MENTORING STRATEGIES FOR SPEAKING SKILL USED BY MENTOR IN MUSLIM SMART CLUB (MSC) ORGANIZATION AT THE STATE ISLAMIC INSTITUTE OF SURAKARTA IN ACADEMIC YEAR 2017/2018

THESIS
Submitted as a Partial Requirements for Undergraduate Degree in English Education Department

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Assalamualaikum Wr. Wh.

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Thank you for the attention.

Wassalamualaikum Wr. Wh.

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DEDICATION

This thesis is dedicated to:

1. My Beloved my Grandmother and Grandfather (Hj. Sofiyatun, Alm., H. Jamari, Sumiyati, and Abdul Rohmad)
2. My Beloved Father and Mother (Mukri and Siti Naimatul K.)
3. My Beloved Sisters and Brother (Naela Syarifah Ulya and Nur Ali Fauzi)
4. My Beloved Husband (Arik Aminudin)
5. My Beloved Parent-in-Law (Moh Ali and Sulasih)
6. My Great Family
7. My Almamater IAIN Surakarta
8. All of my friend
MOTTO

The Useful life and the intelligent life, is useful life for each human as long as life.

~HR.
Thabrani
~

Always do your best, and let God do next
PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "MENTORING STRATEGIES FOR SPEAKING SKILL USED BY MENTOR IN MUSLIM SMART CLUB (MSC) ORGANIZATION AT THE STATE ISLAMIC INSTITUTE OF SURAKARTA" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the reference.

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

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ACKNOWLEDGMENT

Alhamdulillahi robbil’alamin for the blessing from Allah SWT and all giving, guidance and inspiration in writing this thesis entitled “MENTORING STRATEGIES FOR SPEAKING SKILL USED BY MENTOR IN MUSLIM SMART CLUB (MSC) ORGANIZATION AT THE STATE ISLAMIC INSTITUTE OF SURAKARTA”. Sholawat and Salam for the Prophet Muhammad SAW, the great inspiration of revolution, peace be upon him.

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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2. Dr. H. Giyoto, M.Hum., as the Dean of Islamic Education and Teacher Training Faculty of The State Islamic Institute of Surakarta.

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4. Muntaha, M.Pd., as the advisor for her permission, guidance, and precious advices.

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who always give their love, support, motivation, advice, guide, also their prayer and blessing.

7. Her Beloved sisters and brother, Naela Syarifah Ulya and Nur Ali Fauzi who always give their love, their support, prayer and advice.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the other researcher in particular and the readers in general.

Surakarta, 26 February 2018

The researcher

Jamilatul Istriqomah
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ABSTRACT

Jamilatul.Istiqomah. 2018. Mentoring Strategies for Speaking Skill Used by Mentor in Muslim Smart Club (MSC) Organization at the State Islamic Institute of Surakarta. Thesis. English Education Department, Islamic Education and Teacher Training Faculty. IAIN Surakarta.

Advisor : Muntaha, M.Pd.

Keywords : Mentoring Strategies, Speaking

The objectives of the research are to know the strategies used by MSC mentors was mentoring speaking in MSC (Muslim Smart Club) organization, to know the mentees" responses toward the strategies which are used by the mentors in MSC (Muslim Smart Club) organization, and to know the strengths and weaknesses mentoring strategies in MSC (Muslim Smart Club) organization at The State Islamic Institute of Surakarta.

In conducting this research, the research uses descriptive qualitative research. In collecting data, the researcher uses observation and interview. The data were analyzed by: (1) Reducing the data, (2) Displaying the data, (3) Drawing conclusion. The researcher uses triangulation of the data to get validity of data.

The result of this research shows that: (1) the mentors used the strategies by Ellis including fostering independence, utilization of the think pair share technique, and request feedback. (2) the responses mentees" toward the strategies used by mentors are positive (3) the strengths and the weaknesses when the mentor applied the mentoring strategies are spoken more, think critically, remember the material, more understand the material and be confidence to give opinion. Thus, the weaknesses are an incompatibility between planned time and its implementation.
CHAPTER I
INTRODUCTION

This chapter, the researcher will explain about the background of the study, the identification of the study, the limitation of the study, the problem statement, the objective of the study, the benefit of the study and the definition of the key terms.

A. Background of the Study

In globalization era, people do not only communicate with those who come from the same country, but also with those who come from different countries. In order to be able to convey meaning and to talk to people around the world, they must be able to speak English since it was an international language. In this era, people have to interact with other nations that common people use English to communicate with them. Allah the Almighty states in Holy Qur’an, Fussilat (41): 21.

وَقَالُوا لِجُلُودِهِمْ لِمَ شَهِدتُّمْ عَلَيْنَا قَالُوا أَنطَقَنَا اللَّهُ الهذِي أَنطَقَ كُلُّ شَيْءٍ وَهُوَ خَلَقَكُمْ أَوْلَى مَرَةً وَإِلَيْهِ تُرْجَعُونَ
In this verse, Allah explains that human being made by Him to communicate or speak with each other. Everyone can share some opinions get information from communicating by using language.

Speaking is the most demanding skills in the daily life. Every person needs to communicate with others through speaking. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language Nunan (2003:39).

Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill. Speaking is fundamentally an instrumental action. It is an important aspect of language teaching and learning. Through speaking, people can convey information, ideas, and maintain social relationship by communication with others, Richards and Renandya (2002:201).

Thus because of importance of English, it is very reasonable why English as a foreign language is taught as a compulsory subject from the elementary level to the university level. But, in the fact many students have problem to catch material from mentor or teacher. Therefore, there are two to make successful learning are teaching strategy and learning strategy.
Teaching strategies are as a plan that contains a series of activities designed to achieve a specific educational goal (Sanjaya, 2006:126). Kinds of the teaching strategies are expository teaching strategy, problem-based teaching strategy, contextual teaching learning (CTL), affective teaching strategy, cooperative teaching strategy, inquiry teaching strategy, and teaching strategy to improve thinking ability (Majid, 2013:3).

According to Ellis (2014) Mentoring strategies, what works is the one-to-one relationship between the student and mentor. With only one person to focus on, mentors can try a variety of teaching techniques in order to work out the most effective way of helping the student understand a topic. He explains twelve mentoring strategies such as: keeping it real, fostering independence, assessment through games, utilization of the pause procedure, utilization of the think-pair-share technique, use of fast-paced drills, use of multimedia tools, introducing humor into the mentoring session, analysis sources of information, encouraging students to create, changing class setting, and request feedback. In this research, the researcher focuses on describing strategies used by mentors in mentoring activities. The researcher found 3 mentoring strategies from the total mentoring strategies from Ellis. The strategies are fostering independence, utilization of the think-pair-share technique and request feedback.

Learning strategies are steps taken by students to enhance their own learning (Oxford, 1990:1). Learning strategies are among the main
factors that help to determine how, and how well, learners learn a foreign language. According to O’Malley (1990:188) good learners are aware of the learning process and of themselves as learners, and seek to control their own learning through the use of appropriate learning strategy. Since the amount of information that must be processed by language learners is high in language classroom, learners use different language learning strategies in performing the task, and processing the input they face.

Language-learning strategies into three main subcategories namely, metacognitive strategies, cognitive-strategies and socio affective strategies. Metacognitive is a term to express executive function, strategies that require planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after an activity is completed. Cognitive strategies are more limited to specific tasks in learning and they involve more direct manipulation of the learning materials itself. As the socio-affective strategies, it can be stated that they are related with social mediating activity and transacting with others. O’Malley, et. al. (1990:44-45).

As we know English a foreign language. Students are required to master four skills. They have to find out the way to learn English easily and pleasantly. Some students may be satisfied with the material that presented in class, but there are students who want to gain more knowledge and practice in another time. They did not satisfy when they got material just in class. They also seek the activity which can improve their skill and knowledge for example from informal and non-formal education.
There are three kinds of educational pathway, namely formal, informal and non-formal educational. Formal education is a structured educational that is structured and stepping from the elementary level to the university level. Informal education is the family and the environment education. While nonformal education is the education outside of formal education. It is done structurally and stepping.

Besides learning through formal and informal education, many students who follow non-formal education, that is an activity outside of the school activity such as Organization or extracurricular. Barnet (2007:39) states that much evidence exist that supports the contention that student involvement in Organization activities supports an academic performance and achievement. By following Organization students can become qualified. Every human being has different potentials from the intelligence, learning motivation, willingness to study so on. Students are active at the Organization will benefit from the activities, for example, increasing students’ insight and ability to socialize with friends, mentor, and teacher who can help the members in participating the learning process well. So, it can be concluded that English Organization become one of the solution to learn English more and improve the skill.
There are Organizations have a role in Islamic education and teacher training faculty in The State Islamic Institute of Surakarta, are Theatrical Application for Tackling English (TENTACLE), and Muslim Smart Club (MSC). Theatrical Application for Tackling English (TENTACLE) Organization purpose to improving English skill through drama and applies English language theatrically. The main activity is drama, through drama the student can developing their speaking skill. The model activity is discussion in big group to discus about the choose actor, make properties, practice pronunciation exactly appropriate script.

Muslim Smart Club (MSC), this is an Organization under Islamic education and teacher training faculty. All of the students of The State Islamic Institute of Surakarta can be join in Muslim Smart Club. MSC mentors come from a higher semester students beginning third semester. Before mentoring at MSC held selection, the selection of MSC mentors is not special training but only based on their capability from higher semester in MSC. The mentors are chosen by lecture as adviser of MSC and leader of MSC.

Muslim Smart Club is one of Organization which created in purpose to improve writing skill and speaking skills for all of the majors in The State Islamic Institute of Surakarta, especially for English Education Department students. The model activities speaking are a big group and small group. The big group for all of the participant must practice
appropriate material and the small group to 5 until 10 mentees with 2 or 3
mentors. The materials token from MSC syllabus or MSC curriculum.

MSC is English Organization have role is improved skill are
writing and speaking skill. Only in the MSC Organization there is
mentoring activity. Then in the speaking activity named let”s speak up
usually, MSC invite tourist to practice speaking. Although in the MSC
activity did not debate activity. The achievement get from MSC is the third
champion in debate contest at the State University of Semarang. But in
going process mentoring activity MSC there are some problems are the
students or mentee need motivation to following activity, the students or
mentee have problem about time to following activity, the students” or
mentee have a problem on their meeting activity in activity, in the MSC
activity not appropriate meeting target, the students” or mentee have a
problem in their catching or understanding material from mentor and the
monotone strategy used on mentoring speaking in MSC activity.

Based on pre-research, MSC”s role is improving writing and
speaking skill. For activity writing skill is writing training, this activity
invite speaker, after that mentee gave task to make essay duration in week.
Speaking skill activity gave material, include opening, discussion, after all
mentee or students understood about material, the mentor gave task to
mentees then continuing closing. In the speaking activity have two
programs are let”s speak up and MSC School, let”s speak up held 2 times
during one management Organization period and MSC School held 2 time in a month. In this research the researcher focuses on speaking skill.

The researcher interested in this Organization to do research because the researcher wants to describe what are the strategies which are usually used by the mentor in mentoring speaking to the students. Because the mentor”s strategies in mentoring speaking skill are can influence to catch or understand the material gave to students. Besides that, the researcher also wants to know the responses of the students toward the strategies which are used by the mentor in mentoring speaking and what are the strengths and weaknesses of mentoring speaking strategies used by the mentor in mentoring speaking in MSC (Muslim Smart Club.)

Based on the explanation above, the researcher interested to carry out a research entitles “Mentoring Strategies for Speaking Skill Used by Mentor in Muslim Smart Club (MSC) Organization at The State Islamic Institute of Surakarta in Academic Year 2017/2018”.

B. Identification of the Problem

Based on the background above, there are some problems that can be identified. The researcher formulates the following problem:

1. The mentees need additional activities out subject activity to improve skill.

2. The mentees have problem about time to following the MSC (Muslim Smart Club) activities.
3. The mentees have a problem on their meeting activity in the MSC (Muslim Smart Club) activity.
4. The MSC (Muslim Smart Club) activity not appropriate meeting target.
5. The mentees have a problem in their catching or understanding material from mentor.

C. Limitation of The Study

There are some aspects that can be analyzed in the research activities, so avoid discussion in the large scope. The researcher makes limitation to the both of subject and object of the study.

1. Subject
   The subject of this research is the MSC (Muslim Smart Club) mentors” and mentees at the State Islamic Institute of Surakarta in academic year 2017/2018.

2. Object
   The researcher limited the research in object of this study like:
   a. The MSC mentors” strategy used mentoring speaking activities in MSC (Muslim Smart Club) Organization at the State Islamic Institute of Surakarta in academic year 2017/2018.
   b. The mentees” responses toward the strategies used by mentor in MSC (Muslim Smart Club) Organization at the State Islamic Institute of Surakarta.
   c. The strengths and weaknesses on mentoring speaking strategies in MSC (Muslim Smart Club) Organization of The State Islamic
Institute of Surakarta.

D. Problem Statement

There are some problems that can be stated. The problem statements of this study are as follow:

a. What are strategies used by the mentor in mentoring speaking activities in MSC (Muslim Smart Club) at the State Islamic Institute of Surakarta in academic year 2017/2018?

b. What are the mentees” responses toward the strategies used by mentor in Muslim Smart Club (MSC) Organization at the state Islamic Institute of Surakarta in academic year 2017/2018?

c. What are the strengths and weaknesses of mentoring speaking strategies used by the mentor in mentoring speaking in MSC (Muslim Smart Club) at the State Islamic Institute of Surakarta in academic year 2017/2018?

E. The Objective of the Study

The Objectives of the study are as follows:

1. To know the strategies practiced by MSC mentors in mentoring speaking in MSC (Muslim Smart Club) Organization of The State Islamic Institute of Surakarta.

2. To know mentees” responses toward the strategies used by the mentor in MSC (Muslim Smart Club) Organization at the State Islamic Institute of Surakarta.
3. To know the strengths and weaknesses of mentoring speaking strategies in MSC (Muslim Smart Club) Organization of The State Islamic Institute of Surakarta.

F. The Benefit of the Study

The researcher assumes this research will give some benefits as follows:

1. Theoretical benefit

Based on this research, the researcher hopes that the research can be useful as a reference for further researchers on the strategies that are used by MSC mentors in mentoring speaking.

2. Practical Benefit

   a. For the researcher, this research can increase the writer”s knowledge about the strategies in mentoring speaking.

   b. For English mentor, the result of the research makes the mentor easily develop their mentoring strategies and can be a reference for other mentors in the next term.

   c. For the reader, this researcher can be an insight and reference for understanding Muslim Smart Club practice in general.

G. Definition of the Key Terms

   a. Mentoring is most commonly defined as a one-to-one relationship between an older person (Mentor) and a younger one (Student or Mentee). The purpose of mentoring is to improve student or Mentee for improving his or her goals by linking them to resources and support not otherwise available. The role of Mentor is to pass on knowledge,

b. **Speaking** is in many ways undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a popular form of expression which uses the unprestigious „colloquial” register: literary skills are on the whole more prized. Speaking is however, a skill which deserves attention every bit as much as literary skills, in both first and second language, Martin Bygate (2008:7).

c. **Strategy** is a plan, method, or series of activities designed to achieves a particular educational goal. Based on the explanation, the term of strategy also can be called as method. Because both of these terms can be used as interchangeable to make the planning process of mentoring become easier, David in Gulo (2002:2)

d. **MSC (Muslim Smart Club)** is the name of English Organization in The State Islamic Institute of Surakarta.
CHAPTER II

THEORETICAL REVIEW

In the research, it is important to describe the theories that related to this study in order to give relevant knowledge to the topic. This chapter gives the explanation of theoretical reviews about the review on the speaking, mentoring strategy, Muslim smart club (MSC) Organization, and previous study.

