

**A LEARNING STRATEGY IN TEACHING SPEAKING
THROUGH ENGLISH MASTERY CLUB
AT THE BASIC LEVEL STUDENT'S
BUSTANUL ULUM BULUGADING**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

ENDANG KOMARIA
NIM: T20176006

STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM

MAY 2024

**A LEARNING STRATEGY IN TEACHING SPEAKING
THROUGH ENGLISH MASTERY CLUB
AT THE BASIC LEVEL STUDENT'S
BUSTANUL ULUM BULUGADING**

THESIS

presented as partial fulfillment of requirements
for the degree of Bachelor Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

ENDANG KOMARIA
NIM: T20176006

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Approved by advisor:

As'ari, M.Pd.I.

NIP 197609152005011004

**A LEARNING STRATEGY IN TEACHING SPEAKING
THROUGH ENGLISH MASTERY CLUB
AT THE BASIC LEVEL STUDENT'S
BUSTANUL ULUM BULUGADING**

THESIS

Has been examined and approved by the board of examiners
In partial of fulfillments of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Thursday
Date: 11th June 2024

The Board Examiners

Chairman

Dewi Nurul Qomariyah S.S. M.Pd.
NIP.197901272007102003

Secretary

Siti Khodijah M.Pd.
NIP. 198609192019032016

Members:

1. Sofkhatin Humaida, M.Pd., M.Ed., Ph.D ()
2. As'ari, M.Pd.I ()

Approved By

The Dean of Teacher Training and Education Faculty



Dr. H. Abd. Mu'is S.Ag., M.Si
NIP. 197304242000031005

MOTTO

وَهَدُّوا إِلَى الطَّيِّبِ مِنَ الْقَوْلِ وَهَدُّوا إِلَى صِرَاطِ الْحَمِيدِ

For they have been guided to the best of speech, and they have been guided to the
Commendable Path¹



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

caj.ub.ac.id | digilib.ub.ac.id | digilib.ums.ac.id | digilib.uns.ac.id | digilib.unsw.ac.id | digilib.uin-suka.ac.id

¹ "Al-Ĥaj (Pilgrimage), 22:24, Legacy Quran, <https://legacy.quran.com/22/23-29> (accessed April 25, 2024)

DEDICATION

The writer dedicates this thesis to:

1. **To my beloved parents, Mr. Nidin and Mrs. Sila:** Mom and Dad, you are always by my side every step of the way. Thank you for the love, support and sincerity you have given all this time. Without you, I am nothing. You are a pillar of strength in my life, and I am very grateful for all the advice and sacrifices you have given.
2. **To my beloved sister, Erni Wati:** Erni, thank you for all your sincere support and deep concern. Whenever I feel tired or confused, you are always there to provide encouragement and guidance. Your presence has made my life's journey more meaningful and valuable.



PREFACE

Alhamdulillah, the researcher praises her highest gratitude to Allah Subhanahu Wa Ta'ala who has given her grace, blessings and opportunities so that this thesis entitled *A Learning Strategy In Teaching Speaking Through English Mastery Club at The Basic Level Student's Bustanul Ulum Bulugading* can be completed well despite going through various kinds of difficulties in the process. Sholawat and salam always be given to our prophet Muhammad Shalallahu Alaihi wasallam who has guided us from darkness to brightness.

The researcher feels grateful to have a very kind and caring advisor, As'ari, M.Pd.I who has guided the researcher patiently by giving feedback, suggestion, motivation and so much more. So that, the researcher can finish this undergraduate thesis. Hopefully his life is full of love, blessing, and happiness.

The researcher realizes that this thesis would never have been completed without the help, support and guidance from many people. Therefore, the author expresses her deepest gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as the Rector of Kiai Haji

Achmad Siddiq Jember State Islamic University who has accepted me as a student of UIN Kiai Haji Achmad Siddiq Jember.

2. Dr. H. Abd. Mu'is S.Ag., M.Si., as the Dean of the Faculty of Tarbiyah and Teaching Sciences of Kiai Haji Achmad Siddiq Jember State

Islamic University who has given me permission to conduct research

3. Dr. Nuruddin, M.Pd.I, as the Head of the Education and Language Department who has helped fulfill the administrative requirements for the implementation of the thesis trial.

4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of English Education Study Program.
5. As'ari, M.Pd.I., as my thesis advisor, who has provided guidance, advice, and patience.
6. All lecturers in the English Education Study Program who have provided valuable knowledge and experience during the study period.
7. Shohib, S. Pd. I, as the headmaster of Senior High School Bustanul Ulum Bulugading who allowed the researcher to conduct the research.
8. Siti Fatimah, S. Pd. as the English mentor who has helped the researcher to do research in Senior High School of Bustanul Ulum Bulugading.

Finally, hopefully all the good deeds that you have given to the author received a good reply from God.

Jember, May 15th, 2024



ENDANG KOMARIA

T20176006

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ABSTRACT

Endang Komaria, 2024: *A learning strategy in teaching speaking through English Mastery Club at the basic level student's Bustanul Ulum Bulugading*

Key words: learning strategy, teaching speaking, English mastery club

This research explores the objectives, materials, methods and evaluation of speaking teaching through the English Mastery Club at Bustanul Ulum Bulugading High School. English, as an international language, is essential for global communication, and the Mastery Club was established to provide a conducive environment for students and teachers to engage in English language practice.

The research focus that guide this research include: 1) How is the learning purpose of teaching speaking through the English Mastery Club? 2) What are the learning materials of teaching speaking through the English Mastery Club? 3) How are the learning methods of teaching speaking through English Mastery Club? 4) How is the learning evaluation of teaching speaking through English Mastery Club?

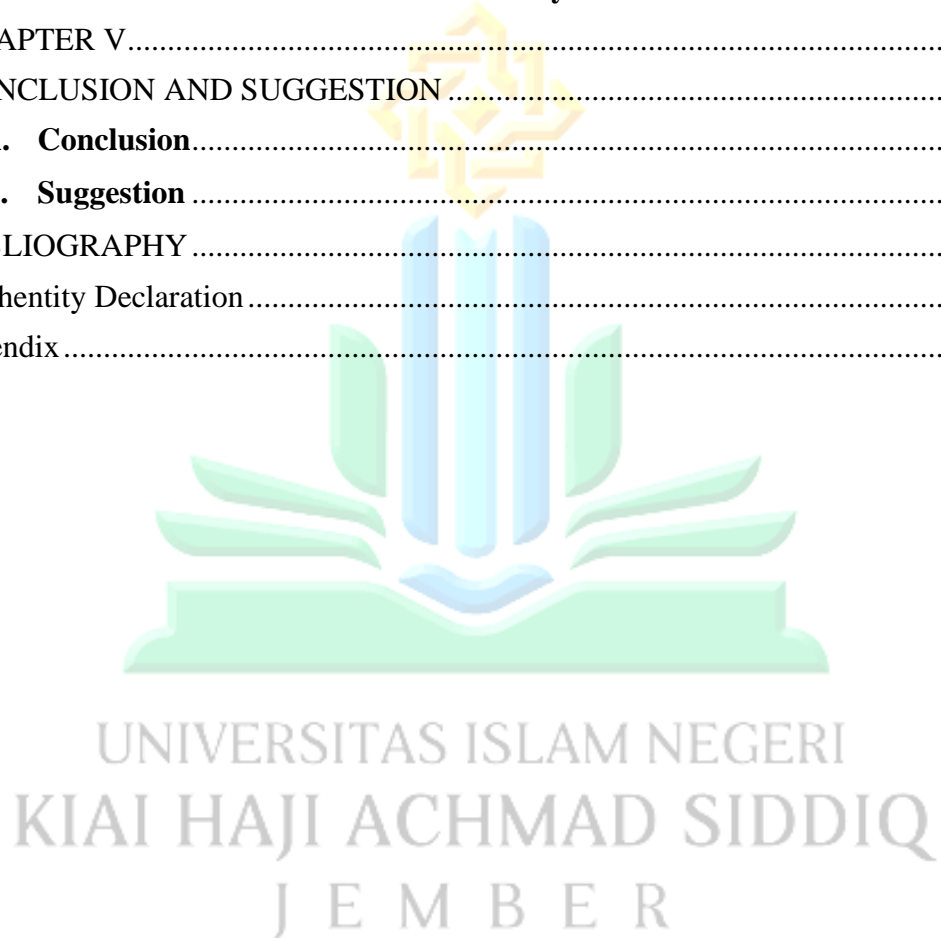
To achieve this goal, the researcher used a qualitative research design, with a focus on exploring the experiences and perspectives of English language mentors and elementary level students. Data collection methods include interviews, observation, and document review, with all data analyzed descriptively. In addition, this research uses data analysis techniques from Miles, Huberman, and Saldana, which include; data condensation, data display, and drawing and verifying conclusions. Finally, the validity of the data is determined through source triangulation and technical triangulation.

The findings of this research indicate that 1) The goal of the English Mastery Club are) to make student are able to do simple conversation, b) to create a good public speaker, c) to provide a comfortable atmosphere for students to practice freely, and d) to avoid students from forgetting vocabularies that have been memorized by reviewing vocabularies every week, 2) the material of the English Mastery Club is basic level were a) pronounce, b) intonation, c) simple conversation and d) speech. 3) the method of the English Mastery Club is lecture method and also used a) Think pair share, b) Small Group Discussion, c) Debate, d) Problem-Based Learning, e) Storytelling, f) whispering game, g) circle time. In speaking class with the allocation of time is 80 minutes, it is chosen by the mentor because students need fun and challenging ways in speaking practice. For the media, the mentor used white board, board marker, modul of EMRYC, laptop and projector. 4) the evaluation of English Mastery Club is Formative evaluation through some techniques, such as; a) Attitude assessment b) knowledge assessment, c) Skill assessment

TABLE OF CONTENTS

COVER	i
APPROVAL OF EXAMINERS	ii
MOTTO	iii
DEDICATION	iv
PREFACE	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
CHAPTER I	1
INTRODUCTION	1
A. Research Context	1
B. Focus of Research	5
C. Research Objective	5
D. Research Significant	6
E. Definition of Keyterm	8
F. Structure of Thesis	10
CHAPTER II	11
LITERATURE REVIEW	11
A. Previous Studies	11
B. Theoretical Framework	16
1. Learning Strategy	16
2. Speaking Skill	28
3. English Mastery Club	33
CHAPTER III	41
METHODOLOGY	41
A. Approach and Design of Research	41
B. Research Location	42
C. Research Subject	42
D. Source of Data	44
E. Data Collection Technique	44
F. Data Analysis	51

G. Data Validity	53
H. Research Procedures	54
CHAPTER IV	56
RESEARCH FINDING AND DISCUSSION	56
A. Description of the Research Object	56
B. Research Finding and Data Analysis	57
C. Discussion on the Result of Data Analysis	73
CHAPTER V	84
CONCLUSION AND SUGGESTION	84
A. Conclusion	84
B. Suggestion	86
BIBLIOGRAPHY	87
Authenticy Declaration	90
Apendix	91



CHAPTER I

INTRODUCTION

A. Research Context

Language is a system for expression of meaning. The primary function of language is for interaction and communication. English as one of the international languages in the world should be mastered by people from many countries in the world to communicate with each other. They know and understand what they speak communicatively. For that reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college. Language consists of four skills; listening, writing, reading, and speaking. Speaking is one of them. This study is Teaching English speaking.

English teaching and learning have the goal of enabling students to use English for communication and as a tool for furthering their studies. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) should simultaneously be performed. Normally, learners in an EFL context do not use the language in authentic situations. Hence suffer inability in communicating appropriately and correctly. This leads to learners' lack of confidence and avoidance when communicating with native English speakers.

Teaching and learning goal in Indonesia has been set in law. So that, English teaching and learning also should follow it. It is explain in UU number 20 of 2003 concerning the National Education System.

Article 3, the aim of national education is to develop the potential of students to become human beings who believe and fear of the God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.² To achieve the aim of national education, it should be a very good learning strategy to cover good process of learning. Students usually are able to accept material well if they feel good atmosphere in learning such as explicit goal of learning, appropriate material necessary, appropriate method, and good evaluation of learning. These 4 factors in learning strategy should be taken seriously by lecturer, to make the process of teaching and learning easier and the goal of learning can be achieved.

There are many methods and strategies that are used in learning English. Those are indoor and outdoor learning which are used by many English learners in this world. Nowadays, there are many English courses in schools collaborating in a program namely English Mastery Club. There are some activities that are integrated, collaborated, and modified, and other methods established in English Mastery Club. Those are for establishing fun learning and effective study to increase the learners' English skill.

Based on the information from English teacher of senior high school Bustanul Ulum Bulugading, the students have major problem in learning English especially in speaking. Since they are lack of enthusiasm in speaking,

² UU number 20 of 2003, Article 3

lack of vocabulary, very little knowledge of grammar and limited speaking practice, the English teacher needs to give them a positive support to attract their learning will. Meanwhile, students need to master English even since they are in senior high school because that will be a plus point in campus or environment or even job. Such as, working as an employee in hotel with English speaking skill is very much needed and important for himself and anyone else.³

Therefore, English Mastery Club becomes a strategy of English learning to improve students' speaking. In addition, the English mentor also said that the basic students of senior high school Bulugading show obvious improvement in speaking, they start from learning simple formula of grammar and some most used vocabulary such as at school or Islamic boarding. The English Mastery Club is conducted once a week. The English Mastery Club is conducted twice in a day which content 10 students in every meeting. The students are divided into two groups in order to have more effective English learning. Language learning at the primary level refers to the development of students' speaking skills with a focus on learning basic vocabulary, basic grammar and the ability to communicate in everyday contexts. Students learn to express themselves using simple expressions and sentence patterns that they learn, as well as understanding instructions and questions posed in the target language. The goal of learning at this level is to build a strong foundation in speaking so that students can develop more

³ Observation by the researcher on may 7, 2024

proficient and skilled language skills in the future.

The students are selected by the English mentor, for students who can master English faster than other students will be teacher assistants to help their friend. There is one of students who become teacher assistant, she said she was very happy because she wanted to master English for a very long time but she couldn't find a good English teacher who can make her feel easy in learning English. Finally, she joined the English mastery club and felt comfortable that made her feel free to ask and practice in English with friends and sometimes with teacher as much as she wanted. She became teacher assistant after join the english mastery club for a month, she helped her friends who ask her about grammar, vocabulary and become speaking partner for others.

