

**“STUDENTS’ PERCEPTION ON STRATEGIES USED BY THE TUTOR  
IN TEACHING SPEAKING AT FAKTABAHASA SOLO COMMUNITY  
2020”**

**THESIS**

**Submitted as a Partial Requirements**

**For the Undergraduate Degree in**

**English Language Education Program**



**By:**

**SAARAH DAMAYANTI**

**SRN. 163221214**

**ENGLISH LANGUAGE EDUCATION**

**CULTURES AND LANGUAGES FACULTY**

**THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

**2020**

## ADVISOR SHEET

Subject: Thesis of Saarah Damayanti

SRN : 16.322.1.214

To:

The Dean of Cultures and  
Languages Faculty

IAIN Surakarta

Surakarta

*Assalamu 'alaikum wr.wb*

After reading throughout and giving necessary advices, herewith, as the advisors, we state that thesis of:

Name : Saarah Damayanti

SRN : 16.322.1.214

Title : Students' Perception on Strategies used by the Tutor in Teaching Speaking at Faktabahasa Solo Community 2020

Has already fulfilled the requirements to be presented before the Board of Examiners (Munaqosyah) to gain Undergraduate Degree in English Language Education.

Thank You for the attention.

*Wassalamu 'alaikum, wr.wb*

Surakarta, September 6, 2020

Advisor



**Puput Arianto, M.Pd**

NIP. 19900514 201701 1 160

## RATIFICATION

This to certify the Sarjana thesis entitle **STUDENTS' PERCEPTION ON STRATEGIES USED BY THE TUTOR IN TEACHING SPEAKING AT FAKTABAHASA SOLO COMMUNITY 2020** by Saarah Damayanti has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in the State Islamic of Surakarta

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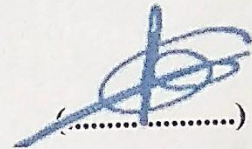
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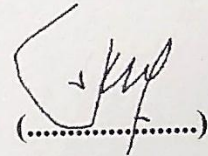
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**Main Examiner** : Muhammad Husin Al Fatah, M.Pd

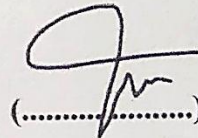
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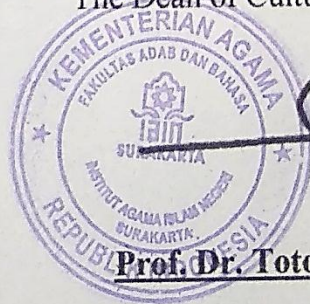


(.....)

Surakarta, October 26, 2020

Approved by

The Dean of Cultures and Languages Faculty



Prof. Dr. Toto Suharto, S.Ag., M.Ag

NIP. 19710403 199803 1 005

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents (Mr. Joko Suwarko and Mrs. Erni Sukowati)
2. My beloved sister (Salma Damayanti)
3. My beloved brother (Radityo Raharjo)
4. My almamater IAIN Surakarta

## MOTTO

وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَنْ تُحِبُّوا  
شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ ﴿٢١٦﴾

**“.. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not.”**

**Q.S Al-Baqarah (2): 216**

**“ There is no word ‘useless’ in an effort. Be confident of your every effort is part of your experience”**

**“Believe that all obstacles that occur when this is just trial order ourselves to be better in the future”**



## PRONOUNCEMENT

Name : Saarah Damayanti  
SRN : 163221214  
Study Program : English Language Education  
Faculty : Cultures and Languages

I hereby sincerely state that thesis entitle “Students’ Perception on Strategies Used by the Tutor in Teaching Speaking at Faktabahasa Solo Community 2020” is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography.

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

Surakarta, October 26, 2020

Stated by,



Saarah Damayanti

SRN. 163221214

## ACKNOWLEDGMENT

*Alhamdulillahirobbil'alamin*, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, God all might, for all blessings and mercies so the researcher was able to finish this thesis entitled “Students’ Perception on Strategies Used by the Tutor in Teaching Speaking at Faktabahasa Solo Community 2020”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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

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The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, October 26, 2020

The Researcher

Saarah Damayanti



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## ABSTRACT

Damayanti, Saarah. 2020. "*Students' Perception on Strategies used by the Tutor in Teaching Speaking at Faktabahasa Solo Community 2020*". Thesis: Cultures and Languages Faculty. State Islamic Institute of Surakarta.

Advisor : Puput Arianto, M.Pd

Key words : *Students' Perception, Strategies, Teaching Speaking*

The objectives of this research are (1) to find out strategies used by the tutor in teaching speaking at Faktabahasa Solo community 2020 (2) to describe the students' perception on strategies used by the tutor in teaching speaking at Faktabahasa Solo community 2020.

A perception is important because it can help the teachers to know students' ability and the teacher can use innovative strategy to understand all of the students. The research methodology in this research is a descriptive-qualitative design. The subject of the research is the tutor and the member of Faktabahasa Solo community 2020, in here there are three tutors and 15 members who consist in English Class. The techniques of collecting the data in this research are questionnaire and interview. This technique of data analysis which used in this research was the model of data analysis from Miles and Huberman. That is reducing the data, displaying the data and drawing conclusions. The trustworthiness in this study is triangulation.

Results of this research is presented descriptively in order to reveal the students' perception comprehensively. It was found that (1) the tutors have various strategies to teach speaking such as small-group discussion, games, and drilling strategy. (2) the members had a good perception of the strategies used by the tutor in teaching speaking. They enjoyed the strategies used by the tutor in teaching speaking. They could get some benefits through the strategies such as improving their self-confidence to speak up and expressing their ideas.

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher explained about background of the study, identification of the problem, limitation of the problem, problem statement, the objective of the study, benefit of the study and definition of key terms.

#### **A. Background of the study**

Speaking is the most important skill and the mastery of speaking skills in English is of importance for second and foreign language learners. Speaking is one of the important parts in teaching language because it includes one of four basic language skills. To speak in a foreign language in order to share understanding with other people who need attention to accurately understand the specific language. A speaker needs to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that the listener will understand. So that, speaking is a fundamental skill that foreign language learners should master (Ur 1999:120).

Every teaching learning activity, of course, wants to be successful which is measured. According to Zain (1997:48) there are component that influence of teaching learning activity as follows; the teacher, the student, material of learning, method of learning, media of learning, and evaluation of learning. That components can not stand itself but need to things that

related. The teacher must be attention toward the components that influence in teaching learning process, if wants the activity can success. In the teaching learning process, there is tools that used to measure successful of teaching learning process as follows; the good plan of teaching learning process, the variation of implementation; it is include the strategy, method, media, or the atmosphere that can be influence in evaluation.

A good teaching strategy is needed to be well received by students. In practice teaching and learning activities certainly cannot be separated from the teaching strategies used by teachers to their students. Likewise with the practice of teaching speaking, it needs good strategies used by teachers/tutor to teach their students about how to practice speaking well and correctly, in accordance with the language order. According to Ahmadi (2003:260) aspects of learning depend on the learning process namely How Problematic: the problem of how with regard to the methods/techniques used in the educational process. According to Silver, et al (2007:1) "The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning. Strategies are the different types or styles of plans teachers use to achieve this goal." Strategy is an important aspect in the teaching and learning process. In teaching and learning process strategy is an activity that should be done by both teacher and learner in order to get learning activities to become effective and efficient. Of course, the teacher has first obligation for designing strategy and it is followed by students in learning activities.

The teacher's strategy should be able to choose appropriate strategies in teaching speaking for the students.

One of the reasons for successful strategies in the teaching learning process is how much the students understand about the material that is given by the teachers. The students have different abilities to understand about the material. Based on pre-research, some members feel that the strategy in teaching speaking used by the tutor is usual, but many of members feel that the strategy is fun and innovative. The teachers need the perception of students to know how much the material is accepted by the students. It can help the teachers to know students' ability, and the teacher can use innovative strategy to understand all of the students. Reiser and Dick in Widyaningsih and Robiasih (2018:46) argue that teachers can use different strategies of teaching to achieve teaching learning goals. In learning, teachers are given a chance to apply various teaching strategies that can help students speak well. The strategies were used based on students' needs and interests. So, the goal of learning can do as well.

Knleinke (1978) states that perception is important because it influences the students in learning. When students have good perceptions on the strategies used by the teacher, it can lead students to be successful in learning English. The students will be able to learn the material well. It is needed to attract students' interests toward the teaching and learning process. According to Asrori (2009: 21) perception is "the process of the individual in interpreting, organizing and giving meaning to the stimulus

that comes from the environment where the individual is located which is the result of the learning process and experience”.

From the explanation above, it can be said that students' perception is so important to the teachers' strategies. Success in speaking is the purpose of a teacher in teaching speaking. It can occur if the strategies used by the teacher are highly effective. Students' success in speaking depends on the teacher's way of teaching speaking. To find a suitable strategy in teaching is not easy, teachers should think about how the strategy will be implemented, is it appropriate to students' needs or not.

Some young people and adults consider learning in formal education is not enough, for them it is important to have additional learning outside of formal education. The many communities that have sprung up in Indonesia to channel the talents, skills or creativity that each individual has, it provides inspiration for a group of young people to form a community that is a community that learns languages. The community itself according to Hermawan (2008:5) is a group of people who care about each other more than they should, where in a community there is a close personal relationship between the members of the community because of the similarity of interests or values. The formation of a community as a forum for learning foreign languages that are non-formal is a form of attention to be able to develop creativity and the ability of young people in foreign languages.

One of the communities in Solo that has an interest in foreign languages is Faktabahasa Solo community. Faktabahasa Solo Community or commonly abbreviated as “Faba Solo” is a community that facilitates learning activities of language and culture, especially foreign languages and cultures without being burdened by costs. The vision of Faba is to facilitate Indonesian youth in expressing their language skills and cultural knowledge, training their communication and leadership skills, and expanding the social zones of their members. Please note that language has an important function for social life. In June 2014, a group of students from Sebelas Maret University (UNS) established this community under the name “Faktabahasa Solo”.

This community is actually an affiliate of the language community that originally stood in Bandung. “Many student friends who need a foreign language learning environment, but none are conducive. This condition encouraged us to establish the Faktabahasa Solo community” said one of the Solo Faktabahasa administrators, Lisa. The form of factual activities is basically learning languages, grammar, but to better understand language. The languages that can be learned together are English, Japan, Germany, Dutch, Russian, Javanese, and Chinese. Lisa added Faktabahasa is open to anyone who wants to join and learn. No need to worry, foreign language lessons are given free. “To join does not have to be an expert, the important thing is to learn,” she said. Teaching foreign languages is divided into several classes according to the language being studied. This



foreign language class is held once until twice a week. A number of cafes that have become customers have become fun language classes. "In addition to learning languages, here is also explained how the socio-cultural conditions, by introducing songs, music, food, dances, and others related to the language", explained Lisa.

Based on pre-research, the researcher realised that this community is fully the young people, especially students. Many of them are students at the University at Solo. The power of social media makes this community become famous in groups of young people or students. Actually, this community born from social media that is Twitter. Because of that, many students are interested in joining this community for some reason. There are say "I want to deepen my English ability", "I can learn foreign language, also add my relation and experience", "I want to increase my English skill", "I want to master the foreign language", "I want to learn more about foreign languages", etc. Now, Faktabahasa Solo has at least 119 members, and 30 members of it following the English class. Faktabahasa Solo is also the only community that concern in language at Solo.

English class is open in three sessions that are on Saturday at 4.00 pm- 5.30 pm, 7.00 pm - 8.30 pm and Sunday at 4.00 pm - 5.30 pm. The researcher found that the tutor has many strategies to teach speaking class, such as games, discussion, drilling, role play, reading a loud, prepared talk, and answering questions. Riddel (2001:117) states that there are the

various kinds of activities that can be implemented by the tutor in order to stimulate students to speak. Those activities are ranking, balloon debate, debates, describing visuals, role-plays, students talks, and discussion. The tutor teaches basic speaking, such as how to have good pronunciation, learn about homophone, connecting words and how to use good speaking techniques.

From the explanation above, the researcher is interested in conducting on how the students' perception on teaching speaking strategies used by the tutor in the Faktabahasa Solo community especially in the speaking section, which will be explained in the thesis entitled **“STUDENTS' PERCEPTION ON STRATEGIES USED BY THE TUTOR IN TEACHING SPEAKING AT FAKTABAHASA SOLO COMMUNITY 2020”**

## **B. Problem Identification**

Based on the pre-research above the researcher finds some problems in Faktabahasa Community. There are many factors can affect the problem emergence, such as:

1. There are many types of strategies used by the tutor in teaching speaking.
2. The tutors' do not know about students' perception about them.
3. Some of the members have different expectation in speaking class

### **C. Limitation of the Problem**

It is necessary for the researcher to limit the study. It is intended to avoid a problem area and to clarify the study. The researcher makes limitation to the both of subject and object of the study:

#### 1. Subject

The subjects of this study are the members of Faktabahasa Solo community 2020.

#### 2. Object

The researcher limited the research in object of this study is the students' perception on strategies used by the tutor in teaching speaking at Faktabahasa Solo Community 2020.

### **D. Problems Statement**

Based on the background above, this research are as the following:

1. What are strategies used by the tutor in teaching speaking at Faktabahasa Solo Community 2020?
2. How are students' perceptions on strategies used by the tutor in teaching speaking at Faktabahasa Solo Community 2020?

### **E. The Objectives of the Study**

Based on the research problem above, the objectives of this study are as the following:

1. To find out strategies used by the tutor in teaching speaking at Faktabahasa Solo Community 2020.
2. To describe the students' perception on strategies used by the tutor in teaching speaking at Faktabahasa Solo Community 2020.

### **F. The Benefits of the Study**

Realizing this, the benefits of the study are:

1. Theoretical Benefit

The theoretical benefit of this research are to be the useful research for contribution as the good way for teaching speaking strategy and also hopefully this study becomes references and information for the next research who wants to study the same case.

2. Practical benefit

The result of this study can be beneficial, it is expected that the research can give contribution as the affective strategy in teaching speaking skill. The result of this study can be used by the teacher or the tutor, student and also the other researcher.

For the tutor, the tutor can adopt the appropriate strategy to teach or organize their student in classroom or a community in order the

students to be active and more interesting to join in learning English especially in speaking skill.

For students, student can find the other alternative way to learn English speaking skill. Hopefully, student are easy to understand the material and students may feel enjoy, comfort and more confident to learn English speaking skill.

## **G. Definition of Key Terms**

Some of terms which are very important to describe, it is intended to avoid misunderstanding, the writer explains some terms used in the thesis entitled “Students’ Perception on Teaching Speaking Strategies Used by the Tutor at Faktabahasa Solo Community 2020”.

### **1. Perception**

According to Asrori (2009: 21) the notion of perception is “the process of the individual in interpreting, organizing and giving meaning to the stimulus that comes from the environment where the individual is located which is the result of the learning process and experience”.

### **2. Teaching Speaking Strategy**

An important component of language learning strategy training is that of speaking strategies. Among others, according to Anjaniputra (2013:2) the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling.

### 3. Community

Hermawan (2008:5) is a group of people who care about each other more than they should, where in a community there is a close personal relationship between the members of the community because of the similarity of interests or values. Community is an identification and social interaction that is built with various dimensions of functional needs (Soenarno, 2002:98).

### 4. Faktabahasa Solo

Faktabahasa Solo is one of community in Solo. They are a community of youth empowerment in the fields of language and culture.



## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

In this chapter, the researcher explained about the concept of perception, concept of strategies in teaching speaking, concept of community, and Faktabahasa Solo community

#### **A. Perception**

##### **1. Definition of perception**

Perception is one of the most important aspects of human cognitive. This allows one to know and understand the world around him. Generally, the word of perception is used in psychology. As terminology “perception” is a direct response from an absorption or process someone knows several things through avoidance. Whereas in the big dictionary of psychology, perception means as a process of observing someone on the environment by using the senses they have, so that they become aware of everything that is in their environment.

According to Asrori (2009: 21) perception is “the process of the individual in interpreting, organizing and giving meaning to the stimulus that comes from the environment where the individual is located which is the result of the learning process and experience”. Meanwhile, according to Slameto (2010: 102) perception is a process related to the entry of messages or information into the human brain,

which will then be associated with the environment. This relationship is carried out through the senses, namely the sense of sight, hearing, touch, taste, and smell. Eysenck in Asrori (2009: 215) states that perception actually requires a learning process and experience. The results of a person's learning process and interaction will provide experience for him to be able to compare the situation at hand.

Based on the statements above, we can conclude that perception is the process of receiving, differentiating, and giving meaning to the stimulus received by the sense organs, so that it can draw conclusions and interpret certain objects that are observed.

## **2. Factors that Role in Perception**

In the process of perception, an individual demands to give marking to an object which can be positive or negative, good or bad, happy or sad, etc. With there is perception, so will be formed attitude, is stabil inclination to act currently in current situation also. According to Walgito (2004:89) there are three conditions for perception:

- a. The existence of the object perceived.

The existence of social objects or events that cause stimuli, and stimuli regarding the sense organs (receptors). In this case the object observed is the teacher's skill behavior in the use of instructional media; here students are asked to provide a perception of it.

b. The presence of sensory devices or receptors.

The sensory organ is the main tool in the individual's perception and is a tool for receiving stimuli, but there must also be a sensory nerve as a tool to continue the stimulus received by the receptor to the nerve center, the brain as the center of consciousness.

c. There is attention.

The attention of the individual is the first step in holding a perception. Without attention there will be no perception. Individuals must have attention to the object in question. When you have noticed it, then the individual perceives what he has received by means of the senses. Furthermore, Walgito added that perception is influenced by many factors including the attention of the individual, which is the psychological aspect of the individual in holding the perception.

From these things it can be argued that to create a perception there are several factors that play a role as a condition for perception to occur, namely (1) the object or stimulus that is perceived, (2) the senses and nerves and the center of the nervous system, which are the conditions physiological, and (3) attention, which is a psychological requirement.

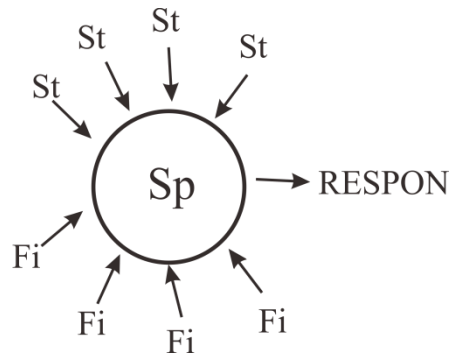
These factors make individual perceptions different from one another and will affect the individual in perceiving an object, a stimulus, even though the object is really the same. Perception of a person or other group even if the situation is the same. Differences in perceptions can be traced to differences in individuals, personalities, attitudes or motivations. Basically, the process of forming this perception occurs in a person, but perception is also influenced by experience, learning and knowledge.

### **3. The Process of Perception**

Perception does not just happen, but through a process. Walgito (2004: 90) states that the formation of perception through a process, where the flow of the process of perception can be stated as follows:

- a. The first stage, is a stage known as the process of experience or physical process, it is the process of capturing a stimulus by means of the human senses.
- b. The second stage, which is a stage known as physiological processes, it is the process of continuing the stimulus received by receptors (sensory devices) through sensory nerves.
- c. The third stage is the stage known as the psychological process, is the process of arising individual awareness about the stimulus received by the receptor.
- d. The fourth stage is the result obtained from the process
- e. Perception that is in the form of responses and behavior.

As a scematic that process can be shown as follows:



Note:

St= Stimulus (the external factors)

Fi= Internal Factors (include the attention)

Sp: the individual structure

**Figure 2.1 the Process of Perception (Walgito,2004:91)**

Finally, from the definition above it can be concluded that the perception process occurs through several sequential stages, from stimulus which received by the human senses until the results of the perception process in the form of responses and behaviour.

#### **4. Indicators of Perception**

Perception is an impression that is obtained by an individual through the five senses then analyzed (organized), interpreted and then evaluated, so that the individual gets meaning. Robbins' opinion is more complementary to previous opinions, namely the existence of

elements of evaluation or assessment of the object of perception.

Robbins defines perceptual indicators into two types, namely:

a. Acceptance

The process of acceptance is an indicator of the occurrence of perception in the physiological stage, namely the function of the senses to capture external stimuli.

b. Evaluation

The external stimuli that have been captured by the senses, then evaluated by the individual. This evaluation is very subjective. One individual judges a stimulus as difficult and boring. But other individuals rated the same stimulation as good and enjoyable.

Meanwhile, the perception indicators according to Walgito (2004:54-55) include:

a. Absorption of stimuli or objects from outside the individual.

The stimuli or objects are absorbed or received by the five senses, whether they are sight, hearing, touch, smell, and taste individually or collectively. From the results of absorption or acceptance by these sense organs, you will get an image, response, or impression in the brain. This picture can be singular or plural, depending on the object of perception being observed. In the brain are collected images or impressions, both old and new. Whether the picture is clear or not depends on whether or not the stimuli are clear, the normality of the senses and the time, recent or old.



b. Understanding

After the images or impressions occur in the brain, the images are organized, classified (classified), compared, interpreted, so that understanding is formed. The process of understanding is very unique and fast. The meaning that is formed depends also on the old pictures that the individual has previously had (called apperception).

c. Assessment or evaluation

After understanding or understanding is formed, an assessment of the individual takes place. Individuals compare the newly acquired understanding or understanding with the criteria or norms that the individual has subjectively. Individual judgments vary even though the object is the same, therefore perception is individual.

Through perceptions, individuals can realize, can understand the state of the individual concerned. Perception is an integrated activity, so all what is in the individual such as feelings, experiences, thinking abilities, frames of reference and other aspects that exist in the individual community will play a role in this perception (Walgito, 2010: 99). Based on this, it can be argued that in that perception even though the stimulus is the same but because experience is not the same, the ability to think is not the same, the frame of reference is not the same,

there is a possibility that the results of perceptions between individuals and other individuals are not the same.

Culture is something that is closely related to human behavior and beliefs, so it includes various things in human life, which include religion, education, socio-economic structure, kinship patterns, habits of educating children, and so on. The condition of a person's daily life greatly influences the perception of every social event, where in every social activity it always involves the relationship between subjects and the formation of meaning. This meaning will determine a person's ability to be involved and participate in certain activities in the community (Sutopo, 1996: 133).

Perception is always related to one's experiences and goals at the time the perceptual process occurs. It is a selective, purposeful behavior and is a process of achieving meaning, where experience is an important factor that determines the outcome of perception (Sutopo, 1996: 133). Behavior is always based on meaning as a result of perceptions of the lives of the perpetrators. What is done, and why someone does things, is always based on the limitations according to his own opinion, and is influenced by his special cultural background (Spradley, 1980: 137). Different cultures train people differently in grasping the meaning of a perception, because culture is a special way of shaping human thoughts and views.

From the above theories, it can be argued that perception is a process in which individuals obtain assumptions as a result of selective interpretation of the object they observe. Perception is a dynamic response that occurs within a person when receiving stimuli from outside through the five senses, and is influenced by factors of knowledge, experience, emotional, and personality aspects. From here the individual will determine the perception of whether an object is good or bad, useful or useless, important or less important. A person's perception will develop or can change according to the new information they receive.

## **5. Forms of Perception**

The general perception is a response based on an evaluation directed towards an object and expressed verbally. According to Budiman and Eka Apriani (2018:229) state forms of perception is the view that based on the assessment of an object that happens, anytime, anywhere, if the stimulus aspect. Meanwhile, according to Irwanto (2002:71), after the individual is doing the interaction with the objects that perception so the result of the perception can be seen that there are two forms of perception that is both positive and negative.

### **a. Positive perceptions**

It is a perception that is shown into the all of knowledge (whether or not it is known or not), and the responses are followed by efforts to utilize it. The statement of students can said that

'positive perceptions', if the students choose 'Strongly Agree' and 'Agree' on questionnaire.

b. Negative Perceptions

It is perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal. Perception is describes all knowledge (whether or not he knows it or not) and responses that are not in line with the object being perceived. The statement of students can say that 'negative perceptions', if the students choose 'Disagree' and 'Strongly Disagree' on a questionnaire.

It can be said that the positive perception or negative perception will always affect a person in taking an action. And the emergence of a positive perception or negative perception depends on how the individual describes all his knowledge about an object that is perceived (Irwanto, 2002: 71)

## **6. Factors Affecting Perception**

Perception is influenced by individual experience factors in observing an object. With the individual's need for something, it will also affect the individual in perceiving the object. According to Sobur (2003), there are factors that influence the selection of perception, as follow:

- a. Internal factors: the need for enhanced psychological, background, experience, personality, attitude and general confidence, and self-acceptance.
- b. External factors: intensity, size, contrast, movement, repetition, familiarity, and something new.

Other experts states the factors that influene perception are of two kinds, they are internal and external. Among the internal factors the need and disires of individuals, indivisual personality, and the experience of people are included. The internal factors are:

- a. Needs and Desires

The needs and desires of people play a vital role in perception. People at different levels of need and desire perceive the same thing differently. Power seekers are more likely to notice power related stimuli. Socially oriented individuals pay attention to interpersonal stimuli. That is to say expectancy, motives or interes also effect people perception.

- b. Pesonality

Personality is another intrenal factor that influences the perception of an indivisual. It need not be mentioned here that optimistic beings perceive the things is favorable terms, whereas pessimistic indivisual view it in negative terms. Research on the effects of individual personally on perception reveals many facts.

c. Experience

Experience and knowledge have a constant bearing on perception. Successful experience enhances and boosts the perceptive abilities and leads to accuracy in perception of a person.

And the external factors are: also known as exogenous factors, they also influence the perception of a person. Perception is affected by the characteristics of perceived object, an event or a person. These include size, intensity, frequency, status, etc.

a. Size

The bigger the size of the perceived stimulus, the higher is the probability that it will be noticed. Dominance is established by size and it overrides other things and thereby enhances perceptual selection. For example, a full page advertisement may induce more attention than a small advertisement in some corner of the newspaper.

b. Intensity

The principle that the higher the intensity of the external stimulus, the more likely it will be perceived is not always valid. If intensity is important, why a whisper by a student in a classroom is effective in getting attention by a teacher. Here, the answer lies in the fact that a whisper often contrasts with the rest of the noisy environment, and so gets noticed. Therefore, the intensity factor

has to be considered in the light of the situation. Example frame of reference.

c. Frequency

Repeated external stimulus is more attentive gaining than a single one, so states the frequency principle. Repetition is one of the most frequently used techniques in advertising and is the most common way of attracting the people's attention. Frequency results in making people aware of the stimulus.

d. Status

The status of the perceived person has also got influence on the perception. Higher status people can exert influence on perception of an employee than low status people. When introduced to two people of different ranks, we tend to remember the person holding the higher rank than the other one.

e. Contrast

Stimuli that contrast with the surrounding environment are more likely to be selected for getting attention. A contrast effect can be caused by color, or any unusual factor.

