AN ANALYSIS OF STUDENT-CENTERED LEARNING PEDAGOGY IN KAMPUNG INGGRIS PARE THROUGH NARRATIVE INQUIRY

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education

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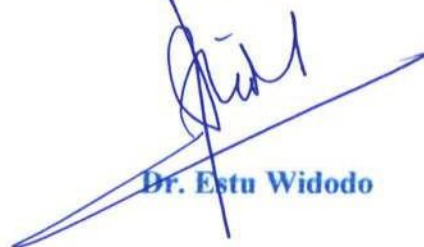
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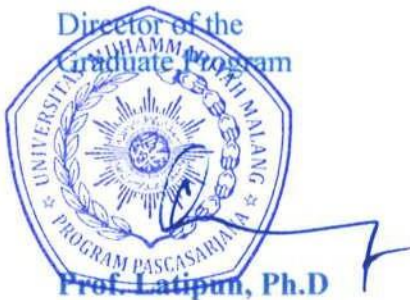Accepted on
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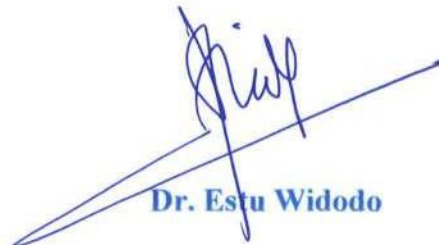
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Hereby, declare that   :

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The Writer,

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MOTTO AND DEDICATION

Motto:

"With sincere and righteous intention, everything will run well"

(Djoe Taufik)

Dedication:

To the most precious people to my heart, to the ones who gave birth and meaning to my life, to the ones who have provided me with their encouragement, love and understanding, to dear mother (Hj. Babay Jamatul Yuyun) and beloved father (H. Muksin, S.Pd.), I dedicated this work. To my lovely sister and brother (Ayu Mulyani and Muhammad Amrullah), and to all my friends who have been supporting, caring and patient, I dedicated this thesis to all those who love me.

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AN ANALYSIS OF STUDENT-CENTERED LEARNING PEDAGOGY IN KAMPUNG INGGRIS PARE THROUGH NARRATIVE INQUIRY

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ABSTRACT

Kampung Inggris Pare had consistently received significant attention from both the Indonesian population and other foreign nations. Consequently, it has grown appealing to nearby countries. One of the reasons was the teaching pedagogy implemented by English tutors there was interesting. However, there has yet to be much research conducted in Kampung Inggris Pare implementing student-centered learning pedagogy. The main objective of this qualitative study was to analyse student-centered learning pedagogy in Kampung Inggris Pare. The data were integrated from narrative frames and classroom observation instruments. The analysis revealed that there were several types of student-centered learning teaching strategies used by the English tutors of the Speaking program in Kampung Inggris Pare such as storytelling, role-play, people describing, finding the solution, and communication games. Thus, these findings provided teachers and students with teaching pedagogies that helped them understand "Boomerang" teaching sequences: Engage-Activate-Study-Activate properly to enhance learning. Despite their widespread use of SCL teaching tactics, English tutors in Kampung Inggris Pare still face challenges during the learning process, such as inadequate students to build bridges of connection ideas, insufficient compulsory terminology for role-play, misunderstanding tutors' instructions to describe the character of students' friends in the classroom, lack of data arguments to strengthen solution ideas, and time-consuming process to make students focus on the communication games.

Keywords: Student-Centered Learning, Teaching Pedagogy, Kampung Inggris Pare, Narrative Inquiry, English Language Teaching.

ANALISIS PEDAGOGI PEMBELAJARAN YANG BERPUSAT PADA SISWA DI KAMPUNG INGGRIS PARE MELALUI NARATIF INKUIRI

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ABSTRAK

Kampung Inggris Pare secara konsisten mendapat perhatian yang signifikan baik dari masyarakat Indonesia maupun dari negara lain. Akibatnya, Kampung Inggris Pare menjadi semakin menarik bagi negara-negara di sekitarnya. Salah satu alasannya adalah pedagogi pengajaran yang diterapkan oleh para pengajar bahasa Inggris di sana sangat menarik. Namun, belum banyak penelitian yang dilakukan di Kampung Inggris Pare yang menerapkan pedagogi pembelajaran yang berpusat pada siswa. Tujuan utama dari penelitian kualitatif ini adalah untuk menganalisis pedagogi pembelajaran yang berpusat pada siswa di Kampung Inggris Pare. Data diintegrasikan dari kerangka naratif dan instrumen observasi kelas. Hasil analisis menunjukkan bahwa ada beberapa jenis strategi pengajaran SCL yang digunakan oleh para tutor bahasa Inggris dari program Speaking di Kampung Inggris Pare seperti bercerita, bermain peran, mendeskripsikan orang, menemukan solusi, dan permainan komunikasi. Oleh karena itu, implikasi dari temuan ini, yang terjalin di antara guru dan siswa, pedagogi pengajaran membantu untuk lebih memahami urutan pengajaran "Boomerang": Terlibat-Aktif-Belajar-Aktif, dengan cara yang tepat yang dapat mendorong aktivitas belajar dengan lebih baik. Meskipun telah menggunakan taktik pengajaran SCL secara luas, para tutor bahasa Inggris di Kampung Inggris Pare masih menghadapi tantangan selama proses pembelajaran, seperti ketidakmampuan siswa dalam membangun jembatan koneksi ide, kurangnya terminologi wajib yang dimiliki tutor untuk bermain peran, kesalahpahaman intruksi tutor dalam mendeskripsikan karakter teman di dalam kelas, kurangnya argumen data untuk memperkuat solusi ide, dan proses yang memakan waktu lama untuk membuat siswa fokus pada permainan komunikasi.