A. Review on Speaking

This section will discuss about theory of speaking skill, including:

1. The Definition of Speaking

Speaking is in many ways undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a popular form of expression which uses the unprestigious „colloquial“ register: literary skills are on the whole more prized. Speaking is however, a skill which deserves attention every bit as much as literary skills, in both first and second language, Martin Bygate (2008:7).

Speaking as interactive and requires the ability to corporate in the management of speaking turns. Speaking is a skill, and such needs to
be developed and practiced independently of the grammar curriculum, Thornbury (2005:28). To know deeper what speaking is, Nunan (2003:48) differentiates it from writing. First, in spoken language, speaking must be listened by others. It has temporary and immediate reception. When listening from other people, it has special prosody some like stress, rhythm, and intonation. It must be there an intermediate feedback for communicating directly. By speaking activity, speakers have to pay attention of planning and editing. The second, in written language, the activity is done as a visual term. The time for doing it, is permanent and it is delayed reception. The writer uses punctuation as well to make others clearer in vision or reading the meaning. There is no feedback or it usually delayed or indirectly communicating. The planning is unlimited and there are often editing and revision in any part of the language.

Based on the utterance above, Nunan (2003:48) concluded that the differences between spoken language and the written one as follow:

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<td>Auditory</td>
<td>Visual</td>
</tr>
<tr>
<td>Temporary; immediate reception</td>
<td>Permanent: delayed reception</td>
</tr>
<tr>
<td>Prosody (rhythm, stress)</td>
<td>Punctuation</td>
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2. The characteristics of the success in speaking.

According to Ur (1991:120), speaking for learner or students is not easy; at least four criteria’s should be covered by the learner or student in speaking activity, as follow as:

1) Learners or student talks a lot

As much as possible the period of time allotted to the activity is in fact occupied by learner talk. This way seems obvious but often must time is taken up by teachers talk.

2) Participants is even

Classroom discussion is not dominated by monitory of talkative participants, they get a chance to speak, and contribution is fairly and evenly distributed.

3) Motivation is high

Learners are able to speak because they are interested in the topic and have something new to say about it, or because they want contribution to achieve task objective.
4) Language is an acceptable level

   Learner expresses themselves in utterance that is relevance
   easily comprehensible to each other, and acceptable.

3. Type of speaking activities

   According to Kayi (2006), there are some activities to promote speaking
   those are:

   1) Discussions

      After a content-based lesson, a discussion can be held for various
      reasons. The students may aim to arrive at a conclusion, share ideas
      about an event, or find solutions in their discussion groups. This
      activity fosters critical thinking and quick decision making, and
      students learn how to express and justify themselves in polite ways
      while disagreeing with the others. In class or group discussions,
      whatever the aim is, the students should always be encouraged to ask
      questions, paraphrase ideas, express support, check for clarification,
      and so on.

   2) Role Play

      One other way of getting students to speak is role-playing.
      Students pretend they are in various social contexts and have a variety
      of social roles. In role-play activities, the teacher gives information to
      the learners such as who they are and what they think or feel. Thus,
      the teacher can tell the students that "You are David, you go to the
      doctor and tell him what happened last night, and…” (Harmer, 1984).
3) Simulations

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.

4) Information Gap

In this activity, students are supposed to be working in pairs. One of students will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5) Brainstorming

On a gave topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.
6) Storytelling

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

7) Interviews

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

8) Story Completion

This is a very enjoyable, whole-class, free-speaking activity for
which students sits in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10) Playing Cards

In this game, students should form groups. Each card that is used in this game will represent a topic. Each student will write 4-5 questions about that topic to ask the other people in the group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11) Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying
attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12) Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is gave a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13) Find the Difference

For this activity students can work in pairs and each couple is gave two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

4. Strategies for Developing Speaking Skills

According to National Capital Language Resource Center (2004), strategies for developing speaking skill, the students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language
and their confidence in using it. These instructors’ help students learn to speak so that the students can use speaking to learn.

1) Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2) Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.
Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3) Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants’ language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.
B. Review on Mentoring Strategy

This section will discuss about theory of speaking skill, including: (1) The definition of mentoring strategy, (2) the characteristics of the success in mentoring strategy, (3) the classification of mentoring strategy

1. The definition of mentoring strategy

Grimen and Molander in Allen et al (2008:270) Mentoring is to be regarded as a profession. A profession is traditionally understood as an occupation built on scientific knowledge. The knowledge is available to professionals when taking autonomous decisions. Professions are also characterized by uncertainty. Without uncertainty, it is not necessary to judge or consider different possibilities, but only to act mechanically. Professional practices discretion and reasons, without knowing exactly the outcome of decisions made and actions taken. Thus professional practices is heavily dependent on professional actions are not about following recipes, but to address concrete and unique challenges. Moreover, discretion is practiced within professional and ethical codes of conduct. A professional needs to give reasons for actions which can be in contradiction to what is needed when practicing common sense.

Mentoring is most commonly defined as a one-to-one relationship between an older person (Mentor) and a younger one (Student or mentee). The purpose of mentoring is to improve student or mentee for improving his or her goals by linking them to resources
and support not otherwise available. The role of Mentor is to pass on knowledge, experience and judgment, and to provide guidance and support Lund (1992) in Powell (197:39). Mentoring has become fashionable in recent decades. This has created a tendency to call a wide range of programs “mentoring”. Like grandmothers sharing child care with teenage mothers, community women hanging out with pregnant teenagers, college students discussing college prospect with high school students, and senior student expanding their concern for students are among the many interactions called mentoring. While all these represent a form of guidance by an older individual, relationship generally lacks sufficient intensity for attachment and identification to occur Flaxman in Powell.

Based on explanation above, the researcher argues that mentoring is activity from shared experience and knowledge from someone have experienced to someone which want study, know, improve or master in the specific field.

According to David in Gulo (2002:2) strategy is a plan, method, or series of activities designed to achieves a particular educational goal. Based on the explanation, the term of strategy also can be called as method. Because both of these terms can be used as interchangeable to make the planning process of mentoring become easier.
Furthermore, based on these explanation mentoring and strategy above, it can be conclude mentoring strategy is the planning, actions, allocations process activity from sharing experience and knowledge from someone have experienced to someone which want study in order can improve or master in the specific field.

2. The characteristics of the success in mentoring strategy

According to Powel (1997:46), mentoring should be part of an overall intervention that offers multiple opportunities. Effective mentoring efforts are built around and coordinated with other program components; successful outcomes are dependent on all components. The most effective mentoring programs have specific goals, criteria for participation and established methods for mentor-students or student or mentee interaction, including frequency and duration. Monitoring and evaluation are essential to assess the degree to which programs succeed.

There are factors contributing to success:

1) Students or mentee

The participation should be voluntary. Recruiters should inform the student of what mentors do, and of other services that might also be useful to them.

2) Mentors

Recruitment processes and Organizational homes can be either formal or informal. One approach is to partner with an agency or
Organization that has a pool from which to draw mentors. Offering incentives, such as college course credit and stipends merits careful consideration. However, there is some evidence incentives may reinforce a mentor’s patience during difficult periods in the relationship. There do not appear to be any studies examining a mentee feeling about mentoring incentives.

3) Mentor and Mentee Matching

In a successful relationship, the mentor and mentee learn to form an identity. The mentee sees the mentor as a role model, wanting to become like the mentor. The mentor sees his or her past struggles in the mentee. Ambitious mentee understands that they are to respect, be grateful to, and emulate the mentor. Mentor learns they should feel proud and protective of their mentee.

4) Pre-service and In-Service mentoring

All the programs for disadvantaged mentee reviewed in the Flaxman et al. meta-analysis had pre-service and in-Service mentoring components. Pre-service mentoring ranged from short workshops or get together to more comprehensive curriculum. In-service activities varied widely. There did not appear to be much analytical basis or uniformity to the design of mentoring activities. Further, mentoring for the instrumental and psychological aspects of mentoring was usually mixed and often unrelated to program goals.
3. The classification of mentoring strategy

According to Ellis (2014) in mentoring, what works is the one-to-one relationship between the student and mentor. With only one person to focus on, mentors can try a variety of teaching techniques in order to work out the most effective way of helping the student understand a topic. Follows are twelve mentoring strategies which feel could work well for mentors:

1) Keeping it real

For many students, set subjects such as calculus, physics or even literature have little connection to their lives. Yet the same subjects they find so boring are a source of great passion for many thinkers the world over. One of the most valuable lessons mentors can share with their students is a passion for learning. Perform a chemistry experiment that will make learning about molecular structure a source of fascination, share your passion for an interesting historical figure like Caligula or Augustus, read them a poem by Whitman or Blake – the kind of poems that speak straight to the heart yet use a language we all understand.

2) Fostering independence

As suggested by Ellis on classification of mentoring strategy, the purpose of that fostering independence is useful for mentors’ and your mentees, mentors’ ultimate aim should be to teach them to become independent learners. The buzzword in both high schools,
universities these days is critical thinking: encouraging students to analyze subjects in a deeper, more analytical manner. You may do this by asking questions that don’t just have a “yes or no” answer or by applying the Socratic methods to point out illogical conclusions made by your student.

Before making the questions, set them assignments that go beyond testing their knowledge/comprehension of a matter; encourage them to voice their opinions on the intelligence of historical figures or on the talent of a famed writer. Critical thinking does more than give rise to more responsible, creative and profound thinkers; it also raises students’ self-confidence since, perhaps for the first time in their lives, they can feel like their opinions are meritorious of consideration by their mentor and indeed, by other thinkers on a gave subject. This leads to a unique relationship between mentors and students in that it fosters a mentoring approach that makes students feel supported and cared for.

3) Assessment through games

After teaching a particular topic, test your student’s comprehension through additional problems and games. Luckily, there is a wealth of online games for everything from children’s mathematics to science for adults.
4) Utilization of the Pause Procedure

Good mentors are characterized by allowing their student’s voice to be heard more than their own. To ensure your students do not tune out and lose interest in what you are teaching, use frequent pauses to ensure the student has understood what you have just been explaining. For instance, ask them to summarize the idea you have just espoused and if you are teaching a group mentorial, ask students to summarize what they have just learned to each other. Alternatively, during pauses, ask students to answer a short test or complete a problem using the skills you have just explained.

5) Utilization of the Think-Pair-Share Technique

If you are mentoring a small group, this technique can work very well. It begins by providing information to your students by asking them to read a short text, listen to a short lecture or video. The mentor should then ask one question, instruct students to reflect on it, write an answer down and share their response with another student. Finally, mentors should ask each pair to provide a single answer they have come to after discussion/debate.

6) Use of Fast-Paced Drills

If you are mentoring your student in a subject that involves a significant degree of memory work (such as Biology), drill your students frequently on particular points to ensure they retain important facts and information.
7) Use of Multi-Media Tools

Fill your class with interesting video presentations, song or works of literature that cover the theme you are teaching. If you are teaching mathematics, show your students interesting videos.

8) Introducing humor into the mentoring session

Students have shown that the use of humor can have the highly positive effect on students, greatly increasing their level of engagement and interest. Encourage the student to bring comics, funny quotes or jokes to class and dedicate a few minutes to having good laugh.

9) Analysis sources of information

Part of critical is analyzing the sources of information you are consulting in order to come to one conclusion or another. Mentors should be encouraged to conduct research into the background of people who have contributed in a significant way to the subject being studied to increase the student’s chances of making an emotional or intellectual connection with these people.

10) Encouraging students to create

One of the easiest ways to engage students in a subject is to encourage them to create website or blog covering the themes covered in mentorial sessions. Being responsible for a blog involves constantly updating one’s knowledge publishing new
findings and even being prepared to receive comments from readers. It is also a great way to connect with other students or intellectuals in one’s chosen field.

11) Changing class Setting

A primary consideration for long term mentors is keeping boredom at bay. Once a month, try to hold your mentoring session in a different place: at a museum, a park or a historical site. Simply being in the Great Outdoors can significantly mitigate stress, thereby promoting a relaxed, fruitful learning environment.

12) Request Feedback

The consequences of your chosen mentoring strategies are likely to be far-reaching so make sure that your request feedback from your student regularly. You may have a preferred strategy that does not work particularly well with students because of their preferred learning style or because of an issue of time. The ultimate aim is to make the most resources, so their own views on the structure and content of your class should always be of primary importance.
C. Muslim Smart Club (MSC) Organization

1. Introduction of Muslim Smart Club (MSC) Organization

![MSC Logo](image)

Picture 2.1 Logo Muslim Smart Club (MSC) Organization

Muslim Smart Club (MSC) is held in The State Islamic Institute of Surakarta in April 2nd 2009 still be a community, then in 11th August 2012 official be an LSO (Lembaga Semi Otonom), this is Organization under Islamic education and teacher training faculty. MSC mentee there are 55 mentees but only 30 mentee is active, all of students of The State Islamic Institute of Surakarta can be join in Muslim Smart Club. MSC mentor there are 6 mentors, MSC mentors come from a higher semester students beginning the third semester. Before mentoring at MSC held selection. Selection of MSC mentors is not special training but only based on their capability from higher semester in MSC. The
mentors are chosen by lecture as adviser of MSC and leader of
MSC. Muslim Smart Club is one of Organization which created in
purpose to improve English skills for all of majors in The State
Islamic Institute of Surakarta especially for English Education
Department students.

Mentoring strategy used by Muslim Smart Club (MSC)
mentors are appropriate the mentor. Muslim Smart Club (MSC)
mentors have the guideline, the the guideline is not as mentoring
strategy criterion but as the reference book, every mentor can
increase the creativity in mentoring activity. Before mentoring
activity there is no special teaching mentoring strategy but there is
provisioning. In the group mentoring are big group and small group
for the strategy appropriate mentor. Because in MSC Organization
period before geting the third champion in debate contest at the
University of Semarang, so in this period will more increase skill
and use classical strategy, classical strategy is a changing mentor
every mentoring activity in every week.

2. Vision and Mission Muslim Smart Club (MSC) Organization
a. Vision

Muslim Smart Club (MSC) Organization Activities is as afield for
the development of interest and talent in the field of education,
culture and language with the advice of English language which
personality and Islamic Awareness,
b. Mission

1) Forming sensitive an Intellectual Muslim in education, culture and language.

2) Build and develop the skills and potential members in the language field with advice English language.

3) To form a reliable, trained, skilled, professional, creative and innovative person, and

4) Take an active role in community to develop society in the education field, culture and language.

3. Objectives of Muslim Smart Club (MSC) Organization

The Muslim Smart Club (MSC) Organization objective is to educate members to be personally sensitive to education, culture and language.

4. Type Muslim Smart Club (MSC) Organization Activities

a. Writing activity

In the writing activity, the name program is writing training, in this activity invite speaker, after that mentee gave task to make essay duration in week.
b. Speaking activity

In the speaking activity have two programs are let’s speak up and MSC School, let’s speak up held 2 times during one period in Organization period and MSC School held 2 times in a month and the meeting ten times.
5. The Model activity of Muslim Smart Club (MSC) Organization

The model activities speaking are big group and small group. The big group for all of participant must practice appropriate material and the small group to 5 until 10 mentee with 2 or 3 mentors.

![Picture 2.4 Model Mentoring Activity](image)

6. The Chart Organization of Muslim Smart Club (MSC)

Chart 2.1 Structure Organization of Muslim Smart Club (MSC)

**CHART ORGANIZATION OF MUSLIM SMART CLUB (MSC) IN PERIOD 2017/2018**
D. Previous Study

There are five researchers who have conducted the similar research that concern on learning strategies. What are mentioned bellow explain about the finding of the research conducted concerning on the learning strategies.

