

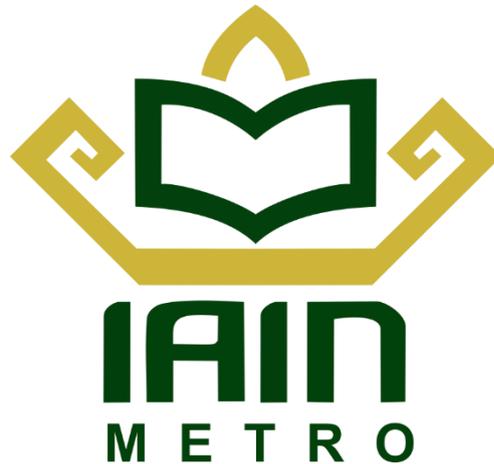
AN UNDERGRADUATE THESIS

**AN ANALYSIS OF TEACHER'S STRATEGY
IN TEACHING SPEAKING AT KAMPUNG BAHASA PAYUNGI**

By:

NOVITA MAHARANI

Student.Number. 1801072025



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

An Undergraduate Thesis

**AN ANALYSIS OF TEACHER'S STRATEGY
IN TEACHING SPEAKING AT KAMPUNG BAHASA PAYUNGI**

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

By:

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Assalamu 'alaikum Wr. Wb

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It has been agreed so it can be continued to the faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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RATIFICATION PAGE

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An undergraduate thesis entitled: **AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING AT KAMPUNG BAHASA PAYUNGI**, written by: NOVITA MAHARANI, Student Number 1801072025, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 6th 2022 at 09.00 – 10.30 a.m.

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**AN ANALYSIS OF TEACHER’S STRATEGY
IN TEACHING SPEAKING AT KAMPUNG BAHASA PAYUNGI**

ABSTRACT

By: Novita Maharani

The purposes of this study are to discover the teaching’ strategies employed by the teachers to teach speaking skill to students of Kampung Bahasa Payungi, to describe the strategies applied by the teachers to teach speaking skill in Kampung Bahasa Payungi, and to find out the reasons of the teachers in using the strategies to teach speaking skill. The type of research is descriptive qualitative research. The main sources of this research are three teachers at Kampung Bahasa Payungi.

The method used in this research is the method of data analysis with interview and documentation. The analysis techniques used in this research are data reduction, data display, and conclusion drawing.

The results of this study show that strategies used by teacher in teaching speaking at Kampung Bahasa Payungi are Public Speaking, Drilling, Focus Group Discussion, and Outdoor Activity. Kampung Bahasa Payungi provides a module or lesson plan to teach every skill. Thus, most of teachers there are using same strategies to teach speaking skill. They also use combined strategies to meet teaching and learning goal. They focus on active classroom to emphasize the students to do more practices rather than only teaches a theory.

Keywords: *Kampung Bahasa Payungi, Speaking, Strategy, Teaching*

ANALISIS STRATEGI PEMBELAJARAN OLEH GURU DALAM MENGAJAR BERBICARA DI KAMPUNG BAHASA PAYUNGI

ABSTRAK

**Oleh:
NOVITA MAHARANI**

Tujuan dari penelitian ini adalah untuk mengetahui strategi pembelajaran yang digunakan guru untuk mengajar keterampilan berbicara di Kampung Bahasa Payungi, untuk mendeskripsikan strategi pembelajaran yang digunakan guru untuk mengajar keterampilan berbicara di Kampung Bahasa Payungi, dan untuk mengetahui alasan penggunaan strategi yang digunakan guru untuk mengajar keterampilan berbicara di Kampung Bahasa Payungi, . Jenis penelitian ini adalah penelitian kualitatif deskriptif. Sumber utama dari penelitian ini adalah tiga guru di Kampung Bahasa Payungi.

Metode yang digunakan dalam penelitian ini adalah metode analisis data dengan teknik wawancara dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini adalah reduksi data, penyajian data, dan pengambilan kesimpulan.

Hasil penelitian ini menunjukkan bahwa strategi pembelajaran oleh guru dalam mengajar keterampilan berbicara di Kampung Bahasa Payungi adalah *Public Speaking, Drilling, Focus Group Discussion, dan Outdoor Activity*. Kampung Bahasa Payungi menyediakan modul atau rencana pembelajaran untuk mengajar setiap keterampilan. Oleh karena itu, kebanyakan guru disana menggunakan strategi yang sama dalam mengajar keterampilan berbicara. Mereka juga mengkombinasikan strategi-strategi untuk mencapai tujuan belajar mengajar. Mereka momfokuskan pada kelas aktif untuk menekankan murid agar melakukan lebih banyak latihan daripada hanya mengajarkan teori.

Kata kunci: *Kampung Bahasa Payungi, Berbicara, Strategi, Mengajar*

STATEMENT OF RESEARCH ORIGINALITY

These undersigned:

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State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, November, 25th 2022

The Researcher



Novita Maharani

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“With every hardship, there is relief” (Al-Inshirah: 6).

DEDICATION PAGE

The piece of work is dedicated to:

1. My beloved parents, Mr. Syafri M and Mrs. Margisah, who always support, pray, and guidance to be successful in my study, thank you for your endless love.
2. My sponsor, Drs. Kuryani, M.Pd, thank you for always guide, support and motivating me during the writing process of my undergraduate thesis.
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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW. Finally the writer can accomplish an Undergraduate Thesis entitles “AN ANALYSIS OF TEACHER’S STRATEGY IN TEACHING SPEAKING AT KAMPUNG BAHASA PAYUNGI”.

At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag, PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Head of English Education Department of IAIN Metro Lampung.
4. Drs. Kuryani, M.Pd, as the guide provided valuable knowledge and support in finishing this undergraduate thesis.

The researcher do apologizes for all mistakes that has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research proposal can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, 20 November 2022

The Writer,



Novita Maharani

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TABLE OF CONTENTS

COVER	
TITLE PAGE	i
APPROVAL PAGE	ii
NOTIFICATION LETTER	iii
RATIFICATION PAGE	iv
ABSTRACT	v
STATEMENT OF RESEARCH ORIGINALITY	vii
MOTTO	viii
DEDICATION PAGE	ix
ACKNOWLEDGMENT	x
TABLE OF CONTENTS	xi
LIST OF TABLE	xiii
LIST OF FIGURES	xiv
LIST OF APPENDIXES	xv
CHAPTER I	1
A. Background of Study	1
B. Research Question	6
C. Objectives and Benefits of The Research.....	6
D. Prior Research	8
CHAPTER II	11
A. The Concept of Teaching	11
B. Speaking Skill.....	14
C. Strategy in Teaching Speaking.....	17
D. Non-Formal Education	25
CHAPTER III	26
A. The Types and Characteristic of Research	26
B. Data Research.....	27

C.	Data Collecting Technique	28
D.	Data Analysis Technique.....	29
CHAPTER IV	32
A.	Research Result	32
1.	Description of Research Location	32
2.	Description of Research Data.....	35
B.	Discussion.....	43
CHAPTER V	49
A.	Conclusion.....	49
B.	Suggestion	50

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE

LIST OF TABLE

Table 1. Tutors of Kampung Bahasa Payungi 33

LIST OF FIGURES

Figure 1. Miles and Huberman's Data Analysis Technique	30
Figure 2. Organization Structure of Kampung Bahasa Payungi	34

LIST OF APPENDIXES

Blueprint of Documentation.....	55
Speaking Lesson Plan of Kampung Bahasa Payungi.....	56
Transcript of Interview.....	62
Letter of Undergraduate Thesis Guidance	68
Letter of Assignment.....	69
Letter of Research Permission	70
Letter of Research Response.....	71
Statement Letter of Library Free.....	72
Statement Letter of Library Free Head of Department	73
Guidance Card.....	74
Statement Letter of Turnitin Check.....	77
Documentation.....	79
Curriculum Vitae.....	83

CHAPTER I

INTRODUCTION

A. Background of Study

Instinctively, human are motivated to state their existence, express their feelings, distribute their aspirations, give their opinions and influence others for their own interests, group interests, and common interests. In this regard, of course, language has a very important role. Language is important in communication. People using languages to interact with others, transfer their emotions, ideas, information and meanings every time and everywhere.

The number of languages used by society to communicate around the globe exceeds 7000.¹ English is the most spoken language. This language is understood by people all over the world. If people know English, learn it and speak English, they will be able to discuss their problems with people all over the world. The role of English as a global language means that more and more people nowadays aware that fluency in spoken English is a necessity for many purposes, such as for travel, social purposes, for work, for education, or for business.

In Indonesia, the English language is known as a foreign language. Which is often generally instructed in schools, yet it is barely take a part as fundamental roles in daily life. The average residents do not need English or any

¹ Parupalli Srinivas, "The Role of English as a Global Language," *Research Journal of English (RJOE)* 4, no. 1 (Januari 2019): 70.

other foreign language to carry on their daily life or even for professional or social advancement. English, as a world language, is instructed among others in schools, yet there is no local variety of English which embodies an Indonesian cultural identity. Thus, in these situations involving foreign languages, the other English-speaking students will in general have a practical reason to learn the different language.² Language classes in schools this present day serves an educational purpose, and the older student who intentionally decides to learn English has a very specific goal in mind: they want to go abroad, understand English-books and papers, or be able to communicate with English-speaking friends.

Speaking is one of the skill in learning English. Mastering speaking skill seems to be the most important matter in learning English.³ The ability to speak English for communication is the common reason many people throughout the world study English, and similar with people in other countries, Indonesian students usually asses their final result in learning English, such as their influence of English, on point of how well they think their spoken-language proficiency need to be improved. It is undeniable that speaking is often considered to be the reference to a successful in learning English.

As a foreign language, many students in Indonesia have a struggle in learning English. The limited environment to speak English is one of the factor.

² Geoffrey Broughton, *Teaching English as a Foreign Language* (USA: Taylor & Francis E-Library, 2003), 7.

³ Penny Ur, *A Course in Language Teaching* (UK: Cambridge University Press, 1995), 120.

English is taught in schools but students often have no opportunities to practice their English effectively. The outcome of foreign language study in school did not grant any particular satisfaction performance in communicating the language. This, leads many students to take an English courses outside school to get a better English. They believe it will help them communicate internationally in some way or it can improve their English skill.

Based on the first observation on February, 13th 2022, some students at Kampung Bahasa Payungi join an English course because they want to understand an English well to get more knowledge and improve their speaking skill in English. Another want to get a good score in the exam, or they want to use English skills for their future job. Some students of general English usually do not have a specific reason for going to English classes, but merely wish to learn to speak the language fluently or effectively for whenever this might be useful for them.⁴ This has been being a work for every English language course to teach every learners with different learning-purposes, different ages and different levels, effectively.

