

**TEACHING SPEAKING ENGLISH THROUGH TELEGRAM AT “FULL
HOUSE” ONLINE ENGLISH CLASS OF K-POP COMMUNITY**

XKDREAMERS

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. Allah SWT
2. Prophet Muhammad SAW
3. Muslims all over the world and era
4. My beloved parents, Suwarta, S.Pd. and Umi Nasikhah S.Pd.
5. My beloved big family
6. My beloved mentor
7. Members of my YNS team, Team Ummu Salamah
8. Bevinera's girls who know that they are definitely loved
9. Gurlz Crush members
10. Members of PBI H
11. My Future Husband since he will be glad that it is written here
12. My Almamater UIN Surakarta.

MOTTO

“Seek comfort in patience and prayer. Allah is truly with those who are patient.”

-QS Al-Baqara: 153-

“Take care of Allah, surely you will find Him in front of you.”

-Prophet Muhammad SAW-

“Instead of seeking for the best person, concentrate on changing yourself to become a better person.”

-Handy Bonny-

“Take care of Allah, surely He will take care of you, be yourself, thank you.”

-DRZRMH-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled TEACHING SPEAKING ENGLISH THROUGH TELEGRAM AT “FULL HOUSE” ONLINE ENGLISH CLASS OF K-POP COMMUNITY XKDREAMERS” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta, 9 June 2023

Stated by,



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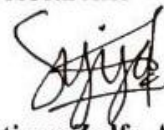
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The researcher realizes that this thesis is still far from being perfect.

The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 9 June 2023

The researcher



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TABLE OF CONTENTS

COVER	i
ADVISOR'S SHEET	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO	v
PRONOUNCEMENT	vi
KNOWLEDGE.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
LIST OF FIGURES	xiv
ABSTRACT	xv
CHAPTER I: INTRODUCTION	1
A. Background of the study	1
B. Identification of the Problems	8
C. Limitation of the Problems	9
D. Formulation of the Problems	9
E. Objective of the Study	10
F. Benefits of the Study	10
G. Definition of Key Terms	11
CHAPTER II: LITERATURE REVIEW	13

A. Theoretical Review	13
1. Speaking	13
a. Definition of Speaking	13
b. Components of Speaking	14
c. Functions of Speaking	16
d. Issues in Speaking	18
2. Teaching Speaking	19
a. Concept of Teaching Speaking	19
b. Role of Teacher	20
c. Teaching Speaking Process	22
d. Teaching Speaking Strategy	27
3. Planning Lesson and Courses	41
a. Definition of Lesson Planning	41
b. Components of Lesson Plan	42
c. Principle of Lesson Planning	45
d. Benefit of Lesson Planning	47
4. Online Learning	47
a. Definition of Online Learning	48
b. Platform for Online Learning	42
5. Korean Wave	52
a. Definition of Korean Wave	52
b. Forms of Korean Wave	53
B. Previous Related Studies	55

CHAPTER III RESEARCH METHODOLOGY	61
A. Research Design	61
B. Research Setting	62
C. Research Subject and Informant	63
D. Data and Source of the Data	64
E. Techniques of Collecting the Data.....	66
F. Research Instrument.....	68
G. Trustworthiness of the Data	69
H. Techniques of Analyzing the Data	72
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	74
A. Research Finding.....	74
1. The Process of Designing the Instruction in The Planning Stage	74
2. The Teaching and Learning Speaking Process During the English	
Session Carried Out through Telegram by The Tutor.....	91
B. Discussion	116
1. The Process of Designing the Instruction in The Planning Stage	116
2. 2.The Teaching and Learning Speaking Process During the English	
Session Carried Out through Telegram by The Tutor.....	119
CHAPTER V CONCLUSION AND SUGGESTION	125
A. Conclusion	125
B. Suggestion.....	127
BIBLIOGRAPHY	129
APPENDICES	136

LIST OF TABLES

Table 2.1 Table of Similarities and Distinctions of Studies.....	58
Table 3.1 Research Timeline.....	63

LIST OF APPENDICES

Figure 4.1 The Interview Protocols	137
Figure 4.2 Interview Transcript.....	139
Figure 4.3 Observation Field Notes	147
Figure 4.4 Photographs of Teaching and Learning Process	151
Figure 4.5 Lesson Plan	155
Figure 4.6 Photograph of Interview Process	157

LIST OF FIGURES

Figure 4.1 General Analysis of the Learners.....	78
Figure 4.2 Objective of the Lesson	79
Figure 4.3 Instructional Media	85
Figure 4.4 Previewed and Prepared Resources	88
Figure 4.5 Preparing Activity	89
Figure 4.6 Sequence of Activity	90
Figure 4.7 Notes of the Instructional Process.....	91

ABSTRACT

Mutiara Zulfa Assyifa. *Teaching Speaking English through Telegram at “Full House” Online English Class of K-Pop Community XKDREAMERS*. Thesis. English Language Education Study Program. Cultures and Language Faculty.

This research was conducted to investigate the instructional design process at the planning stage by XKDREAMERS English Full House tutors and also to examine the teaching and learning process in the English Full House sessions where researchers focused on speaking skills.

This research is descriptive qualitative research. The subject of this research is a tutor handling the instructional process of English Full House session at K-Pop Community XKDREAMERS on telegram. The data collected in this research is the lesson plan, recordings, photographs, and also some media of the instructional process. Conducting the data collection through three methods; observation, interview, and also documentation. In addition, the data collected were analyzed by the theory of Miles and Huberman; data condensation, display data, and conclusion drawing/verification. The trustworthiness used for the data is the methodological triangulation.

The result of the research discovered in the planning stage is that the instructor did the instructional design by doing analyzing the learners, stating standards and objectives, selecting strategies and also resources, then followed by utilizing resources and requiring learners' participation, lastly, evaluating and revising step. In the instructional process, the session was conducted through the live video chat on the XKDREAMERS telegram channel, then, the tutor conducted the session in three stages of activity, including opening activity, main activity, and also closing activity. The methods executed by the tutor are mainly Direct Method and Suggestopedia, but in the strategies the tutor also integrated several strategies which are Grammar Translation Method, Communicative Language Teaching, and also Community Language Learning Method such as reflection on experience, authentic materials, language games, synonym and antonym, and also use words in sentences.

Keywords: *Speaking; Teaching Speaking; Online Learning, K-Pop Community.*

CHAPER I

INTRODUCTION

A. Background of Study

“If you are skilled in speech you will win, the tongue is a king's sword, speaking is stronger than all fighting.” It was one of the most popular quotes by King of old Egypt, Merikare, who lived around 2080 BCE which make a great tattoo even in this era. From the statement, it can be said that sometimes being skillful at speaking sometimes will be able to save the harmony in life which make the skill to be crucial to master.

Language comes as a tool for people to communicate with each other in life not only orally, written, but also by using signs. In cases when a community or group of individuals approves of its usage, language is a collection of orderly tools used by people to communicate (Shodiq, 2021). English comes to be an international language at the world level of use so people in the world can get the interaction through the English language which makes learning speaking English crucial and the fundamental purposes of language, according to (Patel & Jain, 2008), are communication, self-expression, and thinking. This also cannot be separated by the natural will of humans as social creatures that socializing is part of life. In addition, the ability to learn a language is innate, since human beings are naturally predisposed to acquiring a language including the speaking skill and put out the notion of a language acquisition device

(LAD), which is an innate mechanism or process that favors language acquisition easier (Chomsky, 2009).

Speaking and writing skills, which are engaged with the need for people to deliver their thoughts, are two learning English abilities that are known as productive skills. Conversely, listening and reading skills, which are known as receptive skills, are started by the act of receiving ideas. However, the real practice of students in the speaking skill might be more difficult on its process than the writing skill, which share the same position as productive skills. Several individuals believe that speaking a new language is more difficult than reading, writing, or listening for two reasons, first, speaking occurs in real-time, unlike reading or writing, and the person the speaker is speaking to is often waiting for the speaker to start speaking at that same moment and the second is that, unlike with writing, speaking cannot be corrected and amended after it has been said (Bailey, 2003). It also has to do with the people to whom the speaker is conveying ideas or information, so the speaker needs to be very aware of both their role as a speaker and the identities of their listeners that sometimes the situation can change instantly and the speaker should be able to spontaneously speak properly based on the situation.

The development of the educational system and curriculum in Indonesia leads the innovation, elevation, and also challenges in the process of English Language Teaching (ELT). The latest curriculum applied, the Merdeka Belajar for primary to high school level and MBKM (Merdeka Belajar-Kampus Merdeka curriculum) for the higher education gives the new color in ELT that

the students are not being limited to be inside the class anymore in studying. As society transitions from the traditional old age to the contemporary digital era, the curriculum is developed and changed to provide students with flexible methods of learning English. It is also stated by Suryaman (2020) that the Merdeka Belajar-Kampus Merdeka policy seeks to provide an independent and adaptable learning environment at tertiary institutions to foster a creative and uninhibited learning environment. Every student has the right to learn anything with everyone, even outside the class and not during the lesson time such as following non-formal classes since the educational process is split into two categories: formal education, such as attending school, and non-formal education, such as participating in group studies or studying with parents, and so on (Millati, 2021). It is also stated by (Manalu, Sitohang, & Turnip, 2022) that the independence incorporated into the notion of the 21st century will provide pupils the chance to discover as much knowledge as they can. This thing also indicates the wider opportunity for students to learn English speaking skill outside the class under the instructional activities by anyone such as attending a non-formal class in a community to learn it.

The digitalized era brings all the possibilities and support for students to find other sources of learning things outside the class. There are many platforms or mobile application that makes the goals of Merdeka Belajar and MBKM can come true. The usage of social media sites like Facebook, Twitter, Skype, Voice Thread, and others adds a new layer to the teaching and learning process as classroom assignments become increasingly focused on real-world

issues, texts, or events and problem-solving-based activities (Moeller & Catalano, 2015). All these technology products make independent learning easier for students to do and build the habit. Long-distance teaching and learning offers more possibilities to be done with everyone with unlimited access and time. Through online classes, studies groups, or online English courses, students can try to cope with the problem of speaking English even for free with a capable tutor who would sincerely share, inspire, and help to solve it through the strategies applied such as techniques mentioned by (Wehrli & Nyquist, 2003) such as: brainstorming, problem solving strategy, simulation, demonstration, games, large-group discussion, lecture, role play, direct contact, and one-to-one teaching strategies. Moreover, having a positive and supportive environment that leads to gathering the students with others who have a similar vision and also mission would really help to keep the motivation at a high level and also it can help to build consistency in learning.

Telegram is one of the platforms which offers the easiness of executing group studies or even online classes both for asynchronous or synchronous meetings. For generation Z and also the millennial, telegram is not something foreign anymore that these generations use telegram to do much favor such as interacting, sharing their current interest of condition, downloading any digital things, or even learning. Especially among Generation Z and millennial who are sharing the same interest as K-POP fans in Indonesia, telegram is the one of application to be the most oftentimes used social media to interact based on Katadata Insight Center (KIC) collaborating with Zigi.id (Dihni, 2022). Some

major telegram features mentioned in the telegram official account (telegram.org) that can be utilized in the teaching English proses are channel, telegram bot, live chat video, and group.

Related to this topic, in 2021 research has been conducted by Uswatun Khasana, Tiyas Saputri with the title "Teacher's and Students' Responses of Using Telegram as a Media in Learning English Listening Skill". This study looks into how both educators and learners feel about utilizing Telegram to practice listening in English. The reactions of the instructor and students regarding the use of Telegram as a media in acquiring English listening skills are the main concern of this study. Meanwhile, in this research, the researcher takes a non-formal educational setting which is an online language class session called "Full House" of a sub-unit of K-POP fans community XKWavers names XKDreamers and it will be investigating the teaching speaking through telegram of the tutor instead of focusing on listening skill.

Then in 2022, research entitled "A Study of Teaching Speaking Techniques Used at *Peace English Course* Pare, Kediri" was conducted by Fahmi Farizi and Sakhi Herwiana. This study set out to identify the speaking instruction strategies that the instructors at Peace English Course, Pare, Kediri employ in order to help students who struggle with speaking. The results of this study revealed that the tutors used a variety of tactics, including storytelling, dialogue, presenting, problem-solving, discussion, debate, and speech. And as the different point from this previous study, this research will examine the planning instruction by the tutor in the English Class of a K-pop community's

language improvement session and the implementation of the teaching Speaking English through the telegram on its process in the online class instead of offline class.

The subject chosen by the researcher to conduct this research is a Korean drama fans community called XKDREAMERS which is a sub-community of a larger K-POP fans community named XKWAVERS. XKDREAMERS has a telegram channel and also a group to run its activities and one of the activities in this community is a language level-up session called "Full House" including the English Class that takes place twice a month. In the English class, there is a tutor who directs the process of learning. The channel of this community hits around 1500 subscriptions in the Telegram channel and all of the class info is broadcasted on the channel. The members of the group are also dominated by students from high school to higher education which can represent how the students get so interested in learning English, especially in this research the researcher put the concern on speaking skill.

The researcher chooses this community because of its uniqueness in that it is formed by K-POP fans who want to be better people by improving both of the quality as humans by learning language skills including English speaking skill and as God creatures and there are not many communities alike, so the researcher sees this as big opportunity to study this kind of special community. In addition, the material given by the tutor is integrating Islamic and English material by delivering it casually, friends-like, and the material itself is designed by the tutor directly and surely by creating this circumstance, the gap

between the tutor and the members in sharing their thoughts is decreased, moreover that the tutor also opens her chat for 24 hours in case if the members want to share anything. Therefore, not only concerning in the improving skill but also this place helps the members to build up a good character through the characters building influence by integrating the value of Islam inside, so the goal of learning itself is not only leveling up the English skill but also the good character of the member and their understanding in the context or value delivered in every session. Moreover, the session is held by using not only telegram room chat but also video chat that makes the members and the tutor can interact directly which gives the opportunity to practice speaking English in every session.

In the pre-research before conducting this study, the researcher finds that there is a separate job for admin, MC, and also the tutor in managing the session. The admin first shared the poster of the class session in the channel and when the time of the session comes, whoever became a member of the group are invited by the bot to join the class. The admin then opened a telegram video chat for members to join the session and it works like a group video. After having the set ready, in running the class, another operator of the channel helps the tutor to run the session as MC. Starting the session, the MC opened the class and greeted the tutor, and for some minutes while also waiting for the members to join the video chat, the MC and the tutor started to have a small talk about their life and also their business in the past 2 weeks. Then the tutor started the class by greeting the members and having a discussion with the

members to share the homework that the tutor gave in the last meeting. The homework is about finding the similar meaning of several words which were the keywords in the last meeting. After getting the discussion done, she started sharing the PPT containing the topic of the day. During the session, the tutor explains the PPT and ask for the members' thoughts about the topic, and for some slides of the PPT the tutor asked for some members to voluntarily read the text aloud, and she always appreciates the member who willingly participated. For some context, the tutor engaged the members to thoroughly understand the discussion by formulating more easily-understood terms by finding some similar meaning of several unusual words used in the explanation in the slide. Then, the researcher also interviewed the tutor about the difficulties in teaching speaking, and so far the difficulties are in having engaging two-way interaction with some of the class participants and building adequate confidence of the participants to try to speak when the opportunity arose during the session. So, based on the background of the study above, the researcher is very attracted to conduct a research with the title “Teaching Speaking English through Telegram at “Full House” Online English Class of K-pop Community XKDREAMERS”.

B. Identification of The Problem

According to the background of the study, the researcher discovers the following issues:

1. Students do less practice of speaking.
2. Teachers used to not integrate technology utilization.

3. Teacher-centered leads to the students' ability in speaking skill does not advance.
4. Fewer activities of speaking English offered by the instructor makes the teaching and learning process monotonous.
5. The media in teaching speaking used to be less attractive for the students.
6. The use of digital media gives some challenges for the instructor in teaching speaking.

C. Limitation of The Problem

Doing this study, the researcher puts a focus on the planning process of teaching speaking of the English session in "Full House" online class by a K-Pop community XKDREAMERS and the instructional process of speaking skill conducted by the tutor during the class. The subject in this research is the English tutor who directs the session in the "Full House" English language skills improvement online class.

D. Formulation of The Problem

The formulated problem in form of questions aimed to answer in this study based on the background are:

1. How does the tutor of "Full House" online English class of the K-pop community "Xkdreamers" design the instruction in the planning process?

2. How is the process of teaching and learning speaking through Telegram at “Full House” online English class of the K-pop community “Xkdreamers”?

E. Objective of Study

Based on the formulation of the problem mentioned above, the researcher found out the objective of study, as follow

1. To investigate the process of planning the instruction by the tutor of at “Fullhouse” online English class of the K-pop community “Xkdreamers”
2. To explore the process of teaching and learning speaking English through Telegram at “Fullhouse” online English class of the K-pop community “Xkdreamers”.

F. Benefit of The Study

It is intended that the findings of this research would help with English language teaching and learning activities both theoretically and practically.

1. Theoretically

This study is expected to provide resources of insight to conduct the pertinent study and can be used as references in the context of developing great instructional design and utilizing digital media in English teaching and learning.

2. Practically

- a. For the Researcher

The discovered information and in its process of this research helps the researcher to gain the understanding and apply the proper way to perform the teaching speaking English.

b. For Learners

It is hoped that this research will offer the option of activities and encourage the learners to find their own comfort and effective way of learning, increasing their confidence in speaking English, and developing their competence.

c. For Instructors

The result of this study can inspire the teacher to utilize appropriate media used to support their performance in the teaching and learning process. And this research can be used as an ancillary reference to design great planning in teaching speaking English.

d. For Next Researchers

This study can spark ideas to conduct research on a similar topic and this study can be one of the references in doing the research. In addition, the next researcher can explore the scope of skill of this topic for the next study related to the teaching of speaking skill, learning media, K-pop EFL learners, or non-formal education.

G. Definition of Key Terms

1. Speaking

According to Ladouse (in Nunan, 1991: 23) Speaking is defined as the activity of expressing oneself in a circumstance, reporting events or situations in precise terms, conversing, or smoothly expressing a series of thoughts

2. Telegram

Telegram is one of the web applications serving a large online community which was launched in 2013 by two Russian brothers, Pavel and Nikolai Durov (Putra & Inayati, 2021).

3. K-pop

K-pop stands for Korean pop; Korea here refers to South Korea. Popular music genres including rap, rock, and techo house have been merged into Korean popular music, establishing the pattern for the current generation of K-pop (Hartong, 2006).

4. Online Class

Online class is a form of distance learning or distance education which is delivered entirely over the Internet supported by technologies (Hoic-Bozic, Mornar, & Botic, 2008).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speaking

a. Definition of Speaking

According to Richards (2008), the speaking activity requires talk performance in which the speaker organizes information in an easily comprehensible order, the use of discourse markers, repetition, and stress to emphasize important points, etc. The alternative definition comes from Graham-Marr (2004), speaking is a sophisticated cognitive activity that involves the active use of language to convey messages (Cameron, 2001). The definition is consistent with the concept of communication by Larsen-Freeman (2011) in (Islam et al., 2022), it denotes "understanding when and how to express what to whom".

Either one definition stated by (Bailey & Nunan, 2005) that speaking entails creating a vocal utterance in order to transmit meaning. It indicates that speaking is a collaborative activity that requires the participation of two or more persons in order to convey, receive, and process oral information. Speaking should be practiced as much as possible since it is a useful skill and a fundamental or essential aspect of learning a language. Depending on the situation, the audience, the participants, the experience, the setting, and the goal, (Halimah, 2018)

defined speaking as a skill that a person uses to express, share, and convey their thoughts, emotions, wants, or views to another.

Another common belief is that speaking significantly enhances one's perception of their language proficiency (Pishkar et al., 2017). Speakers need to be aware of a number of topics or to have knowledge of sociocultural norms as well as language mechanics (pronunciation, syntax, vocabulary), language functions (asking for something, wishing someone a good day, requesting permission, etc.), and turn-taking patterns (Burnkart, 1998) in (Chand, 2021). Therefore, speaking in a foreign language, especially English, has been described as a difficult undertaking for learners since they must utilize the language correctly in social situations in order to give a successful message (Shumin, 2002) in (Richards, 2008).

To summarize the passages, it can be said that speaking is an interactive process of creating meaning that entails the production, reception, and processing of information in a cultural context during typical functional exchanges or expression in a way that fulfills the goal necessary of the interaction in which the speaker can effectively convey what is on his thoughts to his listeners.

b. Components of Speaking

Five types of speaking skill areas are described by Harris in (Anggini & Arjulayana, 2021) as a process of creating and exchanging meaning via

the use of verbal or spoken form. These six classifications are as follows.

1) Grammar

Grammar is another tool that may be utilized to learn a language correctly and hone speaking and writing abilities. Students' capacity to use grammatical structures and recognize them in the proper contexts, as per Heaton in (Kurniasari, 2022). Understanding grammar may help the learner become proficient in a language both orally and in writing.

2) Fluency

Fluency can be demonstrated by a relatively quick speaking rate and few, brief pauses. Speaking clearly and fluently is a sign of fluency. The aim of language learning is to become fluent in spoken language.

3) Vocabulary

Vocabulary refers to the proper diction employed in interaction. Lack of vocabulary makes it difficult for someone to communicate clearly or to express themselves in both writing and conversational form.

4) Pronunciation

It focuses on the phonological mechanism, which is the part of grammar that consists of the components and rules that define how

sounds change and path in a language. Students can talk more clearly by pronouncing their words correctly.

5) Comprehension

It indicates the capacity for thought or comprehension. Speaking needs both the speaker and the audience to have a strong grasp of one another, therefore comprehending oral communication unquestionably calls for a subject who can both start and respond to speech.

