

**A STUDY OF TEACHING STRATEGY OF SPEAKING IN THE
INTERMEDIATE CLASS AT *BULE HOUSE COURSE*, PARE-
KEDIRI**

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in English
Education Department



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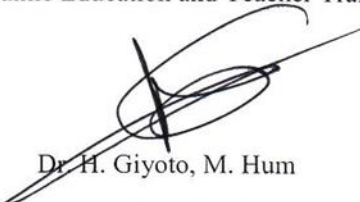
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DEDICATION

This thesis is dedicated to:

- My Parents, Sugimin and Nurmas Kanah
- My big brothers, Edi Nurwijaya Kusumah and Nur Riyanto
- My little sister, Siti Daryani
- My friends who always inspired me in English, Selvia Listiyani, Guilhem Juteau, Prak Kimhouy, Lebron Cheah, Jose Manuel G. Diaz, and Kimiko

MOTTO

If you don't take risks, you can't create a future.

-Monkey D. Luffy

Sometimes there is no next time, no second chance, no time out.

Sometimes it is now or never.

-Anonym

*We do not fear the unknown. We fear what we think we know
about the unknown.*

-Teal Swan

*Magic is believing in yourself, if you can do that, you can make
anything happen.*

-Johann Wolfgang von Goethe

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**A Study of Teaching Strategy of Speaking in The Intermediate Class at Bule House, Pare-Kediri**” is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta,
Stated by,

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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 the readers in general.

Surakarta,

The researcher

Karmila

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ABSTRACT

Karmila, 2018. *A Study of Teaching Strategy of Speaking in The Intermediate Class at Bule House Course, Pare-Kediri*. Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

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Keywords: Teaching Strategy, Speaking

The objectives of this research is to describe teaching strategies used by the tutor who is a native speaker in speaking in the intermediate class at Bule House course Pare, Kediri. It is conducted to know what teaching strategies used by the tutor who is native speaker when he taught speaking in the intermediate class; public speaking and aggressive speaking at Bule House course Pare, Kediri.

In this research the researcher was using descriptive qualitative method. The researcher would describe teaching strategies used by the tutor who is native speaker in the intermediate class of speaking. The design of this research is case study. The research instrument of this research is the researcher herself. Techniques of collecting the data of this research are by observation, field note, document and audiovisual materials. Moreover, the techniques of analysis data are data reduction, data display, and conclusion drawing and verification.

The result of this research, the researcher found out that the tutor who is native speaker was using variation of teaching strategies. Sometimes he was using more than one teaching strategies in one meeting. Based on research finding, the researcher found out that to enhance speaking skills the tutor was using some strategies in the speaking class such as 1) discussion, 2) simulation, 3) story-telling, and 4) interview. These activities are helping students to be more had experienced and practice more due to get fluent in English. Discussion is to make them think more about they had discussed. In addition the tutor was using full English either when he taught the students in the class or in the camp. Moreover, the environment also influence whether they could speak or not, because when they used to speak as a daily activity it means that they could speak better than when they did not practice every day.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Education is defined as a planned effort to establish a study environment and educational process so that the students may actively develop his/her own potential. There are many ways to get education. In Indonesia, for example, in UU No. 20 2003 Article 13, paragraph 1 stated that the path of education in Indonesia consists of formal education, non-formal and informal. Formal education is education which is held by the school or college, such as elementary school, senior high school, junior high school and the university or the college. This type of education is characterized uniformity and a certain rigidity, with horizontal and vertical structures (aged-graded classes and hierarchical cycles) and universally applicable admission criteria. (Hamadache, 1995:7)

Non-formal education, education that is hosted by institutions outside school or college, such as courses, early childhood and etc. As Coombs and Ahmed (1974:8) said that non-formal education is any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children. Informal education is education in the family and environment. Because the parents usually teach their children since they are kids.

Indonesian, commonly, has been experienced formal education and informal education. In Indonesia, there are many non-formal educations to help people to develop their potential and needs. There are some institutes which are offering some skills, such as in BLK (Balai Latihan Kerja). BLK provides some skills such as sew, automotive, electro, computer and so on. Some are offering other skills such as language skills; Mandarin, English, Japan etc.

By the time, there are many courses that over many skills as the additional skills to help in the work-field. One of it is English Language courses. English is the common language because, at the present days, English is as the conveying language. Language itself is the bridge to keep in touch. With language means, there is a communication to understand each other. Communication is identical with spoken language. Speaking is used many forms of different purposes, and each purpose involves different skill (Richard and Renandya, 2002:201). Speaking is the key to communicate. Speaking is not an easy activity to do. When the native speaker speaks English, it is easy for them, but for students or non-native as English as the foreign language is hard. The differences between the native and non-native speaker to speak English are the mother tongue and the accent.

To live up the need of learning English especially in the speaking, there are many ways. Efficiency of the time, money, and chance are the factors for people to think twice whether they want to learn English. For the simplest way is

going to Kampung Inggris Pare in Kediri. Kampung Inggris Pare is provided many English Language courses. English Language courses are one of non-formal education. Kampung Inggris Pare is the location for people to learn English. Many people from Indonesia even abroad come to Pare to learn English. It is suitable for people who do not have much time to study again and only learning English, because of the work they have or just to spend the time when the holiday comes.

There are many programs that English Language courses offer, such as two weeks, month or even holiday programs; it depends on the course that you take. Many programs or methods of courses are unique in Kampung Inggris. As the development of the courses from years to years, there is an interesting thing about Pare. Moreover, there is a course which is offering the course that provides native speaker as a tutor and the way tutors taught speaking, especially. It is Bule House, that has a native speaker as a tutor from California and offering unique strategies in teaching speaking.

Teaching, according to Brown (2007:7), is showing or helping someone to learn how to do something. As Peter (2006) said that teaching, like learning, is one of the most basic human activities. "We teach them and they get what they want". In teaching it means transfer the knowledge for people who want to learn. Different person means different characters and it is also influence the strategies, methods, techniques in teaching.

Mostly the entire tutors who are teaching English in Kampung Inggris Pare are the local tutors or Indonesian tutor. In addition, it is different when the Indonesian teachers teach the students, it will be Indonesian style and appropriate with Indonesian culture. When there is a native speaker, what strategies used by the tutor to teach Indonesian students to make students fluently in speaking is something new to dig because It must be different with Indonesian tutors. The questions then come about how the native teaches the Indonesian who are having different mother tongue and, of course, different language. Mother tongue is hard to be changed, because it is the characteristics of where he/she comes from.

However, when the students who studying with the native tutor, they have new experiences in learning English. As the native, he will bring or implement the culture, habit and teaching strategies of his when he teaches Indonesian students. It means that, unconsciously, the students, especially, from Indonesia know little by little about the culture from other countries. Besides the tutor was a native, the strategy he used when he taught Indonesian students also unique. When the time to practice speaking, the tutor was lead the students to speak in front of public area, in front of Kampung Inggris board name to speak. It is explained when the researcher did pre-observation on December, 21, 2017.

Moreover, not only speak in Kampung Inggris board name, but also in front of the camp. The students have had to speak whilst people and transportation pass by and looking at them. This phenomena is helping students to

improve their mental, organize their mind and the way of speaking. However, in this research, the researcher wants to know more about teaching strategies that is used by the tutor. The researcher did observation in the speaking class at Bule House. The researcher chose Intermediate class and the reason the researcher chooses Intermediate class because the tutor was Mr Roy, who was the native speaker.

The observation, on December, 21 2017, in public speaking class, the researcher followed the students and the tutor went to the Kampung Inggris board name. The tutor asked the students to come forward in front of Kampung Inggris board name to give a speech. In this part, the students were doing a simulation as if they were a public speaker. Simulations, according to Kayi (2006) are very similar to role-plays but what makes simulation different than role-play is that they are more elaborate. In simulation, the students can bring items to the class to create realistic environment. When the students were facing the realistic of speaking the students might be have the new experience and had to speak in public area.

In addition, to build a mental to speak in front of people, helped the students to organize or make a concept of ideas they have. The speech is free. So the students could speak anything they wanted. Those activities helped students to experience as if they were a public speaker. Furthermore, when tutor was teaching the students, the tutor always related the lesson with the daily life and he shared

his experiences. For example in the public speaking class, when he talking about “bullying”. Bullying is commonly happening in the school life. Taking the familiar topics helps the students to understand what they would learn.

In addition, to memorize vocabulary (pre observation on December, 19th 2017), he would walk with his students and every time he found thing he would ask the students what is the thing. (For example he walked in the village he found fence, and he ask “what is it?” the students then replied. If they did not know, he would tell the students. The benefit thing when having a native speaker is the students could understand the real native, not only listening to the record or always watching video but the real one. So, at that time, if the students did mistakes, the tutor (Mr. Roy) could help the students to correct the words and explain and students know now how to say it well.

It would be different when the local tutors teach them; they have the same mother tongue like the students so it can be a little bit hard to know about the real word (the real sound of English like the native possessed). Moreover when the native taught Indonesian students, there must be has a differences because the tutor might be inserting the strategies from his country when he taught. In addition, he had interesting story about himself or his culture to listen and from that, the students could get the moral value about this life also. It caught the students’ attention. For students who want to go abroad to study or work. It would be a bonus for them and helps them to avoid a *culture shock* when they live in

another country. Besides, the tutor always speaks English and the students had to speak as well which for local tutors will mix with Bahasa Indonesia.

Based on the pre-observation above, the researcher found out that to make the students speak fluently and make the students to speak up was to give them the practice. Practice is not only speaks in front of the class but in the public area. As the result, relating to teaching strategy of speaking by the tutor, the researcher wants to know more about teaching strategy. Because the teaching strategy used by the tutor in Bule House is something good to be done for the research. As the explanation above, this research would describe teaching strategies in Bule House in the Intermediate class. It will be the object of this thesis entitle “A STUDY OF TEACHING STRATEGY OF SPEAKING in THE INTERMEDIATE CLASS at BULE HOUSE COURSE PARE-KEDIRI”

B. Limitation of The Problem

Based on the discussion in the background of the study, the researcher limits the research on teaching strategies of speaking in public speaking class and aggressive class that is implemented by the tutor in the intermediate class at Bule House Course Pare.

C. Problem Formulation

Based on the background of the study, researcher wants to know “what are strategies used in teaching Speaking in the Intermediate class at Bule House Course?”

D. The Objectives of The Study

The objective of the research is to know how teaching strategies used in teaching speaking in Intermediate class at Bule House Course?

E. The Benefit of The Study

In this study, the researcher expects that this research paper has benefits both theoretical and practical.

1. Theoretical

- a) The result of the research can be used as the reference for those who want to conduct a research in English Teaching Learning, especially for teaching strategies in speaking skill.
- b) The result of the research can be useful for English teacher in their teaching strategies.
- c) The finding of this research will enrich the theory of teaching strategies.

2. Practical

- a) The result of this research will be helpful for both students and teacher and to reduce the problem in teaching and learning English speaking,
- b) The strategies in this course are expected that it can be applied on other English courses or English subjects to increase English speaking skills, especially for the native speaker as a teacher when he teaches Indonesian students,

- c) This research is expected giving the ideas for English teacher about how to teach English speaking well.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Teaching Strategy

1. Definition of Teaching Strategy

Teaching may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, casing to know or understand” (Brown, 2007:8). Gagne (1977) and Bruner (1960) have used to the concept of teaching and instruction in their statements almost synonymously. Canady and Retting (1996) point out that instruction is also defined as procedures and activities planned for teaching. While the another definition of teaching is a planned implementation that performed in the instruction process.

Basically, teaching has a universal feature comprising three main factors: teacher, material and student. A successful teaching needs a teaching strategy. Phrased differently, a teaching strategy is a tool used to transfer fact, idea, concept, expertise and behavior into the learners’ mindset and conduct (Freiberg and Driscoll, 1992:59). With reference to those teaching experts, there are some teaching strategies, e.g. lecturing, discussion and question and answer, grouping and role-play (Freiberg and Driscoll, 1992:175-321).

