

UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' SPEAKING SKILL
THROUGH MENTORING CLASS PROGRAM
AT ENGLISH DEPARTMENT OF IAIN METRO**

BY:
SELLA RATNELLIA
NPM 1601070051



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' SPEAKING SKILL
THROUGH MENTORING CLASS PROGRAM
AT ENGLISH DEPARTMENT OF IAIN METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

BY:

SELLA RATNELLIA
Student Number: 1601070051

**Tarbiyah and Teachers Training Faculty
English Education Department**

Sponsor : Dr. Dedi Irwansyah, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Sella Ratnellia**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Sella Ratnellia
Student Number : 1601070051
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : IMPROVING THE STUDENTS' SPEAKING SKILL
THROUGH MENTORING CLASS PROGRAM AT ENGLISH
DEPARTMENT IAIN METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
Department

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Metro, ²⁹ Maret 2022
Sponsor

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

APPROVAL PAGE

Title : IMPROVING THE STUDENTS' SPEAKING SKILL
THROUGH MENTORING CLASS PROGRAM AT
ENGLISH DEPARTMENT IAIN METRO

Name : Sella Ratnellia

Student Number : 1601070051

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Head of English Education
Departement

Andjanto, M.Pd.

NIP. 19871102 201503 1 004

Metro, ²⁹ Maret 2022
-Sponsor

Dr. Dedi Irwansyah, M.Hum

NIP. 19791223 200604 1 001



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudari Sella Ratnellia**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Sella Ratnellia
NPM : 1601070051
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH
MENTORING CLASS PROGRAM AT ENGLISH DEPARTMENT
IAIN METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.

NIP. 19871102 201503 1 004

Metro, 21 Maret 2022
Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

PERSETUJUAN

Judul : IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH
MENTORING CLASS PROGRAM AT ENGLISH
DEPARTMENT IAIN METRO

Nama : SELLA RATNELLIA
NPM : 1601070051
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

DISETUJUI

Untuk di munaqosyahkan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro.

Head of English Education Departement

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Metro, 11 Maret 2022
Sponsor

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
iaimetro@metrouniv.ac.id

RATIFICATION PAGE

No. 8-3272/ln.28.1 / D / PP-00.9/06/2022

The Undergraduate Thesis entitled: IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH MENTORING CLASS PROGRAM AT ENGLISH DEPARTMENT IAIN METRO written by: SELLA RATNELLIA, Student Number 1601070051, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, April 13th, 2022 at 09:00-10:30 p.m.

BOARD OF EXAMINERS

Chairperson	: Dr. Dedi Irwansyah, M.Hum	(.....)
Examiner I	: Dr. Umi Yawisah, M.Hum	(.....)
Examiner II	: Andianto, M.Pd	(.....)
Secretary	: Ning Setio Wati, M.Pd	(.....)



The Dean of Tarbiyah and Teachers Training Faculty



Dr. Zubairi, M.Pd
NIP. 196206121989031006

IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH MENTORING CLASS PROGRAM AT ENGLISH DEPARTMENT OF IAIN METRO

ABSTRACT

BY:

SELLA RATNELLIA

This research is intended to present that the speaking skill at the fifth semester students in TBI IAIN Metro can be improved through mentoring class program. The problem which had been identified was the students are not confident to speak in front of the class. The students of the fifth semester in TBI IAIN Metro also have difficulties in speaking skill. This research is conducted to discuss how mentoring class program at English department IAIN Metro improve the students' speaking skill.

This research is categorized to Classroom Action Research (CAR). In this research, the researcher conducts Classroom Action Research (CAR) which is done in two cycle. Each cycle consists of planning, acting, observing, and reflecting. The subject of this research is the student at A 19 class on fifth semester in English Department IAIN Metro. The researcher used test, observation, and documentation to collect data.

The result of research showed that from two cycle, the average scores of students' speaking skill are: 1) 66 in Pre-Test, and 2) 71,5 in Post-Test I as well as 3) 77,5 in Post-Test II. The condition of the class was better. The students were more active in learning process at mentoring class program. It means that there was significantly improve of mentoring class program on the students' speaking skill at A 19 class on the fifth semester in English department IAIN Metro. The researcher conclude that mentoring class program is one of the strategies that can be used to improve students' speaking skill.

Key words: Speaking, Skill, Mentoring, Class, Program.

PENINGKATAN KEMAMPUAN BERBICARA SISWA MELALUI PROGRAM KELAS MENTOR DI JURUSAN BAHASA INGGRIS IAIN METRO

ABSTRAK

BY:

SELLA RATNELLIA

Penelitian ini bertujuan untuk memaparkan bahwa keterampilan berbicara pada mahasiswa semester V di TBI IAIN Metro dapat ditingkatkan melalui program kelas pendampingan. Masalah yang teridentifikasi adalah siswa kurang percaya diri untuk berbicara di depan kelas. Mahasiswa semester V di TBI IAIN Metro juga mengalami kesulitan dalam keterampilan berbicara. Penelitian ini dilakukan untuk membahas bagaimana program mentoring class di jurusan Bahasa Inggris IAIN Metro meningkatkan keterampilan berbicara siswa.

Penelitian ini termasuk dalam Penelitian Tindakan Kelas (PTK). Dalam penelitian ini peneliti melakukan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah mahasiswa kelas A 19 semester V Jurusan Bahasa Inggris IAIN Metro. Peneliti menggunakan tes, observasi, dan dokumentasi untuk mengumpulkan data.

Hasil penelitian menunjukkan bahwa dari dua siklus, rata-rata skor keterampilan berbicara siswa adalah: 1) 66 pada Pre-Test, dan 2) 71.5 pada Post-Test I serta 3) 77.5 pada Post-Test II. Kondisi kelas menjadi lebih baik. Siswa lebih aktif dalam proses pembelajaran pada program kelas pendampingan. Artinya ada peningkatan yang signifikan dari program mentoring class terhadap keterampilan berbicara siswa kelas A 19 semester V jurusan Bahasa Inggris IAIN Metro. Peneliti menyimpulkan bahwa program kelas pendampingan adalah salah satu strategi yang dapat digunakan untuk meningkatkan keterampilan berbicara siswa.

Kata kunci: Berbicara, Keterampilan, Mentoring, Kelas, Program.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Sella Ratnellia
Std. Number : 1601070051
Program Study : English Education Department (TBI)
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain part which are excerpted from the bibliographies mentioned.

Metro, April 19th 2022

er.

METERAT
TEMPEL
EJFD2AJAT00029721
Sella Ratnellia
Std. Number: 1601070051

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Sella Ratnellia
NPM : 1601070051
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali pada bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 19th April 2022



Sella Ratnellia
NPM: 1601070051

MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبِينَ

“Which is it, of the favours of your Lord, that ye deny?”

(QS. AR RAHMAAN: 13)

The More You Practice The More You Get

(Sella Ratnellia)

DEDICATION PAGE

This piece of work is dedicated to:

*Allah SWT, The Most Gracious and The Most Merciful who always gives all
needs.*

My Beloved Prophet Muhammad SAW who brings the darkness to the lightness.

*My beloved parents Mr. Hasan Khosim and Mrs. Junastri who always give me
support, spirit, prayers, motivation and inspiration.*

My husband Yasril Mahendra who always support me.

My sponsor Dr. Dedi Irwansyah, M.Hum.

*My lovely friends from Sarjana Muda And for my best friends (Endah, Okta, Esa,
Hera, Bila, Devi, Almas, Berly, Yuli) who always support me with their moral
values and good advice.*

My beloved Almamater

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First of all, I say alhamdulillah to Allah, The Almighty, who has given human health and happiness and created all mankind in the best form. Shalawat and Salam just to the best prophet, Muhammad SAW., who has taught all Moslem many knowledges based on the holy Qur'an and his tradition called Sunnah.

An undergraduate thesis is presented as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program entitled: "Improving The Students Speaking Skill Through Mentoring Class Program At English Department Iain Metro In The Year 2019/2020". The writer would like to express her gratitude, especially to the Principal of IAIN METRO Dr. HJ. Siti Nurjanah, M. Ag., The Head of English Education Department Mr. Andianto, M. Pd., Sponsor Dr. Dedi Irwansyah, M. Hum, and Co-sponsor Andianto, M. pd. who have sincerely guided the writer to accomplish this research. The writer also appreciated to all the helps and supports from my parents, my brothers, and all my friends and also students of IAIN Metro.

Finally, the writer realizes that this undergraduate thesis. Therefore, the best critique and suggestion are needed to make this undergraduate thesis to be better. At last, the writer hopes that this undergraduate thesis gives a good contribution.

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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is one of the compulsory subjects taught in college. There are four skills that should be mastered namely listening, speaking, reading, and writing. Speaking is considered as an important skill to be accomplished by students. As a language is used as a tool of communication, the ability of speaking or communicating with others takes an important role. People should know how to express thoughts, opinions, feelings, and ideas through the language. Furthermore, language is a very important link in the process of students' learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas. That it is important to provide opportunities for oral language to continue to grow in the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and of acquiring knowledge. In fact, throughout life, oral language skills remain essential for the communication of ideas and intelligent conversations.

Based on the observation and interviews conducted on February 6th, 2022 and February 11th, 2022 by the researcher to students` of the fifth semester of IAIN Metro. however, some problems were still found in the students' abilities in

the fifth semester, especially in speaking. The students' speaking skills were relatively low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, most students lacked vocabulary mastery and only a few students in the classroom consulted a dictionary. Their competencies in grammar were also poor. Therefore, they preferred to be silent and not fully participate in the classroom activities. In addition, the classroom activities were less motivating for the students in learning. The class was monotonous and less fun learning activities. Based on the conditions above, it could be concluded that the students' fifth semester speaking skills were low.

Based on these observations above, the researcher will conduct this research in researching the Improvement of students speaking through the mentoring class. With the research title "Improving The Students' Speaking Skill Through Mentoring Class Program at English Department of IAIN Metro" I can also inform readers of one way to improve students' speaking ability.

B. Problem Identification

As mentioned earlier, the speaking skills of students at fifth semester in IAIN Metro were low. The problem was affected by some factors such as the students, the lecturer, and the process of the speaking class itself. The first factor was the students. The students thought that speaking English was difficult. They

hesitated to express their ideas and were also shy to speak. The students lacked the confidence to speak because they were afraid of making mistakes. Therefore, they preferred to be silent and not fully participate in the activities. In addition, the students still had difficulties in pronunciation and lacked vocabulary mastery. They often mispronounced some English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, they still lacked of vocabulary mastery and only a few students in the classroom consulted a dictionary. Most students just relied on the lecturer by asking her directly about the meaning of some English words. Besides, their grammar competencies were also poor. The next was the factor related to the lecturer. Media which were considered powerful to attract the students' attention was absent in the teaching and learning process. Thus, the students were easily bored, not interested, and motivated during their learning.

C. Problem Limitation

Based on the problem identification above, there were many problems found during the practice of the teaching and learning process. In this research study, the researcher employed the approach of Action Research. The researcher focuses on how to improve the students' speaking skills in IAIN METRO through the mentoring class which was conducted in the field collaboratively. Mentoring class is expected to be able to overcome the problems and to help the students to improve their speaking skills. They are valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in

the classroom, a variety of tasks, and a focus of interest for students. The researcher also expected that the students would like to speak through the mentoring class.

D. Problem Formulation

The researcher formulates the problem as follow:

“can the use of the mentoring class program to improve speaking skill at learning process in IAIN Metro?”

E. Objective and Benefit of Study

The objectives of this research are to improve students' fifth semester speaking skills in IAIN METRO by mentoring class and benefit of study provide help students' to understand the lessons especially in speaking English.