The first previous study is a journal article done by Sofyan A. Gani (2015), a senior lecturer in Syiah Kuala University who conducted study entitled “Students” Learning Strategies for developing Speaking Ability”. This research described about the different learning strategies used by high speaking performance students and low speaking performance. The research that conducted by Gani has similarity with this research. The first similarity is the design of the research that uses descriptive qualitative research. The second similarity is the variable of the research that there are two variable learning strategy and speaking skill. Beside the similarities, there are also some differences between the research and this research. In this journal was done by Gani not showed about the strength and the weaknesses but in this research will show about the strength and weaknesses. The result of the research shows that high speaking performance students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills.

The second previous study is a journal article done by Rosa Adriana (2014), who conducted study entitled “Teaching Speaking
Strategies to Beginners”. This research aimed to train the students on these basic speaking strategies so that they could use them regularly. The methodology to develop the sessions consisted in three stages. First is a pre-task to know the participants’ previous knowledge of speaking strategies. Second are the training sessions, which were taught through formal instruction and practice in oral task. Third is a post task to show if the frequency of strategy use increased after instruction. The research that conducted by Rosa Adriana has similarity with this research. The similarity is the variable of the research that there are variable about speaking strategy and speaking skill. Beside the similarities, there are some differences between the research and this research. First, in this journal the designs of the research were both qualitative and quantitative research, but in this research use qualitative research only. Second, in this journal was done by Rosa Adriana not showed about the strength and the weaknesses but in this research will show about the strength and weaknesses. To sum up, this research project was a learning experience to everybody, the professors and the students involved. We all learned the effect teaching-learning strategies causes in their academic environment. The students’ participations were focused on communicating orally through real sets; all students interacted in a friendly atmosphere and helped other to speak. The results presented here represent the beginning of a proposal to motivate basic or elementary students to work with strategies at the beginning of their learning experience in order to
(Oxford, cited in Carter-Nunan, p.170) increase motivation, strategy knowledge and positive attitudes.

The third previous study is a journal done by Agung Ginanjar Anjaniputra (2013), alumnus from English Education Study Program of Indonesia University of Education conducted study entitled: “Teacher”s Strategies in Teaching Speaking to Students at secondary Level”. This research identify about strategies of teaching speaking, response towards the strategies. This research that conducted by Anjaniputra has similarity with this research. The first similarity is the design of the research that uses descriptive qualitative research. The second similarity is the variable of the research is speaking skill. Beside the similarities, there are also some differences between the research and this research. First, the journal by Anjaniputra about teaching strategies while in this research about mentoring strategies. Second, journal was done by Anjaniputra not showed about the strength and the weaknesses but in this research will show about the strength and weaknesses. Third, the subject is students at secondary level while this research the subject is students or Mentee University in Organization. The result this journal is the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students” response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.
The fourth previous study is entitled: “A descriptive Study of Speaking Activities in English Conversation Club at SMA N 1 Sragen in Accademic Year 2016/2017” this research is written by Qoirina Susilowati SRN.12.322.1.237 IAIN Surakarta. This research is aimed at describing the speaking activities in English conversation club at SMA N 1 Sragen. This researcher describes the mentor strategies used in English conversation club. From the research above the researcher concludes the similarity of this research with previous research is about the speaking activities, mentor strategy and the activity in the non-formal activity. The differences between the research and this research, in this research was done by Qoirina Susilowati not showed about the strength and the weaknesses but in this research will show about strength and weakness. The result of the research shows that English conversation club activities are debate and speech, the strategy used by the mentor in speaking activity in English conversation club is variations for debate activity the mentor use Asian Parliamentary Debate type, and the speech use strategies namely opinion exchange, current event and making a game. There are some problems faced by the mentor also the member in English conversation club. The mentors” problems are the members” lack of confidence when speaking, correcting the member mistakes well, dividing time between speech and debate activity, the lack of members” consistency in the attendance, while, the members' problems are low self-confidence, lack of vocabulary,
pronunciation.

The fifth previous study is entitled: “A Study on Students” Learning Strategies in Speaking Skill of The Eleventh Grade Students in Man 1 Surakarta Boarding School in The Academic Year 2015/2016” this research is written by Mifta Alfiyanaini SRN.12.322.1.187 IAIN Surakarta. This research is aimed describing students” learning strategies in speaking and the strengths and the weaknesses of the learning strategies used by students in boarding school MAN 1 Surakarta. From the research above the researcher concludes the similarity of this research there are variable about the speaking, language learning strategy and the strength and the weaknesses. The differences between the research and this research, In this research was done by Mifta Alfiyanaini is the students of senior high school but this research is student of university. The result of the research shows that the students applied almost all of the strategies proposed by O’Malley et al including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill. In meta-cognitive strategies, the students use four strategies, namely: selective attention, self-management, self-monitoring, and self-evaluation. In cognitive strategies, the students used ten strategies, namely: Resourcing Translation, Repetition, Grouping, Deduction, Imagery, Keyword method, Inference and Note taking. And in socio-affective strategies, the students used two strategies namely: cooperation and question for clarification. The strengths for the students
when they apply those strategies are the students get many new vocabularies, they can fluently in speaking English, they know how to pronounce those word, and more confidence in speaking English. Beside the strengths the students also have their weaknesses. They are in their grammar, because they more focus in their speaking and tend to ignore grammar.
CHAPTER III
RESEARCH METHOD

This chapter reports the research procedure. The discussion in this chapter is divided into six subchapters. The first is type of Research, the second is the research setting, the third is subject and informant research, the fourth is technique of collecting data, the fifth is trustworthiness and the sixth is the technique of analysis the data.

A. Type of Research

This research genre is basically descriptive research, because the research describes about mentoring speaking strategies used by mentors”. The research clarifies the theory that undercover the research and then going through the documentation, interview, and observation to prove it. Moleong (2001:6) states that the descriptive data are collected in the form of word or pictures instead of number in qualitative method, researcher interact with people in natural setting because researchers try to get deeply involved in the world of people being studied.

The researcher as the observer had no specific interaction with the subjects of the research than just finding the data from the observation, interview and, document. So, all the data was naturally what the researcher found in the field. This research explained of the object and described the answers of all research questions. The research starts this study with observation, writing
the research proposal, developing research instrument, conducting seminar proposal, collecting data, discussing the data analysis, and the last activity that is writing the research report.

B. The research setting

1. Setting of Place

Location of the research is the place where the research process will to collect the data in order to get the problem solving. The researcher will conduct this research focused in English Organization, the name is Muslim Smart Club (MSC) Organization. This research takes place at The State Islamic Institute of Surakarta as the setting place to do research. It is location at Jl. Pandawa, Puncangan, Kartasura, Sukoharjo, Central Java 57168.

2. Setting of time

This pre-research will conduct on September 2017 and the research will conduct on November 2017. The detail research schedule is in the following table:
Table 3.1 of research schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Create Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Proposal Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Conduct the research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Arrange the thesis</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Munaqosah</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Subject and informant of the study

The MSC mentors” and mentee are as informants in this research. The subject of this research only focuses on how is mentoring of speaking strategy process and what Students” responses toward the strategies which are used by the mentor In Muslim Smart Club (MSC) Organization at The State Islamic Institute of Surakarta in academic year 2017/2018.

D. The techniques of collecting data

1. Observation

Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.” The qualitative researcher”s goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. Also, qualitative
observation is more likely to proceed without any prior hypotheses. Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal is to understand complex interactions in natural setting (Ary et al, 2010:431).

This study used „passive participation observation“. Participative observation produces completer and sharper data, until knowing the meaning of the data from the subjects” behavior and action. Then in this study, the researcher uses passive participation observation; the researcher comes to the place of the subjects of the research, but does not involved into their activities, in other word, just observe them and the objects of the research are place and activity (Sugiyono, 2015:227).

The researcher used „passive participation observation“ in mentoring speaking activity to collect data about what strategies used by mentor, what students” responses toward the strategies which are used by the mentor and strengths and weaknesses of mentoring speaking strategies in Muslim Smart Club (MSC) Organization.

2. Interview

Interview is a technique in collecting the data by make conversation between interviewer and informant to achieve a specific goal. This research used „Unstructured and open
“unstructured interview” (Moleong, 2001:138). Unstructured interview is free interview that the researcher does not use interview the guideline which is arranged systematically, the researcher prepared interview the guideline then can add question in addition suddenly. to collect the data. Interview the guideline which is used is only common topic of research problem which asked by the interviewer. It is usually used to investigate deeply about the subject of the research (Sugiyono, 2015:233).

The researcher use unstructured interview to interview with the mentor and mentee was conducted to collect data about what students” responses toward the strategies used by the mentor and strengths and weaknesses of mentoring speaking strategies in Muslim Smart Club (MSC) Organization.

3. Document

Document can mention as written material, film, file or photo. The researcher use document to collect data cannot get through observation or interview like material, syllabus, file about Organization, activity photo, etc.

E. Trustworthiness of data

In analyzing the data, the researcher also needs to analyze the validity of the data sources to get valid data to show the trustworthiness of the data; the researcher uses the triangulation technique. According to Sugiyono (2015: 372), “Triangulation is
qualitative cross-validation. It assesses the sufficiency of the data according to the convergence multiple data sources or multiple data collection procedures”. According to Sugiyono (2015: 373), there are three types of triangulation. It”s are triangulation of source, triangulation of technique, and triangulation of time.

1. Triangulation of the source of data; it is a triangulation which uses many sources of data to validate it. The data taken from an informant was compared to the data from the other informant. The data has been analyzed by researchers so produce a conclusion subsequently sought agreement (member check) with three data sources.

2. Triangulation of technique of collecting the data; it is a triangulation which uses many strategy to validate data. For instance, the data taken from interview was compared to the data taken from observation which has the same source.

3. Triangulation of time of collecting the data; time is also often affects the credibility of the data. Data were collected by interview in the morning when the resource is still fresh, not much of a problem, will provide more valid data so that more credible. Therefore in order to test the credibility of the data can be done by checking with interviews, observation or other techniques in different times and situations.
In this research, the researcher used triangulation of the source of data. The data taken from an informant compared to the data from the other informant. The researcher compares the information with the three data sources. The researcher also used triangulation of collecting the data. In this way, the researcher will recheck the information from observations. It is in order to get the trustworthiness of the data being examined. It was done by comparing the data taken from observation and the data from interview and documents which have the same source.

Figure of collecting the data

![Diagram showing triangulation of data sources](image)

Sugiyono (2015: 331)
F. The technique of analysis the data

After the collected the data, the researcher will analyze the data. The process of analysis will do continually as long as the research is conducted. The data analysis in qualitative research involves three things namely the data reduction, the data presentation/data display, and the conclusion drawing/verification (Sugiyono, 2015: 246).

1. The data reduction

It is process of making the summary from the main point, arranging it and categorizing it based on classification (Moleong, 2001: 190 in research method in language learning). Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field.

The researcher categorizes data taken from the interview and observation. In this step, the researcher interviews the subject of this research. The researcher also held observation in the class/room and take notes in process of succeeding the data.
2. The data presentation/data display

In qualitative research, the data display can be done in the form of short narration, chart, flowchart, etc. Miles and Huberman (1984) in Sugiyono (2015: 249) state “the most frequent form of display data for qualitative research data in the past has been narrative text”. Looking at the data display will help to understand what is happening and to do some things—further analysis or caution on that understanding Miles and Huberman (1984) in Sugiyono, (2015:294).

After selected and took the data based on some criteria, the researcher presented and described the data. Data display refers to show data that have been reduced in the form patterns. It benefits to help the researcher in understanding the data.

3. The conclusion drawing/verification

The last activity in data analysis was drawing conclusion. After the researcher collected all the data, the researcher made a conclusion based on the data reduction and data presentation. The researcher describes and interprets the data so that the conclusions of mentoring speaking strategy can be drawn.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the research. The chapter presents the result of the research that was conducted in Muslim Smart Club (MSC) Organization at the state Islamic Institute of Surakarta. The researcher would like to answer the research problems about speaking activities related to the mentoring strategies used by the mentor, students’ responses toward the strategies used by mentor, and the strengths and weaknesses of mentoring speaking strategies used by the mentor in mentoring speaking in MSC (Muslim Smart Club) at the State Islamic Institute of Surakarta. This chapter will answer to the research problems will be answered in the research finding then completed in the discussion.

A. Research Findings

This chapter presents the research finding. The purpose is to answer research problems in the first chapter. There are three objectives in this research, they are, 1) describing the strategy used by mentor at Muslim Smart Club (MSC) Organization at the state Islamic Institute of Surakarta, 2) describing the mentees” responses toward the strategies used
by mentors MSC (Muslim Smart Club), 3) describing the strengths and weaknesses of mentoring speaking strategies used by the mentor in mentoring speaking in MSC (Muslim Smart Club).

1) The strategy used by mentor in Muslim Smart Club (MSC) Organization

The strategy used by mentor was mentoring in Muslim Smart Club (MSC) Organization, the researcher got it during the mentoring activity. Beside that the data got by the researcher from Mentors” and mentees” interview. The mentor”s should create their mentoring strategy to make the mentees interested, enjoy and understand in mentoring to talk. Mentor chooses the available mentoring strategy that is appropriate to the source of material. So, the mentees will be able to speak confidently, get the habituate to speak English and understood the material. The mentor should choose the suitable strategy in mentoring activity to make mentee comfortable and easy to understand the materials.

Although the mentors have no the guidelines of strategy. From some observation by researcher done, there were strategies used by mentor. but the researcher found some strategies used by mentor. The strategies are fostering independence, utilization of the think pair share technique, and request feedback.
a. Fostering Independence

Based on last observation by Bayu conducted on Sunday, December 17th 2017, one of the strategies used by the Mentor is Fostering Independence. This meeting mentor explained material about agree and disagree. After explained material, the mentor give a question about “Do you agree if LGBT (Lesbian Gay Bisexual and Transgender) is legal in Indonesia?” The mentees gave opinion more about LGBT although they spoke English mixed with Bahasa Indonesia, they still speak while searching for the vocabularies in the dictionary in their phones. The mentees disagreed if LGBT was legal in Indonesia. (Last observation on December 17th 2017).

In observation above, the researcher explained that although mentees speak English mixed with Indonesian, but they enthusiastically convey their opinion about the mentor”s question gave by mentor.

From the observation, researcher also found the data related to the finding from mentor interview. As stated by Bayu as mentor that his question sets in order that the mentees give their opinion.

“Tergantung mentor masing-masing sih mbak, kalau aku pribadi pertanyaanku tak setting biar mentee tidak hanya jawab ya atau tidak tok mbak, yang intinya dari pertanyaanku bisa buat
mentee beropini.” (Interview with the mentor [Bayu]on November 11th 2017).

Based on interview above, the Mentor explained that if wants the mentees not only answer yes or no she was setting the question so that the mentees could give an opinion.

Based on observations and interview above, the researcher concluded that fostering independence is one of strategies used by mentor in the mentoring speaking.

b. Utilization of the Think Pair Share Technique

Based on the observation, the first observation conducted on November 11th 2017. It also first meeting, the mentor conveyed the material about essay in the classroom. After conveyed material, the mentor gave an essay about American culture of free sex to the mentees. The mentees read an essay about American culture of free sex, then the mentor give one question “Does American culture of free sex is appropriate applied in Indonesia?” After that, the mentor asked them make small group content 3 mentees to discuss about it in the outclass. The mentor gave 20 minutes to discuss, but there is incompatibility between planned time and its implementation. The mentees discussing about mentee”s question “Does American culture of free sex is appropriate
applied in Indonesia?” during around 30 minutes. After discussion, the mentees convey the results of their discussion in big group. (First observation on November 11th 2017).

