

**English Tutors' Strategy in Guiding Speech for the Fifth Semester Students
at Bilingual Program of Islamic Education and Teacher Training Faculty**

IAIN Surakarta in Academic Year of 2017/2018

THESIS

Submitted as a Partial Requirements

For Undergraduate Degree in English Education Department



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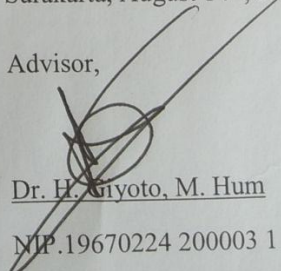
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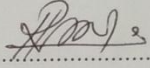
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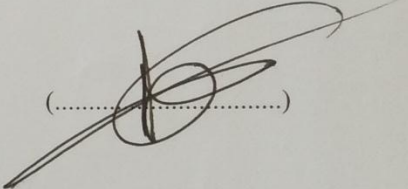
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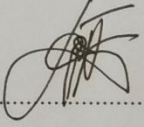
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DEDICATION

This thesis is dedicated to:

1. My parents who always support and pray for me since the beginning of this study
2. My beloved friends in Genius (G) Class PBI 2014
3. My hilarious friends from Virza Muslimah Kos
4. Everyone who had helped me accomplished this thesis

MOTTO

1. **Intention** ; The key for opening your locked-door
2. **Action** ; The transportations for approaching your success
3. **Du'a** ; The strongest shields for keeping you save 'till you get there

Those mottos will change nothing until you start doing

-Rosidyana-

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "*English Tutors' Strategy in Guiding Speech for the Fifth Semester Students at Bilingual Program of Islamic Education and Teacher Training Faculty IAIN Surakarta in Academic year of 2017/2018*" is my real masterpiece. The thing out of my masterpiece in this are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, August 14th 2018

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ACKNOWLEDGMENT

Alhamdulillah, all praises to Allah SWT, the single power, the lord of the universe, master of the day of Judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *English Tutors' Strategy in Guiding Speech for the Fifth Semester Students at Bilingual Program of Islamic Education and Teacher Training Faculty IAIN Surakarta in Academic year of 2017/2018*. Peace be upon to prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

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

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12. Thank you for all the people who has helped, motivated and adviced that cannot be mentioned one by one. May Allah bless your kindness.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, August 14th, 2018

The researcher,

Rosidyana

ABSTRACT

Rosidyana. 2018. *English Tutors' Strategy in Guiding Speech for the Fifth Semester Students at Bilingual Program of Islamic Education and Teacher Training Faculty IAIN Surakarta in Academic Year of 2017/2018*

Advisor : Dr. H. Giyoto, M. Hum

Key words : Guiding Speech Strategy ,Bilingual Program

The objectives of this research are (1) to describe the strategies used by the English tutor in guiding speech for the fifth semester students at bilingual program of Islamic Education and Teacher Training Faculty IAIN Surakarta in academic year 2017/2018, (2) to describe the difficulties faced by the English tutors in guiding speech for the fifth semester students at bilingual program of Islamic Education and Teacher Training Faculty IAIN Surakarta in academic year 2017/2018.

The research was conducted from November 3rd 2017 until 5th March 2018 with three English tutors from G class who had been roled as the English tutor from the beginning of Bilingual Program started. This research was done for two meetings of each tutor at bilingual meeting. This research used descriptive qualitative as the research design. The data were collected by observation and interview.

The research findings showed that the three English tutors used more than one strategy in guiding speech. The strategy used such as Sense of Humor, Reading Aloud, Role Play and Simulation, and Cooperative Activity. Based on the result finding, it could be found that (1) Most of the English tutor chose Reading Aloud as their strategy in guiding speech, (2) The difficulties faced by the English tutor in guiding speech were; (a) Inhibition or the attention that their speech attracts, (b) Nothing to Say; It is often heard that thetutees are confused of what they say and (c) Low or uneven participation; Only one participant can talk a time during the bilingual meeting.

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CHAPTER I

INTRODUCTION

A. Background of the Study

There are many languages which are used as a means of communication by people all over the world. One of those languages is English. It has a role as an international language. It is known as the first foreign language taught in Indonesia. It is started from elementary school up to university. It is also taught in both written and spoken. Therefore, people need to have high enthusiasm in learning English whether in written or in oral form. Crystal (2003:7) stated, to achieve this global status, a language must be spoken and placed in almost equal way with the local languages.

People use the language to express their emotions, feelings, and ideas. No one will be able to communicate internationally without using English since almost of scientific books are written in English. Beside, English also use in aspects. For instance, in the administration, education, business, commercial, and it might be in the government. English is one of the foreign languages in Indonesia. Foreign language is the language that is being learned, not spoken in the local community Cohen (1998:4).

In learning English, there are four skills necessary to be mastered by the learners. Those skills are listening, speaking, reading and writing. Nunan (2003:1) stated that the goal of teaching language is mastering those four language skills. Tantri (2013:8) stated that today the use of

English language is becoming very widespread. Not only in native countries but also in non-native countries it is used in almost every aspect of life.

Richard (2002:10) stated that speaking is one of the central communication elements. Speaking English is the key to communicate easier with people or foreigners who speak by using English also to advance of technology and to get success in this globalization era. In fact, there are so many learners who cannot speak by using English especially in front of public. They were too afraid if they say wrong with their grammar, pronunciation and also their lack of self-confidence. However, tutors should have strategy in making their tutees are able in speaking English in front of public confidently.

Cropper (1998:13) said that teaching strategy is the kind election of certain exercise that appropriate to the teaching purpose that we want to reach. It means that teacher, in this term is tutor, should have suitable strategy and good class management to extent English material, because it will influence the tutees' understanding in learning English. In teaching speech, tutors should be active, interesting, and creative in order to make their students or tutees interest in learning English especially in speech or speaking in front of public.

Nunan (1998:2) stated, teaching strategy is the way that have been chosen to deliver the teaching method in teaching activity. It means that strategy is needed to achieve the purpose in learning English.

Based on the Interview on February 15th 2018, the chairwoman of Bilingual program, Dr. Yusti Arini, M. Pd stated that In order to make an improvement of students' ability in mastering English and to develop the English speaking ability for the students of Islamic Education and Teaching Training faculty (FITK), the Dean of FITK arranged some kind of speaking club called as Bilingual Program. This program is started since 2014. At first, the committee of this program chooses the tutors from English education and English literature students to guide the materials of bilingual program to their peers in other classes or even other majors. But this way is outwardly seen not quite effective. Then, the committees make some improvement rules in the next year. In 2017, the tutors are not anymore guiding the students from the same semester but they are given an order to guide the bilingual material to the students from under semester.

Then, this program is being carried out by the third and seventh semester students of Islamic Education and Teacher Training Faculty IAIN Surakarta. Garcia (1996:23) stated that Bilingual program abound today for the elite throughout the world, especially when a language of wide communication such as English is needed when bilingualism in two prestigious languages are considered and intellectual distinction. Therefore, they apply bilingual program in order to create good graduated students.

The aims of bilingual education as Ferguson, Houghton, and Wells said in Garcia (1996:33) are some having to do with the enrichment of the

elite through bilingualism, others with the assimilation or the preservation, of language minorities, yet other with societal integration, increased world communication, understanding, and pluralism.

The Dean of FITK IAIN Surakarta, Dr. H. Giyoto, M. Hum in his speech in opening the bilingual at *Sport Zones* said that the aim of this program is to make sure that all graduated students of FITK can speak English fluently. In order to reach the goal of Bilingual program itself, the committees made two bilingual evaluations to reach the goals of this program in the year of 2017/2018. They are Video contest and Speech contest. The video contest is for the third semester students of FITK and speech contest is for the fifth semester students of Islamic Education and Teacher Training Faculty (FITK) with particular roles.

Based on the first observation on November 3rd 2017, English tutor, who was guiding speech, had a good ability in English especially in speaking English. She could guide the material fluently, but the tutees seemed not really interesting with the material being discussed by the tutor. Then the second observation done on November 10th 2017, the researcher observed another English tutor from different group. The first English tutor had better ability in guiding the material than the second tutor, but this second tutor could make the bilingual meeting more alive. The tutor could make the tutees interested with the meeting and the class seemed so fun. On December 6th 2017 when researcher attended to the national seminar, on his speech Dr. H. Giyoto, M. Hum, said that a teacher should have sense of love to the students. If the teacher can make a good

relation with students, and the students feel enjoy the class, the purpose of the study will be achieved easier. This words that made the researcher flash back to the observation that was done on previous months. From those cases, the researcher can conclude that having a good ability in English is not enough as tutors to deliver the material of bilingual to the tutees. The tutors should have a sense of love, care and other elements in order to guide the material of bilingual successfully.

Related to the fact above, the researcher is interested in describing the strategies and the difficulties faced by the English tutors of Islamic Education and Teacher Training Faculty in guiding speech for the fifth semester students in FITK. The reason why the researcher takes only the English' tutor from the fifth semester students of Islamic Education and Teacher Training Faculty (FITK) as the object of the study is because this program is only emphasized the students' ability in speaking English as Dr. YustiArini, M. Pd, the chairwoman of bilingual, said in interview that has done on February 15th 2018 by the researcher. That is why, the researcher only takes Speech to be observed. In guiding speech, students need to have good aspects to make their speech acceptable and make their performance nicely. Therefore, the researcher wants to describe whether the English tutors have some particular strategies or not in guiding speech for their tutees. The researcher also wants to describe the challenge faced by the English tutors in guiding speech for the students of FITK. Furthermore, the final evaluation of bilingual program for the fifth semester is about speech contest. Therefore, the researcher wants to

describe the effort of the English tutors in making their students (tutees) have a good performance in the final speech contest of bilingual program in this year.

Based on the consideration above, the researcher carried out a research entitled *“English Tutors’ Strategy in Guiding Speech for the 5th Semester Students at Bilingual Program of Islamic Education and Teacher Training Faculty IAIN Surakarta in academic year of 2017/2018”*

B. Identification of the Problem

Based on the background that has been described above, it can be found several problems. Those are:

1. Speech is one of the material that is difficult to be guided by the English tutors for the fifth semester students at bilingual program of FITK at IAIN Surakarta in academic year of 2017/2018 because some of the tutors themselves, didn’t able to speak by using English fluently even to teach their tutees.
2. English tutors did not have particular strategies in guiding speech for the fifth semester students at bilingual program of FITK IAIN Surakarta in academic year of 2017/2018.
3. English tutors do not utilize the media in guiding speech for the fifth semester students at bilingual program of FITK in academic year of 2017/2018

C. Limitation of the Problem

In order to focus on the topic, the researcher makes limitation on strategies used by the English tutors in guiding speech for their tutees of fifth semester. The researcher focuses on the English tutors' process in guiding speech for tutees using descriptive analysis. The researcher takes only in speech material because the goal of bilingual program is to improve the students' ability in speaking English. Hence, Speech is likely material which is able to reach the goal of bilingual program.

There are two groups of bilingual in Islamic Education and Teacher Training Faculty IAIN Surakarta in academic year 2017/2018. They are the third semester group and the fifth semester students group. The third semester bilingual students are taught by the tutor from the fifth semester. Then the fifth semester bilingual students are taught by the tutor of seventh semester. There are four materials should be taught by the tutor in order to complete their bilingual meeting. In order to focus on the specific study, the researcher only chooses the *speech* as the material to be studied.

D. Problem Formulation

From the background of study stated above, the researcher formulated the questions as follows:

1. What strategies are used by the English tutors in guiding speech for the fifth semester students of Islamic Education and Teacher Training Faculty IAIN Surakarta in academic year 2017/2018?

2. What difficulties are faced by the English tutors in guiding speech for the fifth semester students of Islamic Education and Teacher Training Faculty IAIN Surakarta in academic year 2017/2018?

E. The Objective of the Study

Based on the problem statement above, the objectives of the study are:

1. To describe the strategies used by the English tutor in guiding speech for the fifth semester students of Islamic Education and Teacher Training Faculty IAIN Surakarta in academic year 2017/2018.
2. To describe the difficulties faced by the English tutors in guiding speech for the fifth semester students of Islamic Education and Teacher Training Faculty IAIN Surakarta in academic year 2017/2018.

F. The benefits of the Study

The result of this research is expected to give benefits both theoretically and practically:

1. Theoretical Benefit

The result of this research is expected to enrich the educational studies and improve knowledge of English Education students about delivering speech especially in Bilingual program of Islamic Education and Teacher Training Faculty IAIN Surakarta.

2. Practically

a. For the Tutors

It is useful to motivate the English tutors in guiding speech for their tutees. In order to improve and to motivate their tutees to improve their knowledge especially in speaking English in the form of speech.

b. For the researcher

This research can be used as references of their study. This research hopefully can be developed by other researcher who conducts the same kind of research.

c. For the bilingual unit

This research can be used as the one of reference to make improvement of bilingual program especially in the process of guiding the material of bilingual program in FITK that is done by the English tutors.

G. The Definition of Key Term

1. Tutor

Hamalik in AbiMasiku (2003:10) stated that tutorial is learning process in the form of guidance, help, direction, advice, and motivation so that students can be efficient and effective in learning. Normally, a tutor will help a student struggling in a subject of some sort. Also, a tutor may be provided for a student who wants to learn at home. Tutors in FITK IAIN Surakarta are the students who are chosen

by the bilingual unit to guide the material of bilingual program. Those tutors are from English students. They are given the responsibility to help the other students from under semester in order to make them able to speak English fluently.

2. Strategy

Gagne in Iskandarwassid & Dadang Sunendar (2008:3) in the context of teaching, strategy is an internal ability of a person to think, solve problem, and make decision. It means that the learning process will cause students to think uniquely to analyze and solve problem in making decision.

3. Guiding

The way or advise given to others, especially in the matter of behavior of belief in order to make an opinion or make decision or calculation (Oxford Living Dictionaries)

4. Speech

The process of imposing a meaningful perceptual experience on an otherwise meaningless speech input (D.W Massaro, author of Speech Perception 2001)

5. Bilingual

Spolsky (1998: 45) bilingual is person who has some functional ability in second language. This may very strong command of both languages. Bilingual program in FITK is the program that is expected to be the media that can make the students of FITK are able to speak English fluently.

CHAPTER II

LITERATURE REVIEW

A. Nature of Tutor

1. Definition of Tutor

There are so many definitions of tutor based on the experts as follows; (1) Dedy Sugono (2008:102) stated that tutor is a person who gives the lesson (guidance) to a person or students in the lesson. (2) Nasution in Abi Masiku (2003:09) stated that tutor is a person who gives the lesson to the student individually.

On the other hands, Hamalik in Abi Masiku (2003:10) stated that tutorial is learning process in the form of guidance, help, direction, advice, and motivation so that students can be efficient and effective in learning. Subject or person who gives the guidance in tutorial called as tutor; (a) Tutor is person who helps students to learn and problem solve on their own. (b) Tutors are successful student, not expert. (c) Tutor is person who knowledgeable and has expertise in a specific content are material provide tutelage, help, or clarification to one or more who do not.

In the first bilingual program of FITK, the committee chooses the tutors by giving some kind of oral test. This test is tended to every student in all majors of FITK.

The students chosen as the tutor is the one who can speak English fluently. Yet, since there are so many complains about the tutors' election, then the committee decided to only choose the tutors

from English students. Then tutor chosen is given the bilingual handbook as their manual to guide the material for their tutees.

2. Role of the Tutor

Tutor has several roles. Winkel (1996:401) said, there are some roles that are lied on tutor. They are:

a. Tutor as a helper

The tutor plays a vital multifaceted role in supporting students' academic learning. Tutors do not just give students answers; rather, they are ready to help the student begin to make progress toward a solution. Tutors understand that learning is a process of comprehension, application, analysis, synthesis and evaluation.

To assist in actively becoming involved in the learning process, tutors help tutees to;

- (a) Know the type of problem being solved.
- (b) Understand and use the vocabulary of the subject.
- (c) Practice the application of principles.
- (d) Realize that all learners make mistakes but that learning from one's mistakes is a very effective way to learn.
- (e) Perform the work themselves.
- (f) Verbalize what they have learned.

b. Tutor as a "Model Student"

Tutors are successful students, not experts. Tutors demonstrate the thinking, study skills and problem solving skills necessary to learn new information. Since tutors are successful learners, tutors exemplify the behaviors of a model student. They must assess the areas where a student may need additional assistance and take the time to share tips and strategies that work.

c. Tutor as a Learning Center Employee

Tutors follow the rules and policies outlined in this manual as well as stated during the tutor training. Also, tutors are responsible for explaining the center's policies to the students utilizing the center. During the semester tutors should report any problems or concerns to the Learning Center Director.

B. Nature of Strategy

1. Definition of Strategy

Gagne in Iskandarwassid & Dadang Sunendar (2008:3) in the context of teaching, strategy is an internal ability of a person to think, solve problem, and make decision. It means that the learning process will cause students to think uniquely to analyze and solve problem in making decision.

Learning strategy are technique, approaches or deliberate actions that students takes in order to facilitate the learning and recall in both linguistic and content area information. Macaro (2001: 17).

Cohen (1990: 4) state that learning strategy as learning processes which are consciously selected by learner. The element of choice is important here because this is what gives a strategy that one of internal ability to think, solve problems and make decisions.

Many instructional strategies can be used effectively to develop comprehension skills. Some are important to build background; others are useful for teaching the technical comprehension skills and overcoming specific difficulties. Effective teaching necessitates an understanding of, and ability to use, a variety of method.

Brown (2007:119) stated that strategies are special methods of approaching a problem or task modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Cooper and Donald (1998:12) said, strategies can be defined as behaviors and thoughts in which a learner engages and which are intended to influence the learners' encoding process. It means that strategy used by the tutor is based on the approach that has been used by the implementation of the method. Strategy is also used by the tutor based on the students' ability in learning English. It also can be as the way in making plan about what material and manner to success on teaching learning process. Using strategy is always related with the approach and method.

Based on the definition above, it can be conclude that strategy is a way to do something with special methods of approaching the problems by using a particular set of skills in order to learn content so

that the objectives can be achieved perfectly. On the other hand, strategy is something important in learning something include learning English. Therefore, tutors must have a strategy in teaching process.

2. Components of Teaching Strategy

In order to develop the students' ability especially in speaking English, it is necessary for every tutor to have strategy in guiding every material bilingual meeting especially speech. Although the tutors are not yet a teacher, but they are the chosen students to guide the material for tutees. Therefore, they need to know the appropriate strategies in delivering the materials as well. Perhaps, the strategy used by the tutors for their tutee is not always success because the strategy they used is not appropriate with the material or with the students' condition, so that the aims are not gotten successfully. However, the tutors should be able to choose appropriate strategies based on the situation and condition.

