

**THE IMPLEMENTATION OF ENGLISH CLUB PROGRAM IN TEACHING
SPEAKING SKILL AT MAN 1 SRAGEN IN THE ACADEMIC YEAR
2018/2019.**

THESIS

**Submitted as a Partial Requirements for the Undergraduate Degree of Sarjana
in English Education Departement**



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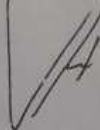
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Here with, I state all statements, opinion, and analysis that I have written in this thesis are my original work. I optimally conducted my own research with the help of some references and suggestions. If any claim related to the analysis that I made persist in the future, I would be fully responsible for the clarification.

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DEDICATION

Alhamdulillah rabbil'alamin, praise thanks to Allah who has given all the blessing, I would dedicate this thesis to the people who I love yesterday, now and tomorrow ever after.

1. My beloved father and mother (Alm. Mr. Sutopo and Almh. Mrs. Sunarni) in janah.
2. My beloved little brother (Aqshol)
3. All of my friends A class.
4. My beloved almamater, The State Islamic Institute of Surakarta.

MOTTO

“Stop comparing yourself to other people, you’re supposed to be unique”
 . –Sonya parker-

“So, verily the hardship, there is ease”
(Q.S Al-Insyirah:5)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “THE IMPLEMENTATION OF ENGLISH CLUB PROGRAM IN TEACHING SPEAKING AT MAN 1 SRAGEN THE ACADEMIC YEAR 2018/2019” is my real masterpiece. The things out of my 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 the academic sanction in the form of repealing my thesis and academic degree.

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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 next researcher and the reader in general.

Surakarta, Desember 2019

The Researcher

Fina Zakiya Nurhayati

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ABSTRACT

Fina Zakiya Nurhayati. 2019. THE IMPLEMENTATION OF ENGLISH CLUB PROGRAM IN TEACHING SPEAKING AT MAN 1 SRAGEN IN THE ACADEMIC YEAR 2018/2019. Thesis. English Language Education, Cultures and Language Faculty.

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Keyword : implementation, English club program, teaching speaking.

The objectives of this research were to describe the implementation of English club program in Teaching Speaking, to describe the problem faced by the teacher and to describe students and the teachers' solutions to solve the problem on teaching speaking at MAN 1 Sragen in the Academic Year 2018/2019.

This research used descriptive qualitative research. This research was conducted at MAN 1 Sragen in English club program. The subject of this research were English teacher and The students who joined English club program consist of 30 students. The collecting data was done by researcher through the interview, observation and documentation. The data was analyzed by reducing the data, presenting the data and drawing conclusion. The researcher used methodological triangulation to get validity of the data.

There were two findings in this research. First, the implementation of English club program in teaching speaking at MAN 1 Sragen. It presented the curriculum in English extracurricular, syllabus in English Club, the material and method used by teacher in teaching English extracurricular, the media that used by teacher in English Club and the evaluation in the English Club. The curriculum used by the teacher was 2013, the syllabus was made by the teacher, The material was designed by the teacher themselves. The method used by teacher in teaching speaking of English club program were discussion and problem solving, the media that used were suitable with the material and the evaluation divided by two section after performing the last meeting. Second, the problems faced by teacher and students and the solution in speaking class. Based on the observation and interviews with English teacher and students during four meetings, the researcher found :1. The students had low self-confidence. It could be solved by having and giving motivation, English practice more and enjoying in speaking English.2. The students were lack theme to be spoken. It could be solved by grouping the students. It was expected that the students can exchange their idea each others. 3). The low participation of students attendance. It could be solved by giving motivation and creating fun material 4). The students often used mother tongue in speaking performance. It could be solved by reminding the students to speak the target language.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is useful tool to communicate with others. One kind of the languages in the world is English that become international language (Crystal, 2003: 3). English as one subjects in school has an important role because it is a foreign language which is widely used in communication by people and most countries in the world. Brown (1994: 11-12) states that the interactional use of language describes our reactions for event and regulates our interaction with other people. It means that people using language for communication and interaction with other to express their feeling, ideas opinion and describes about something.

English has gained popularity all over the world including Indonesia. In this era, Indonesia also takes part to learn the language. English has important role since most of the information resources were English language. Harmer (1998: 37) states that English is important language to absorb and develop science, technology, culture, and to improve the international era. So, they must be skill full people by mastering English to support their communication. English

consist of four skills that have to be mastered by students, they were: speaking, listening, writing and reading.

In English many students have problem in their learning especially in English learning, as we know English is foreign language. Students are required to master four skills. They have to find out the way to learn English easily and pleasantly. Some students may be satisfied with the material that presented in class, but there were students who want to gain more knowledge and practice in another time. They did not satisfied when they got material just in class. They also seek the activity which can improve their skill and knowledge for example from informal and non-formal education.

There were three kinds of educational pathway, namely formal, informal and non-formal educational. Formal education is a structured educational that is structured and stepping from the elementary level to the university level. Informal education was the family and the environment education. While the non-formal education was the education outside of formal education that it done structurally and stepping.

Besides learning through formal and informal education, many students who follow non-formal education,

that is an activity outside of the school activity, such as extracurricular. Barnett (2007; 39) states that much evidence exists that supports the contention that student involvement in Extracurricular activities support academic performance and achievement. By following the extracurricular student can become a qualified. Every human being has a different ability to grow and thrive. Similarly the students, each student have different potentials, from the intelligence, learning motivation, willingness to study and so on.

A Bame and Therese (2011: 23) explain that non-formal education involves all educational activities organized outside the formal system and designed to serve identifiable and educational objectives. Extracurricular is one of non-formal education, English club is a non regular activity which is part of extracurricular activities

English club is a group of people members who meet regularly to practice speaking, listening, reading and writing in English and a series of regularly scheduled meeting where club member practice English and help the community to solve problems. (Kathleen, 2015: 11)

Students who are active in the English club will get benefits from that, in example, they can increase insight and get ability to socialize with friends and teacher who can help

the members in participating the learning process well. It can be concluded that English extracurricular one of the solutions to learn English more.

Based on pre research that was done at MAN 1 Sragen, the researcher found some problems related to the English learning process in English club program. The problems students often self-confidence. When the students have to perform in front of class, they feel nervous, lack of vocabulary. The researcher found that sometimes the students perform in front of the class, the students look confused when they found an odd word.

MAN 1 Sragen is one of Islamic senior high schools that has a good achievement in English education field. Especially in speaking skill, the students of MAN 1 Sragen made English Extracurricular named English Club. The name of English club is made by the teacher. English club at MAN 1 Sragen is different from other schools because in there it was held every week while in other schools it was held only when approaching competition. This extracurricular focused on speaking practice. It was because they were aware that speaking practice is important for the students. Students were hardly trained to master speaking skills through various activities.

In this research, researcher focuses in speaking activities in English Club. The most important feature of speaking activity is providing an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. Riddel (2001; 117) states that there are the various kinds of activities that can be implemented by the teacher in order to stimulate students to speak. Those activities are describing visuals, role-plays, students' talks, and discussion.

Based on observation, English club program on MAN 1 Sragen was a group to learn and discuss about something by using English which has a goal to increase the students' English ability. The English club program was guided by Mrs. HN. The English club was joined by students that want to develop their ability in English language. The member of English club is 30 students that consist of Tenth grade and Eleventh grade. It was held on Tuesday after regular class at 14.30 till the end. In the extracurricular of English club, the researcher found that the teaching and learning process of speaking is implemented in three-phases.

The activities were opening, main activity and closing, when opening this class the teacher say greeting and asked the condition of the students and then the teacher give warming

up before starting to main activity. Then main activity, the teacher picked students randomly along with the group to perform role plays and closing, before closing the class, the teacher give input and corrected students errors. The students follow the lesson fluently and seem fun and enthusiastic in the following lesson. When teaching speaking, the teacher gives the material and the students made group with their friends to discuss the material and present their result in front of class after they discus. The material is directly from teacher and based on syllabus.

The material is more general andthe teacher uses the material that relate toanything in environment such as introducing oneself and others, asking, giving opinion, describing about school, people, profession, famous place and the others, storytelling, role plays. Sometimes the students can determine the material that theywant to learn in that day and based on the curriculum and syllabus.

The students that joined in English Club program can also develop their ability to speak in English in the competition. For example some students from English club program joined in storytelling competition and could be the winner. At least the students also increase their confidence to speak up and show up in the public. That is evidence why the

quality of English club program in that school is better than others.

Based on the situation above, the researcher is interested in conducting a study entitled **The implementation of English club program in teaching skill at MA Negeri 1 Sragen in the academic year 2018/2019.**

B. Identification of the Problem

Based on the explanation above, some problems which are found in the English club as follows:

1. The students need addition activity after regular school to gain more knowledge.
2. The members have a problem in their learning especially in English learning.
3. The solution used in English club for motivating the members and makes them interest in English Club.

C. Limitation of the Problem

In order to focus on topic, the researcher makes limitation to both the object and subject of this research. The task is concerned with the implementation of English club program at MAN 1 Sragen in the academic year 2018/2019.

In this research, the researcher limits the problem as follows: the research only concerns with the implementation of teaching speaking in English extracurricular (curriculum, syllabus, material,). This study also concerns with the problem faced by the teacher and students and problem solutions to overcome the problem.

D. Formulation of the Problem

Based on the research background above, the problem statements of the research are as follows :

1. How is the the implementation of English Club Program in teaching speaking skill at MAN 1 Sragen in the academic year 2018/ 2019?
2. What are the problem faced by teacher and students in English Club Program in teaching speaking skill at MAN 1 Sragen in the academic year 2018/2019 ?
3. What are the teacher solution to face the problem in teaching English Club Program in teaching speaking skill at MAN 1 Sragen in the academic year 2018/2019 ?

E. The Purpose of Study

1. To describe the implementation of English Club Program in teaching speaking skill at MAN 1 Sragen.

2. To describe the problem faced by teacher and students in English Club Program in teaching speaking skill at MAN 1 Sragen.
3. To describe the teacher solution to face the problem in teaching English Club Program in teaching speaking skill at MAN 1 Sragen.

F. The Benefits of the Study

1. Theoretical Benefit

- a. The result of the research can be useful for the English teacher in giving additional input in English speaking program at English club activity.
- b. The researcher hopes that this research can be reference for other researcher who will conduct the same object with different perspective.

2. Partial Benefit

a. For the researchers

Researchers can get larger knowledge about teaching and learning process to teach speaking skill in English club activity.

b. For the readers

They will get knowledge and information about how the teaching and learning process occur to teach speaking skill in English club activity.

c. For the teacher and learner

The result of this study will help the English teacher and the learners to solve the problem in teaching and learning English especially in teaching and learning speaking in the English club program in their school.

G. Definition of key terms

There are some of terms which are very important to describe the research related to the title of the research that is The Implementation of English Club Program at MAN1 Sragen in Academic Year 2018/2019. They are Teaching, and English club and Extracurricular.

1. Teaching

Brown (2000:7) teaching is showing or helping someone learn how to do something, giving instruction, guiding in the study of something, providing with the knowledge causing to know or understand.

2. Speaking

Thronburry (2005:8) states speaking is one of the skills that have to be mastered by the student in learning English. Speaking is a speech production that becomes a part of daily activities which involve interaction.

3. English club

English club is a group of people members who meet regularly to practice speaking, listening, reading and writing in English and a series of regularly scheduled meeting where club member practice English and help the community solve problems. (Kathleen, 2015: 11)

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Definition of Teaching learning

Brown (2007:7) states that teaching is guiding and facilitating learning, enabling the learner to learn and also setting the conditions for learning. In short, teaching is an activity of helping, guiding and showing the learners in learning to get knowledge of subject or skill that they want. In addition, Brown (2000:7) states that the learning is acquiring or getting of knowledge or skill of subject by study, experiences or instruction.

Dewey (2011) the classic definition of teaching is the design and creation of environment. Students learn by interacting with those environments and they study how to learn. A model of teaching is a description of a learning environment, including our behavior as a teachers when the model is used. In addition, teaching is a system consisting of several component that depend on each other and organized between the competence that should be achieved by the students, the learning materials, subject matter, methods, teaching approaches, media, learning

resources, organization of class and assessment. (Suyono and Hariyanto, 2011:17).

From the definition above, we can conclude that teaching is about helping someone to learn how to do something. It can be done by giving the learners instructions of how to do that or by guiding them in doing the thing that they expected to learn. Someone who does teaching is used to be called as a, while the one who is taught is used to be called as a learner. The main purpose of teaching is indeed, to make the learners know or understand how to do something she/he expected to learn.

a. The component of Teaching learning process

Brown (2000: 16) explains that the components of teaching and learning process defined as follow:

a. Curriculum

Curriculum is a design for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject matter objectives, sequencing and materials to meet the need of designed group of learners in defined context.(Brown 2000: 16).

Curriculum is all those activities which engaged under the auspices of the school. This include materials,

styles and method (Richard 2001: 39). It is taken an important role to the education program. It influences the taking of decision, content and an education process. It means that beside curriculum as an planning arranged to get success in teaching learning process, it can be reason to the teacher to teach the students as suitable with the material in teaching learning process.

From the explanation above, it can be concluded that curriculum concerns with planning, implementation, evaluation and role in the education program.

b. Syllabus

Syllabus is specific of the content of the course of instruction and list what will be taught and tested (Richard 2001: 2). Harmer (2001: 295) states that the design is concerned not just with list of what will be taught and in what order but also with the planning, implementation, and administration of education programmers.

Syllabus describes the major elements that will be used in planning a language course and provides the basic for its instructional focus and content. (Richard 2001: 152) describes planning a course on teaching English.

The syllabus could be:

- 1) Situational: organized around different situation and the oral skill needed in those situation.
- 2) Topical: organized around different topics and how to talk about material in English.
- 3) Functional: organized around the functions most commonly needed.
- 4) Task based: organized based around different tasks and activities that the learners would carry out in English.

In choosing a particular syllabus framework for a course, planners are influenced by the following factors:

- 1) Knowledge and beliefs about the subject area: a syllabus reflects idea and belief about the nature of listening, speaking, writing, and reading.
- 2) Research and theory: research on language use and learning as well as applied linguistic theory sometimes leads to proposals in favor of particular syllabus types.
- 3) Common practice: the language teaching profession has built up considerable practical experiences in developing language program and this often serves as the basic for the differences syllabus types.
- 4) Trends: approaches to syllabus design come and reflect national or international types.

c. Material

Material has important role in teaching learning process to make teaching learning process more successful, the material must be selected appropriately. In some case, material at the beginning of a core may focus on the overall structure or organization of a topic before considering the individual components make it up.

There are some advantages an disadvantages of setting up a material (Richard 2001: 261. The explanation as follows:

1) Advantages

Advantages of building materials into a program include:

- a) Relevance: Material can be produced that are directly relevant to the students and institutional needs that reflect local contents, issues, and concerns.
- b) Develop expertise: Developing material can help developing expertise among staff, giving them a greater understanding of the characteristic of effective materials.
- c) Reputation: Institutionally developed material may enhance the reputation of the institution by demonstrating its commitment to provide

materials developed specifically for the students.

2) Disadvantages

a) Cost: Quality materials take time to produce and adequate staff time as well as resources need to be allocated to such a project.

b) Quality: Teacher made materials will not normally have the same standard design and production as commercial materials.

c) Training: to prepare teacher for material writing project, adequate training should be provided. Workshop can be developed for this purpose, as well as the creation of writing teams that contain a balance of relevant expertise.

d. Method

Method was described as an overall plan for systematic presentation of language based upon a selected approach (Brown 2000: 14). It is the important role in language learning. The material of language learning will give different effect in different application of language teaching method. Richards (2007: 15) states that an overall plan for the orderly presentation language material, not

part of which contradict and all of which is based upon the selected approach. The use of method is adjusted of the classroom. Some considerations to choose an appropriate method are condition of learners, teacher and material of study.

