, Bandung: PT Remaja Rosda Karya, 2004.
- Djiwandono, Patrisius Istiarto, *Strategi Belajar Bahasa Inggris*, Malang: PT. Malta Printindo, 2009.
- Djiwandono, Patrisius Istiarto, *Strategi Belajar Bahasa Inggris; Belajar Menyimak, Membaca, Menulis, dan Berbicara dengan Taktis*, Jakarta: PT Indeks, 2009.
- Eggen, Paul and Don Kauchak, *Strategi dan Model Pembelajaran; Mengajarkan Konten dan Keterampilan Berpikir*, terj. SatrioWahono, Jakarta: PT Indeks, 2012.
- Hamruni, *Strategy and Models of Happiness Active Teaching*, Yogyakarta; Tarbiyah Faculty of UIN Sunan Kalijaga, 2009.

- Khasanah, Ana Faridatul, (103411003) Education and Teacher Training Faculty, "Teacher's Strategies in English Language Teaching for Mental Retardation Students", *Thesis*, Semarang: State Islamic University Walisongo, 2014.
- Kyriacou, Chris, *Effective Teaching Theory and Practice*, Bandung: Nusa Media, 2012.
- Lembaga Kajian Pendidikan Keislaman dan Sosial (LeKDiS), *Standar Nasional Pendidikan*, Ciputat: LeKDiS, 2005.
- Linse, Caroline T., *Practical English Language Teaching: Young Learners*, New York: McGraw-Hill, 2006.
- Majid, Abdul, *Strategi Pembelajaran*, Bandung: Rosdakarya, 2013.
- Moleong, Lexy J, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosda Karya, 2005.
- Murcia, Marianne Celce, *Teaching English as a Second or Foreign Language*, United State off America: Von Hoffmann Graphics, 2001.
- Prastowo, Andi, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, Jogjakarta: Ar-Ruzz Media, 2014.
- Richards, Jack. C. & Willy A. Renandya, *Methodology in Language Teaching An Antology of Current Practice*, Cambridge University: Press, 2006.
- Saputra, Hendra, (103411014) Education and Teacher Training Faculty, "The Roles of Human Resource Management in The Improvement of English Course Teaching Quality ", *Thesis*, Semarang: State Islamic University Walisongo, 2014.
- Setiyadi, Bambang, *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu, 2006.
- Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfa Beta, 2010.

Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, Bandung: Alfabeta CV, 2014.

Sumardiyani, Listiyaning and Zulfa Sakhiyya, *Speaking for Instructional Purpose: A Handbook*, Semarang:: IKIP PGRI Semarang Press, 2007.

Sumarsono, *Sociolinguistics*, Yogyakarta: Pustaka Pelajar, 2013.

The Quran, *Arabic Text With Corresponding English Meaning*, (Riyadh: Abulqasim Publishing House, 1997.

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

LIST OF APPENDIX

Appendix 1 Surat Izin Riset



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

Nomor: In.06.03/D.I/TL.00./4007/2015

Semarang, 3 November 2015

Lamp : -

Hal : Mohon Izin Riset

a.n. : Mochammad Sayyidatthohirin

NIM : 123411069

Kepada Yth.

Mr. Edi Purwanto (Pendiri Small England)

Di Blora

Assalamu'alaikum Wr. Wb.

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

Nama : Mochammad Sayyidatthohirin

NIM : 123411069

Alamat : Jl. Mangga no. 52 Mlangsen Blora

Judul skripsi : ENGLISH LANGUAGE TEACHING AND LEARNING
FOR INTENSIVE CLASS (A DESCRIPTIVE
RESEARCH AT SMALL ENGLAND/ SE COURSE IN
BLORA)

Pembimbing : Dr. H. Muslih, M.A.

Mahasiswa tersebut membutuhkan data-data dengan tema/ judul skripsi yang sedang disusun, oleh karena itu kami mohon mahasiswa tersebut diijinkan melaksanakan riset selama 2 bulan, mulai tanggal 15 November 2015 sampai dengan tanggal 15 Januari 2016.

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

Wassalamu'alaikum Wr. Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Drs. H. Wahvudi, M. Pd.

NIP : 19681205 199403 1 003

Tembusan:

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

Appendix 2 Surat Keterangan Penelitian



LEMBAGA KURSUS DAN PELATIHAN

SMALL ENGLAND

Jl. Raya Tunjungan Ds. Tamanrejo RT 03 RW I Blora 58252

Telp. (0296) 533398 / Hp. 081 326 471 900

e-mail : small_english@yahoo.com / Website : www.smallengland.blogspot.com

SURAT KETERANGAN

No. : 248 / SE BLA / XII / 2015

Yang bertanda tangan di bawah ini :

Nama : Edi Purwanto, ST

Jabatan : Pimpinan LKP SMALL ENGLAND BLORA

Dengan ini menyatakan dengan sesungguhnya bahwa :

Nama : Mochammad Sayyidatthohirin

NIM : 123411069

Universitas : UIN WALISONGO SEMARANG

Fakultas / Progdil : Ilmu Tarbiyah dan Keguruan / Tadris Bahasa Inggris

Judul Skripsi : ENGLISH LANGUAGE TEACHING AND LEARNING FOR
INTENSIVE CLASS (A DESCRIPTIVE RESEARCH AT SMALL
ENGLAND / SE COURSE IN BLORA)

bahwa yang tersebut diatas benar – benar melaksanakan Penelitian di LKP
SMALL ENGLAND BLORA pada tanggal 15 Nopember 2015 s/d 15 Januari 2016.

Demikian surat keterangan ini kami buat dengan sebenar – benarnya agar dapat
digunakan sebagaimana mestinya.

Atas perhatian dan kerjasamanya disampaikan terima kasih.

Ditetapkan di : Tunjungan

Pada tanggal : 28 Desember 2015

Pimpinan
LKP SMALL ENGLAND BLORA

EDI PURWANTO, ST
SMALL ENGLAND

Appendix 3 Surat Penunjukkan Pembimbing



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

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

Nomor : In-06-3/J4/PP.00.9/3816/2015

Semarang, 31 Agustus 2015

Lamp : -

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Dr. H. Muslih, M.A.,

Assalamu'alaikum Wr. Wb.