To conclude, there are 5 elements of speaking skill to master by the students, these are grammar, fluency, vocab, pronunciation, and comprehension.

c. **Functions of Speaking**

There have been several efforts to categorize the roles that speaking plays in interpersonal communication. The classification drawn by Brown and Yule (1983) between speaking's transactional and interactional functions—the former of which are used to develop and sustain social relationships—is a valuable one. Richards (2008) uses an enhanced three-part version of Brown and Yule's paradigm (following Jones, 1996, and Burns, 1998) in (Mintia, 2021) in workshops with teachers and when creating his own materials:

1) Talk as interaction

Talk as interaction relates to what is often meant by "conversation" and denotes interconnection that merely serves a social purpose.

People want to be nice and create a comfortable environment for contact with others, so when they meet, they share greetings, engage in chit chat, talk about events occurring, and so on. Less emphasis is placed on the content and more on the speakers and how they want to come across to one another. Depending on the situation, these dialogues may be more informal or professional, and Brown and Yule (1983) have done such description of them.

2) Talk as transaction

Conversation as transaction describes circumstances in which the emphasis is on what is uttered or done. Instead, than concentrating on the participants and their social interactions with one another, the main goal should be to communicate the content effectively and properly. Burns (1998) mentioned two distinctions between various speaking as transaction kinds. In the first kind, participants primarily pay attention to what is said or accomplished while the focus is on providing and getting information (e.g., asking someone for directions). The second kind of transaction focuses on acquiring goods or services, such booking a hotel room or placing a food order at a restaurant.

3) Talk as performance

"Talk as performance" frequently takes the shape of a monolog rather than a dialog, typically has a set structure (such as a speech of welcome), and is more like written word than conversational

language. It is also frequently judged based on how well it affects the listener, which is rare to occur when talking as an interaction or transaction. Public talk, also known as talk delivered in front of an audience, includes speeches, announcements made in public places, and classroom.

To summarize the passages, it can be said that the functions of speaking skill in general are talk as interaction, talk as transaction, and talk as performance.

d. Issues in Speaking

Speaking for ESL and EFL learners is indicated as hardest a skill to master yet crucial among the other pillars of English skills (Ur, 2002). (Dewi et al., 2017) outlined four issues that EFL students have when speaking:

- 1) They are afraid of making mistakes and of being teased by their friends or classmates because they are unsure of the proper pronunciation and grammar for what they want to say.
- 2) They absence the vocabulary necessary to convey their emotions and thoughts, so they are reluctant to speak; and
- 3) They find the classroom learning activities boring while learning English.
- 4) In addition, they are unable to talk regardless of their willingness.

2. Teaching Speaking

a. Concept of Teaching Speaking

Traditional teaching methods typically required students to imitate the teacher, memorize dialogue, or respond to drills. These methods all reflect the sentence-based concept of mastery that predominated in the audiolingual and other drill-based or repetition-based teaching methods of the 1970s. In the 1980s, communicative language education began to take off, changing how syllabi and teaching methods were seen. These changes continue to influence how speaking skills are taught today (Richards, 2008).

Burns (1998) remarked teaching speaking from a discourse perspective necessitates a pedagogical change away from prioritizing language's constituent forms in favor of thinking of language in terms of bigger textual entities. This idea fits with the more recent, rising trends for the instruction of spoken interactions that emphasize the study of real-world data from native speakers and the improvement of both spoken and textual grammars (e.g., Carter and McCarthy 1995, Ochs, Schegloff and Thompson 1996).

Nunan in (Kasanah, 2020) states that teaching speaking should aim to teach students how to:

- 1) Generate English speech sounds and sound patterns.
- 2) Use the rhythm of the sound language, word and phrase emphasis, and intonation patterns.

3) Depending on the right social topic matter, choose the right words and sentences.

4) Sequence their ideas in a valuable and logical manner.

5) Employ words to communicate your opinions and ideals.

Fluency is the ability to speak a language swiftly, confidently, and with few awkward pauses.

b. Role of Teacher

To reach the expectations of learning goal among the pupils, a "role" is an action that is conducted throughout the instructional and learning process. (Paul, 2003) in (Pratama & Awaliyah, 2015) formulate few guidelines for teachers to keep in mind as they help students acquire proficiency in communicating in English:

- 1) By personalizing patterns and introducing them in situations where children are naturally motivated to express themselves, such as games, children are more likely to find them meaningful.
- 2) Having kids practice new patterns alongside old ones they have learned will help them internalize them more quickly.
- 3) Provide plenty of chances for the kids to hazard an idea about how to apply the patterns flexibly in unusual circumstances.
- 4) By chatting independently with other kids and the class, you may give the kids the self-assurance they need to speak up in front of others.

- 5) By giving the kids problems to conquer and solve and ensuring that they are ultimately successful, you may help the kids develop their inner fortitude to deal with challenging and unusual situations.

Responsibilities of teachers in teaching speaking are segmented by (Harmer, 2007) and (Terry, 2008) that is in line with those principles mentioned as follows:

- 1) Prompter

Without interfering with the debate, instructors provide learners with specific recommendations, then let them work things out on their own.

- 2) Participant

The instructors take part in the debate by providing fresh details and ensuring that the students' involvement is maintained. The key message is that the instructor shouldn't dominate the dialogue.

- 3) Provider of Feedback

Teachers can provide some suggestion by providing students constructive criticism that is done in a polite manner as well as by informing them of their performance. They should also be careful not to rebuke kids too much because this might discourage them from participating in the conversation further.

- 4) Assessor

Teachers might record written examples of student language production or recall parts of it and then deliver it to their students.

5) Observer

The instructors should watch the group speaking exercise and figure out why it fails.

6) Resource

In order to increase their pupils' oral proficiency, teachers must give them various resources.

7) Organizer

Teachers direct the activities in the classroom and encourage participation from the pupils.

c. Teaching Speaking Process

The three phases of teaching are planning, implementation, and assessment (Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 22 of 2016). Also mentioned by (Tarigan et al., 2022) the stage of English learning are:

1) Planning

Goals, resources, techniques, and learning evaluation are all part of the process of controlling, organizing, and structuring the learning process (Suryadi & Mushlih, 2015). The following are the elements of learning planning: learning objectives, learning materials, learning techniques, teaching media, educational resources, and evaluation of instruction results (Ananda, 2019).

Preparing topics, selecting learning resources, developing teaching strategies, and assessing time management are all parts of planning. In order to accomplish preset aims, this will be used at a specific time. Setting objectives and outlining the procedures necessary to reach them is part of the planning process for learning (Sanjaya, 2013).

A syllabus and learning implementation plan that at the very least includes learning targets, teaching materials, teaching techniques, instructional resources, and an evaluation of learning outcomes are part of the planning process for the learning process (Government Regulation of the Republic of Indonesia Number 19 of 2015 Article 20).

Among the process of designing instructional process, Smaldino (2019) developed the idea called “ASSURE” model to plan a great instructional process integrating with technology. The steps in the model are:

a) Analyze Learners

The initial stage in lesson planning is to recognize and analyze learner traits that have been linked to improved learning outcomes. The instructors' decisions as they plan the class will be influenced by this information. During learner analysis, it is important to keep the following in mind: 1) general learner characteristics, 2) specific entry competencies (knowledge,

skills, and attitudes regarding the topic), and 3) learning specific requirements and distinctions.

b) State Standards and Objectives

Specifying the standards and learning objectives in as much detail as it can is the following stage. The learners for whom the aim is meant are identified in well-stated objectives, as are the action (behavior) to be shown, the circumstances in which the behavior or performance will be monitored, and the level at which the new knowledge or skill must be learned.

c) Select Strategies and Resources

The starting point (students' current knowledge, abilities, and attitudes) and finishing point (learning objectives) of teaching have been determined after you have examined your learners and defined the standards and objectives. Now it is free to create a link between these two ideas by picking the best teaching methods and materials to accomplish the goals.

d) Utilize Resources

Planning the teaching role for employing the tools (technology, media, and materials) to assist students in achieving the learning objectives is required in this phase. Follow the 5 Ps procedure to do this: preview the resources; prepare the resources; prepare the environment; prepare the learners; and provide the learning experience.

e) Require Learner Participation

Planning this stage, instruction should entail active mental participation from students in order to be effective. Before being formally evaluated, give them exercises that let them put their new information or abilities into practice and get feedback on how they're doing.

f) Evaluate and Revise

This evaluation looks at the complete instructional process, the use of technology and media, as well as the extent to which students met the learning objectives. Revision of the lesson plan is necessary to address any areas of concern if there are differences between instructional goals and the results of students.

2) Implementation

The implementation is an activity with educational value, and that educational value conceals the connection between educators and their students. Achieving pre-established objectives is what it means to implement learning. Information gathering, analysis, and decision-making are all included in the evaluation of systematic process learning (Zein & Darto, 2012).

Learning implementation is a process that is controlled to follow specific procedures in order to produce the desired outcomes (Sudjana, 2010). The method used to implement learning

in educational units is engaging, motivating, enjoyable, and challenging. It also gives students enough room to exercise their initiative, be creative and independent with their talents, and to grow physically and psychologically (Government Regulation of the Republic of Indonesia Number 19 of 2015 Article 19). A teaching and learning process action, performing implementation of learning consists of learning activities that involve performing planning (Majid, 2014). As per the Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 22 of 2016, the implementation of learning is the execution of the RPP: 1) comprising the preparatory (opening), 2) core (main activity), and 3) closing activities.

3) Evaluation/ Assessment

An evaluation is a technique for determining a person's proficiency or expertise in a certain area (Brown, 2003). It is a collection of methods, tools, and materials that make up some kind of equipment and call for performance in order to gauge how well learners have met predetermined standards. Assessment, however, includes much more than just tests. The teacher evaluates the pupils' performance each time they react to a question, provide feedback, or try out a new phrase or structure (Ilham et al., 2020). According to Bailey's notion (2005), language aspects are comprehension, pronunciation, vocabulary, grammar, and fluency,

and this model is used in the grading rubric for spoken language that was developed by O'mally and Pierce (1996).

To conclude the passage the three phases of learning English that is done in the process are planning, implementation, and assessment.

d. Teaching Speaking Strategy

According to (Hornby, 2000) (2000) a strategy is a plan meant to attain a certain goal, the act of planning something, or the skillful execution of a plan. A teacher should use teaching strategies to effectively and efficiently accomplish a learning objective. Under typical circumstances, teaching strategies play a significant part in the teaching and learning process. Also, it has a broad definition since strategy plays a role during the entire learning process. It implies that it is difficult to educate without adopting techniques. In agreement with this assertion is (Ganiron, 2013), according to him, students have the capacity to go beyond expectations by putting the accelerated learning concept into practice, which entails the proper education and motivation as well as a supportive learning environment (Bariah, 2017).

A teaching strategy is a technique, method, tactic, or approach that teachers employ to instruct pupils in a classroom setting. The instructional approach has been created. The delivery of the information and the achievement of learning objectives both depend heavily on the teaching technique used. Teaching strategies, according to Isaac (2010), are the teacher's actions that show up in the classroom. Method and

strategy are interchangeable terms. Westwood in (Dhofwatul, 2022) asserts that the teaching approach describes the many concepts of teaching and learning, as well as the guiding principles and techniques behind them.

There are several approaches and strategies that may be utilized to teach speaking. In her book "Techniques and Principles in Language Teaching", Freeman (2011) included several methods for teaching speaking, including:

- 1) Grammar Translation Method (GTM)

As Latin and Greek, the classical languages, were the first to be taught using it, it was once known as the Classical Method (Chastain 1988). Also, it was thought that by studying the grammar of the foreign language, students would grow more used to the grammar of their own home tongue, which would improve their ability to speak and write it. To apply the GTM, the instructors can implement the following techniques.

- 1) Translation of a literary passage

The reading passage then serves as the main subject of many courses while the vocabulary and grammatical structures in the piece are explored. The instructor may use authentic material or craft a text specifically intended to incorporate specific grammatical points and vocabulary. Also, students must interpret idioms in accordance with their grasp of their

meaning rather of translating them literally. The translation may be expressed orally, in writing, or both.

2) Reading comprehension questions

Students are working on questions that are frequently arranged so that the first series of questions can be seeking information from the reading section, drawing conclusions based on their comprehension, or connecting parallels between the passage and their own life.

3) Synonym or Antonym

Students are given terms and instructed to look for synonyms for those words or antonyms for those words in the reading text and students may be asked to explain a few words. There are possible additional activities such as asking pupils to use the passage's words.

4) Cognates

Learning the same spelling or sound patterns across the languages teaches students to identify cognates. Also, students are expected to learn terms that appear to be cognates but have completely distinct meanings in the target language than they do in the student's mother tongue.

5) Deductive application of rule

Examples are provided to illustrate grammar rules. Furthermore included are any exceptions to each rule. Students

are challenged to apply a pattern to many cases after they have understood it.

6) Fill-in-the-blanks

A collection of phrases without all the words are supplied to the students. By using new vocabulary words or pieces of grammar, such prepositions or verbs in various tenses, they fill in the spaces.

7) Memorization

Lists of vocabulary terms from the target language and their counterparts in other languages are supplied to the students, who are then instructed to remember them. Moreover, grammatical paradigms such verb conjugations and rules of tenses should be memorized by students.

8) Use words in sentence

Students construct up sentences using new words to demonstrate their understanding of the definition and application of a new vocabulary item.

9) Composition

One topic is provided by the teacher for each student to write about in the target language. The subject is based on a portion of the lesson's reading text. Occasionally instructors require students to create a synopsis of the reading assignment rather than a composition.

In summary, several strategies can be applied during teaching by using Grammar Translation method are translation of a literary passage, reading comprehension questions, antonyms/synonyms, cognates, deductive application of rule, fill in the blanks, memorization, use word in sentences, and also composition.

2) The Direct Method

It was most recently revived as a technique when the aim of instruction changed to learning how to communicate in a foreign language. One very fundamental rule governs the Direct Method: Translation is not permitted. Actually, the Direct Method gets its name from the fact that all explanations and visual aids must be given in the target language, with no use of the students' native tongue (Diller 1978). To apply the Direct Method, the instructors can implement the following techniques.

1) Reading aloud

Students perform aloud readings of selected passages, plays, or conversations. At the conclusion of each student's turn, the instructor clarifies the meaning of the section using gestures, illustrations, real-world situations, instances, or other techniques.

2) Question and answer exercise

This practice is done solely in the target language. To help students learn new vocabulary, teachers ask questions and expect them to respond in full sentences.

3) Getting students to self-correct

The instructor of this class asks the students to choose between their own responses and an alternate solution he has provided, allowing them to self-correct. Yet, there are more strategies for encouraging children to self-correct. For instance, to indicate to a pupil that something was off with what they just stated, a teacher can simply repeat what they heard them say.

4) Conversation Practice

The teacher poses a series of questions to the class in the target language, which the pupils must comprehend in order to appropriately respond. The instructor questioned each student in the class about themselves. The questions have a certain grammatical pattern.

5) Fill-in-the-blanks exercise

Unlike GTM, there are no explicit grammatical rules used, and all the elements are in the target language. The grammatical rule the pupils needed to complete the blanks would have been inferred by them from examples and practice in prior lessons.

6) Dictation

The first time, the teacher reads a passage out to the class, who just listen. As he reads the paragraph a second time, he does it phrase by phrase and pauses long enough for the pupils to record what they have heard. The last time, the teacher reads once more at a casual pace while the students review their assignments.

7) Map Drawing

One method for helping students develop listening comprehension was presented in class. On the map provided to the pupils, there are no names for the geographical characteristics. For example, the instructor then can instruct the class to locate the mountain range in the west. Over the mountain range, inscribe the words "Rocky Mountains." He provided directions for all of the geographic characteristics of the United States so that, if the students followed them correctly, they would have a fully labeled map.

8) Paragraph Writing

In this session, the instructor requested the students to compose a paragraph describing the main geographic features of the United States in their own words. Students might have performed this from memory or by following the example of the lesson's reading text.

In summary, several strategies can be applied during teaching by using Direct Method are reading aloud, question and answer exercises, getting student to self-correct, conversation practice, fill in the blank exercises, dictation, map drawing, paragraph writing.

3) Suggestopedia

Six core elements of the suggestopedia technique are crucial to the teaching and learning processes. Nosrati et al. in (Alhamad & Al-Jaf, 2022) list the following as the six key features of suggestopedia: 1) comfortable environment, 2) the use of music, 3) peripheral learning, 4) free errors, homework is limited, 6) music, drama, and art are integrated into the learning process. And these are the techniques mentioned by Larsen that is also quoted in (Farhani, 2022), they are:

a) Classroom set-up

The goal of classroom design is to make students feel as at ease and comfortable as possible by creating a physical setting that doesn't feel like a typical classroom. With all the tools at their disposal, teachers should work to create the best possible environment for learning.

b) Peripheral Learning

This method is predicated on the notion that we sense a lot more of our surroundings than what we consciously pay attention to. It is alleged that hanging posters with grammatical details about

the target language would help pupils easily assimilate the material.

c) Positive Suggestion

In order to assist students in removing the learning obstacles they bring with them, it is the role of the instructor to coordinate the suggestive aspects in a learning environment. Teachers can accomplish this directly and indirectly. Straightforward advice makes a mental connection with the students. Students are assured by their teacher that they will succeed. Yet, subliminal suggestion, which taps into pupils' unconsciousness, is really more effective than direct suggestion. For instance, in the class we visited, indirect suggestion was achieved by selecting the option "To want to is to be able to."

d) Choose a new identity.

The pupils decide on a new profession and a name in the target language. The students will have the chance to create a comprehensive biography on their fictitious self. For instance, they can be requested to discuss or speak about their made-up hometown, youth, and family later on.

e) Role Play

Pupils are instructed to act in the target language as though they are someone else while making a brief persona change. They

are frequently required to come up with original lines appropriate for the scene.

f) First Concert

The receptive part of the lesson includes the two concerts. The conversation in the narrative is read aloud by the instructor that is available to the students in both the target language and their mother tongue, and they refer to it while the teacher reads. Played music. After a short while, the teacher starts a slow, dramatic reading that is in tune with the music. The music moves up and down with the teacher's speech.

g) Second Concert

The pupils are instructed to set their scripts aside for the second phase. The students do nothing but listen while the teacher reads the conversation normally. The instructor is seated and reading as the music plays.

h) Primary activation

Both this method and the one that follows are a part of the lesson's active phase. Individually or in groups, the students engaged in a lighthearted rereading of the dialogue in the target language.

i) Creative Adaptation

In order to learn the new content and apply it naturally, the students participate in a variety of activities. The exercises vary

and prevent the students from concentrating solely on the communication aim without regard to the linguistic message's shape.

Based on the explanation above several strategies can be applied during teaching by using Suggestopedia are classroom set-up, visualization, peripheral learning, positive suggestion, choose a new identity, role play, first concert, second concert, primary activation, and also creative.

4) Community Language Learning

In accordance with the approach, educators should treat their pupils as "whole individuals." Whole-person learning refers to the idea that instructors take into account their pupils' emotional, physical, instinctual defensive, and intellectual needs in addition to their intelligence. Charles A. Curran's more all-encompassing Counseling-Learning method serves as the foundation for the Community Language Learning Method.

a) Transcription

The instructor records the pupils speaking in the target language on tape and then transcribes it. Each student has the chance to translate their own words, and the instructor translates the words into their own language under the target language ones. When the transcript has been written entirely on

the blackboard or on a big piece of paper the size of a poster, the students can copy it, or the instructor may give them a copy.

b) Reflection on Experience

The instructor gives the students the chance to reflect on their feelings towards the language learning process, themselves as learners, and their relationships with one another during and/or after the various exercises. The instructor shows that he has listened carefully by providing an appropriate understanding answer when the kids express their reactions. Such replies might motivate students to reflect on their own interactions with the language, the activities, the instructor, and the other students, enhancing their capacity for autonomous learning.

c) Reflective Listening

While they unwind, the students listen to their own voices on the tape as they speak the target language. Another approach is for the teacher to read the transcript while the pupils just listen, eyes open or closed. Another option is for the pupils to mouth the words as the teacher reads the transcript.

d) Human Computer

The transcript is selected by the learner for pronunciation practice. When she tries to pronounce the term or phrase, the teacher is 'under control' of her. The teacher repeats the word

or phrase as frequently as the student requests in order to help them become used to it.

e) Small Group Task

The students' small groups are tasked with creating new phrases using the words from the transcript. Following that, the groups presented their sentences to the class as a whole. Later that week, the students, working in pairs, constructed sentences using the various verb conjugations.

Based on the explanation above several strategies can be applied during teaching by using Community Language Learning method are transcription, reflection on experience, reflecting listening, human-computer, small-group task.

5) Communicative Language Teaching

The aim of learning a language through communicative language education is communication competency (Freeman, 2000). This tactic is meant to help pupils get comfortable communicating in the target language. Students must be familiar with language form, meaning, and function in order to do this. In this strategy, teachers can employ a variety of instructional methods, such as:

a) Authentic Materials

Adherents of CLT encourage the use of language resources that are authentic to native speakers of the target language in order

to address the common issue that students cannot apply what they learn in the classroom to the real world and to expose students to natural language in a variety of situations. A genuine news piece can be used by the teacher or watch or listen to a live broadcast of a radio or television show. In this era, the material can be more varied like the podcast, video from youtube, website, and many more.

b) Scrambled Sentences

Text that has been randomly organized is provided to the students. The text may take the shape of previously studied or unfamiliar portions. The text is to be rearranged by the students in a manner that makes sense in its whole.

c) Language Games

In CLT, games are widely employed. They're fun for the learners, and if they're made well, they help them improve their communication skills.

d) Picture-strip Story

This method may be used for a variety of tasks. Consider jumbled phrases as an illustration. For example, Unknown to the other group members, one student is handed a storyboard and asked to predict what the next image would be. Problem-solving exercises are used as a communication strategy in this activity.

e) Role Play

Students practice communicating with one another in a variety of social circumstances and social positions using this strategy. The teacher chooses the scenario and topic for discussion, as well as the part that students must perform.