Hamnuri (2009:10-12) stated that the component of teaching learning strategy includes:

- a. Teacher, teacher is the most important factor. In planning the strategies in teaching learning process. Teacher should follow the rule of curriculum used. Similar with bilingual program, the most important factor is the tutor because tutor is a personal teacher, a teaching assistant or someone who helps a student catch up in a subject.

- b. Students, students are component that is doing teaching learning process to build their potential be real to get the aims of teaching and learning process.
- c. Purpose, this is the basic that is made to choose the strategy, material, media, assessment even evaluation.
- d. The source of material, Suharsimi (1990:23) stated that the source of material is the content of component in teaching and learning process. In choosing the teaching strategy is needed to formulate component of teaching and learning process related to the standard of teaching and learning process.
- e. Method, method is way used to get the purpose of study that has been determined.
- f. Evaluation, the component of evaluation has function to know what the purpose of study has been determined
- g. The situation on environment, it means the situation and physical condition (such as: climate, school, the location of school, etc)

3. Theories of Teaching Strategy

a. Component of teaching strategy

Herrel (2012:103) stated four theories in teaching strategy:

a. Leveled question

To level question, a tutor must observe students how they interact. Once the teacher knows the level at which a student interacts, the question that teacher poses to the students

can be adjusted to ensure the student's success in answering questions. This kind of strategy should also be done by the tutor especially tutor with students from non-English students. The tutors should observe the tutees' ability in using English. This may involve the tutor using gesture or visuals, or showing his or her speech slightly while asking the question. The tutor asks the question in a way that encourage the tutees to answer by pointing a visual, giving a one-word response or a complete sentence or explanation depends on the tutees' level of language acquisition. To use this strategy effectively, the tutor must know the tutee's level of English acquisition and provide enough context in the question so that the tutees can respond, either verbally or nonverbally, with understanding and confidence (Herrel, 2012: 103)

b. Scripting

Lozanov in Herrel (2012: 105) scripting is a strategy that prepares English language learners with sample language interaction or situational dialogue appropriate for upcoming events. These sample language interactions, called scripts, are presented and practiced prior to the students or tutees encountering the situation in which the script will be needed. Preparing and practicing script in advance of events is supportive of the learner because it lowers anxiety and builds confidence in the ability to communicate in English.

b. Variety in Teaching Speech Strategy

There are a variety in teaching strategy that tutor can use to improve students ability in speaking English. Merlot (2011:23) stated some varieties in teaching strategy as follows:

1) Active learning

Active learning is anything that students do in a classroom other than merely passively listening to the tutor's explanation. In the bilingual of FITK, researcher concludes that active learning improve the tutees' understanding and ability or atleast improve tutees' courage to speak English.

2) Clicker use in class

Clicker enables tutors to rapidly collect and summarize students to response to multiple-choice question they ask to the students in class. In bilingual program of FITK, tutor can do this strategy to the tutees in order to make them focus on the material that is being discussed.

3) Collaborative/cooperative learning

This strategy is instructional approaches in which students work together in small groups to accomplish a common learning goal. This strategy is suitable used in bilingual program as this program is learning English in small group. So, the tutees can achieve the goal of bilingual program successfully.

4) Critical thinking

Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings activities together and enable the students to question what knowledge exist.

5) Problem-Based Learning

Problem-Based Learning (PBL) is an instructional method that challenge students to 'learn to learn' working in group to seek solutions to real world problems.

6) Role play games

Role play games could be seen as simple, guided drama activity. The language input can be quite rapidly prescribed or very open depending on the language level, curiosity, and confidence of your class. Role play simulates students' imagination and is tests of true communication

7) Story Telling

Miller (2011:5) stated that story telling isa linguistic activity that is educative because it allows the listeners to share their understanding to other people and that is a performance art that has been revitalized in recent years, and in these days story tellers perform texts that listeners have learned it from books.

C. The Nature of Speech

1. Definition of Speech

Based on the Bilingual handbook, a speech simply means a spoken expression of ideas or opinion presented in front of a group of people in order to achieve certain purposes. Grayson (1979:6) Speech is our verbal communication and has three main aspects: *Articulation*, which is how speech sounds are made; *Voice*, the use of one's vocal folds and breathing required to produce sound; and *Fluency*, the rhythm of one's speech. When one has difficulty producing speech sounds correctly or fluently or has problems with his or her voice, then s/he has a speech disorder.

Humans express thoughts, feelings, and ideas *orally* to one another through a series of complex movements that alter and mold the basic tone created by voice into specific, decodable sounds. Speech is produced by precisely coordinated muscle actions in the head, neck, chest, and abdomen. Speech development is a gradual process that requires years of practice. During this process, a child learns how to regulate these muscles to produce understandable speech.

2. The Six Main Purposes of Speech

Based on the Bilingual handbook, most speeches fit into one of the six categories in the list that follows. Each requires a different tone, different types of stories, different examples, even a different choice of words. Of course, a speech can have more than one purpose, but there

should be one overriding purpose that is absolutely clear to you and to your audience. The six main purposes are:

1. To inform

This kind of speech is usually fairly short and to the point and concentrates on the facts of the situation. The information presented should not be too complicated; your audience should be able to fully comprehend the subject matter just by listening to you speak about it.

2. To instruct

Now your purpose is to instruct, to teach, to give specific directions or orders. This type of presentation is usually longer than an informational speech, but not necessarily. It must cover your topic thoroughly, so that your listeners absorb your instructions and come away with a new skill.

3. To entertain

Unless you are a professional stand-up comic, you probably won't be making speeches solely to entertain. However, you do want to deliver your subject and message in an entertaining, interesting way. The basic features of this type of speech are vivid language, sincerity, and enthusiasm.

4. To inspire/motivate

There are many ways to inspire and/or motivate people. Some people inspire others by talking about how they have personally

triumphed over hardships. Motivational speeches do not necessarily focus in on personal hardships.

5. To activate/stimulate

Maybe you do not just want to inspire people, but you want to stimulate them to take action. A speech designed to *activate* presents ideas, suggestions, and arguments in such a way that the audience will believe so strongly what you tell them that they will actually carry out your suggestions. To get people to act on your ideas, you must tell them what to do and stress that this action should be taken. You might point out what will happen if they do take this action, and what will happen if they don't. In order for this speech to be effective, you yourself must be firmly convinced that the course of action you are urging is the right one.

6. To persuade.

This type of speech causes your audience to willingly accept your proposal through logic, evidence, and emotion. A persuasive speech offers a solution to a controversial problem, presenting sufficient logic, evidence, and emotion to sway the audience to your belief.

3. Four Types of Speech

Based on the handbook of Bilingual, from the purposes above, four types of speech can be derived as follows:

1. Informative Speeches

There are endless situations in which people need to inform others, so competency in this type of communication will be very valuable throughout life. Some key tips to remember when giving an informative speech are; narrow your subject, do not overestimate what the audience knows, relate the subject directly to the audience, don't be too technical, avoid abstractions, and personalize your ideas. Some common topics for informative speeches include;

(1) Speeches about objects: anything that you can touch and/or see. Organizational methods include topical, chronological, and spatial. Limit the breadth of the subject to between two and five main points, (2) Speeches about processes: a systematic series of actions that lead to a particular product or result. Organizational methods are most commonly chronological or topical. Visual aids will be very helpful for this type of informative speech, (3) Speeches about events: these speeches are typically organized in chronological order, topical order or in causal order (cause and effect), (4) Speeches about concepts: including theories, principles, beliefs, and ideas. A topical organizational pattern works well and enumerating the main features or aspects of the concept. Since these speeches tend to be more complex, the use of examples, analogies and comparisons is essential. It is important to avoid using technical terms.

2. Persuasive Speeches

Persuasive speeches focus on issues of controversy, where more than one point of view exists. They may center on a question of fact, a question of value, or a question of policy. It is essential to tailor the message to the audience when giving a persuasive speech. The message should be adjusted to their knowledge, interests, values, attitudes, goals and beliefs (without compromising truth).

The three major approaches to persuasive speaking are: (1) A question of fact: This approach is similar to an informative speech but the speaker acts as an advocate of one position and presents facts to support it. He can present opposing views but only to refute them in support of the speaker's position, (2) Question of value: This approach centers on personal judgment concerning what is right or wrong, good or bad, moral or immoral, ethical or unethical, proper or improper. The speaker must justify his position/opinion against an identifiable standard (God's Word, for example), (3) A question of policy: The goal of this approach is to motivate the listener to take action. After convincing the audience of the need for action, the speaker should propose a plan and finally show the practicality of the policy. The speaker should make his recommendations for action as specific as possible.

3. Impromptu Speeches

Impromptu speaking is delivered without any previous preparation. This skill is important in order to be a living witness for People, for we are to be ready at all times to give a defense of the hope that is within us. There are four basic steps to creating an impromptu speech: 1). State the question you are answering or the purpose of your speech, 2). State the main point you wish to make 3). Support your main point with evidence, 4). Summarize your main point and show how you've answered the question or fulfilled your purpose. A few important tips for students to keep in mind are – to stay calm, organize their thoughts (use the four-step approach) and limit their remarks. Two creative activities to help students develop this skill are;

Have students choose an object from a bag and either describe how it works, tell a short personal experience of a time they encountered the object, or describe the object to the audience as though they were unable to see it. Another activity (that could also be used for “storytelling”) is to create an oral short story using the object as the main subject or character in the narrative. b) Older students could use the activity above and add to the options- to convince the audience of the importance of using this object in their life (practicing an impromptu persuasive speech).

D. Strategy in Teaching Speech

1. Definition of Teaching Speech

Hooper stated in Teaching Speech (2016:3), Speech refers to public speaking and presentation; it is not merely a synonym for speaking, talking, conversation or debate. The area of speech has its own distinct vocabulary and terminology, and is concerned with public speaking and specifically identified types of speech and presentation.

Faulkers said in Teaching Speech (2016:6), education in speech is not result in single consequence; for, in acquiring facility in speaking, students gain other skills in reading, thinking, memorizing, and bodily coordinating, as well as information, habit, attitude, and ideals. He may know well the authoritative methods of teaching, the use of textbook or visual aids; yet he could greatly improve his technique if he had a better understanding of the developmental ways of teaching.

On the other hand, Brown (2007:268-269) noted there are some way of teaching that will be help to perspective to more practical consideration as follows:

a. Conversational Discourse

The banc-mark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the

language. And yet, as Richards in Brown (1990:67) stated that the conversation class is something of an enigma in language teaching.

b. Teaching Pronunciation

There has been some controversy over the role of pronunciation work in a communicative, interactive course of study English. Because the overwhelming majority of adult learners will never acquire an accent-free command of foreign language. Pronunciation is the one of important aspect that should be mastered by the English learners since the pronunciation is the oral sound to differ the meaning of the speakers to get certain purpose when speaking. Therefore, pronunciation is important aspect to be taught by the tutors to their tutees.

c. Accuracy and Fluency

It is now very clear that fluency and accuracy are both important goals to pursue in teaching English. While fluency may in many communicative language courses be an initial goal in language teaching. Accuracy is achieved to some extent by allowing students to focus on the elements of grammar and discourse in their spoken output. Tutors themselves, should have good accuracy and fluency in guiding the tutees' speech in order to make the purposes achieved well.

2. Strategy in Teaching Speech

There are some strategies in teaching speech. Harmer (2001:55) stated strategies in teaching as follows:

a. Cooperative Activity

Cooperative activity provides the students and meaningful topic important to relate new material with that has been learned and experienced by the students. It also provides students with aids of others, meaning that students can discuss problem with their partner.

b. Role Play and Simulation

The teacher did not focus on certain students. As stated by Brown (2001) and Rowley and Hart (1998) that treating students fairly, impartially, and with respect is a must for teachers. The activity used talk as interaction because it served to maintain social relationship and had purpose to be friendly and nice interact with others.

c. Creative Task

This strategy is assert students develop their fluency best, if engaged in task where all their concentration focuses on producing something. Instead of thinking of a language, the students focused on making the procedure of making food or drink, so that the activity was to develop fluency.

d. Drilling

This strategy is simply a fine-tuning for articulation. As Thornbury (2005) argues that drilling is strategy to improve pronunciation. Drilling yields several benefits, allowing students to pay attention to the new material presented by teacher, emphasizing words, phrases, or utterances on students' mind.

e. A sense of humor

It is the balance wheel to offset the worries, distractions, and annoyance that arise daily in speech work. The successful tutor keeps young in spirit with the class; thereby he encouraged wholesome class attitude

f. Reading aloud

Reading books aloud, using facial expression, different voices for different character, and gestures, and with the active participation of listeners through predicting, discussion, and checking for understanding. It also involves the exploration of the structure of text and think-aloud strategies that demonstrate how readers gain meaning from text. This form of read-aloud is powerful teaching tool to be used with English learners; it provides a strong language model and it reduces anxiety among students because the use of voice, illustration, and gesture helps comprehension interactive read-aloud is motivational.

On the other hand, Harmer (1998:87-88), state the reasons for teaching speaking to students as foreign language are; (a)

Rehearsal. Getting students to have a free discussion and give them a chance to rehearse of having discussion outside the classroom. Having them to rehearse such a real-life event in safety of the classroom. This is way a way to 'get the feel' of what communicating in the foreign language really feels like. (b) Feedback. Speaking task where students are trying to use all and any language they know provides feedback for both teacher (tutor) and student (tutee).

Tutor can see how well their class is doing and what language problems they are having; student can also see how easy they find a particular kind of speaking and what they need to do to improve, and (c) Engagement. Good speaking activity can and should be highly motivating. If all of the students are participating fully- and if the teacher has set up the activity properly and then give sympathetic also useful feedback they will get tremendous satisfaction from it.

3. Problem in Teaching Speech

Ur (1996:121) stated that there are some problems across in teaching speech:

1. Inhibition

Unlike other skills of English, speech requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say some words in foreign language: worried about

making mistake, fearful criticism, losing face, simply shy or the attention that their speech attracts.

2. Nothing to Say

Even if they are not inhibited, tutor often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speech

3. Low or uneven participation

Only one participant can talk a time if he is to be heard; and in a large group each will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speech very little or not at all.

4. Mother-Tongue Use

The learners share the same mother tongue, they may tend to use it because it is easier, unnatural to speak to other languages, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less materials or motivation toward target language

4. Bilingualism

a. Definition on Bilingualism

There are some definitions about bilingual based on the experts;(1) Jendra (2012: 68) stated that bilingual is people who are

not monolinguals but speak two languages every day. (2) Spolsky (1998: 45) bilingual is person who has some functional ability in second language. This may very strong command of both languages. The last, (3) Grosjean in Baker (2001:20) defines there are two contrasting views of individual bilinguals; (a) there is a fractional view of bilinguals, which evaluates the bilingual as “two monolinguals in one person”, (b) holistic view which argues that the bilingual is not the sum of two complete or incomplete monolinguals, but that he or she has a unique linguistic profile.

Then, here are some definitions of bilingualism based on the experts; (1) Bloomfield in Liddicoat (1991:1) defines bilingualism as native-like control of two languages. It means a situation where a speaker can use two languages as well as mother language. Another definition by (2) Diebold in Liddicoat (1991:1) stated that bilingualism has commenced when a person begins to understand utterance in second language, but is unable to produce utterance. It means bilingualism is about understanding not mastering. Whereas, (3) Robert Lado in Iqbal et al (2011: 8) stated that bilingualism is ability to speak two languages in equal or most equal. Equally, this statement refers to the understanding of two languages. In the other hand, (4) Nababan (1993:27) stated that the bilingualism is the habit of using two languages in interactions with others.

From the statements above, it can be concluded that the bilingual is a person who has ability to speak or understand two or more languages in communicating with others while bilingualism is the habit of at least two languages either by an individual or a group of speakers.

b. Dimension of Bilingualism

Fishman and Lovas (1970:189) stated that bilingual education has four dimensions:

- 1) Language of primary importance versus language of secondary importance in education
- 2) Home language versus school language
- 3) Major world language versus minor language
- 4) Institutionalized versus non- institutionalized language in the community

Undoubtedly, the existence of such varied and numerous dimensions make bilingualism a complex task to design and to apply. It is of pivotal importance that speech communities have to be considered.

c. Types of Bilingualism

There are some types relates to bilingualism. Trigan (1988:5-11) stated that bilingualism can be classified in various ways, depending on the point of view, among other are follows:

- 1) Based on the Age of Acquisition Stages
 - a) Infant bilingualism: Harding & Riley in Trigan (1988: 7) this type is commonly used and has known succeed. This reality that children who cannot speak anything to get speaking two languages.
 - b) Child bilingualism: the successive acquisition of two languages by adjusting and adapting to other countries.
 - c) Adolescent bilingualism: the term for people who become bilingual after their puberty.
 - d) Adult bilingualism: this term is used for people who become bilingual after a dozen year of their ages

- 2) Based on the Level of Education

- a) Sitist bilingualism: describes as a privileged middle-class, educated member of the majority community
- b) Folk bilingualism: a condition originated from ethnic groups in a country that has inadvertently become bilingual in order to survive longer safely.

- 3) Based on Society

It occurs when groups of different languages contact with economic and commercial reasons; (a) Individual Bilingualism (b) Social Bilingualism. It can be concluded that there are many types of bilingualism as mentions above.

5. Bilingual Education

Gracia (1996:43) stated that Bilingual programs abound today for the elite thorough the world, especially when a language of wider communication such as English is needed or when bilingualism in two prestigious languages are considered and intellectual distinction. Nowadays, there are many institutions which apply bilingual program especially in English. It causes that English is an international language used by people around the world to communicate. Therefore, they apply this bilingual program in order to develop their students' English skill in both English or non-English students.

The aim of bilingual based on Ferguson, Houghton, and Wells in Garcia (1996:15) are same having to do with the enrichment of the elite through bilingualism, other with the assimilation or the preservation of language minorities, yet others with societal integration, increased world communication, understanding and pluralism.

Garcia (1996:31) stated that the advantages of bilingual program are students who are bilingual have been shown to have increased cognitive advantage, such as more divergent and creative thinking, greater metalinguistic awareness and cognitive control of linguistic processes and increased communicative sensitivity. In addition to cognitive advantages, bilingualism can bring about grater understandings among groups and increased knowledge of each other.