F. Prior Research

The first research was done by Siska Askia with title “Improving Speaking Skills Through Active Learning Strategy of The Year Eight Students” The researcher used pre-experimental design. The population of this research was the eighth-grade students and the sample was class B consisting of 26 students. The sample was chosen by purposive sampling technique. The data were collected through oral test. The pre-test and the post-test were used to measure the improvement of the students' speaking skill before and after the treatment. Based on the result of the pre-test and the post-test, it is obtained that the t-counted value is 6.920. By applying 0.05 level of significance and the 25 (26-1) degree of

freedom, it was found that t -table value is 2.060. It shows that the t-counted value is greater than the t-table value. It means that the use of active learning strategy can improve speaking skill of the year eight students of SMP Negeri 1 Dako Pemean.¹

The second research was done Benter Oseno Gudu with title “Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya” from Journal of Education and Practice. Conclusion this research is There is a general public concern in Kenya that majority of Form Four school leavers lack communicative and linguistic competence and thus cannot sustain conversation in English language without occasionally code switching to Sheng or Kiswahili. This study sought to find out the classroom activities used by teachers to promote learners’ active participation in speaking skills lessons in eight secondary schools in Eldoret Municipality, Kenya. The study was based on Krashen’s (1985), Monitor Model specifically the input and the affective filter hypotheses which emphasize that learners acquire target language when they are motivated and involved actively in the learning process. The study adopted mixed methods design and simple random sampling to select schools, students and English language teachers from National, Provincial and District schools. In certain cases, purposive sampling technique was also used. Data on classroom activities used to teach speaking skills were collected using Questionnaires administered to teachers and students, direct observation

¹Siska Askia, “Improving Speaking Skills Through Active Learning Strategy Of The Year Eight Students” e-Journal of English Language Teaching Society (ELTS) Vol. 4 no.2 (2016): p1.

during speaking skills lessons in Form three classrooms. The data collected was analyzed using descriptive statistics. The study found out that: there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used, during classroom discussions, students code switched to Kiswahili or Sheng due to low oral skills and teachers did not integrate various classroom activities in one lesson thus denied learners chances of using authentic language in context. The study recommends that: 1) students should be given chances to practice using authentic English language in context, 2) teachers should integrate various activities in a lesson to meet learners' needs and 3) Curriculum to acknowledge learners' cultural backgrounds in order to enhance their learning outcomes. This study is useful to language educators and teachers of English language.²

The third research was done by Arbain with title “Techniques for Teaching Speaking Skill in Widya Gama Mahakam University” Speaking as one of the four skills in English is seen as the most crucial skill to be mastered by English learners. For most people the successes in learning a language can be seen from how far the student can speak and communicate in the language learn. But in fact, speaking is often neglected in the classroom. The objective of this research is to investigate techniques in teaching speaking skill in second semester of primary school department of Widya Gama Mahakam University. This study employs the

²Benter Oseno Gudu, “Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya” Kenya: Journal of Education and Practice, Vol.6, no.35 (2015): p55.

qualitative design by which the researcher intends to discover and understand techniques of teaching speaking used by the lecture in its natural setting. The subject of this research was second semester students of primary school department. This study reveals four techniques employed by the lecturer in teaching speaking skill, i.e. show-and-tell, presentation, drama making, and question and answer. Show-and-tell and presentation technique are two types of performance talk which were used more often by the lecturer than the two other techniques (i.e. drama making and question and answer).³

³Arbain, "Techniques for Teaching Speaking Skill in Widya Gama Mahakam University" Samarinda: Journal of Linguistic and English Teaching, Vol. 2 No. 1 (2017): p1.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking

1. Definition of Speaking

According to Torky speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as ‘speakers’ of that language.⁴ Speaking is the ability of people to make use the language in ordinary one. According to Mukminatus speaking is the first way to interact with others in the social community.

Furthermore, the success in learning language at first can be seen from the ability of the learners speaking. However, it is very heard for the beginners to speak the foreign language, especially English. There are a lot of reasons why they get difficulties in speaking, such as lack of ideas to tell, lack of vocabularies to express the ideas, lack of the chance to speak, and lack of the interesting teaching method that can motivate them to speak.⁵ The significance of speaking is indicated with the integration of the other language skills.

⁴Shiamaa Abd EL Fattah Torky, *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students* (Ain Shams University, 2006), p13.

⁵MukminatusZuhriyah, “Storytelling To Improve Students` Speaking Skill” Jombang: *Journal Tadris Bahasa Inggris* vol, no.1 (2017): p1.

Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk; discuss, and show the various functions of language. Speaking is of vital importance outside the classroom.⁶

2. The Nature Speaking

There are some basic types of speaking as in the following taxonomy:

- a. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
- b. Intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.
- c. Responsive. Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

⁶ Lai-me Leong & Seyedeh Masoumeh Ahmadi, "An Analysis Of Factors Influencing Learners' English Speaking Skill" Malaysia: *International Journal of Research in English Education*, (2017): p35.

- d. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.
- e. Extensive (monologue). Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

3. The Component of Speaking Skill

Five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

- a. Comprehension For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.
- b. Grammar It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.
- c. Vocabulary, vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot

communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concludes that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

- d. Pronunciation, pronunciation is the way for students“ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.
- e. Fluency, fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not

have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.⁷

Claims that today's college students are less able writers than their predecessors in some "Golden Age" of university instruction are legion in the discourses of college educators. Asking students to keep a journal using one or a combination of the journal writing techniques suggested here is one method that can be used to enhance communication skills, logical analysis, and creative expression. Journal assignments may be designed so that their positive effects can be seen in improved analysis of problems and writing on essay exams, term papers, and case analyses. Perhaps the most important change that journals can facilitate, however, is an improved attitude toward writing itself.⁸

B. Concept of Mentoring Class

A mentor is defined as a knowledgeable and experienced guide, a trusted ally and advocate, and a caring role model. An effective mentor is respectful, reliable, patient, trustworthy, and a very good listener and communicator. A mentor helps students. Specifically, a mentor helps students discover and develop

⁷AzlinaKurniati, Eliwarti, Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru" Riau University: TT.

⁸Barbara Allen, "Exercises In Creative Thought and Expression" Journal Writing Vol, no.11 (1987).

the potential within themselves to succeed in the university and in life. In a university, mentors can be found among faculty and professional staff. But mentors can also be found in the ranks of students themselves. Student mentors are known as Peer Mentors. Due to their close association with other students, Peer Mentors are very important. Often new students confronted with an academic or personal problem will seek out advice first from a Peer Mentor and only with encouragement will that student interact with others in the university, such as counselors, faculty, or administrators.⁹

The research consists of three concepts. The three concepts can be explained as follows:

1. Identification

Identification is an activity that seeks, finds, collects, researches, registers, records data and information from field “needs”. The researcher identifies the students who will take the mentoring class first.

2. Express

Express is the meaning of the word that means to express, convey, and declare. The researcher conveyed to students about mentoring class and looked for difficulties experienced by students in the speaking learning process in order to find problems.

⁹ Glenn Omatsu, *The Power of Mentoring* (University Hall, TT), P2.

3. Topic

The topic is the main core of the entire content of the writing to be conveyed or better known as the topic of conversation. The topic is the first thing that is determined when the author will write. Topics that are still early, then developed by making a narrower or wider scope. The researchers look for topics to be discussed in the mentoring class. Researchers are looking for discussions related to learning speaking. For example, story text and storytelling. The students memorized the vocab that they rarely encountered.

C. Write Practice Method

This study aims at investigating any significant difference between the writing achievement of students who were taught by using journal writing technique and those by conventional writing technique and investigating any interactional effect between the implementation of those techniques and the students' achievement motivation upon students' writing achievement. This research was a post-test-only control group design which was conducted in the fourth-semester students of the English Education Department, Undiksha. The result shows that there is a significant difference between the writing achievement of the students taught by using journal writing technique and those by conventional writing technique, where the students taught by using journal writing technique show better writing achievement than the students taught by using conventional writing technique. In addition, there is a significant interactional

effect between the implementation of those techniques and the students' achievement motivation.¹⁰

D. Action Hypothesis

Based on the frame of theories and assumptions the writer formulates the hypothesis: By Using Mentoring class the speaking performance and their learning activities at the class in IAIN Metro.

¹⁰GustianaMettaningrum, Dantes, Suarnajaya, ''*The Effect of Journal Writing Technique and Students'achievement Motivation Toward Writing Achievement of The Fourth Semester Students of English Education Department of Undiksha*'' Journal writing technique, Vo, NO.1 (2013).

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable of Research

This research consists of two variables. They are independent variables and dependent variables. The two variables can be explained as follows:

a. Independent Variable (X)

Independent variable is a variable which functions to influence the other variable. The independent variable in this research is the mentoring class. It is cooperative learning strategy that principle purpose to ask students work in group, all of members group have taken turn contributing their ideas.

The researcher hopes to investigate the speaking performance to measure the increasing of mentoring class toward students' speaking performance.

b. Dependent Variable (Y)

Dependent Variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the student speaking performance. The increasing of student speaking performance

can the seam after using mentoring class. The subject of research consists of 5 criteria, the maximum score is 4 and the minimum score is 1, the maximum total score is 20 and the minimum total score is 5. Indicators of speaking can be known as fluency, pronunciation, vocabulary, grammatical, and interactional strategies.

B. Research Setting

This research was conducted at the Mentoring class program in TBI IAIN Metro which consists of 20 students that coming.

And the class of students in this Mentoring class program is A 19 class in TBI IAIN Metro because most of the students are have low English ability, especially in speaking performance.

C. Research Subject

The subjects of the study in classroom action research are 20 students at the Mentoring class program in TBI IAIN. The writer found the problem that the student has low speaking performance.

Table 1
The subject of the Research

Class	Sex		Total
	Male	Female	
A19	1	19	20

D. Action Plan

1. Classroom Action Research

The research is aimed to increase the teaching and learning process, so the research uses classroom action research. Classroom Action Research is one of the ways that are beneficial for teachers to understand what happens to their class as well as possible solutions for it. Asrori states that classroom action research is a reflective study which is done by doing particular treatments to improve the teaching and learning process in class to be better so that students could have good achievement in learning.

Hamdani action research is essentially a scientific activity that is able to reflect learning activities in the classroom through scientific research that can be accounted to the procedures and requirements, which can be done without reducing teachers' attention in the classroom and student achievement. Furthermore, Agung says that action research is a research conducted by educators, and also is a type of research that aims to give teachers.¹¹ Action research is conducted by a collaborative partnership of participants and researchers, whose roles and relationships are sufficiently fluid to maximize mutual support and sufficiently differentiated to allow individuals to make appropriate contributions given existing constraints.¹²

¹¹Sadimin, "Classroom Action Research Management Training Model For Senior High School Teachers Aided By E-Module" Brebes: International Journal of Advanced Research, (2017): p2.

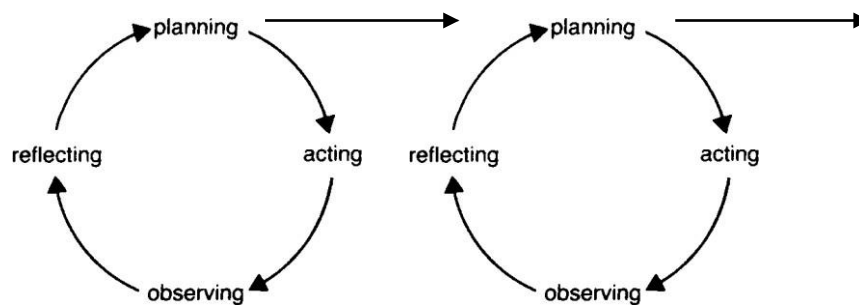
¹² Pat Sikes, *Action Research: a Methodology for Change and Development* (Open University Press, 2006), p7.

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following:

- a. It aims improve workplace practice thought improving learning.
- b. It aims to promote the ongoing democratic evaluation of learning and practices.
- c. It aims to create good social orders by influencing the education of social formation.

In this classroom action research, there are four steps in each cycle which have relationship one another. The steps are planning, acting, observing, and reflecting. Those steps can be seen in the following design.

Figure 1
Sequences of Action-Reflection Cycles



Sequences of Action-Reflection Cycles.¹³

¹³Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), Second Edition, p.41

Cycle 1

a. Planning

Planning is the first steps in every activity. Without planning, the writer's activity will not focus. The planning will be reference in doing action.

- 1) Deciding the object of material.
- 2) Developing the learning scenario
- 3) Preparing the source of learning
- 4) Preparing the scoring material that will be used to measure the result of treatment.
- 5) Preparing the instrument of observation and evaluation to analysis the indicators of the success
- 6) Arranging the instrument of data collector.

b. Acting

Doing action is the second step in activity. It is implemented in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the researcher will apply the planning of strategy and scenario learning as follows;

- 1) Giving explanation of daily activity conversation to the students.
- 2) Giving score of student's performances personally and observe the problem faced in class. So, it can be references to improve the action.

c. Observing

Observing is the activity of observe by observer. In this observation, the researcher observed the student's activity in learning process and record by using note. The result of observation will be used in doing action in next cycle. So, in this research, the research has two roles as observer and as the object of research.

d. Reflecting

Reflecting is the action to explain again about what happened. In this phase, the researcher and collaborator investigated all action that happened in learning process. Based on the data has been collected furthermore do evaluation to perfect next action. The reflection included analysis and evaluation to result of observation toward action that done. If meet problem in reflection process so it will be accomplished process investigation. The reflection would be stopped when the students had increased their scores.

Cycles 2

a. Planning

- 1) The researcher identifies the problem and fine the problem from the first cycle.
- 2) The researcher prepares the strategy.
- 3) The researcher decides the material, method, and strategy of teaching.

4) The researcher prepares the source of learning.