Lecturing can be applied in all types of learning and a strategy that is focusing on the transfer of ideas to other people (students). Discussion and question and answer are unique strategies in the learning and teaching process since the question and answer received by a student, a teacher can know directly the comprehension level of the student which can urge the teacher to modify his/her teaching. A grouping strategy can be defined as a way to organize students to make the process of knowledge's transfer runs smoothly. In the role-play strategy, learner or student can be directly involved in the content development, comprehension, expertise, and conduct.

According to Kemp (1995) teaching strategy is a learning activity that must be done by teachers and students in order to achieve certain educational goals. Dick and Carey (1985) also mentions that the learning strategy is a set of materials and learning procedures that are used together to create a sense of learning in students. From the statements above, it can be conclude that teaching strategy is a set of way that can guide the teacher while they are teaching and reaching the goal in education.

According to Saskatchewan Education (1985, 1991), instructional strategies refer to individual and specialized fields. There are five types of instructional strategies, as follow:

a) The Direct Instruction Strategy

Direct instruction strategy is highly teacher-directed and is among the most commonly used. Direct instruction strategy is also known as active teaching, which the teacher is actively engaged in bringing the content of the lesson to students by teaching the whole class directly. In line the Saskatchewan education, Ruutman and Kipper (2011) added this strategy is academically focused with teacher clearly stating the goals for the lesson. Nye, et.al in Muijs and Reynolds (2014:26) point out this has long been found that what teacher does has a strong influence on students' outcomes. Moreover the direct instruction strategy is effective for providing information or developing step-by-step skills. One of the activities of this strategy is lecture. So the students may understand every step-by-step with what the teacher explained. This strategy also works well for introducing other teaching methods, or actively involving students in knowledge construction. Besides, this strategy can measure how students understand the material according to themselves.

b) Indirect Instruction

Indirect instruction is mainly student-centered, and example of indirect instruction method is reflective discussion. Reflective discussion encourages students to think and talk about what they have observed, heard or read. Furthermore, the students may explore themselves about the theme or topic that discussed. The tutor, here as an instructor or facilitator,

will guide the students. Indirect instruction seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It means that the students also know about themselves whether they understand what they are discussed. It takes advantage of students' interest and curiosity, often encourage them to generate alternatives or solve problems.

c) Interactive Instruction

Interactive instruction relies heavily on discussion and sharing among participants. Students can learn from peers and tutors to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. The interactive instruction strategy allows on a range of groupings and interactive methods. These may include total class discussion, small group discussions or project, or student pairs or triads working on assignments together.

d) Experiential Strategy

Experiential learning is inductive, learner-centered, and activity oriented. According to Silberman (2007:8) defines experiential learning refer to (a) the involvement of learners in concrete activities that enable them to "experience" what they are learning about and (b) the opportunities to reflect on those activities. Experiential learning can be based on both real work/life experiences. Personalized reflection about an

experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. Kolb (2014) has defined that experiential learning is a particular form of learning from life experience.

According to Kolb, experiential learning can be described as a four-stage process, in which an individual can start from any stage but the sequence of the stages remains the same. Two stages (Concrete Experience and Abstract conceptualization) in the cycle involve experience while the other two (Reflection and Active Experimentation) involve transformation.

- Concrete Experience: *Doing*. Through participation in learning activities, students get hands-on-experience on problem-solving tasks. The experience is personal and involves individual affection. The students here are experiencing the real situation.
- Reflection: *Observing*. Students recall their memory or look at records of the learning activities, they review and reflect on the process either individually or in a group. Students observe others' behaviors during the activities as well.
- Abstract Conceptualization: *Thinking*. Students generalize knowledge and theory from the previous experience based on the reflection.

- Active Experiment: *Planning*. Students then modify existing concepts and knowledge with the new theory they come up with and apply in later occasions.

The purpose of this experiential learning is to help students to face *the work field* in the future. Also, by this, the students could face and try to solve the problems they have due to the situation they faced.

e) Independent Study

Independent study encourages students to take responsibility for planning and pacing their learning. Independent study can be used in conjunction with other methods, or it can be used as the single instructional strategy for an entire unit. The factors of student maturity and independence are obviously important to the teacher's planning. Independent study is very flexible. It can be used as the major instructional strategy with the whole class, in combination with other strategies, or it can be used with one or more individuals while another strategy is used with the rest of the class (Saskatchewan Education 1985, 1991). Homework is given by the tutor as the example of this strategy. Through homework, the students would take responsibility with what there had been learned during the lesson.

2. Component of Teaching Strategy

Component of teaching strategy is a part in the education environment which plays a role in creating a learning process that is directed at a particular purpose. Joseof (1992:63) mentions some component of teaching strategies in non-formal education there are a) resident learners. Resident learners also called by the students who want to study. Hamnuri (2009) point out that students as components that undertake learning activities to develop potential abilities into real to achieve learning objectives. b) learning resources. c) learning program, d) a place to learn, and e) facilities.

Teacher is usually used in term of formal education, but in non-formal education the teacher is called a tutor, coach or facilitator. Due to the fact tutor, coach and facilitator are the same as teacher. In non-formal education, tutor and facilitator have different functions and characters, but the tutor could be a facilitator and vice versa. Tutor in non-formal education is a professional person who can manage teaching learning process in non-formal education. While facilitator is the person who facilitating the program in non-formal education (Kamil, 2011:65).

3. Curriculum

UU No. 20 year 2003 paragraph 1 article 19 defines curriculum as a set of plan and arrangement of goal, content and teaching materials which is used as a guidelines for organizing learning activities to achieve specific

educational goals. The type of curriculum used in non-formal education is cafeteria curriculum. It means the curriculum of non-formal education is flexible and negotiable. Also the curriculum is determined and selected according to the needs of the students.

In chapter X paragraph 36 article 2 mentions that the curriculum at all levels of education and type of education developed with the principle of diversifications in accordance with educational units, potential areas and the students.

4. Classroom Management

Classroom management is the term that we use to highlight all of those positive behaviors and teachers decisions to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparing of materials, organizing, decorating of the classroom and certainly the establishment and enforcement of routines and rules (Tan, Parsons, Hinson, & Sardo-Brown, 2003).

In teaching learning process, the tutors need to make their class be fun, so the students can enjoy in accepting the material that have been taught by the teacher. The tutors also have task to make an active teaching learning process. It needs to create the fair competition in every student.

The classroom management is, mentioned, success if after the management every student is able to work or study. Every student is able to do continuously their work without wasting time. It means that the students understood about the material and enjoyed the lesson or explanation from the teacher also the students are motivated. So that the students can do the task or assignment that were given by the teacher without doubtful or feel uneasy with the lesson. According to Ardy (2013:78-86) there are six principles that should be understood by the teacher in teaching learning process effectively, includes:

- a. Warm and enthusiastic, warm in context classroom management is joyful attitude to the student. Then create the tutors enthusiastic attitude the students, a teacher should have ability to give motivation to the students
- b. Challenge, the teachers' activities in giving challenge like doing simple evaluation every week and catch the subject of material with some fact in the field.
- c. Variation. Variation style like the variation of voice intonation, variation of body movement, and the position of teacher in teaching and also the variation of using method and media in the classroom.
- d. Graciousness, that is the attitude of the teacher in context of classroom management depend on the students necessary and the class condition to

prevent the turning up of students disturbing of students to create the teaching learning that conducive and effective.

- e. The pressing on positive thing, the positive comments can be given by the teacher to the students with positive attitude. Some of students will have confidence related their performance and ability with positive comments.
- f. Investment the student discipline, teachers should be a model for the students with giving positive simple, good attitude in the class, in the school, or in the society environment.

From what the statements above it is enough to make the students have a spirit to study and by which make the classroom more colorful and enjoyable. Many variation, start from make the warm and enthusiastic till investment the student discipline make it more comfortable place to study.

5. Teaching Media

According to Gerlach and Ely in Arsyad (2013:3) to understanding about media, generally, media is human, material or accident that builds condition to make students get knowledge, skill, or attitude. It means that media is something or equipment that is around the students that increases the students in some aspects to be better.

In teaching learning process, using media is helping the students to make them understand what the tutors explained. The media will make the

teaching learning process becomes interesting. Based on the explanation above, Arsyad (2013:6) said that there are some general features of media:

- a. Educational media has physical definition that known as hardware that is a thing that can be seen, hard, or touched by sense.
- b. Educational Media has non-physical definition that known as software, that message in hardware which the content that will be delivered to the students.
- c. The pressing of media that is in visual and audio
- d. Educational media has definition helping equipment in process of study in the class or outside.
- e. Educational media is used in communication and interaction between the teacher and the students in teaching learning process.
- f. Educational media can be used massively (like radio and television) a big group and small group (like a movie, a slide, a video) or individual (like module, computer, tape radio/cassette, video recorder).
- g. Attitude, deed, organization, strategy, and management that are related with the implementation of knowledge.

According to Arsyad (2013:10) the conclusion about the definition of teaching media is over all of something that can be used to deliver the message or information teaching learning process to simulate the students' attention and the interest in study. It means that the tutors can use everything

around them to help them in teaching the students. The things that are used should be attracted the students, so the students can get spirit in accepting the teacher's explanation.

B. Speaking Skill

1. Definition of Speaking

Easy to speak but hard to act is like when we want to speak but we don't know about what words will be out of our mouth. Due to the fact, many people, especially for students when they learn the second language (English), sometimes get difficulties to absorb what they will say, it could be misunderstanding, both of the speaker and the listener, when they speak. Like what Lado (1961:240) says, speaking as an ability to converse or to express a sequence of ideas fluently. In expressing the ideas, we have to make sure if our partner know what we are talking about. Because in all communication or conversation, two people are exchanging information or they have a communication or conversation need.

According to Harmer (1991:46), there are three reasons why people communicate. First, people communicate because "they want to say something". As Harmer explained, the word 'want' refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicate because "they have some communicative purpose". By having

some communicative purpose it means that the speakers want something to happen as a result of what they say.

2. Component of Speaking Ability

Speaking ability covers two components such as accuracy and fluency. Byrne (1997:5) stated that accuracy is the use of language which depends on the language system. Accuracy focuses on the correct use of grammar, vocabulary and other skills.

Byrne (1997:9) states that speaking fluency is the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and fillers. Thornburry (2005:6) defines that features of fluency as follows:

- a. Pauses maybe long but not frequent.
- b. Pauses are usually filled.
- c. Pauses occur at meaningful transition points.
- d. There are long rules of syllables and words between pauses.

Nunan (2004:56) states that the way of analyzing learning activities is into those which focus on the learners on developing accuracy and those which focus on the development of fluency. Brown (1994:254) defines between accuracy and fluency. Accuracy means clear, articulate, grammatically, and phonologically correct while fluency means flowing

naturally. He also says that fluency can be an initial in language teaching but accuracy is gained to some extents by allowing learners to focus in the elements of phonology, grammar, and discourse in their spoken output.

In addition, accuracy and fluency are important in the speaking. With accuracy we can know about what the speakers (students) mean by saying the words or sentences. For fluency, we know how students understand well about what will they say without or with hesitation they possessed. So that, the teachers could make a corrections for students to recover the students mistakes.

3. Element of Speaking

According to Hornsby (2003: 6), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

a. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

b. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

c. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997: 4).

4. Problem to Speak

Speaking using mother tongue is easy but using English is different. Speaking is different with other skills in English. We have to think what we want to talk then processes in our brain, and the last is speaking. The problem is, how can they speak and find appropriate words to say. Bear in mind, that the following characteristics of spoken language can make oral performance to be easy as well as, in some cases, difficult, according to Brown (2001:270):

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced Forms

Contractions, elisions, reduced vowels, etc., all from special problem in teaching spoken language.

d. Performance Variables

The difference between native and nonnative speakers of language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct the language when they have to speak with it.

e. Colloquial Language

The learners should also know about the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress -timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum-without interlocutors- would rob speaking skill of its richest component: the creativity of conversational negotiation.

C. Teaching English Speaking

1. Teacher Roles in Teaching Speaking

According to Brown (2001:10) in teaching on intermediate level that the tutor is no longer the only initiator of language. Students should be encouraged to ask questions, make comments, and negotiate certain options in learning where appropriate, it means that students are more active in the class. More student and student interaction can, now, take place in pairs, group work and whole class activities. Consequently, learner-centred work is now possible. Since the students could make a good relationship in speaking and topic of discussion. The teacher must be careful and effective to give the task to students to enhance speaking ability since the students could speak immediately.