Kata Kunci: Student-Centered Learning, Teaching Pedagogy, Kampung Inggris Pare, Narrative Inquiry, English Language Teaching.

CHAPTER I
INTRODUCTION

This chapter presents the Background of the Study, the Research Questions, the Objectives of the Research, the Significance of the Study, the Scope and Limitation, and the Definition of Key Terms.

A. Background of the Study

Speaking English has become the basis for communication with people worldwide. Many individuals use it as an international language. There are various methods for learning to speak English. Yulia (2013) states that students require English language instruction to maximize language exposure.

A method of instruction is considered an essential component of the learning and teaching process; it impacts the accomplishment of learning goals. Nunan (2003) defines a language teaching method as a set of steps that teachers have to implement in the classroom based on their beliefs about the way individuals develop proficiency in languages. According to Richards & Rodgers (2001), a method is a plan that is well for presenting language information in a way that makes sense. It makes sure that nothing goes towards the chosen approach. In other words, a method is how teachers engage students in learning activities while presenting the material. When instructing, the tutor offers speaking material using the speaking method. This assists the students in improving their conversational speaking skills and prepares them for the expectation that they should be able to articulate their ideas and thoughts orally.

There are three modes of learning English as far as the researcher is concerned: formal schooling, non-formal schooling, and Informal schooling. According to Ainsworth et al. (2010), formal education was intentional, organized, and structured formal learning opportunities were usually arranged by institutions. A curriculum or other formal program often guides this type of learning. In contrast, non-formal education focuses on the needs of particular groups, such as women or adults with literacy problems. Meanwhile, Farahani et al. (2014) state that informal education means all educational activities are conducted outside of school and

university with particular organizations or courses, based on individual needs and interests. This system does not have to be developed and organized by a particular organization; all organizations can share in doing and managing it. Eaton (2010) argues that all learning whether formal or non-formal is good and valuable. It contributes to an individual's cognitive and emotional growth in social and other ways. Hence, the most essential thing of these types is value.

Kampung Inggris Pare is one of the non-formal schools. Many children and adults go to Kampung Inggris Pare, East Java, to study English. The research by Mahruf & Sari (2022), entitled *Teachers' Strategies in Teaching Speaking at English Courses as a Foreign Language in Kampung Inggris,* demonstrates that teachers create English lessons based on the students' needs. The fundamental base of their teaching strategy was fun, warm, and creative. Therefore, these researchers claimed that the classes were successful in helping students increase their speaking ability.

Besides, Kampung Inggris Pare has long been the center of attention from the people of Indonesia and several countries abroad. Yulianingsih et al. (2020) state the data on English courses in 2014 were from around 133 institutions. Basic English Course (BEC) became a pioneer with its founder, Muhammad Kalend Osen, in about 1977. It is located in Palem Village, Pare District, Kediri Regency, East Java, Indonesia. It has 20.000 alumni, and it develops every year. Therefore, Kampung Inggris Pare has become attractive to neighbouring countries such as Thailand, Timor Leste, Laos, and Bangladesh learning English there.

Many methods are utilized in teaching speaking at Kampung Inggris Pare as non-formal learning. One study conducted by Ahsanu et al. (2014), entitled *English Basecamp: An Alternative Learning Method for Enhancing Speaking Skill (A Case Study in Kampung Inggris, Pare, Kediri, East Java),* describes the lecturing method as a classical method accompanied with practice, presentation, and evaluation that is most frequently used in the teaching technique. Those techniques were worth implementing in some conditions, especially on the English basecamp method employed in English courses in Kampung Inggris, Pare, Kediri. The result

indicated that the English basecamp is an effective and alternative teaching method, particularly in Speaking.

The other study by Mustafah (2020), entitled *A Management of Speaking Class Study at SMART International Language Collage (ILC),* shows that the teaching method of Speaking outdoors was not easy to attract concentration students learning because many things distract students' concentration in the outdoor classroom. Classes are set by their respective tutors. Learning effectiveness is in a closed classroom, but sometimes it is boring and, makes students less motivated. In SMART ILC, the outside classroom conditioning is determined by the tutor of each one because the one who manages the class is the tutor. Outdoor class makes students enjoy learning, and the atmosphere is relaxed in the open and surrounded by shady trees. It was concluded that the outdoor teaching method sometimes makes students unfocus because of distractive surroundings. Still, the students prefer to enjoy learning outside the room because it is more relaxed, and they can enjoy the fresh air around.