5) The researcher prepares a format to evaluate the student's activities after the teaching and learning process.

b. Acting

The researcher applies the strategy.

c. Observing

In this phase, the researcher observes the process of learning by using format of observation to collect the data in strategy.

d. Reflecting

The researcher reviews and reflects on students' activity and mentor performance whether it is positive or negative, the cycle enough or needed for the next step.

E. Data Collecting Technique

The data is collected by using several techniques as follows:

1. Test

The test that will be used in this research is oral test of speaking performance. As the tastes are the students' fifth semester in IAIN Metro. The test consists of two kinds of tests, they are Pre-test and Post-test. The two tests are as follow:

a. Pre test

After observing the subject's activities, the writer gave a pre-test to know how far the students' speaking performance was before giving

treatments. This is one to determine the readiness for an instructional program and to diagnose an individual's specific strengths and weaknesses in speaking performance.

b. Post test

After treatments, the writer will give the post-test. It is done to know the student's speaking performance by whole-class discussion. In other words, the post-test is to make sure whether this way effective or not increase the students' speaking performance.

2. Observation

The research will take field notes on the behavior and activities of individuals at the research site. Observation is a basic method for obtaining data in Classroom Action Research. Observation plays an important part in any kind of data-gathering and most action research projects use this as an instrument. In this research, the researcher will directly organize observation in the field research; the researcher looking for the information that related to the students' speaking in that college and the researcher will take the data of the students' fifth semester.

3. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. Documents can often provide relevant evidence and are very useful for constructing the whole picture. The researcher uses to documentation obtain

data about state of students in IAIN Metro, state of the environment, and geographical condition school. Moreover, the researcher use documentation about archives planning learning activity and the results of students' activity, and use document in the pictures form to prove about students' picture during learning process.

F. Data Analysis Technique

Data analysis converts data into information and knowledge, and explores the relationship between variables. Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.¹⁴

1. Formula

Data analysis will be conducted by taking average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:¹⁵

$$\bar{X} = \frac{\sum x}{N}$$

Note

\bar{X} = Average score

¹⁴Balkishan Sharma, "Processing of data and analysis" India: *Biostatistics and Epidemiology International Journal*,(2018):p5.

¹⁵Donald Ary et.al, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), p.108

$\sum x$ = Total Score of the Students

N = Total of Students.

Furthermore, to know the result the researcher was compare the average score and to know the percentage of increasing score in students learning activities, the researcher uses the percentage formula as follow:

$$P = \frac{x}{N} \times 100\%$$

Notes:

P = Percentage

x = The number of parts students

N = Total of Students

G. Indicator of Success

The study can be stated success when 70% of the students get the Minimum Mastery Criteria (MMC) score is ≥ 75 . It means that through Mentoring Class Strategy in English learning is successful to improve the speaking skill and the learning activities of the students at the class when 70% of total students got ≥ 75 score. Students` at the Mentoring class program in TBI IAIN Metro. Especially, students` class A 19.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. The Result of The Research

1. The Description of Research Setting

a. The History of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only State Institute of Islamic Studies in the city. As an Islamic institution which is one of the favorite universities, IAIN Metro has a vision and mission. Its vision is to become an Islamic Religious College that excels in the synergy of socio-eco-techno premiership based on Islamic and Indonesian values. Then, to realize this vision, three missions are formulated, namely:

1. To form scholars who have Islamic knowledge in the implementation of education, research, and community service; and
2. Develop Islamic values in the implementation of education, research, and community service; and
3. Implement a quality institutional management system.

Moreover, the forerunner of the establishment of IAIN Metro is inseparable from the history of the establishment of IAIN Raden Intan in Bandar Lampung. This is different because the establishment of IAIN Raden Intan Bandar Lampung itself is the result of the efforts of religious

leaders and community leaders who are members of the Lampung Islamic Welfare Foundation (YKIL) which was established in 1961 and chaired by RD. Muhammad Sayyid.

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden

IntanTanjungKarang”. Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

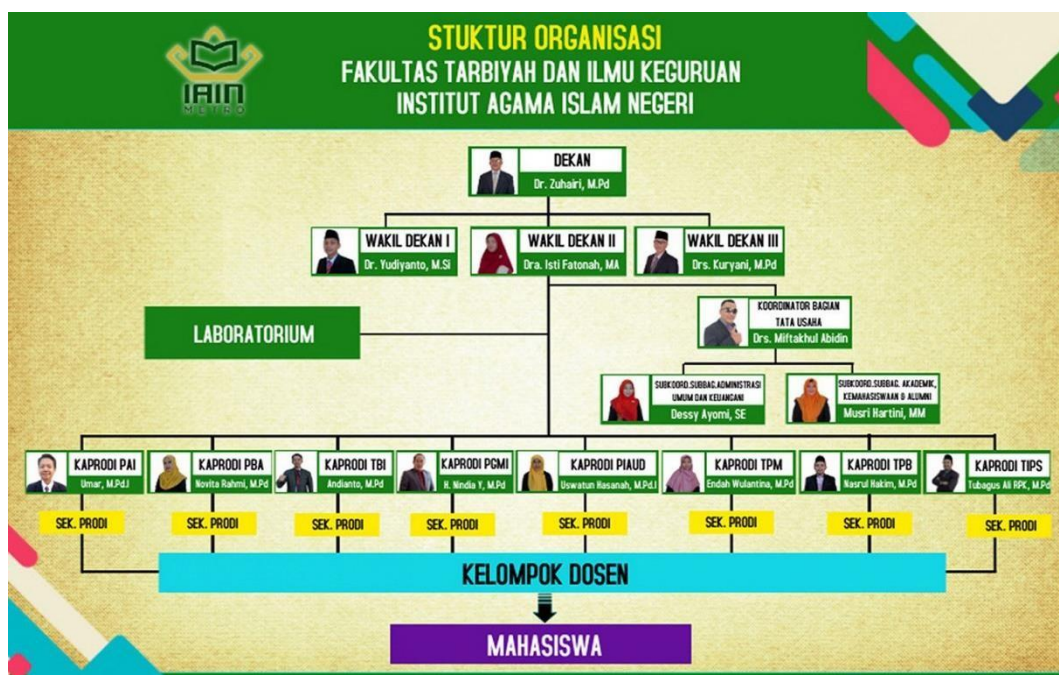
Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, IAIN Metro has four faculties namely tarbiyah faculty, economy business faculty, syari’ah faculty, and Islamic announcement and communication faculty. Firstly, tarbiyahh and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari’ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business

faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

b. The Structural Organization of FTIK IAIN Metro

The structural organization of FTIK IAIN Metro in the academic year 2021/2022as follows:



Source: Observation of <https://ftik.metrouniv.ac.id/> in academic year 2021/2022.

c. The Facilities of IAIN Metro

There are some facilities in the State Institute for Islamic Studies of Metro to support lecturers and students, including a lecture room, computer laboratory unit and baitul mal watanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, students activities unit (UKM) room, students committee office, and canteen.

d. The Condition of Lectures and Official Employers

In the academic year 2020/ 2021, the State Institute for Islamic Studies of Metro has 152 lecturers and official employers. Otherwise, there are 75 non-PNS lectures and 19 honorary workers. As a result, the total personnel of Metro's State Institute for Islamic Studies in the academic year 2020 / 2021 are 246.

e. The Students in IAIN Metro

The total of the students in State Institute for Islamic Studies of Metro is 7650students.

Table 2
Total Students of State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Teacher and Training Faculty	English Education Department (TBI)	670
		Islamic Education Department (PAI)	1124
		Arabic Education Department (PBA)	202

		Primary School Education Department (PGMI)	507
		Mathematics Education Department (TPM)	243
		Biology Education Department (TBio)	241
		Social Knowledge Education Department (TIPS)	247
		Early Childhood Education Department (PIAUD)	192
2	Economy and Islamic Business Faculty	D3 Islamic Banking Department (D3 PBS)	4
		S1 Islamic Banking Department (S1 PBS)	768
		Islamic Accountancy Department (AKS)	332
		Islamic Economy Department (Esy)	1114
		Hajj and Umrah Department (MHU)	136
3	Shari'ah Faculty	Islamic Law Department (AS)	316
		Islamic Economy Law Department (HeSy)	383
		Islamic Constitutional Law Department (HTNI)	169
4	Ushuluddin, Culture, and Da'wah Faculty	Islamic Communication Department (KPI)	355
		Language and Arabic Literature Department (BSA)	75
		Islamic Counseling Department (BPI)	122

Source: Observation of <https://sismik.metrouniv.ac.id/v2/> in academic year 2021/2022.

f. The History of English Education Department (TBI)

English Education Department (TBI) is one of the Teacher and Training Faculty's Bachelor (S1) majors at the State Institute for Islamic Studies Metro (IAIN), which was founded in 2007. The Bachelor of English Education Department State Institute for Islamic Studies of Metro arose from diploma 3 (D3) English educations, which was established in 2002.

TBI received its legal and operating permission on May 28th, 2007, based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta. TBI is located in State Institute for Islamic Studies of Metro in Jl. Ki Hajar Dewantara 15A Metro City, according to the implementation license of study program from the general director.

English Education Department (TBI) has a vision in terms of education implementation, namely, establishing professional students in English education who can blend Islamic values and academic elements. The vision is then expanded into various missions, which are as follows: Developing the students' privacy via knowledge, reinforcement, and actualization toward religious, national, and civic life in Islamic culture.

According to the statement above, the English Education Department (TBI) strives to improve quality in the learning and teaching processes on a continuing basis. Actually, it would be to foster a

dynamic, open, and respectful connection with TBI of IAIN Metro stakeholders.

2. The Description of the Data

In this research, the researcher conducted the research in two cycles and each consists of planning, acting, observing and reflecting.

a. Action and Learning at Pre-Test

1) Pre-Test Activity

This meeting was conducted on October 22th, 2021; this meeting time for pre-test is 1x45 minutes before the students given the action. In this meeting the researcher was being the Mentor. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Furthermore, the researcher asked the students to answer the pre-test until finish. In this chance, the pre-test became the opening of the meeting. The pre-test was about make a simple dialog and perform in front of the class or answer Mentor questions and some students are very enjoy to do their test.

2) The Students' Pre-Test Result

Table 3
The Pre-Test Score of Speaking Skill

No	Name	NPM	Pre-Test Score	Category
1	AJS	1901050002	70	Incomplete
2	CY	1901050008	60	Incomplete
3	DMA	1901050009	75	Complete

4	DNV	1901050011	60	Incomplete
5	DAN	1901050012	60	Incomplete
6	DL	1901050014	65	Incomplete
7	JL	1901050020	65	Incomplete
8	KH	1901050021	60	Incomplete
9	KC	1901050022	55	Incomplete
10	NS	1901050028	75	Complete
11	SNZ	1901050035	60	Incomplete
12	SR	1901050036	60	Incomplete
13	AAD	1901051007	60	Incomplete
14	AS	1901051010	80	Complete
15	DVMS	1901051020	80	Complete
16	IPJN	1901051031	80	Complete
17	JRS	1901051034	50	Incomplete
18	MA	1901051042	70	Incomplete
19	MS	1901051044	60	Incomplete
20	NI	1901051051	75	Complete
Total Score ($\sum x$)			1320	
Average \bar{x}			66	
The highest score			80	
The lowest score			50	
The students who passed KKM			6	
The students who failed KKM			14	

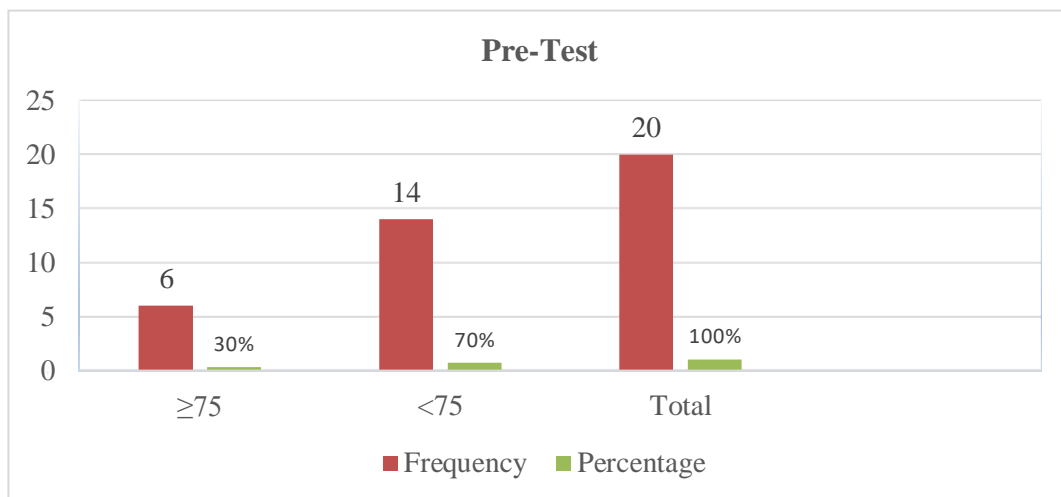
Source: Pre-test result, taken on October 22th, 2021.