Fauziati (2008: 103-110) suggested on her book, there are many method in classroom speaking activities that are currently in use in communicative language.

a. Role playing

Role plays are very important in communicative approach because they give students at opportunity to practice communicating in different social context and social role. A role playing can helps teacher expand the classroom, or in a art, simply acting out dialogues, but also in part re-labeling object in people in the room to prepare for imaginative role playing(New-Mark 1996). The role play can be presented within a few minutes and contain a minimum advanced vocabulary items.

b. Games

A game is one of activities which can help to create dynamic, motivating classes. It can be used when

the students in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. The advantages by using this method are students can get the joy, show the real characteristic of students, more active and provide a good interaction between teacher and students. There are disadvantages also using games, these are the class will be noisy and disturbing another class, as well as wasting the time to have preparation.

c. Problem Solving

Materials which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinion on topic, which are meaningful to them. While in Fauziati (2008: 109) suggests that more advanced students be given problem which require going out into community or on campus to interview people who can supply concrete information about the problem. Classroom activities include the preparation of informal 'script' to be used as guides during the interview and then answering question from the group in the guise of persons whom they interviewed.

d. Discussion

Group discussion may be composed of three to five students. The main aim of group discussion is to improve their idea to other students. The more advanced class, however can be given a factual article from a newspaper, journal and the sale brochure of car film, word population or birthrate figures. The final presentation of a group discussion is shared among the group. The advantages can share, share in large and more critical.

e. Song

Song usually provide a peaceful and happy mood for the listener. Song can be used as materials for discussion. In addition, Richards in Fauziati (2008: 110) suggests that song can be used as useful aid in the learning of vocabulary, pronunciation, structures and sentence patterns. These advantages can give joy and enrich the vocabulary.

f. Classroom presentation with Song

It is usually a good idea to save singing for the end of the class period. In presenting a new song, we suggest the following steps:

1. Introduce the song by telling a little about it, for example who is the composer or the singer.
2. The teacher gives the copies of lyric or writes the lyric on the board. Then, the students have to listen the song a few minutes and try to fill in the missing words.
3. Sing or play the song all way through
4. Read the lyric out and ask the class questions about the story line, the vocabulary, etc. to check for comprehension.
5. Sing or play the song verse by verse. Let the class listen to each verse before attempting to sing it. If the song has chours, teach the fist.

g. Media

Media is device use for conveying the information to the students, so they can achieve the goal easily. Ministry of National Education (2009: 6) states that there are seven media which are used by teacher in classroom, below are kind of media:

1) Pictures

Teacher can use pictures to stimulate students in creating text. The pictures can be in the form of photograph of people, places and

things which are in magazine, newspaper, and calendar or printed the available pictures.

2) Charts, posters and cartoons

Charts show the information in the form of diagram or map. Poster is a large printed picture or notice, poster is used to give information or advertise something. Cartoon is a funny artistic drawing.

3) Blackboard or whiteboard

A blackboard or whiteboard is used to present or draw the material to students. Teacher can deliver a material to the students by writing on the board.

4) Audio media

Audio media are tape recorder and speaker as the audio provides the authentic material for listening practice.

5) Over Head Projector

It is used to present the material more easily than using a blackboard or a whiteboard. Furthermore, teachers should pay more attention to the presentation on the OHP.

These media can be used in teaching based on the materials, students level and interest. So, it is expected that the students will be more interested in the subject they learn.

h. Evaluation

Evaluation is a certain way used for evaluating the process and the result. It also gives feedback to teaching a learning components.

Based on the explanation above, it can be conclude that there are any components in teaching learning process which function together to reach the goal of educations.

2. English Club Program

a. Definition of English Club Program

English Club is a group of people Club Members who meet regularly to practice speaking, listening, reading, and writing in English and a series of regularly scheduled meetings where Club Members practice English and help the community solve problems. (Kathleen, 2015: 3)

English clubs are similar to Community based English. They are informal gatherings of individuals who meet regularly and often voluntarily and who

come from different parts of a community, town, or village for the express purpose of practicing English. Members may be professionals or students at secondary and university levels. Members commit to speaking in English during meetings as they engage in activities that support and encourage them to use the language. There are some activity in English Club:

a. Conversation

Conversation is the spoken exchange of ideas, observation, opinions, or feeling between people. Richard (1990) states that conversation also reflects the rules and procedures that govern face-to-face encounters, as well as the constraints that derive from the use of spoken language. This is seen in the nature of turns, the role of topics, how speakers repair trouble spots, as well as the syntax and register of conversational discourse.

b. Language games

Games are used frequently in the communicative teaching and the students find them enjoyable. It can give the students valuable communicative practice. Jhonson and Marrow (1981: 34) statethat there are three features of

communication gap, choice and feedback. An information gap exists because the speaker does not know that her classmate going to do. The speaker has choice as to what she would predict it. The speaker receives feedback from the members of her group.

c. Storytelling

Storytelling is the act of sharing a tale or series of events. Students can briefly summarize a tale or story that heard from somebody beforehand, or they may create their owns stories is to tell their classmate. Storytelling 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. They also can tell riddles or joke in their story.

d. Sing a song

Song can be used as materials for discussion. In addition, Richards in Fauziati (2008: 110) suggests that song can be use as useful and in the learning of vocabulary, pronunciation, structures and sentence patterns. In addition, song can be used to teach aspects of culture, especially of target language speakers.

b. The advantages and Disadvantages of Joining the Speaking Club

The advantages of Joining the Speaking Club Galanes and Adams (2013) cite that the advantages of joining the speaking club, here are:

- a) The speaking club members more enjoy fellowship and companionship;
- b) The students receive moral and emotional support for theirs views;
- c) Get passion to not reticence (challenged reticence)
- d) Speaking will have acces to get information
- e) Get same turning to speak
- f) More being pleasant and suitable than regular class (English course)
- g) Get new vocabulary, knowledge and information when interlocutor speaking.

The Disadvantages of Joining the Speaking Club

- a) When members of speaking club speak up, sometime some of members do not give attention to the speaker

b) Sometime the students are not enthusiasm what materials/topic teacher given; Some of student are bored and loaf to speak up

c. Definition of Extracurricular

Extracurricular is a nonformal learning activities that held outside of standards curriculum. Extracurricular activity is intended in order develops students personalities, talents, and abilities. Extracurricular is a means for development students self. Many programs or activities can construct students physic by good management(Anwar 2015: 45).

Extracurricular is an educational activity carried out by students outside the standard curriculum learning hours as an extension of curriculum activities and carried out under school guidance with the aim of developing the personality, talents, interests, and abilities of wider students (Permendikbud 81 A. 2013).

From the statement about it can be conclude that extracurricular is formal learning activities and is a container for channeling student talents.

Extracurricular activities which is as a set of learning experiences that have value of benefit for the

establishment students personality. Marantika (2012: 37) states that extracurricular activities have function for students as follows:

- 1) Developments, extracurricular activities have function to develop their ability and creativity with their potential, talent and interests.
- 2) Social, have function to develops students ability and social responsible.
- 3) Recreative, serves to develop an atmosphere or relaxed, uplifting, and fun for the learners which support the process of development.
- 4) Preparation of career have function to develop the students career readiness.

d. Extracurricular learning

English club program is a proponent program learning outside of curriculum. This also become a place to develop their interest and talent. Yudha (1999: 6) states that extracurricular is activity outside regular school lesson conducted in the school or outside of school with the purpose to expand the knowledge of students, getting to know the contact between subject, talent and interest.

The implementation of extracurricular activities also attested to make the purpose of education. Based on

Permendikbud Nomor 62 Tahun 2014 about extracurricular activities on primary education and secondary education “ Extracurricular activities are conducted by the learners outside of intracurricular and ko-curricular activities, under the guidance and supervision of the educational units, aims to develop potential, talent, interest, abilities, personality, cooperation, and learner independence optimally to support achievement the goal of education”.

The implementation of extracurricular activities is a program that provided by the school to develop about knowledge, interest, talent, personality, and independence of student through activities were conducted outside of the lesson with exact conditions which prevailed as school trustess.

Non formal education has its characteristic that are different from formal education. Rodgers (1996: 33) explainsthat the characteristic of non formal educational can be seen from some aspect such as the time scale, relevance, program, curriculum, method, and objective. First , the time scale, that is non formal education provides full time to learn. Further, non formal education is secondary activity or participants not primary activity as in

formal education, second, the relevance of non formal education is integrated with life, it is held by community, not the institution, and it can be done in all kind of setting, not only in a special building. Third, the program is run by any participatory, while professional is not a must although professional is better. Fourth, the curriculum which is used is open curriculum and problem centered controlled by learners, it is no subject centered controlled by teacher. Fifth, the method is learner center and it is mainly done orally. The last, the objective of non formal education is not set by teacher, but it is not set by learners.

On the other hand, non formal education has some similarities with formal education it is deliberately organized educational activity, outside the established frame work of formal school and university systems, principally for out of school youth and adult, for the purpose of communicating ideas, developing skill, changing attitudes of modifying behavior related to the realization of development goals and achievement of higher standard.

3. Speaking skill

a. Definition of speaking

Speaking skill is the productive oral skill, and consist of producing systematic verbal utterances to convey meaning (Nunan, 2003: 48). It means that speaking is process of expressing idea, opinion or anything we want to share. Speaking is the productive skill and it could be separated from listening, so it is media that connects us with others people in social relationship and friendship.

Thornbury (2005: 5) states that speaking skill is the skill which can improve by using integrated constantly of direct training in the class. Speaking is such as driving or playing a musical instrument the more practice you get, the more likely. It is you will be able to chunk small units into large ones.

Richard (2008: 21) states that an important dimension of conversation is using a style of speaking that is appropriate in the particular circumstance. Different style of speaking reflect the roles, age, sex, and the status of participant in interactions and also reflect the expressions of politeness,

It can be concluded that speaking skill develops when the students practice and feel consequently. Speaking skill is an ability from people who understand and combination of several points which produced a clause, phrase or sentence orally to communicate with other.

b. Function of speaking

There are many functions of speaking proposed by many practitioners. According to Brown and Yule in Richards (2008:21-28) there are three functions of speaking; they are speaking as interaction, speaking as performance, and speaking as transaction.

a) Talk as interaction

Talk as interaction refers to the conversation that we usually do. It describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b) Talk as transaction

Talk as transaction refers to situations where the focus is on the message or what is said or done. The primary focus is on the message of making oneself understood clearly and accurately, rather

than the participants and how they interact socially with each other.

c) Talk as performance

The third type of talk is talk as performance which refers to public talk that transmits information before an audience. It can be such as classroom presentations, public announcements, and speeches.

Based on those functions of speaking, teacher needs to have appropriate approach to teach speaking to the students in terms of what function is the goal of the learning process. After the teacher decides the appropriate approach, then indicators are needed to measure the students' progress.

c. Component of speaking

In speaking skill, the component is used to complete the skill. There are five component of language that influence speaking ability, this is occurring on (Jill, 2008:15) there are;

a. Pronunciation

Jill (2008:66) stated that and understanding of the features of pronunciation helps learners understand when they listen to the language. It also

helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended.

Harmer (1998:11) said that user of the language must know how to say a word that is how to pronounce it. It means that the user of the language have to know how to pronounce some word well. This knowledge is made up of three areas; sounds, stress and intonation.

b. Grammar

Grammar is needed for student to arrange a correct sentence in conversation. According to Jill (2008:24) grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. The unity of grammar also leans the correct way gain expertise in a language in oral and written form. Someone who mastering grammar will knows how

to form of words to change their meaning. The unity of grammar also learns the correct way to gain expertise in a language in oral and written form. Someone who mastering grammar will know how to arrange word in sentences, the correct tenses will be used etc. So that, grammar is one of components to create a good sentences.

c. Vocabulary

Jill (2009:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies.

Based on the explanation above, vocabulary is so important for the speaker and listener. The speaker can say fluently when she/he has a lot of vocabularies. In addition, the listener can comprehend the speakers' said when the speaker has much vocabularies to make the listener understand.

The listener appreciate the speaker too if the speaker can develop the speaker's vocabulary .

d. Fluency

Fluency may be defined as the ability to speak accurately. Jill (2009:27) states that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speaker's said. In other word, we have to consider that speech and fluency are rather strongly erected by language problem. It means the listeners' will understand the speaker's speaking if the pattern grammar of language is correct. So, we have to consider both gram mar pattern and fluency in speaking.

e. Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Gillian (2001:22) states that the teacher needs as good an understanding as we currently have of the nature of comprehension and the processes of comprehension. Comprehension is the component of speaking which we needed to avoid

misunderstanding between the speakers and listeners.

d. Characteristic of successful speaking activities

According to Ur (1996: 120), there are characteristic of a successful speaking activity:

a. Learners talk a lot

As much as possible the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

4. Problem and Solution in Speaking Activity

a. The problem in speaking

Ur (1996: 20) states there are some problems faced by the learners in speaking activities. The problems include inhibition, lack of theme to be spoken, the low participation, and the use of mother tongue. Those problems can be explained as follows:

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistake, fearful or criticism, or shy the attention that their speech attracts.

2) The lack of theme to be spoken

Some learners get difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3) The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that

each one will have only very little time to talk.

This problem is compounded but tendency of some learners to dominate, while others speak very little or not at all.

4) The use of mother tongue

In number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in a small groups, it can be quite difficult to keep using the target language.

b. The solution in speaking activity

In teaching speaking, teachers need a way to solve some problems in English club activity, according Ur (1996: 121) stated that there are some the manner of teacher to solve some the problems, the strategies are explained in the following terms:

a. Use the group work

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are

unwilling to speak in front the full class. By using the group work, the use of oral practice is more than in the full class set up. It is true that group work means the teacher cannot supervise all learners speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

b. Base activity on easy language

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts.

c. Give some instruction or training in discussions skills

The participant should give the contribution for the discussion; appoint a chairperson to teach group

discussion then include instructions about the participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

B. Previous Study

To conduct the research, the researcher must have some references. The references are useful for making the researcher easier to conduct a research. In this research, the researcher is taking similar research as references.

The first previous study is entitled: “The implementation of English club program in developing students’ skill at MTsN Tinawas Boyolali in the academic year 2016/2017” this research is written by Eka Sri Margiyanti from IAIN Surakarta. This research was aimed at describing the developing speaking students through English club program. The researcher described the student activities. The conversation used by the students is one of teacher strategy used in speaking improvement.

From the research above, the researcher indicated that the similarity of this research with the previous research is about the speaking activities through English club program. The differences between the previous study and this research

is the technique that used by the teacher. In MTsN Tinawas Boyolali the teacher used drama as a technique while this research used game as technique.

The second previous study is “a descriptive study on English club program at MAN 3 Banjarmasin Academic Year 2015/2016)” this research written by Muhammad Khairumman from Antasari institute Banjarmasin. This research aimed to describe the activities of English club and the lack of awareness in participating in English club.

From the research above the researcher concludes the similarity of this research is about the activity in English club program. From the research above is about the speaking activity in English club program. Muhammad’s research used conversation method that done by the teacher. For this research itself used natural method.

The third journal entitled “English students Club as an extracurricular to improve the English skill of the students of the English Education Department in the Faculty Tarbiyah (Islamic Education) State for Islamic studies IAIN Sunan Ampel Surabaya”. The researcher was conducted by Fikri Wanda. This qualitative study explores about the role of English students Club as an extracurricular program to improve the English skill of the students of the English

Education Department in the Faculty Tarbiyah (Islamic Education) State for Islamic studies IAIN Sunan Ampel Surabaya. There is similarity between this thesis and researcher thesis, the both research are same in research design used descriptive qualitative research. The difference about both research is the subject of the research.

The fourth of journal entitled “ A Study on English Club as an Extracurricular Proogram at SMPN 1 Malang” the researcher was conducted by Diska Fatima Virgiyanti. The study was designed in a descriptive qualitative research. The similarity of this research is the object of the research. It is about the English Club. Then the differences of the research is the collecting data.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher uses descriptive qualitative research that focused on implementation in teaching speaking of English club program at MAN 1 Sragen. The researcher just collect the data, make description and finally make conclusion. Qualitative research is a type of research which does not include any calculating or numbering (Moleong, 2004: 3). Bodgan and Taylor (1975) in Moleong (2007: 3) state that qualitative methodology refers to research procedure which brings about descriptive data in the form of written or spoken words and behavior available to be examine. Qualitative research as a research which investigates the quality of relationships, activities, situations, or materials in a particular activity or situation.

By giving the design of research, this research uses descriptive qualitative study, this study is aimed to get clear description about the implementation of English club that consists, goal of English club program in teaching speaking skill, kind activities to teach speaking in English club program, material, implementation of teaching speaking in

English club program and methods used by the teachers, classify the problems faced by the teacher and students and the ways of problem solving used by the teachers and students to overcome the problem faced by the students in teaching learning on speaking subject in English club program at the MAN 1 Sragen.