From observation above, the researcher explained that the mentor gave an essay about the free-sex American culture to mentees. The mentees read an essay about the free-sex American culture. After that, the mentor gives one question to be discussed in a small group then the results of the discussion are conveyed in big group.
Beside from the observation, the researcher found data related to the finding from mentor interview. As stated by Taufiq. He state that in the mentoring activity use small group to discussion then convey result of discussion in a big group.

“Kalau di kelompok kecil tadi saya suruh berdiskusi tentang pertanyaan saya berdasarkan isi essay yang mereka baca, hasil diskusi mereka disampaikan di kelompok besar mbak.” (Interview with the mentor [Taufiq] on November 11\textsuperscript{th} 2017).

In the interview above, the mentor explained that the mentees discuss mentor’s question, after the mentees read the essay then the results of the discussion are conveyed in big group.

Based on observation and interview above, the researcher concluded that utilization think pair share techniques is one of strategies used by mentor in the mentoring speaking.

c. Request feedback

In the first observation conducted on November 11\textsuperscript{th} 2017. In this observation before close the mentoring activity, the mentor gives some question about the material to the mentee. It is mean to know that the mentees are understood
about the material conveyed by the mentor. When the mentor give feedback to the mentees, they responses the feedback is good. The mentees were enthusiasm follow the mentoring speaking activities. They catch the material are well, after the evaluation the mentor close the meeting. (First observation on November 11th 2017).

In observation above, the researcher found the strategy used by the mentor in mentoring activity. The mentor applied request feedback in his mentoring activity aims to know comprehension of the mentes understand the material. Feedback is gave to mentee before mentor closes the meeting. When mentor give feedback to mentees, the majority the mentees respons the feedback. They were enthusiasm follow the mentoring speaking activities. The feedback have done by mentor, it showed that they catch the material are well.

Beside from the observation, the researcher found data related to the finding from mentor and mentee interview. As stated by Taufiq as mentor and Anjar as mentee. They state that in the mentoring activity used feedback.

“......... dan sebelum saya tutup kegiatan mentoringnya saya kasih feedback mbak dari itu aku kan tahu sejauh mana
pemahaman mereka.” (Interview with the mentor [Taufiq] on November 11th 2017).

Based on interview above, the mentor explained that the mentor used feedback when mentoring activity. Feedback used before mentor close the meeting. It used to know comprehension the mentees when they understand the material.

”....... Soale sebelum ditutup kegiatannya mbak, pasti mentor tanya mentee nya, kan aku udah sering banyak koreksinya pas ditanya juga gak tahu kan malu mbak hehe, biar gak kelihatan bodoh amat aku nyatet mbak, meskipun kadang ditanya aku ngelirik-lirik catetan hehehe.” (Interview with the mentee [Anjar] on December 12th 2017).

From interview above, the mentee statement that mentor gave feedback to them before close the meeting. The mentee from another major of English Education, so she wrote the material from mentor in order that when gave question can answer although sometime looked theyare writting. Because the mentee when practice speaking often get evaluation like vocabulary, pronunciation, grammar and other, so she wrote the material in order that used when in the home.
Based on observation and interview above, the researcher conclude that request feedback is one of strategies used by mentor in the mentoring speaking.

2). The mentees’ responses toward the strategies used by mentor in Muslim Smart Club (MSC) Organization at the state Islamic Institute of Surakarta

1) The mentees responses fostering independence strategy

Based on last observation by Bayu conducted on Sunday, December 17th 2017, one of the strategies used by the Mentor is Fostering Independence. This meeting mentor explained material about agree and disagree. After explained material, the mentor gives question about “Do you agree if LGBT (Lesbian Gay Bisexual and Transgender) is legal in Indonesia?” The mentees give opinion more about LGBT although they speak English mixed Indonesian but they still speak then search the vocabulary in the dictionary their phone. The mentees disagree if LGBT is legal in Indonesia. (Last observation on December 17th 2017).

In observation above, the researcher found the responses from mentees in mentoring speaking activity and the practice speaking. It showed that the responses mentees are positive. They
looked enthusiasm follow the mentoring speaking activities, although they speak English mixed Indonesian and sometime open the dictionary.

Beside from the observation, the researcher found data related to the finding from mentees interview. As stated by Dea, she stated that in the mentoring activity when gave opinion more can improve speaking ability.

“Dari situ saya latihan untuk pembentukan kebiasaan untuk berbicara bahasa inggris. Saya merasa lebih berani untuk menunjukkan kemampuan berbicara Inggris saya di hadapan teman-teman”. (Interview with the mentee [Dea] on Tuesday, December 12nd 2017).

In the interview above, the mentee explained that when she gave more opinion she can improve speaking ability and feel confidence to speaking Enlish in front of her friend.

Based on observation and interview above, the researcher conclude that fostering independence as strategy applied by mentor got positive response from mentees in mentoring activity.

2). The mentees responses utilization of the think pair share technique

Based on the observation, the first observation conducted on November 11th 2017. It also first meeting, the mentor conveyed the material about essay in the classroom. After conveyed
material, the mentor gave an essay about American culture of free sex to the mentees. The mentees read an essay about American culture of free sex, then the mentor give one question “Does American culture of free sex is appropriate applied in Indonesia?” After that the mentor asked them to make small group content 3 mentees to discuss about it in the outclass. The mentor gave 20 minutes to discuss, but there is incompatibility between planned time and its implementation. The mentees discussing about mentee”s question “Does American culture of free sex is appropriate applied in Indonesia?” during around 30 minutes. After discussion, the mentees convey the results of their discussion in big group. (First observation on November 11th 2017).

In observation above, the mentees discuss the questions the mentor gave in the small group consist 3 mentees, then convey the result of discuss in a big group. In the discussion, the mentees exchanges opinions with other.

Beside from the observation, the researcher found data related to the finding from mentee interview. As stated by Ersha, she said that when she discussed being able to train himself to solve
“Disini saya akan terlatih menerapkan konsep karena bertukar pendapat dan pemikiran untuk mendapatkan kesempatan dan memecahkan masalah.” (Interview with the mentee [Ersha] on Tuesday, December 12\textsuperscript{nd} 2017).

In the interview above, the mentee explained that when in the think pair share technique strategy applied by the mentor, she will be trained to apply the concept for exchanging opinions and thoughts to get a chance and solve problems.

Based on observation and interview above, the researcher conclude that think pair share technique as strategy applied by mentor got positive response from mentees in mentoring activity.

2) The mentees responses request feedback

In the first observation conducted on November 11\textsuperscript{th} 2017. In this observation before close the mentoring activity, the mentor gives some question about the material to the mentee. It is mean to know that the mentees are understood about the material conveyed by the mentor. When the mentor give feedback to the mentees, they responses the feedback is good. The mentees were enthusiasm follow the mentoring speaking activities. They catch the material are well, after the evaluation the mentor close the meeting. (First observation on November 11\textsuperscript{th} 2017).
In observation above, the researcher found the strategy used by mentor in mentoring activity. The mentor applied request feedback in his mentoring activity aims to know comprehension of the mentes understand the material. Feedback gave to mentee before mentor close the meeting. When mentor give feedback to mentees, majority the mentees respons the feedback. They were enthusiasm follow the mentoring speaking activities. The feedback have done by mentor, it showed that they catch the material are well.

Beside from the observation, the researcher found data related to the finding from mentees interview. As stated by Anjar she is like the feedback done by the mentor.

“*Iya mbak suka, kan itu membuat kita jadi lebih ingat dengan materi yang disampaikan, meskipun aku ditanya kadang buka tutup catatan mbak.*” (Interview with the mentee [Anjar] on December 12\(^{nd}\) 2017).

In the interview above, the mentee explained that she was like when the mentor applied the request feedback strategy, because it can remember the material, although sometime she open her note about material.
Based on observation and interview above, the researcher conclude that request feedback as strategy applied by mentor in the mentoring speaking got positive response from mentees.

3. The strengths and weaknesses of mentoring speaking strategies used by the mentor in mentoring speaking in MSC (Muslim Smart Club) Organization

The strengths and weaknesses on mentoring strategies for speaking skill in MSC (Muslim Smart Club) that the researcher found based on the research would be presented as follows:

Based on the observation and interviews, the researcher concludes that there are strength when the mentees mentoring in mentoring activity from mentor applied the mentoring strategies.

1. The mentor applied fostering independence in mentoring activity of MSC (Muslim Smart Club) Organization.

Mentor has applied fostering independence, researcher have found strength to the activities, mentors and the mentees as follows:

a) The mentoring activity got positive responses from the mentees
b) The mentor know and repair their fault when they speak more
c) The mentees can train themselves to think critically
d) The mentees can speak more and,
e) The mentees be confidence to give opinion.
2. The mentor applied Utilization of the think share technique in mentoring activity of MSC (Muslim Smart Club) Organization

   Mentor has applied Utilization of the think share technique, researcher have found strength to the activities, mentors and the mentees as follows:
   a) The mentoring activity got positive responses from the mentees
   b) The mentor can monitor and support mentees as they work
   c) The mentees can be trained to apply the concept
   d) The mentees can exchange thoughts
   e) The mentees can solve the problem

3. The mentor applied Request feedback in mentoring activity of MSC (Muslim Smart Club) Organization

   Mentor has applied request feedback, researcher have found strength to the activities, mentors and the mentees as follows:
   a) The mentoring activity got positive responses from the mentees
   b) The mentor can know the comprehension of mentees
   c) The mentees can improve their speaking ability
   d) The mentees remember the material and,
   e) The mentees are more understood the material.

   Beside the strengths, the mentoring activities also face weaknesses when applied the strategy from the mentor in MSC
(Muslim Smart Club). The mentor have applied fostering independence, and request feedback has no weaknesses but in utilization of the think share technique, the researcher have found weaknesses the strategy of utilization of the think pair share technique is incompatibility between planned time and its implementation.

B. Discussion

Based on the research findings, the researcher discusses the finding of research. The discussion contains the mentoring speaking activities in MSC (Muslim Smart Club) at the state Islamic Institute of Surakarta. It consist of the strategies used by the mentors, the mentees responses toward the strategies used by the mentor and strengths and weaknesses of mentoring speaking strategies used by the mentor in mentoring speaking. In the discussion section, the researcher tried to make the description of the research finding with the relevant references.

Based on the observation and interviews in the MSC (Muslim Smart Club), it showed that the strategies used by mentors in mentoring speaking activities are fostering independence, utilization of the think pair share technique, and request feedback.

From some strategies according to Ellis (2014) Suggested by Ellis on classification of mentoring strategy, the purpose that fostering
independence is useful for you and your student, your ultimate aim should be to teach them to become independent learners. The buzzword in both high schools and universities these days is critical thinking: encouraging students to analyze subjects in a deeper, more analytical manner. Critical thinking does more than give rise to more responsible, creative and profound thinkers; it also raises students’ self-confidence since, perhaps for the first time in their lives, they can feel like their opinions are meritorious of consideration by their mentor and indeed, by other thinkers on a gave subject. In the last observation by Bayu, one of the strategies used by the Mentor is Fostering Independence. In this meeting the Mentor explained material about agree and disagree. After explained material, the mentor give question about “Do you agree if LGBT (Lesbian Gay Bisexual and Transgender) is legal in Indonesia?” The mentees gave opinion more about LGBT although they speak English mixed Bahasa Indonesia, they still spoke while searching for the vocabularies in the dictionaries in their phones. The mentees disagreed if LGBT was legal in Indonesia. The mentor applied the strategy in order that mentees become independent learner who critical thinking does more than gives rise to more responsible, creative and profound thinker.

According to Ellis (2014) utilization of the think pair share technique is when if you are mentoring a small group, this technique can
work very well. It begins by providing information to your students by asking them to read a short text, listen to a short lecture or video. The mentor should then ask one question, instruct students to reflect on it, write an answer down and share their response with another student. Finally, mentors should ask each pair to provide a single answer they have come to after discussion/debate. In the first observation, after conveyed material, the mentor gave an essay about American culture of free sex to the mentees. The mentees read an essay about American culture of free sex, then the mentor give one question “Does American culture of free sex is appropriate applied in Indonesia?” After that the mentor asked them to make small group content 3 mentees to discuss about it in the outclass. The mentor gave 20 minutes to discuss, but there is incompatibility between planned time and its implementation. The mentees discussing about mentee”s question during around 30 minutes. After discussion, the mentees convey the results of their discussion in a big group.

According to Ellis (2014) request feedback when the consequences of your chosen mentoring strategies are likely to be far-reaching so make sure that your request feedback from your student regularly. You may have a preferred strategy that does not work particularly well with students because of their preferred learning style or because of an issue of
time. The ultimate aim is to make the most resources, so their own views
on the structure and content of your class should always be of primary
importance. In the first observation before close the mentoring activity,
the mentor gives some question about the material to the mentee. It is
mean to know the mentees are understood about the material conveyed by
the mentor. When the mentor give feedback to the mentees, they
responses the feedback is good. They catch the material are well, after the
evaluation the mentor close the meeting.

The mentees responses toward the strategies used by mentor was
mentoring in MSC (Muslim Smart Club) Organization. Every meeting
different mentor and different strategy to mentoring. In the fostering
independence strategy, the researcher explain that fostering independence
as strategy used by mentor in the mentoring speaking got positive
response from mentees. The mentees respons the strategy are enjoy, can
improve their ability of speaking, can train think critically and can
express the opinion and be confidence to give opinion.

The mentees responses utilization of the think pair share technique
has applied by mentor in mentoring speaking in MSC (Muslim Smart
Club). In the utilization of the think pair share technique strategy, the
researcher explain that fostering independence as strategy used by mentor
in the mentoring speaking got positive response from mentees. The
mentees respond the strategy are can be trained to apply the concept, can exchange thought and solve the problem.

In the first observation the mentees responses request feedback has applied by mentor in mentoring speaking in MSC (Muslim Smart Club) got positive responses. The mentor has applied request feedback, they can remember the material, more understood the material and can improve their speaking ability.

Based on the result of the research the researcher also finds some strengths and weaknesses every strategies used by the mentor was mentoring speaking in MSC (Muslim Smart Club) Organization. The mentor was applied fostering independence in MSC (Muslim Smart Club) Organization. The strength are the mentoring got positive responses, the mentor know and repair their fault when they speak more, and the mentees can train themselves to think critically, speak more, be confidence to give opinion.

Utilization of the think share technique has applied by mentor when mentoring in MSC (Muslim Smart Club) Organization. The strength are the mentoring got positive responses, the mentor can monitor and support mentees as they work, the mentees can be trained to apply the concept, can exchange thoughts, and can solve the problem.
Request feedback apply by mentor when mentoring in MSC (Muslim Smart Club) Organization. The strength are the mentoring activity got positive responses, the mentor can know the comprehension of mentees, the mentees can improve their speaking ability, remember the material, more understood the material.

Beside the strengths, the mentoring activities also face weaknesses when applied the strategy from the mentor in MSC (Muslim Smart Club). The mentor have applied fostering independence, and request feedback has no weaknesses but in utilization of the think share technique, the researcher have found weaknesses the strategy of utilization of the think pair share technique is incompatibility between planned time and its implementation.
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents about conclusion towards the result of the research, implication and suggestion.

A. Conclusion

Referring to the data analysis in the previous chapter which coherence research finding and discussion, the researcher draws some conclusion.