Table 4
Frequency of Students' Score in Pre-Test

No	Grade	Category	Frequency	Percentage
1.	≥ 75	Complete	6	30%
2.	< 75	Incomplete	14	70%
Total			20	100%

Source: Pre-test result, taken on October 22th, 2021.

Figure2
The Chart Result of the Students' Score on Pre-Test



From the result of pre-test, it can be seen that the highest score is 80 and the lowest score is 50. The average score of pre-test is 66. From the table 4, there were 14 students who got the below of target score (MMC), and 6 students got above score from the minimum mastery criteria (MMC). In addition, based on the result of pre-test, it could be seen that the target based on Minimum Mastery Criteria (MMC) has not been achieved yet.

b. Cycle 1

1) Planning

Before the learning process began the researcher would like to plan the step, as follow;

- a) Preparing the material about speaking skill.
- b) Preparing the lesson plan.
- c) To make the items that would be examined as post-test I in the cycle 1.
- d) Preparing in Mentoring class program in TBI IAIN Metro as a strategy that in the action learning.
- e) To make the observation sheet of the students' activity 1.

The Minimum Mastery Criteria (MMC) at State Institute for Islamic Studies of Metro for English was 75. The material is about making a simple dialog especially. In this meeting, the students were expected by the researcher got specific information of the material that learned. In the first and second meeting, the researcher would explain about making a simple dialog with give the topic and using mentoring class program as a strategy. Therefore, in the last meeting, the researcher would evaluate test for the 20 students of fifth semester at A 19 Class. The evaluation was about speaking skill.

2) Acting

The action in the cycle 1 consist of two meetings, one meeting for the action, and one meeting for the post test, the steps of those meeting are as follows:

a) The First Meeting

The first meeting was conducted on February 04th, 2022 for 1 x 45 minutes. In this meeting, the researcher was being the Mentor, the action are as follows:

- (1) The mentor greeted and checked attendance list students.
- (2) The mentor gave the material that would be explained about making a simple dialog.
- (3) The mentor starts divide the students into same groups.
Each group consists of 5 students who are divided into 4 groups of a total of 20 students
- (4) The mentor gives the different topics of dialogue for every group.
- (5) The mentor would give a certain time for students to discuss the topic.
- (6) Every one of the groups are from TBI 5th semester A class should perform one by one with the topic that was given by mentor.
- (7) The mentor closed the meeting.

(8) They seemed enthusiastic about participating in the mentoring class programmed by HMJ TBI

b) The Second Meeting

The second meeting was conducted on February 11th, 2022 for 1x45 minutes. The result of the students' score in post-test I would be showed in the following table below:

Table 5
The Students Post-Test 1 Score of Speaking Skill

No	Name	NPM	Pre-Test Score	Category
1	AJS	1901050002	75	Complete
2	CY	1901050008	70	Incomplete
3	DMA	1901050009	80	Complete
4	DNV	1901050011	75	Complete
5	DAN	1901050012	60	Incomplete
6	DL	1901050014	70	Incomplete
7	JL	1901050020	70	Incomplete
8	KH	1901050021	60	Incomplete
9	KC	1901050022	80	Complete
10	NS	1901050028	75	Complete
11	SNZ	1901050035	60	Incomplete
12	SR	1901050036	60	Incomplete
13	AAD	1901051007	75	Complete
14	AS	1901051010	80	Complete
15	DVMS	1901051020	80	Complete
16	IPJN	1901051031	80	Complete
17	JRS	1901051034	60	Incomplete
18	MA	1901051042	80	Complete
19	MS	1901051044	60	Incomplete
20	NI	1901051051	80	Complete
Total Score (Σx)			1430	

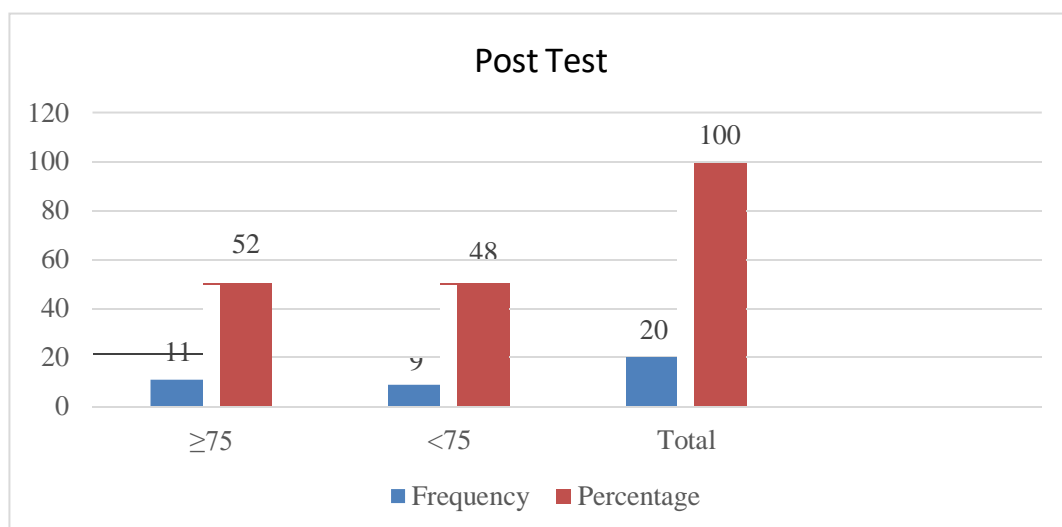
Average \bar{x}	71,5
The highest score	80
The lowest score	60
The students who passed KKM	11
The students who failed KKM	9

Table 6
The Frequency of Students' Score in Post-Test 1

No	Grade	Category	Frequency	Percentage
1.	≥ 75	Complete	11	52%
2.	< 75	Incomplete	9	48%
Total			20	100%

Source: Post-test result, on October 26th, 2021

Figure3
The Chart Result of the Students' Score on Post-Test



From the result of Post-Test 1, it can be seen that the highest score is 80 and the lowest score is 60. The average score of Post Test 1 is 71,5. From the graphic, there were 9 students who failed or got

the below target of score (MMC), and 11 students passed from minimum mastery criteria (MMC).

3) Observing

In this step, the researcher presented the material about making a simple dialog with some topic of dialogue. The researcher gave the material and made the students enthusiasm. The material was given by funny situation so made the students interested with the material. There were also four indicators used to know the students' activities in learning process. The result score and percentage of students' learning activities observation are explained bellows:

Table 7
The Observation Sheet of Students' Activities in Cycle I

No.	Students' Name	The Aspect that observed			
		The students' pay attention of mentor explanation	Practice in front of the class	The students' were active in class	Respond to the topic enthusiastically
1	Alifa Jay Saputri	√	√		√
2	Chantika Yuliana	√	√	√	√
3	Devina Mustika Anzari	√		√	√
4	Diah Nurmala Vitaloka		√	√	√
5	Diemas Adjie Nugroho	√	√		√
6	Dwi Lestari	√		√	
7	Jihan Lestari		√		√
8	Kurnia Hardianti	√		√	√
9	Kurniatul Chasanah		√		√
10	Nur Susanah	√	√	√	
11	Sichila Noermadi Zeareta		√	√	√
12	Siti Rohaeni		√		

13	Aqhella Ayu Desfita	√		√	√
14	Arni Sisanti		√		
15	Dilla Viona Mahnara. S		√		√
16	Idha Patti Jaya Ningrat	√	√	√	√
17	Januba Roudloh Salsabila	√		√	√
18	Melisa Azmira		√	√	√
19	Mita Sari	√		√	
20	Nurul Isnaini	√	√	√	√
Total		12	14	13	15
Percentage		60%	70%	65%	75%

Note : Tick (√) for each positive activity

From the data above, it showed that 12 students (60%) The students` pay attention of mentor explanation, 14 students (70%) practice in front of the class, 13 students (65%) were active in class, and the last there were 15 students (75%) did respond to the topic enthusiastically.

4) Reflecting

Based on the result of cycle I, it can be said that most of students got difficulty in speaking skill exactly when doing dialogues in mentoring class program, because the students less understand dialogues in English, even though the mentor has guided the students to do the practice in front of the class. The result of cycle I, the activities of students has improvement from the first meeting until second meeting. The Score of the students has improved from the average in the pre-test 66 and the average of Post-Test I 71,5. Although from the pre-test to Post-Test I has the improvement but it

was not fulfilling the Minimum Mastery Criteria (MMC) at least 70% students must get ≥ 75 score. Furthermore, in the post test of cycle I showed that only 11 students (55%) who got score ≥ 75 , and it can be said that it is not fulfill the 70% students who passed the (MMC).

Table 8
The Result Score of Students' Pre-Test and Post-Test 1

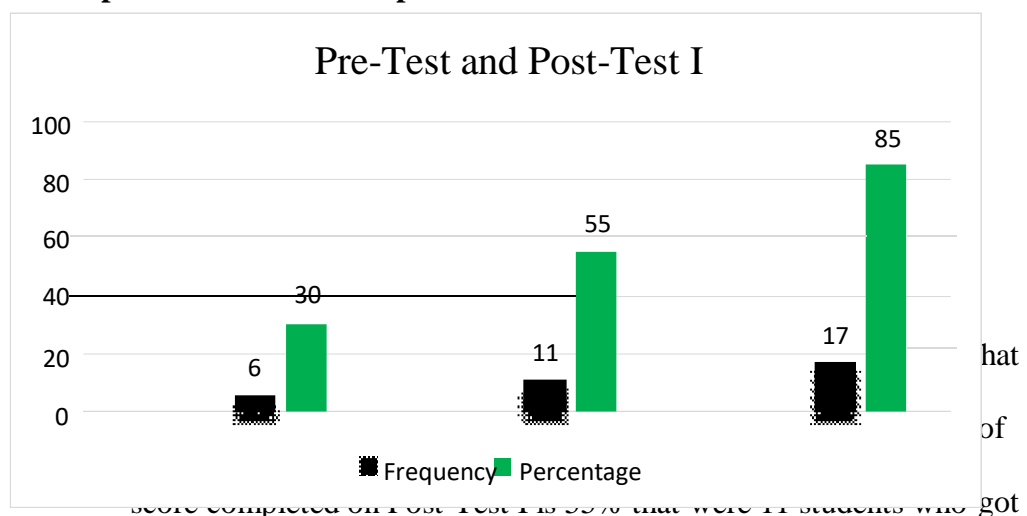
No	Name	Students' Result			
		Pre-Test	Post –Test 1	Improvement	Category
1	AJS	70	75	5	Improved
2	CY	60	70	10	Improved
3	DMA	75	80	5	Improved
4	DNV	60	75	15	Improved
5	DAN	60	60	0	Constant
6	DL	65	70	5	Improved
7	JL	65	70	5	Improved
8	KH	60	60	0	Constant
9	KC	55	80	25	Improved
10	NS	75	75	0	Constant
11	SNZ	60	60	0	Constant
12	SR	60	60	0	Constant
13	AAD	60	75	15	Improved
14	AS	80	80	0	Constant
15	DVMS	80	80	0	Constant
16	IPJN	80	80	0	Constant
17	JRS	50	60	10	Improved
18	MA	70	80	10	Improved
19	MS	60	60	0	Constant
20	NI	75	80	5	Improved
Total		1320	1430		
Average		66	71,5		

Source: The result of Pre-Test and Post-Test I

Table 9
The Comparison Score of Completed Students' on Pre-Test and Post-Test 1

No.	Result	Category	Frequency	Percentage
1	Pre-Test	Completed	6	30%
2	Post-Test	Completed	11	55%
Total			17	85%

Figure4
The Comparison Score of Completed Students' on Pre-Test and Post-Test 1



the category completed. It means that, the target based on 70% students got 75 according to Minimum Mastery Criteria (MMC) have not been achieved yet. So would be conduct to cycle II.

c. Cycle II

In this Cycle II also divided into four activities such as: planning, action, observation, reflection, the step would be explained bellows:

1) Planning

According to the reflection that was conducted in the cycle I, the researcher made the planning of the action as follows:

- a) Preparing the material about speaking exactly in making simple story telling.
- b) Preparing the lesson plan.
- c) Preparing the items that would be examined as the post-test in the end of cycle II.
- d) Preparing the speaking with any topics that would be used in the teaching and learning process.
- e) Preparing the observation sheet of the students' activity.