2. Teacher Role to Get the Students Fluently

According to Harmer (2002:275-276) however, three have particular relevance if we are trying to get students to speak fluently:

- a. Prompter, students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. We can leave them

to struggle out to such situations of their own, and indeed sometimes this may be the best option.

- b. Participant, teachers should be good animator when asking students to procedure language.
- c. Feedback provider, the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect to possible different approach.

3. Strategy in English speaking

In teaching speaking, teachers need a way to solve some problems in teaching learning process. According to Kayi (2006) there are some strategies to promote speaking skill:

- a. Discussion

Mayuni (1995) says that discussion is a method of solving problems about a selected topic. The students may aim to arrive at a conclusion, share ideas about an event, or to find solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.

- b. Simulation.

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In

simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. In this research, when the public speaking students practice, they were using speaker as the tool to speak. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

c. Storytelling.

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

d. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

4. Types of Classroom Speaking Performance

Here are six categories apply to the kinds of oral production that students are expected to carry out in the classroom according Brown (2001:271):

a. Imitative

A very limited portion of classroom speaking time may be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. This practice is for focusing on some particular element of language form. “Drills” offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical. They can help to establish certain

psychomotor patterns and to associate selected grammatical forms with their appropriate context.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can ever form part of some pair work activity, where learners are “going over” certain forms of language.

c. Responsive

A good deal of students speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. It is meaningful and authentic.

d. Transactional (dialogue)

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

e. Interpersonal (Dialogue)

It is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some orall factors such as: a

casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”.

f. Extensive (Monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

C. Intermediate Level

Brown (2001:100) gave the explanation of intermediate level. The intermediate level is characterized by the speaker’s ability to 1) Create with the language by combining and recombining learned elements, though primarily in a reactive mode. 2) Initiate, minimally sustain and close in a simple way basic communicative tasks. 3) Ask and answer question.

D. Review on English Course

1. The Definition of English Course

In modern era, the need of English education is being improved. It is caused by the big willingness of society toward language mastery. In this kind of situation, courses for children and adult must set up goals to fit individual needs and wants by reflecting social objectives as well as academic, professional or occupational. (Fraida and Elite, 1990:25).

English course is different with formal school. In English course it would be different from the material, also freer situation in the class. In pare, we get new knowledge that did not teach at school.

2. The Aim of English Course

The English course have many goals according to Fraida and Elite (1990:42), the general goals of the course are:

- a. The learners are expected to attain until the end of the course and they understand all the materials.
- b. The learners are able to master the skill that they take professionally.
- c. In the final of evaluation/examination, the learners can reach maximal result.
- d. The curriculum of the course

We know course and school are different. The course has different syllabus/lesson plan with the formal school. The syllabus, the first component to be examined, is the vehicle through which policy-makers convey information to the teachers, textbook writers, examination committees and learners concerning the program. For what we are calling 'syllabus' it might have been title of 'curriculum', 'plan', 'course outline', or any number of other names (Fraida and Elite, 1990:28). Whatever it is called, it is a document which ideally describes:

- a. What the learners are expected to know at the end of the course, or the course objectives in operational terms.
- b. What to be taught/learned during the course, the form of an inventory of item.
- c. When to be taught and what rate progress relating the inventory of items to the different levels and stages as well as to the time constraints of the course.
- d. How taught, suggesting procedures, techniques and materials.
- e. How it is to be evaluated, suggesting, testing and evaluating mechanism.

4. The Material of English Course

Fraida and Elite (1990:30) stated the materials should be compatible with the syllabus. Procedures, techniques and presentations of items must be in harmony with the specifications given in the syllabus and the ideal materials should present each point, and finally the effective material also should enable experienced teacher and learners to develop their own alternatives according to their needs and personal preferences.

5. Reviews of Bule House Course

Bule House English Course and Camp is located in Jl. Beringin No. 20 Rt 21 RW 10 Tulungrejo, Kampung Inggris, Pare, Kediri. Bule House is one and only one that has a native speaker who is teaching the students directly.

Besides, there are some local tutors in there. The local tutors are Mom Indah, Mr. Satria, and Miss Sri and for the native speaker is Mr Roy.

Moreover, there is not only offering English course, but also Mandarin For Basic Classic. Otherwise, still, this course speciality is in speaking. There are some programs in this course, as follow:

- Basic class: vocabulary, speak-up, pronunciation, basic speaking, study club A, study club B
- Intermediate class: vocabulary, public speaking, pronunciation, listening, intermediate speaking, aggressive speaking.

6. Previous Related Study

The researcher provided some information from the other researchers to prove the originality of this study. The first previous study was taken from Husnul Khotimah Azzahro, the students of IAIN Surakarta (2016) who had conducted the research entitled “*A Study on Teaching Strategies at Intermediate Speaking Class in The Eagle English Course Pare Kediri*”. She described about the problem faced by the teacher when they were teaching English speaking. In addition, she also mentioned some problems with the students while was using the strategies that the teacher applied in. As the result from her research, the teacher used varieties of method and techniques in teaching English speaking. The teacher used some strategies, including the selection of appropriate teaching technique and method, classroom

management and evaluation. And for the students, the teacher used some methods such as gave warning to decreased students' laziness, the method that decrease students' lack of confident, and decreased the weak of mother tongue and pronunciation.

The second previous study came from Fitria Dwi Utami, the students of IAIN Surakarta (2014) who conducted the research entitled “ *A Descriptive Analysis on Teaching-Learning Process at The Step Two Speaking Class in The Daffodil English Course-Pare*”. She described about the teaching learning process on Step Two speaking class in The Daffodil English Course includes the model, the material, the lesson plan and syllabus, the strategy, the media used, the teacher's role, the students' role and evaluation. Also the description of the problem faced by the teacher and the students and the solution of the problem. The result of her research showed that teachers used combination between Communicative Language Teaching (CLT), and role play as the teaching techniques.

The teachers' roles were as a communicator, facilitator, and consultant for their students, while the students' role were as a listener, a negotiator, between themselves and the main subject of learning. The teacher's problems were the student boredom, the different capability of the students, and the students' mother tongue. Furthermore, to solve the problems, the teachers did some ways, such as asking the students to come forward to speak English

based on the material, drilling the students with 50 vocabularies in every meeting, giving personal attention to the slow learner, repeating the explanation about the material, and giving the same English accent to students.

The last previous study was from Dika Febriana, from IAIN Surakarta, who conducted the research entitled “*A Descriptive Study on Teaching Learning Process at The Pronunciation Class in The Daffodil English Course Pare*”. She described about the problem in teaching learning process at the pronunciation class. These problems were the age, region accent, individual disability, English varieties, and limited times. To solve the problems she explained by asking the teacher on interview section that to solve the problems are many ways and it is also appropriate with the condition.

Start from the age, the teacher gave motivation and asked them (students) to practice every day. Then, second is in region accent. Due to different accents the teacher was using full English in teaching learning process every day, and usually did tongue twister before teaching learning process. The last is individual disabilities. The teacher was giving motivation although it would not change them but at least the teacher can motivate them to learn and the teacher asked the students to try pronounce the sounds which they could not pronounce. Because English has many variation of the sound, it makes the students confused to know it. So, the teacher told them to know

about the standard accent that will be their target. Then, the students have to know the different between American with the other accents. For last thing is the time. In other ways of limited time, the students could join in the study club that could be held in the afternoon, then they could maximize their learning by joining the class every day without absent and always do the duties.

The three previous studies above had the similarities in the speaking skill also, the teachers are from Indonesia. As the previous study, the researcher was also doing the research in speaking. The difference between the three previous studies is the teacher who taught speaking. The researcher was doing the research on the way of the native speaker (from California) at Bule House Pare when he was teaching speaking, especially the strategies he used when was teaching Indonesian students.

F. Rationale

Kampung Inggris Pare is well known due to the villagers there could speak well and many courses was build. Furthermore, each course is also offering unique method to teach their students. No wonder that many people are coming to Pare to study. They are having many reasons to come. Moreover, even the people from abroad also come there, such as Japan, Libya, Pakistan, Thailand and other countries. Besides, the teachers in Pare are

Indonesian from various areas, like Ambon, Sumatra and so on. This is interesting to be subject of the research.

Then, there was a course which offering the unique strategies in teaching speaking. Besides it has a native speaker who was teaching in the course, the strategies used by the tutor was quite interesting. Students who are studying there have to speak in the public area. Also they have to practice to improve their speaking skills. In addition, the students have to speak English not Bahasa Indonesia. Since, they want to learn English especially speaking so they must to speak. There are many backgrounds from the students it means there also has different purposes form students to study English. Moreover, different understanding happens when the tutor was teaching Indonesian students due to their communication only using English.

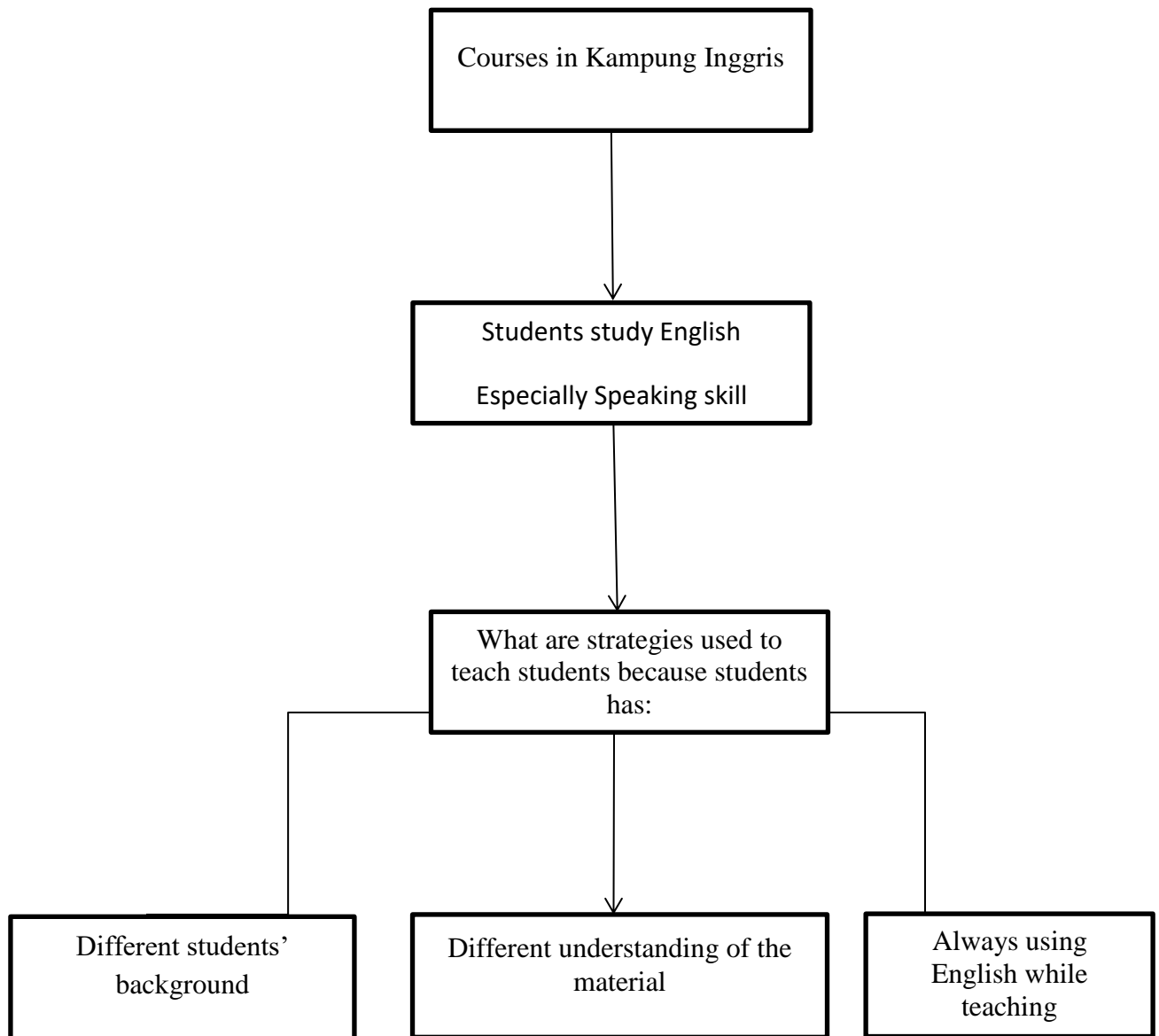


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

Mouton (1996:35) describes methodology as the means or methods of doing something. In this study, the researcher uses qualitative method. Creswell (2014:256) states that qualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research. Although the processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs. Moreover, in this study, researcher explains the step of the research.