Based on the explanation above several strategies can be applied during teaching by using Communicative Language Teaching method are using authentic materials, scrambles sentences, language games, picture strip story, and role-play.

3. Planning Lesson and Courses

It is good to be clear about the objectives before beginning a class. A lot will happen in class, and an instructor can never totally foresee how students would react to anything-but the more prepared the teacher is, the more likely the teacher will be able to deal with whatever happens. It is possible to teach (sometimes very effective lessons) without any pre-planning, but preparing expands the options--and so raises the chances of a successful session.

a. Definition of Lesson Planning

Learning planning is learning ideas developed by providing learning relationships from time to time in a process carried out by planners who carefully check that all activities are in accordance with the demands of science and are carried out systematically. A lesson plan is a plan for teaching a lesson or

lessons produced by a teacher based on the curriculum to accomplish specified curricular goals. According to Mulyasa, (2011) , a lesson plan is a plan that defines processes and study management in order to achieve one or more core skills controlled in the Standard of Content and extended in the syllabus. A decision-making process resulting from thinking rationally about specific learning goals and objectives, namely changes in behaviour and a series of activities that must be carried out as an effort to achieve the goals by utilizing all the potential and existing learning resources is the alternative definition of the lesson planning (Sanjaya, 2013).

b. Components of Lesson Plan

Instructional planning consists of a set of tasks that must be completed in order to reach the objective. As a result, lesson planning can serve as a guide in developing learning based on needs. Basically, (Ananda, 2019) state that planning has 4 components to be existed, which are:

1) Goals

Goals are objectives that must be met. To correctly structure and define planning, objectives must be articulated in the form of clear and quantifiable targets. There is a target that must be met when there is a definite aim. The objective will

then serve as the focal point for deciding the following stages.

2) Strategies to attain the goals,

Strategy is concerned with the execution of choices that must be carried out by planners, such as decisions regarding implementation time and the amount of time required to attain goals, the division of duties and authority, the actions that must be taken, the establishment of success criteria, and so on.

3) Resources for aid

Determination of the resources required to fulfil the goal, including the use of essential facilities, infrastructure, and other resources.

4) Decision implementation.

Implementation is the process of carrying out the plan and allocating resources. Implementation is a critical component of the planning process. The implementation of a strategy can be used to measure its efficacy.

In formal education, the written lesson plan has to define several components. According to the Ministry of Education and Culture Decree Number 22 of 2016 about Standards for Processing, each lesson plan must consist of ten components, such as:

- 1) The identity of a school class, which includes the name of the institution, the unit, the class, and the semester.
- 2) The lesson's identity, which includes the subject's name, the lesson's number and topic, as well as the day and time allotted.
- 3) Core competency, which specifies the core competence that students must learn for that topic at the school level in terms of attitudes, knowledge, and abilities.
- 4) Fundamental skills and signs of competent success. Basic competencies are a set of skills that students in a particular topic must acquire in order to build an indicator of competence. Meanwhile, indications of competent success are actions or performances that may be monitored and observed to demonstrate the attainment of certain fundamental competencies.
- 5) Objectives, which may be described as the processes and outcomes of learning that learners are expected to attain during the teaching-learning process based on core competency and fundamental competencies.
- 6) Materials consisting of applicable ideas, facts, concepts, and methods written in accordance with the indicators for achieving competence.

- 7) Teaching method, the method utilized by a teacher to establish teaching-learning processes. The Communicative Language Teaching (Communicative) Approach and the Co-operative Language Learning Approach/Method are two approaches for teaching spoken ESL.
 - 8) Resources and media. The instructor use media like as books, presentations, overheads, flash cards, tape recordings, CDs and VCDs, and the Internet to deliver materials and maintain procedures. Materials can be obtained from a variety of sources, including legitimate materials obtained from libraries and the internet, such as textbooks, novels, English newspapers and periodicals, and other IT resources.
 - 9) Teaching activities, which are separated into three stages: opening, main activity, and closing.
 - 10) Assessments, that will be done to evaluate the results of the students' studies, and the instruments utilized.
- c. Principle of Lesson Planning

There are several principles of learning planning that are relatively generally accepted including: 1) principles of development, 2) principles of individual differences, 3) principles of interests and needs of children, and 4) principles of motivation (Sagala, 2012).

- 1) Principles of Development

The instructor should pay attention to and adjust to the learners' skills while picking instructional materials and approaches, because some improvements are rapid and others are slower.

2) Principles of Individual Differences

Each student has unique qualities and attributes, as well as varied influences and treatment from their surroundings. To be able to provide learning assistance for students, the instructor must be able to accurately identify the characteristics of these pupils, both in planning and delivering lessons and in providing tasks and directing student learning. Teachers should adapt to the features of their pupils by creating learning changes that account for these individual distinctions.

3) Principles of Students' Interest and Needs

The educational process must pay attention to both interests and needs, since both will be the source of attention. Something that pupils are interested in and need will pique their interest, and they will be more serious about instruction.

4) Principles of Motivation

Teachers can make the following efforts while organizing classes to increase student learning motivation: preparing to employ a variety of teaching methods or approaches and

media, Planning and choosing items that students will find interesting and useful. Creating a nice learning environment, a friendly learning environment filled with a sense of friendliness, a sense of humor, acknowledging the presence of pupils, and avoiding reproaches can promote motivation.

d. **The Benefit of Lesson Planning**

According to Majid (2005) the benefits of lesson planning, especially in the teaching and learning process, are as follows:

- 1) As a guide to the direction of activities in achieving goals.
- 2) As an archetype in managing the duties and authorities for each element involved in the activity.
- 3) As a work guideline for each element, both teacher and student elements.
- 4) As a tool to measure the effectiveness of a job, so that at any time the accuracy and slowness of work can be known.
- 5) For materials for compiling data so that there is a balance of work.
- 6) To save time, effort, tools and costs.

4. Online Learning

a. Definition of Online Learning

According to Wagner et al. (2008), online learning is defined as educational content or a learning experience that is provided or assisted by electronic technology. Using information and

communication technologies, e-learning is a teaching and learning technique (Naidu, 2006). Online learning makes advantage of flexible, open, and accessible internet networks that may provide a variety of learning experiences. By the use of the internet, online education may bring together students and lecturers for collaborative learning activities. When it is implemented, online learning involves portable technology, like cellphones, Android phones, laptops, PCs, tablets, and iPhones, so that students may access material whenever and wherever they choose (Yuliani et al., 2020).

b. Platform for Online Learning

Several platforms are possibly used by teachers in online learning such as:

1) Google Classroom

An online learning platform offered by Google is called Google Classroom. To help teachers produce and give projects to students without using paper, this service was developed. Users must have a Google account in order to utilize this service (Mefolere, 2016). Google Apps for Education (GAPE), which went public on August 12, 2014, includes Google Classroom as a feature. Anyone may establish online classes using the Google Classroom software. Google Classroom may be used to give tasks, collect assignments, and grade students.

The Google Classroom app may be downloaded and used on any device for free by creating a Google account specifically for educational purposes (Wulandari, 2021).

2) WhatsApp

According to Yeboah et al in (Mefolere, 2016), WhatsApp is a mobile application that is accessible and that enables users to exchange free text messages to one another. This is because WhatsApp uses an internet data connection to transmit messages. Just text, photos, audio files, and videos are just a few of the communication forms that WhatsApp offers. Also, WhatsApp is thought of as a relatively new educational tool with benefits equivalent to those of previously accepted technological tools, but it seems that WhatsApp has certain modern qualities that encourage instructors and students to utilize it to enhance understanding (Bouhnik, & Deshen, 2014).

3) Telegram

Among the web programs catering to a sizable online community in this respect is Telegram, which was introduced in 2013 by two Russian brothers named Pavel and Nikolai Durov (Adapted from official Telegram website). One example of social media that might be utilized for teaching and learning in the English language classroom is Telegram. It

could be a different approach to creating a welcoming environment in the classroom and pique students' interest in learning English. According to Inayati (2015), using the Telegram app into current teaching methods can offer informal learning settings, generate new chances for English learning, and foster a pleasant and relaxed environment in the classroom.

In comparison to other social media that serve a similar purpose, the Telegram app differs in a few ways. Telegram offers superior features than WhatsApp and Line, despite the fact that they may be used as tools for communicating with others. Manna, et al. (2018) claim that delivering large files, such as e-books, articles, audio files, and video files, to students or teachers throughout the teaching and learning process may be highly useful. Every sort of content up to 1.5 GB might be sent via Telegram, including messages, images, videos, audio, and movies. WhatsApp, on the other hand, only supports transferring files up to 100 MB in size, but LINE can transmit files up to 300 MB, which is a larger file size than WhatsApp. In this situation, Telegram may be a useful tool for teachers to utilize to communicate with their pupils in a group setting and exchange information or resources. Also, it offers Bot API by developing a new Bot that can be simply

customized for it, integrated with any services, and managed. Teachers might create resources in a number of ways for the teaching and learning process by utilizing this capability (Putra & Inayati, 2021).

4) Youtube

YouTube is utilized as a video library in the context of education to help instructors and students alike (DeWitt et al., 2013). When students are tasked with addressing problems, videos aid in their cognitive and social growth Zahn et al in (DeWitt et al., 2013). Similar to Facebook, YouTube is an excellent tool for flipping the classroom since it lets students view lectures and resources before entering the classroom. Like with blogging, students will be more motivated to put out their best effort while making a video since a larger audience will watch it. They will also appreciate the opportunity to express their creativity while becoming more deeply engaged with the course topic (Wulandari, 2021).

In conclusion some of platform can be utilized by instructor to carry out the online teaching and learning process are Google Classroom, WhatsApp, Telegram, and also Youtube.

5. Korean Wave

a. Definition of Korean Wave

Indonesia is being overtaken by the Korean wave. Naturally, what is intended here is not a tsunami wave or anything like, but rather a hit by a wave of popular cultural impact emanating from the Korean peninsula (Korean wave, Hallyu). Nonetheless, the impact of Korean popular culture rolled in like waves on the shore. Little ripples are first created, followed by small waves that collide, crash, and even wash away. This is demonstrated by the increase in Korean drama (K-drama) broadcasts, the creation of boy bands and girl bands in Indonesia that are influenced by Korean pop music (K-Pop), as well as the existence of the soap opera "Saranghae, I Love You," a partnership between Indonesia and South (Wibowo & Kornawan, 2013).

A significant wave known as the "Korean Wave" originated in South Korea, the land of idols. Hallyu is the outcome of a protracted past. In short, Korea's status was not yet wealthy in 1945, when it gained independence from Japanese colonization. During that time, Korea was still dealing with a civil war that would culminate in 1953 and result in the separation of Korea into the south and the north. By implementing the Five-Year Economic and Social Development Plan from 1962–1966, South Korea also started to gain strength. With this program, South Korea as a whole was revitalized, and the

nationalism of the Korean people was strengthened so they could be independent, produce their own goods, and work (Naim, 2021).

In summary, Korean wave refers to the trends of culture and also art from Korea which lead many changes in various sectors of the world society.

b. Forms of Korean Wave

Based on the book “Pernah Tenggelam” (Naim, 2021), there are several forms of Korean wave that can be identified as follow:

1) Korean Pop (K-Pop)

K-Pop is a subset of Korean Pop (Korean pop music), in that it is a popular genre of music that originated in South Korea (Emilie, 2012). By implementing changes, a gifted young generation (songwriter, producer) has gained new knowledge about the world of international music and incorporates aspects of their own country in their works. K-Pop, or Korean pop, is a kind of music that originated in South Korea, according to Yuanita in (Susanti, 2017) that is distinguished by upbeat songs with a rapid pace and Korean lyrics combined with a little English and modern dancing. Idol groups, typically made up of teens, are the focus of Korean pop music since they are more well-known than solo performers.

2) Korean Drama (K-Drama)

It was a moment utilized to dramatize promote the South Korean series or K-Drama in Indonesia commencing in 2002 following the South Korean and Japanese World Cup. On March 26, 2002, Trans TV became the first television network to air the Korean drama "Mother's Sea". In connection with this, two kinds of k-drama may be distinguished. Secondly, films that feature young-style love stories and juxtapose wealthy celebrities with commoners, like *Boys Over Flowers*. The target audience for this drama category is young people. The second category discusses issues inside the family, such as jealousy, parental respect, kid sacrifice, difficult circumstances, etc. Examples of this type include the *Baker King Series* and *Kim Tak Goo*. Adult and elderly audiences are the main goals of this category.

In addition, Korean dramas may be arranged according to the selected subject. First, dramas like *Winter Sonata* and *Boys Over Flowers* that are based on contemporary Korean life. Dramatizations of Korean historical fiction stories like *Queen Seondeok* and *Jumong* are included in the second category. This type of drama is known as *sageuk*, and it typically includes a complicated plot as well as unique requirements for costumes, locales, and special effects. The essential elements are absent

from the combat and war components (Wibowo & Kornawan, 2013).

3) Korean Style

People always seek identity through a variety of current lifestyles. So, a person's lifestyle will reflect their choice of cultural product. A person's identity is said to be formed by their lifestyle, which is a pattern. A lifestyle is a way of living that consists of a collection of behaviors, viewpoints, and responses to life, as well as, in particular, equipment for life (Bagus, 2006). K-Pop, which is consumed as Korean pop music, has also given rise to K-Pop Lovers or K-Pop fans, who are found all over the world. K-Pop has the power to create a whole new universe, as well as new ideals and widely popular trends. Moreover, Koreans that work in the Korean Pop industry tend to be gorgeous, trendy, and high performers who have lovely faces. This led many other teenage people from different Asian nations to start copying the Korean Pop style (Puspitasari & Hermawan, 2013).

B. Previous Related Study

Related to this topic, in 2021 a research has been conducted by Mizan Yushril Rahmatullah Faqih Putra and Dian Inayati with the title “The Teaching of English by Using Telegram Application: A Case Study at SMKN (Vocational High School) 4 Malang” that investigates the

implementation of teaching the English Language through Telegram and also its challenges to implement it with the additional investigation of students' response toward the telegram to be utilized in teaching English at SMKN 4 Malang. While in this research the researcher takes place in a non-formal educational setting which is an online language class session called "Full House" of a sub-unit of K-POP fans community XKWavers names XKDreamers and it is investigating the implementation and the tutor's planning process to perform teaching speaking online through telegram application.

Then in the 2018, a research entitled "Technique of Teaching Speaking Used by The Teacher of "Happy English Course 1" Pare – Kediri" was conducted by Maksum that explores the teacher's techniques in teaching speaking and the difficulties in applying the technique with its problem-solving. In contrast to this previous study, this research examined the instructional planning by a teacher or in this case it is a tutor in the English Class of the K-pop community's language improvement session and the implementation of the teaching Speaking English through telegram on its process in the online class instead of offline class.

And the third one is a research conducted by Dinar Faiza with title "Stimulating English learning in global K-pop community on Twitter" in 2020 that explored Learning English as the phenomenon of KPOP on Twitter as the platform. The researcher primarily used data from K-pop fans who utilize Twitter as a forum to express and discover their interests.

Interviews and surveys of 10 K-pop fans in their 20s and 30s who hail from several nations where English is a foreign language (EFL). Even though examining the Kpop fans, in this research the researcher focuses on the process of teaching and learning speaking process in an English session of a community called XKDREAMERS handled by a tutor in a telegram and the strategies applied to teach speaking.

The fourth study comes from a thesis with title “An Analysis of Teachers’ Strategies to Encourage Students’ Self Confidence in Speaking” by Hummaira Azwir in 2020 that investigated the teacher’s strategies to encourage students’ self-confidence in speaking English in MTs Darul Ihsan. Taking in an informal setting of an online class, this research has a clear difference from this previous research. This research also displays the result of an investigation on the planning of the teaching speaking process through telegram and the process of the tutor in teaching the members of the community in XKDREAMERS.

A study was also conducted by Halimah in 2018 entitled “Boosting Students’ Speaking Ability through Community Language Learning”, the fifth previous study. This previous study is done by using classroom action method with the aim find out the effect of using the Community Language Learning (CLL) Method for teaching-learning speaking English to second semester students in the English Education Study Program at a private university in West Java in an effort to improve the English speaking skills of the students, meanwhile, in this study, the researcher conducted a

qualitative research to investigate the planning process of teaching online through telegram by a tutor in K-Pop community and the teaching process during the session.

The clear comparison of the similarities and distinctions between the studies can be seen in this table:

Table 2.1 Table of Similarities and Distinctions of Studies

No.	Title	Similarities	Distinctions
1.	The Teaching of English by Using Telegram Application: A Case Study at SMKN (Vocational High School) 4 Malang	Investigating on the implementation of telegram as a platform in ELT.	The previous study did not focus on certain English skill while this research takes a concern on the speaking skill in online class and the tutor's planning process and the teaching process in a class of a K-Pop community not a formal education class.
2.	Technique of Teaching Speaking Used by The Teacher of "Happy English Course 1" Pare – Kediri	Takes the setting on non-formal education and both are discussing the tutor's strategies in teaching speaking.	The previous research discuss about the difficulties and the strategies in teaching speaking by the tutor, while this research not only discuss about the planning process in teaching and the implementation of

			teaching speaking through telegram in an online learning of a K-Pop community.
3.	Stimulating English learning in global K-pop community on Twitter	Discussing about K-Pop fans in the English Learning process in the digital platform.	The previous study focus on the learners while this research focus only for the tutor handling the language improvement class specifically using telegram in the process of teaching speaking.
4.	An Analysis Of Teachers' Strategies To Encourage Students' Self Confidence In Speaking	Displaying the discussion related to the teaching speaking process	The previous study discuss about the strategy in offline class, while this study is conducted in the online learning and using telegram on its process with the subject is a tutor of K-pop community
5.	Boosting Students' Speaking Ability through Community Language Learning	The topics of the study are same, which is about the speaking skill	The study used the quantitative method in conducting the offline class and specifically using CLL method while this research is investigating the planning and teaching speaking

			process in online learning utilizing telegram in a K-Pop community using the qualitative method.
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is planned in a form of qualitative research. Qualitative research, also known as qualitative analysis, is a type of analysis that uncovers information that cannot be verified via the use of statistical procedures or other quantitative methods. According to Strauss and Corbin (2007), the qualitative study can be used to investigate people's lives, histories, behaviors, organizational functionalization, social movements, or family relationships. Also, according to Bogdan and Taylor (1992) in (Nugrahani, 2014), qualitative research methodology is a process for gathering descriptive data from subjects such as utterance, writings, and participant observations. Qualitative research is descriptive in nature since it "explains the meaning of data" or occurrences that may be observed by researchers, with evidence demonstrating the evidence. The talent and acuity of the researcher who is investigating this occurrence greatly influences what it means (Abdussamad, 2021).

Therefore, considering the purpose of the study that the researcher wants to explore the implementation of teaching speaking and also the strategies used by the teacher in XKDREAMERS English skill Improvement session in depth, the researcher planned to conduct the research with qualitative method with the descriptive qualitative design.

B. Research Setting

1. Place of Research

The research was done in the Language skills improvement session of the channel and also the group of K-Drama fans Community called XKDREAMERS which has complete name X-TRAORDINARY KDREAMERS in the telegram that takes place once every two weeks with an online language skill improvement session named similarly with a title of Korean drama, “Full House”. This community was chosen as the place of carrying the research because there are not many K-Pop group fandom communities alike. XKDREAMERS owns educational activities in its program, which has dedicated tutors in handling language improvement sessions including English skills even among the subunits of XKWAVERS itself.

2. Research Time

As the timeline of research is the research schedule, the research was estimated to be conducted approximately for 7 months from November 2022 to May 2023. The title is submitted in November, then in December 2023 the researcher did the pre-observation. In the next year, the proposal designing takes 3 months from January to March then the proposal seminar in April, and also starting the data collection and data analysis for 3 months then having the report of research in June 2023.

Table 3.1 Research Timeline

N o.	Activity	Month							
		Nov	Des	Jan	Feb	Mar	Apr	May	June
1.	Submission of Title								
2.	Pre-Research								
3.	Designing Proposal								
4.	Proposal Seminar								
5.	Data Collection								
6.	Data Analysis								
7.	Research Report								

C. Research Subject and Informant

While doing qualitative research, the sample is chosen when the researcher reaches the field and throughout the investigation (emergent sampling design). The strategy is that the researcher chose particular individuals who are thought to supply the essential data; in addition, depending on the data or information gleaned from the prior sample, researchers might decide other samples that are thought to provide more comprehensive data (Sugiyono, 2013). So, in this study, the researcher chose the tutor who has the responsibility in carry out the English session in the language improvement skill segment of XKDREAMERS to be the

research subject so that the informant can give the rich information. And finally, a tutor is chosen based on those criteria mentioned above.

D. Data and Source of the Data

1. Data

There are two kinds of data that would be beneficial to do qualitative research, the primary and secondary data.

a. Primary data

Primary data are the authenticated first-hand sources of information that researchers have obtained (Sugiyono, 2016). They take the shape of a group or individual's perspective or portrayal of an item (a person), which is the outcome of their observation of an item (a physical thing), an event, or an action. So, the researcher gathered this primary data through interviews with the informant and observation.

b. Secondary data

Secondary data often consisted of documentation from public or unreleased files that include records, reports, rules, policies, or historical reports that have been assembled in an archive or documentary form (Sugiyono, 2016). This data had been gathered by the researcher from the documents, recordings, photos, and articles related to the topic.