2) Acting

The cycle II action consists of two meetings, one for the action and one for the post-test. The following is an explanation of each meeting:

a) The First Meeting

The first meeting was conducted on October 28th, 2021, the researcher also being the mentor in this section. The step is described below:

- (1) The mentor started by praying and greeting.
- (2) The mentor checking the students' attendance list

- (3) The mentor gave the information about the subject that would be studied.
- (4) The mentor gave the topic about speaking skill exactly in making simple story telling.
- (5) The mentor asked students about the material that was given by mentor and students perform it.
- (6) The mentor and students made a conclusion about the material and closing the class.

b) The Second Meeting

The second meeting was conducted on October 30th, 2021.

The action that was conducted as follow:

- (1) The mentor started by praying and greeting.
- (2) The mentor checking the students' attendance list.
- (3) The mentor gave the information about the subject that would be studied.
- (4) The mentor reviewed the material about speaking skill exactly in making simple story telling in the mentoring class program.
- (5) The mentor gave the topic to make students speak up.
- (6) The students were asked to practice in front of their friends.
- (7) The mentor and students made conclusion about the material and closing the class.

Table 10
The Students Post-Test II Score of Speaking Skill

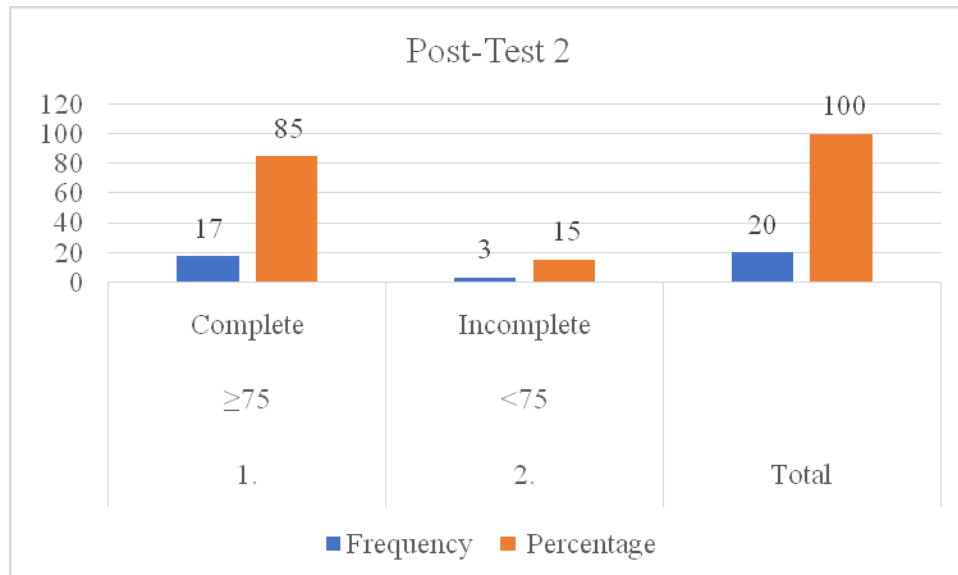
No	Name	NPM	Pre-Test Score	Category
1	AJS	1901050002	80	Complete
2	CY	1901050008	70	Incomplete
3	DMA	1901050009	85	Complete
4	DNV	1901050011	75	Complete
5	DAN	1901050012	75	Complete
6	DL	1901050014	75	Complete
7	JL	1901050020	80	Complete
8	KH	1901050021	75	Complete
9	KC	1901050022	80	Complete
10	NS	1901050028	75	Complete
11	SNZ	1901050035	70	Incomplete
12	SR	1901050036	70	Incomplete
13	AAD	1901051007	75	Complete
14	AS	1901051010	80	Complete
15	DVMS	1901051020	90	Complete
16	IPJN	1901051031	80	Complete
17	JRS	1901051034	75	Complete
18	MA	1901051042	85	Complete
19	MS	1901051044	75	Complete
20	NI	1901051051	80	Complete
Total Score ($\sum x$)			1550	
Average \bar{x}			77,5	
The highest score			90	
The lowest score			70	
The students who passed KKM			17	
The students who failed KKM			3	

Table 11
The Frequency of Students' Score in Post-Test II

No	Grade	Category	Frequency	Percentage
1.	≥ 75	Complete	17	85%
2.	< 75	Incomplete	3	15%
Total			20	100%

Source: The result of Post-Test II, taken on October 30th, 2021.

Figure5
The Result of Students Score on Post-Test 2



Based on the table above, it could be seen that the students' average score in post-test 2 was 77,5. The highest score was 90 and the lowest score was 70. According to minimum mastery criteria (MMC) 85% students got ≥ 75 or passed the test. Most of the students could improve their speaking skill. It means that cycle II was successful.

3) Observing

In this step, the researcher presented the material about speaking skill exactly in making simple story telling on mentoring class program at TBI IAIN Metro. The mentor gave the material and made the students enthusiasm. The material was given by funny situation so made the students interested with the material. There were

also four indicators used to know the students' activities in learning process.

Table 12
The Observation Sheet of Students' Activities in Cycle II

No.	Students' Name	The Aspect that observed			
		The students` pay attention of mentor explanation	Practice in front of the class	The students` were active in class	Respond to the topic enthusiastically
1	Alifa Jay Saputri		√	√	√
2	Chantika Yuliana	√	√		√
3	Devina Mustika Anzari	√		√	√
4	Diah Nurmala Vitaloka	√	√	√	√
5	Diemas Adjie Nugroho	√	√	√	√
6	Dwi Lestari	√		√	√
7	Jihan Lestari	√	√		√
8	Kurnia Hardianti	√	√	√	√
9	Kurniatul Chasanah		√		√
10	Nur Susanah	√	√	√	
11	Sichila Noermadi Zeareta	√	√	√	√
12	Siti Rohaeni	√	√		
13	Aqhella Ayu Desfita	√	√	√	√
14	Arni Sisanti	√	√	√	√
15	Dilla Viona Mahnara. S	√	√		√
16	Idha Patti Jaya Ningrat	√	√	√	√
17	Januba Roudloh Salsabila	√		√	√
18	Melisa Azmira	√	√	√	√
19	Mita Sari	√		√	
20	Nurul Isnaini	√	√	√	√
Total		18	16	15	17
Percentage		90%	80%	75%	85%

Note : Tick (√) for each positive activity

From the data above, it can be said that cycle II was improved, it showed that 18 students (90%) pay attention of mentor explanation, 16 students (80%) Practice in front of the class, 15 students (75%) were active in class, and the last there were 17 students (85%) did respond to the topic enthusiastically. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $>70\%$.

Based on the result in cycle II, it can be inferred that the learning process has done well. It means that their speaking skill had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

4) Reflecting

Based on the observation of learning process in cycle II, it can be inferred that the result of cycle II is success. The researcher felt satisfied about the result of the research. It looked that $>70\%$ students were active in the class. Beside it, 17 students passed the exam. It means that speaking skill on the students had improved.

Table 13
The Result Score of Students Post-Test I and Post-test II

No.	Name	Students' Result			
		Post-Test I	Post –Test II	Improvement	Category
1	AJS	75	80	5	Improved
2	CY	70	70	0	Constant
3	DMA	80	85	5	Improved

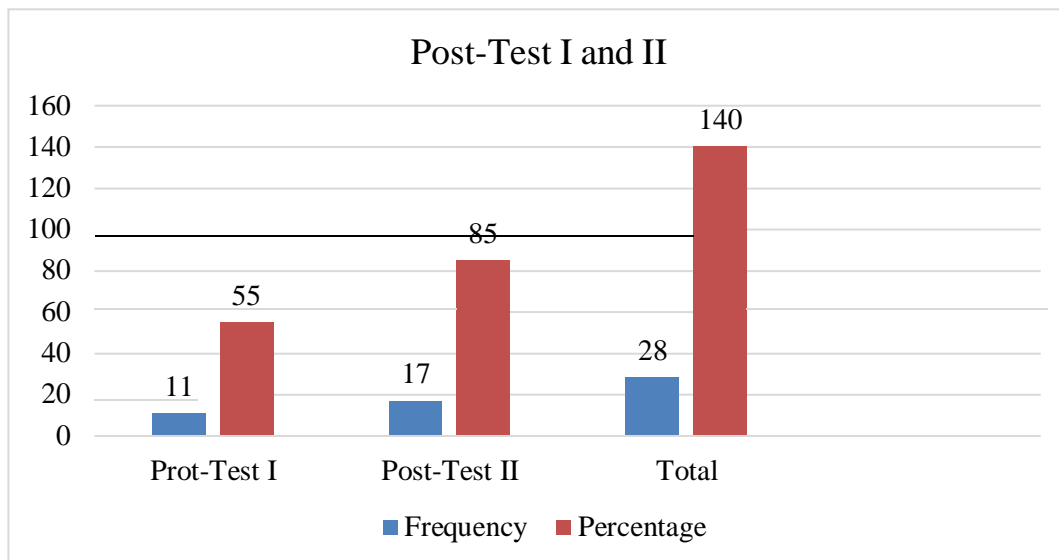
4	DNV	75	75	0	Constant
5	DAN	60	75	15	Improved
6	DL	70	75	5	Improved
7	JL	70	80	10	Improved
8	KH	60	75	15	Improved
9	KC	80	80	0	Constant
10	NS	75	75	0	Constant
11	SNZ	60	70	10	Improved
12	SR	60	70	10	Improved
13	AAD	75	75	0	Constant
14	AS	80	80	0	Constant
15	DVMS	80	90	10	Improved
16	IPJN	80	80	0	Constant
17	JRS	60	75	15	Improved
18	MA	80	85	5	Improved
19	MS	60	75	15	Improved
20	NI	80	80	0	Constant
Total		1430	1550		
Average		71,5	77,5		

Source: The result of Post-Test I and Post-Test II

Table 14
The Comparison Score of Completed Students' on Post-Test I and II

No.	Result	Category	Frequency	Percentage
1	Pre-Test I	Completed	11	55%
2	Post-Test II	Completed	17	85%
Total			28	140%

Figure6
The Comparison Score of Completed Students' on Post-Test I and II



From the data above, it can be said that cycle II was improved, the result of score completed on Post-Test I is 55%, that were 11 students who got the category completed. In the result of score completed on Post-Test 2 is 85% that were 17 of 20 students who got the category completed. Based on the result above, the researcher indicated that learning process in cycle II was successful because >70% students got 75 score of minimum mastery criteria (MMC).

B. Interpretation

During research process, the researcher observed that the students were interested in teaching and learning speaking skill. They were enthusiastic the learning process. The researcher assumes that Improving Speaking Skill through Mentoring Class Program at English Department IAIN Metro was successful.

Because the students could practice how to speak, how to interact, and how to understand speaking skill more easily and effectively. So, it has proved that mentoring class program can be interesting strategy in improving speaking skill. Especially for the students at the A 19 Class in fifth semester of TBI IAIN Metro.

1. The Interpretation of the Result of Students' Score in Cycle I and Cycle

II

The students score in mentoring class program to improve the students speaking skill could be seen on the table below:

Table 15
The Students' Score at Pre-Test, Post-Test I and Post-Test II

No.	Name	Students' Score			Explanation
		Pre-Test	Post-Test I	Post –Test II	
1	AJS	70	75	80	Improved
2	CY	60	70	70	Improved
3	DMA	75	80	85	Improved
4	DNV	60	75	75	Improved
5	DAN	60	60	75	Improved
6	DL	65	70	75	Improved
7	JL	65	70	80	Improved
8	KH	60	60	75	Improved
9	KC	55	80	80	Improved
10	NS	75	75	75	Improved
11	SNZ	60	60	70	Improved
12	SR	60	60	70	Improved
13	AAD	60	75	75	Improved
14	AS	80	80	80	Improved
15	DVMS	80	80	90	Improved
16	IPJN	80	80	80	Improved
17	JRS	50	60	75	Improved
18	MA	70	80	85	Improved

19	MS	60	60	75	Improved
20	NI	75	80	80	Improved
Total		1320	1430	1550	
Average		66	71,5	77,5	

Figure7
The Comparison of the Average Students' Score
At Pre-Test, Post-Test I and Post-Test II