B. Research Setting

1) Place of Research

Location of the research is the place where the research process is done to collect the data in order to get the problem solving. The researcher conductsthis research thatfocused in English extracurricular, the name is English club. This club consists of first grade and second grade. This research takes place at MAN 1 Sragen. It islocated at Jl. Irian no.05 Sragen. The location of the school is very strategic because in the central of city. It is easy to reach because this school can be passed by the public transportation. However, MAN 1 Sragen has good facilities to support the activity well in class or outside of class for example the extracurricular activity.

2) Time of Research

The pre research has done on March 2018. The research is conducted in academic year of 2018/2019 at August 2019 until done.

Table 3.1 Research Schedule

No	Activities	2019							
		Mar	Apr	May	Aug	Sept	Oct	Nov	Des
1	Pre-research	■							
3	Proposal Draft Seminar		■	■					
4	Proposal Examination			■					
5	Research				■	■			
6	Thesis Draft						■	■	
7	Munaqosah								■

C. Subject of the research

The subject are the teacher and the students who join in English Club Program of MAN 1 Sragen. The subject of the study consists of English teacher and 30 students in English Club.

D. The Source of the Data

Based on the form of study, the data in this study are descriptive data in the form of words. Moleong (2004: 122) says, the source of data in qualitative research are words and events, the additional data can be documents and other. The research data in this study are collected in the form of

implementation of teaching speaking English club program in MAN 1 Sragen. The source of data are event from the implemented by teacher, informant and document.

1. Event

Sutopo (2002: 53) stated based on the observation in the event or activity, the researcher would know about the process how something happens, because the direct of observation. Event is the form of instructional process and it concerns with all activities in the classroom during teaching-learning process.

The event in this research are all of the activities of Implementation of English club program. The researcher focused on speaking activities at MAN 1 Sragen which handled by Mrs HN.

2. Informant

Sutopo (2002: 50) stated that informant is an individual that has the important role in giving information which chosen as a subject by the researcher that will be an informant. In this research the informant is Mrs. HM as the English teacher, the second informant is the students member of English club.

3. Document

Sugiyono (2015: 82) stated that document is the record of the past event. Document can be formed such as note, image, or other people's monumental creation. He also states that the result of the observation and interview will be more credible if it is supported by the real document form the subject of the study. In this research, the documents are syllabus, lesson plan of the material.

E. Research Instrument

The instrument of this research is the researcher herself this research is descriptive qualitative research. Nasution (1992: 55) stated that in the descriptive qualitative research, the researcher is the main instrument. The researcher has the main role in looking for the data or information related on learning process that the researcher focused on. The researcher also uses some supporting instruments, like recorder, camera, paper and pencil which are used in collecting the data from the research field.

F. Technique of Collecting Data

The technique of data collection are observation, interview, and documentation. The detail information can be classified as follow:

1. Interview

The interview by Moleong is a conversation with a specific purpose, that are made by the two parties, namely the interviewer who asked questions and interviews that provide an answer to that question (Moleong, 2006: 186). It can be said that the interview method is the method that used to obtain information about how the teacher teach speaking in English club program.

The researcher gives interview to the teacher about condition of class, goal of English club program, the learning style in English club program, and about the problems of students in speaking.

The interview done with the students member of English club and English teacher at the English club at MAN 1 Sragen in 2018/2019 academic year. The researcher, as the interviewer, makes interviews with the English teacher, Mrs. HM and some of students English Club program.

Before having the interview, the researcher prepares a list of question in order to avoid the interview of being too large and out of context. Those questions also help the researcher to make a systematic interview so that the interview will be better. The researcher improves the question when it is needed to get more information. The question for the teacher were about teaching learning process in teaching speaking of English club.

2. Observation

Observation became one of the techniques which were used in collecting data by the researcher. According to Sugiyono (2015: 145), observation here is the activity that happens, makes notes and jot down thoughts without narrow, specific regard for the research problem, In this research, the researcher observed how the teaching learning process occurred in their class.

The researcher observed about the implementation of teaching-learning speaking in English club program, starting from the opening class, the main and closing. The researcher also observed teaching material and teaching technique of speaking. The researcher conducted the observation by watching the teaching-learning process

directly. The researcher observed three times at English club program in MAN 1 Sragen.

3. Document Analysis

Document is everything of written or film, differ from the record, which is not prepared because of the need to the researcher (Moleong, 2004: 160). Documentation method is intended to find data on manuscript, book, magazine, newspaper and agenda.

Documentation is very useful because it can give wider background about the research. It can be materials in triangulation process. It is also the material in the historical research. In this research, the documentation consists of the daily classroom journal, the presence list, student worksheet and other related documents.

G. Data Analysis Technique

In analyzing data had been collected, the researcher uses a descriptive study of qualitative research. As using technique, the researcher collects data, arrange data then present data to know the teaching learning process of english club program at MAN 1 Sragen.

Milles and Huberman (1984: 22) elaborated the four types of analysis data form the interactive process which was analyzing qualitative data as follows:

1. Data Collection

Data collection means collecting data from many sources. The researcher collected data from observation, interview and documentation. The researcher interviews with the informants and doing observation of the teaching learning process of English club program at MAN 1 Sragen.

2. Reducing the Data

Data reduction means summarizing the data, choosing main issues, focusing on the important issues, and finding the patterns and dropping the unimportant issues. Therefore, the reduced data will give clear draws, ease the researcher to collect next data, and look for it when needed (Sugiyono, 2013:92).

In this step, the data from observation, interview and documentation were analyzed by data reduction first. Afterwards, the researcher focused on the data which related to, result of interview, learning objectives, procedure, technique, teacher's role, student's role, etc.

3. Presenting the Data

Presenting the data means arranging the information, description and narration to draw a conclusion systematically and logically. By so doing, everything which happens in teaching learning process can be understood easily. So that the researcher considers what should she do toward the analysis and may take the other action based on her understanding (Sutopo, 2002: 92-93) In this step, the selected data was written in the form narration in order that data about teaching learning process could be described well.

4. Drawing Conclusion

In drawing the conclusion, the researcher makes formulation or accumulation of her interpretation and analysis throughout the teaching learning. In this case, the researcher writes not only what has the researcher seen each day during observation, but also interpretation of her observation (Sutopo, 2002:93)

In this step, the researcher made an initial conclusion about the implementation in teaching speaking of English club program at MAN 1 Sragen.

The initial conclusion was able to achieve the research question based on qualitative data which is taken from observation, interview and documentation. From the explanation above, the researcher applies this technique for describing and analyzing the data from the result of research about the learning process in teaching speaking of English club program at MAN 1 Sragen systematically, so this research would be credible.

H. The Trustworthiness of the Data

To get the validity and reliability of the research, the researcher used 3 kind of triangulation, there are triangulation by using resources, method and theory. Setyadi (2006: 31) defines triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion accurately.

According Lexy, (2000: 178), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Denzin (2000: 178) divides triangulation into four kinds, they are: triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theory. The explanation will be present below:

1. Triangulation by using the resources means that the researcher will compare and check the credibility to information found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using the method that the researcher will check the credibility the data of the research and data resources by using several data collection techniques and analyze them by same method.
3. Triangulation by using investigator is that the researcher will recheck the credibility of this data by using his own researcher or other researcher.
4. The last techniques used in triangulation by using theory. It is a techniques of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation of method. In the one of technique, research compares the result of interview with data from documentation obtained as well as the results of observation of learning activities directly.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the research findings and the discussion of the research findings. The research findings answer the problem statement of this research. The research findings consist of the implementation of English club program in teaching speaking at MAN 1 Sragen, the problems faced by teachers and the students and the teachers solutions to solve the problems on teaching speaking for English club program of MAN 1 Sragen.

A. Research Finding

This chapter presents the research finding. The purpose is to answer the research problems in the first chapter. There are three objectives in this research, they are, describing the implementation of English club program in teaching speaking at MAN 1 Sragen, describing the problems faced by the teachers and students, describing the teachers solutions to solve the problems on teaching speaking for English club program at MAN 1 Sragen.

1. The Implementation of English Club program in teaching speaking at MAN 1 Sragen

In the implementation of English club program activities, teachers conduct activities as follows:

a. The initial/introduction activity

In this activity, teacher says Assalamu'alaikum Wr.Wb to open the lesson. She always started the lesson by greeting the students and checking students attendance in English. Teacher led the class with giving question and answer about the topic what they will learn that day.

b. The main activity

The main activity is the teaching learning in English club program is Different with regular class, in the class of English club program, based on the result of interview with Mrs HN, she explained that English club program the activity is not bound of on the curriculum.

c. The end/closing activity

In the closing activity, teacher asked to the students problems during the learning process. After that, teachers and students created a summary about the material providing motivation to be more active student in learning. The teacher closes the lesson by saying Wassalamu'alaikum Wr.Wb.

1) First observation

The first observation has been concluded on Tuesday, 27 August 2019. There were 30 students in the class. The material of implementation in English club is introducing one self and others, The First meeting is identical with introduction. The theme of this meeting was 'introducing myself' the members one by one come forward to introduce herself. There are some students confidently to introduce and also some students still nervous.

a) Opening

In the research, the class was started from the bell sound was ringing, and then the students waiting the teacher coming. The teacher opened the class by greeting with said "Assalamu'alaikum Wr.Wb" followed by asking students condition and taking their attendance in English. Finishing checking the attendance the teacher ask the students "who know today we will discuss about?" after the students answered the teacher question the

teacher conveyed the theme that will discussed together

b) Main activity

The teacher explain about **“introducing one self and other”** then the teacher gave the question for the students, then the fast learner students answered about the introducing

teacher: “what is introducing and what is the purpose?”

student: “introducing is make someone known by name to other”

teacher: “apa tujuannya”

students: “untuk mengenal orang yang belu kita ketahui”

after that The teacher continue divided the students into 6 group consist of four or five students. Then The teacher gave an example of introduction one self and other by text in the internet. The students read their piece of paper that give by teacher and try to make introduction text. The students also open their dictionary to translate the

vocabulary from Indonesian language to English language. After that the students practice in front of the class. The example when the students introducing their self below :

hi, nice to meet you! my name is michelle my hobbies are singing and reading a book, I live in Holland country. I'm student in Holland collage. I go to collage on foot. my favorite courses are math and physics . my teacher is very friendly and smart. its my first year in collage now. I love it.

After the students introduce their self. The teacher asked the students to make dialogue about introduction with their friends. after making dialogue about introductions with their respective groups, students are asked to come forward in front of the class, after advancing the results of student writing made scrapbook ".

c) Closing

In the closing, the teacher confirms their understanding about that material that

has learned. The teacher closed the lesson by giving thank/thankfulness for the students attention and said Wassalamu'alaikum Wr.Wb, see you next weeks class.

The process of implementation of 2013 curriculum in teaching speaking in English club at MAN 1 Sragen (first observation on 27 August, th 2019), can be describe in detail as follows:

Table 4.1 Summary of the Finding in Implementation of 2013 Curriculum in the English Club program

No	Opening	Yes	No	Explanation	Learner activity
1	Teacher greetsThe students, andchecks thestudent'sattendance s	✓			
2	Teacher givemotivation to thestudents	✓			
3	Teacher give theinformation to the studentsabout the purpose thelesson	✓			
4	The teacherintroduce thematerial to belearned	✓			
5	The teacherintroduce thematerial to be Learned	✓			

No	Main activity	Yes	No	Explanation	Student activity
1	Teacher explain the material about introducing self and other and give the students example how to make introduced dialogue, so the students can observe the text based on the explanation the material by the teacher (observing)	✓		The teacher explain the material about introducing self and other gave student example text of introducing	They observe the explanation of the teacher
2	The students gave questions to the teacher related with the material (questioning)	✓		Teacher invited students to ask something	Students were silent only and did not ask
3	The students collecting the data (experimenting)	✓		The activity was done through finding to be present her result about introducing. The students collected the information of the text that gave by teacher with the purpose of introducing	Student can understand about the material and can make dialogue about introducing self and other
4	Associating		✓	This activity was not done because the limited of the time	
5	The students present the result in front the class and submitted the task (communicating)		✓	This activity was not done because the limited of the Time	
No	Closing	Yes	no	Explanation	Learner activity
1	Teacher and students conclude the result of learning process	✓			
2	Students reflecting on the learning activities that they have been carried out	✓			

3	Teacher give atask related withmaterial thathave been learnt	✓			
4	Teacher andstudents areimplementing common prayerfor terminate thelearning process	✓			

Based on the opening, main activity, and closing can be concluded that:

on this activity, the entire only three developments of students' activities based on scientific approach on the 2013 curriculum. It were not complete because the limited of the time. There were only three activities in this lesson (observing, questioning and experimenting). In the teaching and learning process.

2) Second Observation

The second observation conducted on Tuesday, 03 September 2019. The students ask to speak up. In the previous meeting the teacher was given the theme. the theme are why you choose English as extracurricular, **“what do you like english, why English so difficult to you?”**. This theme are share English experience with mystery guest then the mistery guest ask randomly the students to speak up.

a) Opening

The teacher entered the class followed by researcher. The teacher opened the class by greeting and said “assalamu’alaikum wr. wb, after greeted the students, the teacher checked the students attendance by English. Finish checking, the teacher give the explain about the material that will be discussed

“anak anak, kemarin kita sudah belajar tentang introducing self and other nanti kita akan belajar tentang lets speak up bersama kak jun dia adalah alumni sekolah ini juga. (teacher explanation).

b) Main activity

The teacher introduces a guest who will be friendly in today's meeting.

The guest introduces himself then he starts the question and answer session according to the topic to be discussed, the guest divided the student by group.

The students discuss with her group, the students try to speaking with her group before she showing up the argument in front of class. After finished the guest ask random students to showing the argument about the topic discussion and the students give feedback of the teacher and guest question.

c) Closing

In the closing, the teacher evaluated students performing in end meeting, the teacher asked to the students The teacher asks how today speaks with the mystery of the guest students are happy at first hesitated for fear of being wrong when talking, but it turns out they are very enthusiastic, exciting because it can directly learn together with the mystery of guests about renewing ways in order to express our arguments.

After received feedback and comment from student, the teacher end the meeting by saying hamdalah and greeting the students and said wassalamu'alaikum wr.wb.

The process of implementation of 2013 curriculum in teaching speaking in English club at MAN 1 Sragen (first observation on 03 September th 2019), can be describe in detail as follows:

Table 4.2 Summary of the Finding in Implementation of 2013**Curriculum in the English Club program**

No	Opening	Yes	No	Explanation	Learner activity
1	Teacher greetsThe students, andchecks thestudent's attendance	✓			
2	Teacher give motivation to the students	✓			
3	Teacher give the information to the students about the purpose the lesson	✓			
4	The teacher introduce the material to be learned	✓			
5	The teacher introduce the material to be Learned	✓			
No	Main activity	yes	no	explanation	Student activity
1	Teacher explain the material about lets talk on the explanation the material by the teacher (observing)	✓		The teacher explain The material about lets talk and giving instruction	They observe the explanation of the teacher
2	Associating	✓		The students answered the questions based on the teacher ask	They did their assignment after the teacher gave the instruction.
3	The students present the result in front the class and collecting	✓		The Teacher and the Students were	The fast learner students

	the writing report. (communicating)			correction the assignment together	were active answer the question.
4	Associating			This activity was not done because The limited of the time	
5	The students present the result in front the class and submitted the task (communicating)			This activity was not done because The limited of the time	
no	Closing	yes	no	explanation	Learner activity
1	Teacher and students conclude the result of learning process	✓			
2	Students reflecting on the Learning activities that they have been carried out	✓			
3	Teacher give a task related with material that have been learnt	✓			
4	Teacher and students are Implementing common prayer for terminate the learning process	✓			

Based on the opening, main activity, and closing, it can be concluded that: on this activity based on 2013 curriculum, there were two activities. There were observing, associating and

communicating. In the teaching and learning process, the fast learner students were active to answer the question.