1. The first is the strategies used by the mentors in mentoring speaking activities in Muslim Smart Club (MSC). The that the strategies used by mentors in mentoring speaking activities are fostering independence, utilization of the think pair share technique, and request feedback. The Mentors have not the guideline of strategies but the mentors use strategies like that to make the mentees easy to understand the material.

2. The second point is about the responses mentees” toward the strategies used by mentor are the mentees responses the strategies are positive.

3. The third point is strengths and weaknesses of mentoring speaking strategies used by the mentor in mentoring speaking in MSC (Muslim Smart Club). The strength for the mentees when the mentors has applied the mentoring strategies the mentees is positive in the
mentoring activity. Thus, the weaknesses on the strategy of utilization think pair share technique is incompatibility between planned time and its implementation.

B. Suggestion

Based on the research, the researcher in this opportunity would like to give some recommendation to the mentoring speaking activities in Muslim Smart Club (MSC). Hopefully, the recommendation will be useful for the mentors, mentees, Organization, researcher and campus.

1. For the Mentor

It is suggested to the Muslim Smart Club (MSC), especially in the mentoring speaking activities to build a comfortable atmosphere and encourage the mentees to speak English. Mentors also needs to applying activities which make the students confident to speak English. In the mentoring speaking activities mentor should properly give the mentees model of language as the input, which was in the spoken form. After presenting the model of language mentors should also provide adequately.

2. For the Mentees

The mentees have to do more practice English exercise in order to improve their English achievers.
3. For the Researcher

This research study was about mentoring strategies used by Mentor in Muslim Smart Club (MSC) at The State Islamic Institute of Surakarta. It is expected for the other researcher that the result of this study can be used in additional reference for the new research about mentoring speaking strategies in another source.

4. For the Organization

In Muslim smart Club (MSC), it is suggested that mentees should make best use of the mentoring process and give positive contribution, so they get effective mentoring.

5. For the Campus

Muslim Smart Club (MSC) helps the students to learn English more. The students free to express their skill. It had been better when the campus increased the media that used in mentoring process especially in Muslim Smart Club (MSC). So that, mentoring activity more creative and satisfying learn English.
REFERENCES


APPENDICES
APPENDIX 1
FIELD NOTE OF OBSERVATION

Informant : Mentor and Mentee
Place : The State Islamic Institute of Surakarta
Date : Saturday, November 11th 2017
Time : 08.30 a.m.

The first observation conducted on Saturday, November 11th 2017 it was also first meeting for MSC of (Muslim Smart Club) in mentoring speaking activities. The mentoring activity going on in the class then in the yard class. There are 22 mentees attend first meeting, it was begun from the mentees registration at 09.00 a.m. the registration include write the name, address, major, number phone, etc.

After registration at 09.40, mentees go to class to introduce self and materials. In the class all of mentor came but they have task own. The task as explainers the materials are Taufiq and Bayu, other mentor as documentary and accompany the mentees in the mentoring activity. Mentors have begun introducing themselves, and then the mentees one by one come forward to introduce self. There are some mentees confidently to introduce and also some mentees still nervous. After session of introduce self is done, Bayu explained about introduce about Muslim Smart Club (MSC) Organization. After that the material of essay explained by Taufiq. When mentor explained the material, Taufiq give stimulant then the mentees response from stimulants mentor.

Mentor : “Before join in MSC, pasti kalian pernah denger essay ya? ada yang tahu essay itu apa?”

Mentee : (Dea) “Essay adalah karangan tulisan yang menggambarkan opini penulis tentang subjek tertentu”.

Mentor : “Iya bisa dibilang begitu, ada pendapat lain?”

Mentee : (Ersha) “Menurutku essay adalah suatu karangan yang membahas suatu masalah lalu penulis berpendapat dari sudut pandangnya.”
Mentor : “Iya Essay adalah tulisan yang mengungkapan opini terhadap suatu hal, lalu tulisan tersebut dapat menghantarkan pembacanya untuk memahami persoalan atau secara singkat essay dalam tulisan yang menggambarkan opini penulis tentang subjek tertentu yang coba dinilainya. Kemudian (mentor sambil menulis materi dipapan tulis) struktur essay secara umum ada tiga. Pertama Intro………/pendahulu…… di paragraph pertama berupa pengantar, pernyataan, fakta tentang kalimat yang menggambarkan isi essay secara singkat kemudian di paragraph kedua contain/isi yang mau dibahas di essay and paragraph terakhir conclusion/kesimpulan”.

Mentees : (Beberapa mentee merespon pancingan dari mentor) “Introduction/pendahuluan, contain/isi and conclusion/ penutup”.

Because mentees are not from English Education major. So in the first meeting the mentor conveyed the materials use Indonesia language. In conveyed the materials mentees listened seriously, quietly and write the material in their book. If the mentor given stimulus the mentee response is well, enthusiastic listened and write the material from mentor.

After material session, the mentees read an essay about free sex American culture which given by the mentor. The mentor give one question “Inappropriate or not free sex American culture in america applied in Indonesia?” to discuss about it in the outclass and make small group consist 3 mentees. The mentees discuss the question from mentor, although from some opinion, the mentees have same answer are inappropriate. During around 25 minutes the discuss about “Inappropriate or not free sex culture in america applied in Indonesia?”. After disscussion, the mentees convey the results of their discussion in big group.

Mentor : Before I close the meeting. Any question about speak English?

Mentee : (Wakhidah) saya kak, gimana sih caranya biar pronunciation lancar?
Mentor: Kalau masalah tentang pronunciation, kita sering latihan sendiri di kos, kalau yang suka baca buku, sekali-kali baca buku bahasa Inggris terus lihat pronunciation di aplikasi kamus, kalau yang suka nyanyi ya sering-sering nyanyi lagu inggris nanti terbiasa sendiri.

Mentee: (Laila) biar nambah vocabulary tapi gak harus hafalan, saran dari kakak kita harus ngapain kak?

Mentor: Tergantung kalian ngakalinnya dek, hal-hal apa aja yang kalian sukai bisa buat belajar bahasa inggris dan nambah vocab. Missal suka film pilih transletannya yang inggris, suka nulis latihan nulis pakai inggris, suka ndengerin music gak hanya dengerin tok tapi sekali-kali lihat arti lyricnya, dan masih banyak lagi, itu semua tergantung kalian ngakalinnya.

Mentee: (Aurizan) Gimana sih kak biar kita percaya diri ketika speaking?

Mentor: Sering latihan speak English di depan kaca, sering Speak English dengan teman kos. Intinya biar bisa terbiasa speak English kita latihan speak English setiap hari, kalau enggak setiap hari ya maximal seminggu tiga kali. Saya rasa udah cukup ya pertanyaan tentang speak English, sekarang aku mau nanya tentang materi di kalian, biar aku tahu sejauh mana pemahaman kalian. Apa sih essay itu?

Mentees: (Mayoritas mentee menjawab) Essay adalah tulisan yang menggambarkan opini penulis tentang subjek tertentu yang coba dinilainya.

Mentor: Udah paham semua ya, lalu apa sih struktur essay?

Mentees: (Mayoritas mentee menjawab) pertama Introduction/pendahuluan di paragraph pertama berupa pengantar, pernyataan, fakta tentang kalimat yang menggambarkan isi essay secara singkat kemudian di paragraph kedua contain/isi yang mau dibahas di essay and paragraph terakhir conclusion/kesimpulan.
The mentees were enthusiasm follow the mentoring speaking activities. They catch the material are well, after the evaluation the mentor close the meeting.

Informant : Mentor and Mentee
Place : The State Islamic Institute of Surakarta
Date : Wednesday, November 23rd 2017
Time : 15.30 a.m.

The second observation conducted on Wednesday, November 23rd 2017. The material is describing from Danu. The mentoring activity going on in the yard class. There are 13 mentees attend meeting, the meeting starts from opening then explain material, question session, practice, evaluation and closing. This meeting open with salam and attendance then continue the explain material.

This material is about the describing. The mentor explained the material describing were describing people, describing place and describing events. Before practice the mentors give material about describing people include on their appearance (height, weight, style, etc) or by using their job. Describing place include where the locations, how many kilo meter from the speaker’s place, how many time to go there and the specific characteristic place. Describing events include where or when the it is held, what is the function or what for, how many time it is held (once a year, twice a month, etc), and how often it is held.

After mentor give material, the mentees given time to question the material which do not understood. Then the mentees understood the material, the mentor give instruction to practice speaking spontaneously about the material. When they practice speaking do not know the word in English, mentees can look vocabulary in dictionary. After practice speaking the mentees look bored, so the mentor given game. The mentor makes game for mentees in order that the mentees are not bored and comfortable to follow mentoring activity. The game is about wise word. The mentor gives direction to mentees for circle form big group, then the mentor give paper of fold or origami paper. In the paper the mentees write wise word in English after that the papers form plane. The mentees given
time during ten minute by mentor, after that it exchange to their friends then the wise word must memorize then they speak the wise word in front of their friend while flee the plane. In this game did not punishment, because the game only for lose bored during mentoring. Although did not punishment the mentees looked nervous and panic. It is game can also give new vocabulary, improve their creativity to the mentees. Then the next, meeting is closed.

Informant : Mentor and Mentee
Place : The State Islamic Institute of Surakarta
Date : Saturday, December 2\textsuperscript{nd} 2017
Time : 10.00 a.m.

Third observation conducted on Saturday, December 2\textsuperscript{nd} 2017. The material was asking and giving advice by Lusi. The mentoring activity going on in the yard class. This meeting there was 10 mentees, and in the meeting the mentor used English zone, although speaking English did not perfect but mentor want in the mentoring activity use conversation with English language. In the 10.00 a.m, the mentor arrived in the yard of class, but in there the mentees only five mentees, so the mentor waits other mentees will arriving while conversation used English. In the conversation there is mentees looked weak and did not follow the conversation, she is only silent, then the mentor ask to her.

Mentor : “Hi Dek Anjar, you look have problem. You looked panic and only silent did not follow the conversation. Do you have problem?”

Mentee : “(Anjar) No mbak, enggak ada”.

Mentor : “What do you think? Come on, tell us! Gak apa-apa dek jelasin biar kita bisa bantu. Dari tadi diam aja, disini kita kan belajar speaking, masak diem aja”.

Mentee : “(Anjar) Aku ngomongnya tak campur bahasa Indonesia gak apa-apa ya mbak?”.

Mentor : “Iya dek gak apa-apa”.
Mentee: “(Anjar) Oke mbak. I want speak but kosa kata bahasa inggris saya sedikit mbak. So, if you give me question, I only jawab “No, enggak ada” mbak. Saya gak bisa njelasin pakai bahasa inggris, karena saya gak biasa speak English mbak”.

Mentor: “Ow alah oke, I can understand you hehehe, gak apa-apa dek Anjar. In here, we are studying English. Disini kita kan belajar, jadi ngomongnya campur diperbolehkan, tapi jangan banyak bahasa Indonesianya ya. Kalau gak tahu vocabulary nya bisa lihat kamus dan nanti kita bantu. Jangan malu buat ngomong ya dek, sebisanya nanti pasti akan terbiasa ngomong inggris dek”.

Around ten minutes two mentees arrive, then one by one the mentees arrive until 10.20 am the mentees follow this meeting are 10 mentees until have done the mentoring activity. In the 10.20 am, the mentor opens the mentoring activity while take attendance the mentees then explained the material. The material is asking and giving advice, the material from guideline of MSC. The mentor said to mentees that the material is so important because sometimes we need advice or suggestion from someone, so the mentor asks in order that give attention if she is explaining the material.

The material start from asking advice, in asking advice there are several expression to asking advice politely are what do you think I should do?, What should I do?, What do you think?, Can you give me some advice, etc. after that do not forget to say thanks after someone give advice. While mentor explaining the material was done, the mentees listened quietly and there is mentees write the material. After mentor explained material asking advice material, the mentor gave some minute to mentees for question if there are materials which do not understood. The mentees do not ask about the material, after all of mentees understood the mentor continuing next material is giving advice, there are lots of different ways to give advice in English are going three are first is imperative the example “Wear warm clothes when you visit the UK”. Second is using modal verb, the example “You should eat fruit and vegetables every day to stay healthy”. Third is why does not you, the example “Why does not you take an
English course before you go to the UK”. Like usually the after mentor explained the material, the mentor give questions session to mentees.

After all of mentees understood all materials, the mentor give instruction to make conversation in text about asking and giving advice with pair since twenty minutes and their conversation going on without text. Although they made text before practice, but in the practice speaking they did not brought the text, if they forgotten the vocabulary then the mentor give permission to open the vocabulary in dictionary. The practice have done then mentor given evaluation, the evaluation were correction of pronunciation, advice to often speaking English in their home, then continue the mentor give feedback to mentees about the material “Asking and giving advice”, then the mentor feel their mentees understood so she closed the meeting.

Informant : Mentor and Mentee
Place : The State Islamic Institute of Surakarta
Date : on Sunday, December 17\textsuperscript{th} 2017
Time : 10.00 a.m.

The last observation conducted on Sunday, December 17\textsuperscript{th} 2017. There are 10 mentees attend in this meeting. The mentoring activity going on in the yard class After the asking and giving advice material the next material are agree and disagree by Bayu. Like meeting before, the meeting start from opening then explained material, question session, practice, evaluation and closing. At 10.20 am the mentor open the meeting, attendance then explained material.

The materials explained by mentor start from agree statement. The mentor before entered explain more about the material. Mentor give stimulus to the mentees.

Mentor : Sebelum saya menjelaskan materi secara jabar, kalian tahu enggak apa sih agrement and disagreement?
Mentees : (Mayoritas Mentee menjawab) pernyataan setuju dan tidak setuju.
Mentor: Yap, aggre adalah pernyataan setuju and disaggre adalah pernyataan tidak setuju. Sometime we agree or disagree to other persons’ opinion or statement in daily activity.

Mentees: (Cahya) Ya kah, sometime I am disagree something until debate with him.

(Putri) Cahya curhat ya? kalau aku if there are something, I invite to discuss together then if the result to together. It is good, yeah I am aggre, if the result it is bad, I am disaggre.

Mentor: Before you give the statement about aggrement or disaggrement you can disscusion it and must say it in polite, in order that both are fair enough. Now I will expalin the material start from aggrement, the aggrement there are two are complete aggrement and partly aggrement. Complete agreement, it is worthwhile saying that silence is not understand as agreement. If you agree with an opinion or an idea, you are expected to say so. Then partially agreement, it is a feeling not being able to accept something completely. Then the mentor continue the next material is disagree, the example of expressions are I am disagree because …., I am sorry but I disagree, I am afraid I cannot agree with you, etc.

Mentee: (Lia) Kak, kita menggunakan verb 1 atau verb 2?

Mentor: Use present tense, so kita menggunakan verb1. Biasanya dalam kegiatan sehari-hari tentang pernyataan setuju daan tidak setuju kan berlangsung ya dalam waktu itu, jadi kita menggunakan verb 1. Sekarang kita praktek aggre and diaggre about LGBT (Lesbian Gay Bisexual and Transgender), if LGBT legal in Indonesia are you aggre or disaggre? Speak from beside my right.

Mentee: (Anjar) Duh, if LGBT legal in Indonesia, I am dissaggre.

Mentor: Because?
Mentee: Because in Indonesia majority are muslim, and in the Al-Qur’an sudah dijelaskan that we diciptakan have mate (kata mate membuka kamus). So yang jomblo sabar ya, don’t sampe kita adalah salah satu pelaku LGBT hehehehe.