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

Nama : MOCHAMMAD SAYYIDATTHOHIRIN

NIM : 123411069

Judul : "STUDY ON APPLICATION OF TEACHING LEARNING ENGLISH METHODS IN SMALL ENGLAND (SE) COURSE"

Dan menunjuk saudara:

1. Dr. H. Muslih, M.A.

(Pembimbing I)

Demikian penunjukan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

Kapala Jurusan PBI



19690813 199603 1 003

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan

Appendix 4 Profil SE

A. DOMISILI LKP

Lembaga Pendidikan SMALL ENGLAND Blora berdomisili di jalan Blora – Tunjungan Km 4. Desa Tamanrejo RT 03 / RW I Dukuh Maguan Kecamatan Tunjungan Tlp. 0296-533398 Hp. 081326471900

e-mail: small_england@yahoo.com

Website : www.smallengland.blogspot.com

Kabupaten Blora 58252 Provinsi Jawa Tengah

B. IDENTITAS LEMBAGA

1. Nama Lembaga : LKP SMALL ENGLAND
2. Pimpinan : Edi Purwanto, ST
3. Berdiri : 20 Agustus 2004
4. Izin Dispora Nomor : Diknas 411.3/1575/2009
5. Nilek : 03104.4.1.013.09
6. NPWP : 02.771.376.7-514.000
7. Akte Notaris : No. 94-Tgl. 21 Januari 2009
8. Penilaian Kinerja : C (2009)
9. Akreditasi Program : No.013/SKEP/ STSAKR /
BANPNF/ VIII/2011
10. Akte Pendirian Nomor : 94
11. Ijin Depnaker : No. 563/93/2005

12. Alamat LKP : Jl. Blora-Tunjungan Km. 4
Dukuh Maguan RT 03 RW 1
Tamanrejo
13. Kabupaten/ Kota : Blora
14. Provinsi : Jawa Tengah
15. Website : www.smallengland.blogspot.com
16. E-mail : small_england@yahoo.com
17. Nomor Izin : 411.3/2388/2013
18. HP/ Telp : 081326471900/ (0296) 533398

C. PROGRAM BEA SISWA

1. Bagi keluarga kurang mampu
2. Bagi siswa yang hafal Juz amma
3. Bagi siswa yang hafal surat yasin

D. PROGRAM KEMASYARAKATAN

1. Pembagian sembako bagi warga
2. Peringatan keagamaan
3. Peringatan hari besar Nasional

E. PROGRAM KERJASAMA

1. Kerjasama dengan pihak sekolah SMP, SMA, SMK
dalam peningkatan SDM Guru dan siswa
2. Kerjasama dengan Dinas Pariwisata dalam
pendampingan Kang Mbak Duta Wisata Blora

3. Kerjasama dengan Nakertransos dalam pendampingan penyiapan Bahasa Inggris bagi para TKI

F. PRESTASI

1. LKP Terbaik Kabupaten Blora th 2009 kategori non Vokasional
2. Juara I Tingkat Propinsi Tahun 2013
3. Juara I Tingkat Nasional Tahun 2013
4. Juara III stand Pameran Pembangunan Kabupaten Blora tahun 2009
5. Juara III lomba Instruktur Bahasa Inggris 2009
6. Tempat Uji Kompetensi
7. Terakreditasi Program dari BAN PNF tahun 2011
8. LKP Pendamping Program Peningkatan SDM di Pemerintah Daerah Kabupaten Blora
9. LKP terbesar di Kabupaten Blora

G. PROGRAM PRIVATE

1. School leason
2. Special purpose

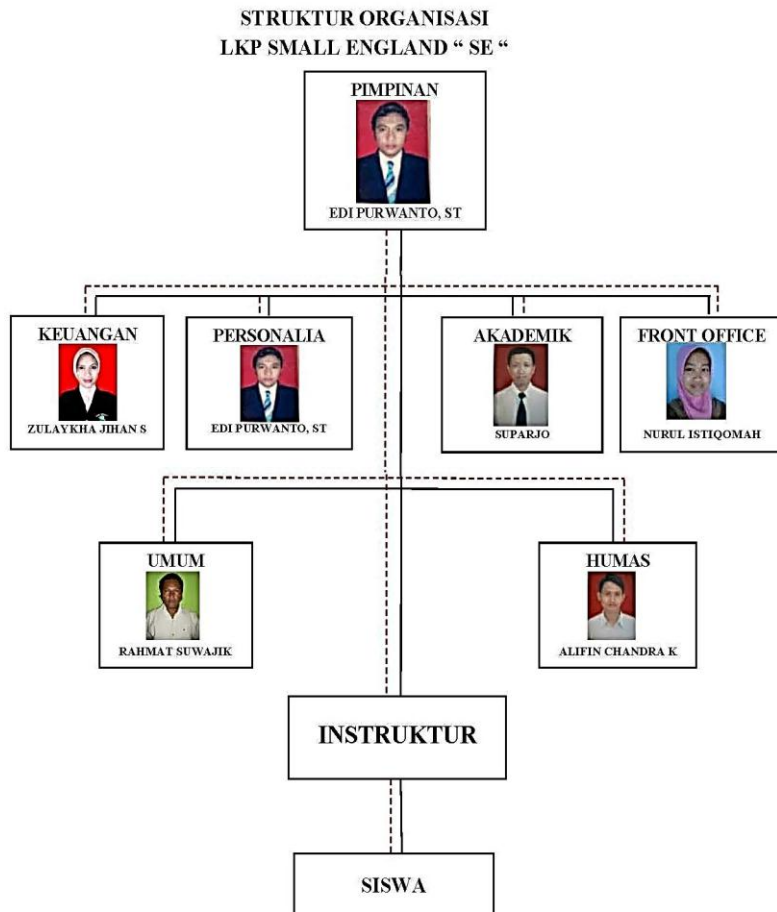
H. PROGRAM INTENSIVE

1. English for Kids
2. English Preparation
3. English for General
4. Toefl Preparation

I. HOLIDAY PROGRAM

1. English camp
2. Cerity

Appendix 5 Struktur Organisasi SE



Keterangan :

————— : Garis perintah

----- : Garis koordinasi

Appendix 6 Jadwal Pengajar SE

JADWAL PENGAJAR SMALL ENGLAND "SE"

Dk. Maguan RT 03 RW 1 Tamanrejo Tunjungan Biora Tlp. (0296) 533 399 e-mail : small_england@yahoo.com

Bulan : November 2015 – Februari 2016

Hari	Pre BTC 1	Pre BTC 2	BTC	TC	ALS
Senin	Mr. Mutakin	Madam Sulastri	Mrs. Eni	Mr. JO	
Selasa	Mr. Mutakin	Madam Sulastri	Mrs. Eni	Mr. Tosim	
Rabu	Mrs. Eni	Madam Sulastri	Mr. Mutakin	Mr. JO	
Kamis	Mr. Mutakin	Madam Sulastri	Mrs. Eni	Mr. JO	
Jum'at			Mrs. Eni	Mr. Mutakin / Miss. Dasi	
Minggu <i>Sunday meeting</i>	IV Miss. Dasi & Mr. Mutakin				

Ket : Bagi tutor yang berhalangan hadir sesuai dengan jadwal yang diberikan, harap menghubungi teman yang lain dan guru piket untuk mencari pengganti pada jam tersebut.

KERJA ADALAH IBADAH

Disiplin bertanggung jawab dan profesional

Appendix 7 Interview Guidelines

INTERVIEW GUIDELINES

A. Interview with SE Principle

1. When was SE built ?

SE was established on August 20th, 2004.