Based on some explanations of the factors that influence the perception, it is understood that although the different stimulus which comes to us on the same problem. What we can take is limited not only to certain times that dependent on the stimulus, but also on the

cognitive processes that reflect the goals and expectations of a person at the time.

## **7. Perception on Learning**

Stern (1987:304) added that learning is a process by which individuals change in a positively valued direction as a result of experience or practice and under the influence of environmental factors including teaching. Marton, Dall'Alba, and Beaty (1993) stated that perception on learning deals with belief and concept. Biggs (1989) also stated that perception on learning deals with belief about knowledge which influences students' approaches to learning. It means that perception on learning always deals with belief and concept about knowledge (message), which plays as stimulus from environment.

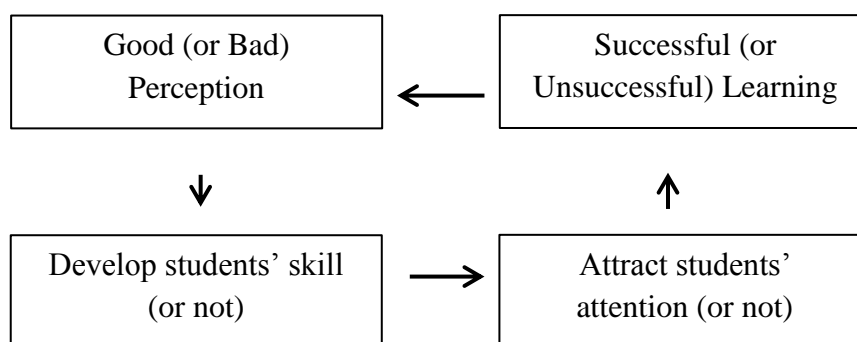
More specifically, Champbell et all (2001) proposed five elements of language teaching-learning activities implementation that build students' perception. Those are :

- a. How the teacher teaches the students
- b. What the teachers wants the students to learn
- c. How the students learn in class
- d. What the students learn
- e. What the purposes of learning the language are.

There is a relation between perception and learning. Knleinke (1978) states that perception is important because it influence the students in learning. When students have good perceptions on the



strategies used by the teacher, it can lead students to be successful in learning English. The students will be able to learn the material well. It is needed to attract students' interests toward teaching and learning process. In the contrary, if the students have bad perceptions toward strategies used by the teacher, it lead them to be failed. It will be difficult to find their interest in learning English. The following figure is the discussion.



**Figure 2.2 the Relation between Perception and Learning**

In this study, the researcher would implement the definition of perception and perceptual process as the basis to determine how the students' perception toward strategies used by the teacher are formed. The researcher uses a theory from Haire (1956) as cited by Gibson, Ivancevich, & Doonnelly (1973), which says that a perception is a process of recognizing information and it is compared with previous memory which is stored in person's brain. Some factors influencing perception are used to know how each students could have different perceptions toward the strategies used by the teacher. Moreover, the relation between perception and learning is used to analyzed how the

success of learning English is also defined by the students' perception toward strategies used by the teacher.

## **B. Speaking**

### **1. Definition of Speaking**

One of many ways of communications is speaking. Speaking is communication process between at least two people and a way to express someone's idea. Speaking is so much a part of daily life that we take it for granted. Torkey (2006:30) state that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is "often spontaneous, open-ended, and evolving". Speaking is a language skill or means of communication in which one can express his/her idea, feeling, and information to others orally. Furthermore, speaking shows cap skill to use a language. Hornby in Rahayu (2015:62) supports this viewpoint by stating that to speak is to reproduce words or to use words to utter the words by using conversation.

Haris in Rahayu (2015:61) defines speaking as a complex skill requiring the simultaneous use of different abilities. Five components were pronunciation, grammar, vocabulary, fluency and comprehension. Speaking is the process of building and sharing meaning with verbal and non-verbal symbols, in a variety of context, Chaney in Kayi (2006).

Speaking is a meaningful interaction, forms a part of the shared social activity of talking (Bachman in Rahayu, 2015:62). It is mean two or more people talk to each other about things that they talk is mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions or get something done. Each participant is both a speaker and a listener. The point in their interaction is that they do these things together.

The term of speaking, according to Brown in Umam (2009), is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. According to Thornbury (2005:19), speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. The similarity opinion state by Chastain in Rahayu (2015:63), speaking is a productive skill since it produces ideas, messages, and suggestions and we need to practice it. Furthermore, Wilkin in Rahayu (2015:62) suggests that in speaking, the skill to compose a sentence is needed but it is not the only one needed because oral communication takes place when someone makes use of sentence to perform a variety of different acts of essential.

It can be concluded that speaking is a language skill or means of communication in which one can express his/her ideas or information in a good logical order and master the convention mechanics of

speaking (pronunciation, grammar, vocabulary, fluency, and comprehension).

## **2. Aspects of Speaking**

In teaching speaking, there are some aspects which considered by teacher. Brown (2001:268-269) proposes four aspect of speaking skills. There are fluency, accuracy, pronunciation and vocabulary.

### **a. Fluency**

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the cap skill or other components of speaking. According to Hughes (2002:60), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000:7) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. Similarity opinion also state by Nunan (2005:55) speaker can be said as fluent speaker if he/she can use the language quickly and confidently, with few hestination or unnatural pause, false stars, word searches, etc.

b. Accuracy

According to Nunan (2005:55) accuracy is the extent to which students' speech matches what people actually say when they use the target language.

c. Pronunciation

According to Thornbury (2005:128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Pronunciation or more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation.

d. Vocabulary

Vocabulary is a part of speaking which indicates students have collection of words as the foundation to build languages Thornbury (2005:22) suggests three usual things used by speakers in what they are being said: high proportion of words and expressions that express their attitude, usually employ words and expressions that express positive and negative appraisal, and usually employs deictic language. Vocabulary plays a fundamental role in communication. It is because oral communication needs a rich diction in articulating words to deliver their meaning.

So, from based on the theories above, it can be concluded that aspects of speaking there are fluency, accuracy, pronunciation, and vocabulary.

### **3. Successful in Speaking Activity**

Teaching speaking is sometimes considered a simple process. According to Ur (1999:120) there are some characteristics of successful speaking, they are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.

#### **a. Learners talk a lot**

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

#### **b. Participation is even**

Classroom discussion is not dominated by minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed.

#### **c. Motivation is high**

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

d. Language is of acceptable level

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

Success in speaking is the purpose of teacher in teaching speaking. It can occur if the strategies used by teacher are highly effective. Students' success in speaking depends on the teacher's way in teaching speaking. To find a suitable strategy in teaching is not easy, teachers should think about how the strategy will be implemented, is it appropriate to students' needs or not.

From the explanation above, it can be concluded that the strategies are very important in teaching and learning process. The right strategy can help the students in achieving the goals in speaking. Teachers must be able to apply the right strategies to help students in achieving the target language.

## **C. Teaching Strategies**

### **1. Teaching Strategy**

According to Keemp in Suyadi (2013:13) explain that teaching strategy is teaching activity is doing by teacher and student to be get effective and efficient objective teaching. J.R David in Majid (2013:10) teaching strategy means a plan. Basically, strategy is still a

conceptual about decisions which will take in a teaching activity. Different opinion with MacDonald in Haidir and Salim (2014:99) state that teaching strategy is the art of carry out a plan skillfully. That is why, teaching strategy used as an art to take the students in teaching-learning conditions and in a favorable position. Haidir and Salim (2014:102) also state that teaching strategy is general approach and series of actions to be taken and used by the teacher to choose several learning methods that are appropriate in learning.

According to Gulo in Suryani and Agung (2012:2) defines teaching strategy is art and science to bring teaching in class so the aim which set can achieve effectively and efficiently. The teaching strategy can also means as a pattern of teaching activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the environment and specific learning objectives that are formulated. Teaching strategy consist of methods and techniques that will guarantee that students will truly achieve teaching goals.

Sanjaya in Suryani and Agung (2012:5) state that teaching strategy is a teaching activity that have to do by teacher and student in order to the goal of teaching can achieve effectively and efficiently. Teaching strategy contains the meaning of plan, means that basically the strategy is conceptual about decisions that will be taken in the implementation of teaching. Because of that, according to Roestiyah in Suryani and



Agung (2012:50) state that teaching-learning activity teacher must have strategy in order to student can learn effectively and efficiently. One of the steps to have strategy is must be master presentation techniques or called is teaching method.

From some statement above, it can be concluded that teaching strategy is steps taken by the teacher to utilize existing learning resources, in order to achieve learning objectives effectively and efficiently.

## **2. Teaching Speaking Strategy**

An important component of language learning strategy training is that of speaking strategies. According to O'Malley and Charnot (1990:43), speaking strategies are crucial because they help foreign language learner "in negotiating meaning where either linguistic structures or sociolinguistic rules neither are nor shared between a second language learner and a speaker of the target language".

The students need the suitable strategy in gaining the materials from the teacher. The strategies which are used by the teacher have to match for the students' ability and condition. The speaking strategies help the teacher to conduct teaching speaking better. A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, according to Anjaniputra (2013:2) the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling.

a. Cooperative Activities

According to (Freeman, 2003:164) cooperative or collaborative learning essentially involves student learning from each other in groups. It is a learning approach that focuses on using small groups of students to work together to maximize learning conditions to achieve goals (Lie in Suryani and Agung, 2012:80). The students just not learn from the teacher, but also from peer-students. In addition, the teacher prompts the students to participate in the activities, and students' speaking is emphasized.

Moreover, according to Thornbury (2005), an activity involving competitive element where students work together can increase language productivity. However, According to Brown (2001), people's perception on them could influence their performance. Fortunately, the teacher could anticipate this situation by having students work in group, making dialogues, and rearranging steps of how to make something as teams. According to Nation and Newton (2009), the students deliver their work in front of the class, discuss with other groups and at the end, get feedbacks not only from the lecturer but also from other groups. Besides, constant interruption to students speaking in front of class can cause the loss of speaking fluency.

b. Role-Play

It is activities where students are asked to pretend to be in various social contexts and various social roles. According to Harmer (2007:92) role-play activities are those where students are asked to imagine that they are in different situations and act accordingly. Furthermore, according to Harmer (2001:92), the simulation and role-play increase the students' self-confidence because the students are asked to speak with others. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they can motivate students. Second, they can increase self-confidence of timid students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

c. Creative Task

It resembles real-life tasks as Solcova in Anjaniputra (2013:5) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Instead of thinking of language,

the students focus on making the procedure of making food or drinks, so that the activity is to develop fluency. According to Brown (2001:268), it is based on a principle that teachers bear in mind what a student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

d. Drilling

Thornbury (2005:63) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language.

On other hand, Wehrli (2003) explained the speaking teaching strategies as follow:

e. Brainstorming

Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas have been generated. Al-maghrawy in Al-khatib (2012:31) also defines that brainstorming as a group creativity forum for general ideas. Moreover, Sayed in Al-khatib (2012: 31) purposed some importance of brainstorming for the students.

Those are helping students to solve problems, helping students to benefit from the ideas of others through the development and build on them, and helping the cohesion of the students and building relationships among them and assess the views of others. In addition, brainstorming has some advantageous, they are: 1) actively involving learners in higher levels of thinking; 2) promoting peer learning and creates synergy; 3) promoting critical thinking; and 4) helping groups reach consensus. On the other hand, there are some disadvantages of brainstorming. 1) requiring learners discipline; 2) may not be effective with large groups; and 3) can lead to “group think”.

f. Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In this teaching strategy process, Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points. Case-based Small-group Discussion has some advantageous. 1) They can be actively involves participants and stimulates peer group learning, 2) helps participants explore pre-existing knowledge and build on what they

know, 3) facilitates exchange of ideas and awareness of mutual concerns and 4) promotes development of critical thinking skills. On the other hand, Case-based Small-group Discussion has some disadvantages. They are 1) can potentially degenerate into off-task or social conversations; 2) can be a challenge to ensure participation by all, especially in larger groups; and 3) can be frustrating for participants when they are at significantly different levels of knowledge and skill.

g. Demonstration

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya and Olatoye, 2011). The advantages of demonstration are 1) to help people who learn well by modeling others; 2) promote self-confidence; 3) provide opportunity for targeted questions and answers; and 4) allow attention to be focused on specific details rather than general theories. The disadvantages of demonstration is 1) limited value for people who do not learn best by observing others; 2) may not be appropriate for the different learning rates of the participants; and 3) requires that demonstrator have specialized expertise if highly technical tasks are involved.

#### h. Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom (Brown, 2001:146). The advantageous of game: 1) actively involves learners; 2) can add or regenerate motivation; 3) promotes team learning and collaborative skills; 4) provides a challenge that can lead to confidence in knowing and expressing the material; 5) provides feedback; and 6) can create a “fun” learning environment. The disadvantageous of game: 1) can create in-group/out-group feelings; 2) can demotivate students who are not competitive by nature; 3) can create feelings of inadequacy in those not as skilled or forceful; and 4) can discourage creativity if the format is very rigid and the focus is strongly on winning.

#### i. Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology. Alberta Learning (2002:73) also defines independent study as an individualized learning experience

that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned. The advantageous of independent study: 1) fosters independent learning skills; 2) allows learners to progress at their own rate; and 3) enhances other learning experiences. The disadvantageous of independent study: 1) may be disconnected from immediate objectives; and 2) may be difficult to identify/access appropriate materials.

Richard and Renandya (2002:201) states that we use speaking to give instruction or to get things done. It means, when a student wants to convey his goal, it is necessary to speak in order that the purpose is delivered properly. It is needed to make students fluent and accurate in speaking. Therefore, speaking is difficult for students. To achieve the goal, it is necessary to have strategies that can help students speak well. Reiser and Dick in Widyaningsih and Robiasih (2018:46) argue that teachers can use different strategies of teaching to achieve teaching learning goals. In learning, teachers are given a chance to apply various teaching strategies that can help students speak well. The strategies were used based on students' needs and interests.

So, teaching strategies in speaking activities are very important to overcome students' difficulties in speaking. Strategies in speaking can help students improve their fluency and accuracy in speaking. Each teacher may apply different strategies to improve students speaking



skills. After practicing the strategies, teacher can see how the students' understanding in learning language and can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom for the realization of successful strategies (Brown, 2001:131).

## **D. Community**

### **1. Definition of Community**

Community is a unit or social unit that is organized in groups with common interests (communities of common interest), both functional and territorial. The term community within certain limits can refer to the residents of a hamlet (hamlet or village), village, city, tribe or nation. In the perspective of community sociology can be distinguished from the wider community (society) through the depth of shared attention (a community of interest) or by a high level of interaction (an attachment community). Community members have common needs.

There are many definition of community that state literature. Junior in Nuraini (2010) defines community is people living within a specific area, sharing common ties, and interacting with one another. While, Christensson and Robinson in Nuraini (2010) defines that community is people the live with a geographically bounded are involved in social

interaction and have one or more psychological ties with each other with the place in which they live.

Basically, every community that exists is formed by itself; there is no coercion from any party, because the community built has a goal to meet the needs of every individual in the group. A community is usually formed because some individuals have the same hobby, the same place of residence and have the same interests in several ways.

Understanding community according to Hermawan (2008:5) is a group of people who care about each other more than they should, where in a community there is a close personal relationship between the members of the community because of the similarity of interests or values. Community is an identification and social interaction that is built with various dimensions of functional needs (Soenarno, 2002:98). The binding force of a community, in particular, is a common interest in meeting the needs of its social life which are usually based on the similarity of cultural, ideological, socio-economic backgrounds. Besides that, physically a community is usually bound by a location boundary or geographical area. Each community, therefore, will have different ways and mechanisms in responding and responding to the limitations they face and developing the ability of the group.

So, based on the theories above, it can be concluded that the community is a group of people who have the same hobbies or goals so that they can achieve the same goals together.

## **2. Types of Community**

According to Crow and Allan in Wenger (2002:.4), the community can be divided into three components:

### a. Based on location and place

It means a group that have the area or place of a community can be seen as a place where a group of people has something in common geographically.

### b. Based on interests

It means a group of people who founded a community because they have the same interests and interests. Usually community that formed based on interest, a number of members will be much because this community can support another to their interest or hobby. Such as religion, occupation, ethnicity, race, or based on sexual disorders.

### c. Based on communion

It means community that formed because there is pretension and together pretension. This community formed based on a social organisation in society. In other words says that communion can mean basic ideas that can support the community itself.

## **3. Advantages of Community**

With the formation of a community, of course, have many benefits for its members. Some community benefits include:

a. As an information

The dissemination of certain information can spread quickly in a community. For example, like a bird-loving community, all information relating to birds will quickly circulate in the community.

b. Establishing relationships between humans

Humans are social beings, which mean humans need other humans in their lives. With the community, the members can establish better relations with one another.

c. Supporting each other

Because of the same interests or interests in a particular field, each community members can provide mutual support. In addition to supporting fellow members, a community can also help others outside the community.

## **E. Faktabahasa Community**

### **1. Introduction of Faktabahasa**

Faktabahasa is a community of youth empowerment in the fields of language and culture. Faktabahasa is a means to provide access space for anyone who has an interest in foreign languages and cultures to learn it without being burdened by costs. Please note that language has an important function for social life. This community began with the desire of an ITB student named Erlangga Greschinov who was

concerned because if someone wants to learn a foreign language, he must pay a high fee. Then he took the initiative to create a Twitter account that contains all things related to language, both from how to learn the language, the facts of each language and culture of foreign countries. The response of the community unexpectedly, especially among high students. Because of these circumstances arises the encouragement of the followers of the account to create a community to learn the language at no charge. Thus was born Faktabahasa community.

In its development Faktabahasa community developed in various regions in Indonesia, including Solo. In July 2013 there were 14 people who wanted to form Faktabahasa community. After undergoing various processes, Mas Jalu was chosen as the chairman of Faktabahasa Solo community.

Although it already has this management, Faba Solo officially operated in June 2014, because at the time of the implementation of the programs that had been declared there were many obstacles such as an uncertain curriculum so that it still experienced difficulties in carrying out its clubbing activities.

Clubbing itself is a term in Faba which means to get together with the club and learn a foreign language together. In Faba Solo it has 7 clubs namely English, Japan, Germany, Dutch, Russian, Javanese, and Chinese. Faba in making the club consider several things, especially

the availability of tutors, because Faba is a community, the tutors are not paid, Faba really contains people who are interested and are serious in learning foreign languages to increase personal capacity.

## 2. Vision, Mission, and Motto

### a. Vision of Faktabahasa

"Facilitating Indonesian youth in expressing their language skills and cultural knowledge, training in communication and leadership skills, and expanding the social zones of their members."

### b. Missions of Faktabahasa

- 1) Establish language and culture clubs which are places for members to express their language and cultural skills.
- 2) Cooperating with various institutions and related parties in language and cultural development, such as cultural institutes, companies, universities, schools, and so on.
- 3) Carry out various language and cultural projects

### c. Motto of Faktabahasa

*"Internationalizing youth, breaking language barrier."*

Internationalizing Youth (internationalizing youth), or in other words encourage youth to think globally and internationally and encourage all youth to become citizens of the world.

Breaking language barrier (eliminating language barriers), that every young person who is a member of Faktabahasa community

has the same ideals, namely eliminating language barriers by learning languages so that conditions of mutual understanding and loss of boundaries are reached.

### **3. Programs of Faktabahasa Solo**

In carrying out its activities as a community Faba Solo follows the guidelines of the founder of the National Faba. The combination is in the form of GBHO (Rules of Organizational Direction) and in this GBHO itself all the provisions have been included, but in its development Faba Solo made the latest rules by making references to the curriculum and the rules will not open new classes until the old class is finished, that's for approximately 1 up to 2 months depending on the difficulty of language learning itself.

Besides clubbing, interesting programs from Faba it is a program to introduce the culture of the countries whose language is being studied, and to give an actual impression, Faba invites those who are native to the country, or who have exchanged with the state. The programs that have been implemented are:

- a. German Facts: Solo Faba's event about sharing culture and general knowledge of the German State by native Germans Marie and Christian.
- b. Study Abroad: Faba Solo event about sharing information about the Netherlands and tips for pursuing international scholarships

filled by Mr. Taufiq Almakmun (Head of UNS International Office and Utrecht University graduates).

- c. Study Abroad 2: Faba Solo event about sharing information on tips to fill / write international scholarship forms filled out by Mr. Taufiq Almakmun (Head of UNS International Office and Utrecht University graduates).
- d. Appended Culture Françoise (Learn French Culture): Faba Solo event about sharing culture and general knowledge of the French State by native Frenchman Pauline Lebeau, Thomas Laronde Cavaillier, Jade, and by the French Club tutor, Fitra Annisa



#### 4. Structure of Organization

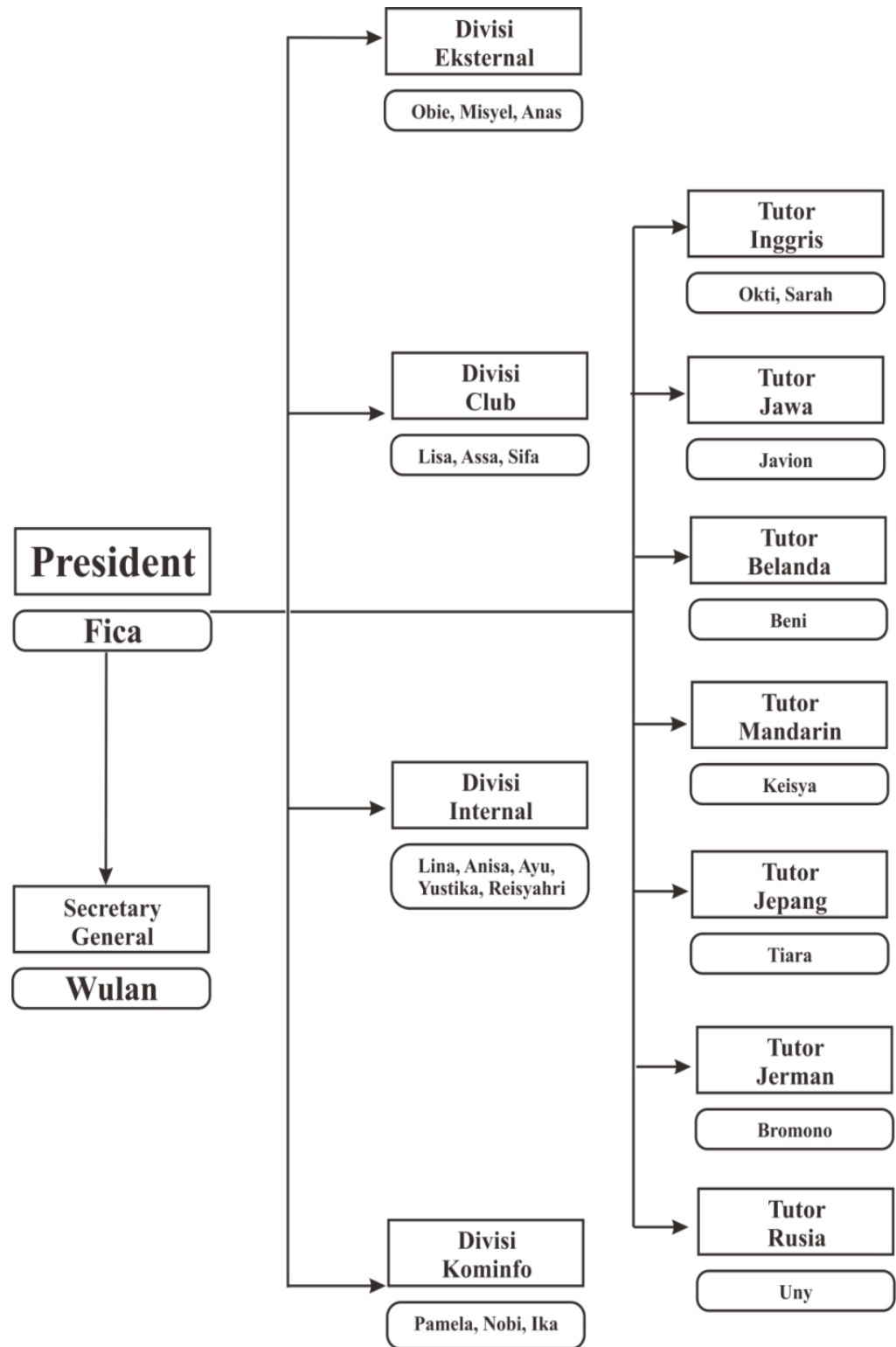


Figure 2.3 Diagram of Structure Organization's Faktabahasa Solo Community

## F. Previous Study

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

The first previous study by Eni Widiarti (2015) entitled is "*Students' Perception on Lecturing Method and Group Discussion Method in english Classroom of English Education Department Universitas Muhammadiyah Yogyakarta*". The purpose of this study is to find out the student's perception on lecturing method and group discussion methos used to study in English classroom and the advantages and disadvantages of lecturing method and group discussion method for students of English Education Department. The researcher uses the descriptive qualitative method. The result of this study shows that the majority of the student perceived tha lecturing method is a good method but less effective if applied in classroom of English Education Department, Universitas Muhammadiyah Yogyakarta.

The similarity of this research with previous study is about students' perception. The research also uses qualitative research. The differences between both are about the object of research. This research is strategies in teaching speaking by teacher used, but in previous study is lecturing method and group discussion method.

The second previous study by Eliwanti and Nooreiny Maarof (2017) entitled is "*The Students' Perception of the Strategies in the Process*

*Approach*". The purpose of this study is to examine the students' perceptions of the strategies in the Process Approach. The researcher uses the descriptive qualitative. The result of this study shows that all students had positive and highly level of perception and no students had negative perception of the strategies in the Process Approach.