To be successful in teaching English, teachers need more than just a good method. Over time, every tutor or teacher grows or establishes their own teaching method. They examine different methods and techniques to find the ones that work best for them and the subject they are working on. The strategies

⁴ Jeremy Harmer, *How To Teach English* (Oxford, England: Ocelot Publishing, 2010), 11.

in teaching English should be tailored to the specific needs of that skill in order to achieve the desired results.

Concerning the teaching skills for speaking, teacher plays a critical role. The responsibility of the teacher is to give effective ways for meeting the requirements of students, with the overall goal of communicating using the language being studied. These findings imply that it is the role of teachers to encourage students to speak English by using appropriate instructional strategies.⁵

Every English courses are trying the best method to teach English. Those have different teaching method with formal school, which more focuses on spoken English and practical learning process fitted to learners' needs. They design a teaching strategies along with the methods and techniques to get a better teaching and learning English.

In pre-survey, the researcher did simple interview with the Director of Kampung Bahasa Payungi, Mr. Mustofa Akhyar. The interview was conducted on February, 20th 2022. The interview was in Bahasa Indonesia, but the researcher have translated it into English. The result of interview can be seen below:

Question : Is there any special or separated class for learning speaking skill in Kampung Bahasa Payungi?

Answer : Yes, of course. We provide a speaking classes for students who want to improve their speaking skill. We have different speaking

⁵ Cole Robert W, *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Students* (Virginia: Association for Supervision and Curriculum Development (ASCD), 2008), 105.

classes here, it classified by the level and duration of the learning programs.

Question : So, in teaching speaking, do you use a method that different to another skill in English?

Answer : Yes we did. Of course in teaching and learning, every material requires a different method to be applied. We designed a lesson plan for each material.

Question : In general, what is the problem or challenge faced by the teacher in teaching speaking in Kampung Bahasa Payungi?

Answer : Most of students here have a hope that they want to master speaking, or simply they want to understand English. This is being a challenge for us to strive to fulfill their hope. We are trying to design a lesson plan using a method that can be suitable and effective for every students here, because they are diverse, have different level of understanding, different ages, and so on.

From the interview above, it shows that the teachers or tutors in Kampung Bahasa Payungi still trying to find an effective strategy to teach speaking skill. As a newly established course, Payungi are always improve their work in order to give an effective teaching and learning program. As the most wanted to be mastered skill, speaking is being one of focus in their learning outcomes. To achieve the outcome, Kampung Bahasa Payungi provides a speaking classes with strategies or methods to fulfill the learner's needs.

Considering the explanations above, this study is conducted to discover the teaching' strategies employed by the teachers to teach speaking skill to students of Kampung Bahasa Payungi, Metro. Therefore, the researcher conducted a research entitled AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING AT KAMPUNG BAHASA PAYUNGI. In the end of this research, the researcher hopes that the strategies discussed in this study can be a references for the teachers or tutors to improve their teaching-speaking skill.

B. Research Question

Regarding to background of the study, the research questions are composed into:

1. What are the strategies applied by the teachers of Kampung Bahasa Payungi to teach speaking skill?
2. How are the strategies applied by the teachers to teach speaking skill in Kampung Bahasa Payungi?
3. Why are the strategies applied by the teachers to teach speaking skill?

C. Objectives and Benefits of The Research

According to the research problems, these are the objectives of the research:

1. To discover the strategies applied by the teachers in Kampung Bahasa Payungi to teach speaking skill.
2. To describe the strategies applied by the teachers to teach speaking skill in Kampung Bahasa Payungi?
3. To find out the reasons of the teachers in using the strategies to teach speaking skill.

The goal of this study is to describe teachers' strategies for teaching speaking skills at Kampung Bahasa Payungi, Metro. Hopefully it will give some contributions, as follows:

1. Theoretically

- a. This study will be beneficial in giving knowledge about strategy in teaching English in non-formal education.
- b. This study is likely to aid in better understanding of teachers' strategies in improving an understanding the teachers' strategy in upcoming students' difficulties in speaking.
- c. The research's finding can be utilized as alternative references in teaching speaking.

2. Functionally

- a. For Teachers

The research's findings are expected to make the teachers be a creative and implementing the various strategies in teaching speaking to the learners at Kampung Bahasa Payungi.

- b. For Students

By reading this research, the students is expected to get information and inspiration so that it can motivated them to improve their speaking skill.

- c. For Other Researchers

This study is expected to give a useful information for next researchers who are interested to conducted similar research.

D. Prior Research

Considering the topic discussed in this research, there are some researches that have conducted a study related to this topic. The first is a study conducted by Matius Ganna, University of Makassar, 2018, "Teachers' Strategies in Teaching Speaking (A Case Study of an English Teacher in SMA Negeri 1 Toraja Utara)".⁶ He observed about the English teaching strategies in SMA Negeri 1 Toraja Utara. A qualitative research was used by the researcher. The aim of this research was to interpreting the teacher's teaching techniques for teaching speaking to Senior High School students and observing the impacts. According to the findings of the study, teachers should tailor their teaching strategy for speaking to the characteristics and competence levels of their students. The teachers also present resources that stimulate students to be active by utilizing a variety of media. Communication games, simulation, and discussion were among the teacher's strategy.

The similarity of my research with this research is both applying a descriptive research. Both of research also aimed to investigate the English teaching strategies. The differences are that the research was involved the 30 students, meanwhile, my research only focus on teachers perspectives. The object of this research was English Class for Senior High School at SMA Negeri 1 Toraja Utara and my research discuss of the teaching strategies at Kampung Bahasa Payungi, Metro.

⁶ Matius Ganna, "Teachers' Strategies in Teaching Speaking (A Case Study of an English Teacher in SMA Negeri 1 Toraja Utara)," *University of Makassar*, 2018.

The second research was conducted by Syahid Yusuf, Islamic University of Antasari, 2015, “The Teachers’ Strategies in Teaching Speaking at Banua Avia Education (B.A.E) Academic Year 2015/2016.”⁷ The goal of this study was to learn about the strategies that the teacher used in the classroom, mostly for the aviation program. From the research, drilling, repetition, brainstorming, and role play were used as the strategy in teaching speaking.

The similarity of this research with my research is that the discussion is about finding out the teacher’s strategies to teach speaking. The differences are on research method and the subject of the research. This research was descriptive and quantitative, while my research is descriptive.

The last research is from Putri Hayu Nur Azizah and Ika Wahyuni., Muhammadiyah University of Yogyakarta, 2017, “Strategies in Teaching Speaking Skills Used by Pre-Service Teachers at English Language Education Department of Universitas Muhammadiyah Yogyakarta”.⁸ In their study, they observed the kinds of strategies applied by the pre-service teacher and the difficulties faced in using those strategies in teaching speaking skill. The finding stated that presentation, drilling, games, role-play, and discussion were used by pre-service teacher to teach speaking. The difficulties faced by the pre-service teacher including the difficulties in encourage learners’ participation,

⁷ Syahid Yusuf, “The Teachers’ Strategies in Teaching Speaking at Banua Avia Education (B.A.E) Academic Year 2015/2016,” *Islamic University of Antasari*, 2015.

⁸ Putri Hayu Nur Azizah dan Ika Wahyuni, “Strategies in Teaching Speaking Skills Used by Pre-Service Teachers at English Language Education Department of Universitas Muhammadiyah Yogyakarta,” *University of Yogyakarta*, 2017.

maintaining effective learning environment, the management of time, and the difficulty due to the lack of learners' vocabularies.

The comparison of this research to my research is that the method used in both of the research is descriptive research and the research conducted to find the English teaching strategies. The difference is on the participants of the research. The research participants were a pre-service teachers who are a students from English Language Department at Muhammadiyah University of Yogyakarta, while my research participants' are the teachers in Kampung Bahasa Payungi Metro.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Teaching

Teaching is a science, also an art. It happens when a relationship between teacher and students or among students in a group created as its best.⁹ Teaching is a very human activities and social just as well as it is (in this case) linguistic.

Teaching also can be defined as demonstrating or assisting someone in learning to do something, giving directions, giving knowledge, directing in a research project, makes people know or understand something.¹⁰ It is about giving guidance, facilitating and setting the environment for learning and enabling the students to learn.

Another definition said that teaching is a set of any actions outside the students which are organized to carry up the internal process of learning.¹¹ The teaching, which consist of instruction is outside the students and the learning is internal to students. It is the process that works inside the students and needs teaching or any instruction to achieve the process.

Teaching is the process of implementing activities and experiences that shown to be effective in helping students to learn. It related to learning, involved

⁹ Jeremy Harmer, *How To Teach English*, 32.

¹⁰ H Douglass Brown, *Principles of Language Learning and Teaching*, 5 ed. (New York: Pearson Education, 2007), 8.

¹¹ A.H Sequiera, "Introduction to Concepts of Teaching and Learning," *SSRN Electronic Journal*, September 2012, 3.

of teaching is the responsibility of the teacher.¹² In other words, if students do not learn, then it will become the teacher's fault. It can be concluded from the remarks on teaching by emphasizing that teaching entails performing specific ethical tasks or actions with the goal of inducing learning.

As cited in Isola Rajagopala, there are three concepts of teaching categories from *The International Encyclopedia of Teaching and Teacher Education*.¹³:

1. A successful teaching implies that learning is involved in teaching. Teaching requires learning and can be defined as any activity that has a direct impact on learning.
2. As a conscious activity, teaching may not intuitively imply a learning, but it can be prepared that will effect in learning.
3. Teaching as a normative behavior refers to actions that is intended of bringing about another learning. It refers to a group of actions that includes training, instructing, and indoctrination.

Teaching can be difficult sometimes because the classrooms are complex. Teachers are necessary to serve in some particular roles. For instance, they sometimes need to serve as trainer, observer, adviser, evaluator, mentor, director, tech support, or a counselor. In these varied roles, the teachers make a

¹² Bethel T. Ababio, "The Nature of Teaching: What Teachers Need to Know and Do," *International Educative Research Foundation and Publisher* 1, no. 3 (2013): 38.

¹³ Isola Rajagopalan, "Concept of Teaching," *Shanlax International Journal of Education* 7, no. 2 (Maret 2019): 6.

lot of decisions about varieties kinds of issues. They need to split their own personal and professional issues, considering the students' safety, their achievement of teaching and learning, and their other needs at the same time.¹⁴

Teaching is not a simple task, but it is an obligatory one, and it can be very gratifying when the teacher see their students have good progress as a result of their teaching.¹⁵ Of course, it needs an organized preparation to reach a successful teaching. The teachers are supposed to design and prepare their teaching activity.

Therefore, Glaser have mentioned a steps or structure of teaching preparation. It divided into four steps as follows:

1. Make a plan for teaching which consist of content analysis, the learning identification and the teaching and learning objectives.
2. Organized the teaching strategies to achieve the objectives of teaching.
3. Identify the suitable and effective teaching and learning strategies for successful communication of content.
4. Manage the assessment, pay attention on evaluating the learning objectives with regard to students' performance, and this constructs the feedback to both teacher and students.