3) Third Observation

The third observation conducted on Tuesday, 10 September 2019. In this meeting is retell the movie The teacher showing the movie then after the movie end the teacher ask the student about the movie, and the value that can take from the movie in the reality life, then student retell the story about the movie by themselves in front of class.

a) Opening

The teacher opened the class by greeting and said Assalamu'alaikum Wr.Wb. After greeted the students, the teacher checked the student attendance in English. Finishing checking, the teacher gives the explain about the material that will be learn today, and teacher prepare the tool that used for the material.

b) main activity

teacher plays a movie, students are asked by the teacher to pay attention to the movie that is played by the teacher then students are asked to look for points in the movie that have been played, such as, what the

film tells about, what is related to daily life. after students look for points in the movie,

teacher : “ do you understand the point of the movie?”

students: “ yes, miss”

teacher: “ok, now, you can write the point of the movie in the paper”

students were asked to recount the contents of the movie in front of the class. The teacher ask student randomly about the movie that they see that, student that pointed by teacher answer the question about the movie. After that the students give feedback of the teachers questions.

c) Closing

In the closing, the researcher evaluated students answer. the film tells about what, what relation to daily life. After received feedback and comments from the students, teacher ended the meeting by saying hamdallah and greeting the students and said Wassalamu'alaikum Wr.Wb

4) Fourth observation

The fourth observation conducted on 24 September 2019. Mrs HN try to the students learn about

marching command. Student make a group consist of 9-10 to try it. Then student show up in front of class randomly by teacher.

a) Opening

In the opening of this lesson, like usual, teacher entered the class and started the lesson. The teacher opened the class by greeting and said Assalamu'alaikum Wr.Wb. after greeted the students, the teacher checked the students attendance in English. Before going to the material, teacher said to the students about what they are going to learn on the day. The teacher said this meeting they will learn about marching command.

b) Main activity

In this session, the teacher asked students to found the group and try to speak up before the group show in the front of class, before the teacher asks each group to appear, the teacher gives a guide that has been prepared on a paper, then each group is asked to memorize every sentence on the paper After that, teacher ask one by one randomly the group to show marching command by the students with English instruction.

c) Closing

After presented, students received feedback from teacher. The teacher gave feedback on grammar or pronunciation problems that he heard during the students showing up. The teacher also asked to several students to check students attention to their friend showing. The other students should mention one of their friends said. The teacher closed the lesson by giving thank/thankfulness for the students attention and said Wassalamu'alaikum Wr.Wb.

Based on the first observation, second observation, third observation and fourth observation, it can be conclude that:

- a) In the implementation of English language teaching activities in the classroom, teacher conducted activities such as opening, main activity, and closing.
- b) In the opening, the teacher prepare students' psychologically and physically before teaching and learning process both for the fast learner students as well as slow learner student, gave information of the purpose the lesson, gave apperception, and the

teacher gave motivation both for fast learner students as well as slow learner students.

- c) The teacher has implemented scientific approach in teaching learning process appropriate with 2013 curriculum (observing, questioning, experimenting, associating, and communicating).
- d) In the teaching and learning process, there was no different between regular class and extracurricular program, only the teacher gave treatment such as attention during the learning process for extracurricular program.

a) Curriculum of English club program in teaching speaking at MAN 1 Sragen

In this English club the teacher uses the 2013 curriculum, just like lessons in the morning. But in this English club, teachers develop it more by themselves. The information got from the English teacher as quoted by researcher below:

“kalau kurikulum, saya menggunakan 2013 mbak, sesuai dengan kurikulum yang ada di pendidikan saat ini”.

**b) Syllabus of English club program in teaching speaking
at MAN 1 Sragen**

In the English club program, the teacher does not use syllabus because the English club is not part of the lesson but from the curricular extracurricular. The information got from the English teacher as quoted by researcher below:

“saya dalam mengajar English club ini tidak menggunakan syllabus, karena materi saya sendiri mbak yang buat, tapi ada beberapa materi yang berkaitan dengan pelajaran di kelas tapi disini lebih saya kembangkan pembahasannya.”

**c) The material are used at English club program at
MAN 1 Sragen**

In English extracurricular program, the material is different with the material in regular class. There are some sources used by teacher in teaching learning of English club program. Such as material from internet, textbook, students worksheet and sometimes the teacher can make the material by herself.

Based on the observation there are some topic will be learn in English club such as introduction one self and

others, English speech, retell the movie, marching command, etc.

“Materi di ekstrakurikuler bahasa inggris ini berbeda dengan materi di kelas reguler. Jika di kelas reguler materinya harus jelas sesuai dengan silabus dan ditentukan oleh kurikulum, di ekstra ini beda. Jadi materinya itu saya sendiri mbak yang buat lebih luas sedikit dari yang dikelas Kadang-kadang juga dari internet tapi itu hanya sebagai gambaran siswa saja. Jadi, saya sendiri lebih sering mengemas materi saya sendiri. Nanti saya menentukan tema yang lalu mereka membuat tugas sesuai dengan tema yang sudah saya tentukan.”(interview with Mrs.HN)

c) The methods are used by teacher on teaching speaking

The teacher used some techniques in teaching speaking of English club. Teacher applied the activities of role play, discussion and problem solve. The information got from the English teacher as quoted by researcher bellow:

“...Untuk speaking di ekstra sendiri sejauh ini saya lebih banyak menggunakan metode discussion dan

problem solve mbak. Jadi, pada saat pembelajaran saya menentukan tema lalu anak-anak membuat grup dengan teman mereka sebanyak 3-4 orang untuk mendiskusikan tema tersebut dan mengerjakan tugas yang telah saya buat untuk mereka. Setelah selesai mereka nanti perform secara berkelompok.

Kadang-kadang mereka juga saya minta untuk discuss something around us lalu mereka nanti perform lagi secara individu. Bagi saya dalam kegiatan ekstra bahasa inggris sendiri adalah anak mampu dan berani untuk maju perform baik itu secara individu maupun berkelompok". (interview with Mrs. HN)

d) Media used by teacher on teaching speaking at MAN

1 Sragen

The teacher used some media in teaching speaking of English club. The media are Leptop, Lcd speaker, picture. The information got from the English teacher as quoted by researcher bellow:

“ya itu mbak medianya, seperti yang mbak lihat tadi, ada leptop, lcd, sama speaker kalau materinya song, kadang juga gambar sesuai materi lah mb pokoknya medianya itu”

e) Evaluation of English club program in teaching speaking at MAN 1 Sragen

Evaluation in this English club teachers only take 2 or 3 evaluations at the beginning of the meeting, at the time of the performance and the last at the last meeting.

“evaluasinya biasanya sya kasih saat mereka setelah perform mbak, dan saat pertemuan di meeting trakhir.”

2. The problems faced by the teacher and students and the problem solution

Every activity cannot be separated from the problem. Similarly, in English club there are also some problems faced by the teacher and students, Based on the observation, the problems faced by the teacher in teaching speaking for English club can be explained as bellow:

a. The students problems

1) Low self-confidence

The problem faced by the major students is self-confidence. When the students have to perform in front of class, they feel nervous. Students feel less confident when speaking in front of the class. It is natural for someone who has to speak up in public. But the teacher always gives motivation for the students. The teacher always says that they must enjoy in the class. This is one of the motivations for the students in English club. Based on the interview, the students said that

“kadang saya masih kurang percaya diri saat berbicara didepan kelas mbak, dan takut kalau

bahasa inggris saya medok”.(Interview with the student1).

2) Lack of vocabulary

Based on the observation that conducted by the researcher on English club, the researcher found that the students have lack of vocabulary. The researcher found that sometimes the students perform in front of the class, the students look confused when they found an odd word. It decreases their confidence. Based on the interview, the students said that :

“Saat perform didepan kelas itu terkadang lupa vocabnya mbak, apalagi vocab yang masih asing bagi saya mbak”. (Interview with the student1).

3) Pronunciation

The last problem was pronunciation. Based on the observation on Tuesday, 24 September 2019, the researcher found that many of the students still make mistake in pronunciation. The students realized when they spoke English still use some mother tongue and also sometimes there were some words that still strange in their ears. So, it

make them cannot offer the utterance correctly. From this problem, the students solved it by practicing in order to speak English fluently. Before they present their assignment, the students check it to the dictionary or ask directly to the, if there were some words that they did not know how to pronounce.

“Kadang suka bingung sendiri mb dengan kata dan bacaan kan cara membacanya itu beda dengan kata nya itu, cara pengucapannya juga beda, jadi tambah bingung apalagi di dalam kalimat banyak kata yang asing yang baru diketahui.”(interview with students3)

b. Teacher Problems

1) Members lack confidence when speaking

There are some students who still have lack confidence when they are asked by the teacher to speak up. They still feel shy and nervous. There are some students who recently joined the English club program. They don't look confident, so that make their performance less maximal. So, the teacher should make English club into enjoyable club

activities which make the students feel comfortable and confident with their ability.

“pas maju itu, banyak yang gugup mb, jadi masih banyak yang salah vocab. Walaupun begitu mereka tetap memberanikan diri untuk maju kedepan, malah ada yang sudah di depan tapi gak bisa ngomong”. (interview with teacher.)

2) Correcting the student mistakes well

Based on the observation, there are few students who make mistakes in speaking, for the example, the pronunciation mistake. It's a natural thing because they are still learning. But, the task is to guide and to evaluate the errors. Not only justify but the teacher also use their own way to correct the students mistake well. So that children do not feel embarrassed and traumatized when making mistakes.

“untuk membenarkan kesalahan mereka ada mbak, tapi tidak saat perform, karena jika pada saat itu akan membuat siswa down, jadi setelah siswa performbaru saya koreksi bagian salahnya dimana.”(interview with mrs.HN)

3) The lack of students consistency in the attendance

The presence of students is also an obstacle. In the beginning of the meeting, many students have a high interest to follow the English club, but after several meetings many students could not attend it. It is because of their other extracurricular or other activities.

While based on the researcher, the teacher said that:

“sebenarnya peminat English club itu banyak mbak, pas awal pertemuan banyak sekali yang mengikuti English club, tapi setelah berlangsung beberapa kali pertemuan siswanya semakin berkurang dan terkadang yang datang itu tidak komplit, ketika yang satu masuk ada lagi yang lain yang tidak masuk, jadi metri tidak didapat secara maksimal oleh seluruh anggota, hanya beberapa yang konsisten.” (The interview to Mrs. HN on Saturday, 06 Septembr 2019)

3. Problem solving in English club program

1) Giving Motivation

To overcome the problem faced by students, such as the lack of confidence, the lack of consistency to attend English club, the teacher provides motivation. The teacher gives motivation to the students in English club in order to be spirit in following English club. When the teacher has given the motivation, the students become more comfortable in following the English club.

Based on the interview to the teacher,

“biasanya saya kasih arahan kamu harus PD dengan kemampuannya masing-masing, kemampuan anak kan berbeda-beda, tidak semua bagus dalam speaking, yang kurang bagus ya harus percaya diri karena itu bukan bahasa kita, jadi wajar kalau kita belum ahli dalam hal tersebut. Pokoknya kita mau belajar semaksimal mungkin dan tidak boleh malu, hindari sikap malu.”. (the interview with mrs. HN)

2) Giving the correction and consultation

There are several problems in the student speaking skill. There are some errors that need to be

justified by the teacher. Based on the observation, the teacher is not only justifying, but the teacher also need to have a special way to justify the students errors as well, and do not make them shy or afraid. Provides evaluations to the students in the end of activity. For example "You say focus, right? This is focus not focus." Sometimes the teacher also gave an evaluation face to face or personality guidance between the teacher and students.

B. Discussion

1. The Implementation of English club program in teaching speaking at MAN 1 Sragen

Based on the research findings, the researcher discusses the finding of research. The discussion contains the speaking activities in English club at MAN 1 Sragen. It consists of the implementation of teaching in English extracurricular, teacher and students problems in speaking activities, and how to solve the problem in of speaking activities in English extracurricular. In the discussion section, the researcher tried to make the description of the research finding with the relevant references. After the describing the data, the researcher

needed to analyze the data. It was line with the answer to the problem statement.

Based on the observation in the English club program, it showed speaking activities in English extracurricular consist of opening, main activity and closing. There were some components in teaching learning process such as purpose, technique, media, material that use by teacher.

The teacher who teach English club program is Mr. HN and the students who joining English club program the tenth and eleventh students. The main purpose of English club program is to improve the students self confidence especially in speaking. Based on the interview with English club teacher, the English club program also has purpose to more improving teaching learning of speaking that not maximum in regular class. Based on the interview, the establishment of English language extracurricular is also because some students are still low self-confidence, shy and hesitation to show their speaking ability in public although previously it has been practiced in class. Then with the English extracurricular are expected students will be able to increase their soft skill and hard skills. Students are

expected to have a deeper interest in learning a foreign language, daring to express opinions, more motivation to learn a foreign language. In hard skill, students who joining English extracurricular is expected to have better speaking ability, such as vocabulary, grammatical and pronunciation

The technique in teaching must be appropriated to the purpose of the study. The teachers have to choose not only good technique but also compatible with learner. The findings of the research includes kind of the technique that is used in teaching speaking. The technique used by the teacher on teaching speaking of English extracurricular are role play, discussion of topic and problem solving. Those technique can make students feel interested in learning actively, more active, more variation, and not monotonous during the teaching learning.

Based on the result of the researcher observation of English extracurricular activity of MAN 1 Sragen. The researcher found that the teacher used first role play. Which means that the role is taken / used in an environment where students can fully develop creativity and play. A group of students play the role in the

classroom as well as a group of children who are playing schools, nurses and doctors, or Star Wars. Both unconsciously actualize and by playing their role they try out the real world knowledge and develop their ability to interact with the community. This activity is very fun and does not damage the personal student or child. Playing this role will be able to foster confidence.

The English extracurricular teacher employs roleplay in order to raise the students confidence which relates to the material taught or last material given. Role play is used for the following reasons; a) fun and motivating, b) silent students get the opportunity to express themselves in the direction of progress, the environment in the classroom and outside the classroom becomes limitless and offers opportunities for language use widely. In addition, students who have the opportunity to use English can repeat their English in a comfortable situation. Real situations can be created and students benefit from the practice. Whatever mistakes they make don't overload. . In English extracurricular, Mrs. HN are not criticized on the students idea and give the chance for the students to explore their ideas. After

they gather all of their idea. They can presented their ideas with her friend in front of their friend directly.

The second technique that used by English teacher is discussion. In English extracurricular activity, the teacher choose the topic or material of that day. After that, the teacher asked to the students make a group that consist of 3-4 students in that group. Each of the group do their task based on the topic. Actually the theme in each group are same with the other group. But, the topic are different. After they finished their discussion and got the result of discussion. The students must to be presented their results of discussion in front of the class.

The third is problem solving, Through this problem learning activity, students are faced with problems that must be solved both individually and in groups. Problem solving learning activities in groups of students are trained in their abilities comprehensively and interactively in thinking, acting, acting and working together.

The next component is teaching material. In English club program the material was choose by the teacher. Because English club program are not tied to the curriculum. It is apart from the curriculum. In addition,

the basic of the material of English club program still related with the material in regular activity. But the material can more variation. The material such as; introduction, speak english, retell the movie/ story, dialogue role play and sometimes the tenth and eleventh grade students of English club program tried to speech. Based on the interview with the English extracurricular teacher of MAN 1 Sragen.

The material was designed directly by the teacher.

But sometimes the teacher also used media such as picture and images, video and board.

2. The problems faced by the teacher and students and the problems solution.

English extracurricular activities also could not be separated from the problems. The problems faced by the teacher and also the members. The problems that faced by the teacher and the members were different. According to interview with students in English extracurricular program most of the problem faced by students were inhabitation and the use of mother tongue. In analyzing data of students" problems in speaking activity of English extracurricular, the researcher used theory from Ur (1996:121) mention about the problems faced by the

students in speaking activity , they are inhibition, lack of theme to be spoken, low or uneven participatory, and the use of mother tongue. The problems are following:

The first problem is inhibition. Inhibition means students are worried about making mistakes, fearful of criticism, or simply shy. According to the data from observation and interview, in English club program most of students still worried about making mistakes in speaking english. When the researcher asked her about the problem the cause her difficulties, then she said that she did know the meaning and speak in public is not her habit. Therefore, she felt hard to practice. However, most of students in English extracurricular were asked to speak up when they encountered problems such as low self confidence. They had the problem in their confidence. The confidence was still less. Even so, they did not desperate; they were still trying to rectify the shortcomings. Besides all of English extracurricular members also gave the support and encourage each other.