The previous studies found that the teaching methods in Kampung Inggris Pare were mostly taught by using Teacher-Centered Learning (TCL) teaching method. According to Zohrabi et al. (2012), there were three reasons that TCL had disadvantages. First, teachers cannot choose a course book in line with their students' needs. Second, they could not develop tests that positively impacted teaching and learning. Third, grading pressure from students, teachers, and school principals controls the teaching process because getting a higher score is frequently crucial to both teachers and students. In contrast, Student-Centered Learning (SCL) teaching method had advantages, such as enhancing students' knowledge, equipping students with learning skills, integrating students into the academic community, improving learning outcomes, and considering students' needs (Awadh & Idris, 2016). According to Emaliana (2017), English as a Foreign Language (EFL) teachers provide students with insightful information on students' learning needs as input to syllabus and material planning, lesson planning, and classroom instruction practice.

The gap in this study focuses on the SCL teaching method because there has yet to be much research conducted in Kampung Inggris Pare using the SCL teaching method. This recent study also focuses on analyzing the kinds of SCL teaching methods and how they are implemented in Speaking programs by English tutors. In addition, the researcher uses different research instruments to collect the data by Narrative Frame and Classroom Observation. According to Tholibon et al. (2022), the SCL is one of the teaching methods commonly used nowadays as it encourages students' active participation and engagement in the classroom. The researcher expects this study to contribute to understanding the SCL teaching methods used by the English tutors of the Speaking programs in Kampung Inggris Pare. It provides also new insight into various teaching methods implemented in Kampung Inggris Pare as non-formal education. The Indonesian government probably be the driving force behind adapting Kampung Inggris Pare's SCL teaching strategies to formal education settings like public schools.

B. The Research Questions

Based on the background of the study above, the researcher formulates the problems to be investigated as follows:

1. What types of SCL teaching strategies do the English tutors for the Kampung Inggris Pare in Speaking program employ?

2. How are the SCL teaching methods implemented by the English tutors of the Speaking program in Kampung Inggris Pare?

C. The Objectives of the Research

The researcher tries to investigate the issues dealing with the research question. The objectives of the study are:

1. To find out the types of SCL teaching strategies used by the English tutors of the Speaking program in Kampung Inggris Pare.

2. To know the process or steps of SCL teaching methods implemented by the English tutors of the Speaking program in Kampung Inggris Pare.

D. The Significance of the Study

Theoretical aspects: Following the background of this study, the researcher expects that it can provide new insight into various SCL teaching methods implemented in Kampung Inggris Pare as non-formal education in Indonesia, either by teachers or students. It aids also in comprehending the procedure or steps of the SCL teaching method the English tutors of the Speaking program in Kampung Inggris Pare use.

Practical aspects: This study significantly impacts teachers' and students' abilities to transfer knowledge by using the appropriate methods in Kampung Inggris Pare. For teachers, the researcher expects this research to be useful for English teachers in teaching methodologies to teach Speaking. For students, it understands the variety of methods in the English learning process to achieve the goals and develop the student's skills in good ways. The Indonesian government probably be inspired to adapt the SCL teaching method of the English-speaking program in Kampung Inggris Pare into formal education in several public schools.

E. The Scope and Limitations

The researcher considers the scope and limitations. The English tutors of the Speaking program at Kampung Inggris Pare are the subject of this study. It focuses on SCL teaching methods. The research is limited to several English courses in Kampung Inggris Pare, with criteria that should be explored more by the research participants.

F. The Definition of the Key Terms

Some crucial terminologies are clarified below to avoid ambiguity and misinterpretation concerning this study.

1. Speaking is an activity to express oneself in a situation or to express a sequence of ideas among people in a community by using verbal and non-verbal symbols in a particular language, problem, and context.

2. The teaching method is a teacher's way of presenting the material based on the selected approach for the student in the learning process.

3. An English tutor is an educational professional who works with students individually or in small groups to support the learning they are

accomplishing in their regular English classroom. English tutors are sometimes a student's primary English teacher if they are not taking English classes elsewhere.