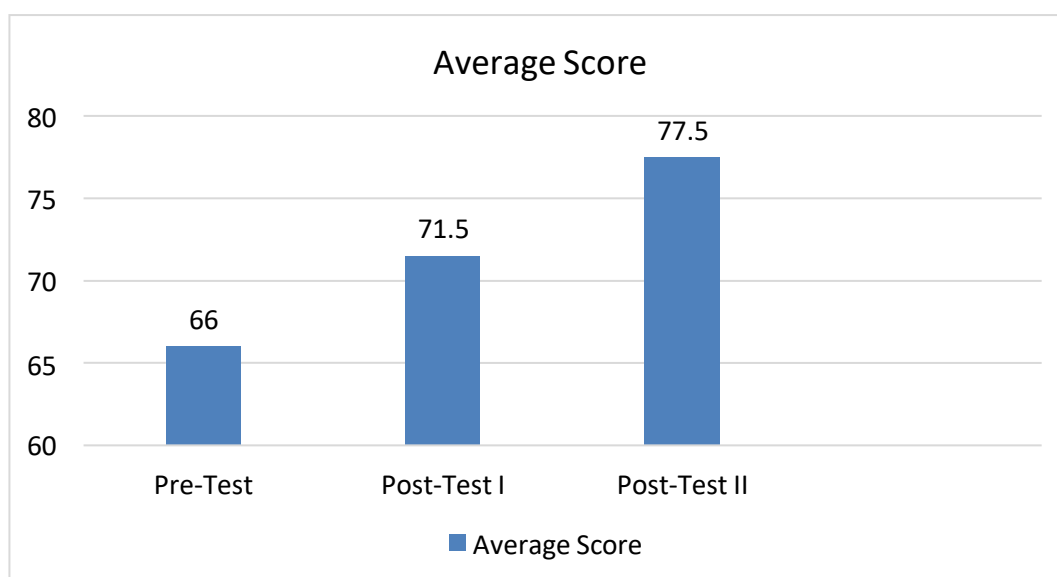
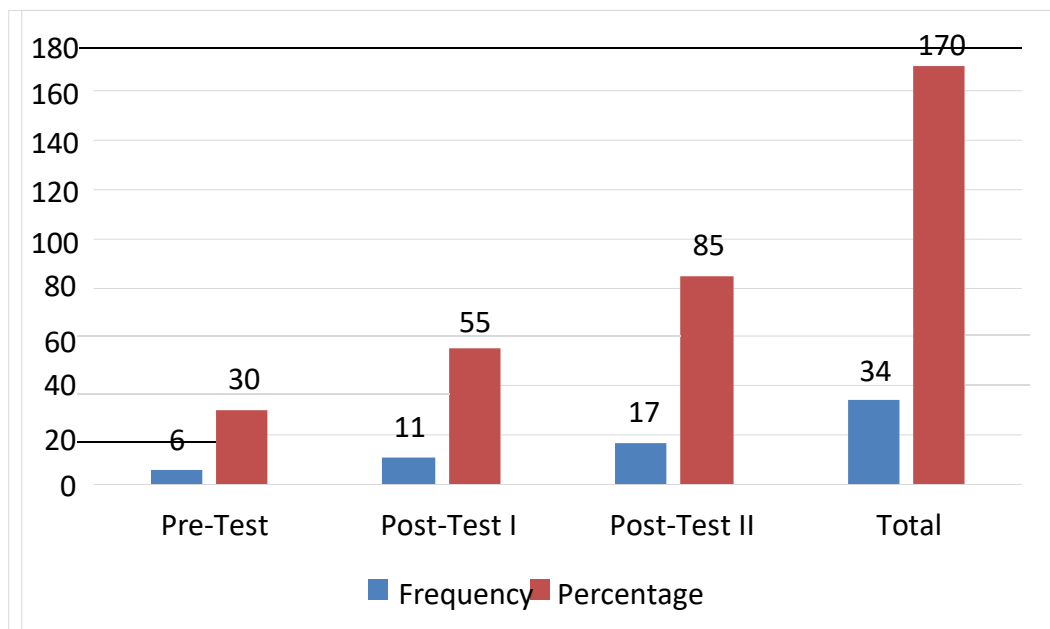


Table 16
The Comparison of Completed of Students' Score
On Pre-Test, Post-Test 1 and Post-Test 2

No.	Result	Category	Frequency	Percentage
1	Pre-Test	Completed	6	30%
2	Post-Test I	Completed	11	55%
3	Post-Test II	Completed	17	85%
Total			34	170%

Based on the table above, it can be described in the figure 6 as follow:

Figure 8
The Comparison of the Completed Students' Score
At Pre-Test, Post-Test I and Post-Test II



Based on the table and the figure above, in the cycle 1 from the pre-test to the post-test 1 have progress average score from 66 to 71,5. There is increasing about 5.5 point. Then from the cycle II the Post-Test I to the Post-Test II have progress average score from 71,5 to 77,5 there is improving score about 6 point.

2. The Interpretation of the Result Students' Learning Activities in Cycle I and Cycle II

In this session, the researcher would be explained the interpretation of the result of the research. The researcher would like to explain the result score by comparing the data, as follow:

Table 17
The Result of Students' Speaking Skill Activity of Cycle I and Cycle II

No .	Students' Activity	Cycle I		Cycle II		Improving
		F	%	F	%	
1	The students` pay attention of mentor explanation	12	60%	18	90%	30%
2	Practice in front of the class	14	70%	16	80%	10%
3	The students` were active in class	13	65%	15	75%	10%
4	Respond to the topic enthusiastically	15	75%	17	85%	10%
Average		13,5%	67,5%	16,5%	82,5%	15%

Based on data above, it could be said that students' activities have got improvement from cycle I to cycle II. The first there were 12 students (60%) pay attention of mentor explanation in cycle I became 18 students (90%) in cycle II. The second, there were 14 students (70%) who practice in front of the class in cycle I, became 16 students (80%) in cycle II. The third, there were 13 students (65%) in cycle I who active in class, became 15 students (75%) in cycle II. And the last there were 15 students (75%) who respond to the topic enthusiastically in cycle I, became 17 students (85%) in cycle II. So, it could be concluded that there were improvement from the students' activities in cycle I to cycle II.

3. Action and Learning Result in Cycle I

According to the result of data above, the treatment on cycle I have been done, it shown on the result of Post-Test I. Moreover, it could be seen

from the students' percentage who has completed in Pre-Test 30% became 55% in Post-Test I.

Based on the result of Pre-Test and Post-Test I in cycle I, it could be known that there was an improving. In the cycle I, the researcher found some difficulties that happen in the mentoring class program such as the students got difficulty in the process of teaching learning. It happened because they were not focus to join the class and another case is the students hard to understand the material.

4. Action and Learning result in cycle II

The data from the cycle I made the researcher must continue the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was improved. The result of pre-test and post-test 1 is good enough, but the students score could not achieve the target of MMC that is ≥ 75 . After the teacher gave the Post-Test in cycle II, most of students improved. The students score could achieve the target of minimum mastery criteria (MMC). It can be seen that the percentage score pre-test is 30%, post-test 1 in cycle I is 55%, and the percentage of Post-Test II in cycle II is 85% of the students that got ≥ 75 score of MMC. It means that through Mentoring Class Program at TBI IAIN Metro could improve the students' speaking skill.

From the result of the Pre-Test, Post-Test I, and Post-Test II. It could be concluded that Mentoring Class Program has positive affect toward the teaching learning process, especially in speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of Mentoring Class Program at English Department IAIN Metro to Improve Students Speaking Skill as strategy in two cycle of the classroom action research, the researcher would like to give conclusion as follows:

Mentoring Class Program at English Department IAIN Metro can improve the Students' Speaking Skill in the A 19 Class on fifth semester at IAIN Metro. Mentoring Class Program could be effective and improved the students' speaking skill. It could made students easier and enjoyable to understand the material. The result of Post-Test is higher score than Pre-Test. The average score of Pre-Test is 66. Then the average score of Post-Test I is 71,5, and the average score of Post-Test II is 77,5.

The result of cycle II already reached the indicator of success that was students fulfill the Minimum Mastery Criteria (MMC). Therefore, the research could be stopped in cycle II.

B. Suggestion

The researcher would like to give suggestions constructively, based on the result of the research above, as follows:

1. For the Lecturers

- a. Mentoring class program could be an effective strategy to improve students' speaking skill.
- b. The funny situation and activity in the classroom would be a valuable asset from the students in teaching and learning process. It means that it can simulate students' interest during teaching and learning process, particularly in teaching and learning speaking skill.

2. For Students

- a. The students should interest to speaking English with their friends in the class and should learn speaking activity. So, it could be improved the students' speaking skill.
- b. The students should confident and always memories the vocabularies to improve their speaking skill in the class.

3. For the Head of English Education Department

The head of English Education Department should take positive side of this strategy as an addition strategy to improve the Students' Speaking Skill in TBI IAIN Metro.

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APPENDICES

Lesson Plan Cycle I

Place	: IAIN Metro
Subject	: English (Speaking)
Class / Semester	: Students` (TBI)/5
Time Allotment	: 45 minutes
Material	: Making a simple dialog.

Standard Competence : To express the information in the simple written short Functional text accurately, fluently, and acceptable to interact with surrounding or in the context of academic.

Basic Competence : Show polite and caring behavior in carrying out interpersonal communication with mentors and friends and show confident behavior in carrying out communication with mentors and friends.

Indicators : Identify linguistic elements of oral interpersonal interaction texts that involve greeting, saying goodbye, saying in the context of thank you, according to their use.

A. Learning Aims:

By the end of this lesson, the students can:

- Making a simple dialog and performing in front of the class or answering the mentor's questions.
- Express ideas in English.

B. Teaching Method: Write –Practice in front of the class.

C. Procedure:

1. Building Knowledge of the Field (BKOF).

- Mentor opens the lesson by greeting the students.
- Mentor introduces herself.
- Mentor checks the students' attendance list.

2. Modeling of Text (MOT).

- Mentor explains about the assignment.

- Mentor asks students to make a simple dialog text.
 - Mentor asks students to read a simple dialog in front of the class.
3. Join Construction of Text (JCOT).
- Student makes a group consisting of two persons to the discussion of assignments.
 - Mentor distributes paper that will be filled in by students.
 - Every group gets paper.
 - Students discuss with their friends to write an assignment.
 - Students perform in front of the class and read a simple dialog.
4. Independent Construction of the Text (ICOT).
- Mentors review the assignment.
 - Mentors allow students to ask about their difficulties.

D. Source: IBI Book.

1. Media :

- Paper

2. Assessment : Form : Speaking test Technique
: Students are assigned to introduce her/his self.

Aspect to be assessed : Accuracy

Scoring guidance : Test item 5.

Maximal score 5 Total score 5

Mentor,

The Head of Department

Sella Ratnellia

Andianto, M.Pd

Lesson Plan Cycle II

Place	: IAIN Metro
Subject	: English (Speaking)
Class / Semester	: Students` (TBI)/5
Time Allotment	: 45 minutes
Material	: Making simple story telling.

Standard Competence : To express the information in the simple written short functional text accurately, fluently and acceptable to interact with surrounding or in the context of academic.

Basic Competence : Show polite and caring behavior in carrying out interpersonal communication with mentors and friends and show confident behavior in carrying out communication with mentors and friends.

Indicators : Identify linguistic elements of oral interpersonal interaction texts that involve greeting, saying goodbye, saying in the context of thank you, according to their use.

A. Learning Aims :By the end of this lesson, the students can:

- Find out a simple story.
- Express ideas in English.

B. Teaching Method :Write –Practice

C. Procedure :

1. Building Knowledge of the Field (BKOF).
 - Mentor opens the lesson by greeting the students.
 - Mento introduces herself.
 - Mentor checks the students' attendance list.
2. Modeling of Text (MOT).
 - Mentor explains about a simple story assignment.
 - Mentor asks students to find out a simple story text.
 - Mentor asks students to read a simple story text.

3. Join Construction of Text (JCOT).

- Student makes a group consisting of five persons to the discussion of assignments.
- Mentor distributes papers that will be filled in by students.
- Every group gets paper.
- Students discuss with their friends to write an assignment.
- One member of the group takes turns to come forward.

4. Independent Construction of the Text (ICOT).

- Mentor reviews the assignment.
- Mentor allows students to ask about their difficulties.

D. Source: IBI Book.

1. Media :

- Paper

2. Assessment : Form : Speaking testTechnique
: Students are assigned to introduce her/his self.

Aspect to be assessed :Accuracy

Scoring guidance : Test item 5.

Maximal score 5 Total score 5

Mentor,

The Head of Department

Sella Ratnellia

Andianto, M.Pd

**RESEARCH SCHEDULE OF A CLASSROOM ACTION
RESEARCH
IN THE ACADEMIC YEAR OF 2021/2022**

Mentor : Sella Ratnellia

Class : Students Semesters 5.