¹⁴ Andrea Guillaume, *K-12 Classroom Teaching: A Primer for New Professionals* (New York: Pearson Education, 2012), 4.

¹⁵ Jeremy Harmer, *How To Teach English*, 23.

B. Speaking Skill

Speaking is productive skill. Otherwise, the students have to produce something.¹⁶ Similar thought stated by Brown, speaking is a productive skill which possible to observe straightaway, the perception is constantly hued by the effectiveness and accuracy of the listening skills' examinee that essentially settled the dependability and legitimacy of oral production test.¹⁷ The successful of speaking can be measured by some indicators, such as fluency, grammar, vocabulary, and pronunciation.¹⁸ Mastering speaking skill, for most people, is the essential output in learning foreign or second language.¹⁹

Furthermore, Brown cited some type of speaking. The following are the basic types of speaking:

1. Imitative.

The first type of speaking is imitative. It requires to re-imitate a words, phrases or sentences. In imitative speaking, it is already obvious what the student is aiming to do. At this point, the student is essentially attempting to simply repeat what has been spoken to them while following the teacher's pronunciation instructions. The main goal is only to repeat

¹⁶ Jill Halfield dan Charless Halfield, *Introduction to Teaching English* (UK: Oxford University Press, 2008), 72.

¹⁷ H Douglass Brown, *Language Assessment: Principals and Classroom Practices* (New York: Pearson Education, 2004), 140.

¹⁸ Harold S. Madsen, *Techniques in Testing* (New York: Oxford University Press, 1983), 147.

¹⁹ David Nunan, *Language Teaching Methodology: A Textbook for Teacher* (New York: Prentice Hall, 1991), 39.

what has been spoken to them. In the classroom, a “repeat after me” session is a good example of imitative.

2. Intensive.

Intensive speaking entails a limited portion of linguistic production in a tightly controlled context. At this level, competence is demonstrated by obtaining particular grammatical or lexical mastery. The speakers need to know a semantic properties in order to reply, but there is little interaction with interlocutors or test administrators. For instance, intensive speaking assessment include a discussion, reading aloud, directed response activities and phrase completion.

3. Responsive.

The third type is responsive speaking assessment. This task involves brief exchanges with an interlocutor, and it differs from intensive task in that they permit the examinee to be imaginative, and it differs from dynamic learning in that the length of expressions is marginally restricted. This assessment helps the educator in perceiving the learners’ ability in participating class conversations. A simple question and answer assignment usually includes a set of simple inquiries. Referential inquiries with extra choices for the examinee to make significant semantic reactions are normal at this level. This is normally a one-on-one assessment (student and teacher), but other students may be involved. This can be modified to meet the demands of different competency levels and students/teachers.

4. Interactive.

Interactive is one of speaking activity that involves direct or indirect contact between speakers and listeners. The duration and complexity of the interactions, which can occasionally involve many exchanges and/or multiple participants, is the distinction. Transactional language, which attempts to convey specific information, and interpersonal exchange, which aims to sustain social relationships, are two types of interaction. Role-play, interview, game, and discussion can be used as interactive tasks.

5. Extensive

Extensive speaking can be the most difficult aspects in speaking. The speaking challenges entail sophisticated, relatively long discourse spans. Students are evaluated in a real-world context by oral presentation. Individuals frequently give presentations on reports, sales ideas, new products, and other topics. Oral presentation enables students to develop everything they have learnt in English by combining it all into one performance. Speech, oral presentation, and storytelling are examples of oral production activities in which chances for oral involvement from the listener are limited (possibly for nonverbal answers) or absent entirely. For wide activities, the language is frequently more deliberate and formal, yet certain informal monologues, such as casually given speeches, cannot be ruled out.

C. Strategy in Teaching Speaking

A teaching strategy is an expansive arrangement for one or two or series of lessons which contains a design for expected student behavior for terms of guidance objectives and arranged procedures to complete the education program.²⁰ Teaching strategy is a methods to support learners in acquiring material or setting realistic goals for the future. The goal of a teaching strategy is to distinguish the different conceivable learning techniques to construct the best arrangement for managing the selected target.

According to Scott Thornbury, teaching speaking requires a school environment of talking, so that class will turn into active classroom.²¹ Otherwise, assuming that this type of talking enactment is a normal component of meetings, students can be substantially more optimistic speakers so the speaking skills will increase.

The tasks that include relatively extended lengths of interactive discourses are included in the final two types of speaking evaluation (interactive and extensive speaking),²² as follows:

²⁰ Ravindra D. Sarode, "Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education," *International Journal of Current Engineering and Scientific Research (IJCESR)* 5 (2018): 58.

²¹ Jeremy Harmer, *How To Teach English*, 123.

²² H Douglass Brown, *Language Assessment: Principals and Classroom Practices*, 168.

1. Interview

The first image that appears in the mind when the term “oral production assessment” is used is an oral interview in which both the test administrator and the test-taker are seated. Straight face-to-face communication followed by a series of questions and instructions. The interview, which may be taped for later hearing, is then graded according to one or more criteria, such as task completion, comprehension, sociolinguistic/pragmatic relevance, vocabulary acquisition, and accuracy in pronunciation and grammar.

The duration of an interview might range from five to forty-five minutes, depending on its goal and setting. Placement interviews, which are intended to obtain a brief spoken sample from a student to confirm placement into a course, may only require five minutes if the interviewer is skilled at appropriately assessing the output. Longer, more thorough interviews, which are intended to cover specific oral production circumstances, may take up to an hour.

An oral interview’s success will depend on clearly stating the test’s administrative procedures (practicality), concentrating the questions and probes on the test’s goals (validity), selecting the best volume and caliber of spoken responses from test-takers (biased for best performance), and developing a reliable scoring system (reliability).

2. Role Play

Role playing is a popular pedagogical activity in communicative language-teaching classes. Within constraint set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves.

As an assessment device, role play opens some windows of opportunity for test-takers to use discourse that might otherwise be difficult to elicit. While role play can be controlled or "guided" by the interviewer, this technique takes test-takers beyond simple intensive and responsive levels to a level of creativity and complexity that approaches real-world pragmatics. Scoring presents the usual issues in any task that elicits somewhat unpredictable responses from test-takers. The test administrator must determine the assessment objectives of the role play, then devise a scoring technique that appropriately pinpoints those objectives.

3. Discussions and Conversations

Discussions and conversations with and among students are challenging to define and much harder to grade as formal evaluation methods. However, as informal methods of evaluating learners, they bring a level of spontaneity and authenticity that other methods of evaluation might not.

Discussions may be particularly suitable tasks for eliciting and observing skills like topic selection, maintenance, and termination; topic grabbing, distracting, floor holding, handle; explaining, questioning, and rewording; comprehension signals (nodding, “uh-huh,” “hmm,” etc.); making deals; intonations for pragmatic effect; kinesics, eye contact, expressions, gestures; and good manners, formality, and manners.

The criteria for the observed conversation should be carefully considered when designing any scoring systems or checklists (in which appropriate or improper manifestations of any category are indicated). In fact, conversation is an integrative task, thus it is good to take comprehension performance into consideration when assessing students.

Moreover, Brown gave some principle for designing a strategy to teach speaking skills.

1. Use strategies that address the students’ requirements in full range, beginning with language-oriented correctness to message-oriented interaction, fluency, or meaning.

Some teachers can fall to the pattern of giving lively substance-based, interactive exercises that do not profit on grammar structure or elocution recommendations in the current enthusiasm for intuitive language guidance. Teachers should make sure that the consolidate strategies mean to assist students to understand and utilize basic elements of language when doing a game, puzzle method, or examine answers for the natural circumstance.

Simultaneously, avoid boring your kids to death with dull, repetitive routines. Make whatever drilling you conduct as meaningful as possible, as stated above.

2. Provide techniques that give intrinsic motivation

Teacher should always try to attract to students' ultimate interests and goals, such as like their requirement for information, prestige, skill, and freedom, or their want to "be all that they can be." Even if the approach does not produce pleasure, see how it can help the students. They frequently have no idea why they asked for doing particular activities; it is typically beneficial to inform them.

3. Emphasize the utilization of authentic language in significant circumstances.

Authentic materials should be a standard part of language instruction. In language instruction, authenticity includes not just authentic resources, but also authentic challenges and learning environments. Learner motivation, autonomy, communicative skills, and linguistic understanding are all factors that authentic materials address. Making full use of authenticity in language instruction is both required and practicable.

4. Provide suitable feedback and correction.

Speech mistake correction and feedback is a contentious topic in second language learning, and there are some ambiguities over whether or not to utilize error correction and feedback, as well as the right time and

right way to correct students' speech mistakes in the class. Because of individual differences such as contexts, vocabulary knowledge, and pronunciation as an effective things in speaking, error correction in speaking is an exciting and challenging issue.

5. Highlight the essential connection of speaking and listening.

Of course, some strategies that entail speaking will involve listening. Try not to pass up the possibilities in combining this abilities. Since teachers may be concentrating in speaking objectives, listening goals probably normally harmonize, so these abilities can complete one another. Comprehension is generally the starting point for language production skills.

6. Allow students to initiate oral communication.

The teacher initiates words in a significant portion of regular classroom interaction. Teacher asking questions, giving directions, and supplying information, and students are taught to "speak only when spoken to." The ability to initiate discussions, nominate topics, clarify some things, and controlling conversations are important for oral correspondence capability.

Furthermore, Goh and Burns (2012) divided a teaching-speaking cycle into seven stages which is cited by Anne Burns.²³ These teaching-speaking cycle

²³ Anne Burns, "Concepts for Teaching Speaking in the English Language Classroom," *LEARN Journal: Language Education and Acquisition Research Network Journal* 12, no. 1 (Januari 2019): 6.

may help teachers to design an exercises or assignments that explicitly discusses aspects of the scaffolding students' speaking and learning.

1. Focusing the students' attention on speaking.

It is important to start increasing metacognitive mindfulness about speaking. The purpose is to urge students to make arrangements for general talking improvement and preparing the students to advance a particular speaking assignment.

2. Providing a guide planning

This phase aimed to presenting more language, empowering and activating students in reorganizing and develop their language comprehension, reusing the specific language items and encourage students to explicate tasks in more challenging ways.

3. Conduct speaking assignments or tasks

This stage is aims to give students a situation to work on speaking exercise through an active learning. The exercise ought to inspire students in utilizing any linguistic information, abilities, or methods they need to communicate meaning. Otherwise, this phase promotes students in building articulation expression without focusing a lot on structure precision.

4. Pay attention to language, skills and strategies

The phase aims to give students a chances to build their language correctness as well as their ability to apply skills and techniques effectively. During this phase, teacher directs the students' focus on proficiency exercise

in specific areas that require attention. Language elements like articulation, syntax, vocabulary, and discourse arrangement, could be included.