A. Research Method

Mouton (1996:107) states that research design is defined as a set of guidelines and instructions to be followed in addressing the research problem. On the other hand, research design also helps the researcher to make the research is easier because there are steps of doing research. Case study is the research design in this study. The case studies are a design of inquiry in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995; Yin, 2009, 2012).

However, the researcher uses case study as the research design because the researcher wants to know and explore more about the condition in the field which is about the teaching strategy used by the tutor at Bule House Pare in the intermediate speaking class.

B. Research Setting

The research took place at Bule House Course and Camp and the location is in Jalan Beringin No. 20 Tegalsari, Tulungrejo, Pare, Kampung Inggris. The researcher took this course because there was native who taught in Kampung Inggris. Duration of the research was two weeks programs. The research started from April, 10th 2018 and ended on April, 24th 2018.

C. Subject of The Study

The researcher took two subjects; there are a tutor and the students of speaking class. A native who is a tutor in Intermediate class and 20 students who join the class. For speaking class, the researcher observed public speaking class and aggressive class. This research was to know what strategies were used by the native teacher who taught English especially teaching speaking.

D. Research Instrument

The research instrument is the researcher herself. The researcher is doing the research by participating in the activity in the intermediate speaking class. Researcher is as key of instrument. Researcher is collecting the data by herself through examining documents, observing behavior or interviewing participants.

They may use a protocol-an instrument for collecting the data-but the researcher is the one who actually gathers the information.

They do not tend to use or rely on questionnaires or instruments developed by other researchers (Creswell, 2014:259). It means that the researcher is collecting all information from what she hears and see (interviewing, observing) without any data beyond the data that she needed. What she hears and sees are what she writes and it is obviously the fact because the researcher cannot manipulate the data.

E. Technique of Collecting The Data

Some techniques of collecting data are used by the researcher as the addition to get more information and answers the researcher's questions. The first data is observation, the researcher observed Intermediate class, especially in speaking class. Creswell (2012:213) explained observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher was observing the activity in the class, for example in the last observation on December 21th 2017, in aggressive speaking, when the class moved from the camp to the kampung inggris board name, the researcher followed them and while in the pre-research, the researcher also did (speaking) like what the other students do, the researcher was speaking in front of the street. Whilst observing, the researcher also took a field note.

Field notes are, text (words), recorded by the researcher during an observation in a qualitative study (Creswell, 2012:216). In the field note, the researcher writes down activities during the speaking class and describing the situation while Mr. Roy teaching the students and the students responses towards him. As the result, the researcher knows the situation in the class.

The second is interview. Interviews 'involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation' (Denscombe, 1998:109) in Wilkinson and Birmingham (2003:43). To avoid losing the data while interviewing, the researcher uses tape recording or the smartphone to record the conversation.

Recording while interviewing could be saving more details information than only writing down in the paper. Besides, it could help the researcher to cross check based on the note that researcher writes and records. In the interview section, the researcher would interview the owner as well the teacher, they are, Mr. Roy and Mom Indah, husband and wife. In addition, the researcher also interviews few students.

There are two types of students who will be interviewed. They are the students who are fluent in speaking, and the students who have significant improvement in speaking. The aim of typical interviewer here is to get the information from students' experiences during learning in the Intermediate speaking class.

The third is document. For the documents, researcher asks the syllabus for the whole materials, lesson plan and the additional material, just in case, if there is an additional material.

The last is audiovisual materials. It consists of images or sounds that researcher collects to help them understand the central phenomenon under do study. In addition, this research, the researcher uses photographs and recording video during the teaching learning process.

F. Technique Analysis Data

To analyze the data, the researcher used Miles and Huberman theory. In Miles and Huberman's book *Qualitative Data Analysis* (1994:10) there are three steps analyzing the data and it would be explain as follow:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up fields note or transcription. Reducing the data from observation, interviews and from the field notes, so that the researcher can be more selective, and focusing which data is appropriate to show. This reduction helps the researcher to understand more about the data that researcher gathering, because the researcher had been filtering the data.

Data is part of the analysis. The researcher makes decision to which story to tell (the data) which is reduced and transformed in many ways:

through selection, through summary or paraphrase, through being subsumed in a larger pattern and so on. In this part the researcher selects the data by choosing which data that need to be told by narration.

2. Data Display

A 'display' is an organized assembly of information that permits drawing conclusion and taking action. The most frequent form of display for qualitative data has been narrative text. Besides, this data display help the researcher to understand what is happening and to do something –either further analysis or take action- based on that understanding. By displaying the data the researcher would make it easier to understand and solid.

3. Conclusion Drawing and Verification

The reasons for reducing and displaying data are to assist in drawing conclusions. While drawing the conclusions logically follows reduction and display of data, in fact it takes place more or less concurrently with them. Conclusions will be in the form of propositions, and once they have been drawn, they need to be verified. The function of conclusion drawing is to conclude or to make the summary from the data, but it is not the end that means all of the data enough to show. The friend of conclusion drawing is verification. Verifying would help the conclusion statement whether it valid and reliable to be shown. This research the researcher used two types of triangulation; there are data triangulation and methodology triangulation

G. Trustworthiness

To check the reliability and validity, the researcher uses triangulation. Triangulation means that researcher takes different perspectives on an issue under study or-more generally speaking-in answering research questions. These perspectives can be substantiated in using several methods and or in several theoretical approaches. Both are and should be linked (Flick, 2007b:41). According to Denzin in Flick (2009), he distinguishes two types of triangulation.

1. Data Triangulation

Data triangulation refers to the use of different data sources, which should be distinguished from the use of different methods for producing data. As "subtypes of data triangulation," Denzin also differentiate between time, space, and persons and suggests studying phenomena at different dates and places and from different persons. In this data triangulation, the researcher takes from the interview, observation, documents and audiovisual materials.

2. Methodological Triangulation.

Usually researchers use methodological triangulation in two main forms: Within-method (intra method) triangulation and between-method (across-method or inter method) triangulation. Within-method triangulation adopts different strategies but stays within a single paradigm; for instance, participant observation and open-ended interviews are often used together in one qualitative study. Researchers used between-method triangulation to

confirm the findings generated through one particular method by another. In the methodology triangulation the researcher concludes that method triangulation is used to searching the data by using different methods. For example, to get more information the researcher observed the place and the class activities, and to dig deeper information the researcher interviewed the teacher and students.

CHAPTER IV

RESEACH FINDING AND DISCUSSION

A. Research Finding

In this research, the researcher presents the description that researcher found when researcher observed in the public speaking and aggressive speaking class. The researcher found out that the tutor at Bule House was using various strategies in teaching speaking to enhance student's speaking skill. The tutor relies on speaking activity by having practice more, due to the speaking class. In line with Kayi (2006), the tutor at Bule House was using a) group discussion, b) simulation, c) storytelling and d) interview to improve the students' speaking skill. Here is the explanation of the research finding that researcher found out:

1. Observation in The 2nd Meeting on April 11, 2018

a. Public Speaking Class

Public speaking class was started at 8.30-10.00 am. The researcher and the students were participating in this class. When everyone was complete, the tutor was giving a greeting to the students. Then the class was started. The students were paying attention to tutor while he wrote on the whiteboard. When the tutor finished, he was giving 19 topics for students to choose.

In this part, the tutor was using simulation as a teaching strategy. The students were giving a speech as if they were a public speaker when they were presenting the topic they chose. The students here were speaking more and train their mental. Here is the explanation from the tutor when he gave a task for students based on the field note; after he wrote the topics, he told the students to speak in front of the class. Before they speak, they chose a topic then when he/she finished they chose a boy or girl student to come forward. It means that the students had to practice, and it was presenting a speech.

The students experienced as if they were a public speaker when they were presenting. Since the topic was free to choose and also familiar with the students. In this part, the students were spontaneously speaking. With those topics the students could explore themselves about what will they speak. Some of the topics such as polygamy and prostitution became the interesting one. Because at that time, the students were enthusiasm with what the speaker talking about.

When there was a student who was talking about polygamy, she was tried to take the audience's (students) attention. She gave the questions whether the audience was agreeing to polygamy or not. The communication skill between speaker-audience is important. Due to the fact that if there is no good communication between the speaker and the audience, the audience did not understand what the speaker says. The function to give a speech is to

train the students to be ready in any situations. Just in case if they have to give a speech in the ceremony or another event. They could learn from the experienced they had.

The second is discussion. The researcher has identifying that there is a discussion based on the field note; when they finished talking about the topics, there were questions coming from the audience (other students). Mostly, they talked about what they knew. Like the student talked about prostitution, she talked about it because she had researched about prostitution so she shared about anything she knew.

When there were question and answer activities among the students, it means that there is a discussion. For students, unconsciously, were having discussion while they had done giving a speech, it is like *killing two birds with one stone*. The students were able to express their thought and think more by having discussion or more likely sharing about the knowledge they have because some of the topics are needed to be proven. Students unconsciously develop social skills and abilities to organize their thought and rational arguments. Although, at first, it is a speech, it is like having presentation and after that there is question and answer section.

For speaking ability, the students can speak by what they know and they try to organize what on their mind and transfer it by answering the question or giving a speech. This activity also helps students to be more

confident when they speak and are not afraid to speak, because they do not have to worry about their grammar, as long as their partner understand, it will be fine. During the presentation, the students were speaking English, full English not Bahasa Indonesia. When the students were speaking, they had to speak English, and it helped them to improve their speaking skill. Besides, the topic was given by the tutor was familiar. So, it makes the students understand what they speak.

2. Observation in The 3rd Meeting on April 12, 2018

a. Public Speaking Class

This class was started at 8.30-10.00 am. The first, tutor was giving the material in a lecture. He gave the materials to the students. As the field note noted in the activity; he opened the class by telling the students about tomorrow they would be live on FB. The students must be confident. They had to have a main idea and the topic, power punch and how to make audience react speaker.

In this class the tutor was using discussion as a strategy in teaching speaking. The students were having discussion. When the tutor was giving instruction, after that he gave the students the topic “conversation”. He divided the students into few groups and each group consists of 4 to 5 students. He gave instruction that the students have to separate with other

groups and we have to make conversation in the group. He gave the students around 15 minutes to have conversation.

While the tutor chose the group, he counted the students member first. Then he divided the students 4 to 5 members each group. When all of the students have their own group, the tutor told them to find their own place to discuss. Some of them were having discussion in the classroom, in the hall, and in the gazebo. The students started the conversation by what would they were talking about. The topic they chose then became the “conversation” topic.

In a group discussion, the students were able to have a communication among students and also they were practicing to speak. Based on the topic, students had to make a conversation, anything what they would talk. Having a discussion means that the students must understand what the other say when they speak English. This strategy helped the students to organize, think what on their mind and convey into speaking type. Besides that, the students must tell what had been discussed with other students in front of the class. Like what happened, he (the tutor) will choose one of the students as the representative to speak to tell the students what kind conversation they have and one by one then come forward.

The discussion they discussed is called reflective discussion. Reflective discussion encourages students to think, talk, heard and read about what they have observed. With students involvement in discussion directly, it means that students are observing what is in the discussion. Students decided what will discuss, such as destination place, or trip or holiday. Then they were investigating what the students figured out from the discussion.

When students have already decided, it is time for them to make a “conversation”. The students may have to speak. When each student is speaking, the other must listen and in the same time, students must understand or at least know what he/she is talking about. Sometimes different pronunciation or diction or lack of vocabulary is the boundaries to speak so that the students must make a conclusion by themselves step by step about what they discuss. The last is forming the hypothesis from the discussion.