No	Activities	Date
1.	Preliminary visit (meet the administration officer) to ask whether the A 19 class of TBI IAIN Metro possibly become the setting of research or not by describing the researcher's intention.	February 03 th , 2022
2.	Meet the Head of English Education Department (TBI) to ask permission to do research by giving the permission letter and meet the Speaking lecturer to make a research framework.	February 03 th , 2022
3.	Doing Cycle I	February 04 th , 2022
4.	Doing Cycle II	February 11 th , 2022

STUDENTS ATTENDANCE LIST MENTORING CLASS**PROGRAM AT IAIN METRO**

NO	NAME	NPM
1.	Alifa Jay Saputri	1901050002
2.	Chantika Yuliana	1901050008
3.	Devina Mustika Anzari	1901050009
4.	Diah Nurmala Vitaloka	1901050011
5.	Diemas Adjie Nugroho	1901050012
6.	Dwi Lestari	1901050014
7.	Jihan Lestari	1901050020
8.	Kurnia Hardianti	1901050021
9.	Kurniatul Chasanah	1901050022
10.	Nur Susanah	1901050028
11.	Sichila Noermadi Zeareta	1901050035
12.	Siti Rohaeni	1901050036
13.	Aqhella Ayu Desfita	1901051007
14.	Arni Sisanti	1901051010
15.	Dilla Viona Mahnara. S	1901051020
16.	Idha Patti Jaya Ningrat	1901051031
17.	Januba Roudloh Salsabila	1901051034
18.	Melisa Azmira	1901051042
19.	Mita Sari	1901051044
20.	Nurul Isnaini	1901051051

PRE- TEST

Name :

Class :

Direction : **Make a simple dialog and perform in front of the class or answer teacher questions.**

Example :

Topic : **New co-worker at the office**

A: Hi. Sam.

B: Michael. Good to meet you!

A : Did you just arrive here?

B : Yeah, we arrived last week.

A : How do you like it?

B : It's exciting! It's much busier than the last city we lived in. I was working in Seattle for the last 3 years.

A : It is very busy. I moved here from Tokyo 5 years ago and I still have trouble sometimes. Did you move here with your wife?

B : Actually, I'm not married. I am now focussing on my career.

A : Oh. I see.

B : What about you?

A : Yes, I am married and I have two children.

B : How old are they?

A : 6 and 8 years old

B : Oh, great. That age is a lot of fun.

A : But it is exhausting.

B : I understand that my brother has kids the same age. Every time we visit, he falls asleep on the sofa.

A : Must be nice. We don't have time to sleep, we have to drink a lot of coffee.

POST-TEST 1

Subject : English (Speaking)

Class :

Instruction:

1. Make a group consisting of four students

2. Perform with your group in front of the class

TELAGA WARNA

Once upon a time, there was a kingdom in West Java. The kingdom was ruled by a king. People called their king His Majesty Prabu. Prabu was a kind and wise king. No wonder that country was prosperous. There's no hunger in this kingdom. It was a very happy condition. But it was a pity that Prabu and his queen hadn't got any children. It made the royal couple very sad. Some old man who was respected by Prabu suggested the king adopt a child. But Prabu and the Queen didn't agree.

Old man : "Prabu, I suggest you to adopt a child. Because you don't have any children to take your place to lead this kingdom when you are old."

King : "I don't agree with your suggestion!"

Old man : "Why don't agree Prabu? Everyone in this kingdom only wants your son to lead when you don't lead this kingdom, Prabu.."

King : "Because our biological daughter or son will be better than adopted children. Do you think my wife will agree?"

Queen : "Yes, I think so. Our biological daughter or son will be better than adopted children."

The queen was very sad. He often cries. That's why Prabu decided to go. He went to the forest. Then, he prayed to God. Every day she prays to have children.

King : “Ohh my God. Please, give me and my wife a child. I will promise to you if you give me a child I will love them.”

His dream comes true. A few months later, the queen got pregnant. All people in the kingdom felt happy. They sent many presents to the palace to express their happiness.

People in the kingdom : “I bring this presents to you my Majesty. This is the expression from me. I feel happy if Queen gets pregnant.”

King : “Thank’s a lot.”

Nine months later a princess was born. People sent their presents again as a gift to a little princess. This baby grew as a beautiful teenager at that time.

People in the kingdom : “Ohh. How beautiful you are.”

Queen : “Thank you. She is the daughter who I waited.”

People in the kingdom : “My Queen, I bring a gift for your beautiful baby.”

King : “Thank you very much.”

Prabu and Queen love their daughter so much. They gave her whatever she wanted. It made Princess a very spoiled girl. When her wish can't be fulfilled, and even though the princess behaves badly, her parents and the people of the kingdom love her so much.

Day by day, the princess grew more beautiful. There were no girls who can compare with her. In a few days, Princess would be 17 years old. So, the people in the kingdom bought many gifts for her. Their presents gift were very beautiful. Prabu collected the presents. There many presents. Then Prabu stored them in the building. Sometimes he could take them to give to his people.

People in the kingdom : “My majesty Prabu, I bring this present for your beautiful daughter. I’m sorry I just can give a present like this to your daughter. Please accept my present.”

King : “I will accept your present. Thank you for this present.”

Prabu only took some gold and jewels. Then he brought them to the gold smith.

King : “Please make a beautiful necklace for my daughter.”

Goldsmith : “My pleasure, My Majesty.”

The goldsmith worked with all his heart and his ability. He wanted to create the most beautiful necklace in the word because he loved the princess.

Goldsmith : “This is the beautiful necklace. I made it with my heart and my ability. I hope that you will happy with this necklace.”

King : “Ohh... how beautiful this necklace.”

The birthday has came. People gathered in the palace field. When Prabu and Queen appeared, people welcomed them happily. Prabu and his wife waved to their beloved people.

Cheers were louder and louder when the princess appeared with her fabulous pretty face. Everybody admired her beauty. Prabu got up from his chair. A man gave him a small and glamorous pillow. A wonder full necklace was on it. Prabu took that necklace.

King : “My beloved daughter, today I give this necklace to you. This necklace is gift from people in this country. They love you so much. They presented it for you to express their happiness, because you have growing to a women. Please wear this necklace.”

Princess accepted the necklace. She looked at the necklace in a glance.

Princess : “I don’t want to accept it! It’s ugly!”

Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor.

Everybody couldn’t say anything. They never thought that their beloved princess would do that cruel thing. Nobody can speak. In their silence, people heard the queen crying. Then, everybody was crying.

Furthermore, there was a miracle. Earth was crying. Suddenly, from the underground, a spring emerged. It made a pool of water. The place was getting full. Soon place became a big lake. The lake sank all of the kingdoms.

Nowadays the water on that lake is not as full as before. There is only a small lake now. People called the lake “Talaga Warna”. It means “Lake of Colour”. It’s located in Puncak, West Java. On a bright day, the lake is full of color.

So beautiful and amazing. These colors come from shadows of forests, plants, flowers, and the sky around the lake. But some people said that the colors are from the princess’s necklace, which spreads at the bottom of the lake.

POST-TEST 2

Subject : English (Speaking)

Class :

Instruction:

1. Make a group consists of four students

2. Perform with your group in front of the class

Malin Kundang

Once upon a time, there lived an old woman with her son, named Malin. They lived suffered and hanged with the forest yield.

Mom : “Malin, come here son, help me to carry this firwoods.”

Malin : “Yes mom, wait a minute.” (Malin helped his mother)

Malin : “Mom how long will this last? I want some change.”

Mom : “I don’t know Malin, we must be patient and don’t stop praying to God.”

Malin : “Mom, I have an idea, would you let me go away to change my fortune?

Thrust me, I will be a rich man.”

Malin and his mother come back to the home, but his mother just kept silent about his idea.

ARRIVED AT HOME

Malin : “Mom, how about my idea?”

Mom : “I think it’s not good idea my son, because if you go, who will watch me here, don’t you love me, Malin.”

Malin : “But mom, if I don’t change my fortune when will it last? I Promise mom, if I would be a rich man, I will come back. Just relax mom, I will talk to Dayat. So, Dayat will watch you until I come back to home.

”Malin’s mother couldn’t forbid what Malin want. So, she Agreed with Malin’s idea.

Mom : “Alright, it that you go away, Malin! But don’t forget me. And remember your promise”

One day, the captain called Malin, because he would promoteMalin to become as the captain in that ship. A few years later, Malin has become a rich man.

Malin : “Haha, now, I am a rich man. I can buy everything with my money. Now I must marry with Ningrum.

Malin’s mom miss her son very much. Mom tired for waitingMalin came back. Dayat always gives support for Malin’s mom that Malin will came back and be a rich man.

Dayat : “Don’t be sad, Mom.”

Mom : “I am tired, Dayat. I am tired for waiting Malin come back. We never get a news about Malin.”

Dayat : “I trust mom, Malin will come back and be a rich man.

Mom : “Are you sure Dayat?”

Dayat : “Yes, mom. Don’t be sad again mom.

After Malin has become a rich man, Malin married with the captain daughter, Ningrum. They are very happy. They are a romantic couple.

Malin : Hello, my honey, what are you thinking?

Ningrum : My husband, shall we go on trip to island for honeymoon?

Malin : That’s good idea my wife, how about DuaAngsa Island?

Ningrum : Okay my husband, I agree with you!

Malin : Okay! if you agree, we will start tomorrow.Tomorrow.

Malin and his wife sailed to DuaAngsa Island. On their way, Malin's ship stop in an island to top up their supplies. Fortunately, that Island was Malin's village. When arrived, Malin go out from his ship. Dayat saw Malin in the harbor.

Dayat : " Malin, Is that Malin? Yeah, that's Malin. I must tell this to his mother."

Dayat went to house and to tellMalin's Mom. Dayat is very happy thatMalin came back. If the Mom knows about this news, she will be happy.

Dayat : "Mom...Mom..."

Mom : "I'm here Dayat."

Dayat : "Mom, Malin come back. He has become a rich man now!"

Mom : "Are you sure, that people you look is Malin?"

Dayat : "Yes, I'm sure mom, impossible I can't forget his face. I still remember his Face."

Mom : "If you are right, please accompany me to go there." And Dayat accompanied Malin's mother to her son. When they arrive at there, Malin's mother meet his son.

Mom : "Malin... Malin my son! Malin "

Ningrum : "Who is that old woman, my husband?" (Malin can't answered Ningrum's question)

Ningrum : "Who is she, my husband?"

Mom : Malin, who is her? Is she your wife? She is very beautiful, come here.. ! Ningrum: "argh, don't touch me!"

Malin : "Don't touch her! You are dirty, her skin can be dirty too!"

Ningrum : "Who is that old woman? Is she your mother? She is very dirty."

Malin : "I don't know, my wife ..!"

Mom : "My son. Do you remember about your promise? I'm your mother!"

Malin : "Who are you, poor old woman? I don't know you. My mother isn't dirty like you. !!

Mom : “Malin... I'm your mother. I have cared for and raised you. Malin... Malin...!”

Ningrum : “Hei you, go away now.”

Mom : “Malin... Malin...!”

Malin : “Go away... Go away now!”

Dayat : “MALIN! Do you forget your mother? Do you forget me, your best friend? This is your mother, Malin.”

Malin : “I don't know who you are and the old woman. I don't have best friend like you.”

Dayat : “You're evil. You disobedience to your mother.”

Mom : “Can you remember me, my son? I am your mother.”

Dayat : “Malin you have to remember your mother, please. She is always waiting for you to come back. And she always remember about your promise, Malin.” (Malin push his mother, until his mother drops down)

Malin : Don't call me as your son, dirty old woman...! come on, my wife. We must go from this place.”

Ningrum : “Yes, my husband.” (After pushing his mother away, Malin came back to his ship)

Mom : Malin... Malin... Don't leave your mother Malin...! Oh My God, how could you say like that Malin? I can't take it anymore. I curse you... Turn into a stone...!!

SCORING RUBRIC OF SPEAKING

Brown's Oral scale frame for English Table;

Criteria	Rating score	Description
Pronunciation	5	Has few foreign accent signs
	4	Often understandable, even though one is aware of a specific accent.
	3	Problems with pronunciation require focused listening and often concentrated listening. Conduct the misunderstanding.
	2	Quite difficult to understand, it is always important to ask to repeat due to pronunciation.
	1	Problems with pronunciation are so extreme that speech is practically incomprehensible.
Grammar	5	Makes few (if any) apparent grammar or word order mistakes.
	4	Grammatical and/or word-order errors rarely occur, but they do not have an ambiguous meaning.
	3	Allows regular grammar mistakes and obscure sense of word-order.
	2	Errors in grammar and word-order make understanding hard. Phrases are most commonly rephrased and/or limited to basic patterns.

	1	Grammar and word order errors are so serious that speech is practically incomprehensible.
Vocabulary	5	Vocabulary and idioms are practically used by native speakers.
	4	Sometimes because of lexical deficiencies, incorrect words are used and/or concepts must be rephrased.
	3	Conversation is somewhat restricted because of insufficient vocabulary, often using the wrong words.
	2	Word misuse and quite little vocabulary make communication very difficult..
	1	Limitations to vocabulary are so serious that communication is nearly impossible.
Fluency	5	As articulate and simple to speak as that of native speakers.
	4	Language speed tends to be slightly influenced by language problems.
	3	speed and fluency are heavily influenced by language issues..
	2	Typically reluctant, always silenced by language restrictions.
	1	Speech is as stumbling and fragmentary as to make communication nearly impossible.
Comprehension	5	It seems to comprehend anything without difficulty.