2. Source of The Data

The major data sources in qualitative research, according to Lofland in (Moleong, 2013), are words and acts. The remainder comes from additions like papers and other sources. Data was gathered via documents, the outcomes of interviews, field notes, and observational findings.

a) Informant

The role of the resource person is crucial in qualitative research since they are the actual owners of the material as well as those who can provide answers. So, in this research one of the sources of the data was the tutor teaching English in XKDREAMERS.

b) Events

Seeing occasions or actions connected to study issues may also provide information, therefore the process of teaching and learning during the English skill improvement session also becomes the source of the data.

c) Documents

It might be a written or recorded material, such as an archive data base of letters containing pictures of artifacts connected to an event. So, in this research the recordings of the class and also documents used in carrying out the session is one of the sources of data.

E. Techniques of Collecting the Data

When considering qualitative data collection, it's common to concentrate on the actual sorts of data and the methods for gathering them. It entails securing consent, carrying out an effective qualitative sampling approach, developing ways to collect data both digitally and on paper, archiving the data, and foreseeing potential ethical dilemmas. Researchers frequently choose to conduct interviews and observations throughout the actual forms of data collecting (Creswell, 2013).

Weblogs, live journals (such as open-ended online diaries), Internet message boards, and virtual focus groups are examples of common online data collecting methods for qualitative research ((Garcia et al., 2009); James & Busher, 2007; Nicholas et al., 2010). Moreover, some researchers have carried out sophisticated qualitative research online, such ethnography research (Garcia et al., 2009). They gathered information through e-mail, conversations in chat rooms, instant messaging, video conferences, and the visual and aural content of websites (Creswell, 2013). Observation, Interview, and documentation are utilized in conducting the data collection in this research.

1. Observation

One of the most important methods for gathering information in qualitative research is observation. It is the act of seeing an event in a field setting using the observer's five senses and documenting it for scientific reasons, sometimes using an instrument (Angrosino, 2007).

The observations are based on the goals and inquiries of your research. During the observation, it is permitted to observe the physical environment, participants, activities, interactions, talks, and the researcher's own behavior. Sight, hearing, touch, smell, and taste are just a few of the senses to use (Creswell, 2013).

It's impossible to put everything in words. As a result, begin the observation generally before focusing on the study topics. The observation of the teaching and learning process in the "Full House" English skill improvement session of XKDREAMERS was carried out for 4 times by observing the online classroom design, participants, activities, or talks during the session.

2. Interview

Interviewing might be seen as a sequence of phases in a process. Interviews are defined as follows by (Esterberg, 2002) in (Sugiyono, 2013) "a meeting between two people to exchange knowledge and ideas through question and response, resulting in dialogue and the building of shared meaning about a particular issue". A meeting of two persons when information and ideas are exchanged through question and answer sessions is referred to as an interview. And types of interview are structured, semi-structured, and non-structured interview. So, in conducting this research the researcher explored the data deeply from the tutor by doing interview sessions with the semi-structured interview

by asking several questions related to the implementation and also strategies used in the teaching process.

3. Documentation

Records of the past can be found in documents. Documents can take the shape of words, images, or colossal works created by an individual. Written records, such as journals, life histories, tales, biographies, rules, and policies. Visual-based documents, including drawings, pictures, and real-time images. Documents that take the shape of creations, such as paintings, sculptures, videos, and other media. In qualitative research, document study is a supplement to the use of observational and interviewing techniques (Sugiyono, 2013). The documents that the researcher utilized in collecting the data was the lesson plan, teaching material, media of learning such as power-point used by the tutor in delivering the material, movie, or even also recordings.

F. Research Instrument

In qualitative research, the researcher themselves acts as an instrument or tool. So the researcher took the role as "human instrument" including to choose a study topic, choose informants as data sources, gather data, evaluate the quality of the data, analyze the data, interpret the data, and to draw conclusions from the results. However, some other supporting instruments were also prepared to help the process of investigation such as field notes, list of strategies and the interview protocols.

G. Trustworthiness of the Data

Researchers' research activities and reports become credible when they follow certain research protocols. Lincoln and Guba (1985) base their evaluation of trustworthiness on four broad standards. They include credibility, confirmability, transferability, and dependability (Stahl & King, 2020).

1. Credibility

By utilizing different triangulation techniques, trustworthiness may be increased. Triangulating, broadly speaking, refers to the use of multiple sources of data or methods from the field to repeatedly identify patterns.

Examples of this include:

a. Methodological Triangulation

It refers to the use of more than one method of data collection or analysis (e.g., a study of reading demands in a gatekeeper course drawing upon a student survey, focus groups, and class observations).

b. Data Triangulation

The use of more than one type of data to establish financial trends. Data from test results, protocol analysis, and transcript audits, for example, all focused on the same problem. (i.e., data from transcript audits, test results, and protocol analyses that are all focused on the same phenomenon).

c. Investigator triangulation

It is the use of multiple researchers to accomplish analysis and comparison of individual findings (i.e., each participant in a research team looking at the effectiveness of an adjunct study strategy class thoroughly reviews the data from a source and draws conclusions that are shared and evaluated by team members).

d. Theoretical triangulation

This triangulation involves using several theoretical perspectives to interpret results or guide the research (for example, using social constructivism, transactional theory, and poststructuralism to examine the instructional materials and curriculum for a college reading course).

e. Environmental triangulation

This triangulation involves looking at the intended topic in more than one setting or context (for example, examining the basic composition instruction at various community colleges).

The alternative way to test the credibility of data or trust in the data resulting from qualitative research includes extending observations, increasing persistence in research, triangulation, discussions with colleagues, negative case analysis and members check (Abdussamad, 2021).

2. Transferability

Transfer is only conceivable when a detailed account offers a nuanced enough portrait of the circumstances to be applied to those of others, and

is typically requested by the local stakeholders. Applications for transfers like this rely on the researchers' detailed descriptions, which would include the fieldwork site's background. In the original study, organizations and other significant participants would have been specified and thoroughly detailed.

3. Dependability

Peer examination and peer debriefing are effective communication practices that build trust. A nonverbal reality for the researcher is established when they use another researcher to read and respond to field notes with their integrated researcher perspectives.

4. Confirmability

Confirmability, or coming as close to objective truth as qualitative research can, is a second element for trustworthiness. There are few qualitative research methods that use it (e.g., emergent design positivism as described by (Bogdan & Biklen, 2003)). There needs to be a form of objective reality for one to audit their research. Qualitative researchers that aim objectivity rely on constructs like precision and correctness in their research methodology and the participation of other researchers rather than fabricating a reality in Results.

To build a great trustworthiness, this research uses the methodological triangulation by collecting data through observation, interview, and also documentation, then for additional action it also uses members check and providing thick description.

H. Techniques of Analyzing the Data

The information obtained through interviewing and observation and also documentation is then subjected material to a number of steps of analysis. The data acquired is examined through three steps, per Miles and Huberman's theory: data condensation, display data, and conclusion drawing/verification (Miles et al., 2014).

1. Data Condensation

The process of choosing, concentrating, streamlining, abstracting, and/or changing the data that are included in the entire corpus (body) of written-up field notes, interview transcripts, papers, and other empirical materials is known as data condensation. It strengthens data by condensing. Further episodes of data condensation, such as writing summaries, coding, creating themes, creating categories, and producing analytic notes, take place as data collecting progresses. Qualitative data may be altered in a variety of ways, including selection, summary or paraphrasing, inclusion in a bigger pattern, and more.

2. Data Display

Displaying data is the second important flow of analytical activity. A display, in general, is a condensed, structured arrangement of information that enables action and conclusion-making. The displays can take many different forms, including matrices, graphs, charts, and networks. These are made to put structured data in an easily digestible, compact manner so the analyst can understand what's occurring and

either come to a conclusion that's supported by the data or go to the next stage of research that the display says would be helpful.

3. Conclusion Drawing/Verification

The process of drawing and verifying conclusions is the third stream of analytical activity. The qualitative analyst evaluates what is happening by noticing patterns, explanations, causal processes, and assertions from the very beginning of data gathering. The conclusions are still there, initially hazy and then becoming more precise and anchored. The competent researcher holds these findings loosely while preserving openness and skepticism. As the analyst works, conclusions are also confirmed. Verification can take many different forms. It can be quick and simple, like the analyst having a fleeting second thought while writing and quickly returning to the field notes, or it can be thorough and involved, involving deliberative discussion and review among colleagues to reach "intersubjective consensus" or extensive efforts to replicate a finding in another data set. It is necessary to assess the plausibility, stability, confirmability, and validity of the meanings that the data suggest.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Answering the investigation on the research problem, the researcher arranges the data collected by the instrument (observation, interview, and also documentation) into the display of data in form of findings and discussion. This fourth chapter contains the description of result of data that shows how the planning process done by the tutor carrying out the “Full House” English session of K-Pop community XKDREAMERS and also the execution of the teaching and learning speaking process during the session which has been analyzed.

A. Research Findings

Findings of the research are intended to answer the research question. The display of findings derived from the data collected by using the research data collection method.

1. The Process of Designing the Instruction in The Planning Stage

In examining the instructional design in the planning phase, the researcher sought the information through the interview with the tutor of the English session and also analyzing of the documents related to the planning stage. The planning process are divided into some stages that can be described as:

a. Analyzing Learners

In the steps of analyzing learners, several scope that are needed to be identified and recognized from the learners’ side by the

instructor to plan the lesson are their general characteristics, the specific entry competencies of the learners, and also their learning differences and needs. Therefore, in some explanation, the researcher found out the way the tutor analyzed the members to plan the session.

1) General characteristic of the learners

Some examples of the aspects intended to be identified by the instructor from the learners in this scope are their age range, gender, ethnicity, and also their attitudes and interest. The tutor of the English session explored the aspects on the members and she discovered that there is a wide range for the members' age but, there are several aspects that share the homogenous result, which are backgrounds including: religion, race, mother tongue / native which are both Indonesian.

“... gathering members who love Korea whose fandom is diverse as well as differences in the age range of participants, but there are homogeneous aspects in the participants' backgrounds including: religion, race, mother tongue / native which are both Indonesian.”
(translated)

After having the result of the analysis, the tutors finally can obtain the general characteristic of the participants joining the session. Those aspects will help the tutors to

arrange the planning to do the lesson. The general characteristic of the learners can influence the learners' interest that the tutor would determine and manage the teaching instrument based on the analysis to have a good engagement in the teaching process.

2) Specific entry competencies

This aspect will provide the information of the learners' skill and knowledge level that has to be analyzed by the instructor to plan the lesson. The tutor of English session doing several observations and also interaction with the members to see how good they are in speaking English. The tutor also tried to analyze the members' skill by asking to the participant openly how far they can perform English skill when the session is running through the live video chat on the telegram channel.

“Taken from the aspect of how active participants are when provoked interaction using English verbally through audio voice messages in VCG, as well as from the assessment of their openness when giving info disclaimer that some are still learning English, or cannot speak English well using grammar, or mixed with Indonesian due to limited vocabulary that is understood.” (translated)

After having some analysis, the tutor formulated the final result that most of members are not really fluent in speaking.

By knowing the students' competencies level in English speaking skill, the tutor can see what components to be prioritized in carryout the teaching process.

3) Learning differences and needs

The learning differences and needs determine the learners' preference in learning and also their learning style. Investigating this aspect, the tutor did not have specific strategy or investigating, but she did trial and error instead. So, in the several initial meeting the tutor did the analysis of the participants' preference.

*“To discuss how to know the preferences of class participants, I will answer briefly: Trial & Error.”
(translated)*

By doing trial and error, the tutor slowly could identify the learners' preference and tried to arrange the best presentation in her lesson. Because she also found out having the support by technology is not enough so she had to be creative in integrating technology with the things that the members would enjoy.

Taking a look to the lesson plan the lecture conclude the general analysis of the learners and based on their ability in that the tutor decide to have basic English level to be carried out.



Figure 4.1. General Analysis of the Learners

The result of basic learners specifically shows the students competencies which is generalized to have the basic level and it would influence the teaching and learning process.

b. Stating Standards and Objectives

After the step of analyzing the learners, the next step that was executed by the tutor is stating standards and objectives. By having the standards and objective, the tutor can measure in what abilities expected from the members and what knowledge should they understand after the teaching and learning process. In Full House English session, the tutor realized that this session is an alternative platform to support the members in increasing their English skill beside their formal education process, so, in the speaking skill itself, the tutor focused on increasing the students' comprehension of every content delivered in the meetings.

“English Full House focuses on content familiarity (getting used to) through the delivery of English media.” (translated)

The second outcome of the members hoped by the tutor is the confidence of the members in speaking English, and the mistakes made during the process of speaking are ignored.

“For the speaking skill aspects, I try to make sure that firstly they dared to speak up in English.” (translated)

The members are also expected to be helped by the tutor in increasing their vocabulary and the pronunciation ability.

“The second thing to check is the opportunity to increase English vocabulary and for pronunciation...” (translated)

By having the learning goal, the tutor drew the learning pattern to reach the maximum target of the goal to be obtained by the participants of the session.

Besides, it can also be seen from the lesson plan, that the tutor stated the main objective and followed by specific aim of the instructional process.

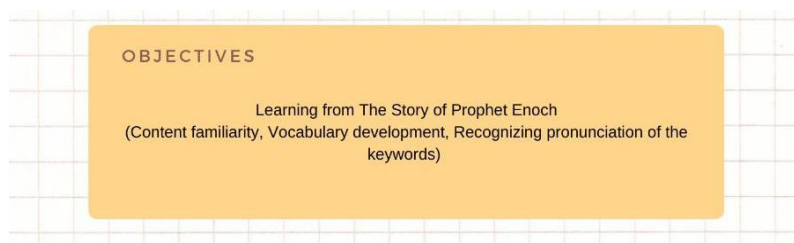


Figure 4.2 Objective of the Lesson

The aim on the speaking skill is about to make great vocabulary mastery and also enhancement of pronunciation accuracy. But it also had the other goal which is content familiarity or it can be said as building the students' comprehension on the material.

c. Selecting Strategies and Resources

The next step performed by the tutor in designing the instruction is selecting the strategies and resources. Storing the result of the

analysis of the learners and the learning goal, the tutor had the enough information to determine the best strategies and resources to be apply in the session.

1) Selecting strategies

The proper strategies would make the students enjoy the activity and having the interest-based activity that had been analyzed by the tutor will increase the students' willing and motivation in the learning process. The tutor also made herself adjusting the strategies to maximize the teaching and learning process due to the short time given in the meeting, so that with the short time the tutor still could perform the lesson well.

“Yes, from a brief analysis in general from the initial session that was carried out it became a consideration for material delivery strategies.... The limited time and schedule given to fill in also affects how to deliver the material.” (translated)

Not only preparing the main strategy, the tutor also had the alternative strategy to be the backup strategy if the main one is not working during the application in the class.

“as well as alternative strategies or backup plans if it was felt that some classes that were running were considered less effective.” (translated)

The great strategies to be implemented in the teaching and learning process would make the broader chance to achieve the goal aimed by the teaching and learning process in the session.

2) Selecting Resources

Meanwhile, to consider the resources used to carry out the topic, the tutor needs to determine the materials and also the media used during the class.

a) Selecting Material

In selecting material, the tutor derived from the source of curriculum applied in the Full House session given by the owner of XKDreamers and then the tutor developed the detail of teaching and learning materials based on the curriculum. For example, in the case of Full House session, the owner of XKDreamers give a book with title “Story of Quran” in the beginning as the base of the teaching framework to the tutor. Having the main resource, for the materials the tutor tried to expand the idea of the book to be several detail points and formulate the more detail on the materials delivered to the members.

“There is an English Version of Children Book about the Story of Quran which was given to Hani to be a

reference source for material and flow or curriculum.” (translated)

To arrange the custom material to be appropriate and interesting for the members, the tutor also derived the material from process on the analysis of the participants in the English Full House session obtained before. Since the curriculum given by the owner is an Islamic curriculum, the tutor checked the Quran and hadiths to draw the outline of the sequences of topics and materials will be carried out in the session. Then, the tutor conducted mini research by surfing on the internet to investigate about the material to enrich the content as well as the insight of the story to be conveyed during the session.

“I used to check related Qur’an/hadith verses & so often check mini research, then also just browse in google for enrichment of insights and story content to be conveyed in class sessions.” (translated)

The tutor also brought up a unique content of materials in every session that may diverse the materials brought up in the formal school. The tutor also agreed if the content in English Full House session on XKDreamers has to be enjoyable and not stringent, this session has to

be more to accompany and also provide another space for fun learning as an additional learning activity for the members beside their learning activities in their school.

“Because if at school we learn from books and for example we go back to learning from books again in sessions maybe it doesn’t seem like it’s any different.”

(translated)

So, instead of only picking regular information to be taught and carried out in the process of teaching and learning, the tutor dug the deep information of every topic and try to find the side that has never been told largely.

“It is just developed by searching in google the reference materials related to the story to be told, whether from journal articles, Wikipedia, or some historical or science sites connected to the story.”

(translated)

b) Selecting Media and Technology

Since the session runs as an online class by using telegram video chat, the tutor was also trying to integrate digital media to carry out the teaching and learning process which is a must in an online learning.

“For media/technology selection, Hani randomly create and mix between PPT or live sharing sessions or movie sessions like in the past meeting, alternate intervals are arranged to minimize monotony/boredom.” (translated)

And from the tutor’s statement, it shows that one of the considerations in picking the media and technology used in the class is the variety of the learning media in order to build the enthusiasm on every meeting and to decrease the boredom.

However, beside of the points about conforming the media to the learning style of the members, the tutor would also take the consideration of the learning goal that was set in the meetings. With the reflection of those aspects, the tutor tried to find the middle way to constructed the planning of media used in the session that would be not only enjoyable for the participants but also would be able to achieve the learning goal.

Investigating on the lesson plan, the tutor had stated several media and technology used in the session. It is mentioned that the platform to conduct the session was on the telegram live chat video at XKDreamers’ community channel followed by a link to join into the platform.



Figure 4.3 Instructional Media

The supporting media and technology to conduct the session was also stated by the tutor. There are PowerPoint slides, music, and also video.

d. Utilizing Resources

After selecting the strategies and resources, the tutor stepped on the next action which is utilizing resources. The utilizing resources had several stages from the previewing the resource until providing learning experience. So, the researcher would describe the stages as follow:

1) Preview Resources

The tutor used to preview the resources used during the session by checking whether it's in line with the learning activities planned or not. The next is that the tutor also previewed the materials when she got the available material so that when it was not really suitable with the members preference of it is not in line with the learning goal, the tutor started to modify the material to increase the understanding of the members about the topics and material and also to present the most valid information to the participants.

“Alhamdulillah, because I also hold a hard copy version of the English Quran, Hani likes to make sure 2 directions, the Indo version of the Quran, the Arabic text, then the English translation.” (translated)

When the modifying the existing material is not appropriate enough to be performed in the session, she would redesign the materials just like to be back in the preparing the materials stage.

2) Prepare Resources

Preparing the resources means how the tutor prepare the resource before the resources being used in the session. In this stage, the tutor would gather the resources and then design the learning media also planning for the equipment used.

“Of course, by firstlyt collecting the sources that have been selected and previewed, then arranged into slides as well as supporting media. Besides that, I also usually review what equipment I need to convey material, that is.” (translated)

Not only the main media but sometime the tutor also prepare for the supporting media to deliver the material.

3) Prepare the Environment

This is the plan how the tutor would prepare the environment.

In this stage the tutor explained that the tutor, the admin, and

also the MC supposed to collaborate in making a great execution and atmosphere in the class.

“In terms of planning, of course, before the session starts, a check will be carried out starting from the connection, audio, and also for example about the platform before starting the core implementation of the process in the session.”
(translated)

The preparation is including preparing the teaching equipment and also for example audio check as well as the connection checking.

4) Prepare the Learners

Preparing the learners, the tutor would do some activities including recalling the past topic and explanation of the activities would be carry out that day.

“Firstly, obviously, is reciting basmalah to open the meeting and the leader of class will lead the prayer before studying, then at the beginning of the session we usually start by recalling what we have learned in the previous meeting. I will also provide an explanation and description of what activities will be carried out in the session.” (translated)

Another way that the tutor state for this stage is that several questions related to the topic will be asked to the learner to give them warming up.

5) Providing Learning Experience

This is the way where the tutor plans to integrate the use of technology and media prepared with the learning activities.

“The main vision of the Fullhouse English session is more for each participant to take moral values that can be applied in real life through the delivery of English media formatted in audio (vcg) or visual (ppt & videos) form. So, I will invite participants to reflect on material in our daily lives.”
(translated)

It does show how the tutor prepared to conduct a meaningful learning.

From this part of lesson plan, it is also can be seen that those media had passed the process of preview on the material and the process of preparing the media had finished. Therefore, the final result of the process is that the tutor entered those media into the lesson plan.



Figure 4.4 Previewed and Prepared Resources

And the process of preparing for both students and environment can be seen in the initial step of the activities. Since it is about the plan of activity in preparing the session.

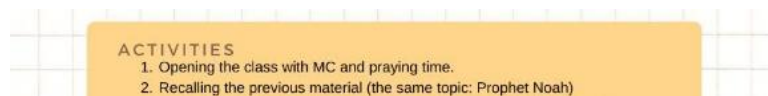


Figure 4.5 Preparing Activity

The initial activity refers to the preparation stage including the warm up for the learners to build a good engagement to the instructional process.

e. Require Learner Participation

Doing this part of planning, the tutor arranged the sequence of activities would be performed in the session. The activity of the delivering materials until providing the speaking practice opportunity is planned in this stage.