2. What is the purpose of SE ?

To realize the students that have quality, discipline, character and religious

3. Where was the teaching-learning process first time?

Mr. Edi (The principle) Parent's house

4. Since when could SE have individual place?

In 2006

5. How is the implementation of curriculum KTSP to the teaching speaking process at English for General class of SE?

The principle revised and modified it

6. What are the problems of the teachers in implementing teaching speaking at English for General class of SE?

They have double job

7. What are the facilities provided by the principle for students of English for General class ?

There are projector, LCD, microphone, speaker, etc.

8. How are the input and output of students of English for General Class ?

The student input first time were from around SE. gradually, almost from all around Blora regency study in SE.

9. What efforts did you do to improve teacher's competence in SE ?

We give them special training for whom did not study in SE yet before.

10. How is the progress of SE since it was SE until now ?

It was good progress. It got license from the government.

11. When did SE get the license from the government ?

In 2009

12. How many the teachers did not graduate from English department ?

So many, totally the teachers here who graduated from English department are 3 people.

13. How many teachers are there in SE?

Totally 28 people.

14. How is the total progress of student?

It increase more and more. At the first time, they were only 8. And now they reach more than 100 people.

15. How do you promote SE ?

I promote SE through brochure, cooperate with several institutions, seminar

16. What do you do to make students feeling comfortable in studying English at SE?

I provided several modern media.

17. How long does student have to study in SE until graduate?

In BTC 1 months, CTC 2 months, and TC 3 months. They enter 5 days in a week.

18. What are the problems of infrastructure for teaching speaking?

Several of them are broken.

19. What are the differences of material between in SE and other English course?

If in SE, the material is based on KTSP and the principle revised and modified it to make it relevant with students need.

20. What is the difference of the schedule between in SE and other English course?

If in SE, they must enter 5 days in a week. Then, in a day they have to enter a meeting 2 hours. They can choose among 1.00 a.m., 16.00 a.m., or 18.30 a.m.

B. Interview with SE Teachers

1. What is the purpose of teaching speaking in SE?

To realize the students that have quality, discipline, character and religious

2. What are the differences of material between in SE and other English course?

In SE, the material is based on KTSP and the principle revised and modified it to make it relevant with students need.

3. How does SE help students?

SE serve well and professional so that students feel comfortable.

4. What is the basic source in teaching speaking?

English New Concept

5. How is the placement of student at the first level?

Through pre test.

6. What problems do you face on teaching speaking in SE?

We sometimes feel difficult to manage our time. Some students do not have spirit to study english seriously

7. What efforts do you do to solve those problems?

I try to manage my time as well as possible, I sometimes motivate and encourage them.

8. How do you teach speaking at English for general class?

I use CLT and direct methods.

9. What methods do SE teachers implement in teaching speaking at English for general class ?

There are CLT, direct method, and ALM

10. What techniques do SE teachers implement in teaching speaking at English for general class?

There are drilling, storytelling, discussion, memorizing, watching movie, learning from foreigner

11. How is the implementation of each method on teaching speaking at English for general ?

You

12. Is there any regulation which support teaching strategy?can check it throu

Yes, there is.

13. How is the process of teaching speaking in the classroom?
Observation.

14. How do you motivate the students to speak actively?

I approached to every student, especially to students whom can speak English fluently yet

15. What motivation do you give to students?

I trained and forced to every student to speak up

16. What are your expectations as English student in SE?

I wanted the students can speak English well and fluently

17. What about the schedule in SE?

It is different with other English educations.

18. What is the difference of the schedule between in SE and other English course?

Students have to enter five times in a week. In a meeting, they can choose the time among 01.00 p.m., 03.30 p.m., and 06.15. p.m.

19. What techniques do you use to teach speaking?

So many, there are drilling, discussion, chatting, storytelling, and the others.

20. What infrastructures are useful to support your teaching speaking ?

Microphone, speaker, laptop, projector, LCD, and the other.

C. Interview with SE Students (Ade/ BTC and Ari/ TC)

1. How does SE help student?

Ade : the teachers teach well, kindly, and professional

Cantika : SE has good regulation and system

Ari : the teachers are professional in teaching English, especially speaking

2. What are your problems in learning speaking English at SE?

Ade : I am lazy

Cantika : I am confused to manage my time between formal school and informal school

Ari : My school are far from SE

3. How do you solve your problems?

Ade : I got motivation from teachers

Cantika : I try to manage my time

Ari : I go to SE by bicycle

4. How do SE teachers teach speaking at English for general class?

Ade : They teach professionally

Cantika : They are friendly

Ari : They teach us patiently

5. What methods do SE teachers implement in teaching speaking ?

Ade : drilling, storytelling, discussion

Cantika : drilling, memorizing, storytelling

Ari : memorizing, storytelling, discussion,
learning from video

6. What techniques do SE teachers implement in teaching speaking at English for general class?

Ade : drilling, chatting, question answer

Cantika : drilling, chatting, discussion, memorizing

Ari : discussion, story telling, learning with
foreigner, learning from movie

7. How do SE teachers teach students speaking at English for general class?

Ade : the teachers start a lesson from greeting,
drilling, delivering new material, closing

Cantika : the teachers start a lesson from greeting,
drilling, delivering new material, sometimes
discussion, memorizing, closing

Ari : the teachers start a lesson from greeting,
learning with foreigner, delivering new
material, closing

8. How is the implementation of each method on teaching speaking at English for general?

Ade : you can see through observation

Cantika : you can see through observation

Ari : you can see through observation

9. Is there any regulation which support teaching speaking?

Ade : Yes, there is

Cantika : Yeach

Ari :Yes

10. Which regulation can support teaching speaking?

Ade : we have to pay if we come late

Cantika : we have to speak english 75 percentages

Ari : we have to speak english 100 percentages, if
we deny it we have to pay, one word is 100