There are for models of bilingual immersion based on Passific Policy Research Center (2010) as follows:

a. Traditional bilingual education

It typically begins in Kindergarten or Elementary school by using the students' first language as the media of instruction. It aims the students' L1 capabilities behind and developing only their L2 linguistic and academic proficiencies. This aims to stop teaching in the students' first language after 1-2 years. Traditional bilingual program is bilingual only given at first language, but the aim is clearly not bilingualism but eventual monolingual teaching and learning, usually in the dominant language.

b. Maintenance bilingual program

It does not involve development or extension of the minority language. They are limited to maintenance of the minority language which, when compared to traditional programs is considered additive and fairly strong. This program aims to form a solid academic base for literacy in an L2, on the basics of developmental independence principle.

c. Enrichment bilingual education.

It focuses on teaching students' academic proficiency through the medium of a second language, whereupon literacy in the second language can be attained. The goal of this program is bilingualism for the individual students and also maintenance of the minority language in the community. Enrichment programs differ from maintenance programs in that specifically seek to extend their influence of the minority language in an integrated

national society. The goal is more than linguistics. Enrichment program aims for cultural pluralism and autonomy cultural groups.

d. Heritage program

It is the fourth general model type that fits roughly between and overlaps, both maintenance and enrichment. Its distinguishing feature is the program aim, which is generally a recovery of lost or endangered language.

6. Bilingual Program in FITK IAIN Surakarta

Bilingual Program in Islamic Education and Teacher Training Faculty (FITK) IAIN Surakarta is the program by the dean of FITK, Dr. H. Giyoto, M.Hum. This program is conducted as the pioneer program and to differ this Institution from the other Islamic institutions, started from 2014. As the chairwoman of this program, Dr. Yusti Arini, M.Pd said that the aim of Bilingual program is focus on the students' speaking ability.

Based on the interview that was done by the researcher with the chairwoman of bilingual program at FITK IAIN Surakarta, Dr. Yusti Arini, M.Pd stated that:

1. Bilingual program of Islamic Education and Teacher Training Faculty (FITK) IAIN Surakarta is some kind of extracurricular program from FITK that must be followed by all the students of

Islamic Education and Teacher Training Faculty. This program is also become the one of requirement to follow Munaqosyah.

2. The vision and mission of Bilingual is not yet legitimated in a written form, yet the committees keep making improvement every year. Bilingual is the one of program to attain the vision and mission of Islamic Education and Teacher Training Faculty.
3. The aim of bilingual is only focus on speaking skill and to improve the speaking skill for all the students of Islamic Education and Teacher Training Faculty. Hopefully, by this program, all of the alumnus of Islamic Education and Teacher Training Faculty can be able to speak by using English in public as well.

Based on the interview on February 10th 2018, Dr. Yusti Arini, M.Pd stated that Bilingual program of Islamic Education and Teacher Training Faculty is declared as pioneer program that hopefully can be distinguishing and superior program from IAIN Surakarta with other Islamic Universities. The committees always make some improvement in both materials and the rules to make this program better, so that the aims of this program can be reached well.

On the other hand, Mr. Robith Khoiril Umam, S. S., M. Hum, one of the committee of bilingual program stated that bilingual program is important because the certificate from this program will be used as the one of requirement to face Munaqosyah. Besides, bilingual program is the place for all the students of FITK to improve their skill especially in speaking English.

E. The Previous Related Study

The preceding study which is in line with the researcher's research is the thesis entitled "A Descriptive Analysis on Teaching-Learning Process at the Step Two Speech Class in The Daffodil English Course-Pare" by Fitria Dwi Utami, the students of English Education IAIN Surakarta. The similarity between this study and the research by Fitria Dwi Utami, is to describe teaching speech, and also the research design. Fitria's research and this research are using descriptive analysis. Then the differences between this study and the study by Fitria Dwi Utami is description analysis of teaching learning process and also the object of the study.

The second previous study came from the researcher named Inayatun Laila Khusaini, the student from Muhammadiyah University with the thesis entitled "The Implementation of Teaching Speaking to Seventh Grade Students' of Ta'mirul Islamic Bilingual Boarding School in The Academic Year of 2017/2018.

This research is almost same as the researcher's research in conducting the research about bilingualism and bilingual education. The researcher designed her thesis using descriptive qualitative method to analyze the data. The differences between this study and Inayatun's study is lied on the object of the study. This study observes the English tutors of bilingual program. Then her study observes the seventh grade student of Ta'mirul Islam.

The third previous study taken from the International Journal that is conducted by Rosa Adriana May Malendez, MA from Universidad Autonoma del Carmen, Mexico (2014) entitled “*Teaching Speech Strategies to Beginners*”. Rosa’s journal objective is to develop teaching speech strategies to the beginners. The similarity between the researcher’s study and this journal is about strategies in teaching speech. The differences between the study by the researcher and Rosa’s journal are related on the subject. The Rosa’s journal is teaching speech strategies for beginner then the researcher’s study is about teaching or guiding speech for the university students.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Method

Method is very important in doing research, because it is to get deep understanding about the problem that is being discussed, valid and realizable data. Leedy (1980:4) stated that research is manner in which we attempt to solve problem in systematic effort to push back the frontiers of human ignorance or to confirm the validity of the solution. It means that research is the way of thinking and the way for at accumulated fact so that those data can become meaningful in the total process of discovering. Leedy (1980:96) research design is a way of thinking, imaging in planning about the research being done.

In this research, the researcher uses qualitative research. Bogdan and Taylor (1976) in Moleong (1989:3) said that qualitative research is a research which yield the descriptive data in the form of written or oral words from observing people behavior. Based on the statement above, the researcher wants to describe the process and the way tutors use in guiding speech to their tutees naturally.

On the other hand, Bogdan and Taylor (1976) in Moleong (1989:3) these statement contains of purpose that describe qualitative research. This research is that putting forwards the data collecting or the problem reality based on the things explored by respondents and data collected are words and picture, not only number. Thus, the observation is directly to subject. It is the strategy used by the tutors in

guiding speech at the bilingual program of Islamic Education and Teacher Training Faculty IAIN Surakarta.

The researcher would be observed for three months, from November 2017 until January 2018. The researcher would be observed the English tutors from the representative group which guide the speech ability for their tutees.

B. Subject of the Study

The subjects of the study in this research are the tutors who would be guiding the material of speech at bilingual program of Islamic Education and Teacher Training Faculty IAIN Surakarta in academic year 2017/2018.

The researcher took 3 representative tutors as the subjects for this study. Those tutors that would be observed are group 4, 17 and 25. The subjects are mentioned as follows:

1. Anggi Bagas Ferdiansyah/17/PBI
2. Nunung Pratiwi/4/PBI
3. Joan Nofila Nurlinita/25/PBI

The criteria of choosing those three English tutors are; (1) those tutors are from English Education of G Class. (2) those tree English teacher has different tutees; (a) Anggi Bagas Ferdiansyah was the tutor of English Education students, (b) Nunung Pratiwi was the tutor of English Literature Students, and (c) Joan Nofila Nurlinita was the

tutor of Non-English students (PBA and PAI). The data of group of tutor is attached in the appendix 4, see page 131.

C. Setting of the Research

1. Setting of Place

This research is placed on the Bilingual Program of FITK IAIN Surakarta St. Pandawa, Pucangan, Kartasura. Some places used for meeting of Bilingual program are at E Building of FITK, GLM Building and Lab Building. The E building was placed for bilingual meeting with tutor Joan Nofila, the Lab building was placed for bilingual meeting with tutor Anggi Bagas. And the GLM building was placed to bilingual meeting with tutor Nunung Pratiwi. Those tutors were guiding speech for the fifth semester students of Islamic Education and Teacher Training Faculty IAIN Surakarta in academic year 2017/2018.

2. Setting of Time

The pre research had been done two times on November 2017. The observation was held on Januari 1st until Februari 15th 2018. The observation would be held two times for each bilingual meeting with the three tutors because the speech material was only taught twice by the English tutors. On March 2018, the researcher made interview with the subject and informants. The subjects were the three English tutors then the informants were 6 tutees who were

chosen as participant to the speech contest, the committee of bilingual program and also the chairwoman of bilingual program.

D. Source Data and Technique of Collecting Data

1. Source of Data

The data of this research were analyzed by using descriptive qualitative. Sutopo (2002:53) stated, qualitative research is research procedure resulting descriptive data such as writing and oral from people and behavior that capable of control. Data are the result of the researcher notes, both the fact and value Suharsimi (2002:96). In this research, the resource of the data was the implementation of tutors' strategy in guiding speech for the fifth semester students at bilingual program of FITK IAIN Surakarta 2017/2018.

2. Events

Sutopo (2002:53) stated that based on the observation in the event or activity, the researcher would know about the process how something happens, because of direct of observation. The event of this research is in the form of Bilingual program in the classroom to observe the process of English tutors' strategy in guiding speech for the fifth semester students of bilingual program of FITK IAIN Surakarta 2017/2018.

3. Informant

Sutopo (2002:50) stated that informant is an individual that has important role in giving information which is chosen as a subject by researcher that will be an informant. The researcher took the three English tutors, six tutees who were chosen as the representative on speech contest of bilingual evaluation, the chairwoman of Bilingual program Dr. Yusti Arini, M. Pd, and the one committee of Bilingual program Robith Khoiril Umam, S. S., M. Hum as the informants to be interviewed in order to get more spesific data of Bilingual program in FITK IAIN Surakarta.

4. Document

Sutopo (2002:54) document is written the material which related with certain event or activities. In this research, the documents as source of the data are bilingual handbook, the list of tutor, and the rules of bilingual evaluation that is attached in appendixe.

E. Technique of Collecting Data

Sutopo (2002:61), the required data and information are taken from observation, interview, and document.

1. Observation

The observation method involves the researcher in watching, recording, and analyzing events of interest Blaxer, Hughes, and Tight (1996: 1858). Observation is method of

collecting data and an activity of viewing the research subject in detail.

First, The researcher asked permission to the the English tutors to make an observation in their bilingual meeting. Second, the researcher joined the bilingual meeting and observe the strategy used by the English tutor in guiding speech for their tutees and observe their difficulties during guiding the speech material to their tutees. In the observation, the researcher used smart phone to record the video and to take some pictures. The observation had been done for four month. Start from November 2017 till February 2018 with the tutors who would be guiding speech for their tutees.

The observation has purpose to describe how are the implementation of the strategies used by the tutors and also to describe the tutors' difficulties in guiding speech for the fifth semester students of bilingual program of Teacher Training Faculty IAIN Surakarta in academic year 2017/2018.

2. Interview

Sutopo (2002:59) that interview in the descriptive qualitative research generally is done by giving the open-ended question which purposed to gain the deep information and it is done by using the non-structural formally things in order to get the views of

the subject observe about many things that bring advantages for gaining the detailed information.

In this research, the researcher interviewed the English tutors of bilingual program on February until March 2018. The researcher interviewed the representative tutors as mentioned above to get the data needed. Besides, the researcher also interviewed six tutees of bilingual program, and the one of Bilingual program committee Robith Khoiril Umam, S.S., M. Hum., and the chairwoman of Bilingual Program Dr. Yusti Arini, M. Pd in order to complete the data of this study.

The researcher done the interview by giving open-ended questions in the day of Bilingual evaluation on February 5th, 2018. The questions were related to the bilingual program such as; (1) the definition of bilingual program in FITK, (2) the aims of bilingual program in FITK, (3) Vision and Mission of this program, and (4) the history of bilingual program in FITK, etc.

F. The Data Coding

In this research, the researcher gave some codes of each datum in order to make easier in analyzing the data. The coding of the types of speech style as follows”

1. The use of Arabic number-to-number data. 01 means that the datum is number 01.

2. The use of abbreviation with Romans word in capital characters to show the strategy in guiding Speech.

RA : Refers to Reading Aloud

CA : Refers to Cooperatives Activity

RPS : Refers to Role Play and Simulation

SH : Refers to Sense of Humor

3. The use of abbreviation with Roman words in Capital characters to show the difficulties in guiding Speech

Ihb : Refers to Inhibition

NS : Refers to Nothing to Say

LUP : Refers to Low or Uneven Participant

4. The use of abbreviation with Romans word in capital characters followed by number to show the number of Meeting

M1 : Meeting 1

M2` : Meeting2

5. The use of alphabet T. (dot) followed by the abbreviation of people's name as the subject

T.ABF : Refers to the Tutor Anggi Bagas Ferdiansyah

T.NP : Refers to the Tutor Nunung Pratiwi

T.JNN : Refers to the Tutor Joan Nofila Nurlinita

6. The use of alphabet Tt as the informant

Tt : Refers to the Tutee

Here is the example to read the coding data

01/M1/RA, RPS, SH/Ihb, NS, LUP/T.ABF means that it is the datum number 01. The datum contains Reading Aloud, Role Play and Simulation, Sense of Humor are the strategies in guiding speech and Inhibition, Low or Uneven Participant is the difficulties faced by the tutor Anggi Bagas Ferdiansyah in guiding speech.

G. Technique of Analyzing Data

Moleong (2002:103), analyzing the data is called a process or organizing an arranging the data into pattern, category and a set of basic classification to find the theme and to formulate the research hypothesis as what the data advise. Sutopo (2002:95) the process of data analysis in this research are, collecting the data, reducing the data, presenting the data and drawing conclusion.

1. Collecting Data

It was meant by the process of collecting the data needed in the research. The data are collected by the researcher to make the research complete and to be the source of the research.

In this research, the researcher collected the data by observation and interview. The observation was done with the three English tutors as mentioned above, and also make an interview with the chairwoman and the one of committee of bilingual program in FITK IAIN Surakarta in the academic year of 2017/2018.

2. Reducing the Data

It is the process of choosing, focusing on simplification, abstracting, and transformation of hard data in written notes that is found in the field. Reducing the data is type of analysis that make sharpen categorize, direct, eliminate the data to get the conclusion and verification.

The researcher selected and took the important information and eliminated the unimportant information. So, the process of reducing the data, the researcher selected, focused and simplified the data. It means that this process aimed to reduce, to shorten, and to reject which one is important to describe the quality of the guiding speech strategy used by the English tutors at bilingual program in FITK IAIN Surakarta in the academic year of 2017/2018.

3. Presenting the Data

In this stage, the researcher wishes to present the correlation of organization information in qualitative research. The data taken are in the form of words. The data are presented in the narration of word by the researcher. All the data obtained from the observation and interview. It is the way to collect the research data and it helps the researcher do the research. From the observation, the researcher will be able to describe the process of giving strategy by the English tutor in guiding speech for their tutees at bilingual

program. From the interview, the researcher will be able to describe guiding speech strategy from the tutor and tutees' opinion.

Table 3.1 Table of Strategies and Difficulties by the English Tutors in guiding speech.

Name of Tutor	Strategy in guiding Speech used by the English tutor				Difficulties in guiding Speech faced by the tutees		
	RA	CA	RPS	SH	Ihb	NS	LUP
Bagas	✓	✓	✓	✓	✓	X	✓
Nunung	✓	X	X	✓	X	✓	✓
Joan	✓	✓	✓	✓	✓	✓	✓

From the table above, it describes about English tutors' strategy in guiding speech and tutors' difficulties in guiding speech for the fifth semester students at bilingual program. The first English tutor used Reading Aloud, Cooperative Activities, Role play and Simulation also Sense of Humor in guiding Speech. Then the difficulties were Inhibition and Low or Uneven Participant. The second English tutor used Reading Aloud and Sense of Humor as her strategy in guiding speech. Then her difficulties in guiding speech were Inhibition, Nothing to Say and Low or Uneven Participant. The last English tutor used Reading Aloud, Cooperative Activities, Role Play and Simulation also Sense of Humor in guiding speech. The difficulties faced were Inhibition, Nothing to Say and Low or Uneven Participants. The detail description will be presented on the chapter IV.

4. Drawing Conclusion

The third activity in data analysis was drawing conclusion. When collecting data, a conclusion was made based on the reduction data and presented data. However, if the conclusion was not adequate, the researcher should move back to collect the data again until the desired result are achieved.

The researcher likes to write up not only what researcher has seen each day but also researcher's interpretation of those observations. The researcher takes conclusion other presenting and analyzing. The researcher reports her research finding in detail that is shown the new finding different with the other research. Based on the explanation above, it can be drawn as the diagram below:

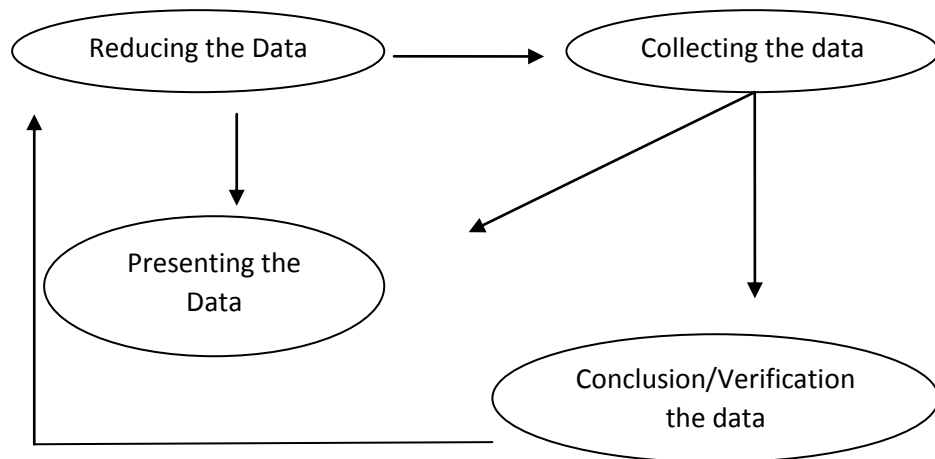


Diagram 3.1
Data analysis of interactive model from Miles and Huberman (1994)

H. The Trustworthiness of the Data

The researcher needs to analyze the validity of the data source to get the valid data. Triangulation is the most common way that is used in improving data validity in qualitative research. Relate with this,

Patton 1984 in Sutopo (2006: 92) stated that there are four kinds of triangulation techniques. They are:

1. Data triangulation

This technique gives the researcher use many sources of data in collecting the data. It means that same data will be more valid if it is taken from many different sources. The focus on this triangulation based on different source of the data rather than the emphasis of the technique of collecting data. The researcher interviewed the tutors. However, source or data triangulation is done by comparing different data which are obtained from different sources. The sources came from the observation with the three English tutors, interview with the chairwoman of bilingual program and one committee of bilingual program. The researcher also interview the tutor and tutees to get the spessific data needed.

2. Investigator triangulation

Investigator triangulation is the result of the research both data and conclusion can be tested validity from the other researcher. From the findings, the researcher can find the final conclusion which is able to use to make the result of the research valid.

3. Method triangulation

This triangulation technique can be done by the researcher in collecting the same data by using different methods, checking the validity of the source data by using different method. So, method triangulation is this research is done by comparing different data

which are obtained from different methods, namely observation, interview, and tutees' speech sheet.