English Mastery Club becomes an alternative way for students that they become fluent in speaking. So that, the researcher interested to conduct this study to make them find new atmosphere with multiple English practice to make them better in English speaking. Researcher takes this case as research which entitled *A learning strategy in teaching speaking through English Mastery Club at the basic level student's Bustanul Ulum Bulugading*. To find out how a English Mastery club are applied in teaching speaking skill at Bustanul Ulum Bulugading.

B. Focus of Research

According to the background of study as previously presented, researcher outlines several research focus as follow:

1. What is the purpose of learning in teaching speaking through English Mastery Club at The Basic Level Student's Bustanul Ulum Bulugading?
2. What is the material of learning in teaching speaking through English Mastery Club at The Basic Level Student's Bustanul Ulum Bulugading?
3. How are the steps of learning in teaching speaking through English Mastery Club at The Basic Level Student's Bustanul Ulum Bulugading?
4. What is the evaluation of learning in teaching speaking through English Mastery Club at The Basic Level Student's Bustanul Ulum Bulugading?

C. Research Objective

1. To describe the purpose of learning in teaching speaking through English Mastery Club at The Basic Level Student's Bustanul Ulum Bulugading
2. To describe the material of learning in teaching speaking through English Mastery Club at The Basic Level Student's Bustanul Ulum Bulugading

3. To describe the steps of learning in teaching speaking through English Mastery Club at The Basic Level Student's Bustanul Ulum Bulugading
4. To describe the evaluation of learning in teaching speaking through English Mastery Club at The Basic Level Student's Bustanul Ulum Bulugading

D. Research Significant

The researcher expects various benefits from the current research grant for the English language teaching and learning process, especially speaking skills. However, the significance of the research is broken down into several points, namely; theoretical and practical significance, as follows:

1. Theoretical Significance

- a. It is hoped that this research can contribute to language teaching theory, especially in the development of effective methods and strategies to improve speaking skills in English.

- b. It is also hoped that the results of this research can enrich academic literature regarding language learning, providing new insights that can be used by

2. Practical Significance

Practically, the data presentation of this research will be useful for :

a. English Department

The researcher hopes that this study can provide preferences on the application of learning strategy, especially in teaching speaking through English mastery club.

b. English Language Teacher

This research is expected to provide guidance for English teachers in selecting and implementing more appropriate teaching strategies to improve students' speaking skills. By utilizing the findings of this research, teachers can develop approaches that are more innovative and appropriate to student needs, so that the learning process becomes more effective and efficient.

c. Future Researcher

This study can be a basis for future researchers in developing further research in the field of English language teaching, especially related to speaking skills. Future researchers can use the results and methodology of this research as a reference or comparison in their studies, expanding their horizons and knowledge in this field.

d. Students

It is hoped that this research can provide direct benefits for students by improving their speaking skills through the learning strategies found in this research. Students can experience improved communication skills in English, which in turn can support their academic and career success in the future. Apart from that, the results of this research can provide insight for students regarding effective learning techniques that can be applied independently.

E. Definition of Keyterm

To avoid the misunderstanding in this research, there are several terms that the researcher feels necessary to explain. The terms are as follows:

1. Learning Strategy

Learning strategies is a term that refers to the processes and actions that language learners consciously implement to help them learn or use language more effectively. It includes a variety of techniques, methods, and approaches designed to improve comprehension, retention, and ability to communicate in the target language. Learning strategies can include activities such as repetition, use of mnemonics, conversation practice, concept mapping, as well as application of real-life contexts in language learning. By using these strategies, students can more easily

overcome challenges in language learning, improve their skills progressively, and achieve their learning goals more efficiently.

2. English Mastery Club

English Mastery Club is a program run by English mentors. This program was attended by Bustanul Ulum Bulugading High School students. Students follow the rules by coming to class once a week, where they will receive comprehensively designed learning materials. In addition, students will also participate in English speaking practice with their learning partners. The program aims to improve students' English speaking skills through interactive and collaborative methods, allowing them to practice language use in real situations and get constructive feedback from their mentors and peers.

3. Speaking Skill

Speaking skill is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language directly. These skills include mastery of grammar, vocabulary, pronunciation and correct intonation, as well as the ability to construct sentences quickly and precisely in various communication contexts. Apart from that, speaking skills also involve the ability to think critically, respond to conversations relevantly, and express ideas clearly and effectively. Developing these skills requires constant practice and direct interaction with native speakers or fellow language learners to improve communication skills in everyday situations.

F. Structure of Thesis

The discussion structure refers to the sequence of how the discussion in the thesis takes place, starting from the introduction to the conclusion. The writing style used is a descriptive narrative approach, not a table of contents. The systematic discussion of research is presented as follows:

Chapter I is introduction which consists of research background, research problems, scope of the research, research objectives, research benefit, definition of terms and research outline.

Chapter II is review of related literature which consists of theoretical description, previous studies, and conceptual framework. In the theoretical description includes learning strategy and speaking skill.

Chapter III is research method which consists of research design, source of data, research instrument, data collection technique, instrument validity, data analysis technique, and research procedures.

Chapter IV is findings and discussion which consists of description of research object, research findings and data analysis, discussion on the result of data analysis.

Chapter V is conclusion which consists of conclusion and recommendation.

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of relevant literature. This chapter consists of previous research and theoretical framework.

A. Previous Studies

In this study, there are some similarities and differences between this research and three previous studies.

1. The first research is conducted by Anggun Rahmawati (2018) entitled *EFL Students' Critical Thinking In Speaking Activities (A Descriptive Study At English Conversation Club (ECC) IN SMAN 1Maja)*. The result of this research is that English Club gives very big influence to improve student's skills. The similarity between Anggun's research and this research is to research English Club as a learning strategy. The different between both of them are: Anggun's focus research is to analyze critical thinking aspect reflected in students' discussion and giving some opinion, held in SMAN 1 Maja, and used descriptive qualitative. Meanwhile, This research aimed To figure out learning strategy in English Mastery Club, Held in basic level students of Senior High School Bustanul Ulum Bulugading and used case study

2. The second research is conducted by Dr. Elsading Ali Elsadig Elnadeef & Dr. Ayman Hamad Elneil Hamdan Abdala (2019) entitled *The Effectiveness of English Club as Free Voluntary Speaking Activity Strategy in Fostering Speaking Skill in Saudi Arabia Context*. The results of this research are English Club are able to foster students' speaking skill by giving comfortable atmosphere to speak up freely which makes them gain confidence in speaking because they have situation where they have familiar environment to speak up their opinion and it leads them to have critical thinking. The similarity between Elsading's research and this research is to research English Club as a learning strategy. The difference between both is Elsading's research are To identify the advantages of activating English Club in promoting speaking skill and raising university English teachers' awareness of the importance of using it, held in college of science and arts-Dhahran Aljanoub Saudi Arabia and used descriptive analytic method. Meanwhile, this research aimed to figure out learning strategy in English Mastery Club, held in basic level students of senior high school bustanul ulum bulugading, and used case study with qualitative approach.

3. The third research is conducted by Surya Agung Wijaya (2020) entitled *The Use of Teaching British Parliamentary Debate Through Android Application, Video and PowerPoint Presentation to Improve Students'*

	Researcher and the title of research	Similarity	Difference	
			Previous Research	This research
1.	Anggun Rahmawati (2018) entitle <i>EFL Students' Critical Thingking In Speaking Activities (A Descriptive Study At English Conversation Club (ECC) IN SMAN 1Maja)</i>	To research English Club as a learning strategy	analyze critical thinking aspect reflected in students' discussion and giving some opinion Held in SMAN 1 Maja Used descriptive qualitative.	Figure out learning strategy in English Mastery Club Held in basic level students of senior high school Bustanul Ulum Bulugading Used case study.
2.	Dr. Elsading Ali Elsadig Elnadeef & Dr. Ayman Hamad Elneil Hamdan Abdala (2019) entitled <i>The Effectiveness of English Club as Free Voluntary Speaking Activity Strategy in Fostering Speaking Skill in Saudi Arabia Context</i>	To research English Club as a learning strategy	Identify the advantages of activating English Club in promoting speaking skill and raising university English teachers' awareness of the importance of using it, Held in college of science and arts- Dhahran Aljanoub Saudi Arabia	Figure out learning strategy in English Mastery Club Held in basic level students of senior high school Bustanul Ulum Bulugading Used case study.

			Used descriptive analytic method	
3.	Surya Agung Wijaya (2020) entitled <i>The Use of Teaching British Parliamentary Debate Through Android Application, Video and PowerPoint Presentation to Improve Students' Speaking Skill.</i>	To research English Club as a learning strategy	Increase student's speaking skill through android application, video and powerpoint presentation in teaching British parliamentary debate, Held in SMK Negeri 2 Salatiga Used Classroom Action Research which including 3 cycles	Figure out learning strategy in English Mastery Club Held in basic level students of senior high school Bustanul Ulum Bulugading Used case study.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

B. Theoretical Framework

1. Learning Strategy

a. Definition of Learning Strategy

A learning strategy, according to a principle, is an action that both the instructor and the student should complete in order to successfully and efficiently meet the learning objective. Conversely, learning strategy refers to the process of becoming ready to learn. It implies that a strategy is an applied idea of learning. Below is the consideration to determine learning strategy⁴:

1. Determine the learning material (teacher / student)
2. The facilitator of learning (personally or group, or private learning)
3. The way to provide learning material (inductive or deductive, analyses or synthesis, formal or non-formal).
4. The subject of learning (group, personal, heterogeny, or homogeny)

In determining learning strategy, there are 4 aspects must be fulfilled, they are⁵:

1. Identify the output qualification and target must be achieved by aspiration and social interest.

⁴ Imas Kurniasih and Berlin Sani, *Sukses Mengajar : Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Jakarta: Pustaka Diantara, 2017), 33.

⁵ Imas Kurniasih and Berlin Sani, *Lebih Memahami Konsep dan Proses Pembelajaran: Implementasi dan Praktek dalam Kelas* (Jakarta: Kata Pena, 2017), 4.

2. Consider and choose the basic way which is more effective to achieve the goal.
3. Consider and decide the steps from the start to finish.
4. Consider and decide the criteria and standard to assess the achievement.

The effective of learning runs well in a coherence process based on the planning of learning. The process of learning is basically stands on principals which decide the success of learning process.⁶

b. Goal of Learning

Every implementation of learning has an objective. The goal of implementing learning is to give students a better attitude and learning experiences that will result in a long-lasting, positive change. Every learning strategy aims to achieve the learning goal.⁷

A goal has value in teaching, even it is called that goal is the most important factor in teaching learning process.⁸ Therefore, learning goal is the main point to be determined before teacher decides the method and media of learning.

The goal of instruction is to change or complete the student's mindset. Students' attitudes serve as the fundamental pattern for many of the things that people undertake in order to

⁶ Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2010), 155

⁷ Imas Kurniasih and Berlin Sari, *Lebih Memahami Konsep dan Proses Pembelajaran Implementasi dan Praktek dalam Kelas*, (Jakarta: Kata Pena, 2017), 8

⁸ Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2010), 80

survive and tangibly acquire their qualities. Spiritual activity is one of these activities such as observe, analyze, and assess the situation logically. The other is physic activity which is done with energy and ability. Generally, human acts as human if those activities are conducted correlated each other. Physical is supported by psychological activities.

The purpose of teaching and learning English to students is to help them focus so they can utilize the language for communication and as a tool to advance their academic careers. The four language skills speaking, listening, reading, and writing are used concurrently during the teaching and learning process. In an EFL context, learners typically do not use the language in real-world scenarios. They are incapable of speaking clearly and respectfully. This makes students shy away from speaking with fluent English speakers and lack confidence.⁹

c. Material of Learning

The purpose of utilizing teaching and learning resources in class is to assist the teacher with the presentation and transmission of educational content and the achievement of educational objectives, whilst aiding the students in acquiring knowledge and profiling different abilities and values. Learning material is

⁹ Thanyalak Oradee, “Developing Speaking Skills Using Three Communicative Activities: Discussion, Problem-Solving, and Role-Playing”, *International Journal of Social Science and Humanity*, Vol. 2, No. 6, (Thailand: t.p., 2012), 534

arranged systematically according to concept of psychology. In order to make the learning strategy as reflection of the goal from student's attitude. The choosing of learning material should be in line with measure to choose content of curriculum based on the course. There are some criteria choosing learning strategy as will be developed and to determine the learning strategy, they are¹⁰:

- a) The material should be in line with goal of learning.
- b) The material should be measured and identified.
- c) Identifying learning material is based on the goal of learning that identified and detailed specifically, can be observed and measured.
- d) Relevance with student's necessity.
- e) Learning material should be provided based on the strategy to develop student's ability completely.
- f) Relevance with condition of society.
- g) Learning material should help them to give valued educated experience for them to be human who can adapt well everywhere.
- h) The material consists of ethics values.
- i) The material should be in line with ethics values that appropriate with student's moral value development.

¹⁰ Imas Kurniasih , *Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 23-24.