5. Do the speaking assignment repeatedly

Here, students repeat the speaking tasks in previous stage. Stage 4 differs from Stage 3, which students given the opportunity in analyzing and practicing the chosen language things or abilities. As a result, this opportunity can be used by them in improving their skill. Repetitions may implemented by rehearsing components of the original assignment, rehearsing the complete assignment, or grouping students are all options for repetitions and introducing a new assignment that is similar to the one that the students just completed.

6. Direct the students' opinion in learning

Students are encouraged to self-control their advancing by checking and analyzing everything they have learned in earlier phases. Exclusively, in partners, or in little group, people can reflect. Personal and group opinion frequently have helpful affects to the students who are overburdened or worried and feeling lonely.

7. Provide feedback for the students

Lastly, the teacher give the students a feedback on their presentation in earlier phases of the Teaching Speaking Cycle, for example:

- a. Interchange personal student reflections and remarks on every advancement,

- b. Summarized a teachers' opinion on written class corrections,
- c. Add a comments in students' journals.

Designing an effective teaching strategies will be essentials in achieving teaching and learning outcomes. Teaching strategies are the methods used to give learning materials to students in a specific learning environment, and they include the planning, diversity, and arrangement of activities that can help students learn new abilities. Learning objectives and teaching practices are inextricably linked. It is clear from the description of the conduct and competences that students must acquire both during and after class in order to attain these objectives.

Teachers can choose their own teaching strategies that are judged appropriate and successful to fulfill learning objectives and the building of student abilities because teaching tactics are not officially covered in the current curriculum. Teachers must first identify the learning objectives and competencies that students will face in order to better determine instructional tactics. Aside from that, the teacher must comprehend the qualities of the teaching techniques to be chosen, as well as the impact of the strategy.

D. Non-Formal Education

Lately, there has been a tendency to separate education planning from the information amassed in the non-formal education sector, particularly with regard to the types of education delivery and methods that best fulfill the requirements of vulnerable and marginalized community all over the world.

Non-formal education can be defined as any structured, systematic educational activity conducted outside the boundaries of the regular system to deliver particular subsets of the population with particular forms of learning, including adults and children.²⁴ According to this definition, non-formal education encompasses a variety of community-based educational initiatives in the areas of health, nutrition, family planning, cooperatives, and similar topics as well as adult literacy programs, job training skills provided outside of the formal school system, youth clubs with significant educational goals, and others. This is related to Kampung Bahasa Payungi which is a place that considered as a non-formal education in a term of English language course.

In general way, the term of non-formal education refers to all instructional systems which are not part of formal education.²⁵ It refers to non-formal education programs that offer an alternate type of instruction for kids and teenagers who have no access to formal schools or who left school prematurely. Non-formal education also has the following characteristics:

1. Non-formal education is planned and conducted out beyond the regular educational system.
2. The schedule and curriculum are flexible.

²⁴ Phillip H Coomb dan Manzoor Ahmed, *Attacking Rural Poverty: How Nonformal Education Can Help* (USA: International Bank for Reconstruction and Development, 1974), 8.

²⁵ Wimm Hoppers, *Integrating Formal and Non-Formal Basic Education: Policy and Practice in Uganda* (Paris: International Institute For Educational Planninng, 2008), 22.

3. It is a practical and occupational education, as opposed to theoretical formal education.
4. There is no age restriction for non-formal education.
5. The necessity of fees or certificates is sometimes abolished. It may be full time or part-time learning and one can earn and learn together.
6. It entails specialized skill training.

Non-formal education has the ability to reach a large number of people because it was carefully integrated to the intended subjects and structured into manageable components. The goal of non-formal education is to help people develop their skills, awareness, and talent. It has now been recognized as a distinct sub-system within the area of education. The provision of non-formal education provides solutions to all issues, challenges, deficiencies, and oppositions encountered in the sphere of education. Non-formal education offers courses and skills that are equivalent to those found in formal education, which may be advantageous to those who are less fortunate or who belong to socioeconomically disadvantaged groups in society. Non-formal education shares many of the same qualities, characteristics, and aspects as formal education.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristic of Research

In conducting the research, the researcher is considering the essentials of strategy in teaching speaking. The researcher employing qualitative research to analyze the teaching strategy used by the teachers in teaching speaking at Kampung Bahasa Payungi.

Qualitative research is multi-method that emphasis on interpretive and naturalistic approach to its topic.²⁶ It means that the researcher studies things in their natural environment, aiming to attempt to explain phenomena through the lenses of individual implication. Qualitative research implies the concentrated on use and assortment of various exact material investigations, individual experiences, interviews, observations, verifiable, intuitive, and optical writings that portray moments and implications of someone.

Characteristics of qualitative research have been summarized by Creswell (1998).²⁷ Some of the characteristics are the data source of qualitative research is real-life setting, the researcher is main instrument when collecting data, a process being the outcomes of research rather than a product,

²⁶ Ujang Suparman, *Qualitative Research for Language Teaching and Learning* (Bandung: CV Arfino Raya, 2009), 24.

²⁷ Ujang Suparman, 25.

the data collected in a form of words or pictures, the data analyzed analytically, and it is pay attention to the perspectives and meanings of the participant.

For the design of the research, researcher uses descriptive qualitative. It is use as an approach to the qualitative research due to the result of the analysis is a description of an explicit phenomenon. Qualitative descriptive study is the slightest “theoretical” among the qualitative approaches to research, compared to another qualitative approaches, by a preceding philosophical or theoretical commitment.²⁸ Qualitative descriptive research will in general capture from realistic examination that implies a pledge to study a things in essentials circumstances in amount which is conceivable with regards to the field of study.

B. Data Research

The terms of data refers to collection of an information. In this research, the data collected from two kinds of sources, namely primary and secondary data resource.

1. Primary Source

Primary source are generally defined as the initial data that collected by the original researcher for the specific research purposes.²⁹ Otherwise, primary source can be considered as the face-to-face or first-hand data

²⁸ Vickie A. Lambert, “Qualitative Descriptive Research: An Acceptable Design,” *Pacific Rim International Journal of Nursing Research* 16, no. 4 (Desember 2012): 255.

²⁹ Michelle O’Reilly dan Nikki Kiyimba, *Advanced Qualitative Research: A Guide to Using Theory* (UK: SAGE Publication Ltd, 2015), 130.

collection. In this research, the data are gathered from the interview with three teachers in Kampung Bahasa Payungi.

2. Secondary Source

Secondary source can be defined as data collected by participant or someone beside the researcher. Otherwise, secondary source have been considered to be existing available resources. In this research, the data are collected from documentations, lesson plans, journals and other writings related to this research. It uses to support the primary data source.

C. Data Collecting Technique

Qualitative data collection is the election and creation of linguistic material to analyze and understand a subjective and collective experiences, phenomenon, social context and the related meaning-making processes.³⁰ Qualitative data collection is also used to explore and explain field problems and the structure and processes of day-to-day activity and practices. Related to this study, the researcher applies three data collecting techniques that are interview and documentation.

1. Interview

Interview is guided question–answer discussion or an intersection of views between two persons or more conversing about a subject of reciprocal

³⁰ Uwe Flick, *The SAGE Handbook of Qualitative Data Collection* (UK: SAGE Publication Ltd, 2018), 7.

interest.³¹ Interview enlighten respondents' perspective of lived events and viewpoints subjectively. Related to this research, the researcher uses semi-structured interview.

Semi structured interview engages a combination of closed and open-ended questions, frequently go along with follow-up why or how questions.³² In conducting the interview, the researcher needs three teachers from Kampung Bahasa Payungi as the interviewees. The interview aims to get deep information about the strategies that applied by the teachers in teaching speaking.

2. Documentation

In qualitative research a document can be defined as text-based file that may contain primary or secondary data such as photographs, tables, and any other visual data.³³ Some documentation files, photographs and lesson plans will be used as supporting data for this research.

D. Data Analysis Technique

After collecting the data research, the researcher turns to analyzing them.

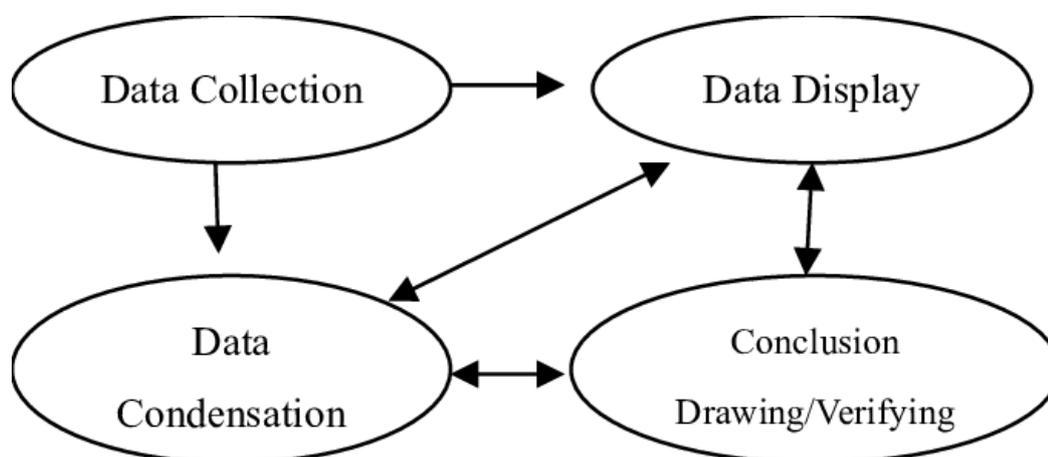
To analyze the data, the researcher uses interactive model of data analysis techniques by Miles and Huberman.

³¹ Sarah J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact* (UK: Blackwell Publishing, 2013), 131.

³² Willem C. Adams, "Conducted Semi Structured Interview," dalam *Handbook of Practical Program Evaluation*, 5 ed. (USA: Jossey Bass Publisher, 2015), 493.

³³ Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (California: SAGE Publications Inc., 2008), 232.

Figure 1. Miles and Huberman's Data Analysis Technique



There are three main components in interactive model of the data analysis technique: data condensation, data display, and conclusion drawing/verification.³⁴ Each component will be explain bellow:

1. Data Condensation

Data condensation can be understood as procedure of determining, shortening, attracting, conceiving, or reworking the facts that seem inside the complete group of reviewed subject report, document files, transcriptions, or another data source. Data condensation is a shape of evaluation that organized data in the sort of manner that “final” summary may be drawn and verified. In this step, the researcher is transcribing the

³⁴ Matthew B. Miles, A. Michael Huberman, dan Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3 ed. (California: SAGE Publications Inc., 2014), 31.

data from interviews, selecting the important and unimportant data from field notes and categorizing the data.

2. Data Display

In general, a display can be understood as coordinated and condensed collection of data that permits the researcher to draw conclusions and take action. In this step, the data is showed and described in descriptive content. The results of teacher's interview are arranged orderly according to the questions in interview.