11. How can the regulation support teaching speaking ?

Ade : it forces as to speak english

Cantika : it forces as to speak english

Ari : it forces as to speak english

12. What are your expectations of SE teacher?

Ade : they can teach us professionally

Cantika : they can make us cofortable in the class

Ari : they can managa the class well and they can
make us understand

13. Do the teachers use media in teaching speaking?

Ade : yes, of course

Cantika : sure

Ari : yes

14. How do you feel about your speaking skill along studying in SE?

Ade : I feel confuse, but my ability increases

Cantika : I feel my skill is getting better than before

Ari : I feel getting progress so much

15. What percentagesis the development of your speaking skill along studying in SE?

Ade : 30 percentages

Cantika : it is about 50 percentages

Ari : approximately 70 percentages

16. What are the indicators of your development or progress in speaking English?

Ade : when the teacher speaks english, I can understand altough a little

Cantika : I can speak english eventhough a little

Ari :I can chatt with foreigner and understand

17. What speaking method do you think the most effective?

Ade : CLT

Cantika :CLT

Ari :ALM

18. What speaking technique do you think the most effective?

Ade : drilling

Cantika :story telling

Ari :discussion

19. Why can you think that technique is more effective?

Ade : because I can enjoy it

Cantika : because I can speak fluently

Ari : because I can chat with foreigners and
understand the sentences each other

20. How do the teachers teach speaking in the class?

Ade : they teach professionally

Cantika : they are friendly and kind

Ari : they teach uniquely

Appendix 8 Data Siswa BTC/ CTC, TC

a. Data siswa BTC/ CTC

No.	Nama	P/L	Tempat Lahir	Tanggal Lahir	Alamat
1	Ade hilal Syuraih	L	Blora	6 Nov 2002	Tunjungan, blora
2	Adelia Nur Indriyati	P	Blora	2 Maret 2001	Dk. Putat rt 2 rw 6 Ds. Sambongrejo
3	Afidatus Sholikhah	P	Blora	2 Agust 1998	Ds. Jomblang, Jepang
4	Amir Mahfudh	L	Blora	11 mei 2001	Ds. Sukorejo rt 5 rw 3 Tunjungan
5	Ayu Widyaningsih	P	Blora	27 Maret 2000	Ds. Gempulrejo
6	Betari Imasshinta	P	Blora	18 Sept 2000	Ds. Japah Kec Japah
7	Sherlyna Ayu Denada	P	Blora	8 Juni 2003	Ds Trembulrejo kec Ngawen
8	St. Nur Sholihah	P	Blora	6 Okt 1997	Ds. Sendangwates Kec Kunduran
9	Tata Heriyanto	L	Blora	16 April 1999	Ngawen
10	Ardian Fajar Widyaputra	L	Blora	6 Agust 2002	Jl. Tetara pelajar No 17 A Blora
11	Azhi Noor Budi Styawan	L	Blora	18 Agust 2001	Jl. Rusa no 1 A Kidang kencana asri, Jepang
12	Elda Puspita Yunia Yahya	P	Blora	23 Feb 2001	Ds. Sambonganyar Ngawen, Blora
13	Bintara Endy Januar Ananta	L	Blora	10 Jan 2005	Jl. Cendana Gg II No 44 Beran, Blora
14	Fachrudin Arisanto	L	Blora	5 April 2001	Jl. Musang No 35 jepan
15	Khaulal raja Anggoro	L	Blora	20 Juli 2000	Jl. Seso Sayuran km 5 Jatirejo

16	Muhammad Ilham efendi	L	Blora	6 Jan 2000	Ds. Jepangrejo Dk Glagahan
17	Nur Hayati Istiqomah	P	Blora	2 Mei 2002	Ds. Porwosari Kec. Blora
18	Erlin Liliana Wijaya	P	Blora	12 April 1999	Jl. Pemuda 18 Blora
19	Saifun Nuha	L	Blora	10 Jan 2000	Sonorejo Blora
20	Shoimul Khoriyah	P	Blora	15 Jan 1997	Ngampon Japan Blora
21	Sindu Dinar Bangun Leksono	L	Blora	25 April 2002	Jl. Jend. Sudirman 7 Bangkle
22	Sinta Maharani	P	Blora	16 Juni 1995	Punggur Blora
23	Sinta nur Hidayati	P	Blora	19 Nov 1999	Gempolrejo, Blora
24	Ifana Firda Auliya	P	Blora	20 Mei 2002	Dk. Gunungrowo Ds. Sambongrejo
25	Irba Lutfiyah	P	Blora	9 Jan 2001	Ds. Jejeruk Kec. Blora
26	Lilis Fatmawati	P	Blora	26 Agust 1998	Ds. Ngrabutan, Japah.
27	Nisa Mukti Rohmah	P	Blora	23 Nov 1998	Dk. Maguan Ds. Tamanrejo
28	Ibnu Syifa	L	Blora	17 Juli 2000	Bejirejo Kunduran Blora

b. Data siswa TC

No.	Nama	L/P	Tempat lahir	Tanggal lahir	Alamat
1	Zakia Soraya	P	Blora	11 Oktober 2000	Jl. Raya Tunjungan Km 4
2	Siti Nurul Yusniawati	P	Blora	9 Maret 2002	Tutup, Tunjungan
3	Noviana Yulianti	P	Blora	12 Juli 1998	Sendangwates, Kunduran
4	Tia Santi Rahayu	P	Blora	17 Juni 2002	Pohgesik, Tunjungan
5	Vivi Angga Ananda Dewi	P	Blora	10 Juni 2001	Jamur, Kalangan, Tunjungan
6	Nur'aini Intan Rahmawati	P	Blora	16 Januari 2004	Kembang, Banjarejo
7	Cahyanti Julia Maharani	P	Blora	3 Juli 2002	Ds. Banjarejo, Banjarejo
8	Ferlinda Delta Lensia	P	Sidoarjo	8 April 2002	Ds. Tamanrejo, Setro RT RW 6
9	Endang Pramitasari	P	Blora	23 April 2002	Ds. Ngrambitan, Japah
10	Yusuf Faridz Maulana	L	Blora	24 Maret 2004	Ngrambitan, Japah
11	Brian Lesmana	L	Blora	24 Februari 2004	Dk. Bokerto Tunjungan
12	Tito Hartanto	L	Blora	7 April 2003	Pohgesik, Tawangrejo, Tunjungan
13	Kevin Novrenza Bayo	L	Blora	14 November 2001	Ngawen
14	Mokhamad	L	Blora	10 Februari	Cabak,

	Aditiya Andriyanto			2002	Tunjungan
--	-----------------------	--	--	------	-----------

Appendix 9 Daftar Sarana dan Prasarana

NO.	NAMA FASILITAS	JML	KONDISI	PENGUNAAN
1.	Whiteboard	10 unit	Baik	Setiap hari
2.	LCD IN FOCUS + layar	1 unit	Baik	Bila perlu
3.	Komputer	1 unit	Baik	Setiap hari
4.	Laptop	2 unit	Baik	Setiap hari
5.	Ruang belajar	6 ruang	Baik	Setiap hari
6.	Ruang kantor	1 ruang	Baik	Setiap hari
7.	Ruang administrasi	1 ruang	Baik	Setiap hari
8.	Ruang pimpinan	1 ruang	Baik	Setiap hari
9.	Mushola	1 ruang	Baik	Setiap hari
10.	Kamar mandi	3 ruang	Baik	Setiap hari
11.	Tempat parkir	1 unit	Baik	Setiap hari
12.	Kursi kuliah	100 unit	Baik	Setiap hari
13.	Ruang dapur	1 unit	Baik	Setiap hari
14.	Akses internet	1 unit	Baik	Setiap hari
15.	Kursi tunggu	4 unit	Baik	Setiap hari
16.	Ruang koperasi	1 unit	Baik	Setiap hari
17.	Ruang informasi	1 ruang	Baik	Setiap hari
18.	Kursi komputer	1 ruang	Baik	Setiap hari
19.	Kursi kantor	4 unit	Baik	Setiap hari
20.	Kursi guru	3 unit	Baik	Setiap hari
21.	Kursi tamu	1 stel	Baik	Setiap hari
22.	Meja guru	6 unit	Baik	Setiap hari
23.	Meja komputer	1 unit	Baik	Setiap hari
24.	Meja kantor	4 unit	Baik	Setiap hari
25.	Almari	2 unit	Baik	Setiap hari
26.	Rak buku	2 unit	Baik	Setiap hari