The similarity of this research with previous study is about students' perception in teachers' teaching learning process and the subject of this research is lecturer or teacher. The research also uses qualitative research. The differences between both are about the object of research. This research is a strategy speaking used by the tutor or teacher, but in previous study is the process approach.

The third previous study by Muamaroh (2017) entitled is "*Students' Perception on Teaching Techniques Applied by English Teacher in the Speaking Class*". The purpose of this study is to investigate students' perception of teaching techniques applied by the English teacher in the classroom. The researcher uses the qualitative method. The result of this study shows that students perceived there were some teaching techniques applied by the teacher that they liked and disliked.

The similarity of this research with previous study is about students' perception in teachers' teaching process and the subject of this research is lecturer or teacher. The research also uses qualitative research. The differences between both are about the object of research, in this research

uses strategies and specific subject is speaking, but in previous study is about technique and not specific subject.

The fourth previous study by Lina Safrianti (2018) entitled is *“Teachers’ Strategies in Teaching Speaking Skills and Students’ Perception toward Teachers’ Strategies at an English Education Department”*. The purpose of this study is to find out teachers’ strategies in teaching speaking skill and students’ perception toward teachers’ strategies in teaching speaking skill at an English Education Department. The researcher uses the descriptive qualitative method. The result of this study shows that some English Education Department teachers to improve students speaking skill were group discussion, group presentation, brainstorming, and role-play. And some perceptions such as: role-play, and group presentation strategy that can improve the students’ confidence in speaking.

The similarity of this research with previous study is about students’ perception in strategies used by teacher in teaching speaking. The research also uses qualitative research. The differences between both are about the subject of research. This research is students that have many kind of major, not only English Department students, but in previous study the subject is just English Education Department students.

The fifth previous study by Nilam Sari (2019) entitled is *“Students’ Perception on the Techniques Used by the Teachers to teach Speaking Skills”*. The purpose of this study is to find out the techniques used by the

teachers to teach speaking skill at Private University in Yogyakarta. The researcher uses the descriptive qualitative method. The result of this study shows that the techniques used by the teachers to teach speaking skill at Private University in Yogyakarta were role-play, group discussion, games, presentation, storytelling, debate, repetition and drilling, and also reading aloud technique. It also found some challenges and benefits of each technique used.

The similarity of this research with previous study is about students' perception in strategies. The research also uses qualitative research. The differences between both are about the object of research. This research is strategies in teaching speaking by teacher used, but in previous study is techniques in teaching speaking by teacher used.

**Table 2.1 Previous Study Table**

<b>No.</b>	<b>Writer</b>	<b>Title</b>	<b>Similarity</b>	<b>Difference</b>
1.	Eni Widianti (2015)	<i>“Students’ Perception on Lecturing Method and Group Discussion Method in english Classroom of English Education Department Universitas Muhammadiyah Yogyakarta”.</i>	It is about students’ perception. The research also uses qualitative research.	It is about the object of research. This research is strategies in teaching speaking by teacher used, but in previous study is lecturing method and

No.	Writer	Title	Similarity	Difference
				group discussion method.
2.	Eliwarti and Nooreiny Maarof (2017)	<i>“The Students’ Perception of the Strategies in the Process Approach”</i> .	It is about students’ perception in teachers’ teaching learning process and the subject of this research is lecturer or teacher. The research also uses qualitative research.	It is about the object of research. This research is a strategy speaking used by the tutor or teacher, but in previous study is the process approach.
3.	Muamaroh (2017)	<i>“Students’ Perception on Teaching Techniques Applied by English Teacher in the Speaking Class”</i> .	It is about students’ perception in teachers’ teaching process and the subject of this research is lecturer or teacher. The research also uses qualitative	It is about the object of research, in this research uses strategies and specific subject is speaking, but in previous study is about technique and not specific subject.

No.	Writer	Title	Similarity	Difference
			research.	
4.	Lina Safrianti (2018)	<i>“Teachers’ Strategies in Teaching Speaking Skills and Students’ Perception toward Teachers’ Strategies at an English Education Department”</i> .	It is about students’ perception in strategies used by teacher in teaching speaking. The research also uses qualitative research.	It is about the subject of research. This research is students that have many kind of major, not only English Department students, but in previous study the subject is just English Education Department students.
5.	Nilam Sari (2019)	<i>“Students’ Perception on the Techniques Used by the Teachers to teach Speaking Skills”</i> .	It is about students’ perception in strategies. The research also uses qualitative research.	It is about the object of research. This research is strategies in teaching speaking by teacher used, but in previous study is techniques in teaching

<b>No.</b>	<b>Writer</b>	<b>Title</b>	<b>Similarity</b>	<b>Difference</b>
				speaking by teacher used.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher explained about research design, setting of place, data and data source, technique of collecting the data, technique of analyzing the data, and trustworthiness of data.

#### **A. Research Design**

In this research the researcher uses the descriptive qualitative method which provides an accurate description of the phenomena in the form of words. This research focuses on strategy used by the tutor in teaching speaking and students' perception on strategies used by the tutor in teaching speaking at Faktabahasa community. According to Uwe (2009:12) qualitative research is specific relevance to the study of social relations, due to the fact of the pluralization of life worlds. Sugiyono (2015:15) state that qualitative research is the research method which based on the post-positivism philosophy, used to research on the natural object condition.

The characteristic of qualitative research are intensive, careful recording of what happens in the setting by writing fields notes and interview notes by collecting other kinds of documentary evidence, analytic reflection on the documentary records obtained in the field, and reporting the result by means of detailed descriptions, direct quotes from

interview, and interpretative commentary by Erickson in Susan Stainback (Sugiyono, 2015:22). This method is also called naturalistic inquiry because it studies a phenomenon in the natural way and kind of research study without any statistical procedure (Sugiyono, 2015:14). Thus, the research is a phenomenological qualitative research. This research focuses on scientific research activities by describing and understanding of the observed social phenomena.

To collect the data, the writer uses questionnaire and interview. According to Marshall and Rossman in Sugiyono (2015:305) state that “The fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review”.

In addition, this study is meant to describe the types of strategies used by the tutor in teaching speaking and students’ perception on strategies used by the tutor in teaching speaking and speaking activities conducted in English class at Faktabahasa Solo community

## **B. Setting of the Place**

### **1. Place of the Research**

The researcher was conducted the research in English class at Faktabahasa Solo community. This community has not the secretariat, but “Warung Inspirasi” became a place that often this community uses to do the language class. English class in Faktabahasa has three classes

that are Speaking, Reading, and Grammar. The researcher chooses this community because this community focuses in language at Solo and famous in around of young people and good community. So, the researcher wants to find out about the types of strategies used by the tutor in teaching speaking and how students' perception on strategies used by the tutor in teaching speaking at Faktabahasa Solo Community 2020.

## **2. Time of the Research**

This research was conducted in 2020. This research started in January until October 2020. It was done to find out the types of strategies used by the tutor in teaching speaking and how to students' perception on strategies used by the tutor in teaching speaking at Faktabahasa Solo Community.

## **C. Data and Data Source**

According to the form of the study, the data in this study are the descriptive data in the form of word. Lofland in Moleong (2004:122) stated that the main sources of the data in qualitative research are words and actions, and other things are as the additional data such as document and others. The source of data in this research is informant.

### **1. Informant**

Informant is a person who provides in the information or answer from the interview. The researcher has the tutors and the members as

'key informants'. The member is first informant to be answer the question in questionnaire and the tutors is second informant to be interviewed. The tutor are Ms. Wulan, Ms. Okti and Ms. Sarah who teach English class in Faktabahasa Solo community 2020 and there are 15 members which come from some of University in Solo.

#### **D. Techniques of Collecting the Data**

The technique of collecting data applies in the research are as follows:

##### **1. Questionnaire**

According to Ary et al (2002:566) questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. In this study, the questionnaires distributed in order to obtain information from the members about their perception on teaching speaking strategies used by the tutor. According to Ary, et al (2002:566), there are two types of questionnaire. They are structured (closed type) and unstructured (open type). The questionnaire used in this research is just closed type. The closed type item used to enable the respondents easy in filling the questionnaires since the members only have to put a check sign (√) in the provided space according to their opinions. The questionnaire used to find out the students' perception on teacher strategies in teaching speaking. The researcher compiled the question based on the results of interview and google form before.

The researcher used a questionnaire to support data from the interview. The questionnaire formed from Google Form. The questionnaire used for this study is consisting of 34 closed typed. The researcher translated it into Indonesian to help participants fill the questionnaire easily.

The questionnaire is in the form of Likert Scale. Ary et al (2002:224) stated that a Likert Scale assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate whether that strongly agree, agree undecided, disagree, and strongly disagree. This scale is used to measure students; perception on the strategies used by the tutor in teaching speaking. The perception measured whether the respondents '4 for Strongly Agree' (SA), '3 for Agree' (A), '2 for Disagree (DA), and '1 for Strongly Disagree' (SDA) with the given statement. The researcher omitted the undecided option in order to avoid misunderstanding because it did not contribute any responses.

This questionnaire is what helps the members to express what to convey according to the form provided in the researcher, questionnaire not only help students to express their perception but can help the researcher to find out the data about the types of strategies used by the tutor in teaching speaking and students' perception on teaching speaking strategies used by the tutor.

Table 3.2. Sample of the Questionnaire Form

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Anda menyukai strategi “discussion” pada pembelajaran speaking				
2.	Anda nyaman dengan penggunaan strategi “discussion” pada pembelajaran speaking				

Table 3.3. Questionnaire Blueprint

Question	Indicator
No. 1,2,3,4,6	Students perception on discussion strategy
No. 5,7,8,9,10,11	Advantages discussion strategy on students speaking skills
No.12,13,14,15,16	Students perception on games strategy
No. 17, 18, 19, 20, 21, 22	Advantages games strategy on students speaking skills
No. 23, 24, 25, 26, 27, 28	Students perception on drilling strategy
No. 29, 30, 31, 32, 33, 34	Advantages drilling strategy on students speaking skills

## 2. Interview

Esterberg in Sugiyono (2015:317) define the interview is “a meeting of two person to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.”

In other, Stainback in Sugiyono (2015:318) states that “interviewing provides the researcher a means to gain deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation alone.” Interview used as the collecting data technique, if the research want to introduction study to find the problem identification, but also used by

the researcher want to know the anything from the respondents deeply. The researcher interviews three tutors who guided the members in English class to know more information which related in the research. The researcher asks the tutor about the implementation strategy, the types of strategies in teaching speaking and the activity of teaching speaking in Faktabahasa Solo community 2020. The researcher also interview five members of Faktabahasa Solo to find out information about the strategies which used by the tutors on teaching speaking and their perception about that strategies.

Esterberg in Sugiyono (2015:319) state that there are some kinds of interview, those are structured interview, semi structure interview, and unstructured interview. In this research, the researcher uses structure interview because the researcher have prepared the questions to respondents. The researcher also uses the tape recorder and camera to the collecting data.

#### **E. Technique of Analyzing Data**

In this research, the researcher uses the following technique to analyze the data. Miles and Huberman in Sugiyono (2015:337) state that activities in analyzing the data qualitative are doing as interactive and continuing to do. The activities in analyzing data are data reduction, data display, and conclusion drawing/verification.



## 1. Data reduction

Reduction is the process of selecting, focusing, simplifying and abstracting the data. According to Sugiyono (2015:338), reduction data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary. In this research, the researcher limited only to the analyzing from the results of questionnaire and interview.

In this research, the data reduction was done by summarizing the raw data that were got from questionnaire and interview. The data was analyzed after all questionnaire extended and interviews conducted. For questionnaire analyzing, the first step is read all of the answers in the questionnaires, the the researcher made the classification the same answer for each statement. After all of the answer was classsified, the researcher counted the total of the agreements. Then, the total of the agreements was divided with the total of the participants and times with 100%. This is formula which was used by the researcher:

$$\frac{\sum x}{\sum n} \times 100\%$$

Note:

$\sum x$  = Total respondents who choose the same degree of agreement

$\sum n$  = Total all of the respondents

The presentation of numbers was aimed at making the description data clearer. This research used Likert Scale because the statements gives in the questionnaire were in the form of opinions.

For the interview analyzing, the researcher needed to make the transcripts of the interviews. It used to strengthen the results of questionnaire.

## **2. Data Display**

In this step the researcher describes the finding of the research in the form of systematic classification. Therefore, it is easy to be understood and to be analyzed. Display of the data is a descriptive of the data. Data display is set of information which have been classified and organized based on the data reduction which leads to conclusion (Miles and Huberman, 1994:17). This technique was used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considered what we should do. In addition, we could make the analysis or take the order action-based on her understanding. For the questionnaire data, having gathered the questionnaire, the researcher analyzed them by recording all the data in the table and discussed them based on the frequency. Then, the data was described and summarized by using descriptive analysis, for example: the measured central tendency. The central tendency is used because the function of survey study is to find out of the respondents toward the statements presented. The scores of the questionnaires was calculated using descriptive statistics to the source of variance. The source of variance is consist of four things, that are number of cases, mean, mode, and median. Modus is the score that occurs most

frequently in the set of scores. Median is the middle point occurs in the set of scores. Mean or average point is the indicator of central tendency of the set of score. The formula for getting the mean is:

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

$\bar{X}$ = Mean

X= Raw Score

$\sum$ = The sum of score

N= Number of cases (number of respondents)

The frequency and central tendency could be recorded in a table as follow:

**Table 3.4 Sample of Frequency and Central Tendency's Table**

Respondents' Oponions	Central Tendency			
	N	Mean	Median	Mode

**Notes:**

N = Number of cases (the number of respondents)

Mean = Mean (indicators of central tendency of the set of scores)

Median = Median (middle point that occurs in the set of scores)

Mode = Mode (score that occurs most frequently in the set of scores)

The average scores of the respondents reflected the kinds of perceptions on the use of strategies in teaching speaking they had. The

score which ranged 1.00 until 2.49 is considered as the negative or bad perception on the use of strategies in teaching speaking, while the score which ranged from 2.50 until 4.00 is considered as the positive or good perception on the use of strategies in teaching speaking. For the interview data, after the researcher transcripts by listening to the recorder repeatly. Next, the researcher concluded the important points of the intervies which supported the research.

### **3. Drawing Conclusion**

This stages show the final result of the research. It consists of conclusion and verification. The researcher draws the conclusion and interpretation related to the data. The last step is making conclusion and suggestion based on the data analysis having sum up and classified the data have been obtained, the researcher was presented all of the infromation from both interviews and questionnaires in the form of description. Then, the researcher made the conclusion of the data from both interviews and questionnaires in the form of paragraphs.

### **F. The Trustworthiness**

Qualitative research concerns on the trustworthiness to check the credibility of the data. The trustworthiness used is triangulation. According to Wiersma in Sugiyono (2015:372), triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection

procedures. Triangulation in this credulity checking means as checking the data from any sources with any ways and time. So, there are triangulation of sources, triangulation of collecting data, and triangulation of time.

In this research, the researcher compared the result of the questionnaire with the result of interview that has been conducted by researcher. So, the comparison was done between the questionnaire and the interview, the researcher in this case intends to use the triangulation method to test the credibility of the data.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presented the findings and discussion. The finding signed to answer the research problem, the types of strategies used by the tutor in teaching speaking, and students' perception of strategies used by the tutor in teaching speaking at Faktabahasa Solo community 2020. And the discussion is to discuss the findings of this research.

#### **A. Research Finding**

##### **1. The types of strategies used by the tutor in teaching speaking at Faktabahasa Solo 2020**

To answer the first problem statement as stated in chapter I, the researcher conducted an interview and shares the Google form. Based on both collecting data the researcher obtained some information from the participants related to the research questions. The researcher found out there are 3 (three) strategies used by the tutor in teaching speaking at Faktabahasa Solo community 2020. They are namely small-group discussion, games, and drilling.

##### **a. Small-Group Discussion.**

The data have shown that the tutor participants believe that small-group discussion strategy can help students improve their

speaking skills. The participant named Ms. Okti as a tutor in Faktabahasa Solo stated that

*"In speaking class, mostly in two hours of lesson, usually I do to discuss in English".*

*"we use small group discussion like bring something up one topic, and the tutor gives an introduction to start the discussion and then the member give their opinion like 'Is it you agree or disagree?' something like that". (Yulina as Member)*

*"Usually we use the small-group discussion about something that relates with English. (Fenty as Member)*

*"Example we are discussing about something, like that, then I ask to tutor 'Miss, How is this?', then the other member also help answer my question, and usually the tutor asks to the member before 'How is this guys, any comment? Or any opinion? something like that". (Femi as Member)*

On the other hand, the member named Gibran Aulia stated in Google Form about his opinion about the strategy used by the tutor in teaching speaking that

*"We discuss on one topic, and then the members asked to express their opinion in English",*

*"The members asked to speak in English and share their closest experience" (Luh Sandya as member.)*

## **b. Games.**

The researcher found that games strategy can be used to improve students' speaking skill and their creativity. The tutor believes that games can help students in improving their speaking skills. Participant named Ms. Okti as tutor in Faktabahasa stated that:

*"I use games because it can support members to speak up, like 'throw out the ball' games in the beginning of the class",*

*She added also "I use the strategies almost in every meeting, because I want to members speak up, and the important things in speaking class is brave to speak up."*

In this condition, the tutor gives a small ball on one member with give a question, then the member has to answer the question then they have to throw a ball to their friend as random, then ask a question to their friend until all of the members have done. The tutor gives a random topic also in every meeting. Ms. Okti said that

*"They are happy and excited to do the games, although there is a member has scared to speak English".*

*"usually the games that we used like staircase-snake but the card is modified, there are card which tell an experience, mention verb, noun, something like that", (Yulina as Member)*

*"The games can exercise us to speak up" added Yulina.*



*“three lies one truth”, so the games like the members ask to write ‘three lies and one truth’, then they speak up about their three lies and one truth, then their friend guess which about really they do and not.” (Yulina as Member)*

*“The games like arrange the sentences, we get the small roll paper, then we open it, then we arrange the sentence or we describe something based on the small roll paper that we get”.*  
(Fenty and Femi as Member)

So, the researcher concluded that the games strategy is one of strategies that liked by the member, and a lot of the types of games that used the tutor in teaching speaking.

### **c. Drilling.**

Drilling is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. To start the teaching speaking, usually the teacher teach about pronunciation. Because pronunciation is one of the important things to speak English. Participant named Ms. Wulan as the tutor in Faktabahasa Solo stated that

*"The strategy that I used to teach speaking, firstly in pronunciation, learn about vowel, example we see the pronunciation a word in the dictionary, then we practice together. Because, after I observed, they need it, so the first steps is about pronunciation."*

*“They feel happy when we learn about pronunciation, homophone, connecting words, because they startled “Kok bisa sih tulisan nya kayak gini tapi baca nya kayak gini”, “oh, kok bisa ya”. (Ms. Sarah as Tutor)*

*“the tutor delivers in whiteboard, then the tutor practice firstly, after that the member also practice one by one, or we throw a sentence from noun something like that, then one member practice with the tutor”. “when we finish discuss about something, then in ending of discussion there is evaluation for the member, example the sentence is not good like that” added Ritchi as Member.*

*“Firstly, we practice about pronunciation and intonation, the example we use the text then we speak and the members imitate then we read the dialog individually”.*

*“There is a short dialog from video, then we practice about the text in the video, or we watch the English video and repeatedly the pronunciation” added Yulina as Member.*

*“We gave the sentence then we ask to practice it with accent, and the sentence can take from the text or video or song lyric”.*

*“We gave pronunciation, and then we ask to practice with accent” added Fenty as Member.*

## 2. Students' Perception of Strategies Used by the Tutor in Teaching Speaking at Faktabahasa Solo Community 2020

As it is described in Chapter III, the questionnaire was distributed to the fifteen members of the English Class in the Faktabahasa Solo community. The questionnaires are divided into six parts. The first is about students perception on small-group discussion strategies, the second is about the advantages of small-group discussion strategies on students speaking skills, third is about students' perception on games strategies, fourth is about the advantages of games strategies on students' speaking skills, fifth is about students' perception on drilling strategies, and the last is about advantages of drilling strategies on students' speaking skills.

**Table 4.1 Questionnaire results of students' perception on small-group discussion strategy**

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Anda menyukai strategi "discussion" pada pembelajaran speaking	3 (20%)	12 (80%)	0 (0%)	0 (0%)
2.	Anda nyaman dengan penggunaan	2 (13, 3%)	12 (80%)	1 (6, 7%)	0 (0%)

	strategi “discussion” pada pembelajaran speaking				
3.	Anda setuju bahwa “discussion” strategi efektif untuk belajar speaking	2 (13.3%)	13 (86, 7%)	0 (0%)	0 (0%)
4.	Materi di kelas speaking menjadi menarik dengan “discussion” strategy	3 (20%)	10 (66, 7%)	2 (13, 3%)	0 (0%)
6.	Anda merasa puas belajar speaking dengan “discussion”	0 (0%)	14 (93, 3%)	1 (6, 7%)	0 (0%)

Table 4.1 showed the results of the five statements to find out the students' perception of small-group discussion strategies. The first statement showed that three members (20%) chose "strongly agree" and twelve members (80%) choose "agree". It means that the members liked the small-group discussion strategy which used by the tutor in

learning speaking. The second statement showed that two members (13, 3%) chose “strongly agree”, twelve members (80%) chose “agree” and one member (6, 7%) chose “disagree”. It means that the members are comfortable with a small-group discussion strategy which used by the tutor in learning speaking. The third statement showed that two members (13, 3%) chose “strongly agree”, and thirteen members (86, 7%) chose “agree”. It means that the members agreed small-group discussion strategy used by the tutor was appropriate to be implemented in learning speaking. The fourth statement showed that three members (20%) chose “strongly agree”, ten members (66,7%) chose “agree”, and two members (13,3%) chose “disagree”. The fifth statement showed that fourteen members (93, 3%) chose “agree” and one member (6, 7%) chose “disagree”. It means that the members are satisfy with a small-group discussion strategy which used by the tutor in learning speaking.

**Table 4.2 Questionnaire results of advantages small-group discussion strategy on students speaking skills**

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
5.	Anda merasa tertantang untuk berbicara ketika di kelas menggunakan strategi	4 (26, 7%)	9 (60%)	2 (13, 3%)	0 (0%)

	“discussion”				
7.	Anda merasa percaya diri ketika berbicara melalui “discussion” strategi	0 (0%)	11 (73, 3%)	4 (26, 7%)	0 (0%)
8.	Anda merasa senang belajar dengan sesama teman dalam discussion	3 (20%)	11 (73, 3%)	1 (6, 7%)	0 (0%)
9.	Dengan discussion Anda mendapatkan banyak pengetahuan	6 (40%)	9 (60%)	0 (0%)	0 (0%)
10.	Dengan discussion, Anda dapat mengembangkan kemampuan berfikir kritis	6 (40%)	9 (60%)	0 (0%)	0 (0%)
11.	Dengan discussion, Anda lebih memperhatikan teman Anda	3 (20%)	12 (80%)	0 (0%)	0 (0%)

Table 4.2 showed the results of the six statements to find out the advantages of small-group discussion strategy on students speaking skills. The statement number five showed that four members (26,7%) chose "strongly agree", nine members (60%) choose "agree" and two members (13,3%) chose "disagree". It means that the members are challenge to speak up when the tutor used small-group discussion strategy. The statement number seven showed that eleven members (73, 3%) chose "agree", and four members (26, 7%) chose "disagree". It means that the members are confident to speak up when the tutor used small-group discussion strategy. The statement number eight showed that three members (20%) chose "strongly agree", eleven members (73,3%) chose "agree" and one member (6,7%) chose "disagree". It means that the members are happy when the tutor used small-group discussion strategy. The statement number nine showed that six members (40%) chose "strongly agree" and nine members (60%) chose "agree". It means that the members can get a lot of knowledge through small-group discussion strategy which used by the tutor. The statement number ten showed that six members (40%) chose "strongly agree" and nine members (60%) chose "agree". It means that the members can develop their critical thinking skill when the tutor used small-group discussion strategy. The statement number eleven showed that three members (20%) chose "strongly agree" and twelve members (80%) chose "agree". It means that the members can be

aware of mutual concerns through small-group discussion strategy which used by the tutor.

**Table 4.3** Questionnaire results of students' perception on games strategy

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
12.	Anda menyukai strategi "games" pada pembelajaran speaking	5 (33, 3%)	10 (66, 7%)	0 (0%)	0 (0%)
13	Anda nyaman dengan penggunaan strategi "games" pada pembelajaran speaking	5 (33, 3%)	10 (66, 7%)	0 (0%)	0 (0%)
14	Anda setuju bahwa strategi "games" efektif untuk belajar speaking	4 (26, 7%)	11 (73, 3%)	0 (0%)	0 (0%)
15	Materi di kelas speaking menjadi menarik dengan strategi	6 (40%)	9 (60%)	0 (0%)	0 (0%)



	“games”				
16	Anda merasa puas belajar speaking dengan strategi “games”	4 (26, 7%)	11 (73, 3%)	0 (0%)	0 (0%)

Table 4.3 showed the results of the five statements to find out the students perception of games strategy. The statement number twelve showed that five members (33, 3%) chose "strongly agree" and ten members (66, 7%) chose "agree". It means that the members liked the games strategy which used by the tutor in learning speaking. The statement number thirteen showed that five members (33, 3%) chose “strongly agree” and ten members (66, 7%) chose “agree”. It means that the members are comfortable when the tutor used games strategy in learning speaking. The statement number fourteen showed that four members (26, 7%) chose “strongly agree” and eleven members (73, 3%) chose “agree”. It means that the members agreed games strategy which used by the tutor was appropriate to be implemented in learning speaking. The statement number fifteen showed that six members (40%) chose “strongly agree” and nine members (60%) chose “agree”. It means that the members are interest with the material of learning speaking in the games strategy which used by the tutor. The statement number sixteen showed that four members (26, 7%) chose “strongly agree” and eleven members (73, 3%) chose "agree". It means that the

members are satisfy in learning speaking with the games strategy which used by the tutor.