- j) Learning material is arranged in logic and systematic concept.
- k) Learning material should be sourced from authentic sources, characteristic of teacher master, and society.

d. Method of Learning

In the process of the learning activities, every student has different efforts in learning English and it would give different progress, because it held in different ways, experiences and facilities, and it represent the condition of the students in the class today that they were tend to be passive in learning process. Therefore, students need specific effort to support and to improve their skill in learning English especially students in English education study program. The activities of students' effort could be done in everywhere; in school or neighbor hoods. The students' effort is the motivation process of actions and goals design to achieve their need. Effort is a type of behavior activities in learning process. Effort rises from the motivation process.¹¹

Choosing the appropriate learning method should calculates the time provided. A good plan of learning is utilizing time allocation detail in order to make the learning process runs dynamically, no losing time. Opening, main, and closing are planed systematically.¹² There are some criteria in choosing learning

¹¹ An Analysis On Students' Effort To Improve Speaking Skill , Nuzulul Dwi Utami, Regina, Wardah , English Education Study Program, Language and Art Education Department, Teacher Training and Education Faculty of Tanjungpura University, Pontianak, 2

¹² Imas Kurniasih and Berlin Sani, *Lebih Memahami Konsep dan Proses Pembelajaran: Implementasi dan Praktek dalam Kelas*, 2017, (Jakarta: Kata Pena),

method, they are:¹³

- a) Goal of learning is change of student's attitude after learning.
- b) Material of learning, provided material formed as evidence which need a different method from material of concept, procedure, or principle.
- c) The number of class is the number of student following the class. 5 to 10 students is necessary different teaching method from class with 50 to 100 students.
- d) The ability of student is the ability of student to catch the material, it is according to their mental, physic, and intellectual.
- e) The ability of teacher is ability to use many several method optimally.
- f) The provided facility, tools and facilities that can be used to improve the effectiveness of teaching.
- g) The provided time, the number of time allocated to provide learning material.

e. Learning Media

Learning media is a tool functions to communicate learning message. Learning is a communication process between learner, teacher and learning material. So in the other hand, communication will not run well without facility to express message. Stimulus system which used

¹³ Imas Kurniasih , *Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 29-30.

as media, there are: human interaction, reality, animation picture or common picture, written, and record.¹⁴ After determining method and time allocation, then we need to decide media in learning process.¹⁵

f. Goal of learning media

The goals of learning media as the tool of learning are:

- 1) To make learning process in class easier
- 2) To increase the efficiency of learning process
- 3) To prevent the relevance between learning and goal of material.
- 4) To help the concentration of learner in learning process

g. Benefit of learning media

The benefits of learning media as a tool of learning media for teacher and learner generally and specifically are:

- 1) The learning is more interesting for learner so that increase learning motivation.
- 2) The learning material is clearer so that easy to be understood and also easy to be mastered by learner.
- 3) Several of learning method, not only verbal communication through oral of teacher, learner will be not bored, and no loosing energy for teacher.
- 4) Learner do practice more, because they do not listen to their teacher only but also the other activities such as: observe, act,

¹⁴ Hujair AH Sanaky, *Media Pembelajaran Interaktif-Inovatif* (Yogyakarta: Kaukaba, 2015), 3.

¹⁵ Hujair AH Sanaky, *Media Pembelajaran Interaktif Inovatif* (Yogyakarta: Kaukaba Dipantara, 2015), 5-7

demonstrate, etc.

h. Consideration of choosing media

After knowing the goal and benefit of learning media, the next step is to determine the chosen media in class. The consideration will be used in learning process as the main consideration, because the chosen media should be appropriate with:

- 1) The goal of teaching
- 2) The Learning material
- 3) The learning method
- 4) The provided tool
- 5) The character of teacher
- 6) The condition, interest and ability of learner
- 7) The teaching situation in learning process

i. The function of learning media

The functions of learning media to stimulate the learning are:

- 1) To present the real and rare object.
- 2) To make duplicated object.
- 3) To create abstract concept.
- 4) To give the similar perception.
- 5) To overcome the barrier of time, place, number, total, and distance.
- 6) To reserve the information consistently.

7) To bring fun learning, enjoy, interesting, so that achieve learning goal.

j. Evaluation of Learning

Evaluation, as the last component in learning plan is to assess how far the goal has been achieved and the next action after the evaluation.¹⁶

In teaching evaluation, there are generally 4 types of evaluation:¹⁷

1) Placement evaluation

It is used in setting of the position of students in some programs.

2) Formative evaluation

It is used to look for the feedback as to repair process of learning.

3) Summative Evaluation

It is used to measure how good the achievement of the student's understandings. Then, it is used to determine the pass of students.

4) Diagnostic Evaluation

It is for looking for the cause of difficulty in learning, such as psychology background, physic, and student's social

¹⁶ Imas Kurniasih and Berlin Sani, *Sukses Mengajar Panduan Lengkap Menjadi Guru Kreatif dan Inovatif*, (Pustaka Diantara, 2017), 126

¹⁷ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2000), 283-284.

economy.

According to Biggs quoted by Taghi Jabbarifar in classroom assessment, since teachers themselves develop, administer and analyze the questions, they are more likely to apply the results of the assessment to their own teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. According to Dunn at all quoted by Taghi Jabbarifar maintains, two major functions can be pointed out for classroom assessment: One is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students.¹⁸

Evaluation uses methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. Evaluation is feedback from the instructor to the student about the student's learning.

A key priority within the evaluation and assessment framework is to develop indicators and measures of system performance that permit a good understanding of how well schooling is being delivered. Using these data, governments can analyze performance and identify priority areas for planning, intervention and policy. This typically entails the development of a system performance measurement framework. The emphasis is generally on starting with high level

¹⁸ Taghi jabbarifar , “The Importance of Classroom Assessment and Evaluation in Educational System”,(Thesis, INTI University College, Malaysia, 2009), 2

objectives for the education system and then mapping out the feasibility of measurements in each area. Other phases include ensuring systematic collection to agreed definitions of existing information at different levels in the system; promoting data quality improvement; undertaking research to shed light on some of the ‘gaps’ where systematic collection is too costly/not feasible; and developing a long-term strategy to improve measurement tools for future information needs.¹⁹

Selection and evaluation are carried out bearing in mind several key factors:²⁰

- 1) Students’ characters and interests. No two students are the same and differences such as gained knowledge, cultural heritage, social position, imagination and affinities influence the way an individual observes/analyses an individual teaching and learning resource. Given the aforementioned differences, a student who once lived in a war-stricken country is going to approach the interpretation of a photograph of a city or people destroyed by war different to someone who never experienced such a thing.
- 2) Characteristics of teaching and learning resources. Every resource has its own specific qualities that make it unique and which

¹⁹ Paulo Santiago, “Evaluation and Assessment Frameworks for Improving School Outcomes”, *Educational and Training Policy*. (OECD, 2009), 8

²⁰ Rona Bušljeta, “Effective Use of Teaching and Learning Resources”, *Czech-Polish Historical and Pedagogical Journal*, vol 5 no. 2, (Croatia, 2013), 64-65

should be considered if the resource is to be used in teaching. For example, factors such as composition, color, presentation and size, should be considered in the selection of pictorial teaching and learning resources. It is also necessary to consider the fact students are going to be demotivated by pictorial teaching and learning resources which are too complex, too small or presented in an unclear way. The selection of written teaching and learning resources should involve factors such as clarity, comprehensibility, length of text and the language used, which can be too complex or unsuitable and therefore inappropriate for students of a certain age. On the other hand, when selecting an audio-visual teaching and learning resource, especially film, we should consider whether its merit lies solely with creating an experience or if its content is also valuable. To be specific, for the sake of being attractive and dynamic, some events are often exaggerated in commercial films whilst others are ignored; irrelevant and false events are inserted, and certain events are unduly criticized whilst a positive emphasis is put on others with no solid or true foundation.

- 3) Using teaching and learning resources can be counterproductive if students fail to find the meaning of what is being represented by the resource, if they do not understand it or if they cannot use it independently. It should also be noted that certain teaching and

learning resources, such as paintings, photographs, caricatures and films, largely depend on the subjective experience of the author who conceived and developed them, but they also depend on the experience of those who “read” them (students or teachers). On the other hand, tables, maps, diagrams, laws, legal documents and documentary films most often communicate scientifically proven facts or results that leave little room for interpretation by the author and therefore by their “readers”.

- 4) As a source of knowledge, teaching and learning resources should be helpful in attaining the various goals and objectives of teaching. Nevertheless, what is most often the case is choosing those resources that are related to the curriculum and which represent the key factors related to a particular moment, epoch, or a particular central thorny question or problem. Arguably, the role of teaching and learning resources is communicating facts, events and problems, but we should, at the same time, be careful not to ignore their role in promoting empathy and creativity in students and the possibility of representing, for example, the way people lived in a certain age, their worries, prejudices and doubts.

2. Speaking Skill

a. Fluency

Soclova (2011) show that Fluency/accuracy dichotomy is one of the concepts which usually come to mind first when speaking of teaching speaking skills. It means that it is a concept that will come

first to our mind in the process of learning speaking.

Fluency is one of the good skills in the speaking English. It is important to the students to practice their fluency. Such as Manser (1995:161) argues that if the students able to speak English fluently they will not have any difficulties in pronouncing and producing the words. Therefore, vocabulary is also needed as aspects of speaking.

b. Smoothly

Fluently is the ability to speak smoothly, continuously and at an effective speed. You don't always have to stop to think of the right word. In this episode we learn how to effectively use 'fillers' when you speak and how using synonyms, opposites and related vocabulary gives continuity to your speech. Fillers are used to tell your listener that you haven't finished, but you are thinking of what to say next. They don't carry meaning like words do. Being able to talk on a variety of subjects confidently will make it easier to maintain fluency.²¹

c. Readily

Building up confidence in speaking to an audience was mainly reported as a factor that strengthened speaking performance. The tasks based on speaking for special communication in a variety of situations designed into the course also helped participants to prepare for speaking, and once each

²¹ <https://www.abc.net.au/education/learn-english/speaking-fluently/>

speaking task was well-prepared, this preparation became an effective strategy to minimize anxiety, and thus maximize speaking confidence. When speaking English in an EFL context was taken into consideration, it was not surprising that the study revealed that confidence played an important role. Promoting speaking confidence, together with appropriate task design, was recommended for the English skills development of EFL/ESL learners.²² Being confident is the completeness of the readiness in speaking. Without confidence, learner will not be ready to speak.

d. Effectively

Statement of Ur is quoted by Hadriana suggests his idea about characteristics of successful speaking activity: (1) Learners talk a lot. As much as possible the teachers should allocate more time and opportunities for students to talk; (2) Participation is even. This means that classroom discussions are not dominated by a minority of talkative students, but every student has a chance to speak; (3) Motivation is high. Students are eager to speak because they are interested in the topic and have something new to talk about; (4) Language is of an acceptable level. Students are able to express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of

²² Nakhon Pathom, "Enhancing the development of speaking skills for non-native speakers of English", *Procedia Social and Behavioral Sciences*, 2 (2010), 1308

language accuracy.²³

e. Accuracy

There are some elements which support each other. So, the speaker needs them to make their speaking well. Those are pronunciation, grammar, vocabulary, fluency, and comprehension which are explained below:

1) Pronunciation

Pronunciation is the way for people to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language. When a teacher teaches English, she/he needs to be sure that her/his students can understand when they speak. They need to be able to say when they want to say. It means that their pronunciation should be at least suffice for the purpose.²⁴

We know that the pronunciation is not only to memorize intonations, vowels, etc. but also focus on producing individual words about what people want to talk. So the listener understands the intent of their speaking.

2) Vocabulary

²³ Hadriana, "Improving Students' Speaking Skill through Communicative Activities In Small Group Discussions at the Third Semester Class A Of the English Study Program", (Thesis, University of Riau, Riau, 2009), 38

²⁴ Friska Carnia Mulasari, The Effectiveness of Using ...FKIP. University Muhammadiyah Purwokerto.

Vocabulary is a group of words which is had by a language. Therefore, vocabulary should be taught early to young learners in order to make them know the meaning of words. Vocabulary will give the meaning if we use a language.²⁵ Harmer quoted by Noerrita Kuattiningsih says that “The teacher should ensure that their students are aware of the vocabulary they need for their level and that they can use the words which they want to use”. It implies that the teacher should teach clearly some words at lower class than others. The teacher must be certain that the vocabularies they give are appropriate with their students so that the students can know how to use and express the words.²⁶

Based on the two statements above we know that vocabulary is one of important role to assess the quality of speaking.

3) Grammar

The statement Thornbury quoted by Lulu Meilina Alfiyani is states that ‘grammar is partly the study of what forms (or structures) are possible in a language’. Grammar is

²⁵ Noerrita Kuattiningsih, “The Use of Songs to Teach English Vocabulary to Year 2 Students of SD Negeri Sekip I No.161 Surakarta”, (Thesis, Universitas 11 Maret Surakarta, Surakarta), 40.

²⁶Noerrita Kuattiningsih, “The Use of Songs to Teach English Vocabulary to Year 2 Students of SD Negeri Sekip I No.161 Surakarta”, (Thesis, Universitas 11 Maret Surakarta, Surakarta), 49.

concerned with analysis of the sentence which describe the rules how language sentences are formed.²⁷

Grammar is rules for forming words and making sentences.²⁸ Grammar is one of the language components besides pronunciation and vocabulary. Grammar is the most important aspects in writing. In order to make a well structured writing, one should be matter in grammar. It consist of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult.²⁹

3. English Mastery Club

a. The Definition of English Mastery Club

The English Language Mastery Club is a program designed to help participants, especially students, improve their ability to speak English. This program usually involves various activities such as group discussions,

²⁷ Lulu Meilina Alfiyani, "An Analysis of Grammatical Errors in Writing Among the Second Semester Students of English Department of Yogyakarta State University in the Academic Year Of 2011/2012", (Thesis, Universitas Negeri Jogjakarta, Jogjakarta, 2013), 36

²⁸ Oxford Learner's Pocket Dictionary

²⁹ Lulu Meilina Alfiyani, "An Analysis of Grammatical Errors in Writing Among the Second Of 2011/2012", (Thesis, Universitas Negeri Jogjakarta, Jogjakarta, 2013), 37

²⁹ Mouleka & Fouty B. (2013). English club guide Semester Students of English Department of Yogyakarta State University in the Academic Year Of 2011/2012", (Thesis, Universitas Negeri Jogjakarta, Jogjakarta, 2013), 37

speaking practice, language games, as well as project-based learning guided by a mentor or English teacher. The main goal of this club is to create a supportive and interactive environment where members can practice their English skills actively and consistently, so that they can achieve a higher level of fluency and confidence in communicating in English.

English club is a place where students use only English. Club leaders can start various activities such as debates, games, sketches, reading poetry, singing, and so on.³⁰ In addition, an English club is a place where club members can learn, practice and use English freely with a variety of materials without embarrassment, fear or nervousness. Mouleka adds that English clubs are a real place where learning English becomes more practical.³¹ Therefore, it can be concluded that English clubs are a means to facilitate students in practicing, improving, and building their motivation to learn and practice speaking in English.