Appendix 10 Data Kemitraan

NO.	NAMA PERUSAHAAN	ALAMAT	TAHUN	BENTUK KERJASAMA
1.	Dinas Pendidikan Kab. Blora	Jl. A. Yani Blora	2004	Perizinan, Pembinaan Kursus
2.	Dinas Pendidikan Provinsi Jawa Tengah	Jl. Pemuda 134 Semarang	2009	Perizinan, Pembinaan Kursus, Pendanaan
3.	Dinas Pariwisata	Jl. Gor Barat no 2	2009	Pembinaan Kursus, Kepariwisataaan
4.	PPT Migas Cepu	Jl. Ronggolawe Cepu	2008	Diklat Kursus
5.	SMA Negeri 1 Blora	Jl. Tentara Pelajar Blora	2012	Rekrutmen peserta kursus, kursus persiapan RSBI
6.	SMA Negeri 2 Blora	Jl. Raya Rembang-Blora	2009	Rekrutmen Peserta Kursus
7.	SMK Negeri 1 Blora	Jl. Rajawali Blora	2009	Rekrutmen peserta kursus, pemagangan
8.	IKIP PGRI Bojonegoro	Bojonegoro	2012	Pemagangan
9.	UNNES	Semarang	2010	Penelitian
10.	LKP Verrel	Jiken	2010	Penyediaan tenaga pendidik
11.	Bimbel Party	Seso Jepon	2010	Penyediaan tenaga pendidik
12.	PP. Al-Banjari	Jl. Mr. Iskandar Blora	2011	Penyediaan tenaga pendidik
13.	PPengelola objek wisata Candi Borobudur	Magelang	2004	Pelaksanaan ujian praktek

Appendix 11 Foto Kondisi dan KBM SE



The location of Small England (Centre) in Tunjungan, Blora



The location of SE from front



The researcher interviewed with Mr. Edi (The Principle)



The researcher interviewed with SE teacher (Mr. Joe)



The researcher interviewed with SE teacher (Mr. Thosim)



A student is delivering speech



A student is reporting in discussion



A student is memorizing



The students are chatting in pair




Students are having discussion group



A teacher is giving new material

Appendix 13

Pre test & Post test

 **LEMBAGA PENDIDIKAN
SMALL ENGLAND**
TUK - BiG

Head Office : Jl. Tunjungan Ds. Tamanrejo Dk. Maguan Tunjungan Biora Telp. (02-6) 533 300
Branch Office : Jl. Dr. Sutomo No. 25 Biora
Jl. Ir. 3 Balun Kesehatan Cepu Hp. 085 648 123 546
Jl. Ridwan Randublatung Hp. 081 576 547 30

Nama : Karisma Kossyda Wrono
Sekolah : SMA N 1 TUNJUNGAN

**PLACEMENT TEST
SMALL ENGLAND**

A. Choose the best / correct answer by crossing a / b / c / d

1. Tonny English at school everyday.
a. Study
b. Studies
c. Studied
d. Studying
2. you and I drinking a cup of coffee at beach yesterday?
a. Was
b. Were
c. Am
d. Are
3. They are their duty at present to the teacher in office.
a. Submit
b. Submits
c. Submitted
d. Submitting
4. She not bring dictionary now because she forgets it.
a. Do
b. Does
c. Did
d. Doing
5. My mother's name Mrs. Yulie.
a. Is
b. Am
c. Are
d. Be

B. Matching (jodohkan)

1. Please, Don't be noisy because the baby is sleeping
a. Sleeping
2. I have a favorite football Player
b. Teaching
c. Player

C. Complete the following sentences by using auxiliary (do / does) or to be (is / am / are).

1. Mr. Edi is the director of Small England.
2. ask they return the books ?
3. Linda and Nisaul are going to Jogja.
4. Why do they listen to the music ?
5. Miss. Deborah does not work at the office.

D. Complete the sentences below by using prepositions (to / in / on / at).

1. All teachers are on the Parangtritis beach.
2. You go to the library everyday.
3. The lecturer put many dictionaries at table.
4. In class, I have motivation to study English.

E. Study in pattern.

1. Change the following sentence into negative sentence.
(+) All of SE students are visiting Borobudur temple now.
(-) All of SE students are not visit Borobudur temple now.
2. Change the sentence below into positive sentence.
(+) He speaks English at school.
(-) He does not speak english at school.
3. Change the following sentence into interrogative sentence.
(+) Mr. Tukul is a funny boy.
(?) What is Mr. Tukul, a funny boy?

F. Complete the following sentences by your own words.

1. 12.15
What time is it ? Study at school.
2. My father always watches television in his family room.
3. What is the meaning of "kamar mandi" in English ?
Bathroom.
4. A place to go by train is airport.
5. We usually read and borrow some books in library or bookshop.
6. This month is August, nine months ago was December.

G. Arrange the jumble words below into good sentences.

1. does - borrow - she - your - car - why - now ?
Does why does she borrow your car now?
2. drinks - mother - tea - of - my - a glass
my mother drinks a glass of tea.
3. are - we - not - student - lazy
We are not lazy student.
4. shopping - go - Malloboro - to - we - for
We go to malloboro for shopping.



LEMBAGA PENDIDIKAN SMALL ENGLISH

TUK - BiG

Head Office : Jl. Tunjungan Ds. Tamanrejo Dk. Maguan Tunjungan BloraTelp. (0296) 533 398
Branch Office : Jl. Dr. Sutomo No. 25 Blora
Jl. Ir. 3 Balun Kesehatan Cepu Hp. 085 648 123 546
Jl. Ridwan Randublatung Hp. 081 576 547 30

Nama : DWI WAHYU PERMATASARI

Sekolah : SMA N 1 TUNJUNGAN
X IPA 3

PLACEMENT TEST SMALL ENGLISH

A. Choose the best / correct answer by crossing a / b / c / d

1. Tonny English at school everyday.
- Study
 - Studies
 - Studied
 - ☒ Studying
2. you and I drinking a cup of coffee at beach yesterday ?
- Was
 - ☒ Were
 - Am
 - Are
3. They are their duty at present to the teacher in office.
- Submit
 - ☒ Submits
 - Submitted
 - Submitting
4. She not bring dictionary now because she forgets it.
- Do
 - ☒ Does
 - Did
 - Doing
5. My mother's name Mrs. Yulie.
- Is
 - Am
 - Are
 - Be

B. Matching (jodohkan)

1. Please, Don't be noisy because the baby is a (sleeping)
2. I have a favorite football c (player)
- Sleeping
 - Teaching

LEMBAGA PENDIDIKAN SMALL ENGLAND

C. Complete the following sentences by using auxiliary (do / does) or to be (is / am / are).

1. Mr. Edi is the director of Small England.
2. Does they return the books ?
3. Linda and Nisaul are going to Jogja.
4. Why do they listen to the music ?
5. Miss. Deborah do not work at the office.