**Table 4.4 Questionnaire results of advantages games strategy on students speaking skills**

<b>No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
17	Dengan games, Anda menjadi termotivasi untuk belajar speaking	3 (20%)	11 (73,3%)	1 (6,7%)	0 (0%)
18	Dengan games, Anda menjadi aktif belajar speaking di kelas	2 (13,3%)	10 (66,7%)	3 (20%)	0 (0%)
19	Dengan games, Anda menjadi belajar tentang team (collaborative skill)	6 (40%)	9 (60%)	0 (0%)	0 (0%)
20	Dengan games, Anda menjadi mudah mengekspresikan materi	2 (13,3%)	12 (80%)	1 (6,7%)	0 (0%)
21	Dengan games, Anda mendapatkan	2 (13,3%)	12 (80%)	1 (6,7%)	0 (0%)

	feedback dari teman atau guru Anda				
22	Dengan games, lingkungan belajar speaking menjadi menyenangkan	2 (13,3%)	13 (86,7%)	0 (0%)	0 (0%)

Table 4.4 showed the results of the six statements to find out the advantages games strategy on students speaking skills. The statement number seventeen showed that three members (20%) chose "strongly agree", eleven members (73,3%) chose "agree" and one member (6,7%) chose "disagree". It means that the games strategy which used by the tutor can motivate members to speak up. The statement number eighteen showed that two members (13,3%) chose "strongly agree", ten members (66,7%) chose "agree", and three members (20%) chose "disagree". It means that the games strategy which used by the tutor can make members active in speaking class. The nineteen statements showed that six members (40%) chose "strongly agree" and nine members (60%) chose "agree". It means that though the games strategy which used by the tutor, the members can learn about collaborative skills. The statement number twenty showed that two members (13,3%) chose "strongly agree", twelve members (80%) chose "agree", and one member chose "disagree". It means that the games strategy

which used by the tutor, the members can easily express the material in learning speaking. The statement number twenty one showed that two members (13,3%) chose "strongly agree", twelve members (80%) chose "agree", and one member (6,7%) chose "disagree". It means that though the games strategy which used by the tutor, the members can get feedback from their friend or tutor. The statement number twenty-two showed that two members (13,3%) chose "strongly agree" and thirteen members (86,7%) chose "agree". It means that though the games strategy which used by the tutor, the environment of learning was fun.

**Table 4.5 Questionnaire results of students' perception on drilling strategy**

<b>No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
23	Anda menyukai materi pronunciation dalam belajar speaking	3 (20%)	11 (73,3%)	1 (6,7%)	0 (0%)
24	Anda nyaman dengan strategi pronunciation pada pembelajaran speaking	4 (26,7%)	10 (66,7%)	1 (6,7%)	0 (0%)

25	Anda setuju bahwa strategi dalam pronunciation efektif untuk belajar speaking	5 (33,3%)	10 (66,7%)	0 (0%)	0 (0%)
26	Materi di kelas speaking menjadi menarik ketika belajar pronunciation	3 (20%)	11 (73,3%)	1 (6,7%)	0 (0%)
27	Anda merasa puas dengan materi pronunciation di kelas speaking	3 (20%)	12 (80%)	0 (0%)	0 (0%)
28	Anda merasa senang dengan materi pronunciation di kelas speaking	3 (20%)	12 (80%)	0 (0%)	0 (0%)

Table 4.5 showed the results of the six statements to find out the students' perception of the drilling strategy. The statement number twenty-three showed that three members (20%) chose "strongly agree", eleven members (73, 3%) chose "agree", and one member chose "disagree". It means that the members liked the drilling strategy which used by the tutor in learning speaking. The statement number twenty

four showed that four members (26,7%) chose “strongly agree”, ten members (66,7%) chose “agree”, and one member (6,7%) chose “disagree”. It means that the members were enjoyed when the tutor used the drilling strategy in learning speaking. The statement number twenty-five showed that five members (33,5%) chose “strongly agree” and ten members (66,7%) chose “agree”. It means that the members agreed the drilling strategy used by the tutor was appropriate to be implemented in learning speaking. The statement number twenty six showed that three members (20%) chose “strongly agree”, eleven members (73,3%) chose “agree”, and one member (6,7%) chose “disagree”. It means that most of the members are satisfy when the tutor used the drilling strategy in learning speaking. The statement number twenty-seven showed that three members (20%) chose "strongly agree" and twelve members (80%) chose "agree". It means that the members are satisfy with the material in the drilling strategy which used by the tutor in learning speaking. The statement number twenty-eight showed that three members (20%) chose "strongly agree" and twelve members (80%) chose "agree". It means that the members are happy when the tutor used the drilling strategy in learning speaking.

**Table 4.6 Questionnaire results of advantages drilling strategy on students speaking skills**

<b>No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
29	Dengan belajar pronunciation, Anda mendapatkan materi baru dalam belajar speaking	5 (33,3%)	8 (53,3%)	2 (13,3%)	0 (0%)
30	Dengan belajar pronunciation Anda belajar kata baru	7 (46,7%)	8 (53,3%)	0 (0%)	0 (0%)
31	Dengan belajar pronunciation Anda belajar frasa baru	7 (46,7%)	7 (46,7%)	1 (6,7%)	0 (0%)
32	Dengan belajar pronunciation Anda belajar ungkapan baru	7 (46,7%)	6 (40%)	2 (13,3%)	0 (0%)
33	Dengan belajar pronunciation, Anda belajar mengenai artikulasi	5 (33,3%)	9 (60%)	1 (6,7%)	0 (0%)
34	Dengan belajar pronunciation,	3 (20%)	11 (73,3%)	1 (6,7%)	0 (0%)

	Anda lebih mudah mengingat kata baru				
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Table 4.6 showed the results of the six statements to find out the advantages of drilling strategy on students speaking skills. The statement number twenty nine showed that five members (33,3%) chose “strongly agree”, eight members (53,3%) chose “agree”, and two members (13,3%) chose “disagree”. It means that the drilling strategy makes the members pay attention to the new material which given by the tutor in learning speaking. The statement number thirty showed that seven members (46, 7%) chose “strongly agree” and eight members (53, 3%) chose “agree”. It means that the members can learn about new word from the drilling strategy which used by the tutor in learning speaking. The statement number thirty one showed that seven members (46,7%) chose “strongly agree”, seven members (46,7%) chose “agree”, and one member (6,7%) chose “disagree”. The statement number thirty two showed that seven members (46,7%) chose “strongly agree”, six members (40%) chose “agree”, and two members (13,3%) chose “disagree”. It means that the members can learn about new expressions from the drilling strategy which used by the tutor in learning speaking. The statement number thirty-three showed that five members (33,3%) chose "strongly agree", nine members (60%) chose "agree", and one member (6,7%) chose



"disagree". It means that the members can learn about articulation from the drilling strategy which used by the tutor in learning speaking. The statement number thirty four showed that three members (20%) chose "strongly agree", eleven members (73,3%) chose "agree", and one member (6,7%) chose "disagree". It means that the members can more easy to remember the new word with the drilling strategy which used by the tutor in learning speaking.

The same as the result from the questionnaire, the central tendency showed that the mean score of the respondents was three-point nineteen (3.19). To count the mean score, the researcher counted the average score from all of the respondents and then divided the score by the total number of the respondents. For the median score, the result was 3.00. Furthermore, the mode was 3.00 and there were 15 respondents, the researcher also counted the average score based on the categories of the questions. As stated in the questionnaire blueprint, there were six categories in this questionnaire. The first one category was based on students perception on small-group discussion strategies, the second one was about the advantages of small-group discussion strategies on students speaking skills, the third one was about students' perception on games strategies, the fourth one was about the advantages of games strategies on students' speaking skills, the fifth one was about students' perception on drilling strategies, and the last one was about advantages of drilling strategies on students' speaking skills.

Based on the interview conducted by the researcher, all of the respondents had a good perception of strategies used by the tutor in teaching speaking. It proven by Ritchia as a member said

*"for the perception, Alhamdulillah it can be assessed as good, like that, so it remains like it is back to us, we are responding to the existing material, if we have actively asked questions to tutors as well as to our friends, insyaAllah can be understand, because it was emphasized yesterday when you already practice don't forget to practice it in your homes or in front of the mirror or you can ask again the next day like that."*

The same statement stated by Yulina as a member Also, she stated that

*"the perspective of me for teaching techniques speaking especially English in Faba is actually an initiative of the tutor was already nice, the tutor is enough searching for solutions so with how to try various strategies "*

Tia as a member also said a similar statement, and she had a good perception of the strategies used by the tutor in teaching speaking.

*" So the strategy is good, everyone can speak up, it is comprehensive to all members, basically everyone, everyone can dare to speak and the tutors are also friendly so it doesn't feel like what to judge if it*

*can't be like that, keep playing its also fun, anyway it's exciting in my opinion the strategy is good "*

Fenty as a member also said the similar statement; she had the good perception also about the strategies used by the tutor in teaching speaking,

*"based on my experience, which was just yesterday I joined the class, if based on the material that was given, it's enough, it's enough and the members can understand it in the delivery."*

Femi also stated the good perception, she said that

*"I think it's good, I just need to develop it, but we are not active enough, the tutors are good, and they are patient, like me, for example, I don't know. yes I asked, really patient, please explain so. "*

So, based on the data above, the researcher can conclude that the members had a good perception about the strategies used by the tutor in teaching speaking. They were enjoyed, happy, and understood about the material which was explained by the tutor using the strategies that the tutor had. And they were happy about the personality of the tutor. The tutor was a kind person, patient, and friendly, so the members had a good response in the teaching learning process.

## **B. Discussion**

### **1. The types of strategies used by the tutor in teaching speaking at Faktabahasa Solo 2020**

Based on the interview results and Google form, the researcher found that the tutor of Faktabahasa Solo had three types of strategies. That was small-group discussion, games, and drilling.

#### **a. Small-Group Discussion.**

To summarize the small-group discussion strategy is employed by teachers to develop speaking skills because small-group discussion had many advantages to the students. According to Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that small-group discussion had some advantages such as they can be actively involve participants and stimulates peer group learning, helps participants explore pre-existing knowledge and build on what they know, facilitates an exchange of ideas and awareness of mutual concerns and promotes the development of critical thinking skills. On the other hand, the group focuses on creative problem solving, with some preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points. It was proven with the members feel the advantages of small-group discussion strategies in their speaking skills. Such as they feel challenge when the tutor used the small-group discussion

in the speaking class, they confidence to speak up, they feel happy to learn with their friends, they get a lot of information with small-group discussion strategy, and they can develop their critical thinking. It was shown by questions number 1 up to 11, most of the respondents choose “strongly agree” and “agree”, just a little of respondents that choose “disagree”.

**b. Games.**

Games are one of the popular strategies to teach speaking. The games had many advantages to students' speaking skills. According to Brown (2001) the advantageous of game to the students such as actively involves learners, can add or regenerate motivation, promotes team learning and collaborative skills, provides a challenge that can lead to confidence in knowing and expressing the material, provides feedback, and can create a “fun” learning environment. The member named “Femi” said that *“the games make it easier to understand the material. And the games given by the tutor in learning speaking are variation and fun, so the member feels happy when the speaking class used the games strategy”*. It was proven also, the tutor named Ms. Okti, said that *“the strategy that most liked by the member is games”*. It was proven that the members feel motivated to speak with the games strategy, they can be active in class, and they can learn about collaborative skill, they can be easy to express the material, they

get feedback from their tutor or friend, and the environment of learning can be fun with the game's strategy. It was shown by the questions number 12 up to 22, most of the respondents choose "strongly agree" and "agree", just a little of respondents that choose "disagree".

**c. Drilling.**

Drilling is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. This strategy used by the tutor to teach speaking because had many advantages to students' speaking skill. Thornbury (2005) argues that this strategy had function to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' minds, move new items from working memory to long term memory, provide means of gaining articulatory control over language. It was proven that the members get a new material with the drilling strategy, they can learn about new words, phrases, idiom, and articulation, and the drilling strategy make the members can be easy to remember the new words. It was shown by the questions number 23 up to 34, most of the respondents choose "strongly agree" and "agree", just a little of respondents that choose "disagree".

## 2. Students' Perception of Strategies Used by the Tutor in Teaching Speaking at Faktabahasa Solo Community 2020

From the 34 questions listed in the questionnaire, there were 6 categories as stated in the questionnaire blueprint. The researcher counted the average score of each category based on the chosen options. Most of the respondents had good perceptions of strategies used by the tutor in teaching speaking. It was shown from the most majority options were “strongly agree” and “agree”. To be detailed, the researcher presented the result of the average score. The first category was based on the students' perception of small-group discussion strategy in teaching speaking.

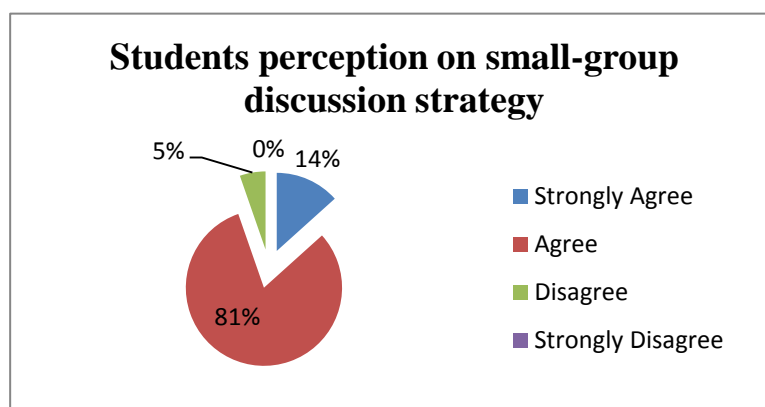
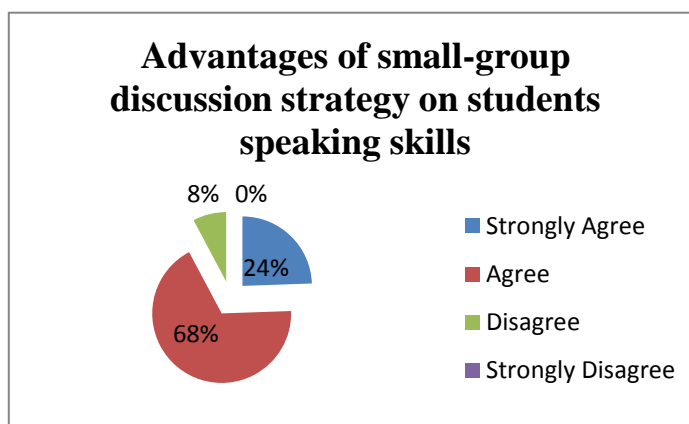


Figure 4.1 Students' perception on small-group discussion strategy

Figure 4.1 described that the most of respondents had a good perceptions on the use of small-group discussion in learning speaking. It was shown by the part of blue that specified 10 answers (14%) chose “strongly agree”, 61 answers (81%) chose “agree”, 4 answers (5%) chose “disagree”, and nothing (0%) to choose “disagree” in this

part. It was proven by the red and blue. The category consisted of five questions.

The second was about the advantages small-group discussion strategy on students speaking skills. In this category, the respondents agree with Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) who stated that small-group discussion has some advantageous, such as they can actively involves participants and stimulates peer group learning, helps participants explore pre-existing knowledge, and build on what they know, facilitates exchange of ideas and awareness of mutual concerns and promotes the development of critical thinking skills.



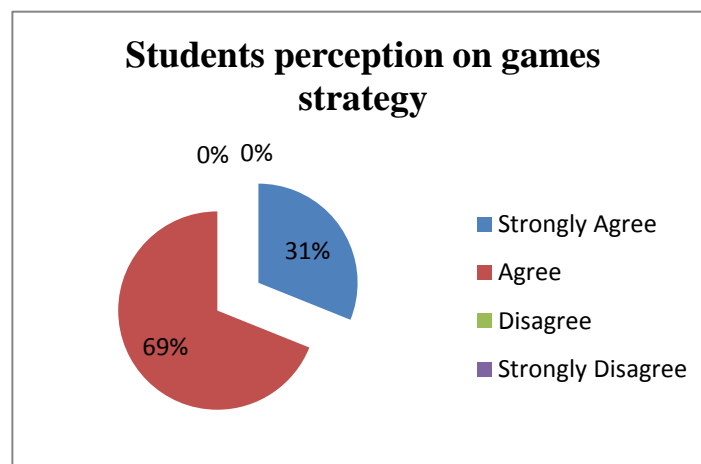
**Figure 4.2 Advantages of small-group discussion strategy on students speaking skills**

Similar to the previous descriptions, the category which consisted of six questions also had a positive response from the respondents. The example statement was: *Anda merasa tertantang untuk berbicara ketika di kelas menggunakan strategi "discussion", Anda merasa*



*percaya diri ketika berbicara melalui “discussion” strategi, Anda merasa senang belajar dengan sesama teman dalam discussion, Dengan discussion Anda mendapatkan banyak pengetahuan.* Blue is a “strongly agree” option and the red is “agree” option was chosen by almost all of the respondents. As much 22 answers (24%) chosen “strongly agree”, and 61 answers (68%) chosen “agree” in this category. This data showed that most of the respondents agreed to the statement of advantages small-group discussion strategy on students speaking skills. Meanwhile, there were 7 answers (8%) chosen “disagree” to this category.

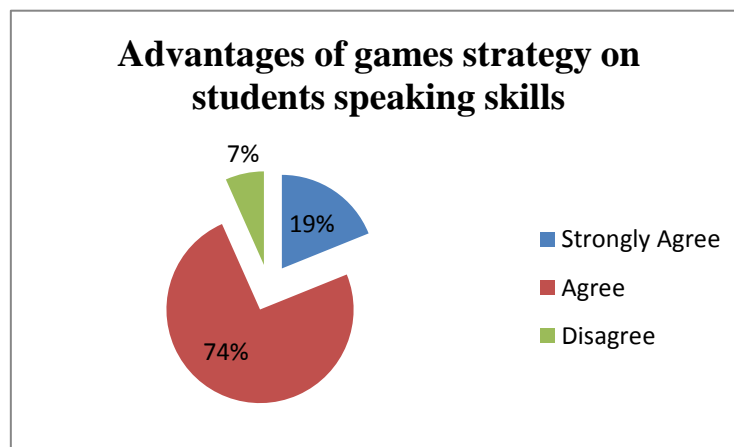
The third category was based on students’ perception of games strategy. This category consisted of five questions.



**Figure 4.3 Students’ perception on games strategy**

Figure 4.3 showed that most of the respondents agreed the games strategy which used by the tutor liked by the members. There were 23 answers (31%) chose “strongly agree” and 51 answers (69%) chose

“agree” to this category. And there were no members (0%) who chose “disagree” and “strongly agree”. According to Walgito (2004) stated that the perception is influenced by many factors including the attention of the individual, which is the psychological aspect of the individual in holding the perception. In this category was about like or dislike, comfortable or not, appropriate or not, interesting or not, satisfy or not about the games strategy. And the members just chose “strongly agree” and “agree”. It was supported by the questions from questionnaire number 12 up to 16. So, the members were enjoy, comfortable, happy, and satisfy with the games strategy used by the tutor in learning speaking.

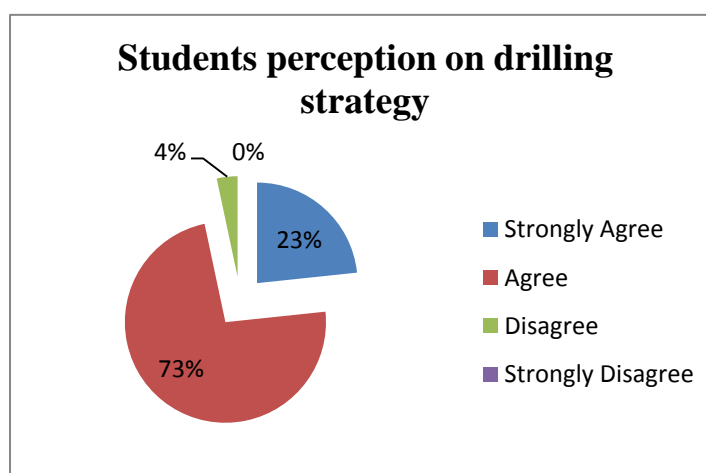


**Figure 4.4 Advantages of games strategy on students speaking skills**

Figure 4.4 showed that most of the respondents believed games strategy contribute beneficial effects to them in learning speaking. The data revealed that there were some advantages brought by the games strategy. Here, the members believed that the games strategy which

used by the tutor was beneficial for them. There were 17 answers (19%) chose “strongly agree” and 67 answers (74%) chose “agree” to this category. And some of answer (7%), 6 answers chose “disagree” and none of them chose “strongly agree” (0%).

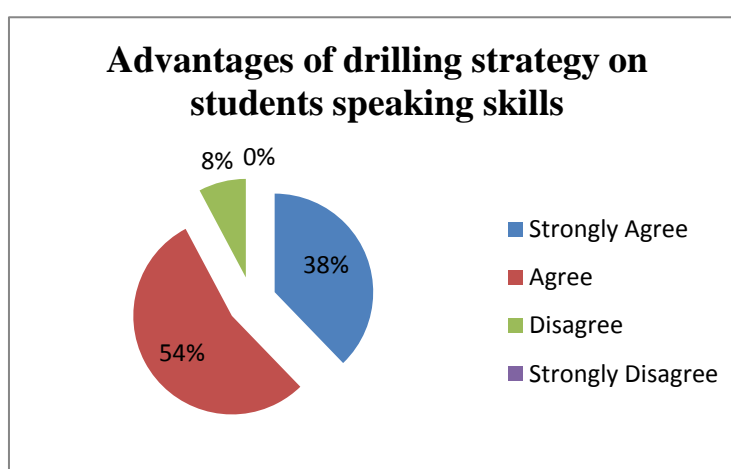
According to Brown (2001), the advantages of games are actively involves learner, can add or regenerate motivation, promotes team learning and collaborative skills, provides a challenge that can lead to confidence in knowing and expressing the material, provides feedback, and can create a “fun” learning environment. It was supported by the questions from the questionnaire number 17 up to 22. The majority of them had a similar opinion or agrees to each statement.



**Figure 4.5 Students' perception on drilling strategy**

Figure 4.5 showed that most of the respondents had a good perceptions on the drilling strategy which used by the tutor in learning speaking. It was shown by part of red that 21 answers (23%) chose

“strongly agree” and 66 answers (73%) chose “agree”. As a conclusion, there were only a small number of respondents who had negative perceptions of the use of games strategy in learning speaking. As much as 3 answers (4%) chose “disagree” and none respondents (0%) chose “strongly disagree”. It was proven by red and blue. This category consisted of 6 questions.



**Figure 4.6 Advantages of drilling strategy on students' speaking skills**

The last category was about the advantages of drilling strategy on students' speaking skills. In this category, the respondents agreed that drilling strategy had beneficial on their speaking skills. Like said by Thornbury (2005:63) that the drilling has functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language. The blue “strongly agree” option and red “agree” option was chosen by almost all of the respondents. As much as 34

answers (38%) chose “strongly agree” and 49 answers (54%) chose “agree” in this category. This data showed that most of the respondents agreed to the statement of advantages of drilling strategy on their speaking skills. It shown that they had a good perception on drilling strategy. Meanwhile, there were 7 answers (8%) who disagreed to this category.

From the results of the questionnaire, the answers were also divided into two types of groups. One group had a good or positive perception which had an average score in the range 2.50 up to 4.00, and the rest was a group that had a bad or negative perception which had average score in range 1.00 up to 2.49. First of all, the researcher categorized the data based on the indicator stated in the questionnaire blueprint. After that, the researcher makes data tabulation to make the calculation easier. Then, from the calculated the data, the researcher found out that all of the respondents had good or positive perception on the strategy used by the tutor in teaching speaking. It was supported by the data that showed the minimum score was 2.73 and the maximum score was 3.46. The central tendency data showed that the most frequent score was 3.00, and the number of this group was 15 respondents.

Based on the result of interview conducted by the researcher on the members as participant, all of the members had a good or positive perception on strategies used by the tutor in teaching speaking. Based on the theory of perception from according to Walgito (2004:54-55) about the

indicators of perception includes; absorption of stimuli or objects from outside the individual, understanding, and assessment or evaluation.

From the statement by Ritchia in interview with the researcher, he had a perception about absorption of stimuli on the tutor. The statement: *"for the perception, Alhamdulillah it can be assessed as good, like that, so it remains like it is back to us, we are responding to the existing material, if we have actively asked questions to tutors as well as to our friends, insyaAllah can be understand, because it was emphasized yesterday when you already practice don't forget to practice it in your homes or in front of the mirror or you can ask again the next day like that."*

From the statement by Yulina in interview with the researcher, she had a perception about assessment or evaluation on the tutor. The statement: *"the perspective of me for teaching techniques speaking especially English in Faba is actually an initiative of the tutor was already nice, the tutor is enough searching for solutions so with how to try various strategies "*

From the statement by Tia in interview with the researcher, she had a perception about absorption of stimuli on the tutor. The statement: *" So the strategy is good, everyone can speak up, it is comprehensive to all members, basically everyone, everyone can dare to speak and the tutors are also friendly so it doesn't feel like what to judge if it can't be like that, keep playing its also fun, anyway it's exciting in my opinion the strategy is good "*.

From the statement by Fenty in interview with the researcher, she had a perception about understanding on the tutor. The statement: *"based on my experience, which was just yesterday joined the class, if based on the material that was given, it's enough, it's enough and the members can understand it in the delivery."*

From the statement by Femi in interview with the researcher, she had a perception about assessment or evaluation on the tutor. The statement: *"I think it's good, I just need to develop it, but we are not active enough, the tutors are good, and they are patient, like me, for example, I don't know. yes I asked, really patient, please explain so."*

The data also showed that the respondents learned about a lot of things that can increase their speaking skills. They suggested that the members should have a lot of practice and knowledge when the members also active in the class. The tutor had some strategies in teaching speaking, so the members also accepted a lot of information and knowledge to improve their speaking skills. Because, every strategy that the tutor uses had a lot of benefits to their speaking skill such as pronunciation, mentality to speak up, sharing about speaking techniques, etc. The members who had a good perception on the strategies used by the tutor in teaching speaking were able to enjoy doing the class. And it was the reason that the members feel happy and enjoy joining the speaking class.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents two parts, namely conclusions and suggestions. The first part deals with the conclusions of the research. The second part deals with the suggestions for the tutor, the member and next researcher.