The English Language Mastery Club not only provides a platform for learning and practicing English,

³⁰ Mouleka & Fouty B. (2013). English club guide book a contribution to bilingualism in Gabon. Los Angeles, CA: Trafford publishing.

³¹ *ibid*

but also fosters an environment conducive to active engagement and consistent use of the language. By offering a range of activities such as group discussions, speaking practice, language games, and project-based learning guided by mentors or English teachers, the club supports participants in enhancing their fluency and confidence in communication. This program aims to remove barriers, encouraging students to use English without hesitation or discomfort, thereby enabling them to develop a more natural and confident command of the language.

English club activities, such as debates, games, sketches, and poetry readings, further encourage active participation in the language. Members are encouraged to

freely learn, practice, and utilize English through various resources and materials without fear or embarrassment.

Mouleka (2013) emphasizes that English clubs serve as practical platforms where the language can be applied in

real-world situations, thus fostering a deeper and more functional understanding of English. Hence, English clubs

not only promote language learning but also inspire motivation among students to continue practicing and refining their speaking skills.

b. Function of English Mastery Club

The English Mastery Club functions as a dynamic and supportive platform for participants seeking to enhance their language skills, particularly in speaking. Through engaging activities such as group discussions, debates, language games, and speaking practice, members are given the opportunity to refine their fluency and confidence in using English. These interactions provide a bridge between theoretical knowledge and practical application, allowing members to participate in authentic conversations and real-world scenarios where they can effectively communicate in English.

Additionally, the club fosters a sense of community where members feel encouraged to learn and practice

English without fear of judgment or embarrassment. This nurturing environment not only boosts motivation and self-confidence but also cultivates a supportive atmosphere where members can share ideas and experiences. By fostering these connections and creating a positive space, the club enhances the overall language learning experience for its participants.

In essence, the English Mastery Club acts as a catalyst for language development, cultural exchange, and

personal growth. It offers a platform where members can actively engage in conversations, practice speaking, and apply their language knowledge in practical settings. Through its emphasis on collaboration, encouragement, and practical application, the club empowers members to continue their language learning journey with enthusiasm and motivation.

c. Advantage and Effectiveness of English Mastery Club in Teaching and Learning

It is organized by a school. English mastery club provide a platform for students with a particular interest in an event. These activities are participated in both inside and outside of school, and they are designed to help students develop their potential, interests, and talents.

When students join extracurricular activities such as the English club, their aim should be to benefit from the experience. According to Galanes and Adams (2013), students who participate in English clubs can gain several advantages. These include:³²

- 1) Fellowship and Companionship: Club members have the opportunity to enjoy social interactions and build friendships.

³² Galanes, G. & Adams, K. (2013). *Effective Group Discussion: Theory and Practice.* New York: McGraw-Hill.

- 2) Moral and Emotional Support: Members receive encouragement and support for their viewpoints and ideas.
- 3) Overcoming Reticence: English clubs help students overcome hesitancy in speaking English by creating a low-pressure environment.
- 4) Access to Information: Participants are likely to gain more access to a wider range of information.
- 5) Equal Speaking Opportunities: Members have the chance to express their opinions and thoughts more freely.
- 6) Enhanced Learning Experience: The atmosphere in the club is often more relaxed and enjoyable compared to traditional English courses.
- 7) New Vocabulary and Knowledge: Members are exposed to new words, information, and knowledge from their peers and discussions.

These benefits not only help students enhance their language skills but also contribute to their overall growth and development.

Thus, the English Mastery Club not only provides opportunities for its members to improve their English

language skills, but also creates a supportive environment for cultural exploration and exchange of experiences between members. Through activities such as group discussions, speaking practice, language games, and project-based learning, the club not only strengthens English fluency, but also brings together a community that is passionate and committed to ongoing language learning. With a focus on collaboration and practical experience, the English Mastery Club encourages its members to continue to motivate themselves and develop confidence in communicating in English in various real-life contexts.

At the basic level of learning speaking, students begin to develop their ability to communicate in the language they are studying, focusing on building fundamental speaking skills. This includes understanding and using basic vocabulary relevant to everyday situations, such as greetings, asking for simple information, or expressing desires. Students are also introduced to basic grammar structures, such as simple sentence patterns and the use of verbs in their basic forms. Through speaking exercises, both individually and in small groups, students have opportunities to practice and build their confidence in delivering messages orally.

Learning at the basic level also aims to introduce students to contextual communication situations where they can apply their speaking skills in practical settings. This may involve role-playing, simulating everyday interactions, or discussing simple topics. As a result, students not only learn to use appropriate words and phrases but also understand how to use language in relevant and meaningful contexts.

Furthermore, learning speaking at the basic level encourages students to develop good listening skills. They are encouraged to understand simple instructions and directions in the target language, as well as to recognize correct intonation patterns and pronunciation. By deepening their understanding of effective and appropriate speech, students can build a solid foundation for more complex and in-depth speaking skills in their language learning journey.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER III

METHODOLOGY

A. Approach and Design of Research

Research approach content of chosen is qualitative approach. Meanwhile, types of research are able to choose case study, ethnography, classroom action research, etc. for determining of approach and types of research must be followed by its reasons.

In this research, the researcher used qualitative approach that frequently called naturalistic research because it was done in natural situation, or called ethnography method because previously this method is more used in research of anthropological culture. It is called qualitative method because the collected data and the analysis are more qualitative.

The type of this research is case study. This method demands researcher to focus on only one object. Things encompass the object is not in discussion. Such as research about someone, family, an institution, etc.³³ This types of research is categorized in descriptive research. The aim of descriptive research is to arrange discovery systematically, factual, and accurately about facts and population of certain area.³⁴ The collected data are words, pictures, and must not be numeric. The data is from interview, photo, videotape, personal document, note or memo, and other document.

³³ Fairuzul Mumtaz, *Kupas Tuntas Metode Penelitian* (Pustaka Diantara, 2017), 34.

³⁴ Sumadi Suryabrata, *Metodologi Penelitian* (Jakarta:PT Raja Grafindo Persada, 2009), 75.

B. Research Location

The research location in Bustanul Ulum Bulugading refers to the place or area where the research takes place. Bustanul Ulum Bulugading is a school or educational institution located at Senior High School Krajan, Tisnogambar, Bangsalsari District, Jember Regency, East Java 68154. Research at this location usually involves studies of students, teachers, or other educational activities related to the environment and learning activities at Bustanul Ulum Bulugading. This research location provides a more specific context and description of the educational environment and student characteristics that can influence research results.

With this specific place, researchers chose Bustanul Ulum Bulugading for various reasons. First, this location has an active and innovative educational environment in teaching English to students, including through English clubs. Second, researchers want to see directly how the use of learning strategies in teaching speaking through English clubs can affect students' speaking skills. Third, Bustanullum Bulugading provides sufficient data sources, such as students and teachers, who can provide valuable insight into their experiences in participating in English clubs and their impact on students' speaking abilities.

C. Research Subject

In this part, researcher delivers types of data and source of data. This description consists of what data are collected, who will be the informant or research subject, how to collect data, and capture in order to guarantee the

validity of data.³⁵

This research use purposive sampling technique. This technique is choosing research subject based on consideration and a specific purpose.³⁶

Below is the research subject that has been decided:

1. The English Teacher Of The Basic students Of Senior High School Bustanul Ulum Bulugading

The English teacher determined as the main informan. Main informant is as the main actor in an event. Therefore, the main informant must be people who know the problem specifically.³⁷

2. The Basic students Of Senior High School Bustanul Ulum Bulugading

Researcher used whole students of basic level, consist of ten students. Participants as the support informant were be able to give additional information as the complete analysis in qualitative.³⁸ Ten students were selected as research participants for various reasons.

First, they were recommended by the English teacher. Second, four student showed proficiency in basic English, was actively engaged, intelligent, and capable. Third, three students demonstrated an ability to learn English despite lacking prior knowledge. Fourth, three students, although lacking background in English, were highly motivated and actively participated in class. These students were chosen because they

³⁵UIN Kiai Haji Achmad Siddiq, *Pedoman Penulisan Karya Ilmiah Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember* (Jember: UIN Kiai Haji Achmad Siddiq, 2021), 47

³⁶ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 216.

³⁷ Ibid., 6.

³⁸ Ibid., 6

exemplified characteristics conducive to effective speaking learning. This information was provided by the English mentor of the basic level students at Bustanul Ulum Bulugading.

D. Source of Data

Information data in this research were from:

1. Primary data

Collected data with data collecting method directly implemented to the object by using interview and observation that consist of research variable statement. The primary data sources of this research were the English teacher and the basic students of Senior High School Bustanul Ulum Bulugading.

2. Secondary data

Secondary data was collected data indirectly from all sources as the supported data. Collected data which got from other sources instead from the researcher is called secondary data. The secondary data of this research were profile and history of English Mastery Club, the personal identification of the English teacher of senior high school Bustanul Ulum Bulugading, data of basic students of senior high school Bustanul Ulum Bulugading, schedule of English Mastery Club and modul of English Mastery Club.

E. Data Collection Technique

In this research, the researcher was the research instrument. The technique used to collect many various data was:

1. Observation

Observation has a specific character as one of data collecting techniques that differ from interview and questionnaire. Interview and questionnaire always communicate with people, meanwhile observation is also communication with natural objects in research which is not limited in communication with people.³⁹ One of the main methods for gathering data in qualitative research is observation. According to Creswell, observation entails observing and documenting the actions and behaviors of individuals or groups in natural settings or in situations created by the researcher. The nature of observation can vary, involving either participant or non-participant roles, depending on the researcher's level of engagement with the context under study. In participant observation, the researcher integrates into the group being studied as a member, whereas in non-participant observation, the researcher remains outside the group, solely observing their activities and behaviors.

The observation method is a strategy for gathering data in which the researcher has to be there to see items pertaining to the space, people, objects, activities, events, time, goal, and emotions. Relevant data suffices instead of the researcher having to see everything. It is possible to administer observation techniques in some way. An item to be observed determines the method to be used and how to choose

³⁹ Sugiyono, *Metode Penelitian Administrasi* (Bandung: Alfabeta, 2003), 165-166.

it. Two types of observation may be distinguished based on the characteristics of the item under examination: participant and non-participant observation.

In this research, researcher used participant observation. As for the data obtained using this observation technique was the condition occurred in English Mastery Club.

2. Interview

In qualitative interviews, researchers ask open-ended questions to one or more participants and record their responses. Qualitative interviews are categorized into four types: one-on-one interviews, focus group interviews, telephone interviews, and online interviews. Researchers can conduct interviews in various formats, including structured, semi-structured, and unstructured interviews. Structured interviews involve a predetermined set of questions asked in a consistent order to each participant. Semi-structured interviews offer more flexibility, allowing researchers to explore participants' responses in-depth with follow-up questions or probes. Unstructured interviews are highly open-ended, enabling participants to freely express their thoughts and perspectives.

Creswell emphasizes the researcher's role in conducting interviews. It is crucial for researchers to establish rapport with participants, ensuring they feel comfortable and protected. Active listening and responsiveness to participants' responses are essential,

and researchers must be prepared to adapt their questions based on the direction of the conversation.

An interview is much focused discussion. Two people participated in this conversation: the interviewer who asked the questions and the interviewee who provided the answers. In order to gather information about ideas, concepts, or deep experiences related to information, interviews were conducted. This method of interviewing has been a mainstay of qualitative research design techniques for data collecting. By using research procedures, researchers were able to develop ideas, experiences, events, motives, views, worries, and in-depth opinions on study difficulties. Researchers can thus undertake retraction and analysis using the data they have collected. In order to obtain accurate and impartial information, the interviewer must be able to establish a positive rapport with the respondent or present a report of a psychological scenario that indicates the respondent is cooperative, willing to answer questions, and willing to provide information that is appropriate for their mindset and the circumstances at hand. Three categories can be distinguished from the interview based on the physical:

a. Guided Interview

An interview guide in a guided interview consists of a number of questions and answers, where the interviewer merely

provides a checking sign on the appropriate answers to the answers offered by interviewer. But in the technique of this interview the informant was still given the opportunity to give another answer, out of the answer offered by the researcher. The mood of the structured interviews tends to be formal, since each of the question items refers to the instruction manual made by the researcher. So exploration of research problems becomes less visceral if researchers use this technique. The interaction model happens in the shades of formal inquiry.

b. Free Guided Interview

Free guided Interview is used to find a problem more openly. It refers to invite the informant to elaborate his opinion and idea. In interview, researcher has to listen to carefully and note the statement of informant.

c. Unguided interview

The technique of unguided interviews is how to take research data in ways that researchers determine focus problems and do not provide alternative responses that should be selected by the informant. In this technique, researchers have taken up the question of spontaneous question, for they have the same flavor as the running water. Then the questions of researchers follow the development of the problem discussed during the interview and the answer is written by the researcher. Researchers

continue to prepare interviews before conducting a data mining process, but the format of interviews is not detailed with the structured interview. The guidelines that researchers take are at the point of focusing the problem to become a stimulant during an interview. The atmosphere of the interview goes non-formal, the interaction between researchers and informers is quite flexible and not as rigid as a guided interview.

Free guided interviews were used in this study by the researchers. Furthermore, the interview proceeded smoothly and was tailored to the topic matter and interview environment. Since the respondent was allowed to respond in whatever way they choose, this interviewing method was not used right away for the measurement. The interviewees were basic b level students of Bustanul Ulum Bulugading Senior High School and an English teacher.

As for the techniques of interview in this research, it was meant to dig up information and get data on:

- 1) What are goals of learning in teaching speaking through English Mastery Club at the basic students of Senior High School Bustanul Ulum Bulugading?
- 2) What are materials of learning in teaching speaking through English Mastery Club at the basic students of Senior High School Bustanul Ulum Bulugading?

- 3) What are methods of learning in teaching speaking through English Mastery Club at the basic students of Senior High School Bustanul Ulum Bulugading?
- 4) How to evaluate learning in teaching speaking through English Mastery Club at the basic students of Senior High School Bustanul Ulum Bulugading?