“So far, Hani mainly still uses the reading aloud formula, asking opinion of the topic after reading, explanation/lecture, giving vocabularies assignments, learning encouragement, some additional variations are watching movies together or providing some complementary videos in science or real related phenomena that is told in the material, because the stories that are presented as English Fullhouse material are not fictional stories.” (Translated)

The tutor also managed how the process could be meaningful which is by preparing for some insight as well as motivation.

According to the lesson plan it has a sequence of activities providing the learners’ participation.

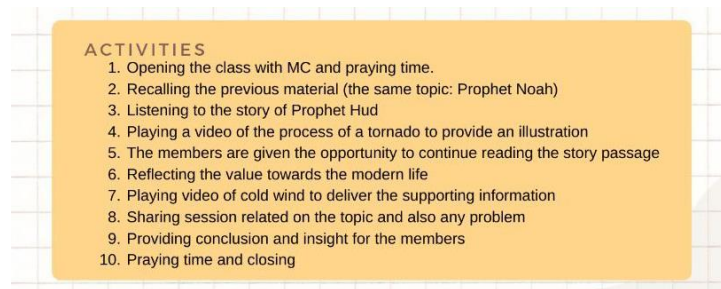


Figure 4.6 Sequence of Activities

Especially conducting speaking activities, the tutor will provide some activities requiring the learners' participation such of reading aloud, reflecting with the modern life, as well as the sharing session. Those participation is needed to create active participants in taking a part in the process of teaching and learning.

f. Evaluate and Revise

The step evaluation and revision were the last step that has to be performed by the tutor. In this evaluation planning, the tutor had to preview not only about the preparation she had made but also from the whole preparation and also the execution of the use of the teaching instrument. The tutor stated that the evaluation would be done after the teaching and learning process, so the tutor would measure how effective the session was and then when she got some insufficiency of the resources and also the execution, the tutor would design the better instructional planning for the next meeting.

“After the session, I will double-check the recording of the class session that day to be an insight or personal evaluation.”
(translated)

Not to mention that the session being recorded so the tutor could rewatch the recording to have the better planning for the next meeting by continuing having more process started again from the analyzing process.

Since the session is an informal instructional process, therefore the tutor has no specific technique in evaluation, instead, the tutor would take some points to do a personal evaluation.



Figure 4.7 Notes of the Instructional Process

In the lesson plan for example, there is a space for noting about the instructional process.

2. The Teaching and Learning Speaking Process During the English Session Carried Out through Telegram by The Tutor

Recently, starting from the new year of 2023, after having some addition of tutors handling language session, Full House language skill improvement session got 7 languages to be taught in every weekend in order. The English session was carried out once a month, less than the last year which was twice a month. Therefore, in every session, the tutor maximizes the meetings to raise the members' ability in some English

skill and one of the skills is the speaking skill. In total, the session had run for 7 sessions since 2022, so, in this point, the researcher did the investigation for the last 4 sessions of English Full House.

The description of the implementation is derived from the observation and also interview with the tutor. In the day before the session was carried out, the researcher notices that the admin pop out the poster on the XKDreamers telegram channel and the group completed with the broadcast invitation to join the session.

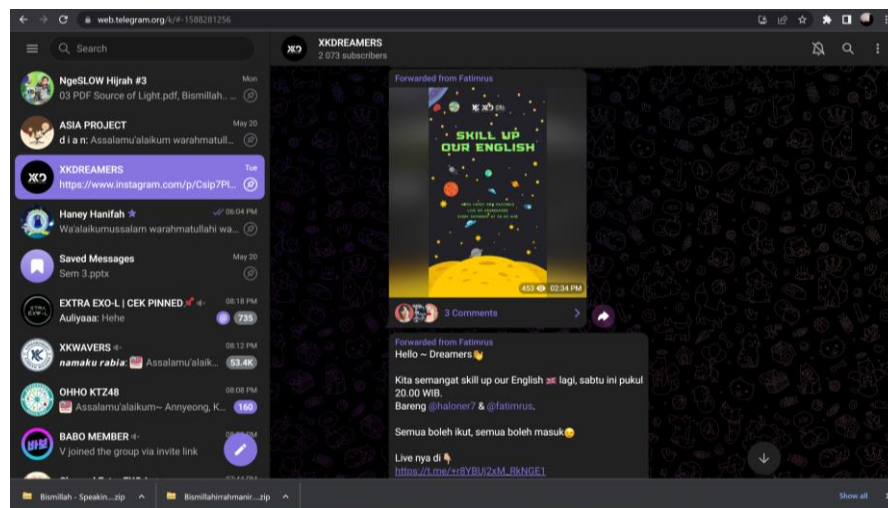


Figure 4.1. English session poster and invitation

Right on the day when the class was held, the admin and the leader of the class started mentioning the members joining the group to attend the session by using the mention bot. The admin mentioned the members 30 minutes before the class began and when it was the time to have the class right at 8 PM, the leader also re-mentioned the members to join the class.

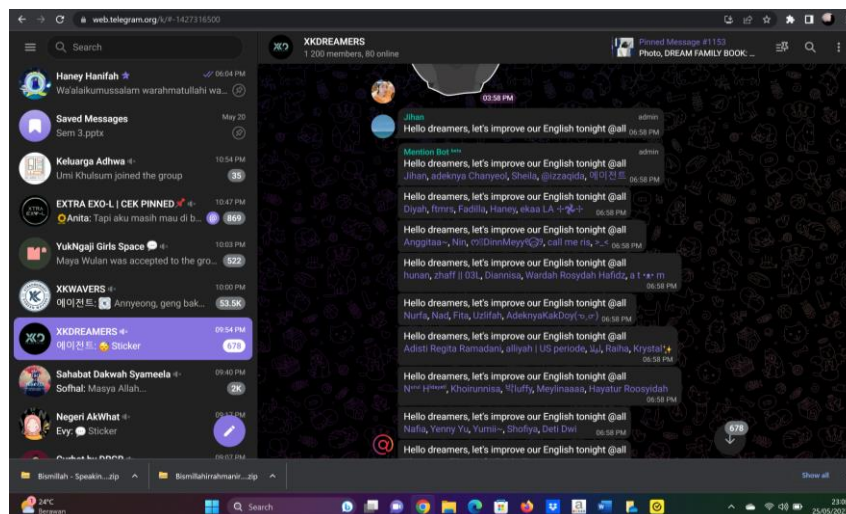


Figure 4.2. The use of bot to mention the members

Preparing the class, the other admin was opening the live video chat (VCG) on telegram so that the members can immediately entering the room to join the session. By using live video chat, it also means that the bigger opportunity for the members to perform the speaking skill. The tutor explained that the topics discussed at each meeting were the stories of the prophets believed by Muslims which were delivered sequentially according to the time they were sent. It is supported by the clarification of the tutor in the interview session.

“English fullhouse focuses on content familiarity (get used to) or getting to know the stories of the Al-Qur’an using different means than usual, through English delivery.” (translated)

And for the teaching and learning process, the researcher describes the meetings as follow:

a. Teaching and Learning Process of 4th Session

Topic : Prophet Enoch AS

Date : Saturday, 28 January 2023

Duration : 60 minutes (08.00 PM – 09.00 PM)

Place : VCG XKDreamers

The meeting was executed in 3 activities in order, which are opening, main activity, and closing guided by the tutor with some help from the MC.

1) Opening

The part of opening was handled by an MC, the MC greeted the audiences who had join the live video chat. Seeing the tutor had joined the VCG, the MC greet the tutor and asked about the tutors' day because they did not meet since the last meeting which was almost a month and having a small talk. After telling the members that the past meeting was canceled due to the MC's health issue, then the MC gave the turn to the tutor to directly start the session. The session was opened by *salam*, then, the tutor asked the leader of the class to lead the prayer time before having the session. After praying, the tutor greeted the participants and asked their condition since the change of the weather those days were pretty extreme. The tutor also got the audio check before starting the lesson.

Building a connection between the last session and the current session, the tutor invited the participants by asking about the topic of the past meeting which was prophet Adam that was

wrapped into a story called “The Tale of Two Brothers”. The tutor also praised some members who had submitted the homework given in the past meeting and started to give the brief answer about the correct answers of the homework. After that the tutor give the brief explanation of the topics would be delivered that day.

2) Main Activity

By presenting the power point slides, the tutor started to explain about some information related to the prophet Enoch that was popular by his intelligence. According to some sources, he was the first person to tame horses and also sew clothes. Seeing this as an opportunity to engage the participants, the tutor asked the audiences to mention what things that they are good in or what the best skill they are confident about. Some of the participants then shared the things that they are skilled, some said cooking, some said sport, even some of them jokingly told that one of the best skills they have is listening to someone’s when they got some problem with their boyfriend, that she told “*I’m a good listener especially when my friend broke up with her boyfriend*”. The tutor then told that it is not always a bad thing when we are good in listening, because sometimes we can make someone feels better by only listen to their problem.

Going to the next slide, the tutor invited the participants to be the volunteer to read the passages written on the screen. The tutor guided the part that they have to read, for example she asked “*please read the text from the words the ending until the word die*”. The tutor also always cheered the members before they tried to do the task for example like she often said “good luck”. When the participants found a difficulty in spelling the words, the tutor helped the participants to say the words accurately. Sometimes, the tutor gave indirect clues such as restating the member’s statements that the member would start to realized they pronounce the words wrongly so that they repeat the sound of the words correctly. Not to forget that the tutor always said thank you after the participants tried to read the passage and some correction that were followed by compliment.

In the fourth slide, the tutor had some words highlighted in the passage. After getting some of the participants read the text, the tutor asked the participants to mention the closest meaning of the words bold and tried to make an example of the use of the words in a sentence. The words are:

1. Record
2. Obedience
3. Perpetuated
4. Scriptures

5. Exemplary

Finishing the last activities, the tutor explained some points related to the slide which was the personality of the prophet Enoch and tried to engage the members' comprehension by explaining using the terms that were easier to understand and also give the current phenomena as the example.

3) Closing

Summed up into a conclusion, the tutor gave the complementary related to the topic that for the tutor personally it was a fascinating story. As an additional statement, the tutor did not forget to convey some insights about the topic of the story that has been discussed. Having no question and answer due to the limited time, the tutor welcomed the members to ask the tutor personally if they got any questions related to the material, and they are permitted to ask anything through the personal chat. She also did not forget to thank the members who had attended the session that night and prayed for good and health for them. Several motivational sentences were also delivered before closing the session to boost the members' morale. Lastly, the tutor asked the leader of the class to lead the closing prayer. Right before closing the session the tutor offered some activities to be done in the next session, such as doing game or watching movie to be chosen by the participants that they agreed to watch movie.

Then the tutor closed with greetings and gave the forum back to the MC.

b. Teaching and Learning Process of 5th Session

Topic : Prophet Noah AS
Date : Saturday, February 25th 2023
Duration : 120 minutes (8.00 PM – 10.00 PM)
Place : VCG XKDreamers

The meeting was executed in 3 activities in order, which are opening, main activity, and closing guided by the tutor with some help from the MC.

1) Opening

Initialing the class, MC of the session greeted the members and as light question for the members' condition and current business for a while. Then, when the tutor had ready to handle the teaching and learning process, the MC gave the opportunity to the tutor for taking over the live chat video. Opening her microphone, the tutor greeted the members and asked for the leader of the class to lead the praying time before having the session, so the tutor guided the participants, *“Before that, to make our occasion more blessed by Allah let's start it with ta'awudz and basmallah”* and then ask the leader to continue with the specific praying before having the learning process. Praying before the class was intended to build a good character

and great habit for the members to start everything by raising the religious atmosphere and the sincere to do good thing also realizing that the god will always be by their side that lead to great optimism inside their self. Then, directing a little discussion, the tutor engaged the members to review the past topic of material learned and throw some clues to the members to answer. The tutor clued *“I don’t know whether you remember the last time we have a bit understanding about the very beginning of life happen form the story of two brothers, the tittle was two brothers, and move on to the man who does not die which is the second chapter?”*

Then, for the activity that would be done that day, the tutor gave a part of video illustrating the material in the opening. The activity and the task after doing the main activity on the day were also being explained in this stage. *“But to remember, after watch, by we finish watching, we will have some kind of short discussion, an open discussion between us, between all of you who watch this film and several verses of Quran that I will show you and we can see, we can compare it which one it is right being portrait by the Hollywood film or which one is a little bit different.”*

As the apperception of the topic of the day, the tutor also threw some clues after playing the clip of the video to the

participant to guess what story they would learn that day. The question “*Do you know who is the prophet related to the very big flood?*” asked to the participants to guess the topic.

2) Main Activity

The main activity started when the tutor presented a part of movie as the stimulation for the members to be observed before doing the task mentioned in the opening. The movie during the class has no subtitle, therefore, the tutor asked the members that they had to pay attention in listening to the dialogs and narration. The tutor explained that this activity will also train the participants’ listening skill, “*sorry, a little bit disclaimer, this film doesn’t have any subtitle, so, you also will learn to listen here*”. The tutor gave some tips to the participant to keep track of the storyline, she told if there were any words that they do not really understand they just need to focus on the scenes. Giving fun activities by using authentic materials is one of the strategies in teaching speaking. By learning from the native sound, the members can recognize the pronunciation, intonation, stress, even the tone in stating something.

During the movie was rolling, some explanation of the scenes given by the tutor for example when the part the origin of life and so on. Then, when the movie had been played, the tutor explained some brief information about the movie. Due to the

short time left before ending the session, the tutor just asked some of participants to express their opinion related to the insight of the movie and the life they live one by one. And the first who got the turn was Danang, then he tried to present his opinion about the movie though he admitted that he did not join from the first, so he just explained the part that he started joining this movie session. The tutor continued to point the next participants until the time was nearly up. When some of the participants run out of words, the tutor helped them by mentioning some words that might be the proper word to express the opinion that they wanted to convey. Sometimes, the tutor was also encouraging the participants when they started to underestimate themselves, that usually they said "*I am sorry for my bad English*" and the tutor still praised them for trying.

Finishing the opinion expression session, the tutor presented some slides and explain some comparison between the storyline of the movie and also the storyline from Quran. One of the distinctive illustrations between the Quran and the movie explained by the tutor was that in the Quran, it is portrait that the water which led the big flood did not only come from the ground but also the sky, meanwhile the director made the illustration that the water came out from the ground but in the beginning of the

movie it came out from the sky which make something opposite each other.

3) Closing

Doing the closing activities, the tutor summed up the storyline and also the opinion of the participants. Not only giving the summary, the tutor also tried to encourage the participant that it is actually normal if most of them, the participants, did not really understand about some words because several words were very sophisticated which were directly adopted from the bible and some of the words were poetic. After finishing the session, the tutor gave back the time to the MC to close the session and the MC also reminded the members about the schedule of Full House classes then closed the session with *salam*.

c. Teaching and Learning Process of 6th Session

Topic : Prophet Noah AS
 Date : Saturday, March 4th 2023
 Duration : 60 minutes (8.00 PM – 9.00 PM)
 Place : VCG XKDreamers

The meeting was executed in 3 activities in order, which are opening, main activity, and closing guided by the tutor with some help from the MC.

1) Opening

Greeting the participants, the MC opened the session with salam. The prayer was also led by the MC to get the blessing in the occasion. Then, she checked the members joining the class and when she found out some of the participants were new members, she told the things that the participants need to prepare. Cheering up the members, the MC also gave some motivation and encouragement to the participants that they have to be active during the session because while writing and reading are the skills that they can achieve it autodidact, but when it comes up to the speaking skill, it is need a certain environment to do the speaking practice. Therefore, so she expressed her hope that the members would make good use of the opportunity to speak in this full house session and becoming fluent one day. The MC urged the participants to speak up whatever they wanted to say during the session to practice speaking English without any pressure. After greeting the participants, the MC gave the opportunity to the tutor to start the session.

Taking over by the tutor, firstly she reintroduced herself since the MC had told that some of the participants were new members. Just similar as the way the MC encourage the participants who joined the session. The tutor, then, gave some encouragement and also pictured the activities that used to run during the session. She also shared the things expected from the

participants, what the tutor hope something they would get after joining the class.

After having the small talks with the participants, the tutor started to guide the participants who joined the past meeting, to recall the topic that had been delivered in the past meeting through the movie. The tutor gave some brief explanation about the movie and what were learned in the past meeting so that the new participants could have the engagement with the past material.

2) Main Activity

Get off from the opening, the tutor started to share her screen to the telegram live video chat running. The screen presented by the tutor showed a slide of power point with the illustration got from the movie and also some English translation from verses of the holy Quran beside the pictures that one of the verses was highlighted.

The tutor explained the relation between the verse and also the screenshot from the movie. She did some description about the illustration beside the verse and telling some story line of the past movie related to the illustration and she did some explanation how the illustration match the verse displayed. She also explained several unfamiliar words and the meaning in

bahasa Indonesia. Some words were also explained explicitly by using the narration of the film that has been played.

After finalizing the one verse, the tutor moved to the next highlighted verse with the different illustration taken from the movie. But this time, the tutor threw the chance to the audiences to describe the illustration taken from the movie and then explain the relationship between the highlighted verse and the illustration. The tutor asked *“Can you see the next slide? There are some pictures on the right side and also one of the highlighted Ayat, Surah Al-Mukminun 27? I would like to ask any of you here to explain, simply explain, what you see in the picture on the right side of this slide?”*, then some of the volunteers from the audience got the turn to explain the picture. Even a participant associated the picture, because one of the three pictures displayed was the huge ship of prophet Noah, with the nowadays phenomenon of k-pop or k-drama fans that has a term to refer to matchmaking between idols among fans which is called “shipping” and how the fans usually say “the ship is sailing” when the when the idol they match is really dating, for example the hottest news at that time was an article about lee Jong Suk dating IU, or when the idols break up, they will say “the ship is sinking”.

After some of the audience volunteered to explain the slide, the tutor pointed the rest to bring up their opinion of the slide. But before pointing the participants to do the explanation, the tutor invited the MC to try it, therefore the atmosphere of the class somehow changed to be funny so that the rest participants were provoked to do their best try.

Having the audiences tried to give their commentary on the slides presented, the tutor did some emphasize on some points and also clarification related to the illustration and the verse. The tutor explained that actually the pictures came from different movie, the bottom one came from the movie watched in the last meeting and the picture above come from the other movie starring by Emma Watson and also the cast of Percy Jackson since she wanted to show the flood from different angle. Not only explain the materials theoretically, but the tutor also engaged the audiences to discover the relationship between the story with the phenomenon occurring these years. The story of Noah recently for example, rose to the public surface in Korea which was raised as material for the K-Pop group BTS or appeared in the movie Avengers.

The tutor also engaged the audiences to reflect the story with their experience, like sometimes the tutor said *“if you see the boiling water perhaps when your mother is boiling water, or if*

you ever climb a mountain or if you see lava.” These statements were intended to connect the part of the story with the participants’ real life so that explanations could be easily understood.

Lastly, the tutor invited the participants to have the sharing session. The tutor allowed the audiences to ask anything related to the material or any problem with their English skill within 3 minutes. For example, some participants opened their microphone and asked the forum about the tips to increase the English speaking and then the others shared their suggestion or the way they learn speaking in this sharing session under the direction of the tutor.

3) Closing

In the end of the session, the tutor presented the verse that was the conclusion of the storyline of the movie. The tutor also mentioned one of the prayers related to the story of prophet Noah then associate it with some suggestion in the real life that the which prayer today can also be recited when someone comes to a new place. After summed up the insight from the content, the tutor returned the forum to the MC. The MC took over the forum and added some conclusion from the session that day by also reflecting with the real life. Closing the meeting the MC invited

the audience to give thanks to Allah by saying *hamdalah* then the session was closed by *salam*.

d. Teaching and Learning Process of 7th Session

Topic : Prophet Hud AS
Date : Saturday, May 20th 2023
Duration : 60 minutes (8.00 PM – 9.00 PM)
Place : VCG XKDreamers

The meeting was executed in 3 activities in order, which are opening, main activity, and closing guided by the tutor with some help from the MC. Prepared with different vibes from the previous meetings, this time the tutor played music before the session started while waiting for some of the participants to enter the live video chat and the tutor prepared the meetings. The first song was song with English language “Falling Slowly” and the second one was Korean song “Falling You” and it was continued until the MC opened the session.

1) Opening

First of all, audio and sounds were check by the tutor with the help of the group admin. Having all of the instrument prepared, the tutor greets the audience by calling their name and thanked for joining the class on time and also asked for their condition. Similar with the previous meetings, the tutor invited the members to recall the last material by giving some clues. She also continued with a brief explanation of the last meeting topic

so that the members who did not join the last meeting could still understand about its connection with current topic. After recalling the last topic, the tutor also asked the members to guess the topic of the session would be delivered that day which was Prophet Hud. Then, the activities would be performed that day was illustrated by the tutor to the participants. The prayer time was done right before the main activity started and this time the tutor led the prayer time by herself due to the limited time that had been spent for preparing the teaching instrument when the songs were played.

2) Main Activity

Initiating the main activity, the tutor presented a slide of power point to the audience by sharing her screen on live video chat. The slide contained a title “The Titans – The one who lives among the high pillars” which is referring to Prophet Hud. Unlike the several past meetings, during explaining the brief explanation of the material, the tutor was also rolling a music as the background. Then, she did such a story telling by narrating the explanation with musical accompaniment and playing a video related to the story of Prophet Hud.

Having done with the part for her, the tutor invited the participants to volunteer to continue the story by reading the passages shown. Some participants read the part of the story

pointed out by the tutor while still accompanied by music as a back sound. This activity lasts until the end of the story which was performed by the audience alternately in turn and some of audiences are pointed by the tutor. In every turn of the participants, the tutor praised them either for their courage in participating, their good pronunciation, articulation, or their good intonation.