#### A. Conclusions

As stated in this chapter I, this study was aimed at to find out strategies used by the tutor in teaching speaking and describe the students' perception on strategies used by the tutor in teaching speaking at Faktabahasa Solo Community 2020. From the interview and questionnaire by Google form, the researcher found out that the tutor has various strategies to teach speaking such as small-group discussion, games, and drilling strategy. Additionally, there are some statements from the members' participants about the tutors' strategies in teaching speaking. They are: using games makes the member can more easily to understand about the material, the tutor has skill to make the class and the member more active to speak up, and the appropriateness of strategies the depended activeness of the members in the class.

The results of the questionnaire and interviews which were used to answer the second research problem showed that all of the students'



perceptions of the strategies used by the tutor in teaching speaking were good or positive. It means that 15 members had 2.50 until 4.00 range score. In the first category that based on the students' perception of small-group discussion strategy, as much 71 answers (95%) had good perceptions by selecting "strongly agree" and "agree" option in this category. The second category which was about the advantages of small-group discussion on students' speaking skills gained some positive responses from the members. There were 83 answers (92%) who agreed with the advantages of small-group discussion on students' speaking skills. Then, the third category which was about the students' perception on games strategy, as 75 answers (100%) had a good perception by selecting "strongly agree" and "agree" options in this category. The fourth category which was about the advantages of games on students' speaking skills gained some positive responses from the members. There were 84 answers (93%) who agreed with the advantages of games on students' speaking skills. The fifth category was about the students' perception on drilling strategy, as many 87 answers (96%) had good perceptions by selecting "strongly agree" and "agree" option in this category. Moreover, the last category which consisted of statements based on the advantages of drilling on students' speaking skills also showed that 83 answers (92%) had a good perception on it.

As seen on the result of the questionnaire, it could be concluded that the majority of the respondents had a positive perception of each category

of the statements in the questionnaire. The members also enjoyed having the strategies used by the tutor in teaching speaking. They could get some benefits through the strategies such as improving the students' self-confidence to speak up and expressing their ideas. Whereas, from the interview, the researcher concluded that the strategies that used by the tutor helped the members to improve their speaking skill, so that they could speaking naturally and practice more to speak up in the target language. The members also interpreted the strategies as good, interesting, and exciting learning strategy.

Overall, the students' perceptions of the strategies used by the tutor in teaching speaking were good. It was proven by the average score of each respondent that was around 2.73 until 3.46. Those scores were included in the positive or good perception classification.

## **B. Suggestions**

Based on the conclusions stated above, the researcher makes the following suggestions:

### **1. The tutor of Faktabahasa Solo community**

Although the members already have positive or good perceptions in the strategies used by the tutor in teaching speaking, it is better if the tutors give more strategies which interest and fun to the members, so the members can more active to speak up. The tutors can more creative to use

the media of learning because it can be helped the members to understand the material. And be attention to choose the place of study, because the comfortable place can influence the concentration of the members.

## **2. The member of Faktabahasa Solo community**

The members who join Faktabahasa Solo community believe the strategies that used by the tutor in teaching speaking could give them a lot of advantages. Through, this research the members were asked to active their opinions based on the listed statements. Generally, their perceptions were positive. Through the some strategies used by the tutor in teaching speaking, the members could improve their speaking skill and motivate them to speak more. They may practice to speak more often to make themselves familiar with the language. By knowing the strategies in speaking class, the researcher suggests that the members can be more active in the class to get more information and knowledge, and it also can improve their speaking skills.

## **3. Next Researcher**

The researcher realizes that due to the limited time, this research is far from perfect. However, it is better to have more preparation and respondents to enrich the results if one day there is a research on the similar topic. The next researcher should add more aspects of the strategies and be more detailed.

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# APPENDICES

**APPENDIX A**  
**Questionnaire Blueprint**

<b>Aspects</b>	<b>Theories</b>	<b>Number</b>	<b>Statements</b>
<b>Students Perception on ‘Discussion’ strategy</b>		<b>1,2,3,4,6</b>	- Anda menyukai strategi “discussion” pada pembelajaran speaking - Anda nyaman dengan penggunaan strategi “discussion” pada pembelajaran speaking
<b>Advantages of discussion strategy on students’ speaking skills</b>	Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) Case-based Small-group Discussion has some advantageous. 1) They can be actively involves participants and	<b>5,7,8,9,10,11</b>	- Anda merasa tertantang untuk berbicara ketika di kelas menggunakan strategi “discussion” - Anda merasa percaya diri ketika berbicara melalui “discussion”

Aspects	Theories	No	Statements
	<p>Stimulates peer group learning, 2) helps participants explore pre-existing knowledge and build on what they know, 3) facilitates exchange of ideas and awareness of mutual concerns and 4) promotes development of critical thinking skills.</p>		<p>Strategi</p> <ul style="list-style-type: none"> <li>- Anda merasa senang belajar dengan sesama teman dalam discussion</li> <li>- Dengan discussion Anda mendapatkan banyak pengetahuan</li> </ul>
<p><b>Students Perception on ‘Games’ strategy</b></p>		<p><b>12,13,14,15,16</b></p>	<ul style="list-style-type: none"> <li>- Anda menyukai strategi “games” pada pembelajaran speaking</li> <li>- Anda nyaman dengan penggunaan strategi “games” pada pembelajaran speaking</li> </ul>

Aspects	Theories	No	Statements
<b>Advantages of games strategy on students' speaking skills</b>	(Brown, 2001: 146). The advantageous of game: 1) actively involves learners; 2) can add or regenerate motivation; 3) promotes team learning and collaborative skills; 4) provides a challenge that can lead to confidence in knowing and expressing the material; 5) provides feedback; and 6) can create a "fun" learning environment.	<b>17,18,19,20,21,22</b>	<ul style="list-style-type: none"> <li>- Dengan games, Anda menjadi termotivasi untuk belajar speaking</li> <li>- Dengan games, Anda menjadi aktif belajar speaking di kelas</li> <li>- Dengan games, Anda menjadi belajar tentang team (collaborative skill)</li> <li>- Dengan games, Anda menjadi mudah mengekspresikan materi</li> </ul>
<b>Students Perception on 'Drilling' strategy</b>		<b>23,24,25,26,27,28</b>	<ul style="list-style-type: none"> <li>- Anda menyukai materi pronunciation dalam belajar speaking</li> <li>- Anda nyaman dengan strategi</li> </ul>

Aspects	Theories	No	Statements
			<p>pronunciation pada pembelajaran speaking</p> <p>Anda setuju bahwa strategi dalam pronunciation efektif untuk belajar speaking</p>
<p><b>Advantages of drilling strategy on students' speaking skills</b></p>	<p>Thornbury (2005:63) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working</p>	<p><b>29,30,31,32,33,34</b></p>	<ul style="list-style-type: none"> <li>- Dengan belajar pronunciation, Anda mendapatkan materi baru dalam belajar speaking</li> <li>- Dengan belajar pronunciation Anda belajar kata baru</li> <li>- Dengan belajar pronunciation Anda belajar frasa baru</li> <li>- Dengan belajar pronunciation Anda belajar ungkapan baru</li> </ul>

<b>Aspects</b>	<b>Theories</b>	<b>No</b>	<b>Statements</b>
	memory to long term memory, provide means of gaining articulatory control over language.		- Dengan belajar pronunciation, Anda belajar mengenai artikulasi



**APPENDIX B**  
**QUESTIONNAIRE**

<b>No.</b>	<b>Pernyataan</b>	<b>Sangat Setuju</b>	<b>Setuju</b>	<b>Tidak Setuju</b>	<b>Sangat Tidak Setuju</b>
1.	Anda menyukai strategi “discussion” pada pembelajaran speaking				
2.	Anda nyaman dengan penggunaan strategi “discussion” pada pembelajaran speaking				
3.	Anda setuju bahwa “discussion” strategi efektif untuk belajar speaking				
4.	Materi di kelas speaking menjadi menarik dengan “discussion” strategy				

5.	Anda merasa tertantang untuk berbicara ketika di kelas menggunakan strategi “discussion”				
6.	Anda merasa puas belajar speaking dengan “discussion”				
7.	Anda merasa percaya diri ketika berbicara melalui “discussion” strategi				
8.	Anda merasa senang belajar dengan sesama teman dalam discussion				
9.	Dengan discussion Anda mendapatkan banyak pengetahuan				
10.	Dengan discussion, Anda dapat mengembangkan kemampuan berfikir kritis				

11.	Dengan discussion, Anda lebih memperhatikan teman Anda				
12.	Anda menyukai strategi “games” pada pembelajaran speaking				
13	Anda nyaman dengan penggunaan strategi “games” pada pembelajaran speaking				
14	Anda setuju bahwa strategi “games” efektif untuk belajar speaking				
15	Materi di kelas speaking menjadi menarik dengan strategi “games”				
16	Anda merasa puas belajar speaking dengan strategi “games”				
17	Dengan games, Anda menjadi termotivasi untuk belajar speaking				

18	Dengan games, Anda menjadi aktif belajar speaking di kelas				
19	Dengan games, Anda menjadi belajar tentang team (collaborative skill)				
20	Dengan games, Anda menjadi mudah mengekspresikan materi				
21	Dengan games, Anda mendapatkan feedback dari teman atau guru Anda				
22	Dengan games, lingkungan belajar speaking menjadi menyenangkan				
23	Anda menyukai materi pronunciation dalam belajar speaking				
24	Anda nyaman dengan strategi				

	pronunciation pada pembelajaran speaking				
25	Anda setuju bahwa strategi dalam pronunciation efektif untuk belajar speaking				
26	Materi di kelas speaking menjadi menarik ketika belajar pronunciation				
27	Anda merasa puas dengan materi pronunciation di kelas speaking				
28	Anda merasa senang dengan materi pronunciation di kelas speaking				
29	Dengan belajar pronunciation, Anda mendapatkan materi baru dalam belajar speaking				
30	Dengan belajar pronunciation Anda belajar kata				

	baru				
31	Dengan belajar pronunciation Anda belajar frasa baru				
32	Dengan belajar pronunciation Anda belajar ungkapan baru				
33	Dengan belajar pronunciation, Anda belajar mengenai artikulasi				
34	Dengan belajar pronunciation, Anda lebih mudah mengingat kata baru				

## APPENDIX C

### TRANSKRIP INTERVIEW WITH MEMBER

**Note:**

**R: Researcher**

**I: Interviewer**

#### **1. Ritchi Antonio**

**R: Assalamu'alaikum, halo Ritchi, jadi langsung aja ya untuk interview nya pertanyaan pertama itu gini bagaimana sih para tutor di Faba itu dalam mengajar speakng? Menggunakan strategi apa para tutor itu dalam mengajar speaking?**

I: Halo kak Saarah, wa'alaikumsalam . jadi seperti kebanyakan pengajar di kelas, di Faba kebanyakan di awali dari materi-materi dasar, pengenalan-pengenalan kalimat dasar verb seperti itu, kemudian nanti untuk praktik speaking nya biasanya kalo dari kak Okti dulu menjelaskan diskripsi nya terlebih dahulu kemudian nanti dari deskripsi tersebut nanti , kita istilahnya mencari kalimat mana yang belum dipahami atau detail mana yang belum dipamai, nanti di jelasin gitu. Nah kalo udah masuk ke materi gitu, jadi bertahap. Nah sambil masuk ke materi nantinya juga sambil tanya jawab harus apa namanya pakek English juga kalo udah pakek English nanti semuanya boleh saling menambahkan gitu nah seperti itu sekilas nya ya kak ya.

**R: Oh berarti itu kayak question answer kayak gitu yaa sistemnya, terus kalo misal kayak games gitu, tutornya pernah enggak sih ngasih games kayak gitu di pembelajaran speaking?**

I: kalo untuk lebih tepatnya mungkin bukan games ya, kalo games lebih sering pas kumpul bareng, jadi kayak pas kumpul semua ee apa namanya mentor sama club, tapi kalo games biasanya lebih tepat nya kayak apa

praktik bareng-bareng gitu loo, nah nanti, kan tutor udah nyampein, di papan tulis udah ada, nanti tutor praktikan terus semuanya gantian gitu satu satu praktikin atau gak nanti lempar kalimat dari kata benda kayak gitu, nah nanti tinggal perorang nati tinggal praktik in itu sesuai mentornya kayak gitu.

**R: Oh ya kayak gitu, terus kalo apa kayak discussion kayak gtu pernah gak sih? Misal membahas satu topik atau satu isu yang lagi trend saat itu terus kalian diminta apa berpendapat ataupun kayak ya menyampaikan ide kalian tentang isu tersebut kayak gitu, pernah enggak?**

I: yang terakhir aku inget itu pembahasan tentang kuliah di Amerika, nah jadi ada salah satu anggota Faba baru pulang dari exchange ke Amerika, nah dia nyampein pengalaman nya terus dari mentor mancing banyak hal gitu, nah nanti yang lain menyiapkan pertanyaan gitu, jadi nanti diskusi nya bareng-bareng gitu loh bahas seputar kuliah di Amerika, nah kalo udah kayak gitu nanti apa namanya nanti ada kayak evaluasi nya penggunaan kalimat ini kurang seperti ini kurang seperti ini, jadi kayak gitu sambil di pantau ketika discussion kayak gitu.

**R: Oh iya, untuk pertanyaan selanjutnya seperti ini bagaimana sih persepsi kamu sebagai member terhadap strategi yang digunakan si Tutor ketika pembelajaran speaking bahasa Inggris, apakah strategi yang digunakan itu sudah baik dan efektif atau kurang bagaimana misla ada saran harus bagaimana nya bisa disampaikan, seperti itu.**

I: Oh iya kak, aku lupa nyampein nah sebelum masuk di kelas, clubbing, jadi awal-awal itu udah ada pertemuan nah nanti diskusi bahas konsep nya enak nya nanti ketika apa materi masuk yang ditekankan itu apa, misalkan speaking nah nanti perorang nyampaiin pendapat gimana caranya temen-temen bisa aktif menggunakan bahasa Inggris yang baik ketika nanti masuk di clubbing seperti itu kak.

I: kemudian kalo untuk persepsi alhamdulillah bisa dinilai baik, tahapan baik yaa meskipun dari temen-temen mentor sendiri eh maaf temen-temen



dari anggota clubbing sendiri belum begitu paham karena sebagian juga dari yang belajar dari tingkat dasar ada yang udah lanjut kayak gitu nah jadi tinggal sepertinya kembali ke kita gitu menyikapi materi yang ada nah kalo kita udah aktif tanya aktif bertanya ke mentor juga ke temen-temen juga insyaallah lama-lama menguasai, karena ditekankan kemarin ketika sudah praktik jangan lupa di praktikan di rumah masing-masing atau di depan kaca atau nah besoknya bisa ditanyakan kembali kayak gitu, seperti itu kak ya.

I: kalo untuk penilaian kembali sih, sepertinya dari aku sendiri juga perlu ditekan gitu loh, ditekan untuk selalu menggunakan bahasa Inggris yang baik kan sesuai lingkungan kita juga gitu lo, kalo lingkungan kita udah mulai ya menunjukkan, nanti otomatis lama lama terngiang-ngiang oh jadi, jadi kebiasaan gitu, nah nanti tinggal membentuk lingkungan nya aja kalo udah lingkungan terbentuk nanti pembelajaran di clubbing juga makin lancar ya makin sesuai dengan cita-cita Faba gitu.

**R: Oke, ini untuk pertanyaan terakhir jadi menurut kamu belajar speaking yang baik itu kayak gimana sih menurut pengalaman kamu mungkin atau menurut ya istilahnya metode belajar kamu yang baik pas belajar speaking itu kayak apa? Seperti itu.**

I: kalo untuk metode mungkin saat ini aku masih nyari-nyari sih cuman kalo yang lebih cocok aku e sering belajar dari satu e reading dulu reading, nah nanti kalo udah reading nanti kan ngafalin nah kalo udah ngafalin e contoh ngafalin ini kan pidato kayak gitu nah kalo udah tinggal mraktikin gitu nah nanti tinggal penerapan aja sih kalo kita apa namane kita nyampaiin pidato kita nanti ada yang tanya maksud nya apa kayak gitu, itu salah satu terkecil nya kayak gitu.

I: lanjutannya kalo untuk belajar speaking yang baik, tadi kan udah aku kasih tahu kalo dari lingkungan yang baik nah kedua dari diri kita sih, gitu niatnya, niatnya, nah kadang kita kan belum sampai kesana nah lebih ke niat dulu, kalo niat udah di matengin nanti tinggal perbanyak baca, perbanyak kalimat-kalimat yang sering digunakan gitu, sebenarnya aku

suka kelas yang superaktif interaktif gitu loh, jadi aku bisa denger dari yang lain nya gitu satu sama lain nya nanti kalo aku gak paham tuh bisa tanya langsung gitu nah nanti tinggal aku juga mraktikin gitu, kalo aku mraktikin gini gimana mraktikin gini gimana jadi ada kiri kanan yang bisa aku jagain ketika aku nanti praktik speaking gitu, kalo udah kayak gitu kan enak tenang, sedangkan kalo kita sendirian kan e ya gimana ya kayak salah gak ada yang evaluasi gitu, dan kemampuan kita juga stuck nan gitu belum tahu smpai mana nya gitu nah semakin sering digunakan yo semakin sering interaktif juga di kelas juga makin nyaman makin bisa menyesuaikan bisa speaking lancar, harapan nya juga seperti itu.

**R: Oke Ritchi sebelumnya terimakasih ya sudah bersedia saya interview dan mohon maaf kalo mengganggu waktunya, pokoknya semangat terus yaa buat belajar bahasa Inggris, soalnya kalo belajar bahasa itu memang yang dibutuhkan itu kayak continuitas nya kayak gitu loh, jadi seberapa sering kita menggunakan bahasa tersebut di kehidupan sehari-hari kita kayak gitu, pokoknya terimakasih banyak dan nanti saya juga mau minta tolong lagi ya masih lama e buat ngisi kuisisioner juga nanti saya, misla udah fix udah sama dosen pembimbing saya nanti akan saya share kayak gitu, oke gitu aja terimakasih ya Ritchi. Assalamu'alaikum**

I: oke kak, alhamdulillah kalo apa jawabannya cukup membantu ya ee ditunggu lagi kalo ada kuisisioner lanjutan nanti aku siap bantu misalkan ada yang perlu dibantu nanti ya aku bantu jawab kayak gitu, terimakasih juga sudah jadi mentor kemarin di faba English nah terimakasih juga ini yang terakhir buat saran-sarang yang terakhir karena ini belajar bahasa harus continue emang bener kak kalo apa sering dilatih nanti makin biasa makin lancar ya, kudoakan semakin lancar semoga semakin dipermudah dalam mencari bahan-bahan buat skripsi. Aamiin ya Robbal'alamin

## 2. Yulina

**R: Assalamu'alaikum mbk Yulina jadi langsung aja ya untuk pertanyaan pertama seperti ini strategi apa aja sih yang digunakan sama para tutor di faba dalam pembelajaran speaking?**

I: Hallo, wa'alaikumsalam mbk, langsung aku jawab ya pertanyaan nya, strategi apa aja yang digunain itu sebetulnya ee kan kalo di faba macem-macem nih bahasa nya nah kalo bahasa Inggris itu sepengalaman aku, dulu aku pernah jadi tutor untuk bahasa Inggris di Faba itu, banyak sih mbk jadi kayak ada yang kalo apa namanya kalo ada teks gitu kalo seandainya speaking mungkin awalnya kita latih pronunciation sama nadanya itu kita pakai teks terus kita ngomong terus temen-temen niruin terus nanti lama-lama temen-temen bisa baca dialog nya sendiri-sendiri kayak gitu, bisa juga lewat games, aku biasanya dulu lewat games sih jadi kayak ada ular tangga tapi di modifikasi ee untuk card nya itu nanti jadi kayak ada card yang nyeritain pengalaman terus ada card yang apa sih kayak suruh nyebutin apa kayak gitu kan itu kayak ngelatih mereka supaya berani ngomong kayak gitu atau kita bikin small discussion kayak kita bring something up gitu kayak ee ada topik ini nih terus kita kasih pengantar dulu terus nanti menurut kamu gimana sih kamu setuju apa enggak sih kayak gitu, bisa juga kayak games kalo mbk pernah denger gitu three lies one truth gitu pokoknya mereka disuruh nulis dulu ada tiga hal yang itu bohong satu hal yang itu bener terus nanti dia ceritain semua nya terus nanti temen-temen nya decide mana yang beneran dia pernah ngalami kayak gitu terus habis itu apa namanya pernah juga itu biasanya ada juga tutor yang kayak dialog nya itu peering jadi pasang-pasangan kayak gitu, jadi kalo untuk bahasa Inggris sih, karena sebenarnya bahasa Inggris sih lebih common ya sekarang di masyarakat jadi lebih gampang untuk metode ngajar speaking nya, nah kalo bahasa lain kayak bahasa Jerman atau Belanda atau apa itu kan memang agak sulit kalo mau dibuat games seperti itu ya, jadi kalo untuk speaking sih kita baca dialog dulu, kita latihan nada nya seperti apa, nah nanti untuk speaking nya masih based on

dialog nya sih paling cuma baru bikin-bikin kalimat terus dibaca paling satu kalimat dua kalimat gitu kalo Belanda Jerman Korea kayak gitu sih kalo untuk speaking yang lain ya tapi kalo khusus bahasa Inggris itu memang lebih variatif di kitanya.

**R: Iya mbk, jawabannya udah mewakili pertanyaan ku semua sih sebenarnya terus itu yang selanjutnya, persepsi mbk itu gimana sih terhadap strategi yang digunakan sama tutor di Faba tapi ini khusus untuk pembelajaran bahasa Inggris yang di speaking ya, maksudnya apakah strategi yang digunakan si tutor itu sudah baikkah, atau efektifkah, atau kurang bagaimana misal kurangnya atau bisa ngasih saran gitu lo mbk baiknya seperti apa kayak gitu.**

I: Oke, kalo perspektif ku untuk teknik mengajar speaking khususnya bahasa Inggris di Faba itu sebetulnya inisiatif temen-temen tutor itu udah bagus sih mbk karena kan di Faba sendiri itu kan memang membeernya itu macem-macem ya background nya ya entah dari tingkat pendidikan nya entah tujuan dia juga ikut Faba nya itu apa gitu dan balik lagi setiap orang jenis belajarnya pun beda-beda caranya kayak gitu, nah menurut ku sudah, temen-temen tutor ini sudah cukup mencari solusi gitu dengan cara mencoba berbagai macam nah efektif atau enggak nya itu pun juga tergantung sama membeernya sih mbk, kayak keaktifan nya juga ketika dapat member yang memang dia di encourage lebih gampang itu nanti pasti ee mereka lebih seru gitu untuk belajar speaking nya maksudnya ee dikasih umpan mereka ambil kayak gitu lo, nah kalau seandainya memang anaknya itu memang agak sulit di encourage itu ya tetep jadi PR nya kita sihh, jadi kayak apa namanya salah satu contoh kita meng encourage itu kayak kita bilang kalau salah gak masalah, salah ngomong gak papa ee apa namanya memang grammar itu penting, cuma ketika ngomong yang penting disini kita berlatih untuk berani ngomong dulu, berani mengeluarkan apa yang ada dipikiran kamu even itu enggak grammatically correct gitu, itu gak masalah sih yang penting mereka mau ngomong dan kami pun juga menerapkan kayak gini sih karena gak semua orang kan

suka di koreksi juga jadi kita kayak bilang ee temen-temen nanti kalo seandainya ada yang salah, kamu salah atau tutor nya juga salah, karena kita kan posisi nya sama istilah nya kan peer, peer tutor gitu, jadi saling mengingatkan aja gak papa tapi kalau memang mau di ingatkan kalau seandainya memang nyaman nya biarin salah aja juga gak masalah karena kita kayak apa, kayak nawarin dulu kalau salah mau dibenerin enggak gitu karena ketika kita menggunakan seseorang itu, belum tentu orang nya itu suka kalo kita benerin kayak gitu, itu salah satu cara untuk mengencourage -temen nah untuk apa perspektif nya sendiri aku rasa sih udah udah cukup solutif sih temen-temen ya memang balik lagi tergantung sama membernya juga sih mbk jadi kayak tutor nya udah mencoba berbagai macam cara nih kayak aku ngegames, terus kalo mbk wulan itu kayak ada short dialog bahkan dia ada video terus nanti kita ngikutin apa yang video itu omongin kayak mereka nonton Petapi atau mereka nonton video apa bahasa Inggris kayak di ulang-ulang apa namanya di ulang-ulang untuk ini pronunciation nya seperti apa sih terus kayak dalam satu kalimat itu nanti nadanya seperti apa nah itu menurut ku sudah tutornya sudah cukup ee solutif juga mereka udah memilihkan berbagai cara dan mencoba kayak gitu, nah untuk efektif nya itu sendiri memang balik lagi tergantung sama member-membernya kita juga gitu, jadi memang yaa bisa dibilang kalo seandainya memang metode nya itu kita udah berubah-ubah gitu untuk mencari yang cocok itu balik lagi ke membernya juga karena kan tiap periode itu tiap enam bulan sekali kami ganti ini ganti apa istilah nya ganti member maksud nya ada yang baru ada yang lama dengan kemampuan mereka yang beda-beda juga Cuma waktu kami juga terbatas jadi ya kami memang sudah berusaha semaksimal mungkin gimana sih ganti-ganti metode tapi balik lagi kalau untuk efektifnya atau enggak nya balik ke member yang kita ajak untuk ee apa pas kita sesi belajar itu seperti apa.