The students had to take the point of the conversation. Due to the fact that students were taking a simple conversation, the students commonly talked the daily conversation or issues that familiar with them. The last session was the students had to present what had been they discussed in front of the class one by one. Then the students come forward talk about are Giar was talk about the trip, Waida’s trip exactly. Andy was talk about tourism destination in Lombok, Ayu was talk about the fashion, Elis was talk about the drugs. When all of the students were finish their practice, then the tutor

was conclude, relate and share what the students had spoken with his experience before the end the class.

b. Aggressive Speaking Class

Aggressive class was started at night time; it was 7.00-8.30 Pm. In the opening of the class the tutor was giving a lecture. He told the students about what books which has a good grammar for the students to read. Then he answers, comics, novels, children books have a good grammar. The tutor was explaining the new material so that the students understand what they were going to do with those materials. The tutor was giving new material to speak.

The tutor was giving the example before he gave a task. He draw the sun, the son, house, tree, mountain, and road also has mother and father. He made the story through the pictures he drew. He then started by the opening of the story by telling the situation there were sun, home. The tutor here, were explaining how he tell a story through the picture he drew before.

The researcher found out that the tutor was using telling story as a strategy in teaching speaking to improve the students' ability. In this section the tutor wants to give the students a pattern to make them speak, or it is like the tool to help the students to speak. The pictures could help them to describing the situation of the story based on their own thought. The students also could impromptu the situation while they were speaking. When tutor

was done giving an explanation then he gave a task to students, he asked students to do like what he did, drew and then made a story of what they draw.

The students were telling a story through the pictures they drew. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have (Kayi:2006). So, the story telling, the students were giving a story, like in the movie or drama. The plot and character should be arrange and make it synchrony with the picture.

The students mostly telling their experience, like there was a seaman. She was worked as a co-captain. She was talking about her experience while she was in the ship. While there was a students who did not know how to say something in English, she wrote the Indonesian then asked the students to help her to complete the story due to did not know the vocabulary. In this class, the students did not allow to speak Bahasa Indonesia. So, the students would find another way if they did not understand or know the words or the meaning. The tutor made the students to keep practicing by presenting their picture.

3. Observation in The 4th Meeting on April 13, 2018

a. Public Speaking Class

The class was started at 8.30-10.00 a.m in the morning. In this section the tutor was using interview as a strategy to teach speaking. The tutor was directly giving the instruction when in the class. The students were doing an interview by having a “conversation” topic. The students were speaking during the time, and they were speaking in pairs, Mr Zul divided the students into two lines. The students were face to face with their partner in front of them and they had to speak.

Whatever it is....After long practice they change with another partner. The students were interviewing the other students so that they could speak. The conversation during interview gives the students a chance to practice their speaking ability not only in class but also outside and help them becoming socialized. Students could implement an informal conversation, easy and simple conversation. They could speak more intense than and more detail with what they want to say rather than in discussion. So, it helps them, who shy when talking with people. Also, they improved their social skill in how to make a conversation or make a communication with other people.

4. Observation in The 5th Meeting on April 16, 2018

a. Public Speaking class

That time the tutor was start the class by writing “motivation” on the white board, based on the field note; ...the tutor wrote on the whiteboard motivation. Then he explained more by he told the students about what is the student’s motivation and then he talks about the scholarship, the news today. He told about what motivated him. He talked his story. The researcher found out that the tutor was using simulation as a teaching strategy to improve students’ speaking skill.

There, the students were having simulation as if they were a motivator. At that time, the tutor was giving a theme, motivation. He was giving a brief explanation about the material. Then the students were practicing as a motivator. They must speak what motivate them to study here (at Pare).

He gave instruction in 5 countdowns the student must stand up and talk what motivate them to learn English. The A’s student did it and she told the students what motivate her to learn English. In the instruction above, the tutor was telling the students that they had to speak, started when he called one student to come forward. The tutor then asked that student to sit down and the tutor told her to think what she was going to talk about what motivate

her. The tutor then said in five counts down she had to be ready to speak in front of the class.

After giving the instruction the tutor then count down and the student start to speak. Having simulation like as if they were a motivator helped them to inspire each other. Because, motivation could increase the spirit to reach their goal and they start to study hard more. Motivation is a simple word but has a power for people who really understand about it. It relates with the current situation towards the students about what motivate them to study English.

Put a certain topic and familiar with the life. It makes students speaking easily. Besides, when students were speaking about what motivate them, it has the benefit like how they change people's mind by motivate them as well. The students then come forward one by one until the time is finish.

5. Observation in The 6th Meeting on April 17, 2018

a. Public Speaking Class

Public speaking was started at 8.30-10.00 Am and that day was a bit different than usual days. The tutor told the students to be ready and prepare because they would go to Kampung Inggris board name. The students were preparing to go by bring a drink, and books or the writing tools. Simulation was used by the tutor in teaching public speaking class. The students were

simulating as a public speaker in front of people, the public area, exactly, not in the class.

Here was the situation based on the field note the researcher wrote; there was a practice near the Kampung Inggris board name. The students and the tutor walked together from the camp to that place. When they were reached the place, the tutor gives the students instruction to speak using speaker.” There, when all the students were complete, the tutor gave instruction for students that the students must speak in front of Kampung Inggris board name with the free topics. After giving enough explanation the tutor called the students one by one.

Before they speak the tutor gave the students the speaker. It helps them to speak louder because they were speaking in front of the people and much transportation and the seller pass by. Experiencing in public area, the students would feel different situation. Because they were usually speaking in front of the class, that time, they were in the public, and people can see them to speak easily. Speaking is not easy, the students must have a concept, main idea, and topic and have a humor to make the speech is not boring.

During the time, the students were waiting their turn, and while waiting some of them prepared themselves to get read just if the tutor called them at the time.

b. Aggressive Speaking Class

Aggressive speaking class was always started at night at 7.00-8.30 pm. And that day was something different than the other night. The researcher found out in this class at that time, the tutor was using discussion as a strategy to make students speak. The tutor was instructing the students to sit and make a big circle. First he told the students to make a circle. They have to write a simple question in a piece of paper and they flip then submitted to the tutor

Then he told the students to take a piece of paper. He then, said again that students had to write a question in that piece of paper. In addition the question was free, so the students feel free to write anything there. When they finished the question the tutor was collecting the paper. And before continue he shook the paper and spread it in front of them to pick it.

When everyone got that paper, then he added, every student must answer the question that they have. He told the students to answer the question and it started from the students near the right tutor. They answer the question until all the students finish. In this class, the researcher found out that the tutor was makes a group discussion. But in this discussion, the researcher found out that the tutor made talking circle. The difference was the talking circle here was the tutor gave a paper to the students that should

be answered one by one. When the real talking circle was using stick, the tutor was giving instruction.

In this section, the students were talking, giving opinion or their point of view by answering the question. The students must listen to what the other's talk by paying attention. This made the students think how to speak and what on their thought without feeling "right or wrong" answer. Here means besides speaking ability the students had to respect other's opinion from their answer. Moreover students could speak and the other students also know the way of thinking from the other's students. When all of the questions were answered the class was over.

6. Observation in The 8th Meeting on April 19 2018

a. Public Speaking Class

The class started at 08.30-10.00 am by the tutor giving the information for the exam day. The tutor was telling the students to prepare. He gave the students time to think and arrange what they were going to say for exam. As the warming up before the exam, the tutor told the students to give a speech. From that situation the researcher found out the tutor was using simulation, when the students were acting as if they were as a public speaker because they would speak in front of the people. Then he instructed for students that they could bring a note at that time, based on the field note.

They were allowing bringing the book but for tomorrow's exam, they could not. The students deliver the speech one by one and after they finished the speech they had to move outside and practice outside. When he finished and gave some times for students to arrange and prepare the speech, he then called the students one by one to come forward. For students who finish the speech, they had to go outside and practice again, anywhere they want and no talking with friends. So that students could focus with what they did. This simulation of speech in front of the class, help them to be more fluent in speaking and better while exam tomorrow.

The students would face the fact that they had to compete in a speech for tomorrow's exam, because there was a presentation for students who were good at speaking. So the students could prepare more about what they need to do later.

b. Aggressive Speaking class

Aggressive speaking was started at 7.00-8.30 pm. That night the tutor was opened the class by talking about culture. Based on the field note, he talked about his culture and he combined it with Indonesia, it makes the students understand about differences between the tutor's and the students' culture. The tutor asked the students about their culture. They were talking freely.

Like having discussion or sharing about what's the difference between their culture and the tutor. Also the class was calm but not that quite. They were sharing about culture in Indonesia, Thailand and California. By sharing and getting more information, the students understand and more confident when they were speaking in the class. What makes it different was the tutor now talking directly to the students, not only student-student. It helps students besides listening directly to have discussion from the native also improving their speaking skill more. Since they were face to face with the native speaker, they had to understand what he said and they also had to think what they want to speak because, sometimes they may find difficulties of vocabularies about culture things.

Besides from the field notes above, in the interview section, the researcher found out that to teach the students who have different background, such as sailor, work at hotel, graduate students and so on, the tutor (Mr Roy) help them by guide the to speak better. It can be seen in the following conversation below.

Researcher: Ok, there are some students who is working like as a make-up artist, in cruise ship, sea man, in hotel, and etc what do you do to help them in the work field for the future ?

Mr Roy: I just guide them, guide them to be better in speaking. Just that.

In addition, based on the interview with the students, one of them said that in Bule House, they were speaking more with friends and always using English while teaching.

Terus kalo di Bule House kita di camp bisa praktik sama teman-teman, jadi gak boleh pake bahasa lain selain bahasa Inggris. Apabila kita ngomong bahasa Inggris itu kita langsung dapat bisa ngomong bahasa Inggris.

Also, the situation and environment could influence the habit whether they want to speak or not.

B. Discussion

Since English as a second language in Indonesia, speaking is quite hard to do. For speaking itself, without practicing, the students will not be like them now; they speak fluently without thinking too much to what they would say. Speaking as the main activity and also as the tool for communication is taking a big part in society and work life. Practice to speak with other people in daily life or speak to give a speech can help the students in improving their ability in speaking. Some people may not speak because they do not know what should they say, lack of vocabulary, or they may not understand what their partner say. Consequently, it is hard for them to speak.

Based on the research finding above, the tutor (Mr Roy) of Bule House was using various teaching strategies in teaching speaking in public speaking and aggressive class. From the research finding, the researcher found out that the tutor was using discussion, simulation, storytelling and interview to help students enhancing speaking skill (Kayi (2006). Besides, the tutor not only using one teaching strategy in every meeting, sometimes he used more than one teaching strategies, it depends on the activities students did. The first is discussion. As Mayuni (1995) says that discussion is a method of solving problems about a selected topic.

The students may aim to arrive at a conclusion, share ideas about an event, or to find solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. Based on the observation and field note the researcher found out there are some types of discussion used by the tutor such as a) group work, b) talking circle, and c) having class discussion which the students were participated. In a group work the students were divided into several groups, it consists of 4 to 5 students in each group. The tutor was giving a clear instruction to the students to what would they discussed.

Then, talking circle. Talking circle the students were having discussion by conveying what on their mind, what their opinion according

to the question they got. Here the discussion was about to respect someone's opinion by listening what the other's students say. The last is discussion in the class between tutor and students while they were having a "culture" topics. That activity, help students to interact dig deep knowledge about the material. Because of the topic was "culture" and they were talking about three cultures, Thailand, California and Indonesia.

By sharing between student-student and tutor-students made the tutor and students try to understand each other. The last is having discussion which is the whole class was participated. When the students were done giving a speech, and there was discussing session. The questions from the audience came when they want to know more explanation about what the speaker said. Having this kind of discussion made the students to think more and act.

They must think about what would they were talking about, and they had to have what messages they want to tell the audience and for the audience they had to think and about what the speaker said. In addition the students would be act like they should be act. In discussion forum the students had to respect the other's opinion. Next is simulation. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate.

In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. In this research, when the public speaking students practice, they were using speaker as the tool to speak. In the speaking class the students were speak as if they were a public speaker and motivator. Besides, in the simulation activity, the students were facing the real condition for some times. Like when they were had to practice in front of Kampung Inggris board name using speaker.

Moreover, in the final exam, when students were gathering in the hall Bule House, the students were speaking use microphone and the speaker. The mentality was tested in the simulation. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. In storytelling, students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Based on the activity the students did on the observation, the students were telling story through the picture they drew on the white board.

Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the

characters and setting a story has to have. So the students were describing situation based on the pictured they drew. Students also can tell riddles or jokes. The students must be creative this time, to make a good story, to caught audience attention. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

The interview, students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. This activity, the tutor was giving the students freer to talk since they had "conversation" topic to discuss. The students had to speak whatever they speak because the tutor wants the students to speak. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. The students were having interview by giving questions and answer it till second session. They were changing partner when the time is up.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding above, the researcher concluded that the tutor (Mr. Roy) of Bule House used various strategies in teaching speaking. In line with Kayi (2006) the tutor was using a) discussion, b) simulation, c) storytelling and e) interview. For discussion, it helped students to have a social interaction and sharing their opinion also respect with what other's opinion. In simulation, the students would face the real one condition, so that when they had to face the same situation like having a speech in front of their employee on in an event they had the skill to deal with. The storytelling helps them (the students) to think and be more creative and make a good story to make the audience interested in what they are talking about.

Interview, helps them to deal with any kind of conversation or questions come to them and prepare the good answers. Also, it was not only a strategy used in every meeting, but sometimes the tutor was using different strategies. The different strategies were used to make students knows more about the student's needs and to avoid boring at the class. However, Killen in (Suriansyah, 2014:30) stated that

No teaching strategy is better than others in all circumstances, so you have to be able to use a variety of teaching strategies, and make rational decisions about when each of the teaching strategies is likely to most effective.

By using variation teaching strategies is helping students to be active in class, especially for speaking. Because speaking, once again, is not easy to do. Most of students have a lack of vocabulary and sometimes they might be shy to speak. So variation could help them out to speak more and feel not bored in class. However the tutor also must be sensitive with the situation in the class, whether the students feel bored or not comfortable while in the class because of the weather or else.

B. Suggestion

Based on the research findings, the researcher would like to give some suggestions for:

1. The English Teacher

Learning speaking is not easy for the students who has different mother tongue from their language. Also learning speaking should be more comfortable and use various strategies to teach the students. One of the key of speaking is practice, keep practicing and always use target language. Practice with partner or the teacher and give an interesting topic would keep them study with fun and joy. The teacher should choose appropriate strategies in order to help students learning speaking. When teaching speaking, the teacher also needs to consider the students *mood*, based on the class situation.

However, understanding each students would help the teacher understand what the students need in learning speaking.

2. The Students

For the students who are learning English, especially in speaking, they must be enjoy more and love to do it. Do not be afraid when you make mistakes, because there is no one cannot avoid to make mistakes. The spirit is also the key to learn speaking, because if there is not spirit, the desire of learning will be less. Having a motivation to keep them in the track of learning speaking and to practice more and more. If there is no partner in speaking, the students can take the mirror and speak in front of it. Actually, there are many ways to speak and the students should practice and make a practice as a habit, to get fluent on it.

3. The Researcher

For the researcher who wants to do a research about teaching strategy, this research may be as an additional reference. The researcher hopes that the other researcher could find other teaching strategies that appropriate to teach speaking, also it may be the other teaching strategies that can be explore more by the other researchers.

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APPENDICES

APPENDICES 1

FIELD NOTE

Code : 1 a

Name of class : Public Speaking

Tutor : Mr Roy

Time : April 10 2018, at 8.30-10.00 AM

Place : classroom

The class started at 8.30-10.00 A.M. When the tutor and students were all in the class, Mr Roy took the students attendance. The tutor and students waited for the other students who were not coming yet. After all, the tutor and students came, the tutor then introduced the materials about what is public speaking and what would the tutor and students do next and then He also told the students that the way he teaches is different. In addition, he told the students that there would be the examination for the students and the exam would be a speech.

When he told the students, he used intonation and his body language to get the attention from his students, so the students would be focused on him. When he was teaching, he told the students that he would tell the students how to speak, and use body language. He told the students to open their mouth. He used media and he said that he would use microphone when

there were students who did not speak up louder. To get the students' attention, he wrote on the whiteboard

WHAT = APA

T: "What to say?" he pointed out the word above

Ss: "Apa."

He tried to know whether his students understood or not by asking it because in this camp and this class did not allow to speak Bahasa. He also told the students if they did not have confident, no guideness, no self-esteem, and he also said that the tutor and students had to know how the tutor and students themselves. After that, he gave students motivation and students paid attention to him.

He gave the students the rules when the tutor and students were speaking, such as when the tutor and students were forget about what would the tutor and students talk. The tutor and students can make a joke to make it attractive. Commonly, people would feel nervous when they had to speak in front of people. He said that "It's like you are standing and the curtain just open and you feel like..... dag...dig..dug....." Also don't mumble, because no one would hear you, and try one word then have one image. "From one image you can make imagination" he said. And try something that they don't know. He gave us example, *hometown*.

“Hometown, you would talk about hometown and then you would talk about hometown, for example. In your hometown, you would talk about the food, destination places, culture and so on. So, from one word, one image and then make an imagination, you would get the audience’s attention because they would be curious about your hometown and such food, culture, etc. Speech is like promotion. The tutor said like the tutor and students sell promote themselves. Like the tutor and students promoted the books or something and to make them buy the book” he talked to us.

The next was making the audience to be universe. He said that “you are gonna be the center and in your speaking you have to give them the purpose you speak. You can speak using body language and don’t forget about eye contact with them all and the colour your vocabulary.” After that there the tutor and students had Q&A (Question and Answer the tutor and students). The new members from outside who joint came forward one by one and they had to speak in front of the class. After that, the tutor told the story of his life and culture.

The class was end. The tutor and students were all yelling the yell together and finished.

Code : 1b

Name of class: Aggressive Speaking

Tutor : Mr Roy

Time : April 10 2018, at 7.00-8.30 PM

Place : classroom

The tutor and students entered the class. On the class, the tutor checked the students whether they were complete or not. After he checked the students and they were complete, he introduced about “what is aggressive speaking” because aggressive speaking is different. When he taught, he used his intonation in speaking when he spoke in front of the students to get their attention. When he talked about aggressive speaking, he told the students about:

- Interaction: the tutor and students have to interact with the audience
- Improve speaking skill
- Self-esteem
- the tutor and students had to develop the idea and what messages that the tutor and students want to give to the people
- Also, understand what the tutor and students speak. He explained idea is like a “ball”. Like in the cartoon, many of the character of cartoon when they have an idea there are a “ball” above their head.

The situation, there, was nice and happy because he explained it with the clear examples. There was a student who was sleepy and he asked her. So to make the students awake, tutor ask all of them to go outside to speak face to face boys and girls in the side of river. Students had 3 minutes. After that, the tutor and students came back to class. The tutor then asked the students who was sleepy to speak in front of the class then followed the tutor and students by the other students. After 6 students came forward, the class was finished. And as always the tutor and students were yelling the yell together.

Code : 2a

Name of class: Public Speaking

Tutor : Mr Roy

Time : April 11 2018, at 8.30-10.00 AM

Place : classroom

He started the class by saying good morning to his students. Then he wrote on the whiteboard

Family	corruption	culture
Education	friend	food
Play hand phone	family	fashion
Money	movies	steady/study
Hobby	music	pollution
Prostitution	polygamy	
Young married	sports	

After he wrote all the topics, he told students to speak in front of the class. Before they spoke, they chose a topic. When he/she finished, they chose a boy or girl student. They continued till the class finished. Sometimes when they finished talking about the topics, there were questions came from the audiences. Mostly, they talked about what they had experienced like A talk about prostitution, she talked about it because she had a research about prostitution so she shared about anything she knew. And then next was

polygamy, the student B talked and sometimes asked questions to the speaker about polygamy, the students and tutor opinion whether the tutor and students were agree about it, and then talking about what about the woman who had many husband, agree or not. Student C talked about playing hand-phone and the last is student D talked about education.

When the time was up, the tutor and students had pray together. The tutor and students stood up and were yelling the yell together.

Code : 2b

Name of class: Aggressive Speaking

Tutor : Mr Roy

Time : April 11 2018, at 7.00-8.30 PM

Place : classroom

The tutor and students were waiting in the class. Then he opened the class by talking about what he did today when he had met the other owner of the courses. Then he talked about his stories, his major and culture. Until, he spoke about listening comprehension. At this time he showed students 2 videos about children. One was from black skin and one was from the white skin. The video showed about culture and the way the children speak.

After finishing the class, the tutor and students were standing up and yelling the yell together.

Code : 3a

Name of class: Public Speaking

Tutor : Mr Roy

Time : April 12 2018, at 8.30-10.00 AM

Place : classroom

He was waiting the students to be ready to start the lesson. He opened the class by telling students about tomorrow that the tutor and students would live on FB. He told students to be the most confident. Also he gave students the task on Wednesday and Friday to give a speech. In addition, the tutor and students only had time 3 minutes to speak. He told students that the tutor and students had to have a main idea and the topic, power punch and how to make students reacted to you. While he was talking he had a plan to make a competition for 3 months and would compete with the other courses. For that program as follow:

- ✓ Conversation
- ✓ Speech
- ✓ Presentation
- ✓ Daily activity
- ✓ Daily life
- ✓ How to stand behind podium
- ✓ How to dress proper

He said that actually he wanted to tell the truth about what is public speaking. After that, he gave students the topic “conversation”. He divided students into a few groups and each group consisted of 4 to 5 students. He gave instruction that students had to separate with other groups students had to make conversation in the group. He gave students around 15 minutes to have conversation. After that he called students to back to the class. He would choose one of the students as the representative to speak and tell the students what kind conversation they had. One by one then came forward.

Mr zul was talking about the education

Giar was talking about the trip, Waida’s trip exactly.

Andy was talking about tourism destination in Lombok

Ayu was talking about the fashion

Elis was talking about the drugs

When all of the students finished Mr Roy related about his students’ story with his culture and experiences. He told us about the tourist destination in California, about the trip he had with his grandpa. He closed the class by standing up and yelling the yell together.

Code : 3b

Name of class: Aggressive speaking

Tutor : Mr Roy

Time : April 12 2018, at 7.00-8.30 PM

Place : classroom

The tutor and students was waiting the students to get ready to study.

He opened the class by writing on the white board

**How well do you know grammar in your own language?
when the tutor and students learn Bahasa = the tutor and
students learn grammar**

He told students about what books which has a good grammar for them to read. Then he answered comics, novels, children books have a good grammar.

He told us about history. He asked students “which one is appear speaking or writing?” and students’ responded “speaking” and the tutor said “yes”. He told students that for vocabulary in grammar is a habit, daily habit. When he was teaching, he used body language.

He told students about grammar and speaking. He told students to practice daily. He gave students the tips to listen the foreigner conversation and reading newspaper to help students in grammar and speaking.

He then wrote and asked “apple juice or juice apple?” Then he was correcting that it is apple juice not juice apple. Next, he drew something on the white board. And finally he drew the sun, son, house, tree, mountain, and road also has mother and father. He made the story through the pictures he drew. He then started by the opening of the story by telling the situation there until he finished the story.

After he told the story from the pictures, he told students that the tutor and students had to know the concept of the story. After that, he asked one by one the students to come forward to draw and had to explain to the other students and the tutor. In one condition, there was a student who did not know the words and did not know how to say it so they asked the other students by writing it or drawing it on the whiteboard. Mostly, the students talked about their experience at work or with family.

The class then finished and then was yelling the yell together.

Code : 4 a

Name of class: Public Speaking

Tutor : Mr Roy

Time : April 13 2018, at 8.30-10.00 AM

Place : classroom

For that day class, the main tutor was only accompanying the students awhile. But there was another tutor, Mr Zul who was the replacement for that day. That day Mr Zul opened the class and spoke about his experience when he came to Pare at the first time. He also told students why he ended up in Pare. He told students his experience in a bus and then there was Question and Answer for the students to Mr Zul. After he finished, Mr Zul divided students into two lines. The students were face to face with their partner in front of them and they had to speak, whatever it was. After long practicing the tutor and students changed with another partner and then the main tutor came and he gave students motivation about speaking. Then, the class finished and students were yelling the yell together.