3. Drawing Conclusions

In this step, the researcher finally validates the study by drawing conclusions based on the data results. The conclusion is the last way to analyze the data research. The researcher is comparing the data to find the differences or similarities of the findings so then the conclusion can be drawn. Then the conclusion is verified by the arguments from interview and also the field notes.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. Brief History of Kampung Bahasa Payungi Metro

Kampung Bahasa Payungi is an English course which is a part of creative economy, *Pasar Yosomulyo Pelangi* (Payungi), that roles in education section. It is under auspices of Payungi's founder, Dharma Setyawan, MA, one of the lecturers in IAIN Metro. This course was built to be an educational tourism destination and being a place to introduce and familiarize English to local communities.

The initiator of the course, Mustafa Akhyar, S.E is a Diponegoro University graduate who was a school principal for three consecutive years in Pare Bahasa Village (Kediri). He is intended to implement his experiences in Pare to teach English in Metro City which is well-known as one of cities of education in Indonesia.

Kampung Bahasa Payungi is located on Jl. Kedondong, Yosomulyo, Central Metro, Metro City, Lampung. It has been operated since August 2020. It has some English programs for students from beginner to intermediate level, English Camp, TOEFL and IELTS program.

b. Profile of Kampung Bahasa Payungi

Course Name	: Kampung Bahasa Payungi
Address	: Jl. Kedondong, Yosomulyo, Central Metro, Metro City, Lampung, 34111.
Phone	: 0813 2662 0107
Website	: www.kampungbahasapayungi.com
Vision & Mission	: Can create an ecosystem in the world of education to be better and more sustainable, and train skills that are better and have a good language
Goal	: To become one of the educational tourism destinations in Metro City, as Metro City is also known as the City of Education.

c. Tutors and Employees at Kampung Bahasa Payungi

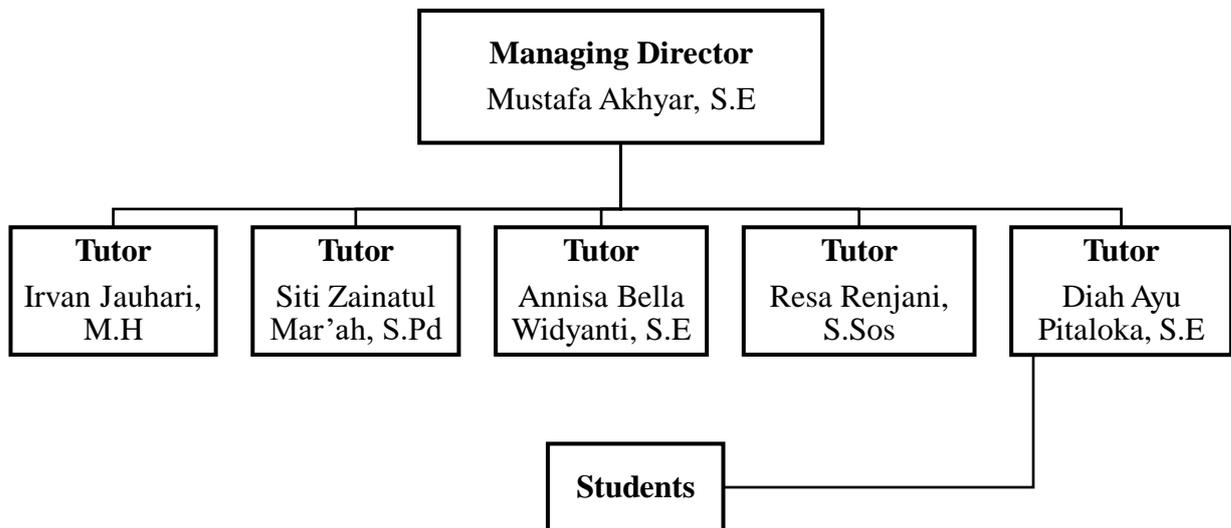
The numbers of tutors in Kampung Bahasa Payungi can be identified as follows:

Table 1. Tutors of Kampung Bahasa Payungi

No	Name	Occupation
1.	Mustafa Akhyar, S.E	Managing Director & Tutor
2.	Irvan Jauhari, M.H	Tutor
3.	Siti Zainatul Mar'ah, S.Pd	Tutor
4.	Annisa Bella Widyanti, S.E	Tutor
5.	Resa Renjani, S.Sos	Tutor
6.	Diah Ayu Pitaloka, S.E	Tutor

d. Organization Structure of Kampung Bahasa Payungi

Figure 2. Organization Structure of Kampung Bahasa Payungi



e. The Facilities of Kampung Bahasa Payungi

To give a learning experiences to their students, Kampung Bahasa Payungi provides an English programs that meets the students' needs such as Intensive Program, English Camp, TOEFL and IELTS. They give adequate facilities for students who take the course.

Kampung Bahasa Payungi provides both indoor and outdoor class. They have one main room for meeting and indoor class and they usually also use the building named "Gallery of Payungi" or Payungi Café for their teaching and learning activity. They usually held the outdoor class at nearest places in Pasar Yosomulyo Pelangi. For students who take English Camp Program, Payungi also provides a camp for students to sleepover.

2. Description of Research Data

The objective of this research was analyzing and describing the result of teachers' interview. The research was conducted on 24-25th September 2022 with three teachers as respondents of the research.

Due to the Covid-19 pandemic before, the teaching and learning program at Kampung Bahasa Payungi has stopped in 2021 and has not started yet until right now. In this case, the researcher did the documentation to collect the data profile and location of Kampung Bahasa Payungi. The researcher also collected some videos of their teaching to support the teachers' statements from interview. The interview was conducted to three teachers in Kampung Bahasa Payungi, they are Mr. Mustafa Akhyar, Ms. Siti Zainatul Mar'ah and Ms. Resa Renjani. It was conducted to know the teachers' strategy at teaching speaking and their perspectives of the strategies. The result is explained below:

Learning English can be difficult as it is a foreign language. Most of students are lack of vocabulary and having difficulties in pronouncing some words. Researcher found in the interview with Ms. Zain as the tutor at Kampung Bahasa Payungi. She stated that most of students are difficult to master speaking skill because they lack of vocabulary. English language also has difference on how it is written and how it is sound. This is make the students need time to think before they speak English.³⁵

³⁵ Ms. Zain, *The Result of Interview With Teacher*, Sunday, September 25, 2022.

This statement is supported by Mr. Akhyar, he said that most of students in Kampung Bahasa Payungi are a local students who previously have not experienced English learning and they do not have a suitable environment to support them to speak English. It causes the students do not that familiar with English so they facing difficulties on mastering vocabularies and pronunciation.³⁶

Based on the statements above, the teacher in Kampung Bahasa Payungi have to provide a good environment for students to speak English so they will be familiar with spoken English. A teaching strategy also being a main factor that support the English environment which has been made. The researcher found that teachers in Kampung Bahasa Payungi have designed a teaching strategy to help the students' problem in learning speaking.

Mr. Akhyar said that Kampung Bahasa have arranged a module for teachers to their teaching activity. "We have module as a guidance to teach every English skill, including speaking. We provides the teaching strategy, method and the application. But in the end, it depends on how every teacher implemented the strategy and what method that they applied for teaching."³⁷

He stated that the strategies in teaching speaking that often used by teachers at Kampung Bahasa Payungi are Public Speaking, Focus Group

³⁶ Mr. Akhyar, *The Result of Interview With Teacher*, Saturday, September 24, 2022.

³⁷ Mr. Akhyar, *The Result of Interview With Teacher*, Saturday, September 24, 2022.

Discussion and Outdoor Activity. Those are the main teaching method that teachers usually use. Besides those strategy, Kampung Bahasa also gives a freedom for the teachers to use other teaching strategies based on their creativity.

After collecting and displaying the data, researcher found that some strategies in teaching speaking skill at Kampung Bahasa Payungi are:

a. Public Speaking

The essential outcome of learning English is being able to talk in this language with other people to make a conversations or deliver a speech. There are many students who have good understanding at written English yet they still struggle to convey it in spoken way. Most of them are feeling unconfident or nervous to speak in front of people.³⁸

Public speaking method can be a good strategy to boost the students' confidence and their spoken English. Under the guidance of teacher, the students will be able to deliver speech structurally. Mr. Akhyar said that this method is supposed the students to find their confidence and practice their speaking ability. "By learning how to speak in front of public, we can be able to build our self-confident.

³⁸ Ibid.,

Here we learn to analyze a topic, mapping the ideas of our speech and speaking manner so we can convey our speech structurally.”³⁹

In general, the teachers in Kampung Bahasa Payungi implement this strategy by following the module or lesson plan that they have. According to lesson plan that collected by researcher, they teach speaking class in 90 minutes. At the first step, the teacher gives explanation about the topic of the subject. It comes along with the explanation about part of core section, method of sequencing, conclusion section and manner of academic speech. This material is given to give the students an understanding about public speaking. The teacher also gives example of mind map of some topic. After that the teacher asks students to make their own mind map then write it on the whiteboard. Every student has to perform their speech in front of class based on their own mind map.⁴⁰

Mr. Akhyar said that this is good to encourage students to speak in front of audience because they already prepared the idea that they want to convey by mind-mapping. The mind map helps the students to organize the ideas or information so they can deliver their speech structurally with less of repetition.

³⁹ Mr. Akhyar, *The Result of Interview With Teacher*, Saturday, September 24, 2022.

⁴⁰ Look at Lesson Plan of Kampung Bahasa Payungi on Appendices.

He also said that he often use this method because it does not require many kinds of media. “I usually use this method in speaking class. We only use common media such as whiteboard, marker, eraser and dictionary.”⁴¹

b. Drilling

The next strategy in teaching speaking is drilling. Drilling is a method where the students are listening to the teacher and then repeating what they heard. This method is beneficial for students to develop their pronunciation that will improve their speaking skill.

Ms. Zain and Ms. Resa are often use this method. They usually combine this method with other method while teaching speaking class. “I usually use this method when teaching the outdoor activity. It is good for students to emphasize their pronunciation because they practice a words or sentences repeatedly. They also will memorize vocabulary easily.”⁴²

Ms. Zain said “In almost every meeting, I combine drilling with another method. I think the students still have a many mistakes in pronunciation. I use drilling so the students will practice how to

⁴¹ Mr. Akhyar, *The Result of Interview With Teacher*, Saturday, September 24, 2022.

⁴² Ms. Resa, *The Result of Interview With Teacher*, Sunday, September 25, 2022.

pronounce a words correctly. It will also increase their vocabulary mastery”.⁴³

To use this strategy, the teacher writes some vocabulary according to the discussed topic on the whiteboard. The teacher demonstrates the correct pronunciation of the words and then ask the whole class to repeat the words in several times. The students also ask for repeating the words one by one by themselves.

“This strategy is helpful for their pronunciation and vocabulary, but sometimes the students get bored in the middle of the class. This is why I use the strategy combined with other strategy, it is an addition strategy.”⁴⁴

c. **Focus Group Discussion**

The teacher in Kampung Bahasa Payungi also use a discussion strategy to improve students’ speaking skill. A discussion simply can be defines as a forum to exchange of ideas between teacher and student or students with students for purpose of learning in particular topic. An English discussion is expect the students to speak English naturally and spontaneously.