D. Complete the sentences below by using prepositions (to / in / on / at).

1. All teachers are at the Parangtritis beach.
2. You go to the library everyday.
3. The lecturer put many dictionaries on table.
4. In class, I have motivation to study English.

E. Study in pattern.

1. Change the following sentence into negative sentence.
(+) All of SE students are visiting Borobudur temple now.
(-) All of SE students are not visiting Borobudur temple now.
2. Change the sentence below into positive sentence.
(+) He speaks English at school.
(-) He not speaks English at school.
3. Change the following sentence into interrogative sentence.
(+) Mr. Tukul is a funny boy.
(?) Mr. Tukul is a not funny boy.

F. Complete the following sentences by your own words.

1. 12.15
What time is it ? afternoon (twelve part fifteen)
2. My father always watches television in home
3. What is the meaning of "kamar mandi" in English ?
bathroom
4. A place to go by train is station
5. We usually read and borrow some books in library
6. This month is August, nine months ago was December

G. Arrange the jumble words below into good sentences.

1. does - borrow - she - your - car - why - now ?
Why she does she borrow your car now?
2. drinks - mother - tea - of - my - a glass
my mother drinks tea of a glass
3. are - we - not - student - lazy
we are not lazy student
4. shopping - go - Malloboro - to - we - for
we go to Malloboro for shopping



LEMBAGA PENDIDIKAN SMALL ENGLAND TUK - BiG

BTC

Head Office : Jl. Tunjungan Ds. Tamanrejo Dk. Maguan Tunjungan Blora Telp. (0296) 533 398
Branch Office : Jl. Dr. Sutomo No. 25 Blora
Jl. Ir. 3 Balun Kesehatan Cepu Hp. 085 648 123 546
Jl. Ridwan Randublatung Hp. 081 576 547 30

B : 22 73
Nama : Vivi Praga, Brandon, Rendi
Sekolah : SMK N 2 Blora

PLACEMENT TEST SMALL ENGLAND

A. Choose the best / correct answer by crossing a / b / c / d

1. Tonny English at school everyday.
a. Study
b. Studies
c. Studied
d. Studying
2., you and I drinking a cup of coffee at beach yesterday ?
a. Was
b. Were
c. Am
d. Are
3. They are their duty at present to the teacher in office.
a. Submit
b. Submits
c. Submitted
d. Submitting
4. She not bring dictionary now because she forgets it.
a. Do
b. Does
c. Did
d. Doing
5. My mother's name Mrs. Yulie.
a. Is
b. Am
c. Are
d. Be

B. Matching (jodohkan)

1. Please, Don't be noisy because the baby is sleeping a. Sleeping
2. I have a favorite football player b. Teaching
- His name is Diego Maradona. c. Player

LEMBAGA PENDIDIKAN SMALL ENGLAND

C. Complete the following sentences by using auxiliary (do / does) or tobe (is / am / are).

1. Mr. Edi is the director of Small England.
2. Do they return the books ?
3. Linda and Nisaul are going to Jogja.
4. Why do they listen to the music ?
5. Miss. Deborah Does not work at the office.

D. Complete the sentences below by using prepositions (to / in / on / at).

1. All teachers are in the Parangtritis beach.
2. You go to the library everyday.
3. The lecturer put many dictionaries on table.
4. at class, I have motivation to study English.

E. Study in pattern.

1. Change the following sentence into negative sentence.
(+) All of SE students are visiting Borobudur temple now.
(-) All of SE students are not visit Borobudur temple now.
2. Change the sentence below into positive sentence.
(+) He does speak English at school.
(-) He ~~does~~ ~~not~~ ~~speak~~ ~~English~~ ~~at~~ ~~school~~ He ~~is~~ speaking English at school
3. Change the following sentence into interrogative sentence.
(+) Mr. Tukul is a funny boy.
(?) Does Mr. Tukul is a funny boy ?

F. Complete the following sentences by your own words.

1. 12.15 their duty at present to the teacher in office.
2. What time is it ? a half
3. Father always watches television in the home
4. What is the meaning of "kamar mandi" in English ?
..... living room
5. A place to go by train is Recreation
6. We usually read and borrow some books in library
7. This month is August, nine months ago was September

G. Arrange the jumble words below into good sentences.

1. does - borrow - she - your - car - why - now ?
Why does she borrow your car now ?
2. drinks - mother - tea - of - my - a glass
My mother drinks a glass of tea
3. are - we - not - student - lazy
We are not student lazy
4. shopping - go - Mallaboro - to - we - for
We go to Mallaboro for shopping



LEMBAGA PENDIDIKAN
SMALL ENGLAND
TUK - BiG

BTC

Head Office : Jl. Tunjungan Ds. Tamanrejo Dk. Maguan Tunjungan BloraTelp. (0296) 533 398
Branch Office : Jl. Dr. Sutomo No. 25 Blora
Jl. Ir. 3 Balun Kesehatan Cepu Hp. 085 648 123 546
Jl. Ridwan Randublatung Hp. 081 576 547 30

Nama : SIB / Nurul / Yusuf / Ridwan

Sekolah : SMP N. 2 BLORA

PLACEMENT TEST
SMALL ENGLAND

A. Choose the best / correct answer by crossing a / b / c / d

1. Tonny English at school everyday.
a. Study
b. Studies
c. Studied
☒ d. Studying
2. you and I drinking a cup of coffee at beach yesterday ?
a. Was
b. Were
c. Am
☒ d. Are
3. They are their duty at present to the teacher in office.
a. Submit
☒ b. Submits
c. Submitted
d. Submitting
4. She not bring dictionary now because she forgets it.
a. Do
☒ b. Does
c. Did
d. Doing
5. My mother's name Mrs. Yulle.
☒ a. Is
b. Am
c. Are
d. Be

B. Matching (jodohkan)

1. Please, Don't be noisy because the baby is ..A.....
2. I have a favorite football ..C.....
His name is Diego Maradona.
- a. Sleeping
b. Teaching
c. Player

LEMBAGA PENDIDIKAN SMALL ENGLAND

C. Complete the following sentences by using auxiliary (do / does) or to be (is / am / are).

1. Mr. Edi is the director of Small England.
2. Are they return the books ?
3. Linda and Nisaul are going to Jogja.
4. Why do they listen to the music ?
5. Miss. Deborah Does not work at the office.