4. SCL teaching methods give students control over the lesson's content and the learning method, resulting in a shift of focus from teachers to learners. Besides, it promotes autonomy and active learning, drastically altering the role of students so that they become the leaders of their learning process.
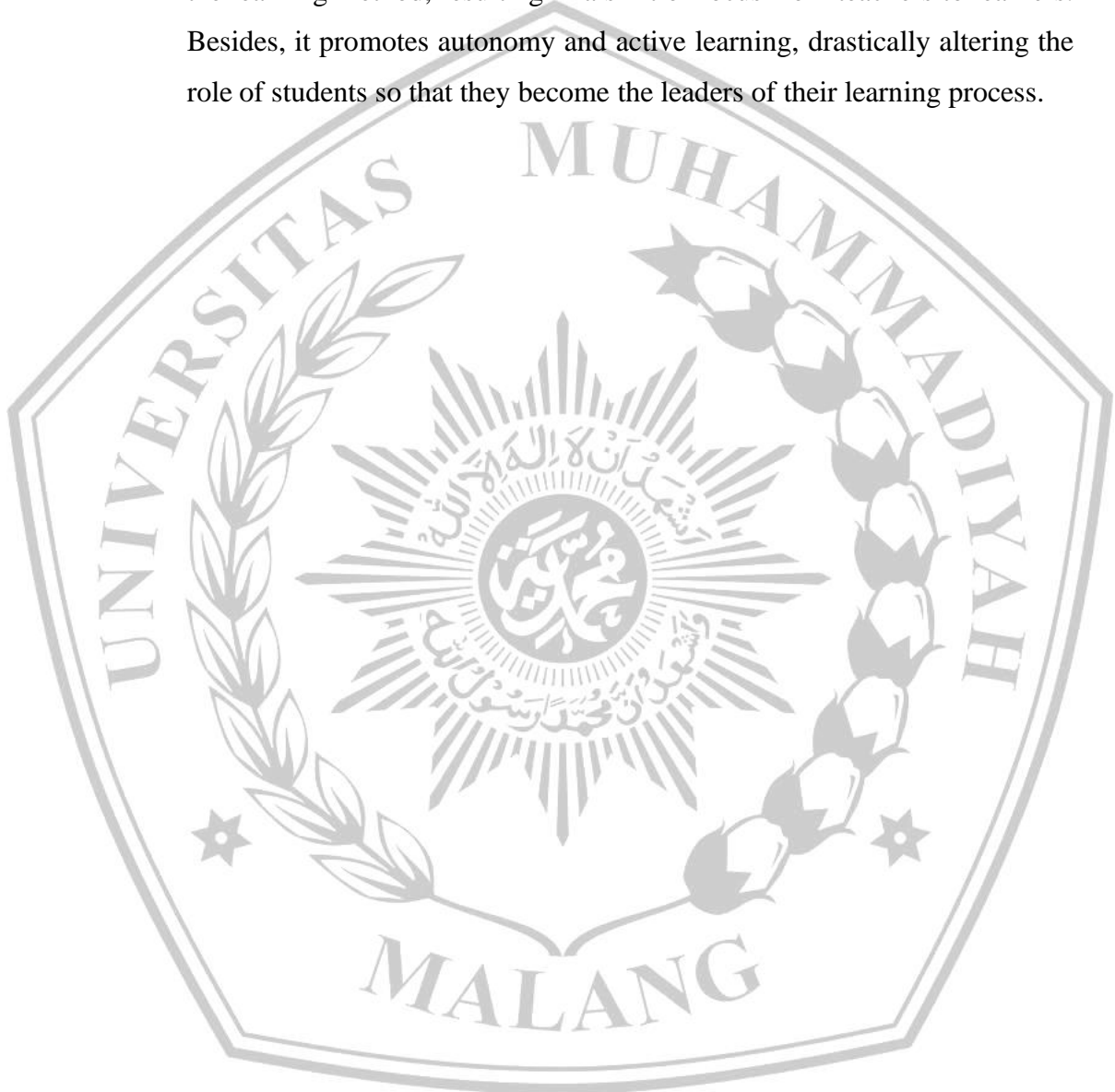
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter provides some basic studies of this study: Teaching Approach, Teaching Method, TCL Teaching Methods, SCL Teaching Methods, Teaching Strategies, Teaching Techniques, and Non-Formal Education.

A. Teaching Approach

Teaching involves assisting and directing students in comprehending knowledge and acquiring skills. According to Brown (2007), Teaching means showing or helping someone learn how to do something, giving them instructions, helping them study something, or giving them information that makes them know or understand something. It seems that teaching helps students learn about the things they want to learn, with tutors acting as facilitators for the students. Richards & Rodgers (2001) offer a comprehensive model of methods and subsets. In this theme, the method includes: 1) Approach: body of theory that supports a method; 2) Design: teaching plans and materials; 3) Procedure what goes on in classrooms during learning-teaching. In addition, Norland & Pruett-Said (2006) that an English tutor should know how to implement an approach is viewed as an overall theory about learning the language, which then lends itself to "approaching" language teaching and learning in a particular manner, a method is often viewed as a series of procedures or activities used to teach language in a certain way; a technique is usually seen as one activity or procedure used within a teaching plan. There are many changes in teaching methods and learning strategies in this rapidly expanding world.

The teaching approach is like the form, way, or how to teach. It is a broader term than method and a way of looking at things. Gill & Kusum (2017) argue that the teaching approach is a personal philosophy of teaching. It was a set of ideas to face a problem, such as teacher center learning and student center learning, which were used in the teaching-learning process.

B. Teaching Method

The method is a crucial component of teaching and learning, and it affects how well learning goals are met. There is only one set of steps that English tutors

have to comply with in the classroom. This is called a discipline. A lot of the time, methods are also built on what people think about language and learning (Nunan, 2003, p.5). Besides, according to Richards & Rodgers (2001), a method is an extensive plan for the systematic organization of language material, where every component is consistent and derived from the chosen approach. Essentially, the method involves tutors conveying the curriculum to students through a variety of activities.