The problem solution to solve this problem is giving motivation. According to Littlewood (in Hosni, 2014: 24) state that motivation is the crucial force which determine whether a learner embarks in a task at all. How much

energy he devote to it and how long he preves. In English club Program there are some student who worried about making mistake. And always afraid to try to speak English in front of the class. The teacher always give the motivation to students to be confident in whatever they say in front of the class.

The second problems is lack of theme to be spoken. Lack of theme to be spoken means student have no motive to express themselves. According to the data from observation, several students felt that they hard to understanding about speaking because the have no idea to say and they are lack of vocabulary bank. One of student stated that English is not important for her because in this time she did not use English for daily conversation. When the researcher asked her about their ability to learn speaking in this English club program then she said that “it is not easy”. When the teacher asked her to speak English , she still keep silent, because she do not know what to say.

According to Ur (1996: 121) there are some manner of teacher to solve some problems in teaching speaking, namely use the group work, base activity on easy language, give some instruction or training discussion skills and keep students to speak the target language. The problem solution

to solve the problem of lack of theme to be spoken is the teacher give some instruction or training in discussion skill. The teacher usually asked the students to make group with their friends and then discuss about the topic with their friends. This way is expected to make students exchanging their idea with their friends.

The next problem is low participation. Ur stated that low or uneven participation means that only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. In English club program almost all students has same ability. Therefore, there were no more than one participant who dominant in every meeting. All of them still have same problem and difficulties. Ur stated that use group work as the one solution to solve this problem. Using group work will increase amount of learners to talk going on in limited period of time and also reduced the inhibitions of learners who are unwilling to speak in front the full class.

The last problem is the use of mother tongue. The use of mother tongue means learners who share the same mother tongue tend to use it because it is easier. Learners also feel less exposed if they are speaking their mother

tongue. According to the data from observation and interview, the students in English extracurricular program were much more Indonesian language as their mother tongue than used English as their target language. Even though, the students try to speak English much more than their mother tongue.

Problem solution to this problem are use base activity on essay language and keep the students to speak the target language. The teacher use simple and familiar word to make students more easy to understanding about the meaning. When the students mix English with Indonesian language in speaking performance, the teacher also reminds to the student to always use the English.

In addition to the problems faced by members, there was also a problem faced by the teacher. The problems faced by teacher were members self-confidence when speaking. The members still felt shy and nervous when asked to speak up. So it might be solved and seek the solution by the teacher. The target was the members who initially has lack confidence, after attending English extracurricular, they would have high confident in speaking. This was the role of the teacher to guide the members.

Another problem was how to make the students comfortable and not afraid when they were justified. The main principles in English extracurricular were the students wanted to speak up confidently although they still had weakness in speaking. So, the teacher might make the members confident with their ability. With the passage of the lack of time can be improved. Here was the role of teacher to solve the members problem or mistake in speaking. But what the solving from the teacher did not offend and did not make them afraid. So, the teacher might have a specific strategy to deal with it, that was by the justifying the mistakes after the end of the lesson in general. In addition, the students were also given the opportunity for counseling face to face with the tutor to consult their problem and explain what the problem when they speak up.

The last problem faced by the teacher was the students inconsistent attendance. Where in the first meeting, the members of English club program were full, there were many students who are interested in the English extracurricular, but after few sessions, the students or members of English extracurricular reduced. They had

other activities such as following extracurricular more than one extracurricular.

There was also low commitment in following the English extracurricular. It was not significant problem, because the purpose was to train the members who had a high commitment in learning English. No doubt, students who had high commitment in following the English extracurricular they also gained more experience and knowledge about speaking. They are slowly mastered speaking. It was proved by the eleventh grade student that ever joining English extracurricular in seventh grade. In the first meeting, the student were still shy, their pronunciation and vocabulary were less, but after they practiced speaking hardly, they could win the competition.

In every activity it may not be separated from the motivation to do so the students who joined in English club program also could not be separated from their motivation to join English club program. Their motivations in participating English extracurricular were such as to get more experience and knowledge. English extracurricular gave them a lot of knowledge especially in speaking. They were always motivated to be confident in whatever they say

in front of the class, the most important thing is they want to speak up. As time goes on, they will be better.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation on the previous chapter there are several conclusion in this research that can be conclude as follow:

The implementation of English club program in teaching speaking at MAN 1 Sragen in the academic year 2018/2019. After having finished whole process and procedures in obtaining data of implementation of teaching speaking in English extracurricular. The researcher explains it briefly, as follows:

The curriculum teacher used curriculum 2013, the syllabus the teacher not used it, because the general theme was same with regular lesson in the morning, the material of English club program was designed by teacher themselves. However, the basic material are the same as the material in formal learning and The English teacher combined several classroom technique in order to support teaching and learning process of speaking there are roleplay, discussion and problem solving, for the evaluation the teacher took two section after perform and the last meeting of English Club.

Then The problems faced by the teacher and members and the problem solutions in English club program. In speaking activities there are some problems faced by the members are inhibition, lack of theme to be spoken, the low participation and the use of mother tongue. Moreover, based on the observation during four meetings in MAN 1 Sragen, there are some problem faced by the teacher generally in English extracurricular are students' lack confidence when speaking, correcting the student mistakes well, and the lack of student consistency in the attendance.

Problem solutions do by the teacher to make activities in English extracurricular effective and more pleasant for all the member of English extracurricular. The problem solving are giving motivation, using group work, base activity on easy language, give some instruction or training discussion skills and keep students to speak the target language.

B. Suggestion

Based on the research, the researcher in this opportunity would like to give some recommendation to the activity in English conversation club. Hopefully, the recommendation will be useful for the, members, and institutions.

1. For the teacher

It is suggested to the English conversation clubs, the teacher must be addition the time of English club program. Because if only 1 our not enough to study lots of material in English club.

2. For school

English extracurricular program helps the students to learn english more. The students free to express their skill. It had been batter when the school increased the media that used in learning process especially in English club program. So that, English club program activity more creative and satisfying. Moreover the school also can come in the native speaker to communicate with the students directly.

3. For the English club program member

In English club activity, it is suggested that students should make the best use of the learning process and give positive contribution, so they get effective learning. To be a fluent speaker students should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need to follow English club fully. They should consistent in attending, because there are many experiences to them.

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APPENDIX 1
FIELD NOTE
OBSERVATION

FIELD NOTE

Day/Date : Thursday / 27 august 2019 ,

Time : 14.30 – 15.30

Place : Classroom

Teacher : Mrs. HN

Researcher : Fina Zakiya

Material : Introduction one self and others

Activity :

At 14.30 p.m the bell has rang, the teacher went to the Classroom of English club followed by the researcher. The teacher gave greeting to them and the students responded to it. The teacher asked the condition of the students. Then, the teacher checked attendance list before starting the learning process. Today, Mrs. HN taught about introduction. Because it is the first meeting of English club program. In the beginning, the teacher gave example about expression of greeting and practice to the students. After that the students give respond/feedback to the teacher. The teacher wrote in the whiteboard the example of introduction sentence. The teacher asked the students to read and pay attention. The students listen to the teacher explanation.

After that, the teacher gave the question related to the material.

Students tried to answer, so there was the discussion about

that topic would be learned. Based on the result of the observation, the teacher gave the opportunity the students to asks about the material. There are students asked to the teacher about the other sentence to ask the condition, then the teacher replied. The teacher asked the students to try introducing themselves in English. The student must to come forward in front of the class to practice. After all of the students practice introduce themselves, the teacher offering the students if any question about the material. The students do not have question. Then the teacher closing the teaching activity by saying hamdallah together.

Day/date : Thrusday, 03 September 2019

Time : 14.30-15.30

Place : classroom

Teacher : Mr. HN

Researcher : Fina Zakiya

Material : lets speak up

At 14.30 p.m the English club program will be start, the students gathered in the school hall to follow the English extracurricular activities. The teacher went to classroom followed by the researcher. The teacher gave greeting to them and the students responded to it. The teacher asked the condition of the students. Then, the teacher checked the attendance list before starting the learning process.

Today Mrs. HN give the theme about “lets speak up”. The teacher gave student the guest peson for study with them. The teacher asked the students make a group that each group consist of 3-4 students. The students asked to make conversations with their friends about that theme. The theme is why you chose English as an extracurricular and how important English to you?. After the students finished to do their work. The students must be presented to speaking performance in front of their friends. The teacher asked to the guest person to ask them randomly one by one. The students

can develop their ideas when they are perform. Because in their note there is only important information related the topic. So the students, can develop their vocabulary when they are describing try to make their argument then try to speak up in front of class.

After they has presented, the teacher also give feedback about the students explanation. And the students answer the teachers question. After that, the students also give evaluation and motivation for the students performance. Then the teacher closing the teaching activity by saying hamdallah together.

Day/Date : Thursday / 10 September 2019

Time : 14.30 – 15.30

Place : Classroom

Teacher : Mrs. HN

Researcher : Fina Zakiya

Material : retell the movie

Activity :

At 14.30 p.m the bell has rang, the teacher went to the Classroom of English club followed by the researcher. The teacher gave greeting to them and the students responded to it. The teacher asked the condition of the students. Then, the teacher checked attendance list before starting the learning process. Today, Mrs. HN taught about retell the movie. In the beginning, the teacher give example about what the point that we must retell in the movie After that the students give respond/feedback to the teacher. The teacher write in the whiteboard the important part of retell the movie. The teacher asked the students to read and paid attention. The students listen to the teacher explanation.

After that, the teacher give the question relate to the material. Students tried to answer, so there was the discussion about that topic would be learned. Based on the result of the observation, the teacher gave the opportunity the students to

asks about the material. There are students asked to the teacher about the other sentence to ask the condition, then the teacher replied. The teacher asked the students to try retell the movie by the story themselves. The student must to come forward in front of the class to practice. After all of the students practice the answer randomly by called the teacher, the teacher offering the students if any question about the material. The students do not have question. Then the teacher closing the teaching activity by saying hamdallah together.

Day/Date : Thursday / 24 September 2019

Time : 14.30 – 15.30

Place : Classroom

Teacher : Mrs. HN

Researcher : Fina Zakiya

Material : marching command

Activity :

At 14.30 p.m the bell has rang, the teacher went to the Classroom of English club followed by the researcher. The teacher gave greeting to them and the students responded to it. The teacher asked the condition of the students. Then, the teacher checked attendance list before starting the learning process. Today, Mrs. HN taught about marching command. In the beginning, the teacher conveyed what is marching command. After that the students give respond/feedback to the teacher. The teacher divided students into 6 group consist of 5-6 student. The teacher give paper material and asked the students to read and paid attention. The students listen to the teacher explanation.

After the students finished to do their work. The students must be presented to speaking performance with their group in front of their friends. The teacher asked the group randomly. The students can develop their confident when

they are perform. Because in their note there is only important information related the topic. So the students, can develop their vocabulary and confident when they are shown up and speak up front of class.

After they has presented, the teacher also give feedback about the students explanation, the students correct their mistake by the teacher. After that, the students also give evaluation and motivation for the students performance. Then the teacher closing the teaching activity by saying hamdallah together.

APPENDIX 2

INTERVIEW

LIST OF INTERVIEW

A. Interview for the teacher

1. Bagaimana ketertarikan siswa terhadap pembelajaran bahasa inggris?
2. Siapa saja yang terlibat dalam English club ini?
3. Bagaimana dengan proses pengajaran guru di English club ini?
4. Materi apa saja yang digunakan dalam English club ini?
5. Adakah RPP yang digunakan sama dengan di kelas regular
6. Teknik apa saja yang digunakan dalam mengajar di English club ini?
7. Media apa saja yang di gunakan guru di English club ini?
8. Masalah apa saja yang dihadapi oleh guru dalam mengajar English club ini?

B. Interview for the students

1. Bagaimana pendapat siswa mengenai mata pelajaran bahasa inggris?
2. Apa bednya belajar di kelas regular dengan di English club?
3. Apa pendapat siswa tentang pembelajaran di English club ini?
4. Apa saja kesulitan siswa dalam belajar English club ini?
5. Bagaimana cara siswa dalam mengatasi kesulitan belajar di English club ini?

Interview with the teacher

Date : 06 September 2019

Place : teacher office

Object: the teacher of English club

Researcher : assalamu'alaikum mrs.

Teacher : wa'alaikumsalam mbak.

Researcher : maaf mengganggu sebentar mrs, di sini saya ingin bertanya tentang English club mrs.

Teacher : oh, iya mbak.. silahkan saja mbak, kalau ada yang bisa saya bantu, pasti akan saya bantu.

Researcher : nggih mrs, yang pertama, menurut mrs bagaimana ketertarikan siswa dalam English club program?

Teacher : siswa yang ikut ekstrakurikuler ini mereka sangat tertarik sekali, antusias mereka sangat tinggi mbak, jadi sebisa mungkin saya membuat pembelajaran yang menarik untuk ekstrakurikuler ini.

Researcher : tujuan diadakan English club ini apa ya mrs?

Teacher : tujuannya, yang pertama sebagai wadah pembelajaran bahasa inggris yang lebih menyenangkan bagi siswa dalam menggunakan dan mempraktekkan bahasa inggris, kedua membangun semangat siswa untuk terus belajar dan mengembangkan ketrampilan komunikasi siswa

dalam bahasa inggris, ketiga untuk memperbanyak vocabulary siswa, keempat siswa mampu berkomunikasi bahasa inggris secara aktif dan terakhir siswa mampu mengepresikan cerita dalam berbasa inggris dan speech contest.

Researcher : hmm, sangat menarik ya mrs, lalu media yang dipakai apa saja mrs?

Teacher : untuk media saya menyesuaikan dengan meteri mbak, kadang saya pakai property kdang pakai LCD

Researcher : oh begitu mrs, kalau yang terlibat dalam English club ini siapa saja ya mrs?

Teacher : kebetulan hanya ada satu kelas saja, jadi dari kesiswaan mendelegasikan saya untuk mengajar di English club ini

Researcher : kemudian bagaimana dengan proses pembelajaran di English club ini mrs?

Teacher : prosesnya? Jadi biasa pertama greeting, penyampaian materi, fungsi dari materi yang disampaikan itu apa, kenapa harus belajar materi ini, lalu evaluasi dan yang terakhir penutup.

Researcher : oh iya mrs, materi yang digunakan apa saja mrs?

Teacher : kalau materi ada yang sebagian dari pelajaran di kelas pagi tapi kita kembangkan, introduction itu

dari pagi ada. Terus yang tidak ada di pagi itu tongtwister nah selain itu ada marching command, ada lgi review film tapi review filmnya tdk seperti kelas 12 hanya disini yang di ajarkan agak ringan seperti wish word nya apa, kata mutiaranya apa, dan bagaimana meretell storynya

Researcher : emmb, iyaa mrs. Bagaimana dengan RPP nya mrs sama dengan kelas regular apa beda?

Teacher : saya nggak pake RPP itu mbak, kita mengembangkan materi yang ada disilabus mbk.

Researcher : oh, begitu mrs. Lalu bagaimana dengan teknik yang digunakan di English club ini?

Teacher : iyaa mbak, pakai role play, discussion sama problem solve, problem solve itu yang ada permasalahan kemudian kita pecahkan bersama mbak.

Researcher : hmm, bagus itu mrs, terus media yg mrs gunakan apa saja mrs?

Teacher : LCD, kadang pakai gambar, kadang saya pakai internet mbak, internet disini maksudnya mereka tak susah katakanlah membuat wishword menggunakan internet tapi bukan untuk mencari wishwordnya tapi mencari stepnya untuk membuat wishwordnya.

Researcher : oalah, nggih mrs, emmt kemudin masalah apa saja yng dihadapi mrs dlam mengajar di English club ini?

Teacher : anak yang tidak percaya dri, lalu anak yang malas saat perform dan malas untuk datang

Researcher : lalu bagaimana cara mrs mengatasi masalah – masalah tersebut?

Teacher : dengan membesarkan hati, dengan mensupport mereka, dengan menanyai bagaian mana yang belum kamu paham?

Researcher : baik mr, sepertinya data yang saya buuhkan sudah cukup, terimakasih mrs.

Teacher : Alhamdulillah mbak, ya nanti kalau ada yang kurang bisa WA ibu atau datang kesini lagi.

Researcher : nggih mrs, terimakasih banyak, kalau begitu saya pamit dulu mrs. Wassalamu'alaikum.