After cooperating with each other in presenting the contents of the topic that night, the tutor began to explain carefully about the topic that had been brought together. Starting from the first slide again, the tutor provided an explanation for every point written on the power point. For example, the point of characteristics of the people lived in the time when the prophet Hud was alive, it was written that they were giant human or huge people, the tutor explained where she got that information and add other detail characteristics. As is characteristic of how the tutor usually explains the material, she also included several events that occurred in modern times related to the topic of discussion.

Getting more engaged with the participants, the tutor also rolled a video on the screen illustrating the cold wind could happen in 9 nights and 8 days, which was the biggest phenomenon at that time that brought a big destruction for

human being. For some parts, the tutor paused the video and explained some highlighted point connecting the part of the story and the part of the video rolled tried to show. The tutor also provided alternative imagination for the participation in picturing the cold wind as tornado so that they would understand the context easily.

Moving to the next slide, there were four words appeared on the screen. The tutor then said that it was the homework because it had been a long time since the tutor had not given homework to the members. The homework had to be collected before the next meeting is held by sending the results of their homework via personal chat to the tutor. The task was about to search the synonym of the words and used it up in a sentence for each word.

Continuing the lesson, the tutor gave the explanation of tornado and why the wind catastrophe occurred in the time by prophet Hud living could be pictured as tornado today by showing another short video. The tutor also asked the members what the wind catastrophe in their region called. Then the tutor added that the wind catastrophe occurred that time huger than the one they called "*angin topan*", "*lesus*" or something. The tutor also asked the members about their experiences if one of them had ever climbed a mountain, such as Slamet, Lawu, or Rinjani

and felt the cold to connect with the explanation of the cold wind and the low temperature of tornado illustrated in the video.

Finishing the explanation about the short video, the tutor continued with a relaxed question and answer session within 15 minutes where members were allowed to express their impression, opinion, or experiences on the topics discussed that day. They are also permitted to talk about anything they were facing including difficulties in learning English. Some of the members then showed up to talk about their opinion related to the story. Always after listening to every statement from the members, the tutor thanked them and provided feedback for their responses.

3) Closing

In the closing stage, the tutor summed up the materials into a conclusion then gave several insights related to the topic. She did remind the participants how a human must live a life where God reigns over them and take values from life lessons. She also informed the next topic of discussion to the members, which is Prophet Saleh and shared some unique facts about the Prophet Saleh. The tutor also reminded the participants to stay passionate in learning, especially for learning English skill, the tutor shared her own experiences that the members could try when they learn

English independently. Closing by doing prayer, the tutor then greeted the participants and gave the session to the MC.

Investigating on the interview result, the researcher found the finding as follow:

Interviewer : *“Regarding the opening, what are the steps for the miss to open classes in each session?”*

Interviewee : *“The session was usually opened by Ka Fatim as the moderator and usually, of course, with a prayer before studying too, after that it was my turn. The opening begins after the class is opened, by greeting the participants and giving encouragement words about the purpose of learning that night, also giving bait to the participants to guess the title of the Qur'an story that will be delivered that night.” (translated)*

According to the interview, the tutor for oftentimes opened the session by collaborating with the MC, Ka Fatim, to greet the members joining the session. Then, just like what it is always found in the observation, the tutor also stated that one of the opening activities is praying led by the leader of the class, followed by the activity of guessing the current topic or even both. The tutor also did some encouragement related to the purpose of learning about the topic in the session.

Then for the main activity, the tutor stated she often does several activities.

Interviewer : *“In the main activity, how does Miss execute the learning and teaching process in the classroom?”*

Interviewee : *“Usually it starts with me first explaining the material with ppt slides, then reading aloud activity for several ppt slides with participants taking turns to read, then we reflect on what stories might be happening in today's world that relate to the topic being discussed. Then there is also usually a sharing session before closing because many want to tell stories or just ask questions about learning English. This is usually the case, because if you watch a movie like the topic of Noah's prophet, a session is usually held to exchange opinions and impressions.” (translated)*

Interviewer : *“What speaking activities do you often offer and do in sessions?”*

Interviewee: *“As for the speaking itself, it is usually done in the form of simple activities, because according to the results of the analysis, there are those participants who are already good at speaking English but there are also those who are just learning. So, it is often shaped as reading aloud as well as sharing sessions and asking opinions, and sometimes also reflecting on the experience by presenting their experience. Apart from that, there are also language games and providing vocabulary slides.*

Based on the interview, the tutor firstly often delivered the material by herself, then followed by reading aloud activity, and also sharing session in the main activity. And sometimes for special occasion like watching movie, the participants are invited to share their opinion towards the movie and then reflect the value with their experience.

And then examining the closing activity, the interview result shows that the activities performed by the tutor to close the session is sometimes having sharing session in the closing. In addition, the tutor shared the conclusion from the material.

Interviewer : *“How does Miss close the class in every English Full House session?”*

Interview : *“After finishing bringing the material, I often give conclusions from the stories that have been discussed, as well as provide insight from stories that are related to present life. Sometimes the sharing session is also carried out in the closing, after that it is usually closed with a prayer, then returned to ka Fatim to be formally closed and uploaded on the XKDreamers telegram channel.” (translated)*

Lastly, the tutor stated that she also gave the insight taken from the story in the closing activity followed by praying time, then give the live video chat back to the MC.

Beside of the activities illustrated in observation 1-4, the tutor in the interview session also mentioned several activities performed in the class. Doing language games and also providing vocabulary slides with the phonological mechanism in the materials shown to the participants are such of activities discovered in the interview session. Not to mention that the admin would upload the video of the session at telegram channel of XKDreamers that the members to replay it and who did not join the live video chat can learn the material independently.

B. Discussion

1. The Process of Designing the Instruction in The Planning Stage

Displayed in the findings of the research, the research found that the tutor did the planning stage in 6 steps, which are analyzing the learners, stating standards and objectives, selecting strategy and resources, utilizing resources, and also requiring the learners' participation, and the last doing evaluation and revision. The steps are in line with the ASSURE model developed by Smaldino et al., (2019) which provides the instructional design model for integrating technology in the teaching and learning process. Since online learning always is closely related to the use of technology, the tutor obviously integrated technology used in the long-distance learning conducted in the Full House class so did in planning the lesson. There are now more chances for meaningful and genuine language usage accessible to language learners outside of the

classroom attributable to the internet, technology, media, and the use of English in online social networks (Richards, 2015).

The first step of the planning process is analyzing the members related to some information, such as the general learner characteristics (the learners' social background and ethnicity), their specific entry competencies, and the learning specific requirements and distinctions of the participants. The relationship between language learning techniques and a demographic variable that included a combination of ethnicity and religion was fundamental and significant (Liyanage et al., 2010). It indicates that the way they consider the learners' background and also religion is appropriate to design a good instructional process.

Continuing the step, the tutor set the target of the learning achievement, which is related to the speaking aspects, the tutor chose to focus on the increasing the learners' pronunciation ability and the vocabulary mastery while the other aspects were set as the additional ability that they could probably learn from the session. It is the same vibes with the direct method mentioned by (Larsen-Freeman et al., 2011), grammar is not stressed as much, instead, the emphasis is placed on vocabulary, and right at the start of a course, pronunciation is also given priority.

Selecting strategies and resources conducted by the tutor with the preview on the result of the analysis of the learners and also suiting them with the learning goals. Based on the analysis, the tutor found the

learners' skill level, their preference and also their background and considered them to determine the strategies and the resources. The development of instructional strategies within the sociocultural surroundings of the students is seen to be suitable (Liyanage et al., 2010).

Getting the selected strategies and resources, the utilizing resources planning process can be performed by planning and doing 5 Ps: Preview the resources; prepare the resources; prepare the environment; prepare the learners; and provide the learning experience. The research by (Bavli & Erisen, 2015), also supports that those activity can be carried out in the step of planning utilizing resources. This step is one of the keys of the successful learning where the tutor has to do preview and preparation on their resources, then also preparing for the planning of environment and the participants to be ready to receive information.

In the step require the learners' participation, the tutor has to plan the sequence of activity to create an active class where the students are active in participating during the instructional process. It is supported with the statements by (Bulan et al., 2020) which is referring to the regulation of minister of education and culture number 22 year 2016 shows that in the education unit, the great learning process is held interactively, inspiring, exciting, demanding, and motivating students to actively engage. Therefore, providing various activity from the delivering materials until providing speaking practice time is crucial to build a good engagement for the students.

The last process is the evaluating and revising process, which means the cycles of the model would begin in from the start again just like a circle after this process. The tutor did the evaluation by seeing how the instructional process was rolled and she would do revision on the lack of aspects she found in her personal evaluation. This process is also in consonant with the principal of the evaluation and revision process of ASSURE model (Smaldino et al., 2019) Revise the lesson plan to address the area of concern whenever there are differences between the learning objective and the student outcomes.

Comparing the components of tutor's informal lesson plan towards the standard in formal education mentioned in Ministry of Education and Culture Decree Number 22 of 2016 about Standards for Processing, the tutor's lesson plan only fulfill 7 components which are identity of the institution, the identity of lesson, material or in this case is the topic, resources and media but there is no specific material is explained, the learning activities in a form of sequence of activities, and the last is assessment although in the tutor's the assessment is informal shaped as a note only.

2. The Teaching and Learning Speaking Process During the English Session Carried Out through Telegram by The Tutor

Synchronous learning conducted for every meeting by using live video chat that provides the features to support share screen and sharing audio without limited time that the tutor even can conduct a session for

two hours. It is just as mentioned in the official website of telegram (telegram.org), moreover with synchronous learning, it will support the students practice in speaking English. It is supported with the result of a research, synchronous learning is similar to face-to-face instruction, but it is also called multi-modal because students may talk (Teh, 2021). In addition, telegram has the more easy and friendly features for the users specially to conduct learning and teaching process for practicing speaking English. Telegram is a messaging app that lets users exchange a range of material, including text, audio, and video, via the Internet for the goal of learning a language (Xodabande, 2017).

The speaking English teaching and learning process conducted by the tutor was carried out in three stages, which are opening, main activity, and also closing. In formal education, it is also mentioned in the Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 22 of 2016, the implementation of learning is the execution of the RPP (lesson plan): 1) comprising the preparatory (opening), 2) core (main activity), and 3) closing activities. In the book *A Course in English Language teaching* (Ur, 2012), it is also mentioned in the activity performed from the lesson plan that the teaching and learning process of speaking can be carried out in opening, main activity and also ending (closing).

The theme of every session carried out was about the stories of the Prophet of Muslims, the tutor wanted to bring the session with fun

instructional activities therefore she chose to select light topic. Moreover, the tutor provided vocabulary slides with its phonology to know the pronunciation. In fact, research by (Roza & Rustam, 2023) showed the result that digital storytelling approach had a favorable result on supporting speaking skill enhancement due to its regular repetition of academic vocabulary and grammar in multilingual groups, as well as cultural variety in many nations. In the session where the tutor played a film of Prophet Noah, the tutor also told the audiences that the terms in the dialogue of the film are mostly sorted from bible and also some are poetic words, therefore the participants can obtain several new vocabularies from the story.

The opening activity was always about the tutor with the MC and the leader of the class set the friendly and fun atmosphere that is fit the classroom set up strategy in suggestopedia method (Larsen-Freeman et al., 2011). The next activity was recalling the past material learned and also praying time. Then it is followed by engagement activity for the students to connect with the topic by asking questions. Using trigger questions during the learning process will help students get into the material being addressed (Pandu et al., 2023).

In the main activity, the method used by the instructor would determine the activities. On the first meeting, the tutor applied the strategies from the Grammar Translation Method, synonym/antonym strategy, that the tutor asked the members to find the alternative words of

the keywords of the story of Prophet Enoch written on the slides to understand about the meaning of the words. However, the session overall refers to the direct method and match its principles, that the participants could not do a translation or talk in their mother tongue (Larsen-Freeman et al., 2011). For example, in the class, it was like an invisible rule rolled over the session that when the session began, the language used to talk in the forum was only English. Even the main strategies used was reading aloud such as asking for members to read the passages in the slide in turn which is also the part of the strategies of direct method. Miller and Weinert (1998) use the terms "spontaneous spoken language" and "spontaneous speech" interchangeably, while Chafe (2006), when addressing "oral language," makes no distinction between the two and even refers to "read-aloud speech." This implies that pupils can be called on to speak even if they are doing Reading Aloud (Siyami et al., 2020), this research did find the reading aloud technique of teaching speaking can help pupils enhance the pupils' speaking ability.

The tutor also gave indirect clues such as restating the member's statements that the member would start to realized they pronounce the words wrongly so that they repeat the sound of the words correctly. It indicates one of the direct method strategies, getting students to self-correct, although in some of the process it was direct correction.

The activities in the second meeting were related to the rule of direct method that the participants should not use their mother tongue during

the session and also in a combination with communicative language teaching and also community language learning strategies. It is showed when the tutor played a Hollywood movie with title “The Bible” which was categorized as authentic material, one of the strategies from community language teaching (Larsen-Freeman et al., 2011), therefore the students can recognize the sounds of words by getting the exposure of the native speakers’ utterances in the movie’s dialogue. Then, the last activity which was reflecting on experience that the members are invited to talk about their impression and also connecting with their personal experience with the value of the movie, refers to the strategy belongs to communicative language teaching.

Met in the third meeting with different activities, the session was the continuation of the previous session with a topic that was still the same, the story of Prophet Noah and the activities done was also referred to the direct method rule, but the tutor also used the reflection on experience, a strategy from the communicative language teaching (Larsen-Freeman et al., 2011). The tutor explained the materials before asking for the participants to do the reflection, it is referred to the lecturing technique (Wehrli & Nyquist, 2003).

Meanwhile, unlike the past meetings, in the fourth meeting the tutor applied the suggestopedia method explained by (Larsen-Freeman et al., 2011). Even though the tutor probably not notice that she was doing suggestopedia, it can be indicated by the sequence of activities, which is

the first one is the first concert that the tutor read then narration loudly with playing music at the background and making dramatization of the story and the participants are focusing on the tutor's explanation. Then, it was followed by primary activation that the students also asked to read the narration with the music played. Moreover, in every meeting of the sessions the MC and the tutor were always coordinate to give the positive suggestion as well as encouragement which is also one of the strategies in suggestopedia. In addition, the tutor also often got to the flow of the atmosphere of the class that lead to some change of the activity which means the tutor also adopt the creative adaptation strategy in suggestopedia.

In the closing stage, the tutor often did withdraw the value of the story learned that day with some insight shared to the participants. Some points are also drawn as conclusions from the material and also the values in the learning process. Lastly, the same as how the class was opened, then the class was closed with a prayer and greeting while the MC would be taking over the forum after it.

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher presents conclusion and suggestions on research questions that have been investigated regarding the process of planning and also execution in teaching and learning speaking English by Full House session tutors at the XKDreamers community in this chapter due to performing better instructional process.

A. Conclusion

Deriving from the previous chapter, the conclusion formed from the research findings are:

1. The planning process done by teacher was started with the analyzing of the learners from their social background, their English skill abilities, as well as their preference and also differences in learning. The result of the analysis showed that the general characteristic of the participants are Muslims and use Indonesian as the first language and then the tutor set the goal suited with the learners result of analysis connecting with certain goal that the tutor formulated for the learners, in this study, the tutor was found being focused on content familiarity, vocabulary development, increasing the members' pronunciation accuracy, as well as building their confidence to speak up. To conduct the lesson, the tutor also selected the strategies and resources, in this stage the tutor also relied on the analysis of learners and also matched it with the learning goal not

only setting the main strategy the tutor also having alternative strategy, next, the tutor set the preparation in utilizing technology by doing 5 Ps (Preview the resources, prepare the resources, prepare the environment, prepare the learners, and provide the learning experience.), then also arranging the activities that require the learners participation, lastly the teacher conduct an evaluation both in observing the students' outcomes informally, but also for the personal evaluation for the tutor to revise the process of planning and executing the teaching speaking process on the next meeting.

2. For the teaching and learning speaking process during the session, it was carried out in a synchronous learning through the live video chat on the XKDreamers Channel at telegram. The invitation for the members was sent through a poster and also the mentioning tag from the "mention bot" used by the admin and the leader of the class. Then the session started at 8 PM and it longed for one until two hours, where the activities divided into 3 activities, opening, main activity, and also closing activity. In the opening stage, the tutor collaborating with the MC and also the leader of the class to handle the activity started from greeting, praying time, and also recalling past material, and sometime the MC giving encouragement words. Then in the main activity for the participants often conducted by using Direct Method integrating with the other strategies from Grammar Translation Method such as synonym and antonym and also use words in a sentence, Communicative Language Teaching through reflecting on

the experience and also the Community Language Learning Method by providing authentic materials. The speaking activities given to the participants by doing reading aloud and also sharing their personal thought about the materials as well as connecting it with their experience. In the 4th observation, which is the session with the topic Prophet Hud, the tutor performed suggestopedia method, indicated from the use of music, doing the first concert and also the primary activation stage of the suggestopedia. Besides, in several meetings the tutor adopted the strategy from suggestopedia, creative adaptation to get into the learning flow. The following activity was closing that the tutor withdrew the conclusion of the material and shared its insight. Same as the opening, the closing activity also done by the tutor with the MC and also the leader of the class in the praying time and closing the session.

B. Suggestion

1. For the Instructor

It is good to provide interesting topic in the class, but it is expected for the instructor to keep trying to find the most necessary and suitable tasks for the participants. Listening to the participants might help the instructor to consider what the participants expected to achieve in the English-speaking skill to plan the lesson. Plenty activities for practicing speaking would be great to enhance the learners' speaking skill. Technology integration may help the instructor to access the more techniques in teaching speaking even for modifying the conventional method. The

instructor has to perform the best since the learners would see the teacher as the role model and considering that value oftentimes is not something that is spoken but also is a real example.

2. For the Learners

Seeing the change of times, independent learning is something necessary for learners. It is important to take every opportunity offered to learn speaking to build the fluency and accuracy in the speaking skill by practicing speaking frequently. It is expected that the learners never determine that a failure means the end, since doing errors when learning speaking is totally not a shame.

3. For the Community

Being supportive for the learners by holding a language session is something worth to give an appreciation, however serving the best enforcement for the process seems to be a crucial thing. Having the more schedules for the session will provide better improvement for the learners.

4. For the Next Researchers

It is hoped that research on informal education, not only for speaking skill, but also other skills, will be developed by the next researchers, so that the prospects for independent learning outside the classroom by participating in informal education programs to support formal education are increasingly massive, including for skills other than speaking. Therefore, the information about learning outside the classroom becomes familiar among students and is able to drive change in the world of education.

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APPENDICES

Appendix 1: The Interview Protocols

Interview Protocols

Interview Protocol Project: Teaching Speaking English through Telegram at “Full House” Online English Class of K-Pop Community XKDreamers

Time of interview:

Date:

Place:

Interviewer: Mutiara Zulfa Assyifa

Interviewee:

Position of interviewee: Tutor of English Full House session of XKDreamers

Penelitian ini adalah tentang proses planning yang dilaksanakan oleh tutor yang mengelola sesi English skill level up dalam pembelajaran speaking di kelas melalui telegram. Sebagai tujuan studi, peneliti bertujuan untuk mengetahui bagaimana guru melakukan persiapan tentang pembelajaran speaking pada community dan juga hal-hal apa saja yang dilakukan tutor di dalam pembelajaran. Salah satu metode pengumpulan data yaitu dengan melaksanakan wawancara berupa pertanyaan terbuka (open-ended questions) kepada tutor Bahasa Inggris XKDREAMMERS community dan direkam untuk kepentingan penelitian semata. Selama dilakukan wawancara, anda akan diberi beberapa pertanyaan tentang kegiatan planning serta proses belajar mengajar speaking di kelas. Sementara fokus utama penelitiannya sendiri yaitu dalam pembelajaran speaking dan wawancara akan berlangsung sekitar 30 menit.