When tutors teach English using the speaking program, they give students speaking material that helps them become better at having conversations and aims to help them express what they want to say. In teaching speaking, the students hope to express their thoughts, ideas, and feelings. To help students develop their speech in speaking, a tutor can use seven classroom activities: discussion, acting for a script, communication games, prepared talks, simulation, questionnaires, and role-play (Harmer, 2001). It is concluded that seven kinds of classroom activities can be used in teaching Speaking. The tutors can select speaking to create a great atmosphere in teaching the speaking-learning process.

This study uses several common methods to teach Speaking the English language. According to Akbarov (2014), there are two widely used terms: traditional and modern teaching methods. The traditional one is deeply teacher-centered, and the modern one is more student-centered. Examples of traditional methods are the direct method, the audio-lingual method, and the silent way, and examples of modern methods are community language learning, communicative language teaching, and project-based learning. Zohrabi et al. (2012) describe that traditional or TCL teaching methods are like passive learning. It occurs in a setting where the tutor plays the central role. On the other hand, modern or SCL teaching methods are active learning. It is a model of instruction in which the student is in the center of focus, and the tutor has the slightest impression of language instruction. Overall, the tutor can select all these methods after considering the appropriate approaches in teaching the learning process to teach English.

Henceforth, the tutors are professional in helping students explore their performance by using appropriate teaching methods because it can explore the

relationship between the individual tutors' thinking and acting in the classroom, and the selection of the teaching method depends on the tutor's preference, the learners' needs, and the learning context.

C. TCL Teaching Methods

According to Schuh (2004), the TCL Teaching method is often aligned with ''transmission'' models of teaching. In a teacher-centered model of instruction, the tutor retains control of the learning process and the development of the instruction. This framework assumes that the tutor needs to take action 'to' and 'for' the learner. Balla (2023) states one of the benefits of teacher-centered teaching is there is no chance of missing the topic since all the responsibility falls on the head of the instructor. However, the lesson is aimed at the average student, and those with above-average or below-average abilities are not catered for – low achievers may get frustrated, and high achievers may be bored. In addition, Aun (1994) gives a detailed description of the teacher-centered methodology and environment: tutor talk exceeds student talk during instruction, instruction is mostly with the entire class, textbooks guide what is being taught in class, each episode within the lesson is determined by the tutors, desks, and chairs are usually arranged into neat rows facing the chalkboard, and students are not free to roam from their seats. The following are examples of TCL teaching methods.

C.1 The Direct Method

The fundamental principle of the direct approach is "prohibition of translation." It signifies that the value is to be directly linked with the target language without requiring translation into the student's native language (Larsen-Freeman, 2000, p.23). Thus, tutors have the belief that students should establish a direct connection between meaning and the target language. To accomplish this, the tutors employ various methods such as using real-life objects, photographs, or gestures to illustrate the meaning of a new word or phrase in the target language, without having to translate into the student's native language. These methods prioritize vocabulary acquisition above grammar proficiency. Therefore, the tutor clarified that students enhance their vocabulary skills by the use of new words in comprehensive sentences. In this method, the tutor is unable to provide the

translation of the language into the student's native tongue. Consequently, in the direct method, the instructor attempts to interact with the learner by showcasing the language or employing visual aids.

C.2 The Audio-Lingual Method

The objective of the audio-lingual method is for tutors, in their role as leaders, to assume responsibility for offering their students a high-quality model for imitation (Larsen-Freeman, 2000, p.45). The tutors have the responsibility of providing their students with a commendable instance for imitation. The audio-lingual method primarily focused on oral competence, specifically pronunciation, pattern drills, and conversational exercises, without emphasizing grammar or translation. In addition, Harmer (2001, p.79) describes that the audio-lingual method relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the student was constantly learning a moreover, was shielded from the possibility of making mistakes by the design of the drill.

C.3 The Silent Way

In this method, students are more passive than tutors because they need to take charge of their own learning and improve their thoughts, feelings, expressions, and opinions. Larsen-Freeman & Anderson (2011) explained that there are a few characteristics that make up the silent way method: 1) The method sets the focus on the learner's independence; teachers have to keep an eye on how the students are doing; 2) The Silent Way uses a structured curriculum; 3) Translation and repetition are not used, and the language is usually practiced in real-life situations; 4) Evaluation is done by watching, and the teacher may never give a formal test. Hence, students have to be self-motivated to learn, but teachers do sometimes help them do that in the learning process.

D. SCL Teaching Methods

The foundations of SCL teaching methods include that learning is a natural, constructive process where learning is most productive when relevant and meaningful to the learner in a positive learning environment (Schuh, 2004). According to Struyven et al. (2010), SCL or student-activating methods aim to embody constructivist teaching principles. Three characteristics are essential in the

definition: student-activating teaching methods aim to challenge students to (1) learn by discovery, in groups or individually, by means of (2) authentic assignments, and (3) supported by the help of a coaching tutor. It is a holistic view of the learner in a complex living system extending well beyond the classroom walls in time and space. This method has several benefits based on Balla (2023): make presentations interactive, assess student understanding in real-time & personalize instruction, empower students with choice and control, encourage classroom collaboration, use educational games and student voice activities, and teach social-emotional learning skills. Hence, student-centered learning can create strong relationships between students and tutors as they learn from one another. The following are examples of SCL teaching methods.