	4	Understand almost all in normal speech, even though occasional repetition can be needed.
	3	Understand much of what is said in repetitions with slower-than-normal speech.
	2	It's really hard to follow what's being said. Only "social conversation" can be understood and spoken slowly with frequent repetitions.
	1	Cannot be assumed that understand even a simple English conversation.

**Table of The Students' Speaking Skill Score
in Pre-Test at Mentoring Class Program**

Date: October 22th, 2021

No	Name	Indicators					Total Score
		C	G	V	P	F	
1	Alifa Jay Saputri	4	3	2	3	2	70
2	Chantika Yuliana	2	3	2	3	2	60
3	Devina Mustika Anzari	4	3	2	2	4	75
4	Diah Nurmala Vitaloka	2	3	2	3	2	60
5	Diemas Adjie Nugroho	3	2	2	3	2	60
6	Dwi Lestari	3	2	2	3	3	65
7	Jihan Lestari	2	3	3	2	3	65
8	Kurnia Hardianti	2	2	3	3	2	60
9	Kurniatul Chasanah	2	3	2	2	2	55
10	Nur Susanah	3	4	4	2	2	75
11	Sichila Noermadi Zeareta	2	2	4	2	2	60
12	Siti Rohaeni	3	3	2	2	2	60
13	Aqhella Ayu Desfita	2	2	3	3	2	60
14	Arni Sisanti	4	3	3	3	3	80
15	Dilla Viona Mahnara. S	3	3	2	4	4	80
16	Idha Patti Jaya Ningrat	3	2	4	3	4	80
17	Januba Roudloh	2	2	2	2	2	50

	Salsabila						
18	Melisa Azmira	2	4	3	3	2	70
19	Mita Sari	3	3	2	2	2	60
20	Nurul Isnaini	3	3	4	3	2	75

Note: Total score X 5

1. Comprehension (1-5)
2. Grammar (1-5)
3. Vocabulary (1-5)
4. Pronunciation (1-5)
5. Fluency (1-5)

**Table of The Students' Speaking Skill Score
in Post-Test I at Mentoring Class Program**

Date: October 26th, 2021

No	Name	Indicators					Total Score
		C	G	V	P	F	
1	Alifa Jay Saputri	4	3	2	3	3	75
2	Chantika Yuliana	3	3	3	3	2	70
3	Devina Mustika Anzari	4	3	3	2	4	80
4	Diah Nurmala Vitaloka	3	3	2	3	4	75
5	Diemas Adjie Nugroho	2	3	2	3	2	60
6	Dwi Lestari	3	2	3	3	3	70
7	Jihan Lestari	3	3	3	2	3	70
8	Kurnia Hardianti	3	2	2	3	2	60
9	Kurniatul Chasanah	4	3	3	3	3	80
10	Nur Susanah	4	3	4	2	2	75
11	Sichila Noermadi Zeareta	3	2	3	2	2	60
12	Siti Rohaeni	3	3	2	2	2	60
13	Aqhella Ayu Desfita	3	3	3	3	3	75
14	Arni Sisanti	3	4	3	3	3	80
15	Dilla Viona Mahnara. S	3	3	2	4	4	80
16	Idha Patti Jaya Ningrat	3	2	4	3	4	80
17	Januba Roudloh Salsabila	3	2	3	2	2	60
18	Melisa Azmira	4	4	3	3	2	80
19	Mita Sari	3	3	2	2	2	60
20	Nurul Isnaini	3	3	4	3	3	80

Note: Total score X 5

1. Comprehension (1-5)
2. Grammar (1-5)
3. Vocabulary (1-5)
4. Pronunciation (1-5)
5. Fluency (1-5)

**Table of The Students' Speaking Skill Score
in Post-Test II at Mentoring Class Program**

Date: October 30th, 2021

No	Name	Indicators					Total Score
		C	G	V	P	F	
1	Alifa Jay Saputri	3	4	3	3	3	80
2	Chantika Yuliana	4	2	3	3	2	70
3	Devina Mustika Anzari	4	3	3	3	4	85
4	Diah Nurmala Vitaloka	4	2	2	3	4	75
5	Diemas Adjie Nugroho	3	3	4	3	2	75
6	Dwi Lestari	3	2	4	3	3	75
7	Jihan Lestari	4	3	3	3	3	80
8	Kurnia Hardianti	3	2	3	3	4	75
9	Kurniatul Chasanah	3	3	4	3	3	80
10	Nur Susanah	3	4	4	2	2	75
11	Sichila Noermadi Zeareta	3	3	3	2	3	70
12	Siti Rohaeni	3	3	2	3	3	70
13	Aqhella Ayu Desfita	4	2	3	3	3	75
14	Arni Sisanti	3	4	3	3	3	80
15	Dilla Viona Mahnara. S	3	3	3	5	4	90
16	Idha Patti Jaya Ningrat	3	3	3	3	4	80
17	Januba Roudloh Salsabila	3	4	3	2	3	75
18	Melisa Azmira	4	4	3	3	3	85
19	Mita Sari	3	3	3	3	3	75
20	Nurul Isnaini	3	3	4	3	3	80

Note: Total score X 5

1. Comprehension (1-5)
2. Grammar (1-5)
3. Vocabulary (1-5)
4. Pronunciation (1-5)
5. Fluency (1-5)

Observation Sheet of Students' Activities in Cycle I

No.	Students' Name	The Aspect that observed			
		The students' pay attention of mentor explanation	Practice in front of the class	The students' were active in class	Respond to the topic enthusiastically
1	Alifa Jay Saputri	√	√		√
2	Chantika Yuliana	√	√	√	√
3	Devina Mustika Anzari	√		√	√
4	Diah Nurmal Vitaloka		√	√	√
5	Diemas Adjie Nugroho	√	√		√
6	Dwi Lestari	√		√	
7	Jihan Lestari		√		√
8	Kurnia Hardianti	√		√	√
9	Kurniatul Chasanah		√		√
10	Nur Susanah	√	√	√	
11	Sichila Noermadi Zeareta		√	√	√
12	Siti Rohaeni		√		
13	Aqhella Ayu Desfita	√		√	√
14	Arni Sisanti		√		
15	Dilla Viona Mahnara. S		√		√
16	Idha Patti Jaya Ningrat	√	√	√	√
17	Januba Roudloh Salsabila	√		√	√
18	Melisa Azmira		√	√	√
19	Mita Sari	√		√	
20	Nurul Isnaini	√	√	√	√
Total		12	14	13	15
Percentage		60%	70%	65%	75%

Note: Tick (√) for each positive activity

Observation Sheet of Students' Activities in Cycle II

No.	Students' Name	The Aspect that observed			
		The students` pay attention of mentor explanation	Practice in front of the class	The students` were active in class	Respond to the topic enthusiastically
1	Alifa Jay Saputri		√	√	√
2	Chantika Yuliana	√	√		√
3	Devina Mustika Anzari	√		√	√
4	Diah Nurmala Vitaloka	√	√	√	√
5	Diemas Adjie Nugroho	√	√	√	√
6	Dwi Lestari	√		√	√
7	Jihan Lestari	√	√		√
8	Kurnia Hardianti	√	√	√	√
9	Kurniatul Chasanah		√		√
10	Nur Susanah	√	√	√	
11	Sichila Noermadi Zeareta	√	√	√	√
12	Siti Rohaeni	√	√		
13	Aqhella Ayu Desfita	√	√	√	√
14	Arni Sisanti	√	√	√	√
15	Dilla Viona Mahnara. S	√	√		√
16	Idha Patti Jaya Ningrat	√	√	√	√
17	Januba Roudloh Salsabila	√		√	√
18	Melisa Azmira	√	√	√	√
19	Mita Sari	√		√	
20	Nurul Isnaini	√	√	√	√
Total		18	16	15	17
Percentage		90%	80%	75%	85%

Note: Tick (√) for each positive activity

Documentation











**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faks (0725) 47296; Website: digilib.metrouniv.ac.id, pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-182/In.28/S/U.1/OT.01/01/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Sella Ratnelia
NPM : 1601070051
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070051

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 14 Maret 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2689/In.28.1/J/TL.00/10/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KETUA JURUSAN PBI FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

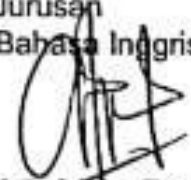
Nama : **SELLA RATNELLIA**
NPM : 1601070051
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **IMPROVING STUDENTS' SPEAKING SKILL BY ATTENDING A
MENTORING CLASS PROGRAM AT ENGLISH DEPARTMENT
IAIN METRO IN THE YEAR 2019/2020**

untuk melakukan *pra-survey* di FTIK IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Oktober 2020
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
NIP 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-3222/In.28.1/J/TL.00/08/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : SELLA RATNELLIA
NPM : 1601070051
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"IMPROVING STUDENTS SPEAKING SKILL BY ATTENDING A MENTORING CLASS PROGRAM AT ENGLISH DEPARTMENT IAIN METRO IN THE YEAR 2019/2020"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 03 Agustus 2021
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



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Nomor : B-0354/In.28/D.1/TL.00/02/2022
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KETUA PRODI TADRIS BAHASA
INGGRIS IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0355/In.28/D.1/TL.01/02/2022,
tanggal 07 Februari 2022 atas nama saudara:

Nama : SELLA RATNELLIA
NPM : 1601070051
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' SPEAKING SKILL BY ATTENDING A MENTORING CLASS PROGRAM AT ENGLISH DEPARTMENT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Februari 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-3222/In.28.1/J/TL.00/08/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : SELLA RATNELLIA
NPM : 1601070051
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"IMPROVING STUDENTS SPEAKING SKILL BY ATTENDING A MENTORING CLASS PROGRAM AT ENGLISH DEPARTMENT IAIN METRO IN THE YEAR 2019/2020"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 03 Agustus 2021
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



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Nomor : B-3925/In.28.1/J/TL.00/10/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
Andianto (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **SELLA RATNELLIA**
NPM : 1601070051
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING STUDENTS' SPEAKING SKILL BY ATTENDING A MENTORING CLASS PROGRAM AT ENGLISH DEPARTMENT IAIN METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Oktober 2021

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004


**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sella Ratnellia
NPM : 1601070051


Jurusan : TBI
Semester : X/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	7/21/6			Ace Laminas Ask to 3rd Advisor to get Anggustan.	

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II


Andianto, M.Pd.
NIP. 19871102 201503 1 004



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Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id


KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sella Ratnellia
NPM : 1601070051

Jurusan : TBI
Semester : X/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
	28/07/2021			Chapter 1-3 Mechanical aspects Layout The presentation of prior research I need to see the bibliography	
	02/08/2021			Chapter 1-3, and bibliography ACC You may continue to Proposal Seminar	

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I


Dr. Dedi Irwansyah, M. Hum.
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA
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Telp (0725) 41507, Faksimili (0725) 47296, Website www.metrouniv.ac.id E-mail iaimetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sella Ratnellia
NPM : 1601070051

Jurusan : TBI
Semester : XI/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	22 / 11 / 20			Ace Respek .	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.

NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd.

NIP. 19871102 201503 1 004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metroain.ac.id E-mail: lainmetro@metroainiv.ac.id


KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sella Ratnellia
NPM : 1601070051

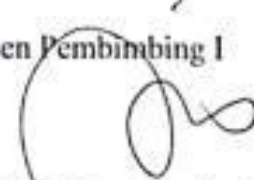
Jurusan : TBI
Semester : XII/2022

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Pembimbing
		I	II		
	28/01/2022			Research Instrument Please Understand Every single word - Fluently - Carry out - involve. <hr/> One more revision	

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I


Dr. Dedi Irwansyah, M. Hum.
NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website. www.tarbiyah.metrouniv.ac.id; e-mail. tarbiyah.iaim@metrouniv.ac.id

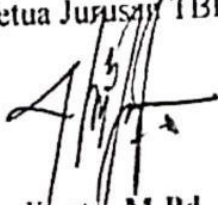
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : SELLA RATNELLIA
NPM : 1601070051

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	29/02/2022		@@ for Menagasyah	

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Curriculum Vitae



The writer's name of this undergraduated thesis is Sella Ratnellia was born in Bukit Kemuning on September 13th 1997. The first daughter of the couple from Mr. Hasan Khosim and Mrs. Junastri.

She had taken her kindergarten at TK Pertiwi Bukit Kemuning, taken her elementary school at SD N 03 Bukit Kemuning, and taken her Junior High School at SMP N 01 Bukit Kemuning, then when she had graduated from Junior High School, she continued her Senior High School at SMAN 1 Bukit Kemuning. After graduated from Senior High School, she continued her study in IAIN Metro with English Education Department as a major study that she had chosen, While she was a student in IAIN Metro.