**R: Oke mbk, sangat jelas sekali jawabannya, emm untuk pertanyaan yang terakhir ee kayak gini ee menurut mbk saran nya kayak gimana sih belajar speaking itu maksudnya ee menurut mbk itu belaha**

**speaking yang baik itu kayak gimana kayak gitu loh? Strategi nya kayak gimana atau mbk mungkin punya metode sendiri buat belajar speaking kayak gitu, bisa di share kayak gitu.**

I: oke mbk, nah kalo untuk metode ini aku sebenarnya udha beberapa kali nyoba gitu nyari yang bener-bener nyaman buat aku nah ternyata aku typical orang yang nyaman kalo belajar itu serasa gak belajar kayak gitu, jadi kayak belajar itu tuh bisa ku selipin diantara hobby ku kayak gitu, nah hobby ku itu aku suka nonton aku suka nyanyi nah untuk belajar speaking nya itu kalo aku nonton aku biasanya pasti ini sih subs nya pakek bahasa Inggris gitu jadi walaupun filmnya bahasa Inggris subsnya pakek bahasa Inggris, nah nanti kalo seandainya ada kata atau kalimat yang baru dan menarik buat aku itu filmnya pasti tak pause dulu, tak pause terus tak tiruin dia ngomong nya 'oh kek gini ngomongnya', 'oh pronun nya tuh kek gini', terus nanti kalo seandainya gak tahu arti nya ku cari juga pakek kamus bahasa Inggris, jadi inggris inggris gitu terus kan aku jadi tahu 'ohh cara mengekspresikan, ini tuh untuk mengekspresikan suatu keadaan ini gitu, nah terus nanti praktikin nya gimana nah ketika kita ngomong sama temen atau kita nulis di sosmed atau apa yang kita punya situasi yang sama kayak yang tadi kita belajar itu kata untuk apa, baru kita pakek untuk speaking atau untuk teksting atau untuk apa, jadi belajar speaking itu kayak lebih pas menurut konteks nya tuh kalo aku kayak gitu, terus bisa juga dari nyanyi jadi kalo nyanyi tuh aku suka dengerin lagu, tak dengerin dulu buat ngelatih si listening terus nanti untuk speaking nya itu lebih kayak ke pronun nya kan pronunciation nya seperti apa terus abis itu nanti belajar konteks nya lagi jadi emang aku belajar speaking nya itu lebih ke dari nonton sama nyanyi kayak gitu, oh ada lagi aku juga suka baca buku, kalo baca buku ini aku lebih belajar speaking yang untuk ini sih kayak nge deliver cerita tuh kayak gimana sih soalnya kan kalo speaking itu kan menyesuaikan juga kan mbk, ada yang speaking memang untuk ee kita ngomong biasa ngobrol sama orang, having conversation gitu, ada juga yang untuk interview jadi lebih formal ada juga yang untuk kayak kita nge

deliever sesuatu apakah itu mengajar apakah itu ngedongeng, itu kan beda teknik juga kayak nadanya atau apa, nah dari kebiasaan yang aku suka dari hobby ku itu otomatis aku bisa belajar bahasa Inggris terutama speaking itu jadi lebih gak punya beban kalo itu tuh belajar gitu mbk, jadi kayak ya udah itu memang hobby ku, ku tambahin beberapa aspek yang untuk ngelatih speaking ku akhirnya nanti akan jadi terbiasa kayak gitu, nah aku juga suka nyisipin beberapa atau kalimat bahasa Inggris yang kadang susah di ekspresikan ke bahasa Indonesia kayak gitu, itu kan kayak kadang kita bilang nya kayak anak Jaksel sok-sokan Inggris, enggak, cuma kadang itu kalo udah kayak sering kepar itu kata-kata terus kadang kita gak nemu yang pas untuk di ekspresikan dalam bahasa lain, maksudnya kayak memang harus dalam bahasa Inggris, 'oh enak banget nih kalo di ekspresikan pakek bahasa Inggris daripada di Indonesia kan' gitu kan, nah itu menurut ku gak masalah sih untuk sebagai ee kita, metode untuk belajar bahasa Inggris juga karena apa namanya itu pun buat ngelatih kita lebih nge blend gitu lo pas ngomong bhasa Inggris itu lebih nge blend aja gitu, ee sentence-sentence yang kita masukin ke dalam bahasa Indonesia kalo mbk pernah denger apa sih namanya aku lupa jadi Englonation, bahasa Inggris tapi ke Indonesia Indonesia an atau kita campur kayak gitu menurut aku itu gak masalah sih, karena itu juga melatih keluwesan kita pas mengungkapkan atau mengekspresikan kalimat nya itu jadi biar ndak kaku aja kalo kita ngomong sama orang yang kebetulan ya memang harus dia bahasa Inggris full gitu, kayak kita nge deliever atau mengekspresikan apa yang kita rasakan itu tuh kayak lebih luwes kayak gitu loh, jadi menurut ku sih itu tadi dari hobby klo hobby ku sih nonton film terus nyanyi terus sama baca sama ini sih nyisipin kata-kata bahasa Inggris yang sulit di ekspresikan ke dalam bahasa Indonesia dan itu supaya tujuannya supaya speaking kita lebih luwes aja gitu menurut ku itu gak masalah sih, kadang orang itu kayak hla itu kalo mau ngomong bahasa Inggris, ya bahasa Inggris aja semuanya gak sekalian aja tuh gitu, atau bahasa Indonesia, ya bahasa Indonesia yang bener kayak gitu kan, cuman kan kalau kita sering

terpapar dua bahasa atau lebih itu kadang kita mengekspresikan nya jadi lebih susah kan, that's why mau mengekspresikan nya itu kayak 'ya udah nih bahasa asal nya itu kita tahu pertama dari mana gitu, ya udah pakek bahasa asal nya aja' gak masalah sih, kecuali memang untuk academic proposes, kayak writting atau apa interview atau something kayak gitu, cuman gak masalah juga karena aku lihat di lingkungan ku yang lain yang memang dia apa namanya ada orang yang harus ber bahasa Inggris atau diksi bahasa Indonesia nya kurang karena dia sering terpapar bahasa Inggris otomatis itu bakal ngebantu kita sih dan itu kita jadi lebih luwes aja, kalo dari aku gitu doank sih mbk.

**R: Wah, metode belajar nya mbk Yulina itu sangat sangat bagus sekali, aku sangat terkesan, dan aku juga dapat ilmu baru sih dari apa penjelasan mbk Yulina, oke sebelumnya saya mengucapkan terimakasih banyak ya mbk, udah mau di wawancarai kayak gitu, terus ya mohon maaf kalo udah ganggu waktunya, pokoknya saya doain sukses terus buat mbk Yulina yang sama-sama sedang berjuang skripsi semoga dilancarkan semuanya dan nanti ee say ajuga minta tolong lagi pas ngisi kuisisioner nanti saya juga akan nyebar kuisisioner kayak gitu, nanti minta tolong lagi ya mbk di isi, hehe ya udah kalo gitu mbk, terimakasih ya mbk Yulina. Assalamu'alaikum.**

I: Iya, makasih mbk pujian nya soalnya memang aku pada dasarnya males ya jadi kalo memang mau di bilang 'mari kita belajar', aku malah males, maknanya memang sengaja ku sisipin kayak gitu jadi biar, itu metode orang males sebetulnya, emang gak niat belajar aja jadi membiasakan gitu lo karena aku lupa, aku pernah gini, aku pernah nonton di youtube itu katanya kalo orang belajar bahasa itu mending jangan mindset nya belajar tapi mindset nya itu ee kita terpapar dulu gitu, entah itu dari segi listening nya dulu kita intinya terbiasa mendengar dulu, atau membaca dulu kayak gitu, entah lah nanti arti nya apa, bdo amat dulu yang penting kita terpapar dulu nanti lama-lama tu kaya secara gak sadar kita lebih sering 'oh kata ini nih' gitu, terus tahu-tahu kita langsung ngucapin gitu kan, karena basically



kita berbicara kalau kita sudah pernah mendapatkan itu suara nya kayak gitu, dan kayak gitu tuh memang membiasakan diri supaya terekspose gitu jadi memang aku pun gak niat belajar, jadi kayak ya udah lah males-malesin aja kayak pengen belajar bahasa Inggris ya udah nnton film bahasa Inggris, aku akhir-akhir ini nnton Tenofela sih jadi kayak mau belajar Spanyol tuh kayak ku ini dulu ku ku apa ku papar in dulu, biar ter expose sama bahasa-bahasa Spanyol yang aku gak tahu artinya apa, ya ada subtitle nya sih tapi kayak yang penting denger dulu kayak gitu, katanya itu lebih efektif sih mbk, kalo mau belajar bahasa, jadi mindset nya tuh kayak kita harus memaparkan diri kita , diri kita kayak terexpose sama bahasa nya itu nanti baru kita lebih mudah memasukkan ke dalam otak gitu, makannya aku makek cara males. Sama-sama mbk aku juga seneng bisa membantu dan enggak kok enggak ganggu karena jujur ya, karena aku juga lagi ngerjain skripsi jadi aku tahu gimana susah nya ngumpulin data kayak gitu, makanya kayak kalo bisa ngebantu orang lain buat ngumpulin data ya kenapa enggak, nanti kan insyaAllah semua urusan kita juga bakal dipermudah sama Allah gitu, sukses juga buat mbk nya semangat, aku juga berjuang, kita sama-sama berjuang, ya semoga diberikan kelancaran semuanya kemudahan semua dan kita cepet lulus, aamiin ya Allah udah pengen lulus , terimakasih juga mbk nanti kalo untuk kuisioner nya di kirim aja gak maslaah insyaAllah aku akan bantu lgi gak papa nanti langsung di kirim aja. Wa'alaikumussalam.

### 3. Tia

**R: Assalamu'alaikum, halo Tia, jadi untuk interviewnya pertanyaan pertama kayak gini bagaimana sih para tutor di Faba itu dalam mengajar waktu di kelas speaking? Mereka menggunakan strategi apa aja?**

I: Wa'alaikumsalam warakhmatullahi wabarakatuh tutor-tutor di Faba ketika mengajarkan speaking bahasa Inggris seingat saya, itu menggunakan strategi games, games, seperti saya ingat waktu itu pengenalan pertemuan pertama itu menggunakan alat bantu atau media

pembelajaran apa ya semacam bola lalu dilempar ke satu member satu anggota atau satu siswa yang mengikuti Faba terus, ia yang menerima bola itu bertugas untuk mengenalkan dirinya ke seluruh teman-teman yang ada di club itu atau yang sedang berkumpul menggunakan bahasa Inggris, lalu yang telah memperkenalkan diri tadi melemparkan bola tadi ke yang lain, dan yang lain juga mengikuti untuk memperkenalkan diri begitu, lalu ada juga yang lain nya mbk saarah,

**R: Oh iya berarti benar apa yang dikatakan sama Miss Okti kayak gitu, soalnya waktu saya intervier miss Okti, miss Okti juga menjawab yang sama kayak gitu, berarti strategi nya games ya, kalau apa, kayak discussion kayak gitu pernah enggak? Atau kayak misal gini membahas satu topik tertentu terus kalian disuruh berpendapat terus istilah nya kasih feedback kayak gitu, pernah enggak?**

I: untuk discussion mungkin pernah kecuali bukan untuk speaking, kayak pronunciation atau bahasa lain, kayak bahasa Arab, bahasa Prancis gitu pernah dan saya masih ingat tapi kalo untuk speaking ndak ingat.

**R: Oh iya gak papa, pertanyaan selanjutnya gini , bagaimana sih persepsi kamu terhadap strategi yang digunakan tutor di Faba itu dalam pembelajaran speaking bahasa Inggris maksudnya strategi nya itu udah baikkah, atau kurang bagaimana kayak gitu, misal kurang bagaimana ada saran mungkin yang bisa disampaikan kayak gitu,**

I: menurut saya sudah cukup efektif ya mbk ya, kalau dari segi strategi pembelajaran nya saja, ee hanya saja untuk lokasi pembelajaran di apa itu mbk, warung warung apa namanya itu yang untuk tempat internalisasi juga Faba 2020, nah lokasi itu menurut saya, kalo misal belajar di dalam yang ruang pertemuannya itu pintu di tutup itu cukup panas walaupun sudah ada kipas nya dan tempat itu yang kurang mendukung buat saya, jadi strategi nya sudah enak semua nya sudah bisa speak up, sudah menyeluruh ke semua member, pokoknya semua nya, semuanya itu bisa berani ngomong dan tutor nya juga rama-ramah jadi ndak terasa seperti apa yaa di judge kalo belum bisa kayak gitu, terus games nya juga seru-seru, seru mbk

pokoknya seru menurut saya strateginya sudah baik, hanya saja kekurangannya kadang fokus kita jadi kurang karena tempat yang eemm ndak cukup efektif.

**R: Emm, oke. Terus untuk pertanyaan selanjutnya gini, menurut kamu belajar speaking yang baik itu kayak apa sih? Maksudnya versi kamu, kamu kalo belajar speaking itu bagaimana, apakah dengan mendengarkan music atau menonton film, atau bgaimana?**

I: saya pribadi kalo belajar speaking ya dengan masuk ke kelas belajar bareng guru, belajar bareng dosen atau diskusi dengan temen-temen atau praktik dalam sehari-hari itu belajar speaking, kalo misalkan belajar melalui lagu juga bisa belajar speaking, tapi kalo lagu lebih ke pronunciation.

**R: Oke Tia sepertinya sudah cukup interview nya terima kaish untuk jawabannya ya, sangat membantu sekali dan semoga Tia sukses selalu dan dilancarkan segala urusannya pokoknya terimakasih udah sharing-sharing, udah apa menjawab pertanyaan juga dengan bagus banget, pokoknya sukses selalu ya terimakasih. Assalamu'alaikum**

I: iya mbk Saarah, alhamdulillah kalo saya bisa membantu walaupun saya merasa itu ndak banyak, semoga itu tadi bisa membantu melancarkan proses penyusunan skripsi mbk, smoga skripsinya juga di mudahkan, sidang di lancarkan semangat mbk, wa'alaikumsalam.

#### 4. Fenty

**R: Assalamu'alaikum, halo Fenty jadi untuk pertanyaan pertama gini, bagaimana sih para tutor di Faba itu dalam mengajar speaking? Apakah menggunakan strategi apa seperti itu?**

I: coba ya kak aku coba jawab, strategi speaking yang digunain di Faba dulu itu ee kalo gak salah sih ya kita buat yang membernya faba ini sama mentornya ini di kasih kayak semacam kalimat terus kita di minta untuk mengucapkan kalimat tersebut sesuai dengan accent nya terus kemudian kalimat itu bisa kita ambil dari teks atau di ambil dari kayak semacam apa ya kayak penggalan video kayak gitu atau penggalan lirik lagu, terus juga

kalo gak salah sih dulu ada ya kayak dikasih pengucapan bunyi bunyi huruf gitu aku lupa namanya apa Cuma dikasih itu dan kita diminta untuk melafalkan itu sesuai dengan bunyi huruf nya itu termasuk dalam accent sih tapi maaf namanya apa aku kurang inget soalnya lumayan lama juga sih ya kak.

**R: Oh iya berarti lebih ke belajar pronunciation ya, kalau mislany apa kayak games gitu pernah enggak si tutornya itu ngasih kayak games terus biar kalian itu bisa istilahnya bisa speaking bisa speak up kayak gitu.**

I: kalau games sendiri itu pernah ya kak, biasanya kalo games dalam speaking itu dicampur sama writting, jadi kalo kalo yang dulu aku pernah ikutin itu, games nya itu kayak yang pertama itu kita presentasi terus kita describe temen-temen kita yang ada di satu community yang sedang belajar itu terus kalo kita udah presentasi, presentasi tentang temen kita dan sesuai dengan susunan kalimat yang sedang di pelajarin, kalo kita udah selesai presentasi nih kemudian kita menunjuk siapa yang bakal presentasi setelah kita kayak gitu, terus games yang kedua itu kalo gak salah itu nyusun, nyusun kalimat dan kita speaking speak pakek Inggris, dan kalimat nya itu berdasarkan kertas lintingan yang kita dapat ya, misalkan aku ini dapat kayak kertas gambar kayak ada orang lagi naik sepeda, nah aku harus describe itu orang naik sepeda dengan aktivitasnya dengan susunan kalimatnya dan Englishnya juga dan presentasinya itu speak nya harus pakek Inggris kemudian nanti setelah aku presentasi aku bakal diperkenankan untuk menunjuk temen, seperti itu sih kak.

**R: Emm, iya. Terus kalo kayak discuss, discuss gitu pernah gak sih? Discussion, misal tutor nya ngasih satu tema, nah misal apa tentang kebudayaan, pendidikan, atau masalah yang lagi trend saat itu, masalah yang lagi happening saat itu, terus abis itu kalian disuruh discuss, kayak apakah kalian pro atau kontra ataupun menyampaikan pendapat soal isu tersebut kayak gitu, pernah enggak sih?**

I: emm, kalau misal dalam pembelajaran sih enggak sih kak, soalnya yang dari pengalaman aku aja sih yang, kalau pas aku ikutin kelasnya ketika pembelajaran sih yak fokus sama materi dan kalau discuss itu, discuss soal kayak lebih ke materi yang sifatnya ilmiah dan mungkin kalau ada yang mau discuss, itu masih kayak relate sama yang hal-hal yang berbau English sih misalnya how to make curriculum vitae or motivation letter or how to get scholarship kayak gitu sih kak, sama mau mungkin misalkan dari Faba sendiri mau ngadain program ya mungkin di akhir-akhir pembelajaran tuh materi bakalan disinggung mau misalkan discuss about pro and contra tuh kayak kesan nya nanti jadi kayak ee mungkin sih yak tapi aku gak tahu kalau materi di sekolah itu ada kayak debate English yak, ee enggak, Cuma kalau pros and contras ya bukan dalam materi pembelajaran ya diluar topik ini kita bisa sharing itu biasa sebelum memulai pembelajaran atau ketika materi pembelajaran inti sudah selesai, nah kita bisa ngobrol-ngobrol soal topik sih, dulu pernah ngobrol soal makanana halal, halal food, kalau gak salah sih gitu, halal food kalau diluar kayak gimana kayak pros and contras cuma lebih gimana how to kita apa ya namanya ya bagaimana kita survive kalau lagi di luar kayak gitu sih kak.

**R: oke siap, terus aku mau tanya, menurut kamu strategi yang baik, strategi yang efektif untuk pembelajaran speaking itu seperti apa sih?**

I: kalau menurut aku, in my opinion sih misalkan mau belajar speaking buat kalau dalam konteks kita ikut sebuah community, ee aku kasih advice buat ada semacam challenge gitu atau home works, atau tugas nya buat member itu, buat kita dikasih kayak ee mungkin materi buat di presentasikan, bisa itu dalam ranah pengalaman, experience atau maupun strolly telling yang singkat aja, terus itu buat kita presentasi dalam pertemuan, entah itu pertemuan berapa dan para temen-temen, member yang ada disitu wajib juga menanggapi dari apa yang sudah dipresentasiin, kemudian di discuss, Mungkin dari sebuah community ini perlu adanya FGD ya kayak Forum Group Discussion gitu kan, nanti didalam forum

group discussion itu nanti kita disediakan satu topik English dan kita, kita harus mem break down kayak apa sih topik itu dan kita harus mempresentasikan dari satu kelompok bukan perwakilan, satu kelompok satu per satu itu diberikan waktu berapa menit untuk presentasi dalam satu tema itu, terus adalagi strategi aplikatif, tapi kalo ini memungkinkan buat stau komunitas itu, mengajar membernya itu vote ke view ke, apa ya namanya ya, kayak wisatawan traveller yang dari luar yang sedang berkunjung ke misalkan kayak mungkin ya misalkan dari Keraton, ada di kayak pasar, Cuma I dont know aku juga gak paham soalnya aku gak sering kunjungan ke Keraton , kalau ini sih pengalaman dari temen-temen aku yang ikut English, pernah ikut ya, kayak kelompok pembelajaran bahasa Inggris di Jogja , jadi mereka turun langsung ke lapangan buat interview sama wisatawan asing di kayak malioboro atau candi prambanan kemudian setelah itu sih ya dari pengalaman itu mereka kan bisa ngerasa kayak ngerasain gimana kayak vibes nya ketika ngobrol langsung sama orang luar, karena beda kan vibes nya kita ketika ngobrol sama orang yang masih di Indonesia dan native gitu, terus ini kalo misalkan dari pembelajaran belajar aku sendiri, aku sih nerapin, sebenarnya sih aku pengen banget sih ya buat dua macem, Cuma yang susahnya itu adalah yang pertama adalah continue sendiri, continuitas ketika mau belajar bahasa Inggris, kedua adalah challenge ketika speaking gitu loh, jadi ada tantangan ketika kita harus ngobrol bahasa Inggris sama ke temen sendiri rasanya maksudnya kalau yang gak biasa ya bakal susah buat temen kita, kayak ‘ah,lagi ngomong apa sih kamu’ kayak gitu, terus, kalau buat temen yang emang dianya kebiasaan ngobrol nya pakek English ya gak papa gitu, buat aku sendiri sih aku kalo nyari temen yak ada yang temen emang suka ngobrolnya nyampur gitu, terus ada juga yang dari luar tapi dari luar ini aku belum sampai yang telfon atau ke ranah video call, karena i dont know misalkan nyari temen yang via social media itu very very difficult susah banget karena kebanyakan mereka firting ya kak, itu maksud nya ya susah gitu buat communicate sama mereka gitu lo, walaupun mereka ya dari

kalangan akademisi tapi ya ujung-ujungnya ya ada yang gak genah, ada yang genah terus kemudian hilang kayak gitu sih kak, terus satu lagi bagaimana sih caranya buat belajar speaking itu? Kalo aku lebih suka nyanyi, biasanya aku nyanyi Inggris, kalau misal lagi sepi gitu kan sering-sering, terus lirik lagu terus kadang aku nyanyiin, kalau enggak ya aku iseng-iseng bikin podcast, jadi kalo misalkan ya aku emang punya podcast itu Cuma buat iseng jadi podcast Indonesia itu aku product juga ke Inggris kemudian aku masukin ke Facebook biasanya disanakan ada temen-temen dari luar juga aku minta mereka buat dengerin Cuma sejauh ini sih kalo yang susah itu emang kontinuitas ya kak buat berkarir sama belajar itu yang rutin terus tiap hari itu yang susah jadi yang kalo bersyukur banget kalo ada platform yang dimana kita bisa belajar, belajar bareng nemuin temen yang bisa diajak ngobrol bareng dan enak gitu kan arahnya jelas dalam pembelajaran, gak neko-neko bisa speaking dan continue itu enak banget karena di Indonesia belum ada sih kak yang kayak gitu.

**R: Wah itu bagus banget sih advice nya, ya memang kontinuitas nya dalam belajar bahasa Inggris itu yang susah, saya sendiri pun juga masih kayak gitu, masih belajar dan terus belajar. Terus selanjutnya menurut kamu, persepsi kamu kayak gimana sih tentang pembelajaran nya tutor-tutor di Faba, maksudnya apakah strategi yang digunakan di kelas speaking itu udah efektif gitu lo buat speaking nya para member? Kayak gitu.**

I: ditanya perspektif, in my opinion, mungkin ini lebih subjektif ya kak, aku gak tahu yang temen-temen rasa kayak gimana, tapi kalau berdasarkan experience aku yang pas kemarin aku ikutin kelasnya, kalau berdasarkan materi yang dikasih sih sudah lumayan, sudah cukup dan dalam penyampaian sudah bisa di pahami para membernya begitu, terus dalam segi mereka mengatur jadwal pertemuan itu ya sudah cukup juga menurut aku, kan enggak setiap pertemuan itu membahas satu kemampuan aja, jadi tiga itu antara speaking, reading, sama writing itu selalu di bahas, jadi kalo misalkan, mungkin kalo ada tambahan ya kak jadi kalo harapan aku

sih misalkan one day nih pelajaran sudah memungkinkan untuk si komunitas faba sendiri mengadakan offline meetup harapan ku sih tetep diadakan, ya, dan materinya lebih di inovasikan lagi harapan ku sih seperti itu, gitu sih kak.

**R: Oh iya, ya kayak gitu, terus ini pertanyaan terakhir, menurut kamu belajar speaking bahasa Inggris itu yang baik kayak gimana sih versi kamu, maksudnya kalau kamu belajar speaking itu gimana atau dengan mendengarkan musik menonton film atau gimana?**

I: jadi kak kalau ini kan dari pribadi aku, jadi buat implementasinya I dont know aku kayak gak bisa bilang ini bener baik dan bagus karena aku masih terus dalam segi learning dan evaluate ini proses-proses ku ketika pembelajaran, dan penerapan setiap orang kan beda-beda jadi apa yang ku lakukan itu belum tentu ketika dilakukan orang lain sesuai sama ya mereka entah itu sesuai keinginan mereka atau sesuai tujuan mereka atau apa yang mereka harapkan tapi kalo aku sih melakukan hal ini dan mempertimbangkan hal ini yang pertama sih kak itu adalah mengetahui tujuan ketika belajar, jadi ketika belajar suatu hal aku harus paham entah itu goal terkecil atau aku punya goal khusus ya, misalkan aku ada goal sih ya, goal sederhana ku itu aku pengen punya temen dari berbagai penjuru dan goal yang khususnya ya mungkin suatu saat aku bisa presuare school aku pengen ini sih ambil course yang gak terlalu lama dari univ di luar Indonesia gitu kan yang bisa mendukung karir aku, ya itu tergantung nanti sih aku juga belum tahu gitu atau online course gitu, tujuan ku belajar bahasa Inggris itu adalah dua itu sih sebenarnya, nah kedua adalah menemukan style kenyamanan buat belajar ketika kita udah mengetahui tujuan hal selanjutnya adalah menemukan ya gimana caranya kita buat nyaman buat belajar kan kita tuh susah namanya kalo belajar tuh dengan disuruh-suruh dibentak gitu, kalau enggak niat dari kita sendiri , jadi gimana caranya buat nyaman, kalau aku sendiri ya, aku suka dengerin lagu seperti yang udha aku bilang kedua adalah aku suka iseng bikin-bikin karya, karena aku berfikir begini ketika aku bisa menerima sebuah materi



biar caranya materi gak mengendap di kepala aku aja, aku harus mengeluarkan materi tersebut, dan syukur-syukur kalo bermanfaat buat orang lain, aku bikin podcast itu iseng ya kalo misalkan ada harapan, peluang dari podcast itu ya belum tahu juga sih kak, ya aku bersyukur aja kalo mislakan suatu saat ada dan ketiga adalah mengimplementasikan mempraktikan secara langsung, nah ini yang perlu di pahami dalam mempraktikan itu adalah ya paling menyesuaikan kondisi ketika kita komunikasi sama lawan bicara kita, jadi siapa yang diajak komunikasi, ketika komunikasi dengan orang Indonesia yang misalkan berkepentingan itu misalkan kalo pakek formal ya formal aja, harus bisa nge-handle diri supaya kita gak, walaupun kita habitnya udah kebiasaan awkward tapi gimana caranya kita gak kelihatan, kedua adalah kalo kita sudah memposisikan diri, kita udah tahu lawan bicara kita, kedua adalah kita bisa namanya tuh,emmm apa yaa kayak kita meyakinkan diri kita sendiri, confidence dan kadang ada rasa gini lo, misalkan ada orang lain yang memberi nasihat atau memberi kritik yang pedes banget ya kadang perlu di denger atau gak di denger sih kak, karena kalo semuanya nanti kita masukkan lain-lain dan didenger kadang kita akhirnya lama pertimbangan dan kita gak ngapa-ngapain sih kayak gitu dan ya mungkin awalnya pengen English atau pengen bilingual jadi kita gak jadi melakukan hal itu karena kita Cuma mempertimbangkan hal-hal yang sebenarnya belum kita lakuin kayak gitu, keempat adalah menemukan temen atau kayak komunitas yang support sama apa yang kita pengen lakuin atau kita pelajarin ya, salah satu nya adalah ya ini aku bersyukur sih ketika aku bergabung sama Faba ada temen-temen yang memang disitu punya minat yang sama ketika belajar, salah satunya di English class ini, ya selain di Faba juga sebenarnya cari-cari lagi sih kak karena temen itu kan bisa dari mana aja, kayak gitu, mungkin gitu dulu ya kak.