4. Theory triangulation

This triangulation is done by the researcher using preparative more than one theory in discussing the matter of the research. From some perspective theories will be found deeper point of view. In this study, the researcher used data triangulation. In using data triangulation, the researcher collected the same data from some sources, such as by interviewing the English tutors at bilingual program.

In this research, the researcher used data triangulation. Data triangulation means comparing and checking the trust degree of information by using other techniques that are used in collecting data. In this research, the researcher used data triangulation technique to get the validity of the data. The data sources were observation and interview. The researcher did the observation and interview in order to get the data about strategy in guiding speech that was used by the English tutors and difficulties faced by the English tutor in guiding speech for the fifth semester students at bilingula program of FITK IAIN Surakarta in the academic year of 2017/2018.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter has two parts; findings and discussions. The findings part presents the result of the data analysis of the type of English tutors' strategy in guiding speech for the fifth semester students at bilingual program of Islamic education and teacher training faculty IAIN Surakarta. Meanwhile, the discussion section provides the deep and detailed description of the data findings.

A. The Research Findings

1. The strategy used by the English tutors in guiding speech for the fifth semester students at bilingual program of Islamic Education and Teacher Training Faculty IAIN Surakarta 2017/2018.

These findings related to the strategy used by the English tutors in guiding speech for the fifth semester students at bilingual program of Islamic education and teacher training faculty IAIN Surakarta.

English tutor is the student who was chosen to guide the material of bilingual program. English tutors have to realize that the tutees from different majors learn English differently from the tutees from the same major, English education students. Every tutee had different ways in learning English especially in the skill of speaking. Although tutors were not yet a teacher, but their duty was almost the same as a teacher; teaching or giving new knowledge to the students. Therefore, English tutor requires strategies specifically based on their needs and teaching style.

In guiding speech, the tutors guided about definition of speech, kinds of speeches and purposes of speech. They were focuses on how to speak in front of public as well. The roles of tutor here were to make their tutees were able to speak English confidently. The tutees guided by the tutor were not only from English students but also from non-English students. Therefore, the tutors had particular challenge in making them speaking English well especially with the tutees from non-English students or the tutees who had no prior knowledge about speaking English.

a. Strategy in guiding Speech Used by the First English Tutor

The result of observation in Bilingual meeting with Mr. Anggi Bagas Ferdiansyah on Sunday January 29th 2018, at 7.30am-8.40am at second floor of Labolatory building can be explained below. At the time, Mr. Bagas was guiding speech for his tutees from the fifth semester. The atmosphere was little crowded because the bilingual meeting was done outside the class. The stepped and the voice of people were heard clearly.

There were 13 students in the meeting when teaching process. They were all girls. Each student brought their equipments to learn; note book, handphone, pen, and any other tools. They looked ready to face the bilingual meeting. Mr. Bagas also seemed ready to guide the material of speech. He was sitting on his seat in front of their 10 girls tutees bringing the attendance list.

Meeting 1

1) Opening

The bilingual meeting was started from the tutor opened the meeting by saying *Assalamu'alaikum Warohmatullahi wabarokatuh*, the tutees were all coming on time so the tutor could continue the bilingual meeting. In the observation, he was making relation between him and his tutees. He was using non formal English to make their tutees relax and enjoy toget the material. This way was seemed successful because no one was silent in the meeting. Then, the tutor started to explain the material in that day,

“Girls, Have you ever seen standup comedian? Or seen Mr. President declares his words on the TV? Or maybe when you go shopping, you meet with beautiful girl promote her product? I'm sure that all of you have seen some of them, right? Well friends, today, we are going to discuss about speech. I'm sure that all of you have familiar with this material”

2) Main Activity

In this session, the tutor started to explain the material while calling the tutees' name one by one. This way was intended to make a feedback between tutor and tutees. In this section, the researcher found three strategies used by the first English tutor that is Reading Aloud, Role play and Simulation, and Sense of Humor. The example can be seen in the following data:

(a) Reading Aloud

As Barrentine stated in Herrell (2012: 108) Reading books aloud, using facial expression involve the exploration of the structure of text. This strategy was used by the English tutor in guiding speech to their tutees.

(1) 01/T.ABF/M1/RA

“T.ABF: Aisyah Please read loudly the definition of speech and then explain it by your own words”

After asking the tutee to read aloud the material, the tutor asked all the tutees to do so. For example:

(2) 02/T.ABF/M1/RA

T.ABF :“Shinta, what do you know about persuasive speech? Please read it loudly then explain it with your own words”

(3) 03/T.ABF/M1/RA

T.ABF: “there, girl on green jilbab. I forgot the name, sorry. Please read the purpose of speech number one. Then explain it by your own words”

The utterances above belong to the read aloud strategy, tutees were asked to read aloud based on the material they have received at the previous days. It was supposed to measure the tutees' comprehension in understanding English text in the form of speech also in order to achieve the aim of teaching process.

After done calling the names of tutees, the tutor explained the material once more and gave some example from

daily life. The tutor controlled the environment, the tutees' behavior, and all activities in the Bilingual meeting in that day. In this section, the researcher also found that the first tutor used Sense of Humor during the meeting. The example below shows the way of tutor in confirming whether the tutees' had understood about the material or not by humor:

(b) Sense of Humor

Merlot (2011:23) stated that using humor in the classroom can enhance students' learning by improving their understanding and retention. This strategy also used by the English tutor during the teaching activity. He often made a joke to make the situation could be more alive and relax. Based on the observation, it could be found that the tutor used sense of humor during the bilingual meeting. The data could be seen as follows"

(1) 04/T.ABF/M1/SH

T.ABF: *Do you get the point, girls? Any question so far"*)

Tt : *Not yet Ter"* (tutees' answer)

T.ABF:*Not yet for getting the point or for question, or maybe both? Don't worry to ask, don't be afraid. It's ok. I'm not a Valak. I'm not gonna scare you Lol. Don't worry be happy (they laughed)*

(2) 06/T.ABF/M1/SH

“Don’t be afraid. There is no ghost here (all laughing)”

(3) 08/T.ABF/M1/RPS

“I will give you lamborghini (All laughing)”

(c) Role Play and Simulation

In role playing, students explore human relations problems by enacting problem situation and then discussing the enactment. Joys, Weil, et al (290:2009) stated that there are nine steps in role playing; (1) Warm up, (2) Select participant, (3) Set the stage, (4) prepare the observers, (5) Enact, (6) Discuss and evaluate, (7) Reenact, (8) Discuss and evaluate as was done at step 6, and the last (9) share experience and generalize . The tutor used role play in his guiding speech strategy.

Based on the the observation that was done by the researcher, the English tutor also used this strategy in guiding speech. It can be seen from the main activity of conversation above. The tutor told the tutees to come forward to practise the speech.

(1) 05/T.ABF/M1/RPS

“Oke ladies, times up. Now who wants to come forward and practice your speech in front of your friend?”

The tutor gave the assignment for tutees to choose one type of speech that they mastered, and they have to practice orally in front of their friend. The other tutees should listen to their friend who was being performed.

After some of the tutees gave their performances, the tutor did the same correction and also gave motivation so that the tutees could speak in front of public confidently. He was not the facilitator who only gave the material, but also gave motivation and advice to the tutees about self-confident, attitude, and behavior. Such as;

T.ABF : It was great performance. But, next time try to be more confident, take a breath before you come forward so you will be seen more relax. But overall, your performance is great. Thank you

Tt : Yes ter, thank you.

3) Closing

In closing activity, the tutor confirmed the tutees' comprehension about the material that has been learned. Then, the tutor reminds the tutees that the material of today, will be bilingual evaluation. The tutor then asked the tutees to make a video about speech as the home work and also to select the best speaker to be chosen as speech contest participant.

The last step of closing activity was "Judging time". This means that the tutees who spoke by using Bahasa during the meeting would get punishment. She was asked to come forward

to sing a song in front of their friend. This activity seemed so fun because it could make the tutees become refreshed. The last, the tutor closed the meeting by asking the tutees to recite *Hamdalah* together.

b. Strategy in Guiding Speech Used by the Second English Tutor

This second observation was done on Friday February 2nd, 2018 at 7.00am-9.00am with the tutor named Miss. Nunung Pratiwi. At the time, Miss. Nunung is the tutor who was guiding *speech* to the tutees from fifth semester students of English Literature.

There were 14 tutees in the meeting room but some of them were coming late. The two were boys, and the other were girls. The bilingual meeting was done outside the class. It is placed in the second floor of *GLM Cafe* Building, near the mosque of IAIN Surakarta. The situation was not really conducive because the place is a little noisy. Yet, the Bilingual meeting was kept going. Although the tutees were not complete yet, but the tutor started the meeting because the time is almost at 8.00 am.

1) Opening

In the opening activity, the Bilingual meeting was started by the tutor saying *Assalamu'alaikum warohmatullahi wabarokatuh*. After that, the tutor asked the tutees why the other tutees came late while checking the attendance list. The tutor was mixing the language to communicate with the tutees.

T.NP : Ok, before we start. Let me check your attendance first. Seems that so many students late

today. Anisa..Anisa belum dateng, ya? Anybody knows why she came late?

Tt : She maybe from home Miss. From sragen.Soalnya kemaren bilang mau pulang.

T.NP : Well, what about the others?

Tutees : We don't know Miss.

After checking the attendance list, the tutor asked the students to read the material from their handphone, while waiting for the other tutees. About 7.50 all of the tutees had come. The tutor asked the tutees to stop reading and she gave advise for all the tutees to come on time. The tutor also gave motivation to the tutees to be enthusiasm with Bilingual program..The tutees were listening to the tutor. And the tutees who came late, asked for forgiveness to the tutor and the other tutees. The tutor then continued her activity in guiding speech in the day.

2) Main Activity

In this activity, the tutor found some strategies used by the tutor. Those were Reading Aloud and Sense of Humor. The description of strategies could be seen as follows:

a) Reading Aloud

In this section, the second English tutor called the name of her tutees one by one, especially who came late that day. She asked the tutee to read aloud the material and she asked the tutee to explain with their own words with example.

(1) 12/T.NP/M1/RA

“who’s coming late today? Yes Mr. Wahyu. Please read the definition of speech and explain it and give some example”

The tutor also helped the tutees if they found some difficulties in explaining and making example. Another example of Reading Aloud as follow:

(2) 14/T.NP/M1/SH

“Ok Ms. Anisa. Coba dibaca number three tentang impromptu speech, apa itu maksudnya? Dan coba berikan contohnya”

(3) 15/T.NP/M1/RA

“Siapa lagi yang terlambat? Tak suruh baca pokoe. Kalo ga bisa nyanyi nanti kedepan sambil joged. Setuju ya gays...”

(4) 17/T.NP/M1/RA

“Ayo Yu, dibaca yang keras, pronounciationya diperhatikan ya, lalu berikan contoh”

Based on the observation, the tutor She also corrected their pronunciation and grammar. After all tutees had read the material. She, explained once more to make sure that all the tutees understand. Beside reading aloud, she also used sense of humor. The example of utterance that was showed the second tutor used sense of humor, can be seen bellow:

b) Sense of Humor

(1) 13/T.NP/M1/SH

“Lain kali jangan telat lagi loh ya... mundur banyak tadi waktunya lho ngasi iso dinggo umroh (laughing)”

This strategy of guiding speech was found on main activity when bilingual meeting. The other examples of sense of humor can be seen as follows:

(2) 15/T.NP/M1/SH

“Siapa lagi yang terlambat? Tak suruh baca pokoe. Kalo ga bisa nyanyi nanti kedepan sambil joged. Setuju ya gays... (all say yes and laugh)”

(3) 16/T.NP/M1/RA

“Tak puterin lagu dangdut sekalian wes, divideo terus tak share di group bilingual biar viral, hahaha”

3) Closing

In the closing, the tutor once again explained about the speech especially in the differences among type of persuade, motivate and stimulate speech to make sure that the tutees understood about the differences. The tutor then asked the tutees to make conclusion about the material together.

The last step of closing was ended with saying *Hamdallah* together, and the tutor closed with *salam* and they cheered together.

From the observation that was described by the researcher above, it could be concluded that Mrs. Nunung, the tutor who

taught English Literatur students, used some strategy in guiding speech for the tutees. The strategies as follows:

c. Strategy in guiding Speech Used by the Third English Tutor

The result of observation in Bilingual meeting with Miss. Joan Nofila Nurlinita on Monday, Februari 5th 2018, at 10.00am-11.00am at first floor of E building can be explained below. At the time, Mrs. Joan was guiding speech for the tutees from the fifth semester of Arabic Education and Islamic Education (Non-English students).

There were 13 tutees in the classroom at the Bilingual meeting. Some of the tutees brought their study equipments like pen, book, tip-x and others but some of them just brought their smartphone. The situation was quite because it was done in the classroom. The tutor was talking with the one of tutee while waiting for the other came inside the class. After all the tutees came to the class, the tutor asked the tutees if they are ready to learn. Then, the tutor started the bilingual meeting. Based on the observation, it could be found that there were four strategies used in guiding speech, such as Reading Aloud, Cooperative Activity, Role play and Simulation and Sense of Humor. The data could be seen as follows:

Meeting1

1) Opening

In the opening activity, the Bilingual meeting was started by the tutor saying *Assalamu'alaikum warohmatullahi*

wabarokatuh. After that, the tutor checked the attendance list. She called the name of tutees one by one. The tutor was mixing the language to communicate with the tutees.

Some of the tutees answered by using English, some of them were using Bahasa based on the result of observation, the researcher found that the tutor was guiding speech by using her smartphone to explain the material and researcher found that the tutees had received the material on their phone at the night before.

T.JNN: Ok temen-temen, sekarang kita akan membahas materi speech yang udah tak share di group tadi malem, ya? Udah di download kan?

Tt : Udah Mbak.

T.JNN: Udah dibaca ya?

Tt : Belum Miss, lha ga faham og miss sama bahasanya.

T.JNN: Yaudah Gapapa, kita bahas lagi bareng-bareng kalo gitu.

2) Main Activity

Based on the observation, the strateies are used in this section. The tutor explained the material from the beginning until the end.

a) Reading Aloud

In this section, She was asking the tutees to read the material to make them spoke by using English, the tutor was asking the tutees one by one to read the material and she was correcting the tutees' pronunciation when they said wrongly.

(1) 19/T.JNN/M1/RA

“Miss. Siti Ariyah, please dibaca definition of speech, yang keras ya Miss”

The tutor then explain what was read by the tutee, she also gave the example of each explanation. She asked the other tutee to read aloud the material of speech, then she also asked the tutee if they knew the meaning or not.

(2) 21/T.JNN/M1/RA

“Selanjutnya, iya kamu mas..dibaca yang types of speech ya. Dari nomer satu aja”

(3) 23/T.JNN/M1/RA

“Selanjutnya kamu dek yang paling pojok, iya dek kamu. Baca yang keras ya sampe kedengeran yang pojok kanan, nomer selajutnya”

Based on the observation, the third English tutor did as what the first English tutor did. They asked the tutees one by one to read aloud the material. But the difference is lied on the way of tutor explain the material. Different as the first tutor, this third tutor was the one who explained all the material. The tutees were only read. Then the tutor corrected they pronunciation and also explain what the tutee had been read.

Once the tutor asked the tutees to explain the material that they had read. From the observation, the tutees were feeling hard to understand the meaning of the material, and almost all of

the materials were explained by the tutor by using Bahasa to make the tutees understood.

b) Sense of Humor

Based on the observation which was done by the second tutor, she used alot of humors to make the tutees enthusiasm with the material. The data of this strategy can be seen as follows:

(1) 20/T,JNN/M1/SH

“Bagus kok pronunnya... rasa jowonya kerasa bgt ya. (laugh)”

The tutors gave comment after the tutees read the material. She made some jokes to make the atmosphere more relax and the tutees expected to be more brave to speak by using English although with text. Another example can be seen below”

(2) 22/T.JNN/M1/SH

*“Kalo ini arabic taste... ky orang ngaji tapi versi English. Bagus ko bagus. (tutees laughing)
Pronunciationya juga udah hampir semua bener”*

(3) 21/T.JNN/M1/SH

“Iya iya jangan nangis... tak jelasin bahasa jowo sekali lagi ya”

Another example of sense of humor was happened when tutor asked the tutees to count fastly with their own language

because using English took longer. Therefore, the tutor asked the tutee to count by joking. For example:

(4) 27/T.JNN/M1/SH

“Sing penting bahasa manusia... ga pake lama lho kaya jawab soal UN wae”

(5) 28/T.JNN/M1/SH

“Browsing materi speech lho ya bukan materi di IG (the tutees laughing)”

Based on the description above, it can be concluded that the third English tutor used five utterances to show that she used sense of humor as her strategy in guiding speech.

c) Cooperative Learning

After all of the material had been explained, the tutor asked the tutees to make 3 groups. Each group consists of 4 people and one group consists of 5 people. It means that she also used cooperative activity in guiding speech for her tutees. The data of cooperative activity can be as follows:

(1) 24/T.JNN/M1/CA

“Udah faham semua ya? Now please make 3 groups”

Based on the observation, the tutor tried to guide the tutees to discuss the material by making cooperative activity. The tutees were told to search on internet about the example of

speech based on the topic they got. Each group had different topic to discuss.

(2) 26/T.JNN/M1/CA

“Ini ada 15 orang kan... sekarang coba berhitung sampe 5ya terus duduk sesuai dengan kelompok dewe-dewe...”

From the observation, it could found that the tutor tried to be close with the tutees by talking in three languages; English, Bahasa Indonesia, and Javanese. The tutor also gave the compensation to the tutees in order to make them will or brave to speak by using English in front of their friends.

After ten minutes left, the tutees were called one by one to give their speech. Based on the observation, it can be found that the tutor also used role play and simulation to guid the speech to their tutees. The data of role play can be seen below

d) Role Play and Simulation

There were only five tutees who were not bringing their text, and the other were brought. The tutor then let the five students to sign for twice after meeting and free to absent next meeting.

(1) 29/T.JNN/M1/RPS

“Time’s up everyone..adakah sukarelawan yang mau maju kedepan tanpa ditunjuk? Rewardnya lumayan lho. Minggu depan boleh absen”

In this section, the third English tutor asked the tutee to come forward to speech in front of their friend based on the topic that they had got and searched on internet. At first, there were no one who brave enough to come forward. After the tutor told the reward that they might absent on the next meeting if they wanted to come forward, one tutee brave to did so. Then continued by the other tutees. The result, there were five tutees who wanted to come forward.