D. Complete the sentences below by using prepositions (to / in / on / at).

1. All teachers are in the Parangtritis beach.
2. You go to the library everyday.
3. The lecturer put many dictionaries on table.
4. At class, I have motivation to study English.

E. Study in pattern.

1. Change the following sentence into negative sentence.
(+) All of SE students are visiting Borobudur temple now.
(-) All of SE students are not visiting Borobudur temple now.
2. Change the sentence below into positive sentence.
(+) He does speak English at school.
(-) He does not speak English at school.
3. Change the following sentence into interrogative sentence.
(+) Mr. Tukul is a funny boy.
(?) Is Mr. Tukul a funny boy ?

F. Complete the following sentences by your own words.

1. 12.15
What time is it ? It is fifteen past twelve
2. Father always watches television in living room
3. What is the meaning of "kamar mandi" in English ?
Bathroom
4. A place to go by train is
5. We usually read and borrow some books in library
6. This month is August, nine months ago was May

G. Arrange the jumble words below into good sentences.

1. does - borrow - she - your - car - why - now ?
Why she does your borrow car now ?
2. drinks - mother - tea - of - my - a glass
My mother drinks a glass of tea
3. are - we - not - student - lazy
We are not lazy student
4. shopping - go - Malioboro - to - we - for
We go to Malioboro for shopping.



LEMBAGA PENDIDIKAN
SMALL ENGLAND
TUK - BiG

Head Office : Jl. Tunjungan Ds. Tamanrejo Dk. Maguan Tunjungan BloraTelp. (0296) 533 398
Branch Office : Jl. Dr. Sutomo No. 25 Blora
Jl. Ir. 3 Balun Kesehatan Cepu Hp. 085 648 123 546
Jl. Ridwan Randublatung Hp. 081 576 547 30

Nama : ..Glenadisa Dina...A.....

Sekolah : SMA N 1 TUNJUNGAN

PLACEMENT TEST
SMALL ENGLAND

A. Choose the best / correct answer by crossing a / b / c / d

1. Tonny English at school everyday.
☒ a. Study
b. Studies
c. Studied
d. Studying
2. you and I drinking a cup of coffee at beach yesterday ?
a. Was
b. Were
c. Am
☒ d. Are
3. They are their duty at present to the teacher in office.
a. Submit
☒ b. Submits
c. Submitted
d. Submitting
4. She not bring dictionary now because she forgets it.
a. Do
☒ b. Does
c. Did
d. Doing
5. My mother's name Mrs. Yulie.
☒ a. Is
b. Am
c. Are
d. Be

B. Matching (jodohkan)

1. Please, Don't be noisy because the baby is sleeping a. Sleeping
2. I have a favorite football Player b. Teaching

LEMBAGA PENDIDIKAN SMALL ENGLAND

C. Complete the following sentences by using auxiliary (do / does) or tobe (is / am / are).

1. Mr. Edi is the director of Small England.
2. are they return the books ?
3. Linda and Nisaul are going to Jogja.
4. Why are they listen to the music ?
5. Miss. Deborah does not work at the office.

D. Complete the sentences below by using prepositions (to / in / on / at).

1. All teachers are on the Parangtritis beach.
2. You go to the library everyday.
3. The lecturer put many dictionaries at table.
4. in class, I have motivation to study English.

E. Study in pattern.

1. Change the following sentence into negative sentence.
(+) All of SE students are visiting Borobudur temple now.
(-) All of SE students are not visiting Borobudur temple now
2. Change the sentence below into positive sentence.
(+) He does speak English at school.
(-) He doesn't speak English at school
3. Change the following sentence into interrogative sentence.
(+) Mr. Tukul is a funny boy.
(?) Does Mr. Tukul is a funny boy?

F. Complete the following sentences by your own words.

1. 12.15
What time is it ? twelve a quarter of twelve
2. Father always watches television in Bedroom family room
3. What is the meaning of "kamar mandi" in English ?
..... bathroom
4. A place to go by train is Station
5. We usually read and borrow some books in School
6. This month is August, nine months ago was November

G. Arrange the jumble words below into good sentences.

1. does - borrow - she - your - car - why - now ?
..... Why does she borrow your car now?
2. drinks - mother - tea - of - my - a glass
..... my mother drinks ~~of~~ a glass of tea
3. are - we - not - student - lazy
..... we are not lazy student
4. shopping - go - Malloboro - to - we - for
..... we go to Malloboro for shopping



SCORING LIST TC XLIV Students On February 2015

SMALL ENGLAND ENGLISH COURSE
LICENCE NAKERTRANSOS : No. 563/93/2005
LICENCE DIDIKNAS : No. 411.3/384/2007

Head Office : Tamanrejo RT 03 RW 01 Tunjungan - Blora - Central Java

No	Nama	Subject									Average	Ket
		Retelling			Describing picture	Telling	Written I	Writing II	Practice Exam	Listening		
		I	II	III								
1	Zakia Soraya	87	82	87	80	80	90	90	84	88	85,3	A
2	Siti Nurul Yusniawati	82	80	86	80	80	90	90	86	81	83,9	A
3	Noviana Yulianti	82	80	81	78	81	83	95	86	80	82,9	A
4	Tia Santi Rahayu	80	79	85	83	78	80	85	86	84	82,2	A
5	Vivi Angga Ananda Dewi	83	81	85	81	80	76	90	81	78	81,7	A
6	Nur'aini Intan Rahmawati	77	78	79	77	75	76	71	81	70	76,0	B
7	Cahyanti Julia Maharani	78	79	83	74	74	66	70	80	75	75,4	B
8	Ferlinda Delta Lensia	77	72	78	70	77	70	75	80	78	75,2	B
9	Endang Pramitasari	64	61	70	70	73	60	75	80	66	68,8	B
10	Yusuf Faridz Maulana	70	67	70	73	76	53	60	80	68	68,6	B
11	Brian Lesmana	62	60	63	74	70	40	50	77	57	61,4	B
12	Tito Hartanto	61	60	60	70	65	35	56	77	54	59,8	C
13	Kevin Novrenza Bayo	61	60	60	65	68	35	50	77	55	59,0	C
14	Mokhamad Aditiya Andriyanto	61	60	60	68	68	35	45	77	54	58,7	C

Tim Penguji

No	Nama	Tanda Tangan
1	Edi Purwanto, S.T.	1.
2	Suparjo	2.
3	Ahmad Thosim Hanafi	3.
4	Mutakin	4.

Mengetahui :
Direktur SE,

Edi Purwanto, S.T.

Blora, 24 Februari 2016

Manager SE,

Suparjo

CURRICULUM VITAE

A. Personal Identity

Name : Mochammad Sayyidatthohirin
Date of Birth : Blora, 10th April 1992
Student Number : 123411069
Address : Mango Street No. 52 Mlangsen,
Blora Central Java, 58215
E-Mail : mr.say_ypru@yahoo.co.id
Facebook : M Sayyidat Thohirin
Phone Number/ WA : 081268801412
Hoby : writing articles (opinion), reciting
qur'an (tilawah and murottal), entrepreneurship, writing
caligraphy, and table tennis.