Teacher : waalaikumsalam mbak.

Interview with students

Date : 10 September 2019

Place: MAN 1 Sragen

Object: Meta (student of English Club)

Researcher : permisi dek, maaf ya mengganggu sebentar boleh?

Students : iya mbak, ada apa?

Researcher : ini mbak mau ngobrol sebentar boleh? Namanya siapa?

Students : boleh mbak, meta mbak

Researcher :kita ngobrol-ngobrol dulu ya dek. Suka bahasa inggris nggak dek? Bagaimana pendapatmu mengenai mata pelajaran bahasa inggris?

Students :iya mbak, bahasa inggris itu adalah salah satu pelajaran yang susah dipahami mbak

Researcher :terus dek, apa bedanya belajar di kelas regular dengan di English club ini?

Students :kalau dikelas itu pembahasan materinya terbatas mbak dan formal banget. Kalau disini kita bisa menambah kekurangan di kelas dan bisa Tanya-tanya lebih kalau tidak tau.

Researcher :oh, gitu dek, kalau gitu ada kesulitan tidak dalam belajar di English club ini?

Students :saya pas maju suka grogi kak jadi saya pas di depan
lupa mau ngomong apa

Researcher :terus bagaimana cara nya dalam mengatasi
kesulitan belajar di English club ini?

Students :dengan cara nyoba ngomong bahasa inggris sama
teman dienglish club mbak, walaupun sebenarnya
agak malu mbak hehe.

Researcher :oh, gitu ya dek. Yaudah segini dulu ya dek. Kalau
gitu mbak pamit dulu, terimakasih waktunya.

Students :iya mbak sama-sama.

Interview with students

Date : 10 September 2019

Place: MAN 1 Sragen

Object: Nadia (student of English Club)

Researcher :permisi dek, maaf ya mengganggu sebentar boleh?

Students :iya mbak, ada apa?

Researcher :ini mbak mau ngobrol sebentar boleh? Namanya siapa?

Students :boleh mbak, nadia mbak

Researcher :kita ngobrol-ngobrol dulu ya dek. Suka bahasa inggris nggak dek? Bagaimana pendapatmu mengenai mata pelajaran bahasa inggris?

Students :iya mbak, mudah kak seru gitu

Researcher :oh suka pelajaran bahasa inggris to? terus dek, apa bedanya belajar di kelas regular dengan di English club ini?

Students :hehe iya mbak, kalau dikelas itu cumin sebatas dari materi guru mbak, kalau di English club lebih luas bahasannya.

Researcher :oh, gitu dek, kalau gitu ada kesulitan tidak dalam belajar di English club ini?

Students :malu mbak, kurang pd saat berbicara di depan kelas

Researcher :terus bagaimana cara nya dalam mengatasi kesulitan belajar di English club ini?

Students :dengan cara belajar lagi mbak, sampai rumah di ulang lagi materinya

Researcher :oh, gitu ya dek. Yaudah segini dulu ya dek. Kalau gitu mbak pamit dulu, terimakasih waktunya.

Students :iya mbak sama-sama.

Interview with students

Date : 10 September 2019

Place: MAN 1 Sragen

Object: Ratih (student of English Club)

Researcher :permisi dek, maaf ya mengganggu sebentar boleh?

Students :iya mbak, ada apa?

Researcher :ini mbak mau ngobrol sebentar boleh? Namanya siapa?

Students :boleh mbak, ratih mbak

Researcher :kita ngobrol-ngobrol dulu ya dek. Suka bahasa inggris nggak dek? Bagaimana pendapatmu mengenai mata pelajaran bahasa inggris?

Students :iya mbak, sulit mbak. Banyak kosakata yang tidak tau artinya.

Researcher :oh gitu? terus dek, apa bedanya belajar di kelas regular dengan di English club ini?

Students :kalau dikelas itu belajarnya serius banget mbak, krik krik gitu, kalau di English club itu seru kak soalnya banyak materi yang disampaikan gurunya melalui game.

Researcher :oh, gitu dek, kalau gitu ada kesulitan tidak dalam belajar di English club ini?

Students :ucapannya mbak, suka nggak pd saat maju, takut salah kata dan takut medok bahasa inggris nya mbak hehe.

Researcher :terus bagaimana cara nya dalam mengatasi kesulitan belajar di English club ini?

Students :dengan cara ngomong di depan kaca mbak, hehe kadang suka malu ketawa sendiri tapi itu melatih agar berani sih

Researcher :oh, gitu ya dek. Yaudah segini dulu ya dek. Kalau gitu mbak pamit dulu, terimakasih waktunya.

Students :iya mbak sama-sama.

Interview with students**Date : 10 September 2019****Place: MAN 1 Sragen****Object: Vallent (student of English Club)**

Researcher :permisi dek, maaf ya mengganggu sebentar boleh?

Students :iya mbak, ada apa?

Researcher :ini mbak mau ngobrol sebentar boleh? Namanya siapa?

Students :boleh mbak, nadia mbak

Researcher :kita ngobrol-ngobrol dulu ya dek. Suka bahasa inggris nggak dek? Bagaimana pendapatmu mengenai mata pelajaran bahasa inggris?

Students :iya mbak, menarik mbak, soalnya beda dengan bahasa indonesia. Banyak kosakata yang belum di ketahui.

Researcher :oh gitu? terus dek, apa bedanya belajar di kelas regular dengan di English club ini?

Students :kalau dikelas lebih menuntut ke vocabnya gitu mbak, kalau di English club lebih mempelajari topik apa gitu, trus lebih ke diskusi kaki mulai dari pengucapan, cara bacanya lalu pembelajarannya tidak se tegang dikelas mbak.

Researcher :oh, gitu dek, kalau gitu ada kesulitan tidak dalam belajar di English club ini?

Students :ada mbak, di vocab. Dan menyimpulkan katanya gimana sih itu masih bingung mbk

Researcher :terus bagaimana cara nya dalam mengatasi kesulitan belajar di English club ini?

Students :dengan cara membaca teks yang ada bahasa inggrisnya, lalu yang ada percakapannya.

Researcher :oh, gitu ya dek. Yaudah segini dulu ya dek. Kalau gitu mbak pamit dulu, terimakasih waktunya.

Students :iya mbak sama-sama.

Interview with students**Date : 10 September 2019****Place: MAN 1 Sragen****Object: Vallent (student of English Club)**

Researcher :permisi dek, maaf ya mengganggu sebentar boleh?

Students :iya mbak, ada apa?

Researcher :ini mbak mau ngobrol sebentar boleh? Namanya siapa?

Students :boleh mbak, valent mbak

Researcher :kita ngobrol-ngobrol dulu ya dek. Suka bahasa inggris nggak dek? Bagaimana pendapatmu mengenai mata pelajaran bahasa inggris?

Students :iya mbak, menarik mbak, soalnya beda dengan bahasa indonesia. Banyak kosakata yang belum di ketahui.

Researcher :oh gitu? terus dek, apa bedanya belajar di kelas regular dengan di English club ini?

Students :kalau dikelas lebih menuntut ke vocabnya gitu mbak, kalau di English club lebih mempelajari topik apa gitu, trus lebih ke diskusi kaki mulai dari pengucapan, cara bacanya lalu pembelajarannya tidak se tegang dikelas mbak.

Researcher :oh, gitu dek, kalau gitu ada kesulitan tidak dalam belajar di English club ini?

Students :ada mbak, di vocab. Dan menyimpulkan katanya gimana sih itu masih bingung mbk

Researcher :terus bagaimana cara nya dalam mengatasi kesulitan belajar di English club ini?

Students :dengan cara membaca teks yang ada bahasa inggrisnya, lalu yang ada percakapannya.

Researcher :oh, gitu ya dek. Yaudah segini dulu ya dek. Kalau gitu mbak pamit dulu, terimakasih waktunya.

Students :iya mbak sama-sama.

Interview with students**Date : 10 September 2019****Place: MAN 1 Sragen****Object: Delani (student of English Club)**

Researcher :permisi dek, maaf ya mengganggu sebentar boleh?

Students :iya mbak, ada apa?

Researcher :ini mbak mau ngobrol sebentar boleh? Namanya siapa?

Students :boleh mbak, delani mbak

Researcher :kita ngobrol-ngobrol dulu ya dek. Suka bahasa inggris nggak dek? Bagaimana pendapatmu mengenai mata pelajaran bahasa inggris?

Students :iya mbak, sulit mbak, gak suka soalnya banyak kosa kata yang belum aku ngerti.

Researcher :oh gitu? terus dek, apa bedanya belajar di kelas regular dengan di English club ini?

Students :kalau dikelas kurang kondusif dan pasif mbak, kalau di English club mengajarkan kita untuk aktif berbicara mbak.

Researcher :oh, gitu dek, kalau gitu ada kesulitan tidak dalam belajar di English club ini?

Students :ada mbak, di pengucapan vvocab. Dan kurang percayadiri saat berada di depan kelas

Researcher :terus bagaimana cara nya dalam mengatasi kesulitan belajar di English club ini?

Students :dengan cara berlatih dengan grup saya di English club dan belajar bercakap cakap dengan grup saya agar percaya diri saya tambah dan vocab saya tambah.

Researcher :oh, gitu ya dek. Yaudah segini dulu ya dek. Kalau gitu mbak pamit dulu, terimakasih waktunya.

Students :iya mbak sama-sama.

APPENDIX 3

LESSON PLAN OF ENGLISH

CLUB PROGRAM IN 2013

CURRICULUM

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MAN 1 Sragen

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi Pokok : That's me! (Self-Introduction)

Alokasi Waktu : 2 X 45 menit (1 x pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	1.1.1 Memiliki rasa syukur dengan adanya kesempatan

	<p>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<p>mempelajari bahasa Inggris.</p>
<p>2.</p>	<p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p>2.2.1 Berkata jujur dalam memaparkan jati diri. 2.2.2 Berperilaku disiplin dalam mengikuti kegiatan pembelajaran, kerja kelompok, dan kerja mandiri. 2.2.3 Percaya diri dalam berbicara bahasa Inggris untuk memaparkan jati diri dan berkenalan. 2.2.4 Bertanggung jawab atas tugas yang dikerjakan secara mandiri atau kelompok.</p>
<p>3.</p>	<p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Menjelaskan fungsi sosial teks pemaparan jati diri. 3.1.2 Menyebutkan struktur teks pemaparan jati diri. 3.1.3 Menyebutkan ungkapan memaparkan jati diri. 3.1.4 Menerapkan ungkapan memaparkan jati diri dalam kehidupan sehari-hari saat mengenalkan diri, berkenalan, dan memperkenalkan seseorang. 3.1.5 Menyebutkan pertanyaan-pertanyaan yang berfungsi untuk</p>

		menanyakan jati diri seseorang. 3.1.6 Menjelaskan unsure kebahasaan yang ada pada teks pemaparan jati diri seseorang.
4.	4.1 Menangkap makna pemaparan jati diri lisan dan tulis. 4.2 Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.1.1 Menyajikan presentasi di depan kelas untuk memaparkan jati diri. 4.1.2 Menyajikan dialog tentang berkenalan. 4.1.3 Menyajikan dialog tentang memperkenalkan orang lain. 4.2.1 Membuat teks pemaparan jati diri sesuai dengan fungsi sosial struktur teks dan unsure kebahasaan yang tepat.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Memaparkan jati diri masing-masing dengan rasa percaya diri dan jujur.
2. Mengidentifikasi fungsi sosial untuk pemaparan jati diri berupa monolog dan dialog,
3. Mengidentifikasi struktur teks pemaparan jati diri berupa monolog dan dialog.
4. Mengidentifikasi unsure kebahasaan yang diperlukan untuk menyusun teks pemaparan jati diri.
5. Bermain peran dengan rasa percaya diri tentang memaparkan jati diri dengan berkenalan dan memperkenalkan orang lain.
6. Bertanggung jawab atas keberhasilan dan kegagalan kegiatan kelompok.

7. Mengenalkan diri dengan sikap yang sopan dan sesuai budaya Indonesia.

D. Materi Pembelajaran

1. Pertemuan 1

- a. Fungsi Sosial Teks Pemaparan Jati Diri
- b. Struktur Teks Pemaparan Jati Diri
 - 1) *Introducing Yourself*
 - 2) *Introducing Someone*
 - 3) *Greeting and Take-Leave*
- c. Unsur Kebahasaan
 - 1) *Simple Present Tense*
 - 2) *Present Perfect Tense*

E. Metode Pembelajaran

Pendekatan : Scientific approach

F. Sumber Belajar

1. Buku paket Bahasa Inggris kelas X SMA
2. Buku *Kreatif Bahasa Inggris* Kelas X semester 1 terbitan CV VIVA PAKARINDO, halaman: 3 s.d. 11
3. Buku pelajaran Bahasa Inggris yang relevan
4. Buku-buku lain yang relevan

G. Media Pembelajaran

1. Media

- a. Gambar dalam buku *Kreatif Bahasa Inggris* Kelas X semester 1 terbitan CV VIVA PAKARINDO, hal 3
- b. CD untuk *Listening Activity* pada buku *Kreatif Bahasa Inggris* Kelas X semester 1 terbitan CV VIVA PAKARINDO, halaman 8
- c. Kartu identitas masing-masing/kartu pelajar
- d. Media lain yang relevan

2. Alat dan Bahan

- a. CD player
- b. Spidol atau bolpen warna

- c. Alat dan bahan lain yang relevan

H. Langkah – Langkah Kegiatan Pembelajaran

1. Pendahuluan (10 menit)

- a. Guru memberikan salam (*greeting*)
- b. Guru memeriksa daftar absensi
- c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- d. Guru mengajukan pertanyaan-pertanyaan tentang materi yang akan dipelajari, yaitu teks pemaparan jati diri
- e. Guru memberi motivasi belajar tentang manfaat materi yang akan dipelajari dalam kehidupan sehari-hari.
- f. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang dicapai
- g. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan tugas tentang analisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks pemaparan jati diri

2. Kegiatan Inti

a. Mengamati

- 1) Guru membuka secara luas dan bervariasi kesempatan peserta didik untuk melakukan pengamatan melalui gambar yang disertai dengan teks pemaparan jati diri pada buku *Kreatif Bahasa Inggris* Kelas X semester 1, halaman 3
- 2) Guru memfasilitasi peserta didik untuk melakukan pengamatan untuk melatih peserta didik dalam memperhatikan hal penting tentang cara memaparkan jati diri dengan baik.

b. Menanya

- 1) Guru membuka kesempatan secara luas kepada peserta didik untuk bertanya mengenai gambar dan teks pemaparan jati diri yang sudah diamatinya.

Misalnya: *How do people introduce themselves in our culture?*

- 2) Guru membimbing peserta didik untuk mencari informasi yang lebih lanjut dan beragam dari berbagai sumber

c. Mengumpulkan Data

- 1) Guru membimbing peserta didik untuk menggali dan mengumpulkan informasi tentang pemaparan jati diri berupa monolog dan percakapan dari berbagai sumber melalui berbagai cara, misalnya yang terdapat pada *Activity 1-Activity 3* buku *Kreatif Bahasa Inggris Kelas X* semester 1, halaman 3-6
- 2) Peserta didik menggrisbawahi hal-hal yang perlu disebutkan dalam pemaparan jati diri dalam teks monolog dan percakapan

d. Mengasosiasikan

- 1) Peserta didik mengidentifikasi fungsi sosial teks pemaparan jati diri yang berupa monolog dan percakapan.
- 2) Peserta didik mengidentifikasi struktur teks pemaparan jati diri yang berupa monolog dan percakapan.
- 3) Peserta didik mengidentifikasi situasi atau latar belakang teks pemaparan jati diri yang berupa monolog dan percakapan.

e. Mengomunikasikan

- 1) Peserta didik menjawab pertanyaan berdasarkan teks pemaparan jati diri
- 2) Peserta didik mempraktikkan monolog dan percakapan tentang memaparkan jati diri dengan melibatkan ungkapan *introducing yourself*, *greeting*, dan *leave-taking*.

3. Penutup

- a. Guru bersama dengan peserta didik membuat kesimpulan pelajaran
- b. Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Guru memberikan penugasan berupa mempelajari materi teks pemaparan jati diri untuk persiapan *Test 1*
- d. Guru menyampaikan tugas rumah berupa proyek yaitu menganalisa dua teks pemaparan jati diri dan dikumpulkan pada pertemuan berikutnya.