(2) 30/T.JNN/M1/RPS

“Iya pak ketua yok maju beridato sesuai topikmu tadi. Kasih contoh untuk anak buahmu pak”

(3) 31/T.JNN/M1/RPS

“The next... perwakilan dari group 1 maju kedepan. Nanti paling ga harus ada 1 perkawilan untuk maju kedepan ya disetiap group”

Those are the utterances of tutor when using role play and simulation to their tutee. The complete data of this strategy can be seen in the appendix.

3) Closing

In the closing, the tutor announced the names who were free to absent next week and she gave appreciation by giving applause to them. The tutor also gave motivation and advise to the tutees who were not given dispensation or reward. The tutor

then asked the tutees to submit their video of speech next meeting and she explained the material in the next meeting.

The last step was closing in class was ended with reviewing the material by the tutor and saying *Hamdalah* together and the teacher closed with *salam* and they cheered together.

From the observation that was described by the researcher above, it could be concluded that Mrs. Joan, the tutor who taught Non-English students, used some strategy in guiding speech for the tutees.

Meeting 2

2. The Difficulties faced by the English tutors in guiding speech for the fifth semester students at bilingual program of Islamic Education and Teacher Training Faculty IAIN Surakarta 2017/2018.

a. Difficulties faced based on the English tutors

In this section, the researcher describes the difficulties which were faced by the English tutor in guiding speech for the fifth semester students of bilingual program. The researcher found the difficulties by making interview with the tutors and observed the activities during guiding speech. The data of difficulties can be seen below

1) 01/T.ABF/

Based on the interview on February 19th2018, it could be found several difficulties as follow;

Researcher : *Mr. Bagas, what difficulties that you face during guiding speech for your tutees?*

T.ABF : *I think....It is hard to find the right place to do bilingual meeting, as you see that our place is too crowded actually, and it is not really condussive to have bilingual meeting here. And one thing..my difficulty happens when my tutees don't want to speak English and I need to give them some reward or gift to make them confidence to speak English. Some tutees also seems like bored to have bilingual meeting. They look like silent all the time and has no spirit. I often call their name if they do this thing. I mean like silent all the time.*

Researcher : *the difficulties you said were all on the tutee. What about you? Do you have any difficulties in guiding speech material?*

T.ABF : *No, I think the material is easy enough to deliver. It's clearly explained on the material. I just have to read it and explain it to them. (Interview on February 19th, 2018)*

Based on the interviewed above, the researcher did not found any difficulty based on the tutors. Instead, the difficulties are most occur on the tutees. the researcher also interviewed the second English tutor on March 2nd 2018, the data can be seen as follow:

2) 02/T.NP

Researcher :*Kalo dari kamu sendiri miss, ada kesulitan ga dalam menyampaikan materi speech?*

T.NP : *kesulitan... apa ya.Ga juga sih kak. Soalnya kan materi ini udah pernah diajarkan juga dibilingual semester lalu kan. Jadi ya kaya Cuma ngulang aja.Gampang sih menurutku*

*materinya.Gampang sendiri sih kak. Kalo ketimbang materi lain kek debate itu.
(Interviewed on March 2nd, 2018)*

Based on the interviewed, the difficulties faced by the second tutor (Ms. Nunung) were also accured on the tutees. The tutor did not face any difficulties in guiding speech based on herself. However, the difficulties that were accured on the tutee could become the difficulties in guiding process also. On the other side, the researcher also interviewed the third English tutor Joan Nofila. The data of interview can been below:

3) 03/T.JN/Ihb

Researcher : Miss. Joan, *Kesulitan apa yang kamu hadapi selama mengajar materi speech?*

T. JNN : *Duh banyak kak. Kalo semester kemaren tuteeku dari anak pbi kak. Tp tahun ini non English semua.Mereka lho kak sama sekali ga terbiasa ngomong pake bahasa inggris.Aku kalo nyampein materi harus dua kali ngomong. Pertama bahasa inggris terus bahasa indo. Mereka ga paham kalau aku pake English terus..*

Researcher :*Dari kamunya sendiri ada kesuitan ga miss pas nyampein materi speech?*

T. JNN : *Ya kui mau kak. Speech kan harus ngomong ya. tapi sulit interaksi sama mereka kak kalo pake bahasa inggris, soale mereka ga paham. Jadi aku kalo mau ngomong pake bahasa inggris juga kek gimana gitu, takute mereka malah bosen, ga paham sama materi. (Interviewed on March 5th, 2018)*

Based on the interview that was done by the researcher with the third English tutor. It could be found one difficulties. That is inhibition. Ur (199:121) Inhibition Unlike other skills of English, speech requires some degree of real-time exposure to an audience.

Speaker worried about making mistake, fearful criticism, losing face, simply shy or the attention that their speech attracts.

Tutor faced the difficulties when guiding the speech for her tutees because she worried to speak up in English. She afraid if her speech attracts so that the tutees feel bored with the material.

b. Difficulties based on Tutees

Tutee from the first tutor

In order to get spesific data about difficulties in guiding speech at bilingual program, the researcher also interview the tutees. The tutees here were roled as the informants. The difficulties faced by the tutees were also influenced the tutor in guiding speech. The data bellow will describe the difficulties faced by the tutee during bilingual meeting when speech material being guided.

(1) 04/Tt. FKW/NS

The first informant was Fitria Kusuma Wati. The tutee of the tutor Bagas. Based on the interview on August 15th 2018, it could found that her difficulty was Nothing to Say. The data can be seen as follow:

Researcher : *Kesulitan apa dek yang kamu hadapi ketika belajar materi speech kemaren?*

Tt.FKW : *Bingung meh ngomong apa mbk. Soale Mas. Anggi kalo pas bilingual kan kita wajib full English. Kadang kalau mau speech dadakan kaya kemaren ga tau vocabnya, mau ngomong takut salah juga. Hehe*

(2) 05/Tt.FKW/LUP

Another difficulties she got was Low or Uneven Participant. It means that there were only one to two tutee who want to speak up during the bilingual meeting

“keep silent aq mbk, yang lain juga pada diem. Nanti kalo ada yang berani jawab, aq lagi ikutan. Wkwk”

(3) 06/Tt.EF/Ihb, NS

Another tutees who had difficulties named Elok Fakhitah. She was also the tutee of Bagas. Based on the interview on August 15th via WA, researcher found two difficulties. They are Inhibition and Nothing to say. The data can be seen as follow in bold utterances:

Researcher : *Kesulitan apa yang kamu hadapi selama belajar materi speech, dek?*

Tt.EF : *apa ya mbak lupa i*

Researcher : *sulit ngomong mungkin? Apa bingung mau ngomong apa?ada ga kesulitan itu?*

Tt.EF : *Oh aq.nya to mbk.. iya mbk bener. Masih kurang vocab, nk **speech kadang mikir ngomong pie**, gitu mbk. Grammar ku juga mburadul.Ngomong sak nyeplose.**Kadang ga jadi ngomong juga mbk, takut salah jawab. Ehehe***

Those were some data that showed the difficulties faced by the tutee from English Education that was taught by the first tutor Anggi Bagas. The complete data can be seen on appendixes. The researcher also made an interview with the tutee from English

Literature. They were guided speech by the second tutor Nunung Pratiwi at Bilingual program. The data can be seen as follows:

Tutee from the second tutor

Based on the interview with five tutees from the second tutor, the researcher can found several difficulties. They were Inhibition (Ihb), Nothing to Say (NS), and Low or Uneven Participant (LUP)

(1) 07/Tt.MS/Ihb, NS

On August 16th, the tutor made an interview with tutee named Mei Susanti via WA. Based on the interview, researcher can be found several difficulties. The data can be seen bellow:

Reearcher : *Kesulitan apa yang kamu hadapi selama belajar materi speech, dek?kesulitan ngomong, takut speechmu menyiggung atau salah ada ga? Atau yang lain?*

Tt.MS : *Iya itu mbk. Takut ngomong sama ga tau vocabnya. Sama takut salah grammar.*

(2) 08/Tt.RN/Ihb, NS

On August 16th, the tutor made an interview with tutee named Mei Susanti via WA. Based on the interview, researcher can be found several difficulties. The data can be seen bellow:

Reearcher: *Kesulitan apa yang kamu hadapi selama belajar materi speech, dek?kesulitan ngomong, takut speechmu menyiggung atau salah ada ga? Atau yang lain?*

Tt.RN : *mungkin takut salah grammar, sama kurang vocab ka.*

(3) 09/Tt.MAN/Ihb, NS

Based on the interview on August 16th, the tutor made an interview with tutee named Mila Axines Noviyani via WA.

Based on the interview, researcher can be found several difficulties. The data can be seen bellow:

Reearcher: *Kesulitan apa yang kamu hadapi selama belajar materi speech, dek?kesulitan ngomong, takut speechmu menyiggung atau salah ada ga? Atau yang lain?*

Tt.MAN: *yang disebutin itu semua ku alami kak. Trus juga kadang kalau mau ngomong mikir lama.lupa sama kosakatanya, bahasa inggris kan susah. kkkk*

Those were some data that showed the difficulties faced by the tutee from English Literature that was taught by the first tutor Nunung Pratiwi. Based on the data, the researcher can be found Inhibition and Nothing to say as their difficulties during bilingual meeting. The complete data can be seen on appendixes.

Tutee from the third tutor

The last, researcher also made an interview with the tutee from non-English tutees. They were guided speech by the third tutor Joan Nofila at Bilingual program. The data can be seen as follows:

(1) 10/Tt.DS/Ihb, NS

Based on the interview on August 20th, the tutor made an interview with tutee named Didik Sutrisno via WA, researcher can be found several difficulties. The data can be seen bellow:

Researcher: *Kesulitan apa yang kamu hadapi selama belajar materi speech, dek?kesulitan ngomong, takut speechmu menyiggung atau salah ada ga? Atau yang lain?*

Tt.DS : *biasane angelku gon ngomonge mbk, bingung sing rep diomongke opo nek basa inggris i, turneh ra mudeng artine.Sansoyo nk tutor jelaske nganggo basa inggris ngno kae es ra paham blas aku.*

(2) 11/Tt.MA/NS,Ihb

Based on the interview on August 23th, the tutor made an interview with tutee named Muhammad Alfarizi via WA, researcher can be found several difficulties. The data can be seen bellow:

Reearcher: *Kesulitan apa yang kamu hadapi selama belajar materi speech, dek?kesulitan ngomong, takut speechmu menyiggung atau salah ada ga? Atau yang lain?*

Tt.MA :*ya kui kabeh termasuk mbak. Liane misale meh ngomong opo, ning ra mudeng inggris.e.ra mudeng cara mocone. Paling kui sih nek aq*

(3) 12/Tt.IN/NS, Ihb

Based on the interview on August 23th, the tutor made an interview with tutee named Muhammad Alfarizi via WA,

researcher can be found several difficulties. The data can be seen bellow:

Reearcher: *Kesulitan apa yang kamu hadapi selama belajar materi speech, dek?kesulitan ngomong, takut speechmu menyiggung atau salah ada ga? Atau yang lain?*

Tt.MA :*Aku sbnernya tu suka bahas inggris tp dari dulu ga paham-paham. Tp mbk.Joan enak sih nk jelaske bisa paham dikit-dikit. Speech kan yang ngomong didepan byk orang itu ya mbk. Aku biasane ndredeg e mbk. Lha bahasane susah. Ga mudeng akunya.*

B. DISCUSSION

In this sub chapter, the researcher discuss the findings based on the observation that was done with the three English tutors, there were three steps of teaching learning process on guiding speech for the fifth semester students at bilingual program of FITK IAIN Surakarta. Those steps were opening, main activity and closing.

The first step was opening. The three English tutors were all opening the bilingual meeting by *Salam* to the tutees and the tutees answered it. The first tutor was using English in all conversation with tutees and two others were mixing language. After that, the tutors check their attendance list before continued to the main activities. The first tutor observed was using all English this is because the tutor wanted to make the tutees usual to speak by using English.

The second step was main activities. The tutees were given materials based on the bilingual schedule they got. From the observation it could be found that the three tutor had shared the

material to the tutees via *Whatsapp* group in the night before meeting. Based on the observation, those three English tutors began their strategy in this section. The strategies were reading aloud, sense of humor, cooperative activity and sense of humor. The material was discussed together by the tutor and their tutees. The tutors asked them to read aloud the material so it could make them spoke up individually, the result was no one silent during the bilingual meeting.

After explaining the material, the next step was practicing. The English tutors asked their tutees to practice the material that they have learned before. They were told to be speaker from their speech because the material they have learned was about speech. This practice was able to make the tutees active during the bilingual meeting because they need to think and practice their speech in front of their friend. They could also be more understand the material because they were given the opportunity to ask and repeated their speech until the other students clearly understood. They could correct each other by this method.

The last step was closing. Closing in this speech class was ended by reviewing the material of that day. Shared the evaluation that should be evaluated by both tutors and tutees in the next meeting and also announce the punishment for the one who deserved. The last one was saying *hamdalah* together and the tutors closed with *salamand* they cheered together. It could be concluded that in guiding speech of

bilingual program the tutors were reading aloud, sense of humor, role play and simulation and cooperative activity.

However, based on the observation that was described above, 'reading aloud strategy' is the strategy that was used mostly by all the three English tutors in guiding speech to their tutees. This strategy conducted by Barrentine in Herrell (2012: 108). On this book, he stated that Reading aloud, using facial expression involve the exploration of the structure of text. This strategy seemed applicable to the tutees in order to guide them speaking by using English although with text. At least, it could make them relax and confidence in trying to speak English in front of many people.

Based on the interview that is described above, it can be concluded that the tutors almost have no difficulties in guiding speech. Only the third tutor who has difficulty, that is Nothing to Say. Whereareas, the difficulties are most often faced by the tutees. The data was described on interview with the nine tutees above. The difficulties are Nothing to Say, Inhibition and Low or Uneven Participant.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research deals with the answer of the research problems based on the research findings and discussion in the chapter IV. In this section, the researcher draws the answer about the research problem related to the implementation of guiding speech that are used by the English tutor for the fifth semester students at bilingual program of FITK IAIN Surakarta in academic year of 2017/2018, and the challenges or difficulties that are faced by the English tutor for the fifth semester students at bilingual program of FITK IAIN Surakarta in academic year of 2017/2018

1. The guiding speech strategies implemented by the English tutor for the fifth semester students at bilingual program of FITK IAIN Surakarta in academic year of 2017/2018.

The implementation of guiding speech strategy by the English tutor for the fifth semester students at bilingual program of FITK IAIN Surakarta is processing of giving instruction to the tutees, guiding the tutees to gain the knowledge. It also could be defined as giving the tutees opportunity to speak by using English in front of people so that the tutees knew how to use English properly in real communication.

The implementation of guiding speech by the English tutor for the fifth semester students at bilingual program of FITK IAIN Surakarka. The tutors are more dominant in using reading aloud strategy in guiding speech for their tutees. The tutors use the strategy in order to guide the tutees to brave in speaking by using English although by the text. The implementation of guiding speech strategy is opening, main activities include read aloud, and the last is closing.

2. The challenge faced by the English tutors in guiding speech for the fifth semester students at bilingual program of Islamic Education and Teacher Training Faculty IAIN Surakarta 2017/2018.

In guiding speech, the tutors face some challenges and difficulties during the bilingual meeting. The challenge faced by the English tutor in guiding speech were related to the theories by Ur (1996:121) they are inhibition, nothing to say, and low or uneven participant. The English tutors feel hard in making their tutees confident to speech in front of their friends.

B. Suggestion

Based on the result of the research stated above, the researcher draws some suggestions. The researcher hopes that these suggestions will be useful, especially for the English tutors, for the other researchers, and for the Bilingual unit. The suggestion are follows:

1. For the English Tutors

Guiding speech is the one of difficult material to be guided by the English tutor who guided the tutees from English or non-English students. The English tutors needed to find appropriate strategy to guide their tutees based on their characteristic and abilities of the tutees in learning English. The tutor should have sense of care and humor to make the tutees interested in learning English during the bilingual meeting. The tutor could play some games and sing a song to make the tutees' enthusiasm in speaking by using English in front of people. The English tutors could also utilize the media to make the bilingual meeting more interesting for the tutees.

2. For the Researcher

The researcher aware this research is far from the perfection. The researcher hopes this research can be used as the references for the other researchers to make their research better.

3. For the Bilingual Unit

The bilingual unit is hoped can make improvement of bilingual program, can give some kind of coaching for all the tutors to help them apply right strategies for the tutees. Giving such a coaching to the tutors in guiding every material of bilingual program and also give some kind of seminar about the importance of bilingual program so that there will

be a good feedback among bilingual units; instructor, tutors and also tutees.

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APPENDIXES 1

APPENDIX 1

INTERVIEW WITH THE FIRST ENGLISH TUTOR OF BILINGUAL PROGRAM

Interviewee : Anggi Bagas Ferdiansyah
Kode : T.ABF
Date : Februari 19th 2018
Place : PPG Building
Interviewer : Rosidyana
Type : Interview about Strategy and Challenge in guiding speech

Researcher : Assalamu'alaikum Mr. Bagas, could you give me some minutes to interview?

T.ABF : Wa'alaikumsalam, sure. What can I help?

Researcher : First I wanna ask you how long you have becoming the tutor?

T.ABF : Since the fifth semester I guess. Until now.

Researcher : How many materials should you deliver in this year?

T.ABF : From *siakad*, there are four materials for the fifth semester. Like job interview, how to open and close presentation, speech and debate

Researcher : Then, for speech material, how many times will you have meeting?

T.ABF : Maybe I will only take two times, because speech is simple one but pretty hard I think. Because different with others, speech is done by individual.

Researcher : Ok, then what kind of strategy you used to guide speech to your tutees?

T.ABF : Well, Speech is the one of hard material of bilingual to be taught to the tutees. Because, this material is like individual term, not group. It is different from the other materials like debate or open and close presentation. But, as I have the tutees from English education students, it means that they have prior knowledge about speaking English, for them, English is like their daily foods, it is a

bit easy for me to teach speech to them. For speech, I asked them to practice in front of their friends.. First, I describe all about speech based on the paper I have, then I give them easy example in daily life, then I gave some kind of question answer to them then in the last, I ask them to practice in front of their friend. They can choose random types of speech that they are mastered. Some of them choose speech for entertain, they act like a Comica (standup comedian), some of them choose speech for persuade, they act like SPG, and many others. My tutees are all girls, they are quite active in every bilingual meeting. So, this is really fun when teaching them.

Researcher : Very good. Then, what kind of challenges of difficulties that you face during guiding speech for your tutees?