D.1 Community Language Learning

When teaching a language in a community language learning, tutors need to know about their students' intellectual points of view and how their students' feelings, physical responses, instinctive protective reactions, and desire to learn are connected, as stated by Larsen-Freeman (2000, P.90). It indicated that tutors encourage the students to learn independently. Moreover, he also explained that the characteristics of community language learning are: 1) The students talk to each other in their native language. 2) The teachers help them say what they want to say by translating it into the target language. 3) The students record the talk in the target language, 4) Students transcribe utterances and conversations that they have recorded for practice.

D.2 Communicative Language Teaching

The objective of communicative language teaching is for students to be able to communicate and use correct grammar in different social situations. On the other hand, tutors are there to help students talk to each other while they are learning. According to Larsen-Freeman & Anderson (2011), the most apparent characteristic of Communicative Language Teaching is that almost everything is done with communicative intent. Students use the language extensively through communicative activities such as games, role-plays, and problem-solving tasks. They explained another characteristic of communicative language teaching: using

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authentic materials. It is desirable to allow students to develop strategies for understanding language as it is used.

D.3 Project-Based Learning

Project-Based Learning (PBL) aims to help students develop critical thinking, problem-solving, and collaboration skills by working on meaningful and relevant projects. Mali (2016) states that PBL helps students complete particular classroom projects. Such products include public speaking events, written reports, a handbook or file, technology-based presentations, etc. It is supported by Zaafour & Salaberri-Ramiro (2022) that PBL motivates students, enhances their research skills and capabilities in using Information and Communication Technology (ICT), and makes their English Speaking fluent because their learning happens in real-world situations. Bouqetyb (2021) describes project-based learning as a methodology commonly used at multiple levels and contexts to advance students' language learning skills by addressing issues or topics rather than language elements to create an end product. PBL uses SCL, in which the tutor becomes a student facilitator.

E. Teaching Strategies

Discussing the word "strategy," Orlich et al. (2010) state that planning before acting. In the teaching strategies, Misseyanni et al. (2018) reveal that promoting student engagement and participation in learning is necessary to achieve student learning and development. Moreover, some specific areas are calling for attention in the background to the 'strategies' conference as: more satisfactory and comprehensive ways of conceptualising tutor and pupil strategies, ways of conceptualising the linkages between 'society' and the individual tutor and pupil, the relative importance of structural and institutional contexts, together with the need for more sophisticated theory, and the implications for practical action and policy-making (Woods, 2012). Hence, teaching strategy illustrates an instructional action that produces a particular outcome.

F. Teaching Techniques

The teaching techniques should be developed based on an outline of the thinking processes. It is crucial to identify the type of thinking required for effective

teaching and to determine the most appropriate technique for fostering it (Halliwell, 1964). Moreover, many techniques can be used to promote the teaching of Speaking. Kayi (2016) mentioned thirteen activities to promote speaking in the classroom. They are discussion, roleplay, simulation, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, and finding the difference. In addition, Wilson (1959) states that the creative technique has been used to secure original ideas, leading to new or improved products, revised production methods, and increased profits for productivity. Overall, tutors should consider a few things: student age, interest, motivation, and establishment, whether experienced or new tutors; regardless, now and again, imagine that it takes work to design their education to suit such an assortment in the field.

G. Non-Formal Education

In Indonesia, education is seen as a way to pass on culture. It usually happens in three ways, as spelt out in The National Education System Act No.20 of 2003, which is the English version of the Act of the Republic of Indonesia as it was first published in Bahasa Indonesia. The names of these types of schooling are formal, non-formal, and informal. Formal education is a planned path through elementary, middle, and high school. On the other hand, non-formal education is a way to learn that is not part of official education. It can be set up in a structured and tier-based manner. At the same time, informal education is the path that concerns family and environmental education. Hence, education helps in developing a generation that fosters national development.

The Act of The Republic of Indonesia No.20 of 2003, Article 26, paragraph 3, explains that non-formal education is very complicated. It includes life skills education, early childhood education, youth education, education to empower women, literacy education, vocational education, job training, equality education, and other types of education to help students improve their skills. According to Ishak et al. (2020), non-formal education institutions attempt to provide more detailed services than formal education. Usually, non-formal education institutions

focus on specific aspects of public service; for example, English courses in Kampung Inggris Pare.