3. Document Review

The word document, which refers to written articles, is the root of the word document review. Researchers obtain the necessary information by gathering written materials, such as news articles, meeting minutes, letters, and reports. Moreover, transcripts, books, inscriptions, agendas, and other items or variables of the record can also be used to review documents. The following data is acquired using the document review method:

- a. Profile and history of English Mastery Club
- b. The personal identification of the English teacher of Senior High School Bustanul Ulum Bulugading
- c. Data of basic students of Senior High School Bustanul Ulum Bulugading
- d. Schedule of English Mastery Club.
- e. Modul of English Mastery Club

F. Data Analysis

In addition, data collection from interviews, observations, and document reviews are systematically organized and searched in data analysis. This process involves actions to classify data into groups, validate them into units, select some of the most relevant information to present as research data, and draw up conclusions that are clear and easy to understand by the general public and researchers. Data analysis for junior high school students was carried out using the qualitative analysis concept of Miles, Huberman, and Saldana. These steps include:⁴⁰

1. Data Condensation

The activities involved in data condensation are for researchers to select, focus, simplify, abstract, and transform data from topics they wish to study by writing notes in the field, interview transcripts, documents, and existing empirical materials. In this study, the researcher wrote a summary of what had been obtained from data collection which included objectives, materials, steps, and evaluations in the learning strategy of teaching speaking through English mastery club. Then, the researcher simplifies the results from the summary used in the data display.

2. Data Display

Data views represent an organized collection of compressed

⁴⁰ 1Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*, third edition (London: Sage Publications, 2014), 12-13.

information and enable inferences and actions. Data presentation can also be done in various forms, such as graphs, tables, diagrams and networks. Data presentation can also be in the form of a short description. Activities in presenting data can be designed by researchers into a matrix of rows and columns for qualitative data, as well as determining which data needs to be entered into cells and proving this analysis activity.

In this research, data organization has been obtained in descriptive form. Data at this stage is organized through the collection of data that has been taken. Then, the researcher describes the results of the data content in drawing verifiable conclusions.

In this research, data grouping has been obtained in descriptive form. Data at this stage is also organized by taking the data that has been collected. After that, the researcher will explain the results of the existing data content and draw verification conclusions.

3. Draw and Verify Conclusion

Drawing and confirming conclusions begin with data collection. Following that, a qualitative analysis involves interpreting patterns, explanations, flows, causes, effects, and existing propositions. Researchers with self-confidence will cautiously draw conclusions, stay open-minded and skeptical,

and if conclusions remain, make them clear and practical. The idea of “end” in a conclusion may not be fully reached until data collection is complete. This depends on various factors such as the size of the available record corpus, coding, storage, and retrieval methods, the researcher’s sophistication, and required deadlines.

Conclusions are drawn after the collected data is presented and a thorough understanding of the data is achieved. After this, the researcher verifies the data by comparing the findings with new data to determine the conclusion, based on objectives, materials, steps, and the evaluation of the learning strategy of teaching speaking through English mastery club.

G. Data Validity

All that is required to be held on the veracity of the data can be accounted for and trusted in the study. The intention is to demonstrate that the observations made by researchers are accurate. The validity data method is a crucial tool for testing the validity of research. The validity of the data used is known as triangulation. The researcher's method of triangulation in this study was the combination of methodological and source triangulation. The purpose of source triangulation was to verify the accuracy of data by examining information gathered from several sources. A technique called methodological triangulation is used to verify the reliability of data by using

many techniques to check the same source's data. Interviews, observations, and document reviews are used to gather data. If any different data from those three collecting technique, the researcher should discuss more with the concerned data source to decide the valid data.⁴¹

H. Research Procedures

The steps of research outline the planning of research done by researcher, beginning with the introductory study, the study of design, the actual research, and the writing of the report.⁴²

The steps of this research are as follow:

1. Pre field research stage
 - a. Arrange research design
 - b. Choose the research location
 - c. Finishing Agreement
 - d. Deciding the informant
 - e. Prepare the research instruments
2. Field research stage
 - a. Apprehend background and objective of research
 - b. Enter the research location
 - c. Participate actively and collect data
 - d. Complete the data
3. Post field research

⁴¹ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 274.

⁴² Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017), 274.

- a. Analyze data based on the research procedure
- b. Finishing Agreement of research complete
- c. Revise the report



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter reports the results of the research which include the description of research object, finding data, data analysis, and discussion.

A. Description of the Research Object

1. History of English Mastery Club

English mastery club or usually called as “EMRYC” is a program that was held since 2020. It was suggested by the leader of the club named Siti Fatimah, S. Pd. At first, the club is formed by some people to learn and practice English actively. Since there were many too many students who wanted to join the learning activity, the leader of club initiated to create study group called English Mastery Club or EMRYC. The English club was created to help students to learn English easily from basic to advance level. Then, the students were divide into three levels; basic, middle and advance. The English Mastery Club was held in Bustanul Ulum Bulugading Senior High School.

English Mastery Club was created since 12th march of 2020. At the beginning, there was only a class in every meeting that was held twice a week because the students’ levels are still the same and the total students were 15 only students. Thankfully, they were better in English after joining the club which made other students curious about the club and ended up joining the club. The goal of creating English Mastery Club is to facilitate students with knowledge and comfortable

atmosphere in learning English. The mentor tries to convince students to speak more by giving motivation, example both in writing and speaking, the task, English material and practice session.

2. The Personal Identification of the English Teacher of Senior High School Bustanul Ulum Bulugading

Leader of EMRYC	Siti Fatimah, S. Pd.
Vice Leader of EMRYC	Erika Shinta Dewi, S. Pd.
Secretary	Izzatus Sholihah, S. Pd.
Chamberlain	Khoridatut Toyyibah, S. Pd.
Teacher of EMRYC	Erma Karlina, S. Pd.
Teacher of EMRYC	Alfi Mei Lanjar, S. Pd.

B. Research Finding and Data Analysis

A research should be provided with data serving as the main of research, that this data would be analyzed. According to the discussion previously that, researcher used interview, observation, and document review which was served by collecting data using three mentioned technique.

Researcher elaborated research findings based on the interview, document review, and observation as follows:

1. The purpose of learning in teaching speaking through English Mastery Club

Researcher was able to analyze the data in qualitative descriptive after collecting data by using interview, document review, and

observation. Researcher described, elaborated, and interpreted data so that became whole description.

Based on the interview with the English teacher as the mentor in the course, there are two kinds of class that was got by the students:

a. Learning in class

In this step, the mentor mentioned the purpose was to make students learn English easily. Based on the course planning, they learnt pronunciation, vocabulary, grammar, simple conversation and speech. Since they were divided into three levels, it made the mentor also divided the material into basic, middle and advance as well.

It was proved by the Alfi's interview results, she said:

“The basic level students had same lesson as middle or advance level, it just simpler. In grammar, they got to learn basic formula of English such as simple past, simple present, simple future. They must learn the formula along with the condition and example of them.”⁴³

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

sq.ah.unknes.ac.id | digital.unknes.ac.id | digital.unknes.ac.id | digital.unknes.ac.id | digital.unknes.ac.id | digital.unknes.ac.id

⁴³ English mentor's interview results, jember, 8th of April, 2024.

The students were taught the basic as new beginners in English. They had a lot of work to do because they learn the formula and practice it both in spoken and written. It was confirmed by Novelia's interview results, she said:

“yes, we learn English dua kali seminggu. I am happy because saya sangat terbantu dalam pembelajaran. Even though, I still need to memorize vocabularies more supaya bisa speaking English”⁴⁴

The students were given vocabularies that usually used in daily activities. These vocabularies were given every week in the end of learning in class. Student must memorize vocabularies that had been given by mentor. The purpose was to make student had a lot of vocabularies in their heads in order to ease them in speaking english. The obligation was they had to gather their memorizing to their mentors once a week.

In the field, researcher also found that before the mentor elaborated the material, she explained the purpose of public speaking class. The purpose mentioned by lecturer were: participants are able to be confident public speaker, participants are able to be communicative public speaker, participants were able to be creative public speaker.

⁴⁴ Student's interview results, jember, 9th of April, 2024.

In the other activity that was called pronunciation class, researcher found that before the lecturer gave material, she explained the purpose of pronunciation class was to speak English in good pronunciation and speak English fluently.

Based on observation and interview, the researcher concluded that the purpose were 1) to help basic students as the beginners in learning English, 2) to teach them in easy way to understand English material, 3) to add their vocabularies that is very helpful if they are speaking, 4) to help them to speak with good pronunciation, 5) to help them speak fluently.

b. Speaking class

Speaking class is the right time and place for students to speak up freely, as long as they talked in English, they were free to talk about anything they wanted. The mentor said that the goal of speaking class were to make students are able to communicate in English and they could be a good public speaker. In practice, students might create simple conversation with partners in order to make them gain confidence in speaking. In speaking class, basic students learnt simple conversation, speech, storytelling and soft presentation.

Based on statement from the mentor, students were trained to speak more in class, she said:⁴⁵

⁴⁵ English mentor's interview results, jember, 8th of April, 2024.

“In basic level, I choose simple conversation and speech for students. They need to practice what they have studied and memorized. It helps them to be able think automatically in speaking. The often they speak, the better they become”

The mentor realized that the students to have as much practice as possible and she needed to rain them with lot of vocabularies and checked out whether they still remember or forget it. It was proved by statement from Masruroh, she said: *“It difficult to review vocab because teacher choose salah satu dari kami secara acak. It make us nervous tapi bisa bikin kita punya motivation to prepare before study”*⁴⁶

Reviewing vocabularies means students must reply their memories about vocabularies that had been memorized. The goal was to minimalize student to forget the vocabularies. This activity was held once a week in the end of speaking class.

Based on interview and observation in speaking class, the researcher concluded that the purpose of speaking class were 1) to make student are able to do simple conversation, 2) to create a good public speaker, 3) to provide a comfortable atmosphere for students to practice freely, and 4) to avoid students from forgetting vocabularies that have been memorized by reviewing vocabularies every week.

⁴⁶ Student's interview results, jember, 10th of April, 2024.

2. The materials of learning in teaching speaking through English Mastery Club

The material of English Mastery Club was arranged by the English mentor for Basic level. There are two kinds of class in Bustanul Ulum Bulugading. The first is learning in class. The materials were grammar, vocabularies, pronunciation, vowels, intonation, and consonant practice. The mentor selected the material based on students' level. At the end of this class the students were given vocabularies that usually used in daily activities. It was states by the mentor of EMRYC, Mrs Fatim as follows:

“As mentor of basic level, I have to aware of students' knowledge and their abilities. Some of them might be smarter. Then, they need to have similarities in grammar and vocabularies because they are the most basic aspect in learning English. It'll be helpful for them to do simple conversation”⁴⁷

Even though, their abilities will not be same. The student was feeling very helped because Ulfatul said,⁴⁸

“I like bahasa inggris tapi I don't ketemu teacher yang can give me cara mudah buat study. Yang paling susah grammar itu, untungya mentor disini very patient, we diajari cara bikin kalimat pake grammar yang benar”

Based on the observation, interview and document review above, the materials were grammar, vocabularies, pronunciation, vowels, intonation, and consonant practice.

The second is speaking class. The materials were simple conversation and speech. The mentor gave easy ways to have simple

⁴⁷ English mentor's interview results, jember, 8th of April, 2024.

⁴⁸ Student's interview results, Jember, 9th of April, 2024

conversation, such as memorize topic of conversation and try to develop it little by little in their books. For speech, the mentor gave printed simple speech to be read out loud and memorized. The mentor asked students to take the main point of the speech or they could just memorize it exactly how it was printed.

As the result of teachers review, Mrs Alif Mei Laniar stated⁴⁹

“The speaking class is conducted twice in a week as the discussion result among me, other mentor and the leader of EMRYC. In speaking class I provide students with some topics and expressions for them to do conversation with partners, but for speech, students must read all the text and try to take the basic points of the speech. So that, they can try to make simple speech with mix languages, Indonesia and English. The point is to make students confident to be creative public speaker.”

Students review result support the mentor, Halimatus stated:⁵⁰

“We don’t do conversation and speech at the same time, my mentor makes it bergantian. She allow us to speak campuran, asalkan we don’t speak all in Indonesia. For me, it is good and I like it”

Another student, Atika, also said;⁵¹

“for me, memorizing speech is my option, because saya masih kesulitan mengembangkan kalimat because my mentor want it, so for now, I lebih milih memorizing daripada improving. Semoga saya juga bisa improve, soalnya kan berasa keren gitu.”

Fortunately, the mentor’s effort was not going waste because it can really help students. They just need as much practice as possible.

Based on the interview, observation and document review, the researcher concluded that the material for basic level were pronunciation, intonation, simple conversation and speech.

⁴⁹ English mentor’s interview results, jember, 8th of April, 2024.

⁵⁰ Student’s interview results, Jember, 10th of April, 2024.

⁵¹ Student’s interview results, Jember, 10th of April, 2024.

3. The method of learning in teaching speaking through English Mastery Club

In English Mastery club, there are two kinds of class; learning in class and speaking class. The mentor used two kinds of step, those are lecture method and She also used a) Think pair share, b) Small Group Discussion, c) Debate, d) Problem-Based Learning, e) Storytelling, f) whispering game, g) circle time. The lecture step was used in learning in class, students just need listen very well about the material but sometimes they are chosen by the mentor to answer question aloud randomly. The lecture method is a traditional teaching method, this step has been used for a very long time as the way for teachers to deliver material for students.⁵² The mentor described the reason of choosing this method, she said;⁵³

“While teaching material in class, I prefer using lecture method because I want my student get same material and example. I love to check out whether there was anyone who still didn’t get the material by asking them to ask for them who got question in their heads, but if there is none, I’ll ask them randomly”

Timed pair share was used in speaking class, students share with a partner for a predetermined time while the other partners switch roles. The procedures were 1) The teacher announces a topic, states

⁵² M. Aditya ramadhan. *Metode Ceramah Untuk pembelajaran*. Universitas Lambung Mangkurat Banjarmasin.2022.3

⁵³ English Mentor’s interview results, Jember, 8th of April, 2024.

how long each student will share and provides think time, 2) In pairs, partner A shares, partner B listens, 3) partner B responds with a positive Gambit, and 4) Partners switch roles.⁵⁴ The mentor describes the reason of choosing Think pair share, she said;⁵⁵

“My students need to be challenged sometimes. It becomes their motivation to be better than their partner. I give them about 10 to 15 minutes but they are very welcomed if they wanted to do the conversation less than 10 minutes while others can continue their progress of making conversation”

Based on observation, interview and document review, the researcher concluded that the mentor used lecture step while in learning in class with the allocation of time is 70 minutes , it means the mentor focused on giving written material which need to be explained. She also used a) Think pair share, b) Small Group Discussion, c) Debate, d) Problem-Based Learning, e) Storytelling, f) whispering game, g) circle time. in speaking class with the allocation of time is 80 minutes, it is chosen by the mentor because students need fun and challenging ways in speaking practice. For the media, the mentor used white board, board marker, modul of EMRYC, laptop and projector.