Mentor: Nanti harus njelasin beserta alasannya, campur bahasa Indonesia gak apa-apa, alangkah baiknya lihat kamus terlebih dahulu lalu speak diperbolehkan.

Mentee: (Nisa) If LGBT legal in Indonesia, I am disaggre also, because looked from psycholgy man love man and woman love woman are abnormal. Abnormal is not good for we (Kata We: mentor memperbaiki “Bukan we tapi us, karena jatuhya di objek bukan subjek). Abnormal is not good for us, so they need rehabilitation (kata rehabilitation membuka kamus) and given awareness (kata awareness membuka kamus) soon from close people.

(Wakhidah) If LGBT legal in Indonesia, I have two opinions are aggre and dissagre. My opinion is agree because if we looked from rightful authority (kata rightful autority membuka kamus) they must legal because they have rightful authority independence (kata independence membuka kamus). Then my opinion is dissagre because like say anjar before in Qur’an Allah created the human with mate.

(Dea) If LGBT legal in Indonesia, I am dissagre. Because yes right says wakhidah that people who LGBT legal because their hak asasi manusia or rightful authority (kata rightful authority membuka kamus) but we live in Indonesia the majority society (kata society membuka kamus) have a religious. So I conclude that Indonesia will legal LGBT I am disagree because base of Indonesia is country which religious.

Mentor: Pernyataan kalian bagus, alasannya bisa diterima, bahasanya juga gak njelimit bahasanya yang kalian maksud bisa diterima
temen yang lain. Tapi kalian jangan lupa latihan speaking di rumah ya biar terbiasa.

Practice speaking above is one of example practice speaking in this observation. After practice the mentor give advice in order that the mentee speak English more in home. Then closed the meeting with salam.
APPENDIX 2
INTERVIEW RESULT

Date : Saturday, November 11th 2017
Resource : Bayu Wiratama
Interviewer : Jamilatul Istiqomah
Place : The State Islamic Institute of Surakarta

This meeting between and the mentor, she is the leader of Muslim Smart Club (MSC) Organization. The researcher interviewed the mentors. The dialogue can be seen in the following text:

The researcher : Maaf kak, sebelumnya mengganggu, saya mau wawancara mengenai mentoring strategies for speaking skill yang digunakan oleh Mentor di MSC untuk melengkapi data skripsi saya kak.

The mentor : Baik mbak silahkan,-nggak ganggu, aku juga lagi nganggur kok.

The researcher : Di kegiatan mentoring speaking di MSC, tolong jelaskan kegiatan mentoring atau pembelajarannya seperti apa?

The mentor : Pembelajaran di MSC bervariasi tergantung mentornya, tapi secara umum untuk speaking biasanya mentor akan membagi kelompok kecil dan nanti mereka akan speak di depan teman-teman mereka.

The researcher : Oke, dalam kegiatan mentoring speaking di MSC, apakah ada guideline tentang mentoring strategy for speaking skill kak?

The mentor : Kalau Guideline untuk mentoring strategy secara khusus gak ada, cuma mentor dibekali handbook dan sebelum proses mentoring ada pembekalan untuk mentor tapi untuk strategy tidak ada guideline.

The researcher : Sebelum kegiatan mentoring ada pembekalan apa kak? Pembekalan strategi mentoring atau pembekalan materi? dan siapa yang membekali?
The mentor: Pembekalan materi mbak, biasanya dari ketua umum, senior dan BPH (Badan Pengurus Harian), BPH itu pengurus inti MSC biasayanya yang sudah semester atas atau yang udah melewati proses kaderisasi MSC.

The researcher: Owh, pembekalan materi, berarti bisa dikatakan kalau strategi mentoring yang dilakukan oleh mentor secara spontan ya kak?

The mentor: Iya mbak, bisa dibilang begitu dan masalah mentoring strategi itu bisa tergantung oleh mentornya masing-masing atau sesuai dengan kekreativitasnya mentor mbak.

The researcher: Bagaimana strategi para mentor dalam kegiatan mentoring speaking agar mentee tidak bosan?

The mentor: Bervariasi tergantung mentor, kalau saya pribadi biasanya outing class, walaupun hanya sekitar kampus, jadi mereka bebas untuk mengekspresikan yang mereka pikirkan apalagi tentang speaking.

The researcher: Apa yang dilakukan mentor untuk mengetahui jika mentee sudah paham dalam penyampaian materinya?

The mentor: Dengan praktik yang dilakukan oleh mentee, dari situ saya tahu dari kepahaman mereka, dari bahasa yang disampaikan ketika praktek itu gampang dipahami oleh saya dan teman lainnya, dan dari situ bisa saya katakan kalau mentoring saya berhasil.

The researcher: Dan dalam praktik speaking pasti ada yang nggak tahu arti bahasa inggrisnya atau vocabnya bagaimana mentor menanggulanginya disuruh hafalan atau gimana?

The mentor: Agar mereka speaknya banyak mbak, meskipun campur bahasa indonesia saya bolehin mbak, yang penting mereka ngomong dan tapi vocabnya saya kasih tahu dan kadang saya suruh mereka untuk buka kamus.

The researcher: Gimana caranya biar mentee itu memanfaatkan pendapatnya tidak hanya jawab yes/no?
The mentor : Tergantung mentor masing-masing sih mbak, kalau aku pribadi pertanyaan tak setting biar mentee tidak hanya jawab ya atau tidak tok mbak, yang intinya dari pertanyaanku bisa buat mentee beropini.

The researcher : Tapi pas mentoring berlangsung mentee kebanyakan pada diemnya atau ngomongnya kak?

The mentor : Saya usahain gak pada diem mbak, soale saya cari pancingan atau stimulus biar mereka ikut ngomong juga. Kebanyakan mereka ngomong mbak, gak monoton mentor kok, selang-seling.

The researcher : Weh, ngomong apa ini kak? Ngobrol? hehehe

The mentor : Malahan, bukan ngomong ngobrol ya mbak, ngomong tentang materi maksdusnya.

The researcher : Iya-iya kak, terimakasih ya atas waktu dan informasinya.

The mentor : sama-sama mbak.

Date : Saturday, November 11th 2017
Resource : Muhammad Taufiq Firdaus
Interviewer : Jamilatul Istiqomah
Place : The State Islamic Institute of Surakarta

This meeting between and the mentor, she is the leader of Muslim Smart Club (MSC) Organization. The researcher interviewed the mentors. The dialogue be seen in the following text:

The researcher : Assalamualaikum

The mentor : Waalaikumsalam

The researcher : Mas Taufiq saya mau wawancara tentang strategi mentoring speaking di MSC, saya kemarin udah wawancara mentor-mentor yang lain, yang terakhir mas Taufiq.

The mentor : Iya mbak, silahkan. Maaf kemarin aku lagi sibuk.
The researcher : Iya mas gak pa-pa, langsung saya mulai ya mas. Ketika Mas Taufiq mentoring speaking di MSC, kegiatan mentoring atau pembelajarannya seperti apa mas?

The mentor : Kan tiap mentor itu dikasih hak bebas buat mentoring dengan kreatifitas mereka mbak. Kalau aku pribadi, saya menggunakan sistem klasikal atau kelompok besar, mentor menjelaskan secara singkat lalu diperbanyak diskusi dan praktek.

The researcher : Kelompok besar mas? tadi pas di pertemuan pertama ada kelompok kecil mas?

The mentor : Kalau di kelompok kecil tadi saya suruh berdiskusi tentang pertanyaan saya berdasarkan isi essay yang mereka baca, hasil diskusi mereka disampaikan dikelompok besar mbak.

The researcher : Berarti bisa dibilang kelompok kecil dan kelompok besarnya tergantung jumlah mentee yang ikut ya mas?

The mentor : Iya mbak, bisa dibilang begitu.

The researcher : Ketika praktek speaking pasti ada yang gak tahu arti bahasa Inggrisnya ya mas, lalu mas Taufiq sebagai mentor nyaranin mentee nya buat buka kamus atau gimana mas?

The mentor : Kalau saya mbak, setiap ada kesulitan vocab boleh menggunakan bahasa Indonesia dulu namun setelah menggunakan bahasa Indonesia saya nyaranin buat buka kamus bahasa Inggris buat nyari vocab nya mbak.

The researcher : Dan cara mengetahui bahwa mentee bisa dikatakan paham itu seperti apa mas?

The mentor : Saya menilainya dari performa Mentee dalam mengaplikasikan materinya mbak dan sebelum saya tutup kegiatan mentoringnya saya kasih feedback mbak dari itu aku kan tahu sejauh mana pemahaman mereka.

The researcher : Iya mas, dan dalam kegiatan mentoring speaking di MSC, apakah ada guideline tentang mentoring strategy for speaking skill kak?
The mentor : Strategi dalam mentoring itu otoritas masing-masing mentor mbak, tapi ada beberapa output yang harus dicapai dalam tiap kegiatan mentoring.

The researcher : Strategi otoritas mentor mas, itu maksudnya di MSC gak ada guideline untuk mentoring ya mas? jadi strategi mentoringnya sesuai mentor masing-masing itu mas?

The mentor : Iya mbak bener, di MSC gak ada guideline strategi mentoring adanya guideline materi mbak.

The researcher : Berarti strategi mentoring spontanitas ya mas?

The mentor : Iya mbak, bisa dibilang seperti itu, spontan dan mentoring sesuai kreativitas mentornya mbak. Tapi sebelum mentoring ada pembekalan materi dari senior kadang juga dari divisi MSC bagian BPH (Badan Pengurus Harian).

The researcher : Gimana caranya mentor agar mentee tidak hanya menjawab “yes/no”?

The mentor : Kalau saya pribadi boleh saja, namun mentee jarang sekali seperti itu, karena tiap pertemuan saya memberikan stimulus agar mentee ada improvement dalam kemampuannya dan dari situ mentee dapat kesempatan buat ngomong.

Date : Saturday, December 2nd 2017

Resource : Lusiana Pratiwi

Interviewer : Jamilatul Istitqomah

Place : The state Islamic Institute of Surakarta

This meeting between and the mentor, she is the leader of Muslim Smart Club (MSC) Organization. The researcher interviewed the mentors. The dialogue be seen in the following text:

The researcher : Assalamualaikum mbak
The mentor : Waalaikumsalam mbak
The researcher : Ini saya Jamilatul Istitqomah yang WA mbak tadi malam, gini nih mbak skripsi saya tentang strategi mentoring untuk speaking skill yang digunakan oleh mentor di MSC. Jadi saya butuh
informasi dari Mentor MSC mbak, saya minta waktunya mbak sebentar ya.

The mentor : Baik mbak, silahkan.

The researcher : Di dalam kegiatan mentoring speaking itu kegiatannya ngapain aja ya mbak?

The mentor : Kan semua itu tergantung mentornya ya mbak, kalau aku lebih focus ke materi yang udah ada di guideline, tapi materinya nanti dikembangkan sendiri oleh masing-masing mentor, materinya itu lebih ke public speaking, akan tetapi karena MSC ini masih belajar peserta tidak harus spontan langsung praktek bahasa inggris tapi bisa pelan-pelan buat oret-oretannya dulu baru di bahasa inggriskan lalu baru diomongkan.

The researcher : Untuk materi yang akan disampaikan dan strategi mentoring di MSC, apakah ada guidelin nya mbak?

The mentor : Untuk materi ada guideline nya mbak, tapi untuk strategi mentoring gak ada guideline nya, untuk strategi mentoring itu tergantung kreativitas mentor nya mbak.

The researcher : Owh iya mbak, pasti ya dalam praktek speaking ketika ada peraturan membuat oret-oretan, pasti ada kesulitan dalam vocab nya, nah kamu sebagai mentor solusinya gimana mbak?

The mentor : Kalau saya pribadi lebih sering praktekan aja speakingnya, masalah vocab yang sulit langsung dari kamus dan di ingat-ingat jadi bukan focus buat ngehafalin vocabnya jadi ketika speaking sembari mencari vocab nya.

The researcher : Bagaimana caranya mentor agar mentee tidak hanya menjawab “yes/no”?

The mentor : Karena disini mengingat semua masih belajar dari dasar, tapi dari diri saya sendiri ketika ada mentee yang menjawab seperti itu tidak saya salahkan, tetapi akan saya arahkan lagi supaya memberikan alasan sendiri meskipun hanya sedikit.
The researcher : Bagaimana caranya mbak, dalam kegiatanmu mentoring speaking agar mentee tidak bosan?

The mentor : Saya kurang tahu kalau mentor yang lain bagaimana, tapi kalau aku lebih menggunakan forum diskusi dan mencoba menciptakan English area meskipun masih belum sesempurna jadi English area tapi setidaknya sedikit-sedikit menggunakan bahasa Inggris dalam percakapan.

The researcher : Apa yang dilakukan mentor untuk mengetahui jika Mentee sudah paham dalam penyampaian materinya?

The mentor : Untuk mengetahui materi tentu mentor tidak hanya menggunakan tes saja tetapi menggunakan praktek, jadi dengan praktik tersebut mentor mengetahui kemampuan Mentee dan penilaian gaya kalau bahasa yang disampaikan ketika praktek itu aku dan mentee yang lainnya nyat itu juga saya anggap dia sudah paham. Karena temannya nyat itu kan berarti bahasanya dapat dimengerti oleh yang lain mbak.

The researcher : Kebanyakan ketika praktek bahasanya udah pada bisa dimengerti belum mbak?

The mentor : Alhamdulillah kebanyakan bahasa mereka dapat dimengerti mbak, ya meskipun mixed bahasa Indonesia, gak apa-apa mbak saya maklumin namanya juga lagi belajar.

The researcher : Dalam kegiatan mentoringmu mbak apa kegiatannya meliputi opening, content (penyampaian materi, sesi Tanya jawab, praktek, evaluasi) lalu closing saja?

The mentor : Jika saya, saya setelah evaluasi terkadang imbuhkan cerita-cerita atau contoh-contoh nyata sesuai materi yang bersangkutan terkadang sharing-sharing tentang bahasa Inggris terkadang juga memberikan sedikit motivasi dalam pembelajaran dalam Bahasa Inggris.
The researcher : Saya rasa wawancara saya cukup mbak, kapan-kapan ketika data saya kurang lengkap saya nanya lai ya mbak, sebelumnya terimakasih mbak.

The mentor : Iya mbak, nanti kabar-kabar aja, iya sama-sama mbak.

Date : Wednesday, November 23rd 2017

Resource : Danu Peramasandi

Interviewer : Jamilatul Istriqomah

Place : The State Islamic Institute of Surakarta

This meeting between and the mentor, she is the leader of Muslim Smart Club (MSC) Organization. The researcher interviewed the mentors. The dialogue be seen in the following text:

The researcher : Dalam kegiatan mentoring speaking, biasanya Mas Danu dalam kegiatan tersebut ngapain aja?

The mentor : Saya pribadi buat kegiatan nya berjalan santai, happy and fun. Agar semua yang belum bisa bahasa Inggris berani ngomong dan mencoba.

The researcher : Dalam kegiatan mentoring speaking di MSC, apakah ada guideline tentang strategi mentoring?

The mentor : Owh kalau untuk guideline tentang strategi mentoring gak ada mbak, adane guideline materi buat mentoring mbak.

The researcher : Berarti bisa dikatakan kalau strategi mentoring nya spontan ya mas?

The mentor : Iya mbak, bener.

The researcher : Owh iya mas, dalam kegiatan mentoring pas ketika praktek speaking, pasti ada yang gak hafal semua vocab, jadi mas Danu sebagai mentor, mentee yang gak tahu vocab nya disusruh ngapain mas?