Tomasevski's criteria for the institutional provision of non-formal education help to understand the dimensions of the right to education. The criteria are:

1. Availability; implying that schools should be established with competent educators and funded by the state;

2. Accessibility; implying that schooling should be compulsory and that there should be parental freedom to choose schools;

3. Acceptability; implying that education should be of a minimum standard. Institutions and programs have to be available in sufficient numbers and should have sanitation facilities, trained teachers, and teaching materials, amongst other such factors. Schools should also foster diversity;

4. Adaptability; implying that education should be sufficiently flexible to adapt to social changes and respond to the needs of learners from diverse social and cultural settings, including the children of refugees and children with disabilities (Tomaševski, 2001).
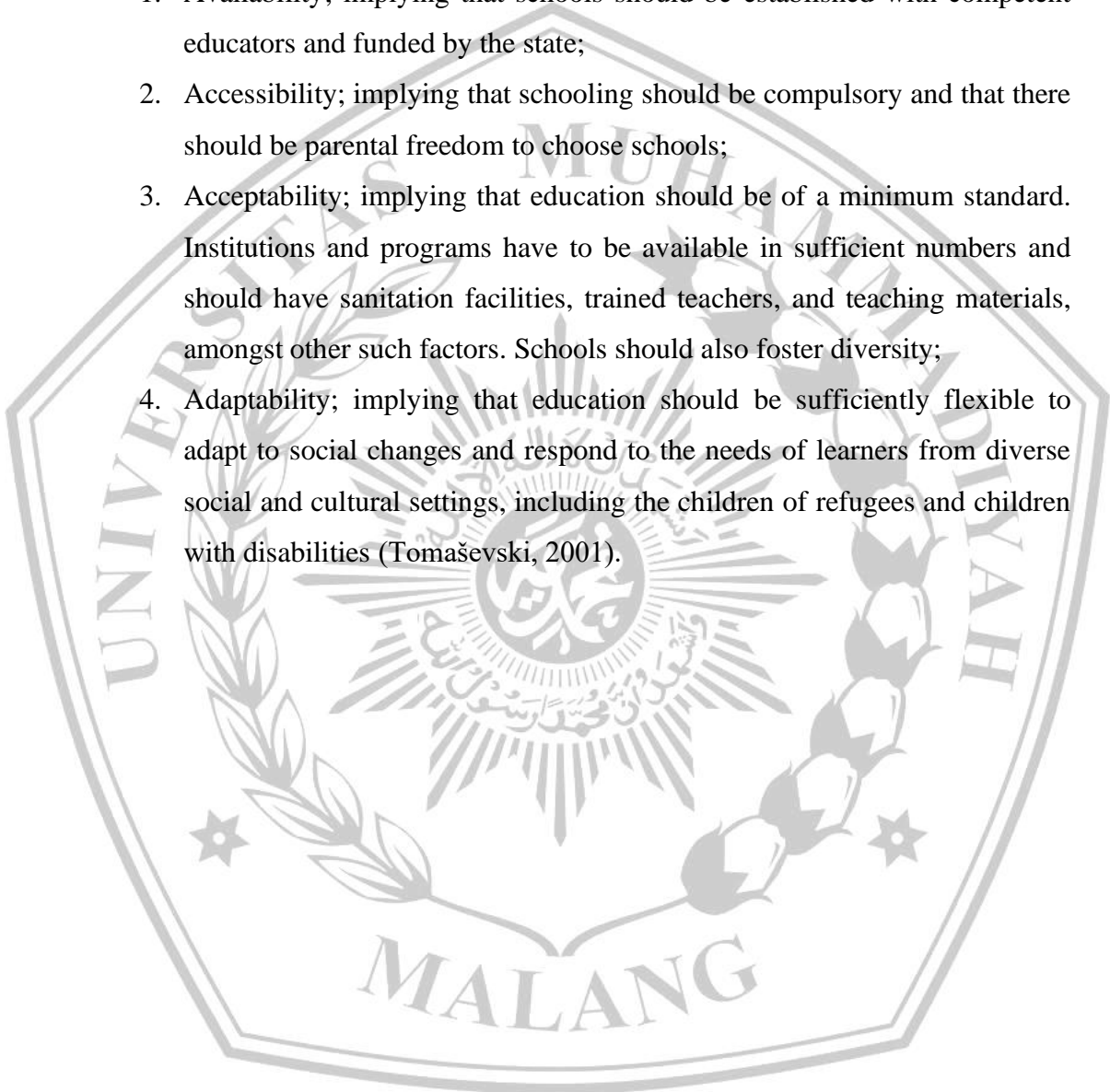
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research method, which consists of five points: Research Design, Research Participant, Research Instruments, Data Analysis, and Trustworthiness. Each should be elaborated in a different section.

A. Research Design

According to Creswell (2012) revealed that research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. There are three types of research, and one of them is qualitative. Creswell & Creswell (2018) argued that quantitative strategies have recently involved complex experiments with many variables and treatments. The qualitative method does not generate numerical data; the researcher takes data based on the subject's experience.