Questions:

1. Analisis apa saja yang miss lakukan untuk memahami siswa?
2. Bagaimana Miss menganalisis karakteristik seperti *learners' culture background*? Atau apakah karena group ini terbentuk berdasarkan interest dan visi yang sama dapat memudahkan miss dalam menganalisis hal ini?
3. Bagaimana cara Miss mengukur kemampuan members sebelum mendesain pembelajaran? Apakah seperti dengan melihat kelompok usia atau misal tingkat Pendidikan yang sedang ditempuh?
4. Bagaimana cara miss memahami preference member dalam proses belajar meningkatkan skill mereka? Seperti *visual learners*, atau *auditory learners*, Apakah seperti misalnya miss melihat dan berkaca melalui karakteristik generasi sekarang dan fenomena-fenomena terjadi pada generasi yang tumbuh di masa ini dengan berbagai ketersediaan teknologi?
5. Dalam skill berbicara sendiri bagaimana miss merumuskan tujuan kompetensi pada member sesi English skill level up sendiri berdasarkan aspek-aspek dalam speaking skill?
6. Adakah mungkin juga tambahan goal character building untuk karakteristik pada pribadi member yang diharapkan setelah mengikuti

- sesi? Seperti tambah bersemangat dalam belajar? Atau misal mampu mengambil value dari session dan menerapkan di kehidupan?
7. Bagaimana perencanaan strategi yang miss lakukan untuk speaking skill sendiri? Apakah dengan mempertimbangkan hasil analisis kemudian miss mempersiapkan metode dan strategi disertai misal strategi alternatif apabila strategi utama tidak berjalan?
 8. Strategi atau teknik dan metode apa yang paling sering Miss gunakan untuk skill speaking sendiri dan mengapa memilih metode dan Teknik tersebut?
 9. Bagaimana cara miss memilih teknologi dan media yang akan digunakan dalam kelas? Misal miss pilih berdasarkan variasi agar *fresh* di setiap pertemuan atau mungkin ada kriteria-kriteria tertentu media yang Miss pakai?
 10. Bagaimanakah cara Miss memilih materi dan topik pembahasan? Apakah berdasarkan hasil analisis yang telah dilakukan?
 11. Dalam memilih media dan materials bagaimana miss melakukan preview sehingga hal tersebut sesuai dengan karakteristik member dan juga akan mencapai tujuan yang dimaksudkan? Apakah miss mengambil materi yang sudah tersedia secara utuh atau mengembangkan materi baru?
 12. Bagaimana proses preparing materials dan media sebelum sesi dilaksanakan?
 13. Bagaimana miss mengondisikan ruang session sebelum digunakan? Apakah sebelumnya miss akan *checking audio* dan sebagainya?
 14. Hal menarik yang bagaimana yang miss dalam mempersiapkan member agar dapat hadir baik secara jiwa dan raga untuk mengikuti sesi dengan baik?
 15. Bagaimana miss membentuk learning experience yang bermakna dalam proses pembelajaran untuk skill speaking sendiri?
 16. Bagaimana miss membangun pembelajaran aktif bagi member untuk "*encourage them to speak*" di dalam kelas terlepas dari *students-centered* ataupun *teacher-centered* dan aktivitas apa yang biasanya dilakukan?
 17. Bentuk feedback apa yang biasa miss berikan kepada para member dalam proses pembelajaran?
 18. Bentuk evaluasi yang bagaimana yang miss lakukan untuk meningkatkan kualitas dan juga persiapan revisi perencanaan dan pembelajaran berikutnya?
 19. Mengenai opening, bagaimana langkah miss membuka kelas di setiap sesinya?
 20. Mengapa dilakukan opening dengan langkah tersebut, Miss?
 21. Dalam main activity bagaimana Miss melakukan eksekusi pembelajaran di dalam kelas?
 22. Aktivitas speaking apa saja yang Miss sering tawarkan dan lakukan di dalam sesi?
 23. Bagaimana Miss menutup kelas di setiap sesi English Full House?
 24. Mengapa Langkah closing tersebut dipilih untuk dilakukan?

Adopted from (Creswell, 2013).

APPENDIX 2: Interview Transcript

Time of interview: 07.45 PM

Date: 26 May 2023

Place: Telegram chat

Interviewer: Mutiara Zulfa Assyifa

Interviewee: Hani Hanifah, S.Hum.

Position of interviewee: Tutor of English Full House session of XKDreamers

No.	Question (Interviewee)	Answer (Interviewer)
1.	Apakah miss melakukan analisis untuk memahami siswa dalam perencanaan pembelajaran?	<p>Analisa secara spesifiknya pada setiap peserta kelas tidak ada, tapi hipotesa general diambil setelah melaksanakan 1-2 sesi mengajar kelas online di Fullhouse xkdreamers di awal pilot project di agustus tahun 2022.</p> <p>Di ambil dari aspek seberapa aktif peserta saat dipancing interaksi menggunakan bahasa inggris secara lisan melalu pesan suara audio di dalam vcg, juga dari assessment keterbukaan mereka saat memberikan info disclaimer bahwa sebagian masih belajar bahasa inggris, atau belum bisa bicara bahasa inggris dengan baik menggunakan tata bahasanya, ataupun di-mixing dengan bahasa indonesia dikarenakan keterbatasan kosakata ang dipahami.</p> <p>sehingga kondisi keberagaman level pesertanya bisa diukur secara umum dari situ untuk menentukan level bahasa Inggris yang akan dipakai oleh saya selama penyampaian materi di dalam kelas.</p>
2.	Bagaimana Miss menganalisis karakteristik seperti <i>learners' culture background</i> ? Atau apakah karena group ini terbentuk berdasarkan interest dan visi yang sama dapat	Sejauh ini selama berjalan 6 sesi, karena fullhouse ini terlepas megayomi anak-anak pecinta korea yang fandomnya beragam juga perbedaan range usia peserta, tapi ada aspek homogen di latar belakang

	<p>memudahkan miss dalam menganalisis hal ini?</p>	<p>peserta mencakup: agama, ras, bahasa ibu/nativenya yang sama-sama Indonesia, memakai bahasa Inggris sebagai foreign language, jadi membuka kemungkinan akan level pemahaman tiap peserta sebagai sesama learners atau a second language-user dipastikan berbeda & tidak semuanya memiliki kapabilitas fluent dalam skill speaking-nya.</p> <p>untuk aspek bg religi, aspek ini lebih berpengaruh ke level bagaimana mereka bisa relate pada konten-konten "the story from Qur'an" yang saya sampaikan di tiap sesi dalam penyampaian berbahasa Inggris, bukan ke kemampuan speaking pesertanya.</p> <p>dari sini jadi tahu bahwa range peserta yang masuk sesi English di fullhouse ada level beginner—>advance.</p>
<p>3.</p>	<p>Bagaimana cara Miss mengukur kemampuan members sebelum mendesain pembelajaran? Apakah seperti dengan melihat kelompok usia atau misal tingkat Pendidikan yang sedang ditempuh?</p>	<p>iya, karena kan peserta yang hadir tiap sesi tidak tetap juga ya jumlahnya; ada yang seasonal, ada anak baru, atau yang rajin tiap sesi selalu hadir, jadi kemunculan pola range level kemampuan speaking yang berbeda-beda bakal saya temui terus secara berulang.</p> <p>So far, dari beberapa x interaksi untuk merespon secara lisan langsung ke peserta, pasti ada yang bahasa Inggrisnya sudah bagus, cukup bagus, atau bahkan masih terbata-bata</p>
<p>4.</p>	<p>Bagaimana cara miss memahami preference member dalam proses belajar meningkatkan skill mereka? Seperti <i>visual learners</i>, atau <i>auditory learners</i>, Apakah seperti misalnya miss melihat dan berkaca melalui karakteristik generasi sekarang dan fenomena-fenomena terjadi pada generasi yang tumbuh di masa ini dengan berbagai ketersediaan teknologi?</p>	<p>Untuk membahas cara tahu preferensi peserta kelas saya bakal jawab singkatnya: trial & error.</p>

5.	<p>Dalam skill berbicara sendiri bagaimana miss merumuskan tujuan kompetensi pada member sesi English skill level up sendiri berdasarkan aspek-aspek dalam speaking skill?</p>	<p>Memastikan pesan dari konten materi yang diberikan dapat diterima dan dipahami peserta, meskipun mereka memperolehnya dengan sarana bahasa kedua/bahasa Inggris yang tentunya membutuhkan proses double dalam mencerna informasi yang disampaikan, dibandingkan dengan langsung menerimanya dalam bahasa Indonesia seperti layaknya kita sering dapatkan di lingkungan keluarga, pertemanan atau sekolah secara umum.</p> <p>Untuk aspek speaking skill, hani pastiin dulu mereka berani buat speak up sebelum English speaking act.</p> <p>Hal kedua yang adalah peluang bertambahnya English vocabulary dan pronunciation yang mereka ketahui yang bisa mereka dapatkan saat reading session dari kisah-kisah Quran yang saya sampaikan di kelas.</p>
6.	<p>Adakah mungkin juga tambahan goal character building untuk karakteristik pada pribadi member yang diharapkan setelah mengikuti sesi? Seperti tambah bersemangat dalam belajar? Atau misal mampu mengambil value dari session dan menerapkan di kehidupan?</p>	<p>Kalau mereka tambah bersemangat mau mempelajari bahasa Inggris atau at least jadi termotivasi meningkatkan skill bahasanya mau dari bahasa apapun, ya alhamdulillah, membuat kami tutor-tutornya makin bahagia</p>
7.	<p>Bagaimana perencanaan strategi yang miss lakukan untuk speaking skill sendiri? Apakah dengan mempertimbangkan hasil analisis kemudian miss mempersiapkan metode dan strategi disertai misal strategi alternatif apabila strategi utama tidak berjalan?</p>	<p>Ya, dari analisis singkat secara general dari sesi2 awal yang dilaksanakan menjadi bahan pertimbangan buat strategi penyampaian materi, juga strategi alternatif atau backup plan kalau dirasa dari beberapa kelas yang berjalan dirasa kurang efektif dan coba dibrainstorming ulang untuk dicoba dipakai di next session.</p> <p>Limitasi waktu dan jadwal yang diberikan untuk mengisi mempengaruhi juga sih bagaimana mau menyampaikan materinya</p>

8.	Strategi atau teknik dan metode apa yang paling sering Miss gunakan untuk skill speaking sendiri dan mengapa memilih metode dan teknik tersebut?	Paling sering dilakukan sih biasanya reading aloud. Karena dari sini participant bisa dilatih untuk pronounciationnya, terus karena reading aloud tergolong simple jadi banyak yang mau buat practice reading aloudnya dibandingkan jika saat sharing session butuh untuk mikir dulu. Juga lagi dengan ngasi tugas vocabulary bisanya nyari sinonimnya.
9.	Bagaimana cara miss memilih teknologi dan media yang akan digunakan dalam kelas? Misal miss pilih berdasarkan variasi agar <i>fresh</i> di setiap pertemuan atau mungkin ada kriteria-kriteria tertentu media yang Miss pakai?	Untuk pemilihan media/teknologi hani buat acak dan mixing antara ppt atau sesi sharing session langsung atau sesi film.
10.	Bagaimanakah cara Miss memilih materi dan topik pembahasan? Apakah berdasarkan hasil analisis yang telah dilakukan?	Kurikulum secara sumber nya aja sih ini dari 1 buku aja yang ka Fatim beri, tapi kurikulum secara mendetilnya lebih diserahkan ke tutornya buat kembangin sendiri. Pemilihan materi sebetulnya sudah dikasih referensi awal dari owner fullhousenya alias ka Fatim, ada english version of children book ttg story of quran yang dikasih lihat ke hani buat jadi sumber referensi materi dan alur atau kurikulumnya, dari situ, Hani biasanya dikembangin. Dikembangin dengan cari di gugel bahan-bahan referensi terkait cerita yang akan disampaikan, entah dari artikel jurnal, wikipedia, maupun beberapa situs sejarah atau science terkait ceritanya
11.	Dalam memilih media dan materials bagaimana miss melakukan preview sehingga hal tersebut sesuai dengan karakteristik member dan juga akan mencapai tujuan yang dimaksudkan? Apakah miss	dengan 2 cara: cek ayat Qur'an/hadits yang berkaitan & jadi sering cek2 mini riset, ngebrowsing aja sih, di google untuk pengayaan insight dan konten cerita yang mau disampaikan di sesi kelas

	mengambil materi yang sudah tersedia secara utuh atau mengembangkan materi baru?	itu sampai detik ini selalu saya lakukan di tiap pra-sesi dan alhamdulillahnya karena hani memang juga versi quran english yang hard copy, hani suka make sure 2 arah, quran terjemahan versi indo, teks arabnya, lalu terjemahan englishnya karena suka ada sedikit-sedikit perbedaan dalam transliterasi penerjemahan arti-artinya. kalau di sesi film, biasanya hani bakal cek dulu di database situs imdb lalu cek youtube dll.
12.	Bagaimana proses preparing materials dan media sebelum sesi dilaksanakan?	Tentunya dengan mengumpulkan dulu sources yang sudah dipilih dan dilakukan preview. Disamping itu saya juga biasanya meninjau ulang kira-kira equipment apa saja yang saya butuhkan untuk menyampaikan materi, begitu.
13.	Bagaimana miss mengondisikan ruang session sebelum digunakan? Apakah sebelumnya miss akan <i>checking audio</i> dan sebagainya?	Iya, dalam hal perencanaan ini tentunya sebelum sesi dimulai akan dilakukan pengecekan mulai dari koneksi, audio, maupun juga misal tentang platformnya sebelum dimulai pelaksanaan inti dalam proses di dalam sesi.
14.	Hal menarik yang bagaimana yang miss dalam mempersiapkan member agar dapat hadir baik secara jiwa dan raga untuk mengikuti sesi dengan baik?	Yang pasti sih membaca basmalah dan Jihan biasanya akan memimpin doa sebelum belajar, kemudian juga di awal sesi biasanya kan kita mulai dengan mengingat kembali hal apa yang pernah kita pelajari dipertemuan sebelumnya. Kemudian saya juga akan memberikan penjelasan dan gambaran aktivitas apa saja yang akan dilakukan pada sesi tersebut.
15.	Bagaimana miss membentuk learning experience yang bermakna dalam proses pembelajaran untuk skill speaking sendiri?	visi utama dari sesi English fullhouse lebih ke tiap peserta bisa mengambil moral value yang bisa diterapkan di kehidupan nyatanya melalui penyampaian media bahasa Inggris yang diformat dalam bentuk audio (vcg) atau visual (ppt & videos). Sehingga seringnya participants akan saya ajak untuk merefleksikan materi

		<p>di dalam kehidupan sehari-hari kita. Terutama karena materi yang dibawakan merupakan materi yang bersumber dari kisah nyata, maka sebenarnya banyak insight yang dapat diambil di setiap sesinya, jadi sering diadakan misalnya sharing session setelah penyampaian materi dilakukan. Juga tidak lupa dengan memberikan supporting media di setiap pertemuan sehingga dapat member yang hadir dapat dengan mudah memahami dan memvisualisasi hal yang sedang dibahas.</p>
16.	<p>Bagaimana miss membangun pembelajaran aktif bagi member untuk “<i>encourage them to speak</i>” di dalam kelas terlepas dari <i>students-centered</i> ataupun <i>teacher-centered</i> dan aktivitas apa yang biasanya dilakukan?</p>	<p>Bisa bilang bahwa membangun keaktifan pun dibutuhkan waktu dan strategi yang tepat. Beberapa aktivitas tentunya kehadiran ka Fatim atau staff fullhouse selama sesi sebagai moderatornya membantu building confidence ke pesertanya juga.</p>
17.	<p>Aktivitas speaking apa saja yang telah direncanakan untuk dilaksanakan dalam setiap sesinya, Miss?</p>	<p>sejauh ini, hani mainly masih pakai formula reading aloud, asking opinion of the topic after reading, explanation/lecture, giving vocabularies assignment, learning encouragement—beberapa variasi yang ditambahkan adalah sesi nonton film bareng atau pemberian beberapa complementary video in science or real terkait fenomena yang diceritakan di materi, karena kisah-kisah yang disampaikan sebagai materi English Fullhouse bukan cerita fiksi.</p>
18.	<p>Bentuk feedback apa yang biasa miss berikan kepada para member dalam proses pembelajaran?</p>	<p>Untuk pronunciation sebisa mungkin apabila ada kesalahan dalam pengucapan saat peserta mencoba membaca di sesi reading aloud, akan diperbaiki on the spot agar tidak terjadi kekeliruan dalam pemahaman maknanya apabila salah ucap, atau dikoreksi setelahnya saat penjelasan makna tiap kalimat diparagraf yang disampaikan, atau juga via</p>

		vocabulary slides yang disertai phonology cara bacanya, yang hani sisipkan setelah story passages yang di slide sebelumnya. Karena soal pronunciation suka beragam dan perbedaan aksen dan dialek yang dipakai bisa mempengaruhi juga.
19.	Bentuk evaluasi yang bagaimana yang miss lakukan untuk meningkatkan kualitas dan juga persiapan revisi perencanaan dan pembelajaran berikutnya?	saya biasanya beres sesi saat luang, cek ulang rekaman sesi kelas hari itu untuk jadi insight atau evaluasi personal.
20.	Mengenai opening, bagaimana langkah miss membuka kelas di setiap sesinya?	Dibuka biasanya oleh Ka Fatim selaku moderator dengan biasanya tentunya dengan doa sebelum belajar juga, habis itu baru giliran saya. Opening di awali setelah kelas dibuka, dengan menyapa peserta dan memberi encouragement words tentang tujuan niat belajar malam itu, juga memberi lemparan umpan ke peserta untuk menebak judul dari Qur'an story yang akan disampaikan di malam itu.
21.	Mengapa dilakukan opening dengan langkah tersebut, Miss?	Karena sebenarnya opening itu penting untuk membangun dulu mindset perserta yang hadir untuk bisa mengikuti sesi dengan baik
22.	Dalam main activity bagaimana Miss melakukan eksekusi pembelajaran di dalam kelas?	Biasanya dimulai dengan saya menjelaskan dulu materi dengan slide ppt, kemudian reading aloud activity untuk beberapa slides ppt dengan participants bergantian untuk membaca, kemudian kita berkaca dari cerita apa saja yang mungkin lagi terjadi di dunia sekarang yang <i>relate</i> sama topik yang lagi dibahas. Lalu juga biasanya ada sharing session sebelum ditutup karena banyak yang mau cerita atau sekedar nanya tentang belajar bahasa Inggris. Ini kalau biasanya ya, karena kalau misal menonton film seperti saat topik nabi Nuh biasanya dilakukan sesi untuk bertukar opini dan juga impression.

23.	Aktivitas speaking apa saja yang Miss sering tawarkan dan lakukan di dalam sesi?	Kalo speakingnya sendiri sebenarnya berupa aktivitas-aktivitas sederhana saja, karena jika dilakukan analisis ada yang udah jago ngomong pake bahasa Inggris tapi ada juga yang baru belajar. Jadi seringkali di kasihnya reading aloud juga sharing session, dan asking opinion. Terkadang juga tentang menceritakan kaitan cerita dengan personal experience mereka. Selain itu ada juga language games dan providing vocabulary slides.
24.	Bagaimana Miss menutup kelas di setiap sesi English Full House?	Habis selesai bawain materi, saya sering ngasih kesimpulan dari kisah yang udah dibahas, sama juga ngasi insight dari kisah-kisah yang dikaitkan dengan kehidupan sekarang, abis itu biasanya ditutup dengan doa, lalu dikembalikan ke ka fatim untuk segera ditutup dan diupload di channel telegramnya XKDreamers.
25.	Mengapa Langkah closing tersebut dipilih untuk dilakukan?	Diberi insight biar para member yang join bisa mengambil inti value dari cerita-cerita yang telah dibahas. Kemudian dilakukan doa agar ilmu yang telah didapat mendapat keberkahan serta menjadi ilmu yang bermanfaat. Dan diupload biar yang ngga sempat ikut livenya bisa <i>replay</i> sesinya untuk ditonton ulang.

Appendix 3: Observation Field Notes

Observation 1 - Prophet Enoch

Descriptive Notes	Reflective Notes
(1) MC greets the participants and having small talk with the tutor	giving the friendly atmosphere
(2) MC told everyone the reason of the past meeting conclusion	Example of openness
(3) Praying time is is conducted by the leader of the class by the tutor's request.	Habituating positive activity and character budding
(4) Asking for the participants' condition (the tutor drinks drinks them)	Building a close relationship between the tutor and the audiences
(5) Recalling the last material and connecting with the recent topic	Preparing the audiences to get into the topic. This ^{step} also may influence to the members' engagement.
(6) Pr Checking the learners' work and pr appreciating for those who submitted the work.	Developing at students' willing to try the best and showing support to the members.
(7) Brief explanation of the topic was done by the tutor	To illustrate the things they will learn that day.
(8) Explaining the materials by using power points slides	Delivering knowledge to the students.

Descriptive Notes	Reflective Notes
(9) Asking the participants about the things they are good in.	Reflecting and connecting the material with the real world of the participants through their own experience.
(10) Giving feedback to the student who are telling their thought and showing some insight	It is a shape of appreciation that may turn to be a motivation for the students.
(11) The tutor asks the participant to volunteer to read several passages on the slide	Building students' set morale to be active. It will also train the students' pronunciation to be good .
(12) Cheering the students by saying good luck before they try to do the command	Motivating the students and it may build the inner engagement for the participants.
(13) Pr Providing feedback and correction to the students as well as giving thanking them	It may help the participants to recognize the error and doing improvement on their ability and thanking them may boost the students confidence and reduce their anxiety in making a try.
(14) Saying several key words containing in the passage to get the students taking a try to get the synonym and apply to a number sentence.	It may help to develop the members' grammar vocabulary and indirectly to learn a per grammatical pattern.

Descriptive Notes	Reflective Notes
(15) Having the words got the synonym, the tutor continues explaining several materials left to the participants with both the example of the real world situation	Engaging the students' scope comprehension by connecting with their real world therefore the information will be easy to understand
(16) The tutor gives the conclusion and also the insight of from the teaching and learning process and the materials and as well as giving motivation.	It would make a clear points for the students to keep it in their mind.
(17) Offering the next activity to the students between games or watching the movie.	Giving the freedoms to the students in selecting a instructional activities and engaging them in the next next lesson planning.
(18) Closing by praying time	But Habituating positive attitude.
(19) Returning the forum to the MC is after the tutor greets the member	Giving Giving great example on the students' how to do leaving in a forum.

Field Notes of Observation 1

Observation 2
Topic: Prophet Noah
At xKDreamers VCG

Descriptive Notes	Reflective Notes
1. MC greets everyone in the live Video Chat and asking for their condition and their current activity.	Creating friendly atmosphere and reducing the tense by having small talk.
2. Asking for tutor's readiness in starting the lesson, then the MC gives the opportunity for the tutor to take over the VCG.	This convey how the MC and the tutor did a good collaboration in executing the class.
3. The tutor led leads the praying time by saying basmalah and also reciting specific dua.	Habituating a positive activity.
4. Recalling the previous material was done by the tutor by asking a question.	Giving such an appreciation to prepare the learners to receive knowledge.
5. The tutor explain the activity they will do in the meeting and the task that should be completed in the end.	To give the students information of the activity will be done and their obligation.
6. Giving a triggering question related to the main topic of the day.	Sharpen the members' critical thinking.