**R: Wah bagus banget itu goals nya semoga aja bisa tercapai ya goalnya, udah itu aja sih pertanyaan nya terimakaish ya Fenty udah menjawab pertanyaan dengan sangat baik dna udah meluangkan**

waktunya buat membantu aku juga, terus maaf nih kalo misal ganggu waktunya ya, pokoknya sukses terus buat Fenty, semoga apa yang dicita-citakan semoga tercapai kayak gitu, terimakasih. Assalamu'alaikum.

#### 5. Femi

I: Hallo, Assalamu'alaikum

**R: Wa'alaikumsalam, ini Femi kan?**

I: Iya

**R: ini langsung aja ya interviewnya?**

I: Oke

**R: jadi untuk pertanyaan pertama gini bagaimana sih para tutor di Faba itu dalam pembelajaran speaking di kelas, maksudnya mereka menggunakan strategi apa kayak gitu dalam pembelajaran speaking kayak gitu?**

I: kalo untuk strategi kan tiap kali kita kelas itu udah ada materinya 'oh ya hari ini saya kasih ini ya, besok materinya ini' nah kadang ada kita bisa belajar dulu kadang juga enggak terus tergantung juga orangnya, kalo aku biasanya on the spot gak yang belajar dulu gitu lo, karena ya dulu aku sibuk banget, ya udah kayak gitu nanti kita bisa langsung belajar, kelas nya dimuali, terus dengerin, abis itu dikembaliin lagi ke kita kalau kita belum paham ya kita tanya balik donk harus jadi kitanya juga yang harus aktif gitu.

**R: ohh, ya kalau kayak games gitu pernah gak sih? Ngasih games kayak gitu.**

I: games? Pernah, tapi bukan yang sengaja ngasih games gitu sih enggak, eh ada ada pernah pernah, jadi ada beberapa tipe games nya kadang pas lagi kumpul, bercanda-canda gitu terus tiba-tiba ada games, terus yang kedua emang ada games nya, jadi sistem belajarnya itu memang ada games nya gitu lo, jadi lebih gampang masuk ke kita.

**R: Games nya itu kayak apa?**

I: kayak kita dikasih kartu, nah kartunya itu dibuka dan kita dapat kata apa, dan kita harus bikin kata atau satu kalimat dengan kata itu, kayak gitu, itu salah satunya, ada beberapa games lagi, ya udah kita gabung dari beberapa kata itu jadi satu kalimat gitu deh, ya pokoknya intinya games nya itu bikin ngasah kita secara speaking nya, grammar, sama keberanian kita sih.

**R: kalo kayak discussion gitu, misal membahas satu topik tertentu terus kalian disuruh kayak nyampaiin ide kalian ataupun pendapat kalian tentang isu tersebut kayak gitu, pernah enggak?**

I: pernah enggak ya, aku lali neg soal itu, kayak enggak deh.

**R: berarti, kalo discussion enggak ya?**

I: tapi discuss kenapa nih, lagi bahas apa gitu, terus aku nanya ‘miss, kalo kayak gini gimana ya?, kalo kasusnya kayak gini gimana ya? Gitu, ya tergantung kita aja, kalo kita aktif itu kita dapat ilmu banyak gitu

**R: ya berarti kayak question answer kayak gitu kan ya?**

I: He’em, tapi nanti yang lain nya juga ikut jawab, misal aku ada keraguan di bagian apa, ‘miss aku tuh pernah bikin kalimat kayak gini-gini, nah ini gimana sih sebenarnya?’, missnya itu kadang ngelempar dulu ke grub ‘gimana nih enak nya temen-temen, ada yang mau berpendapat?’ gitu, dan membuat akur aja gitu.

**R: terus gini, perspektif kamu terhadap strategi yang digunain sama tutor itu gimana? Maksudnya udah baik kah atau kurang gimana gitu?**

I: kalau itu sih, menurut ku dah bagus kok, cuman tinggal dikembangin aja, cuman dari kita tuh kurang aktif, miss-missnya sih baik kok, dan mereka sabar, kayak aku gini misal, kalo memang aku gak tahu ya aku nanya, sabar banget kok, jelasin gitu.

**R: terus kalo menurut kamu nih, sistem belajar speaking yang baik itu kayak gimana sih? Yang menurut kamu, versi kamu, kamu kalau belajar speaking kayak gimana?**

I: kalo aku sih belajar speaking biasanya kayak di jalan ngomong sendiri

Seolah-olah aku tuh lagi, aku tuh emang sering curhat sama diriku sendiri di jalan gitu lo, terus pakek bahasa Inggris,

**R: berarti lebih kayak ke praktik gitu ya, praktik sehari-hari kayak gitu ya?**

I: iya emang semuanya kan, dari praktik kan lebih efektif.

**R: iya lebih cepet sih ya. Sebenarnya ini pertanyaan nya udah, ya udah kalau gitu makasih yaa Femi atas waktu nya, makasih juga buat jawaban nya**

I: Oke

**R: Oke, kalau gitu Assalamu'alaikum**

I: Wa'alaikumsalam

## APPENDIX D

### TRANSKRIP INTERVIEW WITH TUTOR

#### A. Ms. Okti

**1. Apa yang memotivasi Anda untuk menjadi tutor bahasa Inggris di komunitas ini?**

Motivasi nya sebenarnya sih, pertama emang nyari organisasi sosial, pengen sedekah dengan cara yang beda gitu, karena kan selama ini tiap hari kita kerja terus, mikirnya apa yang kita dapat gitu sehari-hari. Pengen lah, ya seenggak nya sehari dalam seminggu tuh , em bisa meluangkan waktu untuk berbagi ke orang-orang, untuk sedekah, untuk mikir gak cuma mikir kita bakal dapat apa tapi kita bisa ngasih apa ke society, itu sih yang jadi motivasinya terus juga yang kedua motivasinya emang pengen memperdalam bahasa juga, jadikan semakin banyak kita ngajar, semakin banyak juga kita terbiasa dan dapat ilmunya, kita belajar apapun dapat ilmu apapun semakin kita tularkan ke orang semakin kita pinter juga.

**2. Apa yang menjadi kesulitan Anda dalam mengajar kelas speaking ?**

Encurate anak-anak untuk speak up sih, gimana cara nya memberanikan anak-anak atau member yang ada disana tu untuk berani ngomong, karena banyak yang mereka tahu grammar nya mereka tahu pattern nya gimana dalam bahasa Inggris tapi mereka gak berani untuk ngomong gitu.

**3. Strategi apa yang Anda gunakan di kelas Speaking ?**

Strategi nya sih, games biasa nya games yang memang encurate mereka untuk speak up, atau kayak lempar keys yang benar-benar mengharuskan mereka untuk speak up atau at least gini lah kayak pas diawal kelas biasanya saya pakek bola gitu smally ball gitu dan tiap anak harus ngelempar bola itu ke random , random ke siapa pun member lain yang ada disana kemudian harus tanya ke mereka dalam bahasa Inggris at least dua kalimat kayak gitu biasanya.

**4. Kapan Anda menggunakan strategi tersebut ?**

Strategi kayak gitu sih terus saya gunain ya, ya hampir dalam setiap pertemuan karena memang kalau di kelas speaking, saya memang benar-benar pengen encourage mereka untuk speak up, yang terpenting itu mereka berani ngomong gitu.

**5. Kenapa Anda memilih strategi tersebut?**

Karena ya memang itu sih menurut saya yang paling efektif, orang itu kalau gak dipaksa buat ngomong gak berani ngomong, jadi gimana caranya create environment yang memaksa mereka untuk ngomong

**6. Apakah menurut Anda para siswa Anda senang ketika mengikuti kelas Speaking?**

Ya ada yang senang, kalau games mereka senang tapi ya ada juga yang ketakutan terus ketika mereka ngomong , mereka di suruh ngomong keringet dingin kayak gitu ya banyak.

**7. Strategi apa yang siswa-siswa Anda sukai di kelas speaking?**

Games sih biasanya

**8. Apakah menurut Anda strategi yang Anda gunakan di kelas speaking bisa digunakan di kelas yang lain?**

Kalau untuk games bisa, di writing reading dan kelas-kelas lain bisa, tapi kalau untuk kayak lempar keys, discuss in English itu memang spesifikasinya ke speaking sih, kalau reading kan, reading sama writing kan based on the grammar nya gitu.

**9. Apa yang akan Anda capai dengan strategi pembelajaran yang Anda gunakan di kelas speaking?**

Mereka seenggak nya berani untuk ngomong dulu, salah gak papa yang penting jangan takut buat ngomong gitu.

**10. Apa ekspektasi Anda terhadap strategi pembelajaran yang Anda gunakan di kelas speaking?**

Ekspektasi nya sama sih dari awal ngajar kelas speaking itu memang pengen gimana caranya mereka gak takut untuk ngomong, karena mereka

kebanyakan dari mereka tuh suka takut salah , malu, kayak gitu, jadi kita harus create environment yang nyaman dan memaksa mereka bener-bener untuk speak up.

**11. Apakah Anda menerapkan strategi yang sama di lain subject?**

Kalau di subject lain, di reading sama writing, strategi nya biasanya kalau di reading sama writing biasanya banyak teori nya setelah itu kita game, tapi kalau speaking emang mostly dalam dua jam kelas itu biasanya saya emang bener-bener discuss gitu in English gitu nanti baru misal mereka ada kosa kata yang gak tahu baru saya tulis di papan tulis atau kalau ada grammar mereka salah baru saya jelasin ,kayak gitu sih.

**12. Apakah menurut Anda strategi yang Anda gunakan di kelas speaking efektif?**

So far sih, ya efektif karena mereka jadi speak up gitu mereka mau gak mau mereka harus speak up in English gitu, walaupun ada yang gak berani karena mereka ter ter apa ya terpacu dengan lingkungan sekitarnya yang juga pakek bahasa Inggris mereka mau gak mau juga sedikit-sedikit , ya seenggaknya mereka mix bahasa Indonesia sama Inggris.

**13. Apakah ada perbedaan terhadap siswa-siswa Anda sebelum dan setelah mengikuti kelas Speaking ?**

Jadi berani untuk ngomong aja sih,

**14. Apa capaian terbesar Anda dalam mengajar kelas speaking ini?**

Ya tadi yang, anak yang tadinya gak berani ngomong jadi sekarang berani ngomong dan belajar bahasa yang namanya speaking kan pembiasaan, jadi mau gak mau harus dilatih terus, tiap pertemuan harus dipaksa mereka untuk speak up.

**15. Bagaimana perasaan Anda menjadi tutor di komunitas ini?**

Seneng, seneng dapat banyak temen-temen baru dari berbagai kalangan yang heterogen terus seneng juga bisa berbagi , itu sih paling kalau kendala jadi tutor tuh kadang ada yang bolos kayak gitu aja sih, tapi selebihnya seneng-seneng aja kok.

## **B. Ms. Wulan**

### **1. Apa yang memotivasi Anda untuk menjadi tutor bahasa Inggris di komunitas ini?**

Motivasi saya sebenarnya adalah belajar karena latar belakang pendidikan saya jauh diluar sastra dan FKIP bahasa Inggris . Saya dari jurusan Teknik Industri dan memang hobi saya itu belajar bahasa. Cuman setelah saya pelajari karakter cara belajar saya sendiri ternyata saya adalah orang yang suka , apaya , saya lebih merasa banyak perkembangan ketika saya sharing dengan orang lain, nah itu kenapa saya berminat pengen jadi tutor di Faktabahasa karena sekaligus, insyaallah saya sama-sama belajarr terus saya juga mendapat ilmu yang kayak, saya sering mendapatkan ilmu dari member saya sendiri, jadi apa yaa, ibaratnya kalau belajar itu, saya tipenya seperti itu, jadi bukan yang mendengarkan tatap muka dikelas, tapi saya lebih seringnya ke observasi, dan ya selain membaca yaa juga take and give jadi kayak sharing.

### **2. Apa yang menjadi kesulitan Anda dalam mengajar kelas speaking ?**

Kalau, gimana yaa, kalau kesulitan itu,, dulu ketika awal itu adalah mencari tema, jadi tema apa yang kira-kira menarik yaa, biar member itu bisa continue datang kan kadang-kadang nek wis gratis itu kan mereka, halah paling Cuma gitu-gitu aja gitu kan, mungkin mereka ada titik jenuhnya juga , jadi kita harus bisa pandai-pandai untuk mencari tema atau mencari cara biar mereka bisa, insyaallah terus berusaha datang ke kita.

### **3. Strategi apa yang Anda gunakan di kelas Speaking ?**

Kalau strategi nya itu, apa ya, dari materi belajar nya jadi kalau dulu awal itu kan biasa nya pertema. Misalnya temanya tentang sport, atau temanya tentang wisata, kalau sekarang strategi nya adalah cara mengucapkan perkata, jadi speaking nya itu, pronunciation nya, terus membaca vowel vowel apa itu yang kalau misal di kamus terus ada cara bacanya gimana, saya awal nya dari situ dan ternyata memang mereka membutuhkan itu, jadi apa ya setelah di observasi terus strategi yang pertama itu adalah kira-kira mereka itu butuh nya apa sih terus mereka sebenarnya butuh nya apa,



jadi gak yang sekedar tema langsung terjun blus gitu enggak, jadi mereka ternyata pengen ya bertahap, jadi tahapnya itu ya itu tadi cara pengucapan, kalau a e f v kadang kan ada yang bergetar, hla seperti itu, mereka membutuhkan itu, seperti itu, jadi apa ya per pertemuan itu lebih ke teknis speaking nya sekarang,

**4. Kapan Anda menggunakan strategi tersebut ?**

Tema nya iya, tapi lebih ke tema skill, jadi apa yaa cara, tahapan-tahapan gimana sih cara pronun yang baik, how to sound select native kayak gitu-gitu, jadi bukan yang apa ya bukan yang pertema tentang sport, tentang drinks atau tentang hobby itu bukan, tapi tema nya itu perskill, speaking teknik, jadi misalnya pengucapan connecting word itu gimana sih, membaca cepat kayak gimana sih, lebih kesitu.

**5. Kenapa Anda memilih strategi tersebut?**

Ya, karena, selama ini, ketika saya memberikan speaking pertema yang kayak misalnya tema nya hari ini sport atau temanya hari ini tentang masak atau cooking atau apapun, mungkin ada perkembangan tapi gak signifikan terus nanti kalau udah gak ketemu lagi, terus kayak mereka gak dapat ilmu apa-apa, jadi itu kenapa sih saya pengen nya berbagi nya itu yang saya juga ikut belajar, mereka juga ikut belajar ada ilmunya jadi gak cuma sekedar ngomong aja, seperti itu.

**6. Apakah menurut Anda para siswa Anda senang ketika mengikuti kelas Speaking?**

Senang sih, Alhamdulillah dan kebanyakan dari mereka cukup tertantang dengan strategi ini karenakan itu kayak ilmu baru to, terus ada salah satu strategi yang saya pake adalah merekam suara nya sendiri, kan kadang-kadang orang itu malu to mendengarkan suara nya sendiri, hla itu ternyata tantangan buat mereka, akhirnya mereka coba satu per satu, ternyata eh suara ku ternyata kayak gini ya ngomong bahasa inggris kayak gitu dan dari situ mereka kayak lebih pengen ikut seperti itu, pengen ikut kelas berikutnya maksudnya.

**7. Strategi apa yang siswa-siswa Anda sukai di kelas speaking?**

Teknik sih, speaking teknik itu tadi soalnya selama ini di kelas bahasa yang selama ini aku ikuti yaa , di kelompok selain faktabahasa itu, sebelumnya mungkin faktabahasa juga sama seperti ini, itu lebih ke tema dan mereka tidak tahu skill nya ngomong seperti apa, jadi, mungkin juga bisa jadi tidak ada koreksi kayak gitu , jadi mereka sebenarnya pada dasarnya mengharapkan itu , mereka minta tolong dong aku dikoreksi, tolong dong ada ilmunya yang aku dapat apa , jadi gak cuman hanya sekedar speaking, habis itu bar yo bar itu enggak.

**8. Apakah menurut Anda strategi yang Anda gunakan di kelas speaking bisa digunakan di kelas yang lain?**

Insyallah bisa, soalnya kan kalau teknik speaking itu kan general to semua orang juga bisa belajar itu, tinggal kita mau menerapkan apa enggak dan mau menerapkan dimana itu umum banget.

**9. Apa yang Anda capai dengan strategi pembelajaran yang Anda gunakan di kelas speaking?**

Selama ini yang saya capai adalah yang pertama speaking teknik mereka lebih bagus, dari cara pronunciation nya, pengucapan perkataanya, terus mereka sudah bisa sedikit-sedikit paling tidak bisa how to speak select native nya sudah ada seperti itu , jadi ya Alhamdulillah ada perkembangan walaupun gak terlalu wah banget, kenapa gak ah banget karena kita kan juga pertemuan seminggu sekali to , terus yang namanya belajar bahasa itu continue i tas nya paling gak ada, paling gak satu hari itu 2 jam harus praktik gitu kan, nah mungkin kendalanya disitu, tapi saya merasa memang ada perkembangan dari teman-teman member ini.

**10. Apa ekspetasi Anda terhadap strategi pembelajaran yang Anda gunakan di kelas speaking?**

Kalau ekspetasi saya ya semuanya saya harapkan member-member ini jadi ketika speaking itu, mereka sudah tahu strategi nya apa, terus mereka sudah tahu apa ya salah benar nya dimana jadi mereka ketika sudah gak belajar sama faktabahasa itu harapannya ya mereka bisa survive sendiri dengan ilmu yang saya berikan.

**11. Bagaimana Anda menerapkan strategi tersebut di kelas speaking?**

Biasanya pakai role play sih, role play, jadi gentian, terus sistemnya salah satunya ya by rekaman itu tadi jadi misal nya nih saya merekam suara saya terus didengerin sama-sama terus nanti dikoreksi, oh ternyata masih ada salah nya disini nih, oh ternyata pronun nya masih salah, jadi kayak meng koreksi bareng-bareng , itu yang berasa yang direkam itu tadi atau mungkin kalau mereka misalnya belum berani spontan gitu, mereka bisa nulis dulu apa yang, awal banget itu biasanya nulis dulu per katanya apa terus direkam bareng-bareng , nanti kalau sudah berani melepas tulisan panjang itu, menulisnya per point, per apa ya per kata kunci , misalnya aku mau ngomongin tentang kata-kata yang terkait yang ada kata kunci nya “spicy”, ya udah tulis aja kata kunci nya “spicy” . “delicious”, atau apalah itu, terus nanti mereka bisa menengok catatan kecilnya itu terus sambil direkam, kayak gitu-gitu.

**12. Apakah Anda menerapkan strategi yang sama di lain subject?**

Kalau di listening ya, listening itu, jadi kalau saya itu system belajarnya rangkap dua-dua sih mbk, kalau listening saya jadiin rangkap sama speaking , kalau reading saya jadiin rangkap satu sama writing, strategi ini lebih ke teknik to berarti, kalau teknik ini saya terapkan, system ini lebih saya terapkan ke listening juga, jadi sambil mereka belajar listening sambil mereka belajar speaking, jadi misalnya kalau speaking kan awalnya nulis dulu mereka ngomong apa ditulis dulu, itu listening juga sama . jadi istilah nya apa script writing ya , jadi si pembicara ini ngomong apa ditulis perkata nya, strategi itu saya terapkan juga di mereka.

**13. Apakah ada perbedaan terhadap siswa-siswa Anda sebelum dan setelah mengikuti kelas Speaking ?**

Alhamdulillah ada sih, saya salah satu member namanya “Sarah”, dia setelah apa ya setelah dia menerapkan cara yang saya sampaikan ini, dia speaking nya lebih tertata, terus selain speaking juga ternyata listening nya juga Alhamdulillah naik, dia ikut test TOEFL kan yang ketahuan skornya itu kan ya yang test TOEFL itu kan, jadi kalau speaking sih dia

baru sebatas bukan nilai tapi mendengarkan aja speaking strategi nya gimana, terus cara ngomong nya gimana tuh Alhamdulillah sudah bagus , tapi kalau nilai lebih kongkrit nggih, tapi kalau speaking kan saya hanya mendengarkan kan gak bisa kongkrit tapi sudah bisa merasakan bedanya apa , kalau dari kongkrit gak nya itu yang listening ini , jadi dia pernah test TOEFL sendiri , listening nya itu dari 440 atau 430 gitu terus dengan menerapkan yang script writing ini pelan-pelan ini tapi melelahkan tapi ya Alhamdulillah ada, itu dia langsung 530 itu yang listening nya, jadi yo berarti itu memang efektif to , walaupun mungkin awalnya berat tapi dari situ dia sudah bisa ngerasain sendiri.

**14. Apa capaian terbesar Anda dalam mengajar kelas speaking ini?**

Pencapaian terbesar saya apa ya yang salah satunya yang saya sebutkan tadi sih. “Sarah” salah satu member saya, jadi dia awalnya gak berani terus dia berani, ada juga beberapa member saya yang dia itu pedagang to, jadi faktabahasa gak melulu mahasiswa tetapi juga ada pedagang klewer, pasar gede, kayak gitu-gitu, mereka kalau pagi dagang jualan di pasar, terus sore nya ikut kelas saya juga ada terus yang pedagang ini juga dia termasuk capaian terbesar saya sih, awalnya tuh dia yang malu-malu, mau ngomong gimana , terus akhirnya dia bisa berani ngomong itu ada kayak gitu, ada juga TKW yang . ada TKW juga yang dia itu apa ya awalnya gak bisa dan terus akhirnya dia berani, berani ngomong , berani speak up , bahkan dia lebih berani dari saya, dia lebih bagus malah, mungkin karena ada rutinitas yang dia lakukan tiap hari karena dia memang niat mau pergi kan, jadi saya rasain di dia juga ada, pegawai sih terutama, yang ada perubahan drastis tuh pegawai , pegawai, TKW, pedagang tuh yang ada kerasa banget itu disitu , kalau mahasiswa ya naik ada tapi gak terlalu, mungkin karena kalau mahasiswa banyak subject yang dipelajari jadi jadwalnya juga lumayan padet to, tapi kalau pedagang kana tau mungkin pekerja tu focus nya tu kalau pagi kerja , malam belajar atau sore belajar, jadi lebih enak.

**15. Bagaimana perasaan Anda menjadi tutor di komunitas ini?**

Apa ya, puas sih mbk, puas nya karena saya bisa belajar disini , saya ibarat nya karena saya diberi kesempatan buat belajar mengembangkan skill belajar saya, mengembangkan untuk bahasa inggris saya sendiri terus disisi lain saya bisa membantu orang untuk maju walaupun ya memang disini gak ada bayaran sih, tapi yang saya rasakan aku puas disini , puas banyak hal seperti itu. Ya insyaallah nanti puasnya terus bertahan karena kan yang namanya kesenangan kan itu gak melulu soal duit to , bukannya sok-sok an ya tapi memang itu yang saya rasakan yang itu, yang penting sih ya insyaallah bermanfaat untuk orang lain.

**C. Ms. Sarah**

**1. Darimana Anda mengenal FABA**

Dari sosmed sih, pertamanya emang tertarik buat ikut FABA pengen ikut aja, ya pengen ikut kelas nya, jadi member nya gitu aja, nah kebetulan kemarin kenal orang FABA terus “ya udah sar ikut aja bla bla bla”, terus pas ada recruitment ya udah mencoba mendaftar dan ketrima gitu

**2. Kapan bergabung dengan FABA**

Tahun 2019 kemarin bulan apa yaa, aku lupa sih. Pokok nya sekitar bulan agustus, eh september oktober.

**3. Apa motivasi Anda untuk menjadi tutor bahasa Inggris di FABA?**

Motivasinya sih ya pengen belajar bahasa Inggris, pengen ngasih tahu orang gimana belajar bahasa Inggris yang baik segala macem, pengen ikut komunitas juga kan, emng dari dulu pengen ikut FABA gitu, tapi baru kemarin kesampaian.

**4. Apa kesulitan Anda dalam mengajar speaking class?**

Speaking sih kebetulan susah nya itu paling nyari materi, kan gak sebanyak kayak reading, writing, ataupun grammar, karena speaking kan kudu mikir, ini enak nya gimana nih anak-anak kan, mereka berani speak up atau enggak. Kan kendala nya itu, mereka takut buat ngomong itu sih.

**5. Strategi nya apa mbk yang digunakan di kelas speaking ?**

Kalau kelas speaking sih kita, aku sih pakek nya kemarin speaking apa sih, kita pakek nya speaking cuma megang 3 kali, itu kita cuma pronunciation nya, homophone, terus seperti itu aja sih .

**6. Suka ngasih kayak games kayak gitu enggak?**

Enggak, belum , Kebetulan sih sebetulnya bisa sih tapi kendalanya banyak member yang gak datang kebetulan aku tuh hari Minggu kan ya, jatah ku hari minggu, hari minggu itu paling yang datang Cuma 1 atau 2 , 1 atau 3 gitu, jadi kayak kurang kondusif gitu aja sih

**7. Jadi lebih belajar ke pronunciation nya mbk?**

He'em

**8. Menurut Anda siswa nya itu seneng gak sih pas belajar speaking?**

Gak bisa menilai ya, karena kan kemarin pas speaking itu yang datang paling cuma berapa ya, seinget ku 1 atau 2 orang , mereka ya cuma , ya suka sih kayak karena kita bahas ke homophone , jadi mereka kaget “loh kok bisa sih tulisan nya kayak gini tapi baca nya kayak gini, oh kok bisa ya” kayak gitu doank sih. Seneng atau enggak nya kurang tahu yak kalau mending tanya ke member nya kan ya.