At the next meeting, Small Group Discussion was used in

⁵⁴ Dr. Spencer Kagan and Miguel Kagan, *Kagan cooperative learning*, kagan publishing 2009. 6,38

⁵⁵ English Mentor’s interview results, Jember, 8th of April, 2024.

speaking class, 1) Divide the class into small groups (maximum 5 students) by appointing a chairman and secretary 2) Provide case study questions (prepared by the mentor) in accordance with Competency Standards (SK) & Basic Competencies (KD). 3) Instruct each group to discuss the answers to the questions 4) the mentor ensures that each member actively participates in the discussion. 5) Instructs each group through an appointed spokesperson to present the results of the discussion in the class forum. 6) Clarification, conclusions and follow-up (Teacher). The mentor explains the reason for choosing small group discussions:⁵⁶

"Small group discussions are chosen because they create a supportive environment where students feel comfortable sharing ideas. This format ensures equal participation, allowing every student to speak and listen, which is crucial for developing language skills. It also encourages collaboration and critical thinking, as students articulate their thoughts and build on others' ideas. Additionally, small group discussions are versatile and can be tailored to various topics and difficulty levels, making them an effective tool for enhancing speaking skills."

4. The evaluation of learning in teaching speaking through English Mastery Club

The evaluation of students learning results was to find out the

⁵⁶ English Mentor's interview results, Jember, 8th of April, 2024.

development of student ability. It was done once in three months. It was done to conclude whether students need to stay a little bit more in basic level or they were ready to move to higher level. This statement was supported by the English mentor, she said;⁵⁷

“We conducted evaluation of students study result once in three months. As you already known that they learn twice in a week, so we think they need to gain more knowledge and practice in order to get used to English situation before they get evaluation”

In this activity, the mentor collaborated with Head of Students Affairs in conducting evaluation of students’ study results. Mentor also coordinated time of conducting evaluation of students’ study results. The mentor keeps the result in documentation and it becomes consideration of the development of students’ ability.

The English mentor also added,⁵⁸

“The goal of evaluation is to find whether students are able to speak or write in English. If they can do that, it means they are better in English. They are worthy to be considered to go up to higher level.”

Based on observation and review of evaluation of students’ study results, the researcher concluded that the mentor using formative evaluation techniques. These included various test methods to comprehensively assess different aspects of student performance.

⁵⁷ English Mentor’s interview results, Jember, 8th of April, 2024.

⁵⁸ English Mentor’s interview results, Jember, 8th of April, 2024.

Firstly, attitude assessment was carried out through journal observations, self-assessments, and work assessments. These methods provided insight into students' engagement, effort, and attitudes towards learning.

Secondly, knowledge assessment encompassed a range of tests such as writing tests, speaking tests, and multiple-choice questions. These evaluations aimed to measure students' understanding and mastery of the English language.

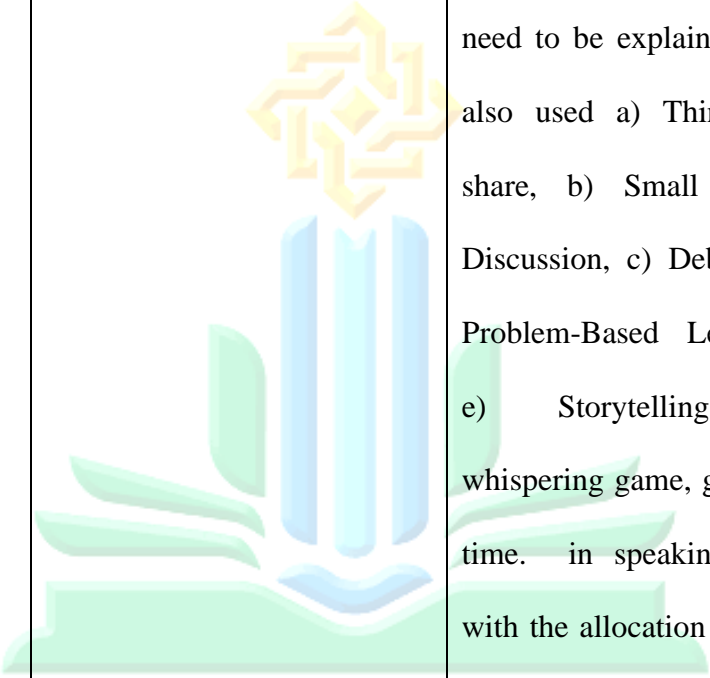
Lastly, skill assessment focused on students' practical abilities. This included evaluations of students' performance in spoken English, as well as individual or group written reports. These assessments were designed to gauge the practical application of speaking skills in real-world scenarios.

Through these diverse formative evaluation methods, the purposes of teaching speaking skills via English mastery club were effectively achieved, ensuring a well-rounded development of students' language abilities.

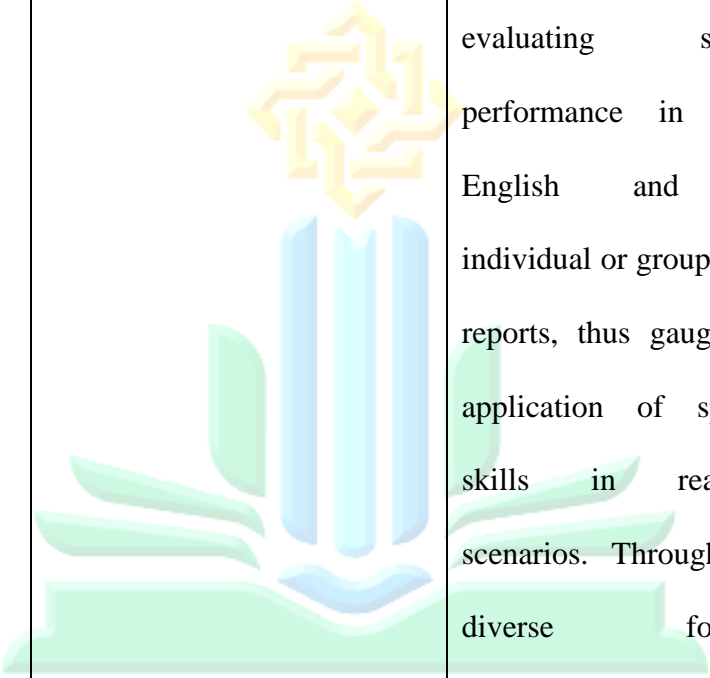
Data Presentation and Analysis

No	Focus	Findings
1	2	3
1	How is the purpose of learning in teaching speaking	1) to make student are able to do simple conversation, 2) to create a good public

	through English Mastery Club	speaker, 3) to provide a comfortable atmosphere for students to practice freely, and 4) to avoid students from forgetting vocabularies that have been memorized by reviewing vocabularies every week.
2	How is the material of learning in teaching speaking through English Mastery Club	Based on the interview, observation and document review, the researcher concluded that the material for basic level were pronunciation, intonation, simple conversation and speech.
3	How are the method of learning in teaching speaking through English Mastery Club	Based on observation, interview and document review, the researcher concluded that the mentor

	 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R</p>	<p>used lecture method while in learning in class with the allocation of time is 70 minutes , it means the mentor focused on giving written material which need to be explained. She also used a) Think pair share, b) Small Group Discussion, c) Debate, d) Problem-Based Learning, e) Storytelling, f) whispering game, g) circle time. in speaking class with the allocation of time is 80 minutes, it is chosen by the mentor because students need fun and challenging ways in speaking practice. For the media, the mentor used white board, board marker,</p>
--	---	--

		modul of EMRYC, laptop and projector.
4	How is the evaluation of learning in teaching speaking through English Mastery Club	Based on observation and review of students' study results, the researcher concluded that the mentor effectively used formative evaluation techniques to assess various aspects of student performance. These included attitude assessment through journal observations, self-assessments, and work assessments, providing insight into students' engagement, effort, and attitudes towards learning. Knowledge assessment was conducted through writing tests, speaking tests, and multiple-choice

	 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R</p>	<p>questions, aiming to measure students' understanding and mastery of the English language. Skill assessment focused on practical abilities, evaluating students' performance in spoken English and their individual or group written reports, thus gauging the application of speaking skills in real-world scenarios. Through these diverse formative evaluation methods, the English Mastery Club successfully achieved its goal of teaching speaking skills, ensuring a well-rounded development of students' language abilities.</p>
--	---	--

C. Discussion on the Result of Data Analysis

This section was researcher's idea, the correlation between categorizes and dimensions, the findings and the previous findings, with interpretation and explanation in findings of field.⁵⁹

1. The purpose of learning in teaching speaking through English Mastery Club

Based on finding in this research, the purpose of learning in teaching speaking through English Mastery Club were 1) to help basic students as the beginners in learning English, 2) to teach them in easy way to understand English material, 3) to add their vocabularies that is very helpful if they are speaking, 4) to make student are able to do simple conversation, 5) to create a good public speaker, 6) to provide a comfortable atmosphere for students to practice freely, and 7) to avoid students from forgetting vocabularies that have been memorized by reviewing vocabularies every week.

Every learning implementation should have learning goal to achieve. The implementation of learning aimed at to encouraging learner to get learning experience and showing the better and positive attitude which would be permanent. Goal of learning was target of teaching learning process. It influenced the chosen method. The method should be appropriate with ability in order to growth in learner. So, method should be appropriate with the goal of learning.

⁵⁹ Tim Penyusun IAIN Jember, *Pedoman Karya Tulis Ilmiah* (Jember: IAIN Press, 2018), 77.

Every learning implementation always has a goal. The implementation of learning was for student to get learning experience, and show the better attitude, which is the change is positive and permanent. The learning goal is the target of every learning method.⁶⁰ A purpose has value in teaching, even it is called that goal is the most important factor in teaching learning process.⁶¹

According to findings and the theory about purpose of learning strategy, the purpose of learning in EMRYC has been fixed with the formula of learning goal in order to make easy in delivering materials and determine the target would be achieved in process of learning so that learning process has value and valid. Learning process ran well and systematically with the goal of learning.

2. The materials of learning in teaching speaking through English Mastery Club

Based on the finding, the materials of learning in teaching speaking through English Mastery Club were 1) grammar, 2) vocabularies, 3) pronunciation, 4) intonation, 5) simple conversation, and 7) speech.

Learning material is arranged systematically according to concept of psychology, In order to make the learning strategy as reflection of the goal from student's attitude. The choosing of learning

⁶⁰ Imas Kurniasih and Berlin Sari, *Lebih Memahami Konsep dan Proses Pembelajaran Implementasi dan Praktek dalam Kelas*, (Jakarta: Kata Pena, 2017), 8

⁶¹ Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2010), 80

material should be in line with measure to choose content of curriculum based on the course. There are some criteria choosing learning strategy as would be developed and to determine the learning strategy, they are:⁶²

1. The material should be in line with goal of learning.
2. The material should be measured and identified.

Identifying learning material is based on the goal of learning that identified and detailed specifically, can be observed and measured.

- a. Relevance with student's necessity.

Earning material should be provided based on the strategy to develop student's ability completely.

- b. Relevance with condition of society.

Learning material should help them to give valued educated experience for them to be human who can adapt well everywhere.

- c. The material consists of ethics values.

The material should be in line with ethics values that appropriate with student's moral value development.

- d. Learning material is arranged in logic and systematic concept.

- e. Learning material should be sourced from authentic sources, characteristic of teacher master, and society.

⁶² Imas Kurniasih , *Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 23-24.

According to the findings and theory above; researcher concluded that the material of EMRYC, the English mentor applied the theory of how choosing material. The English mentor was an English teacher in senior high school of Bustanul Ulum Bulugading, so she knew the condition and the ability of her students of class to determine the material. Moreover, the leader of EMRYC chose the mentor of each level based on their experience of each class, and she was in line with the goal of learning. The material was relevance with the goal of learning and student's necessity. Students were learning in class and speaking class which was relevance in teaching. In addition, learning material was arranged in logic and systematic concept and sourced from authentic sources, characteristic of teacher master, and society. It determined the appropriation of materials with the goal of learning and the condition of participants.

3. The methods of learning in teaching speaking through English Mastery Club

Based on the finding, the methods of learning in teaching speaking through English Mastery Club the mentor used lecture method while in learning in class with the allocation of time is 70 minutes , it means the mentor focused on giving written material which need to be explained. She also used a) Think pair share, b) Small Group Discussion, c) Debate, d) Problem-Based Learning, e) Storytelling, f) whispering game, g) circle time. in speaking class with the allocation

of time is 80 minutes, it is chosen by the mentor because students need fun and challenging ways in speaking practice. For the media, the mentor used white board, board marker, modul of EMRYC, laptop and projector.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Choosing the appropriate learning method should calculate the time provided. A good plan of learning is utilizing time allocation detail in order to make the learning process runs dynamically, no losing time. Opening, main, and closing are planed systematically.⁶³ There are some criteria in choosing learning method, they are:⁶⁴

- a. Goal of learning is change of student's attitude after learning.
- b. Material of learning, provided material formed as evidence which need a different method from material of concept, procedure, or principle.
- c. The number of class is the number of student following the class. 5 to 10 students is necessary different teaching method from class with 50 to 100 students.
- d. The ability of student is the ability of student to catch the material, it is according to their mental, physic, and intellectual.
- e. The ability of teacher is ability to use many several methods optimally.
- f. The provided facility, tools and facilities that can be used to improve the effectiveness of teaching.
- g. The provided time, the number of time allocated to provide learning material.