T.ABF : I think I don't have any difficulties in delivering speech for my tutees I mean in understanding the material, because we often discuss it together. But maybe some difficulties come from my tutees. I mean, this is difficult to match the schedule among tutees and me, also about the place. It is hard to find the right place to do bilingual meeting, as you see that our place is too crowded actually, and it is not really condussive to have bilingual meeting here. And one thing... my difficulty happens when my tutees don't want to speak English and I need to give them some reward or gift to make them confidence to speak English. Some tutees also seems like bored to have bilingual meeting. They look like silent all the time and has no spirit. I often call their name if they do this thing. I mean like silent all the time.

Researcher : Do you think 2 times in guiding speech is enough to get the goal?

T.ABF : Actually it is not enough. Although the material is not too much. But in learning speech, of course we need more time. If I have more time, maybe I can help my tutees to be like real speaker. For example I can make stand up comedy challenge, and they have to make it like real. If I have more time, I can told them to practice at home. But... yeah because I have limited time. So I'm just deliver as simple as I can as best as I can.

Researcher : Nice. Once more for you. Gas, you know that bilingual means you can use language more than one but from the bilingual meeting that you have done, you and your tutees always speak by using English during the meeting. What is your purpose by applying that?

T.ABF : Yes I absolutely know that I can use more than one language in this meeting because this program is bilingual. And why I and my tutees apply this English in our conversation during meeting is

because I had made some kind of deal with them that during bilingual meeting, English is our only one language. I apply this for my tutees in order to make them usual to speak English. Because, you know I have tutees from English education students, so English is like their daily food as I said before. And this bilingual is like place for them to apply what they get from learning English and to develop their ability in speaking English. And also, for the tutees who didn't use English during the meeting, they will be punished like singing or did something in front of their friend.

Researcher : Well, thank you so much for sparing your time to interview. And Wassalamu'alaikum

T.ABF : Yes you are welcome Miss. Wa'alaikumsalam.

APPENDIX 1.2

INTERVIEW WITH THE SECOND ENGLISH TUTOR OF BILNGUAL PROGRAM

Interviewee : Nunung Pratiwi
Kode : T.NP
Date : March 3nd 2018
Place : JLM Building
Interviewer : Rosidyana
Type : Interview about Strategy and Challenge in guiding speech

Researcher : Good morning miss. Boleh wawancara sebentar ga ms?

T.NP : Good morning kak... nggeh silakan

Researcher : Pertanyaan pertama, berapa lama kamu menjadi tutor miss?

T.NP : I can't really remember but maybe since 2016 .

Researcher : Berapa materi yang harus disampaikan semester ini?

T.NP : 4 material. Debate, speech, open and close presentation and interview for job.

Researcher : Ok for speech miss, what kind of strategy you used in guiding speech to your tutees?

Miss. Nunung : For the strategy, I always try to make them as the main character of our bilingual meeting, and I am just as the stuntwoman or motivator. I ask them to read the material first, in this term is speech. Then ask them to read a load one by one individually, and they have to make description about speech by their own words. If they have problems in understanding the material or saying the words in English, that is the time for me to help them. But overall,

they are capable to speak by English because they are from English literature major. All of them.

Researcher : Miss. Nunung, what challenges or difficulties that you face during guiding speech for your tutees?

T.NP : For the challenge, I think I often face it with my tutees. For example when we discuss about the date, it is difficult to find the same free day, because in the bilingual this season, they are being busy to prepare for KKN. So the tutees often come late or even absent for bilingual meeting. And it is hard to fix the day for bilingual. Another challenge is about tutees' behavior. I am sorry that I have to say the truth but the tutees often underestimate me. It can be seen by their attendance. Some of them often absent with no reason, and when I gave a task like yesterday I gave them task to make a video of speech without text. It still can be seen that they read a text, they seems like had no spirit to make a video of speech meanwhile I have told them that evaluation of bilingual this season will be speech contest, still they seems do not really care about it.

Researcher : What about the material? Do you face some difficulties?

T.NP : For the material I think it is pretty easy, because all of the material I had shared to them on Whatsapp. So they can read it before we have bilingual meeting. May be just...when they explained the material that they had read, and they don't know how to say it in

English that's the difficulties, and the meeting was not so alive I think because many of them seemed was not enthusiasm.

Researcher : Ok Ms, Nunung thank you so much for your time. And thank you for answering my question

T.NP : Ok miss you're welcome

APPENDIX 1.3

INTERVIEW WITH THE THIRD ENGLISH TUTOR OF BILINGUAL PROGRAM

- Interviewee : Joan Nofila Nurlinita
- Kode : T.JNN
- Date : March 5nd 2018
- Place : E Building
- Interviewer : Rosidyana
- Type : Interview about Strategy and Challenge in guiding speech
-
- Researcher : Good morning Miss Joan. Would you like to have interview with me? About your today's speech class?
- T.JNN : Good morning ms.. Yes with pleasure
- Researcher : Thank you. First I wanna ask you how long you have becoming the tutor, Miss?
- T.JNN : Since 2016 kak. At first I became tutor for my friends I mean dor the same semester but after that the rule changed. I've becoming the tutor for under semester until now. I teach fifth semester now
- Researcher : Very well Ms. How many materials should you deliver in this year?
- T.JNN : 4 materials. Debate, speech, open and close presentation and interview for job
- Interviewer : Miss Joan, what kind of strategy you used in guiding speech to your tutees?
- Miss. Joan : Well, I think I don't use any particular strategy for delivering speech to the tutees. I just explain the material step by step and then I ask their comprehension. And if they face any problem, they are free to ask. But in every bilingual meeting, include meeting for discussing speech, I use more Bahasa than English , because if I use English all the time, my tutees feel hard to understand the material. My tutees are from Arabic Education and Islamic Education. So, I think, speaking English is not pretty easy for

them. It doesn't mean that I underestimate them, but the fact when I teach Bilingual is like that. However, I often explain the material in English first and then I translate in Bahasa with my own words. Then to know their understanding, I ask them to make video of speech.

Researcher : Miss. Joan, what challenges or difficulties that you face during guiding speech for your tutees?

T.JNN : I have many difficulties in delivering the material in this year, kak. At the previous bilingual, I taught the tutees from English students but this season I teach the tutees from other majors. You know that they have no prior knowledge in learning English if we compare with English students. This is my challenge. In delivering all of the material, I have to explain it in all Bahasa Indonesia. They don't understand kak when I said in English. And this is so hard to ask them speak by using English even just for one or two words. They are too worried if their pronunciation wrong, grammar error and many others. The class is so krik krik kak if I don't make some jokes with them. They seems like have no intention to learn English at all. That's why I often give them reward if they want to speak English even just little bit. Other challenges I face are when fixing the day of bilingual meeting and also they have less preparation to learn English. That's all kak maybe. (Interviewed on March 5th, 2018)

Researcher : Ok Ms, Nunung thank you so much for your time. And thank you for answering my question

T.JNN : Ok kak you're welcome

APPENDIXE 1.4

INTERVIEW WITH THE CHAIRWOMAN OF BILINGUAL PROGRAM

Interviewee : Dr. Yusti Arini, M. Pd
Date : February 15th 2018
Place : B Building.
Interviewer : Rosidyana
Type : Interview related to the Bilingual Program in FITK

Researcher : Selamat siang Miss Yusti... boleh mengganggu waktunya sebentar Miss untuk Interview terkait program Bilingual?

Ms. Yusti : Iya sebisa yang saya bantu, akan saya jawab. Kalau ada pertanyaan yg belum bisa saya jawab mungkin nanti bisa ke Pak dekan atau ke yang lain. Soalnya saya juga baru mbk disini, baru satu tahu mbk.

Researcher : Baru satu tahun tapi sudah menjadi ketua nggih Miss

Ms. Yusti : Iya maksudnya baru satu tahun menjadi ketua, sebelumnya memang belum tau sebenarnya bilingual itu seperti apa. Yah itulah. Pertanyaanya apa?

Researcher : Iya sebenarnya Bilingual program di FITK itu apa sih Ms? Kegiatan seperti apa?

Ms. Yusti : bilingual merupakan program diluar perkuliahan ya..semacam ekstra kurikuler tapi wajib diikuti oleh semua mahasiswa FITK. Tujuannya untuk meningkatkan kemampuan speaking, jadi fokusnya hanya di speaking bukan di skill lainnya. Dimulai dari semester 3,4,5,6 ya..semua fokus di speaking gitu kan. Dan untuk materinya persemester berbeda beda dengan pengalaman yang pertama itu yang paling mudah menurut kita. Dari yang pertama itu tentang coversation lalu story telling baru yang terakhir debate.Dan diakhir semester ini diharapkan semua jurusan bukan hanya PBI dan Sastra Inggris namun diluar jurusan itu dapat public speaking dengan baik.

- Researcher : Kenapa harus dari semester 3, 4, 5 ,6 Ms. Itu kan merupakan kegiatan ekstra terlama di FITK
- Ms. Yusti : Kalau dari dawuh pak dekan kemaren kenapa Bilingual sangat lama ya, karena ini merupakan program unggulan yang dikampus-kampus lain PTKIN lain di Indonesia itu belum ada yang seperti ini. Lha ini semacam pilot projek dengan begitu diharapka dapat menular ke kampus-kampus Islam lain. Maka dari itu program ini cukup lama dari 2014 ya, bahkan sekarang menjadi syarat untuk Munaqosyah.
- Researcher : Ekspektasi atau output yang diharapkan dari program ini apa sih Ms?
- Ms. Yusti : Dengan program ini diharapkan seluruh lulusan FITK dapat berbicara bahasa inggris dengan baik. Terampil berbahasa inggris terutama public speaking baik formal maupun informal.
- Researcher : Selama kurang lebih 2 tahun bilingual diadakan, apakah ekspektasi-ekspektasi tadi sudah tercapai Ms?
- Ms. Yusti : Jujur untuk ekspektasi yang selama ini kami harapkan belum sepenuhnya terealisasikan ya. Kaitanya karena gerakanya ini kan masiv, melibatkan ribuan mahasiswa yang kita agak sulit mengontrol satu persatu. Memang terus terang disamping tugas dosen sendiri juga banyak, program ini adalah tugas tambahan lain. Kesulitannya mengontrol satu persatu mahasiswa. Maka dari itu kita meminta bantuan tutor yang itupun kami tidak bisa force untuk maksimal. Kami berharap saja begitu kan..jadi memang belum bisa dikatan maksimal.
- Researcher : Baik, kalau teknis pelaksanaan apakah ada ketentuannya Ms? Misal harus hari apa dan sebagainya
- Ms. Yusti : Ya..dari fakultas sudah ditentukan kalau kamis jum'at sebagai hari untuk pelaksanaan Bilingual. Dari semenjak program ini dicanangkan memang hari kamis dan jum'at siang jawal harus dikosongkan untuk bilingual, seperti itu. Kalau hirarkinya ada instruktur, lalu tutor, dan kemudian para tutor akan diberikan tugas untuk menyampaikan materi bilingual kepada tutee, ya disini istilahnya tutee.
- Researcher : Untuk instruktur sendiri ada berapa banyak, MS?
- Ms. Yusti : Pada mulanya instruktur merupakan alumni dari FITK, namun karena hal itu dirasa kurang efektif, kemudian diganti dengan dosen tetap non PNS. Ada 13 tutor saat ini yang membawahi 10 tutor, dan tutor membawahi tutor yang sekarang dari semester bawah yang sebelumnya teman sebaya, namun setelah itu kami rubah kebijakan

karena terdapat banyak keluhan bahwa tutee kurang respect dan lain sebagainya. Jadi mulai semester kemarin memang tutor dari semester atas. Tutor semester 5 mengajar tutee semester 3, dan tutee semester 7 mengajar tutee semester 5. Seperti itu

Researcher :. Improvement atau perkembangan bilingual dari tahun pertahun seperti apa ms?

Ms. Yusti : Kalau untuk perkembangan, karena saya baru satu tahun ya jadi kurang begitu faham. Mungkin kalau dari segi manajemen ya, kami harapkan lebi termenej, mudah mudahan seperti itu. Setidaknya ada komunikasi yang lebih transparan antara tutor dengan tutee, tutor dengan instruktur dan seterusnya. Sehingga kekurangan-kekurangan dalam program ini nantinya bisa diperbaiki bersama-sama.

Researcher : Visi Misi bilingual program ini seperti apa, Ms?

Ms. Yusti : Untuk Visi Misi memang belum tertulis baru surat tugas ya kemarin. Mungkin bisa tanya Pak Dekan ya... namun secara tertulis setahu saya belum ada.

Researcher : Baik Ms, terima kasih banyak atas waktu dan wawancaraya. Nanti semisal masih ada yang perlu ditanyakan, saya harap Ms masih mau diwawancara ya Ms..

Ms. Yusti : Ita sama-sama. Ya semisal masih ada yang ditanyakan nanti bisa ditanyakan. Nanti insya allah saya bantu sebisa saya.

APPENDIXE 1.5

INTERVIEW WITH THE COMMITTEE OF BILINGUAL PROGRAM

Interviewee : Robith Khroiril Umam, S. S. M. Hum
Date : February 15th 2018
Place : B Building.
Interviewer : Rosidyana
Type : Interview related to the Bilingual Program in FITK

Researcher : Selamat siang Pak. Saya ingin mewawancarai Bapak terkait Bilingual program. Apakah bapak bersedia?

Mr. Robith : Boleh, silakan...

Researcher : Sebenarnya bilingual program di FITK itu program seperti apa pak?

Mr. Robith : Sebenarnya Bilingual ini merupakan program pembeda. Awalnya Pak dekan mengatakan bahwa kita harus punya program yang membedakan kampus kita dengan kampus berbasis islam lain dalam berkemampuan bahasa inggris. Sebenarnya dari awal bukan hanya bahasa inggris, namun bahasa arab juga. Kemudian setelah itu difokuskan bahasa inggris terlebih dahulu. Jadi diharapkan nanti lulusan disini memiliki kemampuan yang lebih unggul dibanding kampus lain.

Researcher : Tujuan dari program bilingual itu apa, Pak?

Mr. Robith : Ya itu tadi, selain menjadi pembeda dengan kampus lain, juga untuk membekali lulusan FITK supaya dapat berbahasa inggris dengan baik

Researcher : Penggagas awal berdirinya program ini, siapa sih Pak?

Mr. Robith : Pak Giyoto sebagai peggagas awal, Bu Im dan Pak Zainal Arifin kalau tidak salah.

Researcher : Berapa kali pertemuan untuk bilingual ini Pak?

Mr. Robith : 10 kali pertemuan, setiap hari kamis dan jum'at siang. Jam 1.

- Researcher : Apakah ada evaluasi terkait materi di Bilingual program ini, Pak?
- Mr. Robith : Evaluasi pertama dari tutor sendiri, to... jadi tutee mendapat nilai dari tutor. Nilai bisa keluar kan dengan presentase masuk 75%. Dan untuk semester ini, evaluasi berupa speech contest untuk semester 5 dan untuk semester 3 video contest. Yang kebetulan hari ini telah dilaksanakan. Jadi evaluasinya sesuai dengan materi yang ditekankan. Misalnya fokus dengan speech, maka evaluasinya berupa speech contest, misal story telling, ya evaluasinya berupa story telling contest. Debat juga dengan evaluasi debate. Jadi tetap sejalur.
- Researcher : Apakah ada improvement kualitas dari program ini, Pak?
- Mr. Robith : Selalu ada proses peningkatan itu. Dari evaluasi, suatu yang dirasa kurang selalu berusaha ditingkatkan setiap tahunnya. Kan ada grand evaluation, itu kan salah satu upaya untuk meningkatkan mutu bilingual. Evaluasi sebenarnya juga dari menejemen kemudian evaluasi dari proses pengajaran.
- Researcher : Kemudian untuk materi sendiri apakah ada perubahan, Pak?
- Mr. Robith : Iya, untuk yang awal itu kan sempat ada masalah. Masalahnya begini, materi ini untuk mahasiswa PBI dan sastra inggris bisa mengikuti. Namun, untuk mahasiswa non English dirasa kurang sesuai. Jadi di tahun berikutnya ada penstandaran materi. Supaya bisa diikuti oleh semua jurusan di FITK.
- Researcher : Baik Pak, terimakasih atas waktunya. Dan terimakasih telah berkenan untuk diwawancarai
- Mr. Robith : Oh, sudah. Ya sama-sama.

APPENDIXE 1.6

INTERVIEW VIA WHATSAPP WITH THE TUTEES OF BILINGUAL PROGRAM

Informant : Fitria Kusuma Wati

Date : August 15th 2018

Group :17

Interviewer : Rosidyana

Researcher : Assalamu'alaikum dek Fitri. Ini Rosidyana yang kemaren observasi bilingual di Lab.2.Boleh tanya-tanya tentang bilingual kemaren ga dek?

Tt.FKW : Wa'alaikumsalam, iya mbk mau tanya apa?

Researcher : kemaren pas materi speech pertemuan berapa kali dek?

Tt.FKW : 2 kali mbk yang terakhir Cuma ngumpulin video.

Researcher : Video tentang apa dek?

Tt.FKW : Speech mbk.

Researcher : Oh gitu. Kesulitan apa dek yang kamu hadapi ketika belajar materi speech kemaren?

Tt.FKW : apa ya mbak...hehe

Researcher : lha apa dek? Masih inget ga?

Tt. FKW : Bingung meh ngomong apa mbk. Soale Mas. Anggi kalo pas bilingual kan kita wajib full English. Kadang kalau mau speech dadakan kaya kemaren ga tau vocabnya, mau ngomong takut salah juga. Hehe

Researcher : Oh gitu, yaudah dek. Makasih ya udah mau diwawancara.

Tt. FKW : Ya mbak sama-sama.

APPENDIXE 1.7

INTERVIEW VIA WHATSAPP WITH THE TUTEES OF BILINGUAL PROGRAM

Informant : Fitria Kusuma Wati

Kode : Tt. FKW

Date : August 15th 2018

Group :17

Interviewer : Rosidyana

Researcher : Assalamu'alaikum dek Fitri. Ini Rosidyana yang kemaren observasi bilingual di Lab.2.Boleh tanya-tanya tentang bilingual kemaren ga dek?

Tt.FKW : Wa'alaikumsalam, iya mbk mau tanya apa?

Researcher : kemaren pas materi speech pertemuan berapa kali dek?

Tt.FKW : 2 kali mbk yang terakhir Cuma ngumpulin video.

Researcher : Video tentang apa dek?

Tt.FKW : Speech mbk.

Researcher : Oh gitu. Kesulitan apa dek yang kamu hadapi ketika belajar materi speech kemaren?

Tt.FKW : Keep silent aq mbk, yang lain juga pada diem. Nanti kalo ada yang berani jawab, aq lagi ikutan. Wkwk

Researcher : Yang lainnya dek? Masih inget ga?