**9. Menurut Anda strategi yang Anda gunakan di kelas speaking bisa digunakan enggak di kelas lain, misal di kelas grammar, reading, atau yang lain?**

Ya bisa aja sih

**10. Apa yang akan Anda capai dengan strategi yang Anda gunakan di kelas speaking?**

Ya mereka bisa bener pas pronun, words in english gitu aja sih

**11. Terus ekspetasi nya apa mbk?**

Ya, itu salah satunya pengen mereka bisa pronun english well, terus apa ya, ekspetasi dari itu ya mereka lebih berani speak up kan yaa, entah itu salah atau pun bener, pokoknya mereka mencoba dulu, kan kita emang dalam belajar bahasa inggris kan emang agak susah buat speaking nya, kalau writing reading grammar kan masih mending-mending, nah

speaking kan mereka pasti malu kan ya buat ngomong, ya pengen mereka, ya pasti aku motivasi, “ayo dah kita belajar ngomong aja, salah gak papa, yang penting kamu sudah mencoba” itu sih.

**12. Apa perbedaan siswa-siswa Anda sebelum dan sesudah mengikuti kelas speaking?**

Ya, mungkin ada sih tapi aku gak begitu ngerti perbedaannya seberapa. Kan setelah kelas kan paling Cuma ngobrol-ngobrol sebentar cuma tanya jawab segala macam, untuk kehidupan mereka kurang tahu.

**13. Apa capaian terbesar Anda dalam mengajar kelas speaking ?**

Capaian terbesar, mereka paham karena kita belajarnya itu homophone ke pronunciation jadi mereka bisa membedakan word mana yang ini artinya ini ini, itu mereka bisa lebih tahu sih kalau ternyata di bahasa Inggris juga ada homophone, kita emang harus hati-hati juga dalam mengartikan apa yang kita ucap, seperti itu.

**14. Apakah ada semacam kurikulum, RPP nya gitu mbk?**

Enggak ada, jadi aku, okti, sama mbk wulan itu Cuma diskusi kayak kemarin perencanaan belajar Cuma 3 bulan, untuk sementara 3 bulan, nah itu dibagi kayak rolling gitu, satu bulan pertama yang megang grammar siapa, satu bulan kedua yang megang speaking siapa, yang megang listening siapa, nah di sini kelas speaking itu kayak dicampur sama reading gitu loh, jadi kan baca sekalian speak up gitu kan. Nah kayak gitu kita rolling, kayak gitu aja sih.

**15. Emang itu ada berapa kelas mbk? Dibagi menjadi 3?**

Iya, dalam seminggu bisa 3 kali,

**16. Apa aja tadi?**

Ya tadi grammar, listening, sama speaking. Speaking nya sama reading, listening sendiri, grammar juga sendiri.

**APPENDIX E**  
**DATA RESULTS FROM QUESTIONNAIRE**

<b>No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1.	Anda menyukai strategi “discussion” pada pembelajaran speaking	3 (20%)	12 (80%)	0 (0%)	0 (0%)
2.	Anda nyaman dengan penggunaan strategi “discussion” pada pembelajaran speaking	2 (13,3%)	12 (80%)	1 (6,7%)	0 (0%)
3.	Anda setuju bahwa “discussion” strategi efektif untuk belajar speaking	2 (13,3%)	13 (86,7%)	0 (0%)	0 (0%)
4.	Materi di kelas speaking menjadi menarik dengan “discussion” strategy	3 (20%)	10 (66,7%)	2 (13,3%)	0 (0%)
5.	Anda merasa tertantang untuk berbicara ketika di kelas menggunakan strategi “discussion”	4 (26,7%)	9 (60%)	2 (13,3%)	0 (0%)
6.	Anda merasa puas belajar speaking dengan “discussion”	0 (0%)	14 (93,3%)	1 (6,7%)	0 (0%)



7.	Anda merasa percaya diri ketika berbicara melalui “discussion” strategi	0 (0%)	11 (73,3%)	4 (26,7%)	0 (0%)
8.	Anda merasa senang belajar dengan sesama teman dalam discussion	3 (20%)	11 (73,3%)	1 (6,7%)	0 (0%)
9.	Dengan discussion Anda mendapatkan banyak pengetahuan	6 (40%)	9 (60%)	0 (0%)	0 (0%)
10.	Dengan discussion, Anda dapat mengembangkan kemampuan berfikir kritis	6 (40%)	9 (60%)	0 (0%)	0 (0%)
11.	Dengan discussion, Anda lebih memperhatikan teman Anda	3 (20%)	12 (80%)	0 (0%)	0 (0%)
12.	Anda menyukai strategi “games” pada pembelajaran speaking	5 (33,3%)	10 (66,7%)	0 (0%)	0 (0%)
13	Anda nyaman dengan penggunaan strategi “games” pada pembelajaran speaking	5 (33,3%)	10 (66,7%)	0 (0%)	0 (0%)
14	Anda setuju bahwa strategi “games” efektif untuk belajar	4 (26,7%)	11 (73,3%)	0 (0%)	0 (0%)

	speaking				
15	Materi di kelas speaking menjadi menarik dengan strategi “games”	5 (40%)	9 (60%)	0 (0%)	0 (0%)
16	Anda merasa puas belajar speaking dengan strategi “games”	4 (26,7%)	11 (73,3%)	0 (0%)	0 (0%)
17	Dengan games, Anda menjadi termotivasi untuk belajar speaking	3 (20%)	11 (73,3%)	1 (6,7%)	0 (0%)
18	Dengan games, Anda menjadi aktif belajar speaking di kelas	2 (13,3%)	10 (66,7%)	3 (20%)	0 (0%)
19	Dengan games, Anda menjadi belajar tentang team (collaborative skill)	6 (40%)	9 (60%)	0 (0%)	0 (0%)
20	Dengan games, Anda menjadi mudah mengekspresikan materi	2 (13,3%)	12 (80%)	1 (6,7%)	0 (0%)
21	Dengan games, Anda mendapatkan feedback dari teman atau guru Anda	2 (13,3%)	12 (80%)	1 (6,7%)	0 (0%)
22	Dengan games, lingkungan belajar speaking menjadi	2 (13,3%)	13 (86,7%)	0 (0%)	0 (0%)

	menyenangkan				
23	Anda menyukai materi pronunciation dalam belajar speaking	3 (20%)	11 (73,3%)	1 (6,7%)	0 (0%)
24	Anda nyaman dengan strategi pronunciation pada pembelajaran speaking	4 (26,7%)	10 (66,7%)	1 (6,7%)	0 (0%)
25	Anda setuju bahwa strategi dalam pronunciation efektif untuk belajar speaking	5 (33,3%)	10 (66,7%)	0 (0%)	0 (0%)
26	Materi di kelas speaking menjadi menarik ketika belajar pronunciation	3 (20%)	11 (73,3%)	1 (6,7%)	0 (0%)
27	Anda merasa puas dengan materi pronunciation di kelas speaking	3 (20%)	12 (80%)	0 (0%)	0 (0%)
28	Anda merasa senang dengan materi pronunciation di kelas speaking	3 (20%)	12 (80%)	0 (0%)	0 (0%)
29	Dengan belajar pronunciation, Anda mendapatkan materi baru dalam belajar speaking	5 (33,3%)	8 53,3%	2 (13,3%)	0 (0%)

30	Dengan belajar pronunciation Anda belajar kata baru	7 (46,7%)	8 (53,3%)	0 (0%)	0 (0%)
31	Dengan belajar pronunciation Anda belajar frasa baru	7 (46,7%)	7 (46,7%)	1 (6,7%)	0 (0%)
32	Dengan belajar pronunciation Anda belajar ungkapan baru	7 (46,7%)	6 (40%)	2 (13,3%)	0 (0%)
33	Dengan belajar pronunciation, Anda belajar mengenai artikulasi	5 (33,3%)	9 (60%)	1 (6,7%)	0 (0%)
34	Dengan belajar pronunciation, Anda lebih mudah mengingat kata baru	3 (20%)	11 (73,3%)	1 (6,7%)	0 (0%)

## APPENDIX F

## DATA GOOGLE FORM 1

No	Nama	Instansi	Bagaimana cara pengajaran tutor ketika pembelajaran "Speaking" di Faktabahasa Solo?
1.	Destriana Mutia	UMS	Active Learning, <b>Discussion</b> ,
2.	Septiari Listyo Putri	Pasar Klewer, Solo	Asyik dan menyenangkan.
3.	Ijonk	UNS	Memulainya dengan grammar yg dikuasai dan konsep kalimatnya dalam menata bahasa
4.	Frostbyfe	Ekonomi pembangunan	Sangat menarik
5.	Gibran Aulia	UNS	Membahas satu topik. <b>Peserta diminta mengungkapkan pendapatnya dgn bahasa inggris</b>
6.	Luh Sandya Natasha Sparingga	Poltekkes Surakarta	Mengajak semua <b>peserta untuk berbicara dari pengalaman yang paling dekat sehingga sangatlah aplikatif</b>
7.	Ali	ia in surakarta	Asik
8.	Sarah	Mahasiswa	Membuka wawasan baru
9.	Heni Prihastini	Scanteak	Meminta satu per satu anggota untuk <b>menulis sebuah karangan dalam bahasa Inggris lalu di ucapkan</b>
10.	Leechyta	UNS	Jelas banget... sgt membantu... apalagi <b>materi pronunciation...</b>
11.	Nisa	IAIN Surakarta	Sangat interaktif dan humble
12.	Tiaranisa	UMS	Asyik, tutornya ramah, mudah dipahami
13.	Lia Astuti	S1 Keperawatan UMS	Cara pembelajarannya aku suka <b>Pertama Menjelaskan materinya Kedua Langsung mempraktikkan</b>
14.	Detweera Kintan Maharani	STIKes Kusuma Husada Surakarta	Talk active
15.	Aulia rs	Univet Bantara sukoharjo	seru
16.	Vita	UNS	<b>sudah cukup baik dengan memberi giliran untuk berbicara dan memberi contoh yg benar</b>
17.	Listiana N F	UNS	Baik

18.	Ritcia Antonni	UNS	Sudah sesuai, namun menurut saya waktunya yang terbatas :(
19.	Luthfiana	FABA Solo	Sangat menyenangkan dan santaiii. Dan menurut saya kelas speaking itu tidak pernah membosankan
20.	Agus Wahyudi	Universitas Sebelas Maret	Pengajarannya asik, berbaur juga dengan orang-orang yang diajarkannya
21.	Lia	Uns	Mudah saya pahami
22.	Fenty	Uns	Dengan <b>game, memberi soal, dan pembelajaran model pengarahan / ceramah</b> , dsb

**APPENDIX G**  
**DATA TABULATION**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
3	3	3	3	3	3	3	3	3	3
3	3	3	3	4	3	2	3	3	3
3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	4	4	3
3	3	3	3	4	3	3	3	3	4
3	3	3	2	2	2	2	2	3	3
3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	2	4	4	4
3	3	4	4	3	3	3	3	4	4
4	4	3	3	4	3	3	4	4	4
4	3	3	3	4	3	3	3	3	3
4	4	4	4	3	3	3	3	4	4
3	3	3	4	3	3	3	3	4	4
3	3	3	3	3	3	3	3	3	3
3	2	3	2	2	3	2	3	3	3
3,2	3,0667	3,1333	3,0667	3,133	2,933	2,733	3,133	3,4	3,4

<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
3	3	3	3	3	3	3	3	3	3
3	4	4	4	4	4	3	4	4	3
3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3
4	3	3	3	4	3	3	4	4	4
3	4	4	4	4	4	4	2	3	3
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	3	4	4
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3	3	3	3	3	3	3	3	3	3
3	4	4	4	4	4	3	2	4	2
3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3
3,2	3,333	3,333	3,267	3,4	3,267	3,133	2,933	3,4	3,067

21	22	23	24	25	26	27	28	29	30
3	3	2	2	3	2	3	3	2	3
3	3	3	3	3	3	3	3	2	3
3	3	3	3	3	3	3	3	3	3
3	3	3	4	4	4	3	4	4	4
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3	3	4	4	4	4	4	4	4	4
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3	3	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	3	3	4
3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3
3,067	3,133	3,133	3,2	3,333	3,133	3,2	3,2	3,2	3,467

31	32	33	34
3	3	3	3
2	2	2	3
3	3	3	3
4	4	3	4
4	4	4	3
4	4	4	2
3	3	3	3
4	4	4	4
4	4	4	3
4	4	3	3
3	3	3	3
3	3	3	3
4	4	4	4
3	3	3	3
3	2	3	3
3,4	3,333	3,27	3,133



<b>3,198039</b>	<b>MEAN KESELURUHAN</b>
<b>2,733333</b>	<b>NILAI MIN</b>
<b>3,466667</b>	<b>NILAI MAX</b>
<b>3</b>	<b>NILAI MEDIAN KESELURUHAN</b>
<b>3</b>	<b>NILAI MODE KESELURUHAN</b>

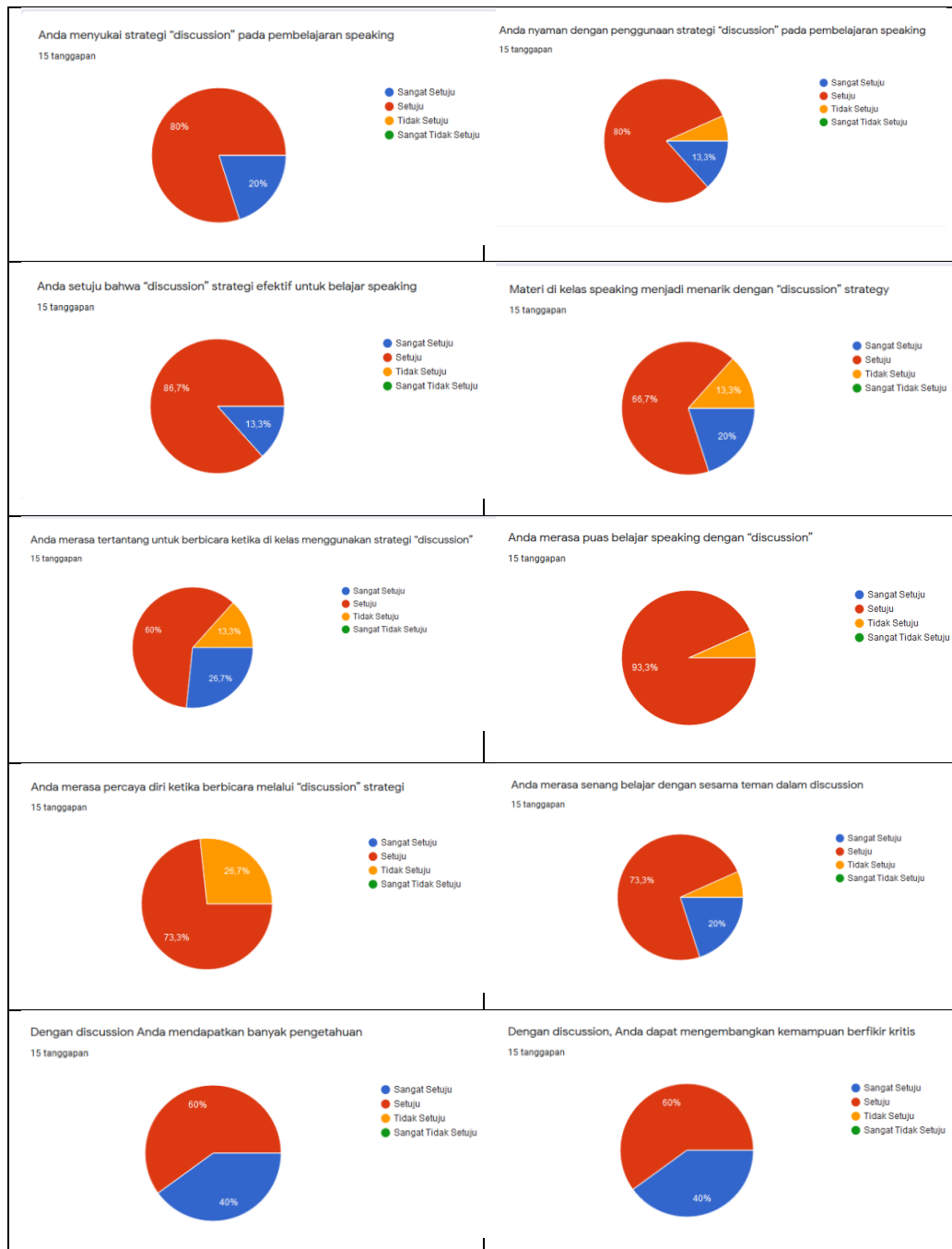
**APPENDIX H**  
**CENTRAL TENDENCY DISTRIBUTION**

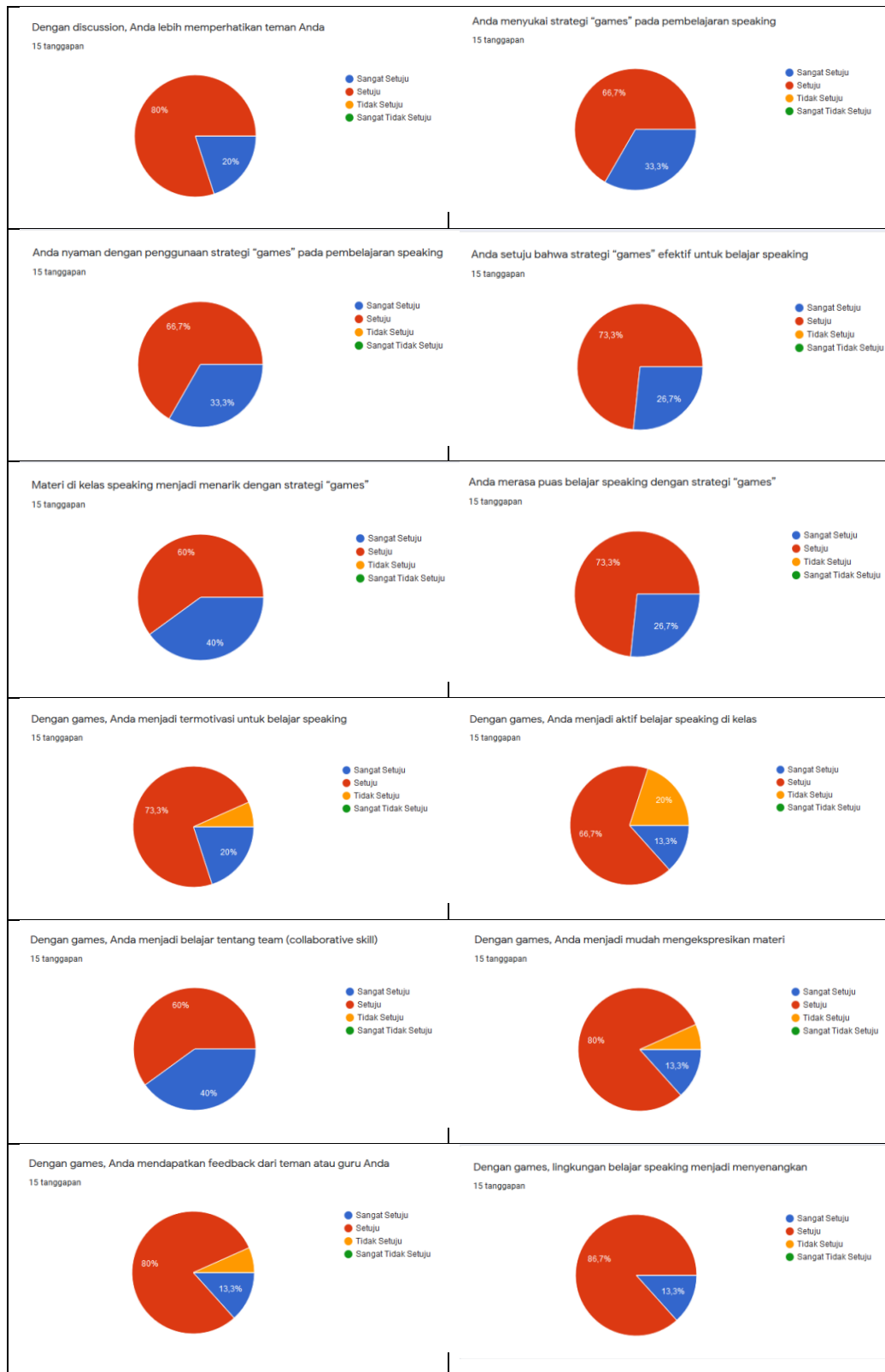
<b>No</b>	<b>Questionnaire Score</b>			
	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
<b>1</b>	15	3,2	3	3
<b>2</b>	15	3,0667	3	3
<b>3</b>	15	3,133	3	3
<b>4</b>	15	3,0667	3	3
<b>5</b>	15	3,133	3	3
<b>6</b>	15	2,933	3	3
<b>7</b>	15	2,733	3	3
<b>8</b>	15	3,133	3	3
<b>9</b>	15	3,4	3	3
<b>10</b>	15	3,4	3	3
<b>11</b>	15	3,2	3	3
<b>12</b>	15	3,333	3	3
<b>13</b>	15	3,333	3	3
<b>14</b>	15	3,267	3	3
<b>15</b>	15	3,4	3	3
<b>16</b>	15	3,267	3	3
<b>17</b>	15	3,133	3	3
<b>18</b>	15	2,933	3	3
<b>19</b>	15	3,4	3	3
<b>20</b>	15	3,067	3	3
<b>21</b>	15	3,067	3	3
<b>22</b>	15	3,133	3	3
<b>23</b>	15	3,133	3	3
<b>24</b>	15	3,2	3	3

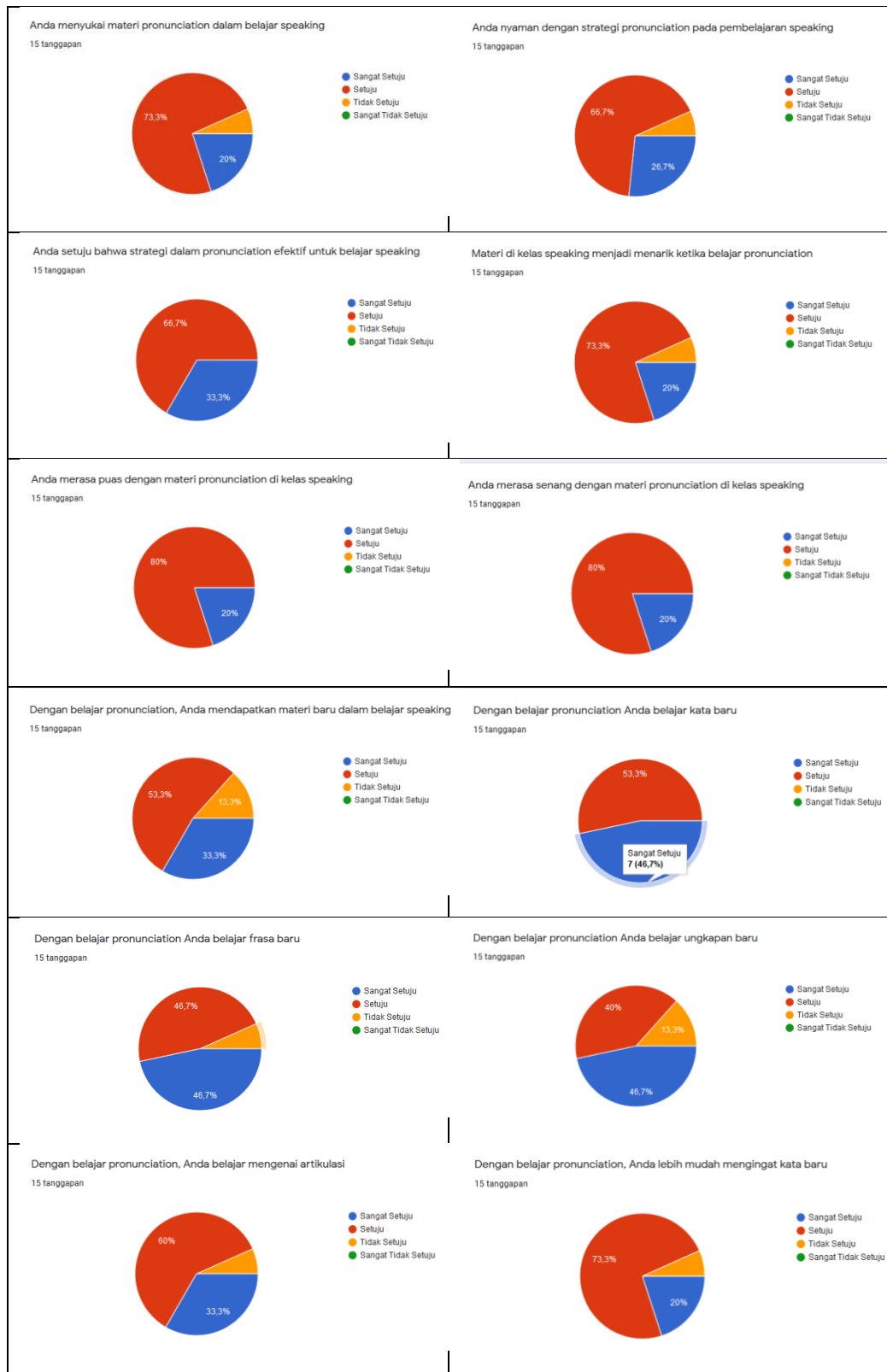
<b>25</b>	15	3,333	3	3
<b>26</b>	15	3,133	3	3
<b>27</b>	15	3,2	3	3
<b>28</b>	15	3,2	3	3
<b>29</b>	15	3,2	3	3
<b>30</b>	15	3,467	3	3
<b>31</b>	15	3,4	3	3
<b>32</b>	15	3,33	3	4
<b>33</b>	15	3,267	3	3
<b>34</b>	15	3,133	3	3

## APPENDIX I

### CHARTS OF QUESTIONNAIRE







**APPENDIX J**

**PHOTOS WHEN INTERVIEWED THE TUTOR**