Mr. Akhyar explained the steps to do the forum discussion. “I start by introducing the material and information to the students, such

⁴³ Ms. Zain, *The Result of Interview With Teacher*, Sunday, September 25, 2022.

⁴⁴ Ibid.,.

as how polite words are used while accepting, declining, or asking someone a question. Then, I give them some questions related to the topic and ask them to answers and make it a content to be discussed. Each student have to make mind map based on the topic and the answers. Sometimes I divided the students into pairs or small group so they can discuss and share information.”⁴⁵

After that, the teacher ask some students to present their content based on mind map they made before. The other students have to give a comments or an arguments to the students’ content result. Here, an active classroom will be made.

In conducting a forum discussion, teacher play a crucial role. Teacher should be able to control the discussion and make sure that all students get a same portion to speak in the classroom. “Students can improve their speaking through discussion because they will practice to speak and gain their confidence. But sometimes, the class is dominated by the active students and the shy student is barely take part. So, we have to manage the classroom and make sure that all students can be an active participants.”⁴⁶

⁴⁵ Mr. Akhyar, *The Result of Interview With Teacher*, Saturday, September 24, 2022

⁴⁶ Mr. Akhyar, *The Result of Interview With Teacher*, Saturday, September 24, 2022

d. Outdoor Activity

Outdoor activity is a learning activity that take place outside the room or building. This kinds of strategy is intended to reduce the boredom of learning and get more motivation to learn something. The students can be more active when their environment is comfortable and support their learning activity.

Ms. Zain said that Kampung Bahasa is located in a good geographic. “Kampung Bahasa is a part of Payungi. We know that Payungi is surrounding by public destinations such as traditional market, rainbow village, “reading house” and other educational destinations. We can do many learning activity while visiting some of Payungi places. The students will study in real world experiences.”⁴⁷

Outdoor classes not only means that the learning activity done outside, but also can be combined with other teaching strategy such as games, video-blogging and also discussion. Ms. Resa said that she often conduct the teaching and learning activity outdoor. “I prefer to do the outside class because it is more fun and refreshing. We usually sit down on a ground and learn with some simple game. Sometimes we go to Payungi places to do more challenging learning activity.”⁴⁸

⁴⁷ Ms. Zain, *The Result of Interview With Teacher*, Sunday, September 25, 2022.

⁴⁸ Ms. Resa, *The Result of Interview With Teacher*, Sunday, September 25, 2022.

Ms. Resa also explain the example of outdoor activity that done by Kampung Bahasa Payungi to improve students' speaking skill. "We bring the students to visit places in Payungi, for example the traditional market of Payungi. There, we ask the students to make a short video-blogging about the things around them in English. They also have to present their experience of visiting the place in front of the class later."⁴⁹

In addition, Ms. Zain said that they sometimes do the outdoor activity method combined with other method to reduce boredom while learning indoor. "Sometimes we go outside to Payungi to reduce boredom. We usually make a small group and started to do speaking activity like discussing some topic."⁵⁰

"Outdoor activity can make students feel more enjoy because of fun activity, but in applying this strategy, we need extra time. This is why we usually do it on weekend."⁵¹

B. Discussion

Based on the research conducted by researcher in Kampung Bahasa Payungi, researcher found that strategies used by teacher in teaching speaking at

⁴⁹ Ms. Resa, *The Result of Interview With Teacher*, Sunday, September 25, 2022.

⁵⁰ Ms. Zain, *The Result of Interview With Teacher*, Sunday, September 25, 2022.

⁵¹ Ibid.,

Kampung Bahasa Payungi are Public Speaking, Drilling, Focus Group Discussion, and Outdoor Activity. It discusses as follow:

1. Public Speaking

Public speaking is the act of delivering information to an audiences. It is typically performed in front of a huge audience, such as at work, school, or in daily life.⁵² There are many students who feeling unconfident or nervous to speak in front of people. Public speaking method can be a good strategy to boost the students' confidence and their spoken English.

By learning how to speak in front of public, students will be able to build their self-confident. They will learn to analyze a topic, mapping the ideas of their speech and speaking manner so they can convey our speech structurally with less of repetition. There are some steps to teaching public speaking in English learning:

- a. Give explanation about public speaking and manner of academic speech
- b. Give explanation about the variety of introduction section, part of core, method of sequencing, conclusion section.
- c. Ask student to practice the intro part by their own example.
- d. Explain about how to make a good mind map (give example).
- e. Ask students to make their own mind map on the whiteboard.
- f. Practice speaking in front of audience (time is given proportionally)
- g. Give comment for every performance.

⁵² Hafizhatu Nadia dan Yansyah, "The Effect of Public Speaking Training on Students' Speaking Anxiety and Skill," *TEFLIN International Conference* 65, no. 1 (Juli 2018): 228.

Public speaking method is good to encourage students to speak in front of audience because they already prepared the idea that they want to convey by mind-mapping. The mind map helps the students to organize their ideas or information so they can deliver their speech structurally. Moreover, the application of this method does not require many kinds of media.

2. Drilling

Drilling is a method where the students are listening to the teacher and then repeating what they heard. Drill method intended the students to rehearse the language they are learning so they can use it and become comfortable speaking it. Teachers may correct students if they have errors while they are doing this to ensure that they understand how it works.⁵³

There are some steps to use drilling in the classroom:

- a. The teacher writes some vocabulary according to the discussed topic on the whiteboard.
- b. The teacher demonstrates the correct pronunciation of the words
- c. Ask the whole class to repeat the words in several times.
- d. Ask the student to repeat the words one by one.

Drilling method is good to increase vocabulary mastery of students. It also improves the students' pronunciation. Yet, drilling can be boring for some students. It is better to use drilling combined with other strategy or activity.

⁵³ Jeremy Harmer, *How To Teach English*, 85.

3. Focus Group Discussion

Discussion is an activity used to reach a decision, discuss a situation, or come up with solutions in a forum.⁵⁴ This activity can be used to encourage students to speak about a subject in a class naturally and spontaneously. This kind of spontaneous discourse can be difficult to come by, but discussions, whether they are planned or unplanned, have the enormous advantage of encouraging competent language use.⁵⁵

To conduct focus discussion, there are some steps to be applied, as follows:

- a. Explain the topic and material to students.
- b. Explain how to use polite sentences in accepting, declining or asking someone statement.
- c. Give the students some questions related to the topic and ask them to answers and make it a content to be discussed.
- d. Divided the students into pairs or small group so they can discuss and share information.
- e. Ask some students to present their content based on mind map they made before.
- f. Ask the other students have to give a comments or an arguments to the students' content result.

⁵⁴ Kayi Hayriye, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *The Internet TESL Journal*, 2006, 2.

⁵⁵ Jeremy Harmer, *How To Teach English*, 128.

Teachers have to be aware that students need time to assemble their thoughts before any discussion. In the end, it might be difficult to express opinions clearly and quickly in our native tongue, let the students are finding difficult to acquire the language. Therefore, it is necessary for students to make their mind map to prepare their contents.

In using forum group discussion, the class can be dominated by the active students and the shy student is barely take part. This is being a teacher role to manage the classroom and make sure that all students can be an active participants.

4. Outdoor Activity

Outdoor activity is a learning activity that take place outside the room or building. This kinds of strategy is intended to reduce the boredom of learning and get more motivation to learn something. The students can be more active when their environment is comfortable and support their learning activity. Outdoor classes not only means that the learning activity done outside, but also can be combined with other teaching strategy such as games, video-blogging and also discussion.

Example of outdoor activity is telling the things around the students. The steps are follows:

- a. Bring the students outside the classroom or visit some places.
- b. Give example or demonstration of mentioning the things around.
- c. Ask the students to practice the example from teacher.

- d. Divide the students into pairs or small group. And let them find the places to be described.
- e. Ask the students to take a note of the description.
- f. The students can also make a short video-blogging about the things around them.
- g. Each students have to present their experience of visiting the place in front of the class later.

Outdoor activity can make students feel more enjoy because of fun activity, sometimes it consumes extra time. The teacher should prepared a plan to manage both students and activity so the teaching and learning can be efficient.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research result and discussion in the previous chapter, the researcher concludes:

1. The teaching strategy in teaching speaking at Kampung Bahasa Payungi are Public Speaking, Drilling, Focus Group Discussion, and Outdoor Activity. This method is Students learn to analyze a topic, mapping the ideas of their speech and speaking manner so they can convey their speech structurally without repetitions.
2. Public Speaking strategy used by explained the students how to speech in front of public and how to organize ideas through mind-map. Then asking the student to convey their mind-map in a speech in front of class. In drilling method, the students are listening to the teacher and then repeating what they heard. In Focus Discussion Group, the students discuss some topic in a group. Outdoor activity used by doing a learning and teaching activity outside rooms or building.
3. Public Speaking used to boost the students' confidence and their spoken English. Drilling intended the students to practice the language they are studying repeatedly so that they can try it out and get used to saying it. Focus Group Discussion used to encourage students to speak about a subject in a class naturally and spontaneously. Outdoor Activity is used to reduce the boredom of learning and get more motivation to learn something.

Kampung Bahasa Payungi provides a module or lesson plan to teach every skill. Thus, most of teachers there are using same strategies to teach speaking skill. They also use combined strategies to meet teaching and learning goal. They focus on active classroom to emphasize the students to do more practices rather than only teaches a theory.

B. Suggestion

1. For Teachers

In order to accomplish the educational goal, it is advised that teachers should choose the proper teaching strategies and develop a variety of teaching strategies to teach speaking. Additionally, it is advised that teachers enhance their instruction by incorporating numerous interactive activities while putting diverse strategies into practice.

2. For Students

Students are advised to participate the class by expressing and maintaining their enthusiasm for attending class. The suitable teaching strategy should be found by the students as well, as this will encourage them to develop their speaking abilities.

3. For Other Researchers

The future researcher can use of this thesis as reference to enhance students' speaking abilities.