Tt. FKW : Bingung meh ngomong apa mbk. Soale Mas. Anggi kalo pas bilingual kan kita wajib full English. Kadang kalau mau speech dadakan kaya kemaren ga tau vocabnya, mau ngomong takut salah juga. Hehe

Researcher : Menurutmu, bilingual program itu gimana dek? Kesan pesan mu

Tt. FKW : Bagus sebenarnya mbak programe. Bisa belajar bahasa inggris bareng. Apalagi buat mahasiswa PBI kaya kita gini kan jadi bisa belajar bareng. Tp susahny pas nentuin jadwal kadang tabrakan

sama jadwal lain. Itu aja sih mbak. Katanya kan juga buat syarat munaqosyah ya mbak bilingual ini?

Researcher : Iya dek buat syarat muna nanti. Yaudah dek. Makasih ya udah mau diwawancara.

Tt. FKW : Ya mbak sama-sama.

APPENDIXE 1.8

INTERVIEW VIA WHATSAPP WITH THE TUTEES OF BILINGUAL PROGRAM

Informant : Elok Fathitah
Kode : Tt.EF
Date : August 15th 2018
Group :17
Interviewer : Rosidyana

Researcher : Assalamu'alaikum dek Fitri. Ini Rosidyana yang kemaren observasi bilingual di Lab.2.Boleh tanya-tanya tentang bilingual kemaren ga dek?

Tt.EF : Wa'alaikumsalam, iya mbak?

Researcher : kemaren pas materi speech pertemuan berapa kali dek?

Tt.FKW : Seingetku dua kali mbak. Tapi yang terakhir itu Cuma ngumpulin video yang buat speech itu, terus bahas materi debate

Researcher : Video speechnya itu ditentukan ga dek topiknya apa?

Tt.EF : Ga mbak..free theme.

Researcher : Oh gitu. Kesulitan apa dek yang kamu hadapi ketika belajar materi speech kemaren?

Tt.EF : apa ya mbak lupa i

Researcher : Sulit ngomong mungkin? Apa bingung mau ngomong apa?ada ga kesulitan itu?

Tt.EF :Oh aq.nya to mbk.. iya mbk bener. Masih kurang vocab, nk speech kadang mikir ngomong pie, gitu mbk.Grammar ku juga mburadul.Ngomong sak nyeplose.Kadang ga jadi ngomong juga mbk, takut salah jawab. Ehehe

Researcher : Terus biasanya apa yang kamu lakukan untuk mengurangi kesulitanmu itu dek?

T.EF : Ngomong sebisanya aja mbk. Kalo ga tau vocab biasanya aku tanya tutor.

Researcher : Menurutmu program bilingual ini gimana dek?

T. EF : Ga efektif mbak menurutku.

Researcher : Alesanya dek?

T. EF : Lha masa pemilihan tutor mung sapa sing gelem mbak. Kaya ga ada tes.e gitu.Materinya juga Cuma itu itu terus.

Researcher :Oh gitu, yaudah dek. Makasih ya dek udah mau diwawancara.

Tt. FKW : Siap mbak

APPENDIXE 1.9

INTERVIEW VIA WHATSAPP WITH THE TUTEEES OF BILINGUAL PROGRAM

Informant : Mei Susanti
Kode : Tt.MS
Date : August 16th 2018
Group : 4
Interviewer : Rosidyana

Researcher : Assalamu'alaikum dek Mei. Ini Rosidyana yang kemaren observasi bilingual di GLM.Boleh tanya-tanya tentang bilingual kemaren ga dek?

Tt.MS : Wa'alaikumsalam, tanya aja mbak ga apa-apa

Researcher : Kemaren pas materi speech pertemuan berapa kali dek?

Tt.MS : Kalau bahas materi tatap muka sekali mbak. Terus dikasih tugas buat bikin video speech

Researcher : Kesulitan apa yang kamu hadapi selama belajar materi speech, dek?kesulitan ngomong, takut speechmu menyiggung atau salah ada ga? Atau yang lain?

Tt. MS : Iya itu mbk. Takut ngomong sama ga tau vocabnya. Sama takut salah grammar.

Researcher : Oh gitu. Kalau dari bilingualnya ada ga dek kesulitanya?

T.MS : Ada mbak. Nentuin jadwal. Soalnya kan ini mau KKN juga, jadi kek tabrakan jadwalnya. Tempat buat bilingual juga pindah pindah terus.Kaya ga serius gitu lo mbak programnya.

Researcher : Oh gitu ya dek. Tapi ada ga perubahan positif selama kamu ikut bilingual?

Tt. MS : Ada sih mbak... kan ada materi yang di share. Jadi nambah ilmu juga.

Researcher : Kaya apa dek misalnya?

Tt. MS : Interview for job kemaren. Kan jadi tau ngomong bahasa inggris buat ngelamar kerja gimana, buat surat lamaran kerja juga jadi tau mbak.

Researcher : Ok dek. Terimakasih ya atas waktunya

Tt. MS : iya mbak masama.

APPENDIX 1.10

INTERVIEW VIA WHATSAPP WITH THE TUTEES OF BILINGUAL PROGRAM

Informant : Mila Axines Noviyani

Kode : Tt.MAN

Date : August 16th 2018

Group : 4

Interviewer : Rosidyana

Researcher : Assalamu'alaikum dek Mila. Ini Rosidyana yang kemaren observasi bilingual di GLM.Boleh tanya-tanya tentang bilingual kemaren ga dek?

Tt.MAN : Boleh kak

Researcher : Kemaren pas materi speech pertemuan berapa kali dek?

Tt.MAN : Sekali tatap muka terus PR buat video spech kak, seingetku

Researcher : Pas tatap muka ngapain aja dek?

Tt.MAN : Bahas materinya kak. Suruh mbaca trus njelasin

Researcher : Ada prakteknya ga dek?

Tt.MAN : Ga kak. Cuma disuruh buat Video

Researcher :Oh gitu, terus lesulitan apa yang kamu hadapi selama belajar materi speech, dek?kesulitan ngomong, takut speechmu menyiggung atau salah ada ga? Atau yang lain?

Tt. MS : Yang disebutin itu semua ku alami kak. Trus juga kadang kalau mau ngomong mikir lama.lupa sama kosakatanya, bahasa inggris kan susah. kkkk

Researcher : Oh gitu. Kalau dari bilingualnya ada ga dek kesulitannya?

Tt.MS : Nentuin jadwal kak. Soalnya kan ini mau KKN. Banyak yang mesti diurus.Kadang juga dadakan ngasih kabar jadi telat dateng.

Researcher : Oh gitu ya dek. Tapi ada ga perubahan positif selama kamu ikut bilingual?

Tt. MS : Biasa sih kak ga ada yang berubah secara signifikan. Programnya menurutku ga sistematis kak. Kaya mung saksake tok gitu.

Researcher : Oh gitu ya dek. Ok terimakasih ya atas waktunya

Tt. MS : iya mbak masama.

APPENDIX 1.11

INTERVIEW VIA WHATSAPP WITH THE TUTEES OF BILINGUAL PROGRAM

Informant : Didik Sutrisno
Kode : Tt.DS
Date : August20th 2018
Group : 25
Interviewer : Rosidyana

Researcher : Assalamu'alaikum Mas Didik. Ini Rosidyana yang kemaren observasi bilingual di GLM.Boleh tanya-tanya tentang bilingual kemaren ga?

Tt.DS : Wa'alaikumsalam mbak. Monggo...

Researcher : Kemaren pas materi speech. Berapa kali pertemuan mas?

Tt.DS : Enek sing siji enek sing loro mbk. Nek aku siji

Researcher : Lha og bedo bedo?

Tt.DS : Ho'o mbak soale aku gelem maju praktek. Dadi entuk adsent. Sing mlebu pindo kui sing ga gelem maju

Researcher : Ada prakteknya ga dek?

Tt.MAN : Ga kak. Cuma disuruh buat Video

Researcher :Oh gitu, terus lesulitan apa yang kamu hadapi selama belajar materi speech, dek?kesulitan ngomong, takut speechmu menyiggung atau salah ada ga? Atau yang lain?

Tt. MS : Yang disebutin itu semua ku alami kak. Trus juga kadang kalau mau ngomong mikir lama.lupa sama kosakatanya, bahasa inggris kan susah. kkkk

Researcher : Oh gitu. Kalau dari bilingualnya ada ga dek kesulitanya?

Tt.MS : Nentuin jadwal kak. Soalnya kan ini mau KKN. Banyak yang mesti diurus.Kadang juga dadakan ngasih kabar jadi telat dateng.

Researcher : Oh gitu ya dek. Tapi ada ga perubahan positif selama kamu ikut bilingual?

Tt. MS : Biasa sih kak ga ada yang berubah secara signifikan. Programnya menurutku ga sistematis kak. Kaya mung saksake tok gitu.

Researcher : Oh gitu ya dek. Ok terimakasih ya atas waktunya

Tt. MS : iya mbak masama.

APPENDIXES2

APPENDIX 2

FIELD NOTES OF OBSERVATION

Date : Monday, Januari 29th 2018
Time : 7.30am-8.40am
Place : Second floor of Laboratory building
Material : Speech

The first observation in Bilingual meeting with Mr. Anggi Bagas Ferdiansyah. At the time, Mr. Bagas was guiding speech for his tutees from the fifth semester. The atmosphere was little crowded because the bilingual meeting was done outside the class. The stepped and the voice of people were heard clearly. There were 13 students in the meeting when teaching process. They were all girls. Each student brought their equipments to learn; note book, handphone, pen, and any other tools. They looked ready to face the bilingual meeting. Mr. Bagas also seemed ready to guide the material of speech. He was sitting on his seat in front of their 10 girls tutees bringing the attendance list.

The bilingual meeting was started from the tutor opened the meeting by *salam* and the tutees were all coming on time so the tutor could continue the bilingual meeting. In the observation, he was making relation between him and his tutees. He was using non formal English to make their tutees relax and enjoy to get the material. This way was seemed successful because no one was silent in the meeting. Then, the tutor started to explain the speech material

In the bilingual meeting that was being observed, the tutor was speaking by using English from the beginning until closing the bilingual meeting. The tutor also gave information about the goal that will be reached after discussing the material about speech. He also added some humors during this activity to make his tutees enjoy and relax to recieve the material.

In this session, the tutor started to explain the material while calling the tutees' name one by one. This way was intended to make a feedback between

tutor and tutees. After giving some minutes to read the material, then the tutor call the name of the tutees one by one and they come forward to answer the question.

And then, the tutor continued to call the tutees one by one and gave the question based on the material. He gave appreciation to the tutee who was able to answer the question, and helped the other tutees to answer the question if she found any problem in answering the question from tutor. After done calling the names of tutees, the tutor explained the material once more and gave some example from daily life. The tutor controlled the environment, the tutees' behavior, and all activities in the Bilingual meeting in that day.

Then tutor had finished his explanation about speech, he asked the tutees about the difficulties of speech, if the tutees had problem about the material, the tutor repeated the explanation or gave the opportunity to another tutee to answer the difficulties of their friend. In teaching process of speech, this example below shows the way of tutor in confirming whether the tutees' had understood about the material or not

And then, the tutor gave the assignment for tutees to choose one type of speech that they mastered, and they have to practice orally in front of their friend. The other tutees should listen to their friend who was being performed. They were given 5 minutes to prepare their speech. After finished performing, the tutor gave appreciation by giving applause, and he corrected some incorrect grammar and pronunciation. After some of the tutees gave their performances, the tutor did the same correction and also gave motivation so that the tutees could speak in front of public confidently. He was not the facilitator who only gave the material, but also gave motivation and advice to the tutees about self-confident, attitude, and behavior.

In closing activity, the tutor confirmed the tutees' comprehension about the material that has been learned. Then, the tutor reminds the tutees that the material of today, will be bilingual evaluation. The tutor then asked the tutees to make a video about speech as the home work and also to select the best speaker to be chosen as speech contest participant. The last step of closing activity was "Judging time". This means that the tutees who spoke by using *Bahasa* during the

meeting would get punishment. She was asked to come forward to sing a song in front of their friend. This activity seemed so fun because it could makes the tutees became refresh. The last, tutor closed the meeting by asking the tutees to recite *Hamdalah* together.

APPENDIX 2.2

FIELD NOTES OF OBSERVATION

Date : Friday, Februari 2nd 2018
Time : 7.00am-9.00am
Place : Second floor of GLM Building
Material : Speech

This second observation was done with the tutor named Miss. Nunung Pratiwi. At the time, Miss. Nunung is the tutor who was guiding *speech* to the tutees from fifth semester students of English Literature.

There are 14 tutees in the meeting room but some of them were coming late. The two were boys, and the other were girls. The bilingual meeting was done outside the class. It is placed in the second floor of *JLM Cafe* Building, near the mosque of IAIN Surakarta. The situation was not really conducive because the place is little noisy. Yet, the Bilingual meeting was keep going. Although the tutees were not complete yet, but the tutor started the meeting because the time is almost at 8.00 am.

In the Bilingual meeting was started by the tutor saying *Assalamu'alaikum warohmatullahi wabarokatuh*. After that, the tutor asked the tutees why the other tutees came late while checking the attendance list. The tutor was mixing the language to communicate with the tutees.

After checking the attendance list, the tutor asked the students to read the material from their handphone, while waiting for the other tutees. About 7.50 all of the tutees had come. The tutor asked the tutees to stop reading and she gave advise for all the tutees to come on time. The tutor also gave motivation to the tutees to be enthusiasm with Bilingual program, because this program was important for them to face *Munaqosyah*. The tutees were listening to the tutor. And the tutees who came late, asked for forgiveness to the tutor and the other tutees. The tutor then continued her activity in guiding speech in the day.

The tutor then explained about the definition of speech to the tutees. She asked the tutees to pay attention to the paper she had. She showed a piece of paper to the tutees about

Then the tutor continued to explain the material. She called the name of her tutees one by one, especially who came late that day. She asked the tutee to read a loud the material and she asked the tutee to explain with their own words with example. The tutor always gave appreciation by giving applause after the tutee read and explained the material they read. The tutor also helped the tutees if they found some difficulties in explaining and making example. She also corrected their pronunciation and grammar. After all of the tutees read aloud the material and explained it. The tutor confirmed the tutees' understanding and asked them whether they had questions about the material or not.

In the closing, the tutor once again explained about the speech especially in the differences among type of persuade, motivate and stimulate speech to make sure that the tutees understood about the differences. The tutor then asked the tutees to make conclusion about the material together. The last step of closing was ended with saying *Hamdallah* together, and the tutor closed with *salam* and they cheered together.

APPENDIX 2.3

FIELD NOTES OF OBSERVATION

Date : Monday, Februari 5th 2018
Time : 710.00am-11.00am
Place : First floor of E building
Material : Speech

The result of the third observation in Bilingual meeting with Miss. Joan Nofila Nurlinita on Sunday January 5th 2018, at at can be explained below. At the time, Mrs. Joan was guiding speech for the tutees from the fifth semester of Arabic Education and Islamic Education (Non-English students).

There were 13 tutees in the classroom at the Bilingual meeting. Some of the tutees brought their study equipments like pen, book, tip-x and others but some of them just brought their smartphone. The situation was quite because it was done in the classroom. The tutor was talking with the one of tutee while waiting for the other came inside the class. After all the tutees came to the class, the tutor asked the tutees if they are ready to learn. Then, the tutor started the bilingual meeting.

Bilingual meeting was started by the tutor saying *Assalamu'alaikum warohmatullahi wabarokatuh*. After that, the tutor checked the attendance list. She called the name of tutees one by one. The tutor was mixing the language to communicate with the tutees.

Some of the tutees answered by using English , some of them were using Bahasa based on the result of observation, the researcher found that the tutor was guiding speech by using her smartphone to explain the material and researcher found that the tutees had received the material on their phone at the night before.

Then, the tutor explained the material from the beginning until the end. She was asking the tutees to read the material to make them spoke by using English , the tutor was asking the tutees one by one to read the material and she was correcting the tutees' pronunciation when they said wrongly. Based the

observation, the tutor asked them to read a loud and it could be found that the tutees said many miss pronunciations. The tutor wrote down the wrong pronunciation and corrected after the tutee had done read the material

The tutor then continued her explanation, she also gave the example of each explanation. She asked the other tutee to read aloud the material of speech, then she also asked the tutor if they knew the meaning or not. The tutor also asked the other tutees to explain the material that they had read. From the observation, the tutees were feeling hard to understand the meaning of the material, and almost all of the materials were explained by the tutor by using Bahasa to make the tutees understood. After all of the material was explained, the tutor asked the tutees to make 3 groups. Each group consists of 4 people and one group consists of 5 people. From the observation, it could found that the tutor tried to be close with the tutees by talking in three languages; English , Bahasa Indonesia, and Javanese. The tutor also gave the compensation to the tutees in order to make them will or brave to speak by using English in front of their friends.

After ten minutes left, the tutees were called one by one to give their speech. There were only five tutees who were not bringing their text, and the other were brought. The tutor then let the five students to sign for twice after meeting and free to absent next meeting. In the closing, the tutor announced the names who were free to absent next week and she gave appreciation by giving applause to them.

The tutor also gave motivation and advise to the tutees who were not given dispensation or reward. The tuton then asked the tutees to submit their video of speech next meeting and she explained the material in the next meeting. The last step was closing in class was ended with reviewing the material by the tutor and saying *Hamdalah* together and the teacher closed with *salam* and they cheered together.

APPENDIXES 3

APPENDIXES 3

THE SPEECH MATERIAL OF BILINGUAL PROGRAM

a. Definition of Speech

a speech simply means a spoken expression of ideas or opinion presented in front of a group of people in order to achieve certain purposes. Grayson (1979:6) **Speech** is our verbal communication and has three main aspects: *Articulation*, which is how speech sounds are made; *Voice*, the use of one's vocal folds and breathing required to produce sound; and *Fluency*, the rhythm of one's speech. When one has difficulty producing speech sounds correctly or fluently or has problems with his or her voice, then s/he has a **speech disorder**.

Humans express thoughts, feelings, and ideas *orally* to one another through a series of complex movements that alter and mold the basic tone created by voice into specific, decodable sounds. Speech is produced by precisely coordinated muscle actions in the head, neck, chest, and abdomen. Speech development is a gradual process that requires years of practice. During this process, a child learns how to regulate these muscles to produce understandable speech.