The mentor : Gak apa-apa mbak, saya maklumin soale ada beberapa mentee yang dari luar jurusan Bahasa Inggris, yang penting mereka gak takut salah dan berani berbicara, saya biasanya suruh buka
kamus dulu. Kebanyakan mentee ngomong banyak mbak meskipun campur bahasa Indonesia.

The researcher : Kalau menurut mas danu mentee sudah dianggap paham itu seperti apa mas?

The mentor : Kalau target speakingku mbak yang penting kalau ada yang praktik speaking, apa yang diomongin itu temen lainnya tahu yang dimaksud mbak.

The researcher : Lha mas Danu bisa menilai kalau temen laine paham apa yang diomongin, gimana mas carane?

The mentor : Kan kelihatan dari expresi wajah mereka mbak, saya lihat dari ekspresi wajah mereka.

The researcher : Kebanyakan dari expresi wajah mereka, mereka paham yang dimaksud temennya ya mas?

The mentor : Iya mbak paham kok, sebab mayoritas bahasa yang digunakan ketika praktek speaking, bahasanya dapat dipahami mbak.

The researcher : Lalu apakah dibolehkan ketika mentee hanya menjawab yes/no tanpa memberikan penjelasannya?

The mentor : Iya mbak, boleh, dikarenaakan mereka masih perlu untuk diarahkan, kadang mereka tak suruh kasih alasan untuk menjelaskan sebisa mereka dalam bahasa inggris.

The researcher : Contoh arahannya kayak gimana mas?

The mentor : Kayak gini mbak “Please give reason from your answer!!”, biasanya kalau ada yang gag berani ngomong gara-gara vocab tak arahin gini mbak “Kalau bingung vocab nya njelasinnya pakai Indonesia campur Inggris, gak apa-apa.”, terus ada yang takut juga “Jangan takut buat ngasih penjelasan, ekspresikan saja, sebisisnya. Kita disini belajar”.

The researcher : Bagaimana pas ketika kegiatan mentoring para mentee biar gag bosan mas?

The mentor : Kalau saya tak kasih game mbak.

The researcher : Game apa mas?
The mentor: Game nya, mentee tak suruh membentuk melingkar lalu tak kasih kertas origami yang udah tak sediain lalu dikertas itu tak suruh nulis kata mutiara berbahasa inggris selanjutnya kertas itu tak suruh bentuk pesawat-pesawatan dalam waktu 10 menit, setelah selesai lalu dituker dengan temennya lalu dihafalain kemudian hafalan tersebut diungkapkan di depan teman-teman mereka sambil menerbangkan pesawat-pesawatannya, lumayanlah mbak menghibur daripada spaneng mbak.

The researcher: Game nya ada penilaianyanya gak mas?.

The mentor: Gak ada mbak, game nya cuma buat ngehilangin bosen.

The researcher: Oke mas, terimakasih banyak atas waktu dan informasinya.

The mentor: Oke mbak, sama-sama.

Date: Tuesday, December 12th 2017

Resource: Kartika Zamruddhea Harjanto

Interviewer: Jamilatul Istiqomah

Place: The State Islamic Institute of Surakarta

This meeting between and the mentor, she is the leader of Muslim Smart Club (MSC) Organization. The researcher interviewed the mentors. The dialogue be seen in the following text:

The researcher: Dek, mau minta waktunya sebentar ya buat data skripsi.

The mentee: Iya mbak, silahkan.

The researcher: Apa kesanmu mengikuti mentoring speaking di MSC?

The mentee: Kesannya baik karena dengan adanya speaking dari MSC saya lebih merasa terbantu dalam kemampuan berbicara terutama pada saat explanation, mengutarakan opinion. Saya merasa lebih bebas dalam menyampaikan kemampuan berbahasa Inggris saya.

The researcher: Apakah kamu merasa terbebani jika mentor memberikan pertanyaan yang megacu jawabanmu untuk menjawab pertanyaan dengan disertai alasannya?
The mentee : Gak mbak, malah dari situ saya latihan untuk pembentukan kebiasaan untuk berbicara bahasa inggris. Saya merasa lebih berani untuk menunjukkan kemampuan berbicara Inggris saya di hadapan teman-teman.

The researcher : Apakah kamu bosan dek ketika mentoring berlangsung?

The mentee : Gak bosan, sebab mentoringnya santai gak terlalu teoritis, kan gak monoton mbak, tiap mentor beda cara ngajare.

The researcher : Kalau ditanya mentor tentang materi gak masalah dek?

The mentee : Gak mbak, karena itu bisa membuatku ingat materi mbak.

The researcher : Bagaimana pendapatmu mengenai strategy think pair share technique yang digunakan oleh mentor?

The mentee : Aku suka mbak, sebab itu memberikan kesempatan lebih buat partisipasi dalam pembelajaran.

Date : Tuesday, December 12nd 2017

Resource : Wakhidah Hasna Putri

Interviewer : Jamilatul Istiqomah

Place : The State Islamic Institute of Surakarta

This meeting between and the mentor, she is the leader of Muslim Smart Club (MSC) Organization. The researcher interviewed the mentors. The dialogue be seen in the following text:

The researcher : Apa kesanmu mengikuti mentoring speaking di MSC?

The mentee : Kesan saya baik mbak, dengan mengikuti mentoring speaking di MSC saya semangat sebab saya merasa terbantu untuk meningkatkan kemampuan speaking bahasa inggris saya mbak.

The researcher : Apakah kamu merasa terbebani jika mentor memberikan pertanyaan yang megacu jawabanmu untuk menjawab pertanyaan dengan disertai alasannya?

The mentee : Gak terbebani, kan disuruh nyelisir boleh campur indonesia dan nyambi buka kamus jadi gak terbebani dan malah itu bisa membuat pikiranku lebih kritis dalam menyampaikan opini.

The researcher : Kalau ditanya mentor tentang materi gak masalah dek?
The mentee : Gak mbak, karena itu bisa membuatku ingat materi mbak.
The researcher : Bagaimana pendapatmu mengenai strategy think pair share technique yang digunakan oleh mentor?
The mentee : Aku suka mbak, itu membuat hubungan antar pasangan atau teman di kelompok kecil lebih mudah.

Date : Tuesday, December 12nd 2017
Resource : Muhammad Ali Akbar
Interviewer : Jamilatul Istiqlomah
Place : The State Islamic Institute of Surakarta

This meeting between and the mentor, she is the leader of Muslim Smart Club (MSC) Organization. The researcher interviewed the mentors. The dialogue be seen in the following text:
The researcher : Langsung aja ya dek, apa sih kesanmu mengikuti mentoring speaking di MSC.
The mentee : Kesannya pas pertama kali gabung saya canggung mbak, tapi lama-kelamaan cukup nyaman mulai suka karena disini dapat banyak kosa kata baru, tips speaking dan bisa dijadikan latihan speaking bahasa inggris mbak. Para mentor juga sabar, santai tidak terlihat grogi sehingga tidak terpaku hanya mentoring saja tapi ada game, kadang juga sharing terhadap problem bahasa Inggris mente

The researcher : Menurutmu menarik gak sih dek kegiatan mentoring speaking di MSC?
The mentee : Bisa dibilang menarik sih mbak, kegiatan gak gitu-gitu terus mbak kan di MSC pertemuannya mentornya ganti-ganti, dan setiap mentor pasti memiliki cara sendiri dalam kegiatan, kegiatannya kadang ada game nya mbak, kayak kegiatan game nya Mas Danu kemarin mbak, meskipun sederhana sih mbak, aku ngerasa ada cara baru buat belajar bahasa inggris.
The researcher: Bagaimana pendapatmu mengenai strategy think pair share technique yang digunakan oleh mentor?

The mentee: Masalahnya pas metor menyuruh mendiskusikan pertanyaanya di group kecil, kemudian beradu pendapat dan merasa palig benar pendaptnya mbak, terus pasti merasa gagak dhihargai dan terjadilah eyel-eyelan mbak.

The researcher: Apakah kamu semangat mengikuti kegiatan mentoring speaking di MSC?

The mentee: Ya mbak, karena mentoring melatih kemampuan speaking langsug dengan orang, melatih tekhnik speaking otodidak langsung tanpa persiapan, membantu juga dalam hal pelajaran makul speaking mbak.

The researcher: Menurutmu mentoring kegiatan speaking di MSC menarik tidak dek?

The mentee: Cukup menarik mbak, karena para mentor sudah paham dan mengerti materinya sehingga dapat diberikan dengan model santai tapi menyasar langsung pada materi, tidak terpaku pada mentoring materi tok tapi ada game yang buat belajar nambah vocab yang kayak kegiatan mas Danu kemarin mbak. Dan selain itu ada sharing terhadap kendala problem pada tiap mentee mbak.

The researcher: Apakah kamu mencatat, mendengarkan materi yang disampaikan oleh mentor?

The mentee: Jika materi yang diberikan serasa sangat dibutuhkan maka saya akan catat baik dengan menulisnya atau merekamnya mbak.

The researcher: Apakah kamu merasa terbebani jika mentor memberikan pertanyaan yang megacu jawabanmu untuk menjawab pertanyaan dengan disertai alasannya?

The mentee: Biasa aja, karena disuruh njelasin jawaban jadi itu memancing mentee untuk berlatih improve langsung tanpa persiapan.

The researcher: Berarti kalau ditanya mentor tentang materi gak masalah dek?
The mentee: Gak masalah, karena pas ditanya mentor tentang materi, biasanya menggunakan bahasanya sendiri jadi aku lebih ingat tentang materi yang didapat karena berasal dari bahasanya sendiri.

Date: Tuesday, December 12\textsuperscript{nd} 2017

Resource: Anjar Laila

Interviewer: Jamilatul Istiqomah

Place: The State Islamic Institute of Surakarta

This meeting between and the mentor, she is the leader of Muslim Smart Club (MSC) Organization. The researcher interviewed the mentors. The dialogue be seen in the following text:

The researcher: Langsung aja ya dek, apa sih kesanmu mengikuti mentoring speaking di MSC.

The mentee: Kesannya baik mbak. Tapi dulu aku takut soalnya aku kan jurusannya gak bahasa Inggris mbak, jurusanku Pendidikan Bahasa Arab mbak, aku takut kalau aku kelihatan bodoh sendiri mbak. Tapi ternyata gak kok mbak, aku sering dibantu temen-temen lainnya ketika mentoring kan mentor dan mentee lainnya pakai bahasa inggris mbak, dan itu membuatku nyaman ikut mentoring speaking di MSC mbak.

The researcher: Apakah kamu semangat mengikuti kegiatan mentoring speaking di MSC?

The mentee: Semangat mbak, soale ketika pengambilan tema untuk praktek speaking temanya itu menarik, mentor memilih tema yang trending topik mbak, kan kebanyakan orang tahu jadi kita bisa ngomong lebih banyak mbak.

The researcher: Apakah kamu mencatat, mendengarkan materi yang disampaikan oleh mentor?

The mentee: Aku kan pelupa mbak, jadi aku nyatet biar nanti pas lupa bisa lihat catetannya mbak. Soale sebelum ditutup kegiatannya mbak,
pasti mentor tanya mentee nya, kan aku udah sering banyak koreksinya pas ditanya juga gak tahu kan malu mbak hehe, biar gak kelihatan bodoh amat aku nyatet mbak, meskipun kadang ditanya aku ngelirik-lirik catetan hehehe

The researcher : Menurtumu menarik gak sih dek mentoring di MSC?
The mentee : Kan kalau mentoring, mentornya beda-beda mbak, ya jadi tergantung aku sih gak bosen pas mentoring ketika mentoring dilakukan di luar kelas jadi gak suntuk, gak sumpek pikiranku mbak, merasa fresh aja

The researcher : Apakah kamu merasa terbebani jika mentor memberikan pertanyaan yang megacu jawabanmu untuk menjawab pertanyaan dengan disertai alasannya?
The mentee : Aku niat belajar speaking mbak, ya aku senang kalau disuruh njelasin biar aku terbiasa speaking mbak. Aku dulu jawab hanya ya atau tidak tok gara-gara aku gak tahu vocab mbak, untung mentor ngertiin lalu dibolehin campur pake bahasa Indonesia dan buka kamus.

The researcher : Bagus dek, berarti pas mentor sebelum menutup pertemuan ditanya tentang materi kamu suka dek?
The mentee : Iya mbak suka, kan itu membuat kita jadi lebih ingat dengan materi yang disampaikan, meskipun aku ditanya kadang buka tutup catetan mbak.

Date : Tuesday, December 12nd 2017
Resource : Anggi Kusuma
Interviewer : Jamilatul Istiqomah
Place : The State Islamic Institute of Surakarta

This meeting between and the mentor, she is the leader of Muslim Smart Club (MSC) Organization. The researcher interviewed the mentors. The dialogue be seen in the following text:

The researcher : Apa sih dek kesanmu mengikuti mentoring speaking di MSC?
The mentee : Kesanku baik mbak, dengan mengikuti kegiatan mentoring speaking di MSC aku nambah ilmu, karena di MSC ada kegiatan praktik speaking dan sebelum praktik ada penjelasan materi mbak, dan nanti pas praktek pun dikasih tahu kesalahan kita mbak, biasanya aku di grammar dan vocab.

The researcher : Menurutmu kegiatan mentoring speaking di MSC menarik gak dek?

The mentee : Kalau menurutku cukup menarik mbak, soale gak spaneng gitu lho mbak, santai dan aku semangat pas ngikutin mentoring kalau ada game nya mbak.

The researcher : Apakah kamu merasa terbebani jika mentor memberikan pertanyaan yang megacu jawabanmu untuk menjawab pertanyaan dengan disertai alasannya?

The mentee : Bagiku itu sekalian ngasah kemampuan speaking dan itu membuat mentee aktif speak lebih banyak dan ngelatih buat ngebiasain diri beropini.

The researcher : Berarti kalau ditanya mentor tentang materi gak masalah dek?

The mentee : Gak masalah mbak, malah dengan feedback yang dilakukan mentor aku lebih ingat materi dan kan kalau njelasin materi pake bahasa sendiri jadi aku bisa improve speaking juga.

The researcher : Bagaimana pendapatmu mengenai strategy think pair share technique yang digunakan oleh mentor?

The mentee : Nyaman, disitu membuat saya lebih efektif menyampaikan ide.

Date : Tuesday, December 12nd 2017
Resource : Ersha Nur Rahma
Interviewer : Jamilatul Istiqomah
Place : The State Islamic Institute of Surakarta

This meeting between and the mentor, she is the leader of Muslim Smart Club (MSC) Organization. The researcher interviewed the mentors. The dialogue be seen in the following text:
The researcher : Langsung aja ya dek, apa sih kesanmu mengikuti mentoring speaking di MSC.

The mentee : Kesannya baik mbak. Ingin menambah wawasan tentang speaking dan topic dalam speaking serta dapat berbicara dengan lancar dalam bahasa inggris

The researcher : Apakah kamu semangat mengikuti kegiatan mentoring speaking di MSC?

The mentee : Semangat mbak, sebab dengan mengikuti mentoring speaking di MSC saya semangat sebab saya merasa terbantu untuk meningkatkan kemampuan speaking bahasa inggris saya mbak.

The researcher : Menurutmu menarik gak sih dek mentoring di MSC?

The mentee : Bisa dibilang menarik sih mbak, tiap mentoring beda mentor jadi aku ngerasa pas mentoring gak bosen ketemu mentor satu itu tok.

The researcher : Apakah kamu merasa terbebani jika mentor memberikan pertanyaan yang megacu jawabanmu untuk menjawab pertanyaan dengan disertai alasannya?