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APPENDIXES

Blueprint of Documentation

No	Aspect
1	Profile of Kampung Bahasa Payungi
2	The Tutors at Kampung Bahasa Payungi
3	The facilities at Kampung Bahasa Payungi
4	Organization structure of Kampung Bahasa Payungi
5	Lesson plan of teaching speaking at Kampung Bahasa Payungi
6	Photographs

Table List of Document Point IAIN Metro

No	Aspect	Available	Not available
1	Profile of IAIN Metro	✓	
2	The Tutors at Kampung Bahasa Payungi	✓	
3	The facilities at Kampung Bahasa Payungi	✓	
4	Organization structure of Kampung Bahasa Payungi	✓	
5	Lesson plan of teaching speaking at Kampung Bahasa Payungi	✓	
6	Photographs	✓	

Lesson Plan of Teaching Speaking at Kampung Bahasa Payungi

THE 1st WEEK

LESSON PLAN
SCHOOLING DEPARTMENT
KAMPUNG BAHASA PAYUNGI

Stage : Foundation
Class : Speaking (My Self)
Week/Day : I/1

TARGET		
<ul style="list-style-type: none"> - Be able to deliver speech structurally (introduction, core, and conclusion) - Be able to find the confidence and speak loudly 		
CONTENT	DUR.	RESOURCE + TOOLS
Analysis <ul style="list-style-type: none"> - Opening (mention the target of this week) - Attendance check - Information inquiry by asking the experience of public speaking 	10	
Main Activity <ul style="list-style-type: none"> - Give explanation about the variety of introduction section - Ask student to practice the intro part by their own example - Give explanation about part of core section and method of sequencing - Give explanation about conclusion section and the variety of conclusion - Give explanation about manner of academic speech. - Practice speaking in front of audience (time is given proportionally) 	75	<ul style="list-style-type: none"> - Dictionary - White Board - Marker - Eraser - Tri Angle - Chairs
Conclusion <ul style="list-style-type: none"> - Give comment about each performances - Review about general error and mistakes - Reminding the importance of appreciation 	5	
METHOD		EVALUATION
<ul style="list-style-type: none"> - Public speaking 		Ticket for next meeting

LESSON PLAN
SCHOOLING DEPARTMENT
KAMPUNG BAHASA PAYUNGI

Stage : **Foundation**
Class : **Speaking (Hometown)**
Week/Day : **1/2**

TARGET		
<ul style="list-style-type: none"> - Be able to deliver speech structurally (introduction, core, and conclusion) - Be able to find the confidence and speak loudly 		
CONTENT	DUR.	RESOURCE + TOOLS
Analysis <ul style="list-style-type: none"> - Opening (mention the target of this week) - Attendance check - Review about structure of speech 	10	<ul style="list-style-type: none"> - Dictionary - White Board - Marker - Eraser - Tri Angle - Chairs
Main Activity <ul style="list-style-type: none"> - Explain about the importance of planning in speaking - Explain about how to make a good mind map (give example) - Ask students to make their own mindmap on the whiteboard - Practice speaking in front of audience (time is given proportionally) - Give comment for every performances 	75	
Conclusion <ul style="list-style-type: none"> - give appreciation for student's performance - Review about general error and mistakes 	5	
METHOD		EVALUATION
<ul style="list-style-type: none"> - Public speaking 		Ticket for next meeting

LESSON PLAN
SCHOOLING DEPARTMENT
KAMPUNG BAHASA PAYUNGI

Stage : Foundation
Class : Speaking (Favourite Country)
Week/Day : I/3

TARGET		
<ul style="list-style-type: none"> - Be able to deliver speech structurally (introduction, core, and conclusion) - Be able to find the confidence and speak loudly 		
CONTENT	DUR.	RESOURCE + TOOLS
Analysis <ul style="list-style-type: none"> - Opening (mention the target of this week) - Attendance check - Review about structure of speech 	10	<ul style="list-style-type: none"> - Dictionary - White Board - Marker - Eraser - Tri Angle - Chairs
Main Activity <ul style="list-style-type: none"> - give example of mind map of the topic - Ask students to make their own mindmap on the whiteboard - Practice speaking in front of audience (time is given proportionally) Give comment for every performances 	75	
Conclusion <ul style="list-style-type: none"> - give appreciation for student's performance - Review about general error and mistakes 	5	
METHOD		EVALUATION
Public speaking		Record the speaking and upload on facebook

LESSON PLAN
SCHOOLING DEPARTMENT
KAMPUNG BAHASA PAYUNGI

Stage : **Foundation**
Class : **Speaking (Culture)**
Week/Day : **II/1**

TARGET		
<ul style="list-style-type: none"> - Be able to deliver speech structurally (introduction, core, and conclusion) - Be able to find the confidence and speak loudly 		
CONTENT	DURATION	RESOURCE + TOOLS
Analysis <ul style="list-style-type: none"> - Opening (mention the target of this week) - Attendance check - Review about manner of speech 	10	<ul style="list-style-type: none"> - Dictionary - White Board - Marker - Eraser - Tri Angle - Chairs
Main Activity <ul style="list-style-type: none"> - give example of mind map of the topic - Ask students to make their own mindmap on the whiteboard - Practice speaking in front of audience (time is given proportionally) Give comment for every performances 	75	
Conclusion <ul style="list-style-type: none"> - give appreciation for student's performance - Review about general error and mistakes 	5	
METHOD	EVALUATION	
<ul style="list-style-type: none"> - Public speaking 		

LESSON PLAN
SCHOOLING DEPARTMENT
KAMPUNG BAHASA PAYUNGI

Stage : **Foundation**
Class : **Speaking (Shock Culture)**
Week/Day : **II/2**

TARGET		
<ul style="list-style-type: none"> - Be able to deliver speech structurally (introduction, core, and conclusion) - Be able to practice the manner of academic speech 		
CONTENT	DUR.	RESOURCE + TOOLS
Analysis <ul style="list-style-type: none"> - Opening (mention the target of this week) - Attendance check - Review about manner of speech 	10	<ul style="list-style-type: none"> - Dictionary - White Board - Marker - Eraser - Tri Angle - Chairs
Main Activity <ul style="list-style-type: none"> - give example of polite sentence - Ask students to make their own mindmap on the whiteboard - Practice speaking in front of audience (time is given proportionally) - Give comment for every performances 	75	
Conclusion <ul style="list-style-type: none"> - give appreciation for student's performance - Review about general error and mistakes 	5	
METHOD		EVALUATION
<ul style="list-style-type: none"> - Forum group discussion 		

Transcript of Interview

Name : Ms. Zain

Date/Time : September, 24th, 2022

Question	Answer
1) Based on your experience, what are the difficulties that your students faced in learning speaking?	Most of students are difficult to master speaking skill because they lack of vocabulary. English language also has difference on how it is written and how it is sound. This is make the students need time to think before they speak English.
2) What are the strategies that you use in teaching speaking?	I usually use drilling method, outdoor activity, and public speaking.
3) From those strategies, which strategy that you used mostly? What is the reasons?	In almost every meeting, I use drilling method. Combine it with outdoor activity or the other. I think the students still have a many mistakes in pronunciation. I use drilling so the students will practice how to pronounce a words correctly. It will also increase their vocabulary mastery”
4) Related to that strategy, what are the media that you use to optimally your teaching and learning?	Umm, in drilling, I only use marker and whiteboard, because in drilling it is more like how we teach the material in front of students.
5) How are the steps to implementing that strategy? (please explain it)	First, I write some vocabulary according to the discussed topic on the whiteboard. Then, I demonstrates the correct pronunciation of the words. Then I ask the whole class to repeat the words in several times. I also ask the students for repeating the words one by one by themselves.

<p>6) What are the problem or difficulty in using the strategy?</p>	<p>This strategy is helpful for their pronunciation and vocabulary, but sometimes the students get bored in the middle of the class. This is why I use the strategy combined with other strategy, it is an addition strategy.</p>
<p>7) As you said that drilling is addition strategy and you combined with other strategy, so what is the other strategy?</p>	<p>Umm, usually I also use outdoor activity.</p>
<p>8) What is your reason of using outdoor activity?</p>	<p>“Well, Kampung Bahasa is a part of Payungi. We know that Payungi is surrounding by public destinations such as traditional market, rainbow village, “reading house” and other educational destinations. We can do many learning activity while visiting some of Payungi places. The students will study in real world experiences”</p>
<p>9) How do you use the strategy?</p>	<p>“Sometimes we go outside to Payungi to reduce boredom. We usually make a small group and started to do speaking activity like discussing some topic.”</p>
<p>10) What is the difficulty of using the strategy?</p>	<p>“Outdoor activity can make students feel more enjoy because of fun activity, but in applying this strategy, we need extra time. This is why we usually do it on weekend”</p>

Name : Ms. Resa

Date/Time : September, 24th, 2022

Question	Answer
1) Based on your experience, what are the difficulties that your students faced in learning speaking?	“The students usually shy to speak English, they also struggle to pronounce some words.”
2) What are the strategies that you use in teaching speaking?	“I usually use drilling method, outdoor activity, and public speaking.”
3) From those strategies, which strategy that you used mostly? What is the reasons?	“I prefer to do the outside class because it is more fun and refreshing. We usually sit down on a ground and learn with some simple game. Sometimes we go to Payungi places to do more challenging learning activity.”
4) Related to that strategy, what are the media that you use to optimally your teaching and learning?	“Umm, for media, it depends on material that we will teach, or what we need for some game.”
5) How are the steps to implementing that strategy? (please explain it)	“We bring the students to visit places in Payungi, for example the traditional market of Payungi. There, we ask the students to make a short video-blogging about the things around them in English. They also have to present their experience of visiting the place in front of the class later.”

6) What are the problem or difficulty in using the strategy?	“It consume more time and energy”
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Name : Mr. Akhyar

Date/Time : September, 25th, 2022

Question	Answer
1) Based on your experience, what are the difficulties that your students faced in learning speaking?	“Most of students in Kampung Bahasa Payungi are a local students. I mean, they are a students who previously have not experienced English learning. They do not have a suitable environment to support them to speak English. It causes the students do not that familiar with English so they facing difficulties on mastering vocabularies and pronunciation”
2) What are the strategies that you use in teaching speaking?	“Here, we have module as a guidance to teach every English skill, including speaking. We provides the teaching strategy, method and the application. We usually use Public Speaking, Forum Group Discussion and Outdoor Activity. But in the end, it depends on how every teacher implemented the strategy and what method that they applied for teaching.”
3) From those strategies, which strategy that you used mostly? What is the reasons?	“In teaching speaking, I usually use public speaking and group discussion. But mostly I use public speaking, because by learning how to speak in front of public, we can be able to build our self-confident. Here we learn to analyze a topic, mapping the ideas of our speech and speaking manner so we can convey our speech structurally

<p>4) Related to that strategy, what are the media that you use to optimally your teaching and learning?</p>	<p>“I usually use this method in speaking class. We only use common media such as whiteboard, marker, eraser and dictionary.”</p> <p>“Umm, mind map belongs to media right? We also use mind map, it is good to encourage students to speak in front of audience because they already prepared the idea that they want to convey by mind-mapping. The mind map helps the students to organize the ideas or information so they can deliver their speech structurally with less of repetition.”</p>
<p>5) How are the steps to implementing that strategy? (please explain it)</p>	<p>“In general, at the first step, I give explanation about the topic of the subject and mind map. Then I ask students to make their own mind map then write it on the whiteboard. Every student has to perform their speech in front of class. For more detail you can look the lesson plan that I gave before.”</p>
<p>6) You also said that you usually use group discussion. Why do you use the strategy?</p>	<p>“Umm, group discussion... Usually, we need to speak English, unprepared, right?. So, If we do discussion, the students can speak English naturally and spontaneously. Then Students can improve their speaking through discussion because they will practice to speak and gain their confidence”</p>
<p>7) How are the steps to implementing that strategy?</p>	<p>“I start by introducing the material and information to the students, such as how polite words are used while accepting, declining, or asking someone a question. Then, I give them some questions related to the topic and ask them to answer and make it a content to be discussed. Each student have to make mind map based on the topic and the answers. Sometimes I divided the students into pairs or small group so they can discuss and share information. After that, I ask some students to present their content based on</p>

	mind map they made before. The other students have to give a comments or an arguments to the students' content result.”
8) What are the problem or difficulty in using the strategy?	“Sometimes, the class is dominated by the active students and the shy student is barely take part. So, we have to manage the classroom and make sure that all students can be an active participants”