B. History of Education

1. Formal Education
 - a. State Elementary School (SD) Mlangsen 1 Blora in 1999-2005
 - b. State Junior High School (SMP) 1 Blora in 2005-2008
 - c. Preparation School for Senior High School (MDPMA) Islamic Boarding School Raudlatul 'ulum Pati, Central Java in 2008-2009
 - d. Islamic Senior High School (MA) Raudlatul 'ulum Pati, Central Java in 2009-2010
 - e. State Islamic Senior High School (MAN) Blora in 2010-2012
 - f. State Islamic University (UIN) Walisongo Semarang in 2012 period
2. Non-Formal Education
 - a. Islamic Basic Additional School (MADIN) Al-Kaustar Blora in 2001-2007
 - b. English course in pare, kediri (oxford, daffodils, elfast) in 2012 (july-august)
 - c. English course in ppb IAIN Walisongo in 2013 (february-march)
 - d. English course in pare (oxford) in 2014 (july-august)

- e. TOAFL course (IMKA) in PPB IAIN Walisongo in 2015 (9-25 february)

C. Training Experience

1. Training of tilawatil qur'an with international qariah, Maria ulfah in Jakarta 2007
2. Leadership workshop high school level in Blora, March 26-27, 2011
3. Training of library and motivation in TPQ Al-Falah Ngaliyan Semarang July 14, 2013
4. Training of tilawatil qur'an with qāri' ASEAN Rohani in Semarang in 2013
5. Student entrepreneurship training sponsored by Tarbiyah Faculty of UIN Walisongo in Ungaran Semarang, September 28, 2013
6. Training of tilawatil qur'an with International Qariah Rahmawati Hunawa at Central Java Mosque 2013
8. Socialization of State Care for University Executive Students Community member for Central Java and Jogjakarta in magelang on June 23-25th, 2014
9. Training of tilawah with international qāri' Mr. Solihul Hadi in Semarang tvri 2014
10. International student entrepreneurship development program of University Sains Islam Malaysia (USIM), December 15-17, 2014
11. Training of tilawatil qur'an with International qari' Mr. Das rizal in Semarang, 2015
12. Journalistic workshop in Semarang sponsored by Suara Merdeka on June 27, 2015

D. Organizations

1. Member of ECC (English Club Community) in YPRU Pati, 2008-2010
2. Member of Arabic Language (JAMRUD) in YPRU Pati, 2008-2010
3. Member of Reportase Team of Bangkit Magazine of ISRU YPRU, 2009/2010

4. Coordinator of OSIS MAN Blora, 2011/2012
5. Member of WEC (Walisongo English Club) and ESC (English Society Club), 2012/2013
6. Member of Arabic Language IAIN Walisongo (Nafilah), 2012/2013
7. Member of BITA IAIN Walisongo, 2012/2013
8. Social Human Department of BITA IAIN Walisongo, 2013/ 2014
9. Member of INKAI Ngaliyan, 2013-sekarang
10. Member of Art Department of Nafilah IAIN Walisongo, 2013/2014
11. Member of HMI of Tarbiyah Regional (KOMTAR) in 2012-2014
12. General Secretary of Tarbiyah Regional (KOMTAR) in 2014-2015
13. Social Human Department of KMPM (Komunitas Mahasiswa Pecinta Masjid) in 2014-2015

E. Achievements :

1. English Field

- a. 1st winner of speech contest in Islamic Boarding School YPRU Pati 2008
- b. 1st winner of speech contest in MAN Blora, 2011
- c. 1st winner of speech contest in PORSEMA Blora, 2011
- d. 2nd winner of speech contest in MAN Blora, 2012
- e. 2nd winner of english speech contest in IAIN Walisongo Semarang (ICMI organization), 2012

- f. 2nd winner of english speech contest in IAIN Walisongo Semarang (LSB), 2012
 - g. 2nd story telling se-IAIN Walisongo semarang (LSB), 2012
 - h. 1st winner of english debate dean cup in Tarbiyah Faculty UIN Walisongo Semarang, 2013
2. Reciting Qur'an Field
- a. Tartil Branch
 - (1) 1st winner in UNDIP fair in Semarang, 2012
 - b. Tilawah Branch
 - (1) 1st winner of cup dean IAIN Walisongo, 2013
 - (2) 2nd winner in RRI Semarang, 2014
 - (3) 3rd winner in RRI Surakarta, 2014
 - (4) 1st winner at art gebyar for Central Java in IAIN Salatiga, 2015
 - c. Tahfid of Al-Qur'an Field
 - (1) 2nd winner of tahfidz 1 part + tilawah for Province grade of Central Java, 2015
 - (2) 1st winner of tahfidz 5 parts+ tilawah for Province grade of Central Java Salatiga, 2015
 - (3) 1st winner of tahfidz 1 part at art gebyar quranic recitations for Province grade in IAIN Salatiga, 2015
3. General Field
- a. The contestants of Arabic singing for national level at university of Indonesia, 2014
 - b. 2nd winner of essay competition in UIN Walisongo Semarang, 2015
 - c. Awarded as the most active writer off PTAIN Student for National Level in 2015 by religion ministry.
4. Publication (Opinion)
- a. Suara Merdeka
 - b. Sindo
 - c. Pelita
 - d. Jateng Express
 - e. Jateng Pos
 - f. Jambi Ekspres
 - g. Haluan Padang

- h. Haluan Riau
- i. Koran Muria
- j. Duta Masyarakat
- k. Harian Bhirawa
- l. Koran Madura
- m. Radar Surabaya
- n. Pontianak Post
- o. Banjarmasin Post
- p. Global Riau
- q. Riau Metro
- r. Tansel Post
- s. Wawasan

F. Work experience

- 1. English Teacher at adz zikra in blora in 2010.
- 2. English Teacher at gamma in blora in 2011-2012.
- 3. English Teacher at basmala in blora in 2011.
- 4. Private english teacher for elementary, junior high, high school, and in particular to the field of daily general speaking in 2010-2012.
- 5. Qiro'ah Teacher in mosque alma'un blora in 2010-2012 .
- 8. English teacher in early childhood MELLATENA Ngaliyan, Semarang 2013-2014
- 9. English Teacher in MILB (Extraordinary Elementary School) Budi Asih Sampangan, Semarang 2013-now
- 10. English teacher at Islamic Boarding House Harun Al-Rashid Ngaliyan Semarang in 2014-now
- 11. Journalistic Teacher in Islamic Boarding House Darul Iman Wa Al-Taqwa, 2014-now
- 12. Journalistic Teacher in Nurul Yaqin Mosque Kalibanteng, Semarang, 2015-now

Semarang, 7th Juni 2016
The Writer

M. Sayyidatthohirin
NIM. 123411069