The mentee : Gak mbak, kan aku ikut MSC karena niatku sendiri gak ada paksaan jadi kalau pas mentoring dikasih tugas atau disuruh buat njelasin jawabanku aku fine fine aja.

The researcher : Bagaimana pendapatmu mengenai strategy think pair share technique yang digunakan oleh mentor?

The mentee : Disini saya akan terlatih menerapkan konsep karena bertukar pendapat dan pemikiran untuk mendapatkan kesempatan dan memecahkan masalah.

The researcher : Pas mentor sebelum menutup pertemuan ditanya tentang materi kamu suka dek?

The mentee : Suka mbak, sebab dengan feedback yang dilakukan mentor membuatku lebih paham.
APPENDIX 3
MENTORING ACTIVITY IN MUSLIM SMART CLUB (MSC)

Registration

Mentoring in the Class
Mentoring in the Outclass

Practice Speaking
Game

English Zone
The Mentor Explain the Material

The Mentor Give Evaluation from the Mentees
APPENDIX 4

LIST GUIDELINE OF INTERVIEW AND OBSERVATION

I. List Guideline of Interview to Mentoring Strategies Used by the Mentor
1. Di kegiatan mentoring speaking di MSC, tolong jelaskan kegiatan mentoring atau pembelajarannya seperti apa?
2. Dalam kegiatan mentoring speaking di MSC, apakah ada guideline tentang strategi mentoring speaking?
3. Bagaimana cara mentor dalam kegiatan mentoring speaking agar mentees tidak bosan?
4. Bagaimana cara mentor untuk mengetahui jika mentee sudah paham dalam penyampaian materi?
5. Mentoring speaking, disini kita belajar speaking, jadi speak banyak buat improve speaking perlu, bagaimana caranya mentor agar mentee tidak hanya menjawab “yes/no”?

II. List Guideline of Interview to the Mentees Responses Toward the Strategies Used by the Mentor
1. Apa kesanmu mengikuti mentoring speaking di MSC?
2. Apakah kamu merasa terbebani jika mentor memberikan pertanyaan yang megacu jawabanmu untuk menjawab pertanyaan dengan disertai alasannya?
3. Apakah kamu bosan ketika mentoring berlangsung?
4. Bagaimana pendapatmu mengenai strategy think pair share technique yang digunakan oleh mentor?
5. Kamu suka tidak ketika mentor memberikan pertanyaan tentang materi?
III. **List Guideline of Observation to Mentoring Strategies Used by the Mentor**

1. Mengamati strategy yang digunakan mentor dikegiatan mentoring speaking kemudian menyamakan dengan theory mentoring strategi tips from Ellis (2014).
2. Mengamati kegiatan apakah mentor memberikan pancingan tentang materi dan pancingan buat speak more kepada mentees.
3. Mengamati kegiatan apakah mentor menggunakan pertanyaan yang pertanyaanya diseting untuk mentees menjawab dengan penjelasan/alasan.
4. Mengamati kegiatan apakah mentor memberikan feedback kepada mentees.

IV. **List Guideline of Questions to the Mentees Responses Toward the Strategies Used by the Mentor**

1. Mengamati tanggapan mentees terhadap strategi yang digunakan mentor selama kegiatan mentoring berlangsung.
2. Mengamati percakapan mentor dengan mentees terhadap strategi yang digunakan mentor selama kegiatan mentoring berlangsung.
3. Mengamati mimik mentees terhadap strategi yang digunakan mentor selama kegiatan mentoring berlangsung.
### APPENDIX 5

#### DATA OF VALIDATOR

The data of Mentoring Strategy

- Fostering Independence (FI)
- Utilization Think Pair Share Technique (UTPST)
- Request Feedback (RF)

<table>
<thead>
<tr>
<th>No</th>
<th>Data of Observation</th>
<th>Data of Interview</th>
<th>FI</th>
<th>UTPST</th>
<th>RF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(Anjar) Duh, if LGBT legal in Indonesia, I am dissaggre. Because in Indonesia majority are muslim, and in the Al-Qur’an sudah dijelaskan that we diciptakan have mate (kata mate membuka kamus). So yang jomblo sabar ya, don’t sampe kita adalah</td>
<td>“Terang tung mentor masing-masing sih mbak, kalau aku pribadi pertanyaanku tak setting biar mentee tidak hanya jawab ya atau tidak tok mbak, yang intinya dari pertanyaanku bisa buat mentee beropini.” (Interview with the mentor [Bayu] on November 11th 2017).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| salah satu pelaku LGBT. (Nisa) If LGBT legal in Indonesia, I am disagree also, because looked from psychology man love man and woman love woman are abnormal. Abnormal is not good for we (Kata We : mentor memperbaiki “Bukan we tapi us, karena jatuhya di objek bukan subjek). Abnormal is not good for us, so they need rehabilitation (kata rehabilitation membuka kamus) and given awareness (kata awareness membuka kamus) soon from close people. (Wakhidah) If LGBT legal in Indonesia, I have two opinions are agree and disagree. My opinion is agree because if we looked from rightful authority (kata rightful authority membuka kamus) they must legal because they have rightful authority independence (kata independence membuka

| | | | |
kamus). Then my opinion is dissagreement because like say anjar before in Qur’an Allah created the human with mate. (Dea) If LGBT legal in Indonesia, I am disagree. Because yes right says wakhidah that people who LGBT legal because their hak asasi manusia or rightful authority (kata rightful authority membuka kamus) but we live in Indonesia the majority society (kata society membuka kamus) have a religious. So I conclude that Indonesia will legal LGBT I am disagree because base of Indonesia is country which religious.

| 2. | In the first observation, after conveyed material, the mentor given an essay about American culture of free sex to the mentees. The mentees read an essay about American culture of free sex, then the mentor give one | “Kalau di kelompok kecil tadi saya suruh berdiskusi tentang pertanyaan saya berdasarkan isi essay yang mereka baca, hasil diskusi mereka disampaikan dikelompok besar mbak.” (Interview with the mentor Taufiq on November 11th 2017). |  |  |
question “Does American culture of free sex is appropriate applied in Indonesia?” After that the mentor asked them to make small group content 3 mentees to discuss about it in the outclass. The mentor given 20 minutes to discuss, but there is incompatibility between planned time and its implementation. The mentees discussing about mentee’s question “Does American culture of free sex is appropriate applied in Indonesia?” during around 30 minutes. After discussion, the mentees convey the results of their discussion in big group.

| 3. | The mentor used request feedback in his mentoring activity aims to know comprehension of the mentees understand the material. Feedback given to mentee before mentor close the meeting. When mentor give |
| 3. | “........ dan sebelum saya tutup kegiatan mentoringnya saya kasih feedback mbak dari itu aku kan tahu sejauh mana pemahaman mereka.” | √ |
feedback to mentees, majority the mentees respond the feedback. They were enthusiasm follow the mentoring speaking activities. The feedback have done by mentor, it showed that they catch the material are well.

"... Soale sebelum ditutup kegiatannya mbak, pasti mentor tanya mentee nya, kan aku udah sering banyak koreksinya pas ditanya juga gak tahu kan malu mbak hehe, biar gak kelihatan bodoh amat aku nyatet mbak, meskipun kadang ditanya aku ngelirik-lirik catetan hehehe." (Anjar)
**DATA OF VALIDATOR**

(The data of Mentees Respons)

- Positive (P)
- Negative (N)

<table>
<thead>
<tr>
<th>FOSTERING INDEPENDENCE</th>
<th>P</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the first and the last observation, the mentees give positive responses toward this strategy. They enthusiasm give opinion about the theme from mentor.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Gak mbak, malah dari situ saya latihan untuk pembentukan kebiasaan untuk berbicara bahasa inggris. Saya merasa lebih berani untuk menunjukkan kemampuan berbicara Inggris saya di hadapan teman-teman. (DEA)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Gak terbebani, kan disuruh njelasin boleh campur indonesia dan nyambi buka kamus jadi gak terbebani dan malah itu bisa membuat pikiranku lebih kritis dalam menyampaikan opini mbak. (WAKHIDAH)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Suka, karena disuruh njelasin jawaban jadi itu memancing mentee untuk berlatih improve langsung tanpa persiapan. (ALJ)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Aku niat belajar speaking mbak, ya aku senang kalau disuruh njelasin biar aku terbiasa speaking mbak. Aku dulu jawab hanya ya atau tidak tok gara-gara aku gak tahu vocab mbak, untung mentor ngertiin lalu dibolehin campur pake bahasa Indonesia dan buka kamus. (ANJAR)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Bagiku itu sekalian ngasah kemampuan speaking dan itu membuat mentee aktif speak lebih banyak dan ngelatih buat ngebiasain diri beropini. (ANGGI)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gak mbak, kan aku ikut MSC karena niatku sendiri gak ada paksaan jadi kalau pas mentoring dikasih tugas atau disuruh buat njelasin jawabanku aku fine fine aja. (ERSHA)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UTILIZATION OF THE THINK SHARE TECHNIQUE

<table>
<thead>
<tr>
<th><strong>In First observation, when the small group, they can another response the mentor when explained the material and response their friend when they finish their task than in the big group. In this strategy, the mentees positive responses especially in the small group.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aku suka mbak, sebab itu memberikan kesempatan lebih buat partisipasi dalam pembelajaran. (DEA)</strong></td>
</tr>
<tr>
<td><strong>Aku suka mbak, itu membuat hubungan atau menyampaikan ide antar pasangan atau teman di kelompok kecil lebih mudah.. (WAKHIDAH)</strong></td>
</tr>
<tr>
<td><strong>Masalahnya pas metor menyaruh mendiskusikan pertanyaannya di group kecil, kemudian beradu pendapat dan merasa paling benar pendapatnya mbak, terus pasti merasa gak dihargai dan terjadilah eyel-eyelan mbak, dari situ aku jadi males. (ALI)</strong></td>
</tr>
<tr>
<td><strong>Disini saya akan terlatih menerapkan konsep karena bertukar pendapat dan pemikiran untuk mendapatkan kesempatan dan memecahkan masalah. (ERSHA)</strong></td>
</tr>
</tbody>
</table>

### REQUEST FEEDBACK

| **In the first observation, before closed the meeting, the mentor give feedback to the mentees. The mentees give positive response toward feedback given by mentor.** |

---

√

√

√

√

√

√
<table>
<thead>
<tr>
<th>Query</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gak mbak, karena itu bisa membuatku ingat materi mbak. (DEA)</td>
<td>✓</td>
</tr>
<tr>
<td>Suka mbak, sebab dengan feedback yang dilakukan mentor membuatku lebih paham. (ERSHA)</td>
<td>✓</td>
</tr>
<tr>
<td>Gak mbak, karena itbe u bisa membuatku ingat materi mbak. (Wakhidah)</td>
<td>✓</td>
</tr>
<tr>
<td>Iya mbak suka, kan itu membuat kita jadi lebih ingat dengan materi yang disampaikan, meskipun aku ditanya kadang buka tutup catetan mbak. (Anjar)</td>
<td>✓</td>
</tr>
<tr>
<td>Gak masalah mbak, malah dengan feedback yang dilakukan mentor aku lebih ingat materi dan kan kalau njelasin materi pake bahasa sendiri jadi aku bisa improve speaking juga. (Anggi)</td>
<td>✓</td>
</tr>
<tr>
<td>Gak masalah, karena pas ditanya mentor tentang materi, biasanya menggunakan bahasanya sendiri jadi aku lebih ingat tentang materi yang didapat karena berasal dari bahasanya sendiri.(Ali)</td>
<td>✓</td>
</tr>
</tbody>
</table>
APPENDIX 6
MUSLIM SMART CLUB (MSC)

A. Profil Singkat

Muslim Smart Club atau biasa disingkat MSC merupakan salah satu Lembaga Semi Otonom di Fakultas Ilmu Tarbiyah Keguruan (FITK) yang resmi berdiri tanggal 2 April 2009 oleh Dwi Rohmadi dan menjadi bagian dari LSO FITK pada 11 Agustus 2012 yang lalu. Muslim Smart Club memiliki tujuan untuk mendidik anggotanya untuk menjadi pribadi yang peka terhadap pendidikan, budaya dan bahasa dalam bidang bahasa Inggris, serta memiliki fungsi sebagai lembaga dan wadah pengembangan minat dan bakat diluar perkuliahan, sebagai modal dasar pembinaan dan pengembangan anggota MSC. MSC memiliki kegiatan yang menunjang keahlian dalam mempelajari bahasa Inggris baik secara aktif maupun pasif. Pembelajaran dilaksanakan secara kelompok, bimbingan mentoring dan pelatihan keahlian. Muslim Smart Club memiliki beberapa department, diantaranya empowering department, mentoring department, curriculum department, touring department dan Public Relations department. Muslim Smart Club memiliki motto yaitu : “Strive for the better today and tomorrow”.

B. Visi Misi, Fungsi, Tugas Pokok dan Tujuan

1. Visi

Sebagai Wadah Pengembangan Minat dan Bakat Dalam Bidang Pendidikan, Budaya dan Bahasa dengan saran Bahasa Inggris yang Berkepribadian dan Berwawasan Islam

2. Misi

a. Membentuk cendekiawan muslim yang peka dalam bidang pendidikan, budaya dan bahasa.

b. Membina dan mengembangkan ketrampilan dan potensi anggota dalam bidang bahasa dengan saran Bahasa Inggris dengan.
c. Membentuk pribadi yang handal, terlatih, terampil, profesional, kreatif
dan inovatif.
d. Berperan aktif dalam pembangunan masyarakat bidang pendidikan,
budaya dan bahasa.

3. Tujuan
Muslim Smart club bertujuan mendidik anggota untuk menjadi pribadi
yang peka terhadap pendidikan, budaya dan bahasa.

4. Tugas Pokok
Muslim Smart club mempunyai tugas pokok membina dan
mengembangkan semua potensi yang ada dalam diri anggota MSC dan
ikut berperan aktif dalam pembangunan masyarakat kearah pembentukan
pribadi yang handal, terlatih, terampil, profesional kreatif dan inovatif.

5. Fungsi
Muslim Smart club berfungsi sebagai lembaga pendidikan di luar
perkuliahan sebagai modal dasar pembinaan dan pengembangan anggota
MSC.

C. Kegiatan di MSC
1. MSC School
MSC School adalah kegiatan rutin MSC sebagai wadah untuk bersama-
sama belajar menigkatkan kemampuan speaking dalam bahasa Inggris.
Pembelajaran di MSC School dilakukan secara berkelompok dipandu
dengan mentor. MSC School dilaksanakan setiap 2 minggu sekali.
2. Let’s Speak Up!
Let’s Speak Up! adalah diskusi terbuka dengan bahasa Inggris. Let’s Speak Up! membahas isu-isu terkini khususnya dalam dunia pendidikan. Let’s Speak Up! bertujuan untuk melatih menyampaikan ide dan gagasan dalam bahasa Inggris.

3. MSC’s Writing Training.
MSC’s Writing Training adalah pelatihan kepenuhan fiksi dan non fiksi dalam bahasa Inggris oleh praktisi dan pakar kepenuhan. Bentuk pelatihan MSC’s Writing Training meliputi: Essay Writing Training dan Journalism Writing Training.

4. Volunteering Program
Volunteering Program adalah kegiatan sosial rutin bulanan oleh MSC bekerjasama dengan Rumah Baca Tirai Ilmu. Volunteering Program memberikan kesempatan untuk menjadi relawan di Rumah Baca Tirai Ilmu. Dengan terjun langsung menjadi relawan, diharapkan anggota MSC memiliki kepekaan terhadap relitas pendidikan.