Learning media is a tool functions to communicate learning

⁶³ Imas Kurniasih and Berlin Sani, *Lebih Memahami Konsep dan Proses Pembelajaran: Implementasi dan Praktek dalam Kelas*, 2017, (Jakarta: Kata Pena),

⁶⁴ Imas Kurniasih , *Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 29-30.

message. Learning is a communication process between learner, teacher and learning material. So in the other hand, communication will not run well without facility to express message. Stimulus system which used as media, there are: human interaction, reality, animation picture or common picture, written, and record.⁶⁵

After determining method and time allocation, then we need to decide media in learning process.⁶⁶

1. Purpose of learning media

The purpose of learning media as the tool of learning are:

- a. To make learning process in class easier
- b. To increase the efficiency of learning process
- c. To prevent the relevance between learning and goal of material.
- d. To help the concentration of learner in learning process

2. Benefit of learning media

The benefits of learning media as a tool of learning media for teacher and learner generally and specifically are:

- 1) The learning is more interesting for learner so that increase learning motivation.
- 2) The learning material is clearer so that easy to be understood and also easy to be mastered by learner.

⁶⁵ Hujair AH Sanaky, *Media Pembelajaran Interaktif-Inovatif* (Yogyakarta: Kaukaba, 2015), 3.

⁶⁶ Hujair AH Sanaky, *Media Pembelajaran Interaktif Inovatif* (Yogyakarta: Kaukaba Dipantara, 2015), 5-7

3) Several of learning method, not only verbal communication through oral of teacher, learner will be not bored, and no losing energy for teacher.

4) Learner do practice more, because they do not listen to their teacher only but also the other activities such as: observe, act, demonstrate, etc.

3. Consideration of choosing media

After knowing the goal and benefit of learning media, the next step is to determine the chosen media in class. The consideration will be used in learning process as the main consideration, because the chosen media should be appropriate with:

- a. The purpose of teaching
- b. The Learning material
- c. The learning method
- d. The provided tool
- e. The character of teacher
- f. The condition, interest and ability of learner
- g. The teaching situation in learning process

4. The function of learning media

The functions of learning media to stimulate the learning are:

- a. To present the real and rare object.
- b. To make duplicated object.

- c. To create abstract concept.
- d. To give the similar perception.
- e. To overcome the barrier of time, place, number, total, and distance.
- f. To reserve the information consistently.
- g. To bring fun learning, enjoy, interesting, so that achieve learning goal.

According to the finding, the material was chosen by discussion with the mentors and the leader of EMRYC. The mentor was chosen because of her ability and experience in class with students of senior high school Bustanul Ulum Bulugading. Time allocation for students has been customized with the difficulty of material and students' abilities. It was set differently to fulfill time thinking of students because most of them were new English learners.

Moreover, it was important to determine learning method based on the condition of class, the ability of mentor, and psychology of students in order to the goal of learning can be achieved. Moreover, mentor should be creative to bring method of learning in order to make participants feel enjoy in learning. In some way, lecturer was necessary to combine some methods in a process of learning.

Media in EMRYC correlated with the mentioned theory above, the researcher concluded that media used in EMRYC was appropriate with the theory of how determine media in learning. Media was

necessary to support the success of delivering material with determined method and time allocation. Media was as the other important factor to make learning runs well.

4. The evaluation of learning in teaching speaking through English Mastery Club

Based on the finding, the evaluation of learning in teaching speaking through English Mastery Club was formative evaluation because it means the activity was done to report the development of students' study results in order to give feedback to students and the English mentor.

In teaching evaluation, there were generally 4 types of evaluation.⁶⁷

a. Placement evaluation

It is used in setting of the position of students in some programs.

b. Formative evaluation

It is used to look for the feedback as to repair process of learning.

c. Summative Evaluation

It is used to measure how good the achievement of the student's understanding. Then, to determine the pass of students.

d. Diagnostic Evaluation

It is for looking for the cause of difficulty in learning, such as psychology background, physic, and student's social economy.

⁶⁷ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2000), 283-284

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to qualitative research with observation, interview, and document review which have done in English Mastery Club of basic level students of Senior High School Bustanul Ulum Bulugading about a learning strategy in teaching speaking through English Mastery Club can be concluded, there are as follows:

1. The goals of learning in teaching speaking through English Mastery Club

The goals of learning in teaching speaking through English Mastery Club were 1) to help basic students as the beginners in learning English, 2) to teach them in easy way to understand English material, 3) to add their vocabularies that is very helpful if they are speaking, 4) to make student are able to do simple conversation, 5) to create a good public speaker, 6) to provide a comfortable atmosphere for students to practice freely, and 7) to avoid students from forgetting vocabularies that have been memorized by reviewing vocabularies every week.

2. The materials of learning in teaching speaking through English Mastery Club

The materials of learning in teaching speaking through English Mastery Club were 1) grammar, 2) vocabularies, 3) pronunciation, 4) intonation, 5) simple conversation, and 7) speech.

3. The methods of learning in teaching speaking through English Mastery Club

The methods of learning in teaching speaking through English Mastery Club the mentor used lecture method while in learning in class with the allocation of time is 70 minutes , it means the mentor focused on giving written material which need to be explained. She also used a) Think pair share, b) Small Group Discussion, c) Debate, d) Problem-Based Learning, e) Storytelling, f) whispering game, g) circle time, in speaking class with the allocation of time is 80 minutes, it is chosen by the mentor because students need fun and challenging ways in speaking practice. For the media, the mentor used white board, board marker, modul of EMRYC, laptop and projector.

4. The evaluation of learning in teaching speaking through English Mastery Club

Based on observation and review of students' study results, the researcher concluded that the mentor effectively used formative evaluation techniques to assess various aspects of student performance. These included attitude assessment through journal observations, self-assessments, and work assessments, providing insight into students' engagement, effort, and attitudes towards learning. Knowledge assessment was conducted through writing tests, speaking tests, and multiple-choice questions, aiming to measure students' understanding and mastery of the English language. Skill

assessment focused on practical abilities, evaluating students' performance in spoken English and their individual or group written reports, thus gauging the application of speaking skills in real-world scenarios. Through these diverse formative evaluation methods, the English Mastery Club successfully achieved its goal of teaching speaking skills, ensuring a well-rounded development of students' language abilities.

B. Suggestion

In this section, based on the discussion and conclusions, the researcher provides several suggestions:

1. For English teacher

In the teaching and learning process through the learning strategy of the English Mastery Club, it is recommended that teachers continue to innovate to create interesting and fun class activities. In addition, teachers must combine various creative media to attract students' attention, simplify lesson understanding, and improve students' speaking skills.

2. For Future Researchers

Future researchers are encouraged to dig deeper into this topic to uncover new insights and innovations. This approach will help differentiate their research from previous studies on the same subject.

BIBLIOGRAPHY

UU number 20 of 2003, Article 3

Imas Kurniasih and Berlin Sani, *Sukses Mengajar : Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Jakarta: Pustaka Diantara, 2017), 33.

Imas Kurniasih and Berlin Sani, *Lebih Memahami Konsep dan Proses Pembelajaran: Implementasi dan Praktek dalam Kelas* (Jakarta: Kata Pena, 2017), 4.

Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2010), 155

Imas Kurniasih and Berlin Sari, *Lebih Memahami Konsep dan Proses Pembelajaran Implementasi dan Praktek dalam Kelas*, (Jakarta: Kata Pena, 2017), 8

Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2010), 80

Thanyalak Oradee, "Developing Speaking Skills Using Three Communicative Activities: Discussion, Problem-Solving, and Role-Playing", *International Journal of Social Science and Humanity*, Vol. 2, No. 6, (Thailand: t.p., 2012), 534

Legacy Quran. "Al-Ĥaj (Pilgrimage), 22:24." <https://legacy.quran.com/22/23-29> (akses April 25, 2024).

UU Nomor 20 tahun 2003, Pasal 3.

Kurniasih, Imas dan Berlin Sani. *Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif*. Jakarta: Pustaka Diantara, 2017, hlm. 33.

Kurniasih, Imas dan Berlin Sani. *Lebih Memahami Konsep dan Proses Pembelajaran: Implementasi dan Praktek dalam Kelas*. Jakarta: Kata Pena, 2017, hlm. 4.

- Hamalik, Oemar. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara, 2010, hlm. 80.
- Oradee, Thanyalak. "Developing Speaking Skills Using Three Communicative Activities: Discussion, Problem-Solving, and Role-Playing." *International Journal of Social Science and Humanity*, Vol. 2, No. 6, (Thailand: t.p., 2012), hlm. 534.
- Kurniasih, Imas. *Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif*. Pustaka Diantara, 2017, hlm. 23-24.
- Utami, Nuzulul Dwi, Regina, Wardah. "An Analysis On Students' Effort To Improve Speaking Skill." *English Education Study Program, Language and Art Education Department, Teacher Training and Education Faculty of Tanjungpura University, Pontianak*, 2.
- Kurniasih, Imas dan Berlin Sani. *Lebih Memahami Konsep dan Proses Pembelajaran: Implementasi dan Praktek dalam Kelas*, 2017. Jakarta: Kata Pena, hlm. 29-30.
- Sanaky, Hujair AH. *Media Pembelajaran Interaktif-Inovatif*. Yogyakarta: Kaukaba, 2015, hlm. 3.
- Santiago, Paulo. "Evaluation and Assessment Frameworks for Improving School Outcomes." *Education and Training Policy*, OECD, 2009, hlm. 8.
- Bušljeta, Rona. "Effective Use of Teaching and Learning Resources." *Czech-Polish Historical and Pedagogical Journal*, vol. 5 no. 2, (Croatia, 2013), hlm. 64-65.
- Pathom, Nakhon. "Enhancing the development of speaking skills for non-native speakers of English." *Procedia Social and Behavioral Sciences*, 2 (2010),

Authenticity Declaration

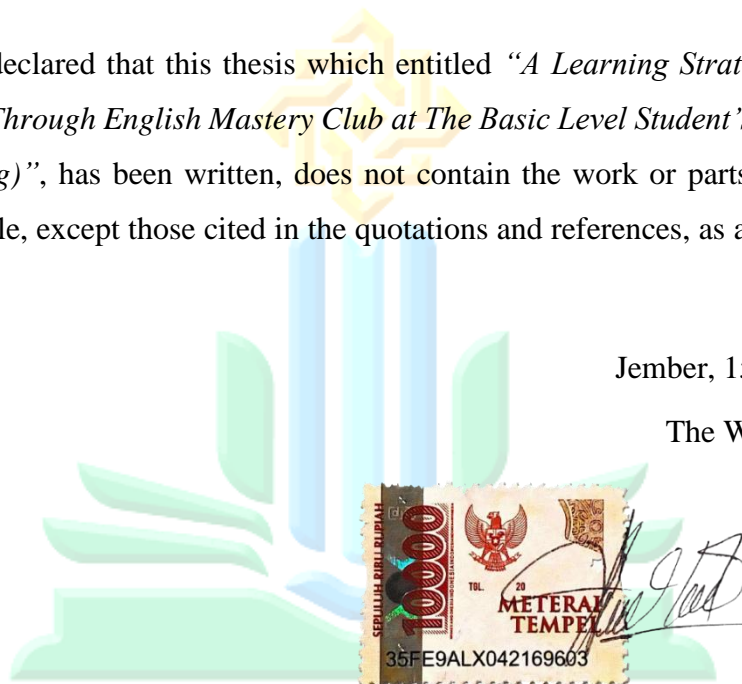
The unsigned below:

Name : Endang Komaria
 Student Number : T20176006
 Study Program : English Education Study Program
 Faculty : Tarbiyah and Teacher Training
 Institute : State Islamic University of Kh. Achmad Siddiq Jember

Honestly declared that this thesis which entitled “*A Learning Strategy In Teaching Speaking Through English Mastery Club at The Basic Level Student’s Bustanul Ulum Bulugading*”, has been written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should

Jember, 15th of May, 2024

The Writer



Endang Komaria
T20176006

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Apendix

MATRIX OF RESEARCH

Title	Variable	Sub Variable	Indicator	Source of data	Research Method	General Question:
A LEARNING STRATEGY TO IMPROVE SPEAKING SKILL THROUGH ENGLISH MASTERY CLUB (CASE STUDY OF BASIC LEVEL STUDENT OF SENIOR HIGH SCHOOL BUSTANUL ULUM BULUGADING)	LEARNING STRATEGY	1. Planning 2. Implementati on 3. Evaluation	1. Goal of learning 2. Material of learning 3. Method of learning 4. Media of learning 5. Time allocation 6. Evaluation of learning	Informant a. English teacher of basic students of Senior High School Bustanul Ulum Bulugading b. Students of Basic level	1. Approach and kinds of research a. Qualitative b. Descriptive 2. Data collection method a. Observation b. Interview c. Document Review 3. Data analysis technique : Descriptive qualitative 4. Validation of data : triangulation of technique	1. What is the purpose of learning strategy to improve speaking skill in English Mastery Club Bustanul Ulum Bulugading? 2. What is the materials of learning strategy to improve speaking skill in English Mastery Club Bustanul Ulum Bulugading? 3. How are the steps of learning strategy to improve speaking skill in English Mastery Club
	SPEAKING SKILL	1. Fluency 2. Accuracy	1. Smoothly 2. Readily 3. Effectively 1. Pronunciation 2. Vocabulary 3. Grammar 4. Intonation			

					Bustanul Ulum Bulugading? 4. What is the evaluation of learning in teaching speaking through English Mastery Club Bustanul Ulum Bulugading?
--	--	--	--	--	--



SURAT IJIN PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: <http://ftik.uinkhas-jember.ac.id> Email: tarbiyah.iainjember@gmail.com

Nomor : B-6852/In.20/3.a/PP.009/05/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Senior High School Bustanul Ulum Bulugading
 Langkap Bangsalsari Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176006
 Nama : ENDANG KOMARIA
 Semester : Semester empat belas
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "A LEARNING STRATEGY IN TEACHING SPEAKING THROUGH ENGLISH MASTERY CLUB (CASE STUDY OF ENGLISH OF BASIC STUDENTS OF SENIOR HIGH SCHOOL BUSTANUL ULUM BULUGADING)" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Shohib S.,Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 Mei 2024

Dekan,

Bapak Dekan Bidang Akademik,



KHOTIBUL UMAM

SURAT SELESAI PENELITIAN



YAYASAN BUSTANUL ULUM BULUGADING MA BUSTANUL ULUM

Jalan PP. Bulugading Nomor 125 Langkap Bangsalsari Jember 68154 PO. BOX. 09
Telepon. (0331) 711 875 Email: mabubulugading7@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor: 027/ Mas.13.12.532/PP.00.6/05/2024

yang bertanda tangan di bawah ini :

Nama : SHOHIB, S.Pd.I
 Jabatan : Kepala Madrasah
 Alamat : Jalan Ahmad Yani Dusun Krajan Kidul RT/ RW: 002/016
 Balung Kulon Balung Jember

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

Nama : ENDANG KOMARIA
 NIM : T20176006
 Program Studi : TADRIS BAHASA INGGRIS
 Sekolah/Univ. : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Telah selesai melakukan penelitian di Madrasah Aliyah Bustanul Ulum Bulugading selama 30 (Tiga Puluh) Hari, terhitung mulai tanggal 14 April s/d 13 Mei 2024 untuk memperoleh data dalam rangka penyusunan Skripsi/Tesis/Disertasi/ Penelitian yang berjudul : A LEARNING STRATEGY IN TEACHING SPEAKING THROUGH ENGLISH MASTERY CLUB (CASE STUDY OF ENGLISH OF BASIC STUDENTS OF SENIOR HIGH SCHOOL BUSTANUL ULUM BULUGADING).