3. The Six Main Purposes of Speech

Based on the Bilingual handbook, most speeches fit into one of the six categories in the list that follows. Each requires a different tone, different types of stories, different examples, even a different choice of words. Of course, a speech can have more than one purpose, but there should be one overriding purpose that is absolutely clear to you and to your audience. The six main purposes are:

a. To inform

This kind of speech is usually fairly short and to the point and concentrates on the facts of the situation. The information presented should not be too complicated; your audience should be able to fully comprehend the subject matter just by listening to you speak about it.

b. To instruct

Now your purpose is to instruct, to teach, to give specific directions or orders. This type of presentation is usually longer than an informational speech, but not necessarily. It must cover your topic thoroughly, so that your listeners absorb your instructions and come away with a new skill.

c. To entertain

Unless you are a professional stand-up comic, you probably won't be making speeches solely to entertain. However, you do want to deliver your subject and message in an entertaining, interesting way. The basic features of this type of speech are vivid language, sincerity, and enthusiasm.

d. To inspire/motivate

There are many ways to inspire and/or motivate people. Some people inspire others by talking about how they have personally triumphed over hardships. Motivational speeches do not necessarily focus in on personal hardships.

e. To activate/stimulate

Maybe you do not just want to inspire people, but you want to stimulate them to take action. A speech designed to *activate* presents ideas, suggestions, and arguments in such a way that the audience will believe so strongly what you tell them that they will actually carry out your suggestions. To get people to act on your ideas, you must tell them what to do and stress that this action should be taken. You might point out what will happen if they do take this action, and

what will happen if they don't. In order for this speech to be effective, you yourself must be firmly convinced that the course of action you are urging is the right one.

f. To persuade.

This type of speech causes your audience to willingly accept your proposal through logic, evidence, and emotion. A persuasive speech offers a solution to a controversial problem, presenting sufficient logic, evidence, and emotion to sway the audience to your belief.

4. Four Types of Speech

From the purposes above, four types of speech can be derived:

a. Informative Speeches

There are endless situations in which People need to inform others, so competency in this type of communication will be very valuable throughout life. Some key tips to remember when giving an informative speech are; narrow your subject, do not overestimate what the audience knows, relate the subject directly to the audience, don't be too technical, avoid abstractions, and personalize your ideas. Some common topics for informative speeches include; (1) Speeches about objects: anything that you can touch and/or see. Organizational methods include topical, chronological, and spatial. Limit the breadth of the subject to between two and five main points, (2) Speeches about processes: a systematic series of actions that lead to a particular product or result. Organizational methods are most commonly chronological or topical. Visual aids will be very helpful for this type of informative speech, (3) Speeches about events: these speeches are typically organized in chronological order, topical order or in causal order (cause and effect), (4) Speeches about concepts: including theories, principles, beliefs, and ideas. A topical organizational pattern works well and enumerating the main features or aspects of the concept. Since these speeches tend to be more complex, the use of examples, analogies and comparisons is essential. It is important to avoid using technical terms.

b. Persuasive Speeches

Persuasive speeches focus on issues of controversy, where more than one point of view exists. They may center on a question of fact, a question of value, or a question of policy. It is essential to tailor the message to the audience when giving a persuasive speech. The message should be adjusted to their knowledge, interests, values, attitudes, goals and beliefs (without compromising truth).

The three major approaches to persuasive speaking are: (1) A question of fact: This approach is similar to an informative speech but the speaker acts as an advocate of one position and presents facts to support it. He can present opposing views but only to refute them in support of the speaker's position, (2) Question of value: This approach centers on personal judgment concerning what is right or wrong, good or bad, moral or immoral, ethical or unethical, proper or improper. The speaker must justify his position/opinion against an identifiable standard (God's Word, for example), (3) A question of policy: The goal of this approach is to motivate the listener to take action. After convincing the audience of the need for action, the speaker should propose a plan and finally show the practicality of the policy. The speaker should make his recommendations for action as specific as possible.

c. Impromptu Speeches

Impromptu speaking is delivered without any previous preparation. This skill is important in order to be a living witness for People, for we are to be ready at all times to give a defense of the

hope that is within us. There are four basic steps to creating an impromptu speech: 1). State the question you are answering or the purpose of your speech, 2). State the main point you wish to make 3). Support your main point with evidence, 4). Summarize your main point and show how you've answered the question or fulfilled your purpose. A few important tips for students to keep in mind are – to stay calm, organize their thoughts (use the four-step approach) and limit their remarks. Two creative activities to help students develop this skill are;

Have students choose an object from a bag and either describe how it works, tell a short personal experience of a time they encountered the object, or describe the object to the audience as though they were unable to see it. Another activity (that could also be used for "storytelling") is to create an oral short story using the object as the main subject or character in the narrative. b) Older students could use the activity above and add to the options- to convince the audience of the importance of using this object in their life (practicing an impromptu persuasive speech).

APPENDIXES 4

**DAFTAR MAHASISWA SEMESTER 5
UNIT BILINGUAL FAKULTAS ILMU TARBIYAH DAN
KEGURUAN IAIN SURAKARTA
SEMESTER GANJIL TAHUN AKADEMIK 2017/2018**

NAMA TUTEE	NIM	PRODI	TAHUN MASUK	KEL	TUTOR
FITRIA KUSUMA WATI	153111183	PBI	2015	17	ANGGI BAGAS F./G CLASS.
BAYU MUHAMMAD GIBRAN	153111218	PBI	2015	17	
ELOK FAKHITAH	153111235	PBI	2015	17	
SHINTA SILVIANA DEWI	153111237	PBI	2015	17	
SITI KULSUM SYIFA HUSNUL KHOTIMAH	153111247	PBI	2015	17	
UMI NUR ALIYAH	153121002	PBI	2015	17	
MAR'ATUN SHOLIHAH	153121004	PBI	2015	17	
RISKA HANIFAH ARINI	153121005	PBI	2015	17	
KHOIRUN NISA' AULIYA	153121027	PBI	2015	17	
FAJAR SRI UTAMI	153121047	PBI	2015	17	
ZAKIYYAH EL MISKIYYAH	153121054	PBI	2015	17	
ASHMA IZZATUN NISA'	153121058	PBI	2015	17	
DZURIYYATU L FAUZIYAH	153121059	PBI	2015	17	
KHOISSOTU Z ZAHROH	153241008	PBI	2015	17	

APPENDIXES 4.1

**DAFTAR MAHASISWA SEMESTER 5
UNIT BILINGUAL FAKULTAS ILMU TARBIYAH DAN
KEGURUAN IAIN SURAKARTA
SMESTER GANJIL TAHUN AKADEMIK 2017/2018**

NAMA TUTEE	NIM	PRODI	TAHUN MASUK	KEL	TUTOR
MEI SUSANTI	153111010	SI	2015	4	NUNUNG PRATIWI/G CLASS
QOYYIMAH AYAK ANNISA	153111019	SI	2015	4	
WAHYU PRIHATIN	153111023	SI	2015	4	
ANISA FITRIANI	153111025	SI	2015	4	
PRADITA AYU SUWANDARI	153111028	SI	2015	4	
ANGGRAENI NOVITA SARI	153111030	SI	2015	4	
RIKA NURHIDAYAH	153111035	SI	2015	4	
NONIK YOGI AFIANA	153111036	SI	2015	4	
RENI WIDIANINGSIH	153111037	SI	2015	4	
DWI OKTAVIANA KURNIAWATI	153141078	SI	2015	4	
SLAFI AJI BAYU NUR 'ALIM	153151005	SI	2015	4	
MILA AXNES NOVIYANI	153151007	SI	2015	4	
ANNISA FAJRIYAH ADHA	153121016	SI	2015	4	

APPENDIXES 4.2

**DAFTAR MAHASISWA SEMESTER 5
UNIT BILINGUAL FAKULTAS ILMU TARBIYAH DAN KEGURUAN
IAIN SURAKARTA
SEMESTER GANJIL TAHUN AKADEMIK 2017/2018**

NAMA TUTEE	NIM	PRODI	TAHUN MASUK	KEL	TUTOR
DIDIK SUTRISNO	153111121	PAI	2015	25	JOAN NOFILA N/G CLASS
MUHAMMAD ALFARIZI	153111140	PAI	2015	25	
NORA MALELA MARPAUNG	153111159	PAI	2015	25	
SITI ARIYAH	153111164	PAI	2015	25	
IZZAH NUR BAITI	153111181	PAI	2015	25	
ALFIAN UBADILLAH ALFAUZI	153111184	PBA	2015	25	
RAHMA AULIA DWI MARANTIKA	153111191	PBA	2015	25	
DESI NUR 'AINI	153111193	PBA	2015	25	
FAHMI ADHI NUGROHO	153111196	PBA	2015	25	

APPENDIXE 5

APPENDIXES 5

EVALUASI BILINGUAL SEMESTER 5.docx
THE EVALUATION OF 5th SEMESTER BILINGUAL PROGRAM
OF FITK
IAIN SURAKARTA

1. PARTICIPANTS

All 5th semester groups of Bilingual Program (55 groups in total)

- 1st Elimination Round: Each tutor has to select 1 best participant from his/her group (there will be 55 participants in total)
- 2nd Elimination Round: The 55 participants will then be evaluated by speech adjudicators (instructors) to get top 10 participants to go the final round.
- Final Round: The top 10 participants will then be evaluated by 3 speech adjudicators (Mr. Sabariyanto, 2. Mrs. Yusti. 3. Mr. J) to get the best 3 participants as the Champion, 1st runner-up, and 2nd runner-up.

2. RULES

- In 1st Elimination Round, Each tutor is responsible to select a representative of his/her group in any possible and appropriate ways.
- In 2nd Elimination Round, each participant is given 7 minutes to present his/her speech. The elimination will be conducted in 8 different room with 3 speech adjudicators for each room. The schedule for the room and performing time will be announced after the 1st Elimination Round. Each participant is required to submit his/her speech transcripts.
- In Final Round each participant is given 6 minutes to present his/her speech. Each participant is required to submit his/her speech transcripts.

3. The Topics of the speech for 2nd Elimination Round and Final Round are:

- 1) The Importance of English as A Foreign Language
- 2) Islam, Rahmatan Lil 'Alamin
- 3) The Importance of Character Building in Education

4. The scoring for this constest is based on the following criteria:

a. MATTER

Simply, Matter refers to the raw material which you use to construct your speech - the facts or evidence upon which your case is based. Matter includes such things as quotes, statistics, facts and evidence that you may be able to put forward to prove or further your own case.

b. METHOD

Method is the structure or organization of your speech.

c. MANNER

Manner is the way in which you deliver your speech. It includes everything that goes towards the presentation of your speech: Use of voice, Gestures, Eye contact, Time Management, Humor, etc

5. PRIZE

Each participant will get a CERTIFICATE

The Best 3 will get CERTIFICATE, TROPHY AND CASH

6. IMPORTANT DATES

- 1st Elimination Round: Before February 1st, 2018 (It depends on each tutor)
- 2nd Elimination Round: Thursday, 8 February, 2018
- Final Round: Friday, 9 January, 2018

Feel free to contact us: lingualfitk@gmail.com

APPENDIXE 7

INTERVIEW VIA WHATAPP WITH THE ENGLISH TUTOR OF BILINGUAL PROGRAM

Interviewee : Anggi Bagas Ferdiansyah
Kode : T.ABF
Date : August 28th 2018
Interviewer : Rosidyana
Type : Interview about Speech Material

Researcher : Assalamu'alaikum gas..sibuk ga? Ada beberapa pertanyaan yang harusku tanyakan padamu lagi.mau ga?

T.ABF : Wa'alaikum salam, opo Ros?

Researcher : Kemaren pas kamu menyampaikan materi speech itu materinya darimana?

T.ABF : Dari unit bilingual langsung Ros. Di share lewat group WA

Researcher : Oh gitu... terus to gas kan di materi speech itu ada beberapa topic ky speech to inform, speech to entertain, dll. Nah, pas kamu menyampaikan ke tutee, kamu fokus ke salah satu topik itu ga?

T.ABF : Ga ada ki Ros... tak sampaikan sesuai isi materi sing di share. Justru tutee ku sing tak kon menentukan topik.e dewe pas praktek.

Researcher : Oh jadi ga ada improvement ya gas? Sesuai meteri kui tok?

T. ABF : Ho'o i lha materine lho Ros diulang ulang terus. Soko unite dewe wae ra enek improvement lho. Sing tak ajarke yo sesuai materi wae.

Researcher : Lha mereka kamu suruh buat video speech ga, Gas?

T. ABF : Ho'o Ros

Researcher : Tema.ne ditentukan ga?

T.ABF : Free theme, yang penting mereka mengumpulkan

Researcher : Terus soko videone tutee enek evaluasi ga Gas?

T. ABF : Haruse enek Ros. Tapi aku ra sempet soale instrukturku ngakone ndadak. Dadine pertemuan bilingual wes rampung kae lagi jarkom tuteeku tak kon ngirim video. Terus langsung tak kumpulke nang instruktur.

Researcher : Oke gas.. Terimakasih waktunya ya

INTERVIEW VIA WHATAPP WITH THE ENGLISH TUTOR OF BILINGUAL PROGRAM

- Interviewee : Nunung Pratiwi
Kode : T.NP
Date : August 28th 2018
Interviewer : Rosidyana
Type : Interview about Speech Material
- Researcher : Assalamu'alaikum kak..sibuk ga? Ada beberapa pertanyaan yang harusku tanyakan padamu lagi.mau ga?
- T.NP : Iya kak Ros. Mau tanya apa?
- Researcher : Tentang materi speech bilingual kemaren kak. Kamu dapet materi itu dari mana, kak?
- T.NP : Download dari group tutor bilingual kak. Dari WA
- Researcher : Oh gitu, pas menyampaikan materinya ada topic yang ditekankan ga?
- T.NP : Aku nyampeinya sesuai materi kak. Jadi materi dari unit aq share di group WA kelompok bilingualku. Terus, setiap mau pertemuan aku suruh mereka pelajari dulu materinya.
- Researcher : Untuk per materi bilingual sendiri, ada berapa pertemuan ka? Ada ketentuan ga?
- T. NP : Setauku ga ditentukan ka, jadi aku ngira-ngira sendiri permateri harus berapa tatap muka. Ky misalnya debate. Itu kan materi yang lumayan sulit ya, jadi aku buat empat kali pertemuan.
- Researcher : kalau untuk speech sendiri, berapa pertemuan ka?
- T.NP : Sebenarnya kemaren mau aku buat dua pertemuan. Tapi tuteeku tu susah banget buat diajak bilingual, alesanya KKNlah. Akhirnya tak buat satu tok.Yang pertemuan kedua Cuma tak suruh ngumpulin video.Itu wae ga kabeh ngumpuke kak.
- Researcher : Oh gitu, dari videonya speech sendiri, ada tema yang ditentukan ga ka?
- T.NP : Ada beberapa tema di materi, aku suruh mereka buat milih sendiri tp tak kasih minial waktu. Jadi minimal 5menit kak
- Reseacrher : Contoh temanya apa ka?

T.NP : Kemaren ada yang milih informative speech, ada persuasive sama apa ya aku wis lali kak.

Research : Semua tutee buatnya juga lima menit ka? Apa ada yang kurang?

T.NP : Ada yang ga sampe 5menit sih. Kebanyakan wae juga mbaca og kak.

Researcher : Dari video yang mereka buat itu ada evaluasi sama penilainya ga ka?

T.NP : Penilainya ada kak, kalau evaluasi ga ada kalo dari aku. Evaluasi kan dari unit bilingual langsung kak kemaren.

Research : Aspek penilaiannya seperti apa kak?

T.NP : kemaren itu kalo ga salah Matter Method sama Manner. Tak samain sama yang dari unit kak.

Researcher :oh jadi dari unit juga ada ketentuan ya kak?

T.NP : Kalau untuk aspect scoring video setauku ga ada sih kak. Yang tak pake itu aspek buat yang speech contest pas bilingual evaluation itu.

Research : oke kak. Makasih ya atas waktunya

T.NP : sama sama kak.

INTERVIEW VIA WHATAPP WITH THE ENGLISH TUTOR OF BILINGUAL PROGRAM

Interviewee : Joan Nofila Nurlinita
Kode : T.JNN
Date : August 28th 2018
Interviewer : Rosidyana
Type : Interview about Speech Material

Research : Kajo..lagi sibuk ga?
T.JNN : Engga ka Ros. Knp?
Researcher : Wawancara Bilingual lagi ya kak?
T.JNN : Oalah... Bayar kak. Hehe
Researcher : Gampang kak..wkwk
T.JNN : Haha... tenan ya. mau tanya apa e kak?
Researcher : Tentang materi speech kemaren itu ka. Km pas nyampein materi speech itu dapet dr unit apa cari sendiri?
T.JNN : Itu di share lewat group tutor kok kak. Materi semuanya sama dari situ
Researcher : Ok, jadi dari unit ya. terus di materi itu kan ada beberapa topic ka. Kaya informative speech, persuasive speech, impromptu speech. Dll. Nah, pas kamu nyampein ada ga salah satu yang kamu fokuskan?
T.JNN : Engga ada kak. Semua tak jelasin satu per satu len kak. Soale tuteeku ga paham sama bahasa inggris. Mereka Cuma tak suruh baca tok
Researcher : Oh gitu, untuk speech sendiri ada berapa kali pertemuan ka?
T.JNN : Kemaren tak buat dua kak
Researcher : Pembuatan jadwal itu dari unit apa kamu buat sendiri?
T.JNN : Tak buat sendiri kak. Dari unit kan ada 10 kali pertemuan kak. Nah setiap materi aku buat sendiri mesti berapa kali. Kadang juga tak ropel ok kak soale susah nentuin jadwal

Researcher : Gitu ya kak. Kemaren dari beberapa tutor ada yang menyuruh tutee buat video speech. Kamu juga ada perintah itu ga ka ke tuteemu?

T.JNN : iya kak kemaren juga tak suruh buat video, tp ada beberapa yang engga soalnya mereka dapet reward

Research : Reward gimana itu kak maksudnya?

T.JNN : Jadi to kak, kemaren pas aku materi speech itu mereka tak suruh berkelompok dan maju praktek. Tp majunya itu individu kak. Nah yang mau maju tanpa teks, itu yang tak kasih reward. Mereka ga harus ngumpulke video speech

Researcher : Oh gitu, terus dari video yang mengumpulkan itu ada penilaian ga ka?

T. JNN : Penilaianku tak buat keseluruhan sih kak. Jadi untuk absen 70%, aktive ngomong 10%, sama praktek 20% kak.

Researcher : itu untuk semua materi ka?

T. JNN : Iya ka, kalo yang buat per meeting Cuma evaluasi aja.

Researcher : Evaluasinya seperti apa ka?

T.JNN : Cuma lisan aja ka. Kaya grammar, pronun mereka kalau salah ucap, dibemerin. Sekedar itu aja kak, soale anak non english jadi agak susah. Wkwk

Researcher : oh gitu ka. Oke terimakasih ya ka

APPENDIXES 6

THE PHOTOGRAPH OF OBSERVATION