- e. Guru memberikan penugasan berupa mempelajari materi teks pemaparan jati diri untuk persiapan *Test 1*
- f. Guru mengucapkan salam perpisahan.

I. Penilaian

1. Sikap Spiritual

- a. Teknik penilaian : obsevasi
- b. Bentuk instrument : lembar observasi
- c. Kisi-kisi

No.	Sikap/Nilai	Butir Instrumen
1.	Berdoa sebelum dan sesudah pelajaran.	1
2.	Berpakaian rapi dan santun	2
3.	Bersyukur kepada Tuhan.	3 dan 4

Instrumen: lihat lampiran 1

2. Sikap Sosial

- a. Teknik penilaian : observasi
- b. Bentuk instrument : lembar observasi guru
- c. Kisi-kisi

No.	Sikap/Nilai	Butir Instrumen
1.	Jujur	3
2.	Disiplin	2 dan 3
3.	Percaya diri	4
4.	Tanggung jawab	5

Instrumen: lihat lampiran 1

3. Pengetahuan

- a. Teknik penilaian : tes tertulis
- b. Bentuk instrument : soal pilihan ganda dan uraian
- c. Kisi-kisi

No.	Indikator	Butir Instrumen
1.	Fungsi sosial teks pemaparan jati diri	1
2.	Struktur teks pemaparan jati diri	2
3.	Unsur kebahasaan dalam teks pemaparan jati diri	3

Instrumen: lihat lampiran 2

4. Keterampilan

- a. Teknik penilaian : tes praktik
- b. Bentuk instrument : unjuk kerja
- c. Kisi-kisi

No.	Keterampilan	Butir Instrumen
1.	Mendengarkan teks pemaparan jati diri	1
2.	Berbicara (berdialog dan presentasi)	2
3.	Membaca teks pemaparan jati diri	3
4.	Menulis teks pemaparan jati diri	4.

Instrumen: lihat lampiran 3

Menyetujui,
Kepala sekolah,

H. Sumiran, S.Pd, M.Pd

Guru pengampu

,
Heny Maryana,S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MAN 1 Sragen
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/1
Materi Pokok : Ungkapan menyatakan pendapat dan pikiran
Alokasi Waktu : 2 X 45 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi
- 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

Indikator Pencapaian Kompetensi(IPK):

- 3.2.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks pada ungkapan menyatakan pendapat dan pikiran dengan penuh percaya diri dan bertanggung jawab.
- 3.2.2 Mengurai gambaran umum dan informasi tertentu dari teks pada ungkapan menyatakan pendapat dan pikiran dengan penuh percaya diri dan bertanggung jawab.
- 3.2.3 Meendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pada ungkapan menyatakan pendapat dan pikiran.
- 4.2.1 Menyunting teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.
- 4.2.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks

C. Tujuan Pembelajaran

Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab

D. Materi Pembelajaran

“Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya.”

1. Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

EXPRESSIONS OF ASKING AND GIVING OPINION

(Meminta dan Memberikan Pendapat)

Opinion is including the words of opinion and argument/reasons.

Opinion dialogue is a dialog consists of two persons or more who have opinion each others. It can use the expressions, such as in my opinion, in my view, I think etc. Argument dialogue is a dialog that states the arguments or reasons. It can use the words such as first, second etc for arranging arguments.

Asking opinion :

Formal

:

- Have you got any comments on
- Do you have any idea?
- Do you have any opinion on
- Would you give me your opinion on.....?
- What is your reaction to

- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion

Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?
- How do you feel about this diction?

Giving opinion

Formal :

- I personally believe
- I personally consider
- I personally think /feel
- I hold the opinion
- My own view of the matter is
- Well, personally
- If I had my view, I would

Informal

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.

- I think that.....
- In my opinion, I would rather.....
- In my case
- What I'm more concerned with
- What I have in my mind is.....
- The way I see is that.....
- No everyone will agree with me, but
- To my mind
- From my point of view
- If you asks me, I feel
- Absolutely

Generally:

- Some people believe that.....
- Some people say that.....
- It is considered.....
- Almost everyone.....
- Most people agree with.....

2. *Struktur text*

Personal point of view

Ahmad : *What do you think of english material.*

Siti : ***I think*** *English is the dificult language that I have learned .*

Ahmad : *What do you mean?*

Siti. : *English is different from Bahasa, it has many term to arange anything and it makes me confused.*

Response (dissagreeing with an opinion)

Ahmad : ***I think you are wrong*** *Siti, English is the easy one if you make it your habbit in daily life.*

General point of view

Salsabila : *what is your opinion about global warming?*

Johan : ***some people say that** it causes of the wrong way of life.*

Salsabila : *what do you mean?*

Johan : *well, we have to start to do what we can do to help reduce global warming.*

Response (agreeing with opinion)

Salsabila: *that's a good point . let's do that by this time.*

Yuli: *I think Rina's answer to the question is not right. It should be 'vinegar'.*

Vivi: *I think it is 'vinegar' too, not 'wine'.*

Yani: *In my opinion, our volley ball team needs a new coach. Mr. Zulfan cannot handle too many teams himself.*

Firda: *I agree with you.*

Rahmat: *Our English should be more active, I suppose. Why don't we meet three times a week?*

Rully: *I agree, but after the final exam. Now we are very busy preparing for it*

Unsur kebahasaan

1. Kosakata terkait dengan kegiatan ekstrakurikuler, tugas sekolah, kebersihan lingkungan, dsb.
2. Tata bahasa: simple past tense, simple present tense present perfect tense.
3. Ungkapan: *I think... I suppose... In my opinion..., agree, disagree, dsb.*
4. Kata kerja bantu modal: *need, should, will, dsb.*
5. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
6. Ucapan, tekanan kata, intonasi
7. Ejaan dan tanda baca

8. Tulisan tangan

Topik

Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas kata terkait dengan kehidupan sehari-hari, tugas sekolah, kebersihan lingkungan, dsb.

E. Metode Pembelajaran

Grammar Translation method, teacher as models, Repetition, fill-in-the-blank, composition technique

Pendekatan : ilmiah

Strategi : Menyimak, studi pustaka, penugasan individu dan kelompok (proyek)

F. Media, Alat, dan Sumber Pembelajaran

1. Media/ Alat/Bahan

- Power point presentation
- Video tentang giving opinion: Learn To Give opinion.
- Loud speaker.
- Laptop.
- LCD
- Papan tulis, spidol.

2. Sumber Belajar

- Buku Siswa Bahasa Inggris SMA kelas XI semester 1, hal.27, Kementrian pendidikan dan kebudayaan, Jakarta.2014
- Interlanguage: English for Senior High School Students XI. Hal.59, Joko priyana, Riandi dkk, Pusat Perbukuan, Departemen Pendidikan Nasional, 2008. Jakarta.
- Internet:
 - o www.engvid.com

- o <http://www.youtube.com/watch?v=AEZhRFk7Eck>
- o www.dailyenglish.com
- o http://americanenglish.state.gov/files/ae/resource_files
- o <http://learnenglish.britishcouncil.org/en/>
- o <http://www.youtube.com/watch?v=YftB9rhHp-I>

G. Langkah-langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Siswa memimpin berdoa dan guru mengucapkan salam.
- Guru memeriksa kehadiran siswa.
- Brainstorming dengan memulai permainan dengan menuliskan kata di papan tulis “Snake word” untuk memberikan pendapat tentang kata tersebut.
- Guru memberikan ilustrasi cerita yang mempunyai moral value yang merujuk pada KI yang didalamnya tentang ungkapan memeberikan opini dan responya.

2) Kegiatan Inti

Mengamati

- Siswa mendengarkan cerita dan menonton video tentang ungkapan memberikan opini yang diputar oleh guru
- Siswa mengamati nilai moral dari dialog dalam cerita.
- Siswa menirukan model interaksi menyatakan pendapat dan pikiran.
- Dengan bimbingan dan arahan guru, Siswa mengidentifikasi cara-cara ungkapan memberikan pendapat dan pikiran(fugsi sosial, struktur teks, dan unsur kebahasaan).

Menanya

- Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara memberi pendapat dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, , dsb.
- Siswa saling berargumen dan bertanya tentang ungkapan-ungkapan memberikan pendapat dan responnya.

Mengumpulkan Informasi/Mengeksplorasi

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan memberi pendapat dan pikiran serta responnya dalam bahasa Inggris dari buku teks.
- Siswa menirukan contoh-contoh interaksi dengan memberi pendapat dan pikiran serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar..
- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memberi pendapat dan meminta pendapat serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur

Mengasosiasi

- Siswa membandingkan ungkapan memberi pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan ungkapan memberi pendapat dan pikiran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain yang digunakan siswa..
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan

Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk memberi pendapat dan pikiran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk memberi pendapat dan pikiran serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

3) Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran.
- Guru memberikan umpan balik pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya dan memberikan tugas di rumah untuk pengkayaan.

H. Penilaian

1. Jenis/teknik penilaian

- tes tulis dan tes kinerja

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi hingga mengkomunikasikan.

Sikap:

- observasi, penilaian diri, teman sejawat
(capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.
- Jurnal, di dalam dan luar kelas, berupa catatan pendidik.

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya

Pengetahuan:

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan testulis/lisan & penugasan (PR)

Keterampilan:

Unjukkerja/Praktik, jurnal.

2. Bentuk instrumen dan instrumen

Role play (memerankan dialogue dengan menggunakan ungkapan menyatakan dan menanyakan tentang pendapat dan pikiran) dan tes tertulis (membuat dialogue yang dimodifikasi dengan bahasa sendiri).

3. Pedoman penskoran

Rubrik

a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5: selalu jujur 4: sering jujur 3: kadang-kadang jujur 2: jarang jujur 1: tidak pernah jujur	
2.	Bertanggung jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Kerjasama	5: selalu kerjasama	

		4: sering kerjasama 3: kadang-kadang kerjasama 2: jarang kerjasama 1: tidak pernah kerjasama	
4	Disiplin	5: selalu disiplin 4: sering disiplin 3: kadang-kadang disiplin 2: jarang disiplin 1: tidak pernah disiplin	
5	Percaya diri	5: selalu percaya diri 4: sering percaya diri 3: kadang-kadang percaya diri 2: jarang disiplin percaya diri 1: tidak pernah percaya diri	

b. Aspek Pengetahuan

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
2.	Intonasi	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna	

		2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 = sangat teliti 4 = teliti 3 = cukup teliti 2 = kurang teliti 1 = tidak teliti	
4.	Pemahaman	5 = sangat memahami 4 = memahami 3 = cukup memahami 2 = kurang memahami 1 = tidak memahami	

c . Aspek Keterampilan

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 = Selalu melakukan kegiatan komunikasi yang tepat 4 = Sering melakukan kegiatan komunikasi yang tepat 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat 2 = Pernah melakukan kegiatan komunikasi yang tepat 1 = tidak pernah melakukan kegiatan komunikasi yang tepat	

I. Penilaian

1. Jenis/Teknik Penilaian

- a. Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- b. Pengetahuan: tes tertulis
- c. Keterampilan: keterampilan mengembangkan draf, project.

2. Bentuk instrumen

Instrumen penilaian sikap

No	Nama	Sikap				Keterangan
		Tanggungjawab	Peduli	Kerjasama	Cinta damai	
1.						
2.						
3.						
4.						
40						

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

1 = sangat kurang;

2 = kurang konsisten;

3 = mulai konsisten;

4 = konsisten;

5 = selalu konsisten

Penilaian Proyek

Nama Proyek :

Alokasi waktu :

Pembimbing :

Nama : (kelompok/pribadi)

Kelas : _____

No.	Aspek	Skor (1 – 5)					Keterangan
		1	2	3	4	5	
1.	PERENCANAAN Pembuatan dialog tentang memberikan saran						
2.	PELAKSANAAN						
	a. Isi						
	b. Struktur Teks						
	c. Kosakata						
	d. Kalimat						
	e. Mekanik						
3.	LAPORAN PROYEK						
	a. Performa						
	b. Penguasaan materi proyek						

Sragen, September 2019

Mengetahui,

Guru Pengampu

Kepala Sekolah MAN 1 Sragen

Heny Maryana, S.Pd

H. Sumiran, S.Pd, M.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MAN 1 SRAGEN

Mata pelajaran : Bahasa Inggris

Kelas/Semester : X

Materi Pokok : retell *Narrative Text*

Alokasi Waktu : 2 X 45 menit

A. Kompetensi Inti (KI)

KI 1 dan KI 2

Pembelajaran Sikap Spiritual dan Sikap Sosial dilaksanakan secara tidak langsung (indirect teaching) melalui keteladanan, terkait jujur, tanggungjawab, disiplin, dan santun melalui proses pembelajaran Pengetahuan dan Keterampilan. Selanjutnya guru melakukan penilaian sikap tersebut sepanjang proses pembelajaran berlangsung, dan berfungsi sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut

KI 3

memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4

mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	<p>3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk narrative text</p> <p>3.8.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk Narrative text</p> <p>3.8.3 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk Narrative text</p> <p>3.8.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa khusus dalam bentuk Narrative text</p>
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<p>Menjelaskan makna terkait fungsi sosial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk <i>Narrative text</i></p> <p>Menyimpulkan informasi dari teks khusus dalam bentuk Narrative text.</p>

C. Tujuan Pembelajaran

Setelah proses pembelajaran siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dalam bentuk narrative text

2. Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dalam bentuk Narrative text
3. Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks dalam bentuk Narrative text
4. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa text dalam bentuk Narrative text
5. Menjelaskan makna terkait fungsi sosial, struktur teks dan unsur kebahasaan teks dalam bentuk *Narrative text*
6. Menyimpulkan informasi dari teks dalam bentuk Narrative text.

D. Materi Pembelajaran

1. Fungsi sosial

To entertain/amuse the readers and to teach moral lesson

2. Struktur teks

Struktur teks Narrative dapat mencakup:

- Orientation
- Complication
- Resolution

3. Unsur kebahasaan

- Menggunakan past tense
- Menggunakan action verbs
- Menggunakan conjunctions
- Menggunakan adverbial time
- Menggunakan saying verbs

E. Metode Pembelajaran

Metode: Pendekatan saintifik

Pendekatan: Discovery Learning

F. Media/alat/bahan/sumber

1. Media/alat : Pictures/video
2. Bahan : PPT
3. Sumber Belajar :Buku Siswa Bahasa Inggris Kelas
X

G. Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan	Langkah Kegiatan	Alokasi Waktu
Pendahuluan	<p>Datang dengan senyum dan wajah penuh semangat</p> <p>Menyapa dengan salam & Greeting</p> <p>Memperhatikan kenyamanan dan kebersihan kelas</p> <p>Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari</p> <p>Guru menyampaikan kompetensi dasar (KD) yang akan diajarkan</p> <p>Guru menyampaikan tujuan pembelajaran</p>	15'
Inti	<p><i>Stimulasi(observing)</i></p> <p>Peserta didik memperhatikan gambar terkait narrative text.</p> <p>Peserta didik membaca beberapa text narrative</p> <p>Peserta didik mencermati penjelasan tentang narrative text di buku</p> <p>Peserta didik menyimak penjelasan pendidik tentang tugas yang harus dikerjakan</p> <p><i>Pernyataan/Identifikasi masalah (questioning)</i></p> <ol style="list-style-type: none"> 1. Peserta didik didorong untuk bertanya jawab tentang linguistic features dari teks narrative 	70'

2. Secara berkelompok peserta didik mendiskusikan struktur teks narrative dalam beberapa bacaan yang diamatinya
3. Secara berkelompok peserta didik mendiskusikan perbedaan dan persamaan struktur teks narrative beserta tujuannya
4. Secara berkelompok peserta didik mengerjakan tugas dalam lembar kerja peserta didik yang telah disediakan oleh pendidik
5. Secara berkelompok, peserta didik menyusun laporan hasil kerja kelompoknya
6. Secara acak, pendidik menunjuk satu kelompok untuk mempresentasikan hasil diskusinya, kelompok lain menanggapi .