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Bangsalsari, 15 Mei 2024

Kepala Madrasah

 SHOHIB, S.Pd.I

JOURNAL OF RESEARCH

NO	TIME	RESEARCH SUBJECT	ACTIVITY	PARAF
1.	30 April 2024	Material	Observation	
2.	1 May 2024	Material	Observation	
3.	7 May 2024	Learning in Class	Observation	
4.	8 May 2024	Speaking in Class	Observation	
5.	9 May 2024	Siti Fatimah S.Pd (Mentor)	Interview	
6.	10 May 2024	Adinda Karimah (Student)	Interview	
7.	10 May 2024	Atika Nurul Masruroh (Student)	Interview	

Jember, 13th of May, 2024

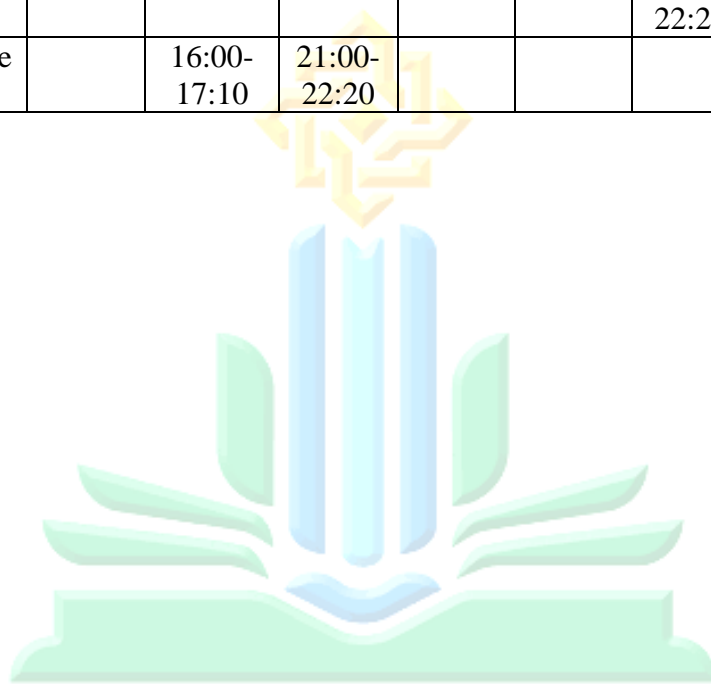
Leader of EMRYC



(Siti Fatimah S.Pd)

**JADWAL KEGIATAN KELAS BAHASA
ENGLISH MASTERY CLUB (EMRYC)
BUSTANUL ULUM BULUGADING
TAHUN PELAJARAN 2023-2024**

No	Level	Hari						
		Sabtu	Minggu	Senin	Selasa	Rabu	Kamis	Jum'at
1	Basic a	21:00- 22:20	21:00- 22:20					
2	Basic b				16:00- 17:10	21:00- 22:20		
3	Middle						21:00- 22:20	16:00- 17:10
4	Advance		16:00- 17:10	21:00- 22:20				



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Students of Basic Level B

No	Name
1.	Ayu Agustin
2.	Novelia Faradisa
3.	Adinda Karimah
4.	Ulfatul Hasanah
5.	Siti Kholisah
6.	Siti Masruroh
7.	Husna Mardiana
8.	Halimatus Sa'diyah
9.	Atika Nurul Masruroh
10.	Ausatul Laili



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Pictures of Activity

Observation of classroom activities



Learning in class



Memorizing vocabularies



EGERI
SIDDIQ

nikmaty at al - dighi 3 amkhrs at 05

Speaking class



Reviewing vocabularies



Speech



NEGERI
SIDDIQ

011-25110101-011-25110101

Simple conversation

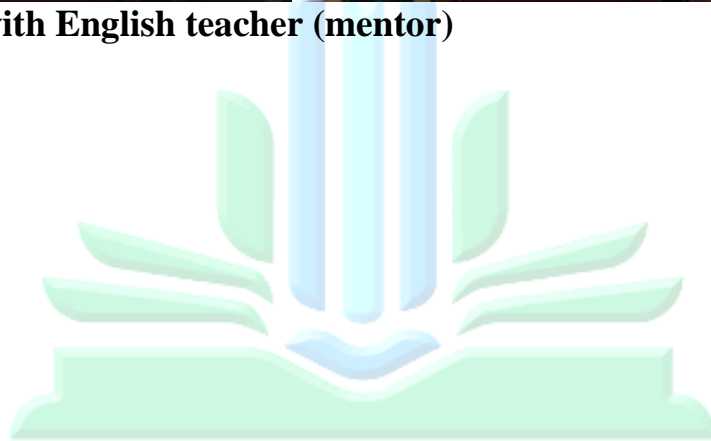


Interview with students





Interview with English teacher (mentor)



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Material

Learning in class
On 16th of April, 2024.

I A Private Conversation

Last week I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors. I turned round. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. 'I can't hear a word!' I said angrily.

'It's none of your business,' the young man said rudely. 'This is a private conversation!'



Comprehension Précis and Composition

Answer these questions *in not more than 55 words*.

1. Where did the writer go last week?
2. Did he enjoy the play or not?
3. Who was sitting behind him?
4. Were they talking loudly, or were they talking quietly?
5. Could the writer hear the actors or not?
6. Did he turn round or not?
7. What did he say?
8. Did the young man say, 'The play is not interesting.' or did he say, 'This is a private conversation!'?

Key Structures

Word Order in Simple Statements.

a A statement tells us about something. All the sentences in the passage are statements. Each of these statements contains one idea. Each statement tells us about *one thing*.

A statement that tells us about one thing is a *simple statement*.

b The order of the words in a statement is very important. Look at these two statements. They both contain the same words but they do not mean the same thing:

The policeman arrested the thief.

The thief arrested the policeman.

c A simple statement can have six parts, but it does not always have so many. Study the order of the words in the columns on page 14. Note that column 6 (When?) can be at the beginning or at the end of a statement.

Exercises

A. Rule seven columns on a double sheet of paper. At the top of each column, write the numbers and the words given in the Table. Copy out the rest of the passage. Put the words of each statement in the correct column in the way shown in the Table.

6	1	2	3	4	5	6
When?	Who? Which? What?	Action	Who? Which? What?	How?	Where?	When?
Last week	I	went			to the theatre.	
	I	had	a very good seat.			
	The play	was	very interesting.			
	I	did not enjoy	it.			
	A young man and a young woman	were sitting			behind me.	
	They	were talking		loudly.		

B. You will use the seven columns again for this exercise. There is a line under each word or group of words in the statements below. The words are not in the right order. Arrange them correctly in the seven columns. Look at this example:

I last year to America went.

The correct order is: I (who) went (action) to America (where) last year (when).
Or: Last year I went to America.


1. The film I enjoyed yesterday.
2. The news listened to I carefully.
3. Well the man the piano played.
4. Games played yesterday in their room the children quietly.
5. Quietly the door he opened.
6. Immediately left he.
7. A tree in the corner of the garden he planted.
8. Before lunch the letter in his office quickly he read.
9. This morning a book I from the library borrowed.
10. The soup spoilt the cook.
11. We at home stay on Sundays.
12. There a lot of people are at the bus-stop.
13. The little boy an apple this morning ate greedily in the kitchen.
14. She beautifully draws.
15. Music I like very much.
16. A new school built they in our village last year.
17. The match at four o'clock ended.
18. She a letter from her brother last week received.

Vocabularies: went, theatre, seat, interesting, enjoy, behind, loudly, talking, got, angrily, bear (verb)

On 1st of May, 2024

7 Too Late

The plane was late and detectives were waiting at the airport all morning. They were expecting a valuable parcel of diamonds from South Africa. A few hours earlier, someone had told the police that thieves would try to steal the diamonds. When the plane arrived, some of the detectives were waiting inside the main building while others were waiting on the airfield. Two men took the parcel off the plane and carried it into the Customs House. While two detectives were keeping guard at the door, two others opened the parcel. To their surprise, the precious parcel was full of stones and sand!



Two men took the parcel

Comprehension Précis and Composition

Answer these questions in not more than 50 words.

1. How long were detectives waiting at the airport?
2. What were they expecting from South Africa?
3. Where did two men take the parcel after the arrival of the plane?
4. How many detectives opened it?
5. What was the parcel full of?

Key Structures

What were you doing when I telephoned?
Study these sentences carefully. Pay close attention to the words in italics.

When I was watering the garden, it began to rain.
I was having breakfast *when* the telephone rang.
While we were having a party, the lights went out.
George was reading *while* his wife was listening to the radio.
As I was getting on the bus, I slipped and hurt my foot.
Someone knocked at the door *just as* I was getting into the bath.
The plane was late and detectives were waiting at the airport *all morning*.

Exercises

A. Underline the verbs in the passage which tell us what *was happening*.

B. What was happening when . . . ?
Read the passage again then answer these questions. Write a complete sentence in answer to each question.

1. What was happening when the plane arrived?
2. What was happening when two of the detectives opened the parcel?

C. Write sentences of your own in answer to these questions. Each answer must begin with 'I was . . .'

1. What were you doing when I telephoned you?
2. What were you reading when I saw you in the library this morning?
3. What were you saying when I interrupted you?

25

away all those old newspapers.

Vocabularies: plane, airport, waiting, expecting, earlier, steal, airfield, carried, into, guard, precious

Speaking class
On 22nd of April, 2024.

Golden's Expressions

I'm gonna go shopping today

Aku mau pergi belanja hari ini.

Excuse me!

Permisi

Wait for me, please!

Tolong tungguin sebentar

I got something to do

Ada sesuatu yg harus ku kerjakan

I don't have any time

Aku gak punya banyak waktu

I have short time

Aku punya waktu sebentar

I wanna go back home

Aku ingin pulang kerumah

Don't be up and down

Jangan mondar-mandir

She's going after you

Dia akan menyusulmu

I wanna take my book

Aku mau ambil bukuku

I wanna get something to eat

Aku mau pergi makan

I wanna have lunch

Aku mau makan siang

I'm gonna go to foodstore

Aku mau pergi ke warung

Sorry, I am in hurry

Maaf, Aku lagi terburu-buru

I will catch you later

Sebentar lagi aku nyusul

Can you get me a ride?

Bolehkah saya nebeng

Do you need a ride?

Mau nebeng

Speech

On: 7th may, 2024

Assalamualaikum

Firstly, let's pray to Allah subhanu wata'ala who has given us mercies and blessings so that we can attend to this beautiful place in good health.

Secondly, may sholawat and salam always be given to our beloved prophet Muhammad shallallahu alaihi wasallam, who has guided us from the darkness to the lightness, from stupidity to the cleverness namely islam religion.

Thirdly, our beloved teachers who have patiently taught us precious lesson and given us incredible experience in EMRYC BUSTANUL ULUM BULUGADING

And unforgettable, I would like to say thank you to the MC who has given me time and place to deliver my speech and thank you so much to all ladies and gentlemen who has come to this event.

Today I would to deliver my speech about the obligation of respecting parent.

As you know we would never be in this world in good health if not because of our parents who has raised and provided us with things we need such as knowledge. You know that every parent has their own ways to teach their children such as putting their children in cottage so that they have enough religion and general knowledge. That is one proof of our parents' love and also their obligation as good parents. In other hand our obligation is respect to our parent. Just like allah subhanu wata'ala said in al quran surah al-isra verses 23-24 about the importance of respecting parents.

Meaning: and your god has commanded that you should not worship other than him and that you should do good to your parents as best as possible. If one of them or both of them reaches old age in your care, then you should never say anything to both said "ah" and do not shout at them and speak to them a noble word (Quran surah al-isra verses 23-24)

So as children, we should be good to our parents. Become a fillial child, be it son or daughter. This advice is nothing new because we often heard it from our teachers. But we still have a hard time to practice the advice in our daily life.

Especially when we got into argument with our parents, then felt annoyed because of them. This usually happens when they scold us or tell us to do things we don't really like. Sometimes, they maybe give us some punishment. If that happens, we automatically become really annoyed or even angry at them. But if we want to think clearly, all of things they did are for giving the best to us. If they scold us, it surely because we did some mistakes. If they tell us to do things we don't like, those are surely the good things for our future. If they punish us, it's because they want us to learn from our mistake and experience. So, it's really important for us to become a good child and always respect our parents. We can start from small things, such as not arguing back everytime they tell us to do something. Or we can help them with doing chore at home. In the special days, we can give them present and say thank you to them.

Respecting to parents is an important thing that we must do while they're still alive. Don't regret later because we didn't become a good child for them. Do our best to become filial child for our parents.

That's the end of my speech today. I hope we can always be good to our parents. Thank you for your attention.

Wassalamualaikum