Nomor : B-4086/In.28.1/J/TL.00/09/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Kuryani (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **NOVITA MAHARANI**
NPM : 1801072025
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING
SPEAKING AT KAMPUNG BAHASA PAYUNGI

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 September 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-4241/In.28/D.1/TL.01/09/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NOVITA MAHARANI**
NPM : 1801072025
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di KAMPUNG BAHASA PAYUNGI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING AT KAMPUNG BAHASA PAYUNGI".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 September 2022

Mengetahui,
Pejabat Setempat



Musthafa Akhyar, SE

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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

Nomor : B-4242/In.28/D.1/TL.00/09/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
DIREKTUR KAMPUNG BAHASA
PAYUNGI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4241/In.28/D.1/TL.01/09/2022, tanggal 19 September 2022 atas nama saudara:

Nama : **NOVITA MAHARANI**
NPM : 1801072025
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di KAMPUNG BAHASA PAYUNGI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING AT KAMPUNG BAHASA PAYUNGI".

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

Wassalamu'alaikum Wr. Wb.

Metro, 19 September 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor : 06/KE/09/2022
Lampiran :-
Perihal : **BALASAN IZIN RESEARCH**

Assalamu'alaikum Wr. Wb

Surat ini kami tujukan kepada pejabat berwenang dan pihak yang terkait sebagai bentuk pemberitahuan bahwa yang menghubungi kami, atas nama :

Nama : NOVITA MAHARANI
NPM : 1801072025
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris
Judul Penelitian : AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING
SPEAKING AT KAMPUNG BAHASA PAYUNGI

Dengan ini kami informasikan bahwa yang bersangkutan **dapat melanjutkan** agendanya di KAMPUNG BAHASA PAYUNGI dengan menjalankan tugas fungsi pokok sesuai dengan ketentuan kelembagaan masing-masing.

Surat ini dapat digunakan sesuai dengan keperluan administrasi yang bersangkutan atas sepengetahuan pihak Kampung Bahasa Payungi.

Demikian yang dapat kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 29 September 2022
Direktur Kampung Bahasa Payungi



Musthafa Akhyar, SE



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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1395/In.28/S/U.1/OT.01/11/2022**

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

Nama : Novita Maharani
NPM : 1801072025
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801072025

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, 21 November 2022

Kepala Perpustakaan



Dr. Asad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



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Yang bertanda tangan dibawah ini, Ketua Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro, menerangkan bahwa:

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NPM : 1801072025
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 21 November 2022

Ketua Jurusan TBI





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IAIN METRO**

Nama : Novita Maharani
NPM : 1801072025

Jurusan : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jum'at, 05 November 2021		- Konsultasi komponen dalam penulisan Bab 1 - Penulisan data pra-survey kualitatif dalam bab 1	
2.	Kamis, 27 Januari 2022		Revisi Bab I : - Penambahan Hasil Pra-survey - Perbaikan Research Questions - Perbaikan Objectives of Research.	
3.	Selasa, 17 Mei 2022		Bimbingan Bab II - Pemisahan variabel judul di Bab II bagaimana?	
4.	Senin, 23 Mei 2022		Konsultasi Bab III	
5.	Jum'at, 27 Mei 2022		ACC Bab III	

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Andianto, M.Pd

NIP/ 119871102 201503 1 004

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NIP.196202150 199503 1 001



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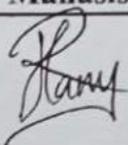
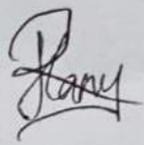
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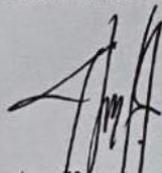
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Jurusan : TBI
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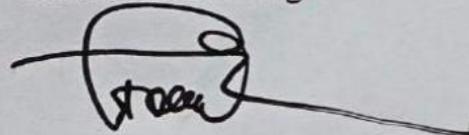
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1	Senin 15/08/2022		Bimbingan APD	
2	Kamis, 01/09/2022		ACC APD	

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Andianto, M.Pd
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Drs. Kuryani, M.Pd
NIP.196202150 199503 1 001



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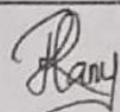
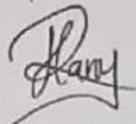
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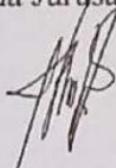
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NPM : 1801072025

Jurusan : TBI
Semester : 9

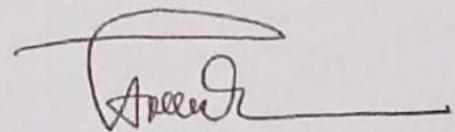
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1	Selasa, 15/11/2022		Bimbingan BAB 4-5	
2	Jum'at, 18/11/2022		ACC Munaqosyah	

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Dosen Pembimbing



Drs. Kuryani, M.Pd
NIP. 196202150 199503 1 001

AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING AT KAMPUNG BAHASA PAYUNGI

by Novita Maharani

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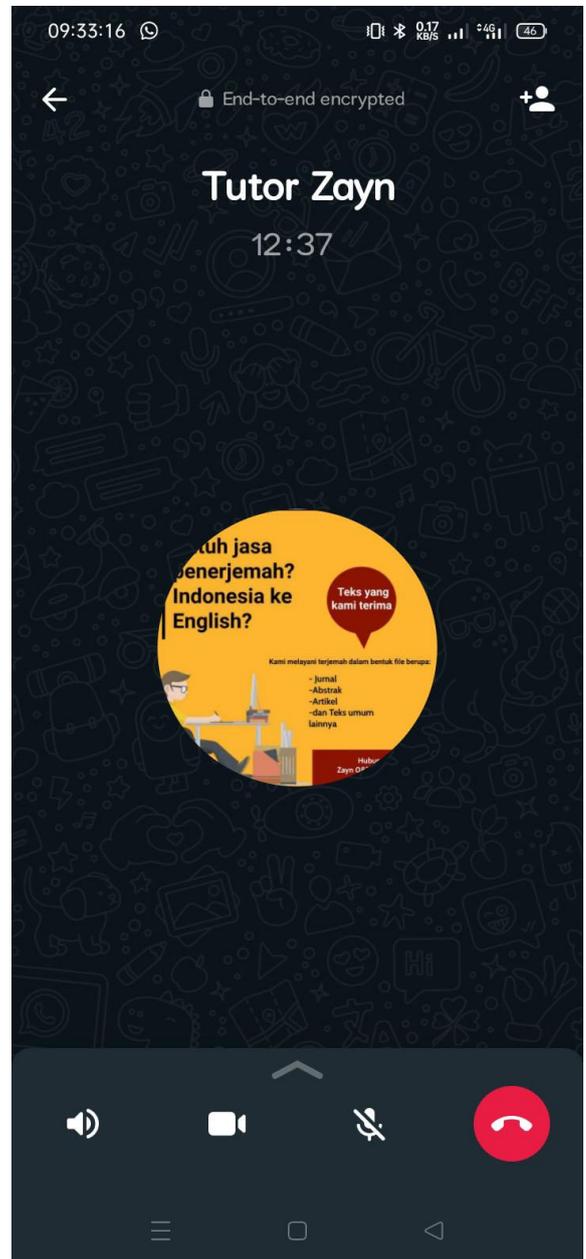
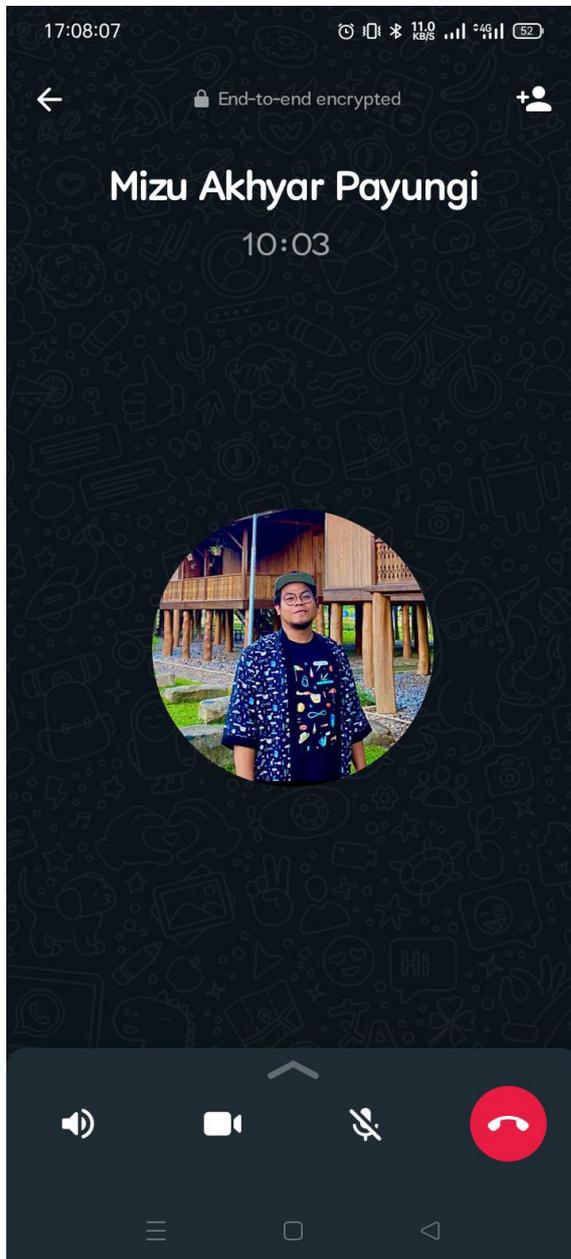
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CURRICULUM VITAE



The name of the researcher is Novita Maharani. She was born on Summersari Bantul, 11 November 1999. She is the second child of married couple Mr. Syafri M and Mrs. Margisah.

She started her study at TK Aisyah Bantul on 2006. She continued her study at SD N 8 Metro Selatan on 2007--2012. She continued her study at SMPN 5 Metro on 2012--2015. Then, she continued her study at SMAN 2 Metro on 2015 and completed in 2018.

After graduating of SMAN 2 Metro, in 2018, she was registered as a student of S-1 English Education Department State Institute of Islamic (IAIN) Metro.