Pengumpulan data

1. Secara berkelompok, peserta didik mencari informasi tambahan (teori) tentang struktur teks narrative
2. Secara berkelompok, peserta didik menganalisa teks narrative yang diberikan oleh Guru
3. Secara berkelompok, peserta didik mendiskusikan persamaan dan perbedaan struktur teks dan unsur kebahasaan teks narrative yang ditemukannya

Data Processing

1. Secara berkelompok, peserta didik mendiskusikan hal-hal apa yang diuraikan pada setiap struktur teks dan unsur kebahasaan teks narrative
2. Secara berkelompok peserta didik mendiskusikan penggunaan teks narrative
3. Secara berkelompok peserta didik menyusun laporan hasil kerja

	<p><i>Pembuktian</i></p> <ol style="list-style-type: none"> 1. Peserta didik mempresentasikan hasil kerja kelompok di depan kelas dan peserta didik dari kelompok lain memberi tanggapan 2. Pendidik memberi penegasan terhadap hasil pembelajaran peserta didik 	
Penutup	<p>Penarikan kesimpulan terhadap semua jawaban siswa</p> <ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? 2. Peserta didik di bawah bimbingan pendidik membuat rangkuman tentang pengertian, struktur dan kaidah teks narrative 3. Pendidik memberi tugas individu untuk mencari 3 contoh teks narrative dan meminta mereka untuk membedakan dan menyimpulkan nilai moral dari setiap text narrative yang mereka temukan dan menganalisa characters dalam cerita 4. Pendidik menyampaikan rencana materi pembelajaran pada pertemuan selanjutnya 	5'

Pertemuan kedua

Kegiatan	Langkah Kegiatan	Alokasi Waktu
Pendahuluan	Datang dengan senyum dan wajah penuh semangat	15'

	<p>Menyapa dengan salam & Greeting</p> <p>Memperhatikan kenyamanan dan kebersihan kelas</p> <p>Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari</p> <p>Guru menyampaikan kompetensi dasar (KD) yang akan diajarkan</p> <p>Guru menyampaikan tujuan pembelajaran</p>	
Inti	<p>Langkah Kegiatan</p> <p>Mengamati</p> <ol style="list-style-type: none"> 1. Peserta didik diminta untuk mengamati hasil dari tugas individu mereka 2. Peserta didik diminta untuk berkelompok yang terdiri dari 4 orang <p>Mengomunikasikan</p> <ol style="list-style-type: none"> 1. Peserta didik bergabung dalam kelompok berisi 4 peserta didik 2. Peserta didik menyampaikan hasil dari pengamatan individu terhadap anggota kelompok 3. Peserta didik membandingkan hasil analisis nilai moral dan character dalam text. 4. Peserta didik mengumpulkan tugas mereka kepada Guru 5. Peserta didik mengerjakan latihan yang telah disediakan oleh Guru 	70'
Penutup	<ol style="list-style-type: none"> 1. Peserta didik mengumpulkan hasil dari latihan yang disediakan Guru 2. Peserta didik menuliskan permasalahan dalam menggunakan bahasa Inggris dalam text narrative 3. Pendidik mengakhiri kegiatan belajar dengan memberikan preview kegiatan belajar next meeting. 	5'

H. Penilaian Hasil Belajar

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan : Unjuk Kerja/Praktik

2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : uraian dan lembar kerja
- c. Unjuk kerja : Pedoman Penskoran

3. Instrumen Penilaian (terlampir)

Pedoman Penskoran

Jumlah soal 6

Setiap soal bernilai 1-10, jika benar semua nilainya $10 \times 6 = 60$

Jumlah nilai dibagi 6 lalu dikalikan 10, jadi nilai sempurna = 100

Sragen, September 2019

Mengetahui:

Kepala sekolah

Guru Pengampu

H. Sumiran, S.Pd, M.pd

Heny Maryana, S.Pd

APPENDIX 4
SYLLABUS OF ENGLISH CLUB

.

APPENDIX 5
THE MATERIAL OF ENGLISH CLUB

What is introduction ?

Introduction is an expression of introduction to know one's identity, we need to introduce ourselves to a clearer communication process with whom we talk, about what we are talking about and other conditions.

There are two forms of introduction that is formal and informal

a. formal introduction

A **formal introduction** is used when you introduce yourself in a formal room for example. Self in front of class, workroom, meeting room and Official forums, such as seminars ,. Formal intakes are used in formal situations.

Here are some Exspression and Responses for formal introduction

Expression Formal Introduction



1. Good morning. My name is Beny
2. Please, allow me to introduce myself.
3. May I introduce myself. My name is Kasih
4. Would you mind if I introduce myself. My name is Kasih
5. Let me introduce myself
6. I would like to introduce myself. My name is Kasih
7. Good evening. My name is Beny.
8. May I introduce myself? I'm Beny.
9. Let me introduce myself. My name is Beny.
10. How do you do? My name is Beny.

Responses

1. Good morning, how do you do?
2. How do you do, nice to meet you?
3. Oh, hello, nice to meet you
4. I am Kasih / my name's Kasih
5. Hi /Hello Mr Beny
6. Hi, I'm Kasih. Glad to meet you.
7. Hello. My name's Kasih. Pleased to meet you.
8. Good evening. I'm Kasih. How do you do?
9. How do you do? My name is Kasih. Nice to meet you.

Example of formal Introduction :

1. Let me introduce myself. My name is Ismail. I'm sixteen years old. I was born on October 17th 1987 in Subang, where I live till nowadays. I study at SMK Subang.
2. Let me introduce myself. My name is ARIE DWI PRASETYO, and you can call me "ARIE". I am one of a million babies who will be born in Indonesia in 1994. I was born in Mojokerto on 18th October 1994. I live at Anjasmoro street, Bangun village, RT/RW: 003/001, Dk. Ploso. Subdistrict: Pungging, Regency: Mojokerto, Post Code: 61384. I am studying in SMK Negeri 5 Surabaya in the 12th grade with the skills competencies of Chemical Industry. My hobbies are cycling, listening to music, reading comics, watching movies and comedy because that all makes me happy and entertains myself. I was the youngest of two sisters. I have one sister, her name is Weni Piji Lestari. She was married with one child. I have a pleasant personality. I'm very friendly, sometimes I am shy if I meet new people. Sometimes I become an annoying person and selfish. I like to study hard and I smile a lot. I have parents who very love me. They are never mind to accept all my desires. After I finish my study, I want to give my parents the happiness that they never give me.

C. Informal Introduction

Informal introduction is used when you introduce yourself to someone about the same age with you. Informal introduction is used in a non-formal situation. Usually used on unofficial events or forums, such as introductions when in public meet new friends or friends. Commonly used words are as follows :

Here are some Exspression and Responses for informal introduction

Expression Informal introduction

1. Hello, I am Kasih Nice to meet you
2. Hi, I am Kasih Nice to meet you
3. Excuse me. I am Kasih what's your ?
4. Hi, what's your name ?

Responses

1. Hi, I am Beny. Nice to meet you
2. Hello, I am Beny Nice to meet you
3. I am Beny
4. Hello. I am Beny / My name's

Example of informal introduction :

Hi friends My name is Jack Ortiz. But please call me Jack or Carlitos. Carlitos is a Spanish name which means that Masculine in English. I was born in Texas on 31 October 1998. I am 18 years old. I live at Austin No. 40 Round Rock, Texas. I live with my parents. I am single and I am a student. I study at The University of Texas. I have taken a Business as my majoring.

The thing you should know is about the 3 main points in conveying a material:

1. Opening
2. Main Idea
3. Closing

A. Opening

Is the first step where you should open by saying greeting.

Greeting has 2 types:

1. Formal / Official: Good Morning, Good Afternoon, Good Evening.
2. Informal / Unofficial: Hi, Hello

Example in the sentence:

Good morning Mr. Rudolph, I would like to introduce myself. (Formal)

Hi friends, I will introduce myself. (Informal)

B. Main Idea

Is the essence of the material to be delivered. In this case the Introduction.

What are the content in Introduction?

1. Name
2. Place and Date Born
3. Age
4. Address
5. Status
6. Religion
7. Blood Code
8. Hobby
9. Family Background

1. Name

Name there are 2 kinds:

- a. Full Name - Original Name
- b. Nick Name - Popular Name

2. Place and Date Born

To make a sentence about Place and Date Born you will use the preposition:

- a. In to Place
- b. On for Date

Example in Sentence:

I was born in Texas on 31 October 1998

3. Age**Example in Sentence:**

I am 18 years old.

4. Address**Example in Sentence:**

I live in Texas. Still common

I live at Austin No 40 Round Rock, Texas. Specific lebis

5. Status / Status

Status has 2 types:

- a. Marital Status / Relationship
- b. Occupation

Example in Sentence:

I am single. - Marital Status.

I am a student. - Occupation.

6. Religion**Example in Sentence:**

I am a Moslem.

If you are Muslim - I am a Moslem.

If you are Christian - I am a Christian.

If you are Hindus - I am a Hindoo.

If you are Buddhist-I am a Buddhist.

7. Blood Code**Example in Sentence:**

My blood code is O

8. Hobby

Hobbies are important in delivering introductory material/ Introduction. Because of the hobby of chatter can be closer and familiar.

Example in Sentence :

I like playing the guitar and listening to the music.

9. Family Background

For Family Background, you can simply introduce your family in general. Before introducing your family, it's a good idea to open it using the following sentence:

I would like to tell my family.

C. Closing

Is a cover sentence or often called Leave Taking

Example in Sentence:

I think that's enough. Thanks for your time and your attention. It's nice to see you.

Example of Asking and Giving opinion

Personal point of view

Ahmad : *What do you think of english material.*

Siti : ***I think** English is the difficult language that I have learned .*

Ahmad : *What do you mean?*

Siti. : *English is different from Bahasa, it has many term to arrange anything and it makes me confused.*

Response (dissagreeing with an opinion)

Ahmad : ***I think you are wrong** Siti, English is the easy one if you make it your habbit in daily life.*

General point of view

Salsabila : *what is your opinion about global warming?*

Johan : ***some people say that** it causes of the wrong way of life.*

Salsabila : *what do you mean?*

Johan : *well, we have to start to do what we can do to help reduce global warming.*

Response (agreeing with opinion)

Salsabila: *that's a good point . let's do that by this time.*

Yuli: *I think Rina's answer to the question is not right. It should be 'vinegar'.*

Vivi: *I think it is 'vinegar' too, not 'wine'.*

Yani: *In my opinion, our volley ball team needs a new coach. Mr. Zulfan cannot handle too many teams himself.*

Firda: *I agree with you.*

Rahmat: *Our English should be more active, I suppose. Why don't we meet three times a week?*

Rully: *I agree, but after the final exam. Now we are very busy preparing for it*

ENGLISH MARCHING AND PARADE COMMANDS

INDONESIAN	ENGLISH
COMMAND	ABA-ABA
PLATOON	PELETON
BATALLION	BATALION
REGIMEN	COMPANY
COMPANY	KOMPI
RESIMEN	REGIMENT
DIVISION	DIVISI
PREPATORY COMMAND	ABA-ABA PERSIAPAN
THE COMMAND OF EXECUTION	ABA-ABA PELAKSANAAN
FALL IN	BERKUMPUL ... MULAI
PARADE ... REST	ISTIRAHAT DI TEMPAT, GERAK (KEDUA TANGAN DI BELAKANG)
AT EASE / STAND AT EASE	ISTIRAHAT DI TEMPAT (KEDUA TANGAN SEJAJAR DENGAN PAHA LUAR, DAN POSISI TANGAN TANPA DIKEPAL)
COMPANY ... ATTENTION	SIAP ... GERAK (KOMPI)
TENCH / TEN ... HUT (ATTENTION)	SIAP ... GERAK
RIGHT FACE	HADAP KANAN GERAK
LEFT FACE	HADAP KIRI GERAK
HALF LEFT ... FACE	SERONG KIRI ... GERAK
HALF RIGHT ... FACE	SERONG KANAN ... GERAK
ABOUT FACE	BALIK KANAN ... GERAK
HAND SALUTE	HORMAT ... GERAK (TANGAN LANGSUNG TURUN)
PRESENT ARMS	HORMAT ... GERAK (MENUNGGU INSTRUKSI)
ORDER ARMS	TEGAK ... GERAK
FORWARD ... MARCH	MAJU ... JALAN
AT EASE ... MARCH	JALAN BIASA/SANTAI ... GERAK
CHANGE STEP ... MARCH	GANTI LANGKAH ... JALAN
COLUMN RIGHT ... MARCH	BELOK KANAN ... JALAN
COLUMN LEFT ... MARCH	BELOK KIRI ... JALAN
MARK TIME ... MARCH	JALAN DI TEMPAT ... GERAK ("... HALT" UNTUK HENTI GERAK)
CLOSE RANKS ... MARCH	TUTUP BARISAN ... JALAN
DRESS RIGHT ... DRESS	LENCANG KANAN ... GERAK
DRESS LEFT ... DRESS	LENCANG KIRI ... GERAK
DRESS FORWARD ... DRESS	LENCANG DEPAN ... GERAK
CLOSE FORMATION-DRESS RIGHT-DRESS	SETENGAH LENCANG KANAN ... GERAK
LEFT HALF STEP ... MARCH	SETENGAH LANGKAH KE KIRI ... JALAN
RIGHT HALF STEP ... MARCH	SETENGAH LANGKAH KE KANAN ... JALAN
TWO STEPS BACKWARD ... MARCH	DUA LANGKAH KE BELAKANG ... JALAN
COUNT ... OFF	HITUNG ... MULAI
TAKE CHARGE OF THE PLATOON	AMBIL ALIH PELETON
BACK TO YOUR POST	KEMBALI KE TEMPATMU
AS YOU WERE	DIUCAPKAN KALAU ADA SALAH ABA-ABA
DISMISSED	BUBAR ... JALAN

Materi Pembelajaran

Baru Klinting

Once upon a time, there lived a boy. His name was Baru Klinting. The boy was cursed by an evil witch because of his magical power. The curse made the boy had so much stinking wound on all of his body. The wound never became dry. When Baru Klinting took a walk in a village, he saw some children played. Baru Klinting wanted to join them. But the children didn't like Baru Klinting and abused him. Then Baru Klinting went out from the children. When he continued to take a walk, he got himself hungry. Baru Klinting tried to come to a house and ask for some food. But he was abused and chased away.

The village was a rich village, but the citizen was arrogant. Then one day he met an old kind widow. She desired to give Baru Klinting a place, and also some food. After He finished to eat, he thanked to the woman and said, "Mam, if you hear kentongan sound, you have to go away from this village with that dimple, OK?", then the woman replied, "yes I will".

When Baru Klinting was on the way to go out from the village, Baru Klinting met the children who often abuse him. He became angry. Then he implanted a palm leaf rib. He promised that no one could pull this thing up, except himself.

One by one tried to pull the rib that implanted by Baru Klinting, but no one could pull this up. Then adult tried that too, but the rib could not be pulled up. Finally Baru Klinting himself pulled the rib because he was the only one who could pull it (remember that Baru Klinting has magical power). Soon, water came out from the place where the rib was implanted. The water was very fast and heavy so that big flood happened.

Baru Klinting knocked kentongan to warn the old woman. Then, the woman who was grinding rice went in to dimple as soon as possible, and she was safe. The flood is so fast and heavy. Then that village became a pond called "Rawa Pening" and the woman told this story to the villager in the other village.

SOAL

1. What is the function of the text?
2. What can you learn from the text? Mention!
3. Please rewrite the story above using your own words in 5-8 sentences then retell in front of class!

APPENDIX 6
PICTURE OF OBSERVATION

PICTURE OBSERVATION



(teacher opening the class)



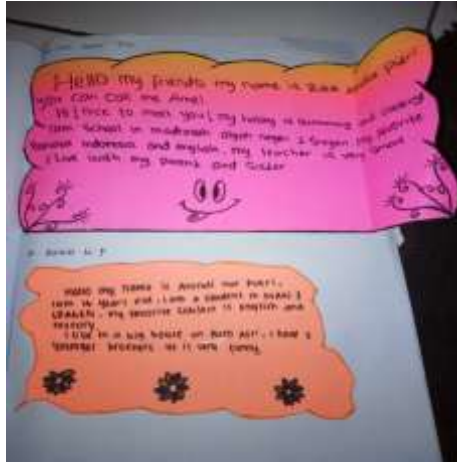
(the main activities)



(the teacher closing the class)



(students activities)



(task of students)



(students material)



(Interview with students)



(interview with teacher)