Code : 4b

Name of class: Aggressive Speaking

Tutor : Mr Roy

Time : April 13 2018, at 7.30-8.30 PM

Place : classroom

As usual, the tutor and students were waiting all the students to attend and wait until the students were ready to study. He wrote about what they learned that night on the whiteboard:

- English words with friends
- Add some musics
- Try and try again
- Join online English forums
- Read to learn
- Stay motivated
- Don't be afraid to make mistakes.

Based on the few points above, he then explained one by one to students

- English words with friends. He said that when the tutor and students were with their friends, the tutor and students can use flash card and then there are pictures or sentence. It helped to learn when the tutor and students are with friends.

- Add some music. He told us that the tutor and students could learn English through music but don't put the headphone in the ears too much it can destroy our ears.
- Try and try again. Try to learn again and again
- Join online forums. The tutor and students can join in online forums to learn English.
- Read to learn. When the tutor and students were reading, the tutor and students would understand more because the tutor and students got new knowledge.
- Stay motivated, by watching motivation video and thinking what make motivated students to do something.
- Don't be afraid to make mistakes. It's ok to make mistakes because the tutor and students are studying.

Then he talked about his story and culture again.

Then the class was ended and the tutor and students were yelling the yell together and finished.

Code : 5 a

Name of class: Public Speaking

Tutor : Mr Roy

Time : April 16 2018, at 8.30-10.00 AM

Place : classroom

At this time when, all the students attended the class, the tutor wrote on the whiteboard

MOTIVATION

He told us about what motivate students and then he talked about the scholarship, the news that day. He told about what motivated him. He talked his story. When it came about his story, there always be a culture that inserted on it.

After that, he said that “you have to speak”. He gave students motivation “why are you studying here? What motivate you?” He then continued. When he finished the material, he asked one student to come forward and then sat down. He gave instruction in 5 countdown. The student had to stand up and talked what motivate them to study English. The A’s student did it and she told us what motivate her to study English. She finished the speech then she had to choose the other students and she chose B’s student. She is from Thailand. Then it continued with C’s student. The last was closing by yelling the yell together.

Code : 5b

Name of class: Aggressive Speaking

Tutor : Mr Roy

Time : April 16 2018, at 7.00-8.30 PM

Place : classroom

When all the students were ready he started the class by writing in the whiteboard.

WHAT IS THE BEST STUDY HABIT FOR YOU ?

He then asked the question that he wrote on the whiteboard. He gave us easy example by questioning the students. “what is your habit? Sleep?...” he asked. Then the students answered. While the students answered and the tutor wrote the list on the whiteboard.

1. Sing English song
2. Watching movie
3. Practice
4. English game
5. Chatting with native
6. Conversation
7. Debates

8. Reading
9. Writing
10. Record speaking
11. Q & A
12. Listening
13. Playing games

Then he asked again “what would you do if you have to face the test?” and the students answered. The tutor then wrote the list.

1. Pray
2. Knowing the materials of the test
3. Mental
4. Healthy

He then related the materials with his story he had. He talked his stories when he was in the school life. Next was the tutor then back to the material again by telling each point. He related it with what he had experience. Moreover he told the story he possessed.

The class finished and the tutor and students all yelling the yell together.

Code : 6a

Name of class: Public Speaking

Tutor : Mr Roy

Time : April 17 2018, at 8.30-10.00 AM

Place : outside class, in front of Kampung Inggris Letter

For that day, the tutor and students had practiced near the *Kampung Inggris board name*. The tutor and students walked together from the camp to that place. When the tutor and students arrived the place, the tutor gave them instruction to speak and used speaker. While waiting their turn, the tutor and students saw their friends performed. Some of them studied to prepare what would be spoken. After a person finished, then it changed to the other students. They all talked free topics. After the time was up, the tutor and students went back together. In that place, students practiced their mental, because they were speaking in the side of the street and there were many people would pass by and also the transportations.

Code : 6 b

Name of class: Aggressive speaking

Tutor : Mr Roy

Time : April 17 2018, at 7.00-8.30 PM

Place : classroom

When all students were ready, the tutor started the teaching. He started the teaching by telling what happened that day. Then he gave them instruction. First, he told students to make a circle. The tutor and students had to write a simple question in a piece of paper and the tutor and students flipped then submitted to the tutor. After he collected all the papers from the students, he shook it and then spread it. The students should take a paper. After all the students got the paper, he instructed and made sure that the tutor and did not have the same question in the paper. When all was settled, he told them to answer the tutor and students the question and it started from the students near tutor the right. The tutor and students answered the tutor and students question until all the students finished. When there was a question that someone did not know the tutor and students all helped her to understand what the question was.

From the little thing, the tutor and students did with the paper, the tutor wanted students to speak and did not shy. Although it was just a simple question, but from the simple, the tutor and students can try to speak and open

their mouth. He then gave the last section with humour and the students laughed together.

The class ended, the tutor and students yelled the yell together.

Code : 7a

Name of class: Public Speaking

Tutor : Mr Roy

Time : April 18 2018, at 8.30-10.00 AM

Place : classroom

When all the students came he told students that that day the tutor and students had to prepare for the exam. The exam was the speech. He gave students a time to think and write what would the tutor and students did to speak, or thinking the topic. The students stayed at class.

When the time was up the tutor and students yelled the yell together.

Code : 7b

Name of class: Aggressive Speaking

Tutor : Mr Roy

Time : April 18 2018, at 7.00-8.30 PM

Place : classroom

When all the students came to the class, they were ready to study he wrote:

1. Pick your mind idea
2. Write like you talk
3. Get your fact together
4. Make it simple

- How do you start your speech ?
- How should a speech be delivered?
- How to be confident in your speaking?
- How to avoid nervous ?

After all, the students paid attention to him, he showed students a video.

When it finished, he asked them “why the tutor and students had to change accent?”, “where is he come from? “ he asked again and answer the tutor and students “India” he told us that the speaker on the video

spoke clearly but he still had his accent. The man in the video is the number one of public speaking. He then told students to see motivation video. He told students that words has a power like what the person in the video. He told students about the video and related it to what he wrote before when he made the list on the whiteboard. The tutor and students finished the class and yell the yell.

Code : 8 a

Name of class: Public Speaking

Tutor : Mr Roy

Time : April 19 2018, at 8.30-10.00 AM

Place : classroom

8. Observation-8, April 19 2018

Public Speaking

In that morning, the tutor and students had to practice in front of the class. The tutor and students were allowing to bring the book but for the next day exam, the tutor and students could not. The tutor and students delivered the speech one by one and after the tutor and students finished the speech, the tutor and students had to move outside and the tutor and students were practice outside. The tutor students were waiting outside until all of the students finished. After the long time the tutor and students were back and class was finish. The tutor and students yelled the yell together.

Code : 8b

Name of class: Aggressive Speaking

Tutor : Mr Roy

Time : April 10 2018, at 7.00-8.30 PM

Place : classroom

Aggressive Speaking

He opened the class by playing with the lady bug that came on the carpet in the class. After that, he asked one of the students to break the ice (warming up session). He continued the material by telling his story

CULTURE

That night was about the culture. He talked about his culture and he combined it with Indonesia. With this, it made the students understand about differences between the tutor and students' culture.

Code : 9

Name of class: Examination

Tutor : Mr Roy

Time : April 20 2018, at 8.30 AM

Place : hall Bule House

That day was the exam day and the tutor and students, all met in the hall of Bule house. There were speaker and microphone to deliver the speech. The tutor and students were waiting their turn to speech. After all the speech were delivered, there was a reward for the winner of the speech.

APPENDICES 2

INTERVIEW

Interview 1

Interview with Mr Roy

Time : 26 April 2018 at 11.28 Am

Researcher : Ok, Mr. good morning.... I want to ask you something about your class. Why you more concern in speaking in your class?

Mr Roy : Because speaking is important.

Researcher : What makes your teaching different with others?

Mr Roy : I am a foreigner and they are not.

Researcher : Where do you get the material for your teaching?

Mr Roy : I study...

Researcher : From internet or just..?

Mr Roy : Friends, internet..

Researcher : Book?

Mr Roy : Of course it is.

Researcher : Here you are teaching, do you write the materials or maybe just spontaneity?

Mr Roy : I don't. I just bring it for myself, really, and I don't write nothing for my students.

Researcher : Do you mark every materials, oh , today is learn...

- Mr Roy : No.
- Researcher : So you didn't give a mark, oh this is done (material of teaching)
this is not...
- Mr Roy : So..
- Researcher : There are some students who are from outside, and some are in
camp, some are new members. Nah what is your strategies to make
them know about English.
- Mr Roy : Up to them really, because I don't force the students to do anything
they don't want to do. I have my own method. Up to them and I
don't force students what they don't want to do.
- Researcher : ok, there are some students who is working like as a make-up artist,
in cruise ship, sea man, in hotel, and etc what do you do to help them
in the work field for the future ?
- Mr Roy : I just guide them, guide them to be better in speaking. just that.
- Researcher : do you implement the teaching strategies in your country in here in
speaking ?
- Mr Roy : not really, I just use my own technique because in America there is
really no speaking in the class, mostly learning to write and read.
and conversation is mostly outside, with friends and parents. Not a
lot of speaking inside of school.
- Researcher : ok Mr thank you

Mr Roy : yea

Interview 2

Interview with mom Indah

Time : 26 April 2018 at 09.05 Am

Researcher : Ok mom, good morning mom !

Mom Indah : Morning !

Researcher : How are you today, mom?

Mom Indah : I am good..

Researcher : Mom, I have questions for you, about this program ya mom ya. Why this course is more concern in speaking, not grammar or else?

Mom Indah : Because Mr Roy is the native of American that his most ability is speaking. Because why ?... his background he is just native speaker. I can say that he is American, pure American, maybe like we are, Indonesian too. Our Indonesian is just maybe in medium level, so it means we same with him. So Mr Roy if wanna teaching in the high level and more than speaking, pronunciation and then grammar, actually his ability is same with we are. So Mr Roy need more learn more study. Like pronunciation, here pronunciation in Indonesia, the tutor in Indonesia, the tutor learn from Indonesian tutor.

Researcher : Oh ya mom, there are some people who joined not in the period time (on the date of 10th and 25th), and how to make them in the same level in speaking ?

Mom Indah : I think to detect them about their basic ability before they enter in Bule House is not difficult because the first time Mr Roy will test them I mean make conversation with them. When they understand the conversation Mr Roy gives questions and they answers or whatever. I think this is we can give them classification they are intermediate, so it's mean they are understand, already understand the bule. So it means they are continued.

Researcher : Ok mom, so what makes this course is different with others?

Mom Indah : The first is the owner is American, and the second, we really focus in speaking, and the third I can said, from we are from the owner, we guarantee that our camp is 100 % effective speaking English.

Researcher : Hmm... Ok mom. How about the materials you give for the students ? and how do you know, ohh this material is suitable for this time because most of them are worker or students, something like that.

Mom Indah : Exactly right. When they register here, I talked to you, we detect them. So we are as the owner, so that you can consultation, and we recognize you, what your purpose, what for you study English so

that's why we preparing what you need. So I for example we compare with clinic. So bule House is like clinic. Like Ana come, what problem ? Batuk. Hahahha, lisa come, what problem ? headache... ahaha... of course the medicine didn't same right?

Researcher : Yea. And mom, there are make-up artist, sea man and work in hotel and others, how you to cover the materials?

Mom Indah : It just simple!

Researcher : Simple?

Mom Indah : Yea, it just simple because why ? the purpose what? Speaking, to?

Researcher : Ya.

Mom Indah : Ya ok, speaking. and then if they need more ? like last time we have engineer in sailor. So in the free time, he said "hey mom, what's the tool, this tool in English?" so we gave private time for him. So that's why? Because he needed. And sometimes some students bring materials, and they can share.

Researcher : Oh ya mom, now is April and from this period, mostly in the intermediate level ya, so for basic is just few ya ?

Mom Indah : Hmm..ya..

Researcher : Ok thank you so much mom!

Mom Indah : Welcome!

Interview 3

Interviewer: the researcher

Interviewee: Student 1

Time : 25 April 2018, 04.32 Pm

Researcher : Good evening...

Student 1 : Good evening.

Researcher : how are you today, miss?

Student 1 : I am fine.

Researcher : Miss, do you enjoy in this class?

Student 1 :Yes, I enjoy.