Descriptive Notes	Reflective Notes
7. The tutor starts playing the movie.	Delivering knowledge process.
8. In some parts, the tutor explain some scenes since the movie has no subtitle.	Delivering Information process.
9. After watching movie, the participants are invited to share their impression and thought towards the movie and connecting with their experience.	Providing time to students to speak up naturally with the thought in their head.
10. The tutor praises the members presenting their thought and encouraging saying that making mistakes is normal.	Encouraging the participants and Decreasing the tense as well as building their confidence.
11. The tutor opens some slides related to the story and that is connected with verses of Quran and explains it.	Delivering the knowledge to the members.
12. Summing up the points of the story, the tutor doesn't forget also summing up the.	Making a clear points for the members to keep with them, and also appreciating the members.

Descriptive Notes	Reflective Notes
members' thought about the movie played.	who are participating.
13. Stating the moral value that can be obtained from the teaching and learning process also from the story.	Giving such a motivation to the members in living their life.
14. Greeting the students with salam after leading the praying to close the session and gives the forum back to MC.	Habituating positive attitude and also giving good example of manner.

Field Notes of Observation 2

4th observation 3rd observation
 Topic: Prophet Noah
 Place: XKDreamers live chat video

Descriptive Notes	Reflective Notes
(1) Opening the class, the MC greets the participants with salam.	Building a close relationship and reducing awkwardness.
(2) Checking the members and told the new members about the activity of the session.	To show the welcome action towards the new members.
(3) Giving some motivation and encouragement, the MC also hopes that the participants would use this opportunity wisely.	Giving positive atmosphere in the session and cheering up the members.
(4) The tutor starts handling the session and introduce herself to the new members.	Making a good example how to act with the new person.
(5) The tutor gives some learning motivation and also giving the information related to the activity done that day and what she expects from them.	It may build the students willing in learning and also they would be able to picture the activity and determine what how should they participate.
(6) Recalling the previous material the tutor also connecting with the recent topic.	It would build the basic understanding for the participants.

Descriptive Notes	Reflective Notes
(7) The tutor presenting a slide and doing such a story telling with music companion.	The tutor trying to build a relax atmosphere and engage the participants in to the story.
(8) Giving the real live phenomenon the tutor supports the explanation by playing a video related to the story.	The exposure of native language can help the students in recognizing the sounds and pronunciation.
(9) Moving to the next slide, now the tutor gives the turn to the participant by offering them to volunteer to continue the story.	It provides an opportunity for the learners to do the speaking practice.
(10) Some of participants actively participate in continuing the story and get their feedback from the tutor.	An active class indicates a good strategies working.
(11) The tutor continues the explanation for some slides and connects it with the recent phenomenon.	The delivering knowledge process on process.

Descriptive Notes	Reflective Notes
(12) The tutor explained the rest slides by connecting to the learners' experience.	It would help the process of engagement with the learners to understand the material.
(13) Conducting a sharing session the tutor allows everyone to speak up with any question related to the topic or even anything they want to ask.	It is one of the way to provide the participant a good speaking environment.
(14) The tutor concludes the story line as well as the members' thought and share some insight and also reflecting with real situation.	The students are able to keep the points of the value they learned during the session.
(15) The MC takes over the VCG and leads the praying time as then close the session with salam.	Habituating positive attitude by giving the real example of the good manner.

Field Notes of Observation 3

Observation 4
Topic: Prophet Hud
Place: XK Dreamers VCG

Descriptive Notes	Reflective Notes
(13) The tutor herself plays music while also preparing the session.	Music can build a relax atmosphere.
(2) While the tutor prepare the session, the MC opened the session by greeting the participants, then give the forum to the tutor.	It can decrease the awkwardness especially for new members.
(3) The tutor greets the audience and thanks them for joining the session.	Appreciation can lead to the good motivation on the audiences.
(4) Recalling the previous material, she gives some clues to the member to guess the answer and guess the next topic.	to build two way communication with the participants, also giving picture to those who did not join the last meeting.
(5) The tutor explains activity the will do that day.	It would help the student to prepare themselves to be ready to do the task.
(6) The tutor leads the praying time right after explaining the activities.	Habituating a good character to the members.

No. _____
Date: _____

Descriptive Notes	Reflective Notes
(12) The tutor presents some keywords and ask the participants to do it as a homework.	It would be an addition task that gives the opportunity to the learners to develop their vocabulary.
(13) The tutor continues her explanation and supports it with another video related to the phenomenon.	Giving audio-visual supporting media can lead a better understanding, since the learners has not to picture in their mind but they can sense it with their eyes.
(14) The tutor opening sharing time to the participants for sharing their thought related to the material or any problem they get.	It adds the mere chance to the student to get practice in speaking.
(15) Summed up into conclusion, the tutor	
(15) The tutor give some feedback to the participants' thought.	It would build a two-way communication effectively.
(16) Summed up the material in to a conclusion, the tutor also gives some insight.	It could build the members' morale and also help those who hard to catch the understanding upon the material.
(17) The tutor leads the praying time and close the session with salam.	Habituating and giving good example of good character.

No. _____
Date: _____

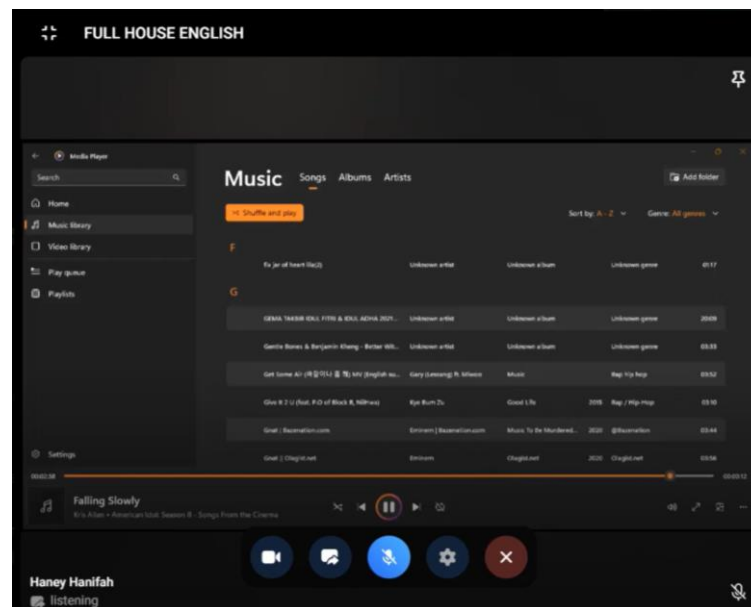
Descriptive Notes	Reflective Notes
(12) The tutor presents some keywords and ask the participants to do it as a homework.	It would be an addition task that gives the opportunity to the learners to develop their vocabulary.
(13) The tutor continues her explanation and supports it with another video related to the phenomenon.	Giving audio-visual supporting media can lead a better understanding, since the learners has not to picture in their mind but they can sense it with their eyes.
(14) The tutor opening sharing time to the participants for sharing their thought related to the material or any problem they get.	It adds the mere chance to the student to get practice in speaking.
(15) Summed up into conclusion, the tutor	
(15) The tutor give some feedback to the participants' thought.	It would build a two-way communication effectively.
(16) Summed up the material in to a conclusion, the tutor also gives some insight.	It could build the members' morale and also help those who hard to catch the understanding upon the material.
(17) The tutor leads the praying time and close the session with salam.	Habituating and giving good example of good character.

Field Notes of Observation 4

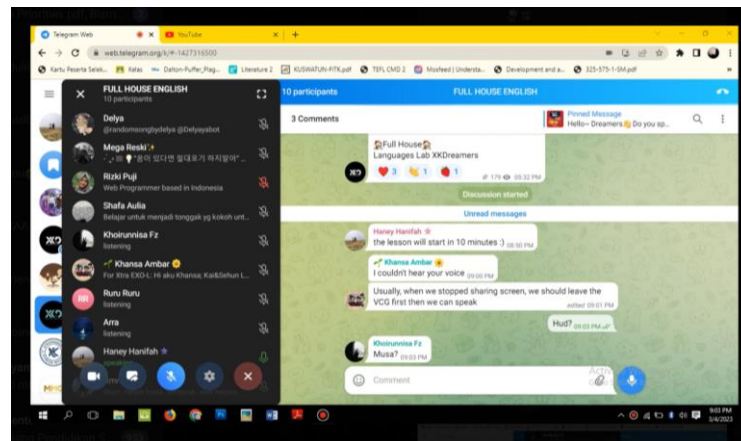
Appendix 4: Photographs of Teaching and Learning Process



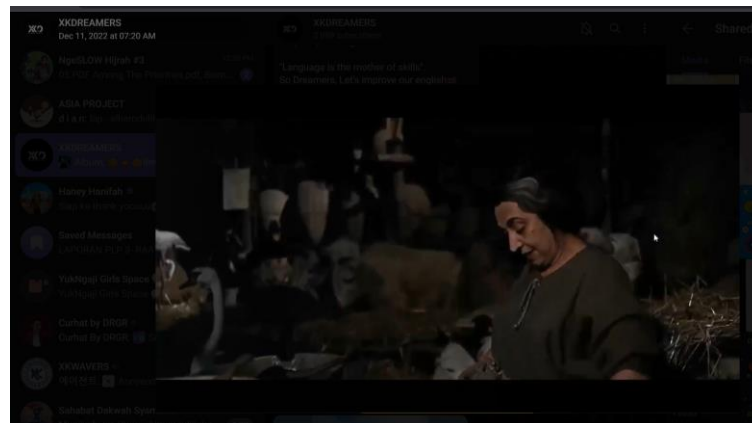
The MC greeting giving encouragement to the participants in the opening



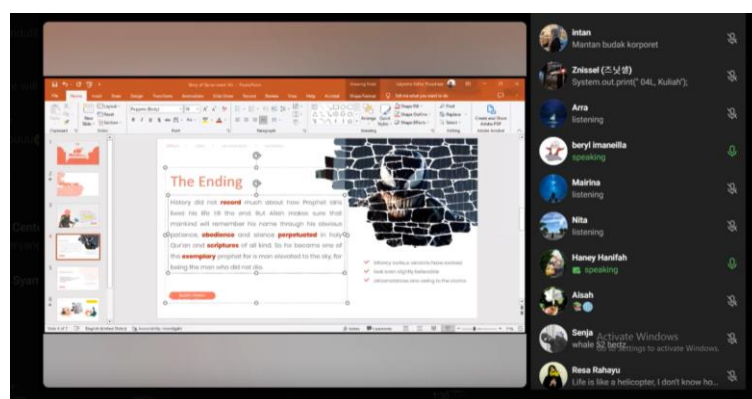
The tutor playing music to build the enjoyable atmosphere



Engaging the participants to the topic by giving triggering question



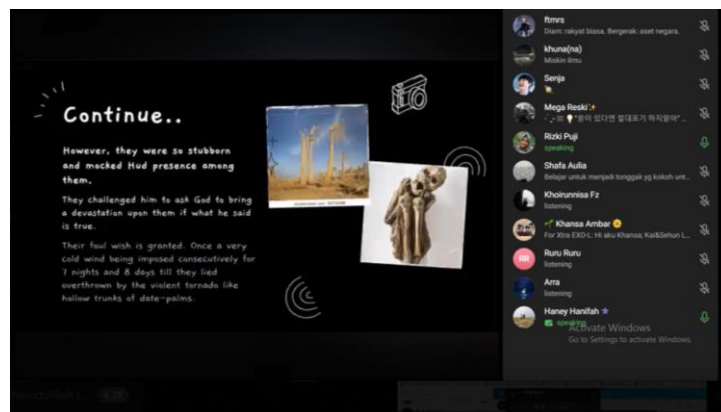
Movie session, the students are watching the movie related to the material



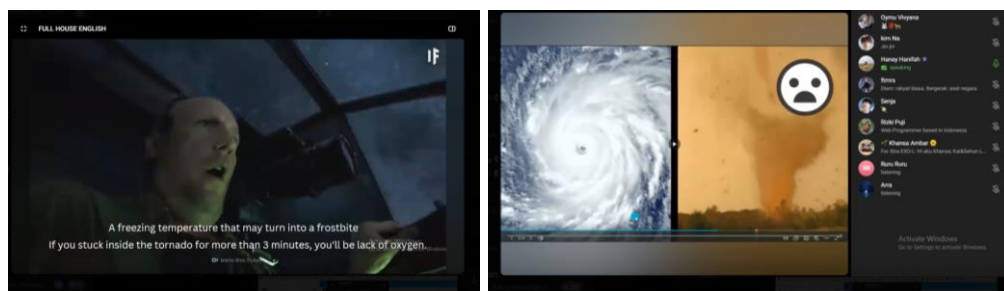
The tutor invited the participants to do the reading aloud



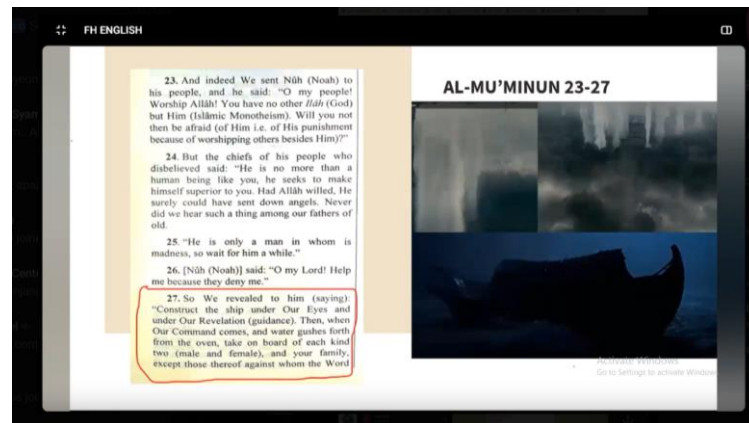
First concert performed by the tutor in doing such a story telling with music background



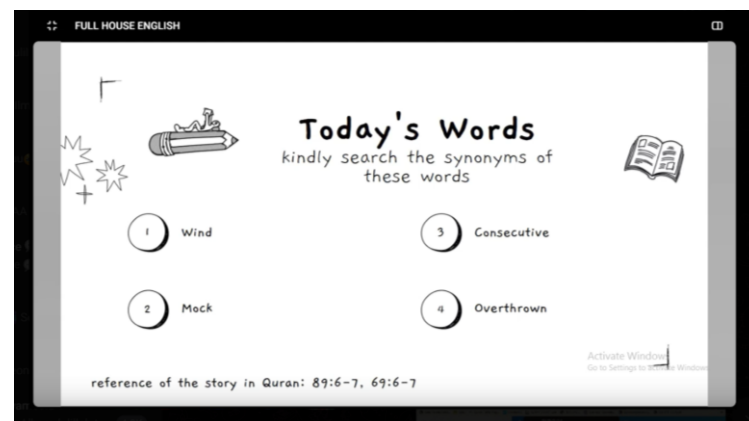
The participants are invited to do the primary activation by reading the passage with music companion



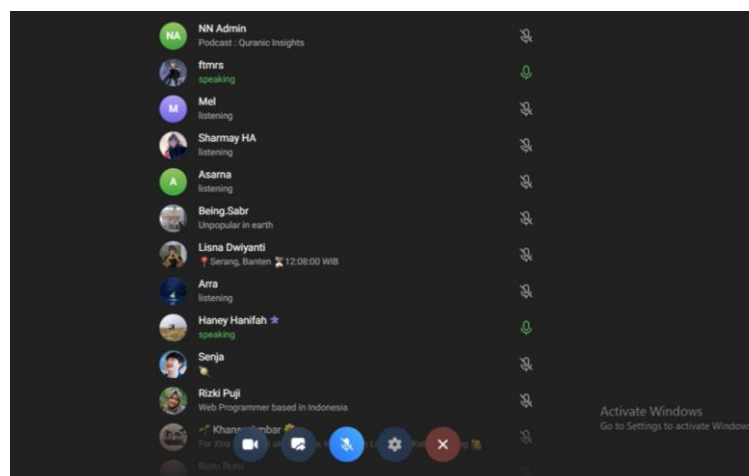
The tutor used the video to illustrate the phenomenon of the material could happen



Students describing the phenomenon happened in the illustration taken from the movie scenes

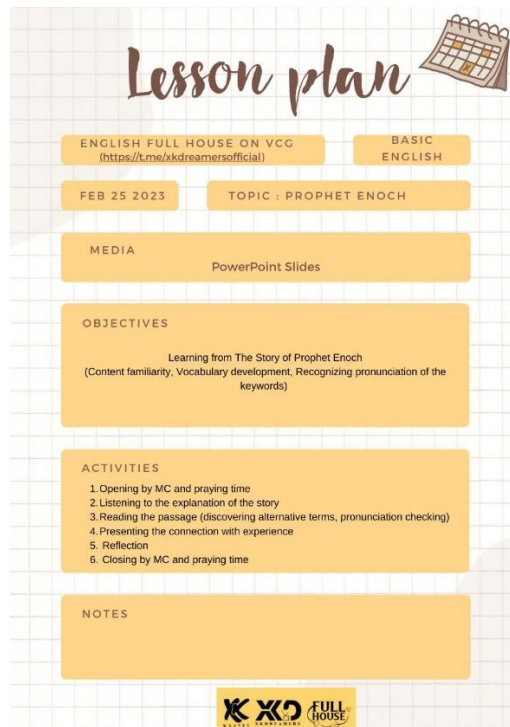



Today's words activity for finding synonym and making a sentence



Sharing the reflection of experience, impression and also problem

Appendix 5: Lesson Plan



Lesson plan 

ENGLISH FULL HOUSE ON VCG
(<https://t.me/xkdreamersofficial>)

BASIC ENGLISH

FEB 25 2023


TOPIC : PROPHET ENOCH

MEDIA
PowerPoint Slides

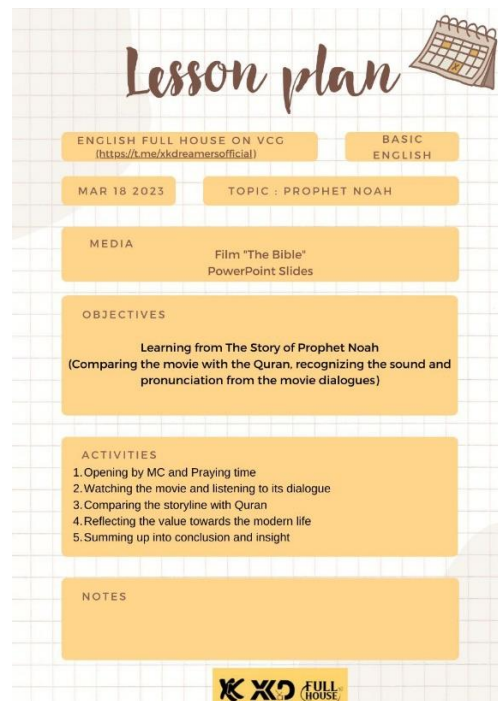
OBJECTIVES
Learning from The Story of Prophet Enoch
(Content familiarity, Vocabulary development, Recognizing pronunciation of the keywords)


ACTIVITIES
1. Opening by MC and praying time
2. Listening to the explanation of the story
3. Reading the passage (discovering alternative terms, pronunciation checking)
4. Presenting the connection with experience
5. Reflection
6. Closing by MC and praying time

NOTES



Lesson plan on the topic of Prophet Enoch



Lesson plan 

ENGLISH FULL HOUSE ON VCG
(<https://t.me/xkdreamersofficial>)

BASIC ENGLISH

MAR 18 2023


TOPIC : PROPHET NOAH

MEDIA
Film "The Bible"
PowerPoint Slides

OBJECTIVES
Learning from The Story of Prophet Noah
(Comparing the movie with the Quran, recognizing the sound and pronunciation from the movie dialogues)

ACTIVITIES
1. Opening by MC and Praying time
2. Watching the movie and listening to its dialogue
3. Comparing the storyline with Quran
4. Reflecting the value towards the modern life
5. Summing up into conclusion and insight

NOTES



Lesson plan on the topic of Prophet Noah

Lesson plan

ENGLISH FULL HOUSE ON VCG
(<https://t.me/kkdreamersofficial>)

BASIC ENGLISH

APR 15 2023

TOPIC : PROPHET NOAH

MEDIA PowerPoint Slides,
Pictures of illustration of the scenes


OBJECTIVES

**Learning from The Story of Prophet Noah
(Connecting the value of the story with the recent phenomena)**

ACTIVITIES

1. Opening the class with MC and praying time.
2. Recalling the previous material (the same topic: Prophet Noah)
3. Listening to the explanation of the Quran verses and scenes in the film
4. The members are given the opportunity to describe the illustration displayed
5. Continuing the explanation of the Quran verses explaining the end of the story
6. Reflecting the value towards the modern life
7. Sharing session related to the topic
8. Providing conclusion and insight for the members
9. Praying time and closing

NOTES



Lesson plan on the topic of Prophet Noah

Lesson plan

ENGLISH FULL HOUSE ON VCG
(<https://t.me/kkdreamersofficial>)

BASIC ENGLISH

MAY 20 2023

TOPIC : PROPHET HUD

MEDIA PowerPoint Slides, Music background,
Video of Cold wind process illustration


OBJECTIVES

**Learning from The Story of Prophet Hud
(Comprehension of the Story, Expanding vocabulary, Pronunciation accuracy on story terms)**

ACTIVITIES

1. Opening the class with MC and praying time.
2. Recalling the previous material (the same topic: Prophet Noah)
3. Listening to the story of Prophet Hud
4. Playing a video of the process of a tornado to provide an illustration
5. The members are given the opportunity to continue reading the story passage
6. Reflecting the value towards the modern life
7. Playing video of cold wind to deliver the supporting information
8. Sharing session related on the topic and also any problem
9. Providing conclusion and insight for the members
10. Praying time and closing

NOTES



Lesson plan on the topic of Prophet Hud

Appendix 6: Photographs of Interview Process