Researcher : Hmm.. miss you take speaking here, right ?

Student 1 : Right..!

Researcher : Why you take speaking class here?

Student 1 : Why I choose speaking class, because I want to speak fluently and looking for job.

- Researcher : Have you take another course before?
- Student 1 : Hmm not yet...no...
- Researcher : Hmm ok then.... what do you think about the material/the lesson here?
- Student 1 : Pardon?
- Researcher : Menurut kamu ketika kamu belajar speaking disini, materinya itu bisa bantu kamu dalam dunia kerja atau mungkin bisa buat bekal untuk melanjutkan sekolah?
- Student 1 : ya, help me. Because build my confident and mental.
- Researcher : And.... What do you think about yourself since you are here, is there any significant improvement in your speaking skill?
- Student 1 : Yea, my speaking well now than before.
- Researcher : Here, we are using English, right ?
- Student 1 : Yes !
- Researcher : Is there any difficulties while using English ?
- Student 1 : Yea, it still difficult. Sometimes I confused to speak. Because I have less vocabularies.

- Researcher : And is there any difficulties to understand the tutor?
- Student 1 : No, I understand.
- Researcher : And then, what do you think about his teaching ?
- Student 1 : I think good, but sometimes talk to more, too much.
- Researcher : Do you ever feel bored ?
- Student 1 : yea, of course.
- Researcher : what make you bored ?
- Student 1 : I am sleepy and I am bored. Then I don't know. If my heart not feeling good I am bored. Hahaha
- Researcher : Oo,,, yayaya it depends on your heart ya. ...
- Student 1 : Yea..
- Researcher : Then.. What is your opinion ngajar bahasa inggris yang enak itu gimana jika kamu sebagai guru misalnya.
- Student 1 : Hmmm.. ngajar bahasa Inggris yang enak itu sihh, pahami dulu karakter murid-muridnya, and the habit; must change the lazy students' habit and put discipline; must discipline... like that.. and..a.. be fun..more humours... hhaaa.. like that... because sometimes students boring.

Researcher : Ok.. Thank you miss!

Student 1 : Yea.. welcome..

Interview 2

Interviewer : Researcher

Interviewee : student 2 (Thailand student)

Time : 24 April 2018, at 04.30 PM

Researcher: Hi !

Student 2 : Hello !

Researcher: selamat sore !

Student 2 : selamat sore !

Researcher: Miss mau Tanya... Miss enjoy ga di sini?

Student 2 : Saya enjoy banget !

Researcher: Ohhh... hmmm terus kenapa miss ambil speaking dan di tempat ini ?

Student 2 : Karena saya mau bisa ngomong. Terus kalo di Bule House kita di camp bisa praktik sama teman-teman, jadi gak boleh pake bahasa lain selain bahasa Inggris. Apabila kita ngomong bahasa Inggris itu kita langsung dapat bisa ngomong bahasa Inggris. Karena saya pernah ikut program tempat lain tapi belum bisa ngomong walaupun sudah 1 bulan, 2 bulan.

Tapi saya di Bule House saya sudah bisa ngomong karena bisa praktik setiap hari.

Researcher: hmmm.. begitu ya miss. Terus ada perbedaan ga menurut kamu tentang tempat kursus yang sebelumnya dengan yang sekarang ?

Student 2 : Ada perbedaan. Tempat lain ambil program speaking tapi tidak terlalu prkatiknya, di kelas pake bahasa Indonesia ada bahasa Inggris tapi ga sama di Bule House.

Researcher: Berarti enjoy disini ya ?

Student 2 : Iya, kalo di tempat lain banyak tugas kayak kuliah.

Researcher: Kalau menurut kamu materi yang diberikan disini bagaimana?

Student 2 : Ga terlalu ada system, pentingnya ngomong, kan *speaking*.

Researcher: Menurut kamu speaking disini bisa buat kamu untuk mencari kerja atau untk melanjutkan kuliah ga ?

Student 2 : Bisa, bisa bantu buat cari kerja Malaysia jadi bahasa Inggris itu penting.

Researcher: Nah,, ini kan udah mau dua minggu. Menurut kamu ada perubahan ga tentang dirimu ketika belajar disini?

Student 2 : Ada perubahan, lebih paham dari sebelumnya dan bisa jawab.

Researcher: Oh ya, kita kan disini ngomongnya pake bahasa Inggris, ada kesulitan ga dalam memahami tutor ketika berbicara?

Student 2 : Kesulitan karena kurang vocab. Vocab itu penting kalau ga ada vocab ga bisa ngomong. Kalo paham, paham tapi ga semua. Kalau ada vocab yang sulit tidak paham.

Researcher: Kalau ,enurut kamu cara , mengajar tutor gimana ?

Student 2 : Kalau menurut aku, dia orang luar negeri, gimana cara mengajar, gimana cara yang penting biar anaknya paham (kayak nasihat, dia paham cara speakingnya). Tapi aku suka disini, lebih relax.

Researcher: Lalu, menurut kamu cara mengajar bahasa Inggris yang enak itu gimana?

Student 2 : Hmmm ga tahu. Tapi yang penting gak bosan. Harus ada cara mengajar yang mengajar yang menarik/interesting.

Researcher: Ada saran ga buat tutor, kedepannya mesti gimana ?

Student 2 : Udah bagus, tidak perlu padat dan pr.

Researcher: Ok miss, makasih!

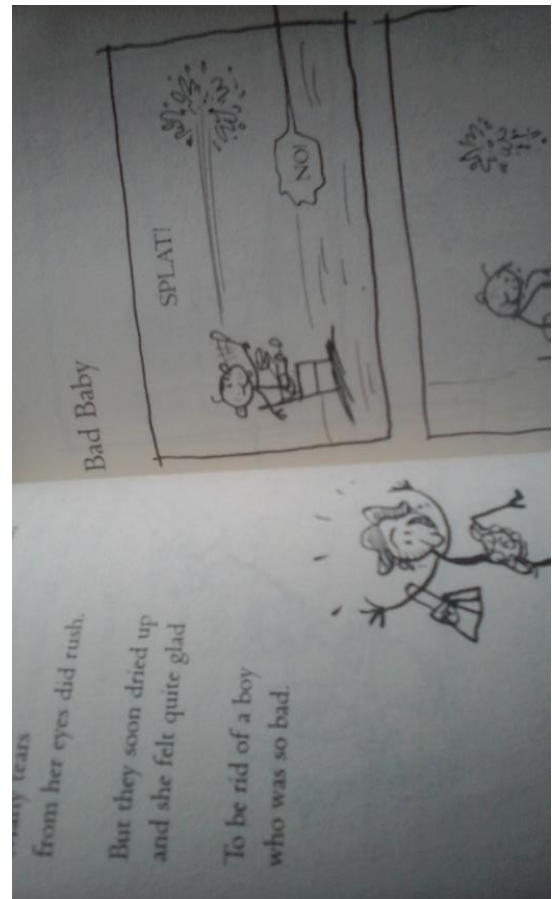
Student 2 : Sama-sama.

APPENDICES 3

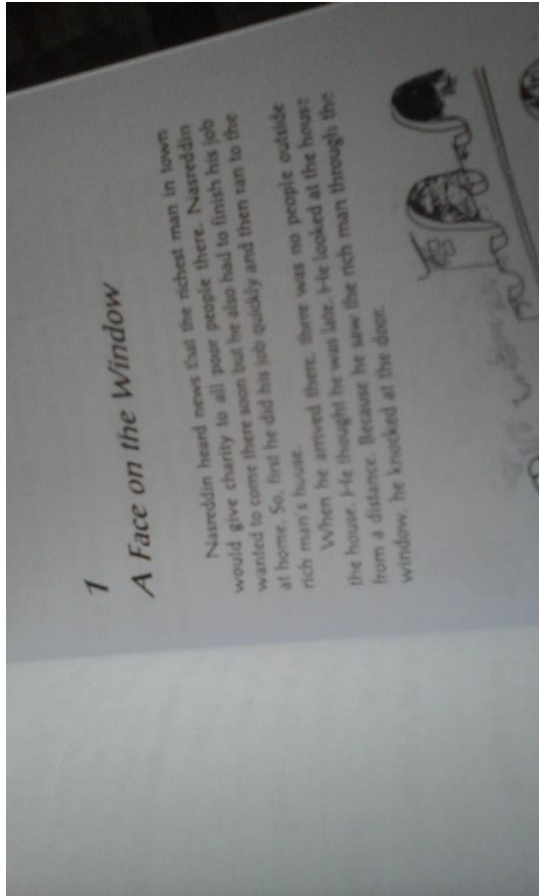
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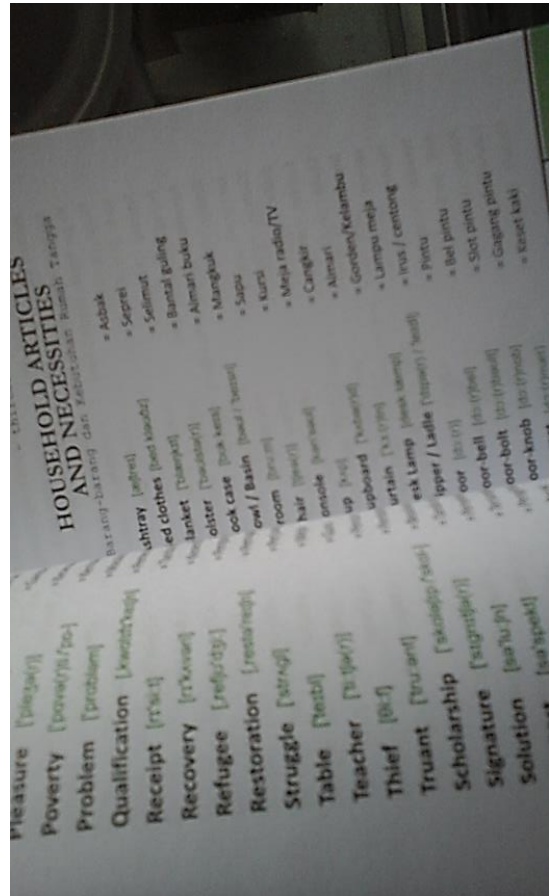
References books for students and tutors.



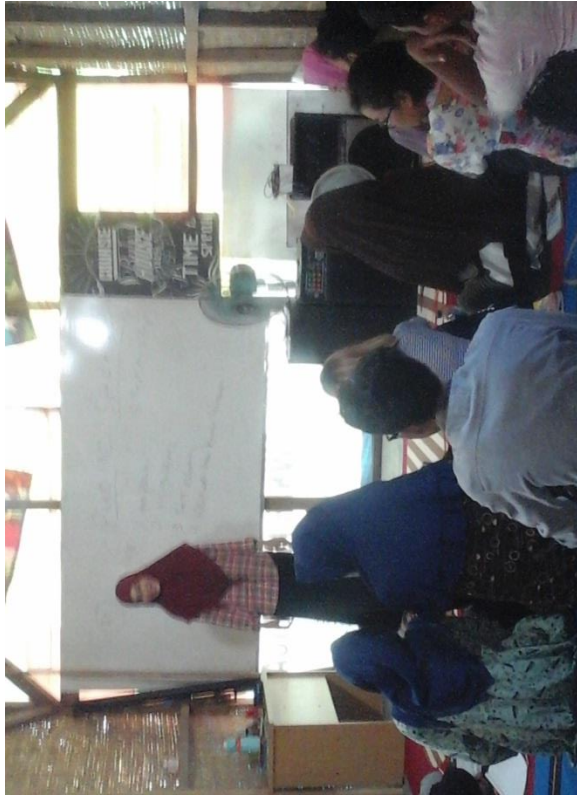
Content of the book



Content of the book



Content of the book



Student was speaking in front of the class. Public speaking class



Student was speaking in Aggressive class.



Student were practice speaking.



There was a guest from SMK Jombang. They came with their students to practice Speaking with the students of Bule House.



The tutor was write on the white board



The students were practice one by one to come forward



The students were having interactions each other based on the topic they had.



The students were asking some questions to the students who gave a topic.



When the tutor was teaching.



Students were practice in front of Kampung Inggirs board name.



The students were practice to speak in front of Kampung Inggris board name



When the students were waiting their turn to speak.



Examination day...



Examination day...