This research uses a qualitative narrative research design. Souto-Manning (2014) revealed that narrative focuses on how people make sense of their experiences. Moreover, Creswell (2012) also argued that narrative research designs are qualitative procedures in which researchers describe the lives of individuals, collect and tell stories about them, and write narratives about their experiences. These stories often relate to classroom experiences or activities in education. According to Poedjiastutie (2020), it draws inspiration from the fact that narrative and story are essential elements of everyone's lives. The qualitative narrative inquiry approach study describes the teaching method used by the English tutors of the Speaking program in Kampung Inggris Pare. Therefore, Clandinin (2006) revealed that there were three dimensions of the metaphoric narrative inquiry space: the personal and social (interaction) along one dimension; past, present, and future (continuity) along a second dimension; and place (situation) along a third dimension.

B. Research Participant

The researcher used purposive sampling to select the participants. Purposive sampling refers to English courses of non-probability sampling techniques. Non-

probability samples are those in which the likelihood of a subject matches the purpose of the study.

The participants of the study are English course tutors in Kampung Inggris Pare. The participants should fulfil the following criteria:

1. The English course should have been formed approximately a decade ago, based on a minimum of 10 years of teaching experience, and it is currently still in operation.
2. English tutors should be responsible for the speaking program.
3. The tutors should have more than 2 years of experience.

Participant	English Course	Years of Establishment	Program	Years of Teaching
English Tutor 1	Mahesa (MEC)	1998	Speaking 2	More than 5 years
English Tutor 2	Smart (SEC)	2002	Tertiary Speaking	
English Tutor 3	Kresna (KEC)	2003	Speaking 2	
English Tutor 4	Peace (PEC)	2010	Bridge Speaking	
English Tutor 5	Brilliant (BKI)	2013	Pre-Intermediate Speaking Hack	

Figure 1. Data of Participants

In this study, the researcher collects the data from 23 January 2024 to 01 March 2024 in several English courses, Kampung Inggris Pare. Consequently, before gathering data, the researcher received a formal request for permission to do an investigation in many English courses in Kampung Inggris Pare. The selection criteria for the courses were their establishment date, approximately a decade ago, and their current operation status based on data written by Yulianingsih et al. (2020) such as Basic English Course (1997), Happy English Course (1997), Mahesa (1998), The Daffodils (2002), Elfast (2002), Smart (2002), Kresna (2003), Future

English Education Center (2004), Access-ES (2006), Global English (2008), Excellent (2008), Peace (2010), Mr. Bob (2011), Ella English Pesantren (2012), and Brilliant (2013). However, the data only gained five participants because the institutions were included in the criteria, and their institutions were ready to be researched (see Figure 1).

C. Research Instruments

The researcher uses narrative frames and classroom observation to obtain the data in this study. Both instruments are employed to avoid the researcher's presence in front of the participant to minimize subjectivity and anxiety.

1. Narrative Frames (NF)

NF is similar to a semi-structured interview, which allows the participant to expand upon the points posed by the researcher. However, participants have more freedom to divulge information in frames than in an interview (Barnard & Nguyen, 2010). NF provides guidance and support regarding the structure and a structured interview, but the answers and content must be written. From the researcher's perspective, the frames ensure that the content should be more or less what is expected (and required to address the research aims) and should be delivered in narrative form.

In the present study, the researcher designed the NF template for the research. A template consisted of seven sentence starters organized in such a way that they would determine the direction the story would take, very much like the plot of the story (see Figure 2). An instruction on the template asked the tutors to read all the starters before beginning to write so that they would get a sense of the structure of the story, the point being to write a coherent story instead of writing unrelated responses. Based on the study by Barkhuizen & Wette (2008), two aims for designing the narrative frames existed. The first aim was to encourage the tutors to reflect on their teaching. The English tutors in Kampung Inggris Pare's Speaking program used the SCL teaching method, which was the main focus of this design. Another aim of the frame design was to limit the quantity of writing. This was important for some reasons: The narrative frames enable the tutors to write narratively by scaffolding them through the specially designed narrative structure,

and they encourage reflection because of the nature of what they are required to write. The structured nature of the data makes for easier analysis, and the frames limit the quantity of collected data.

Research Methodology

1. *I remember once in my classroom….*

2. *I employed an approach what so-called….*

3. *This approach assigned students to….*

4. *I saw students discuss…. and do….*

5. *They responded the task….*

6. *When they got difficulties with the project, they resolved it by….*

7. *The class looks….*

Figure 2. Sentence Starters on the Narrative Frames Template.

The elaboration of the ideas in NF looks like the below example.

Instructions:

(1) Read the whole page BEFORE starting to write.

(2) Write a coherent narrative; i.e. link each idea to the next like you would in a story.

I remember once in my classroom_____
_____
_____. I employed an approach what so-called_____
_____.
This approach assigned students to_____
_____
_____. I saw students discuss_____
and do_____
_____
_____.
They responded the task_____
_____
_____
_____.
When they got difficulties with the project, they resolved it by_____
_____
_____.
The class looks_____
_____
_____.

Figure 3. The Instructions of the Narrative Frames Template.

2. Classroom Observation

This current study used classroom observation to analyse the student-centered learning pedagogy from the types and the process of SCL teaching strategies used by the English tutors of the Speaking program in Kampung Inggris Pare. Wragg (2002) revealed that classroom observations focus on the teaching strategies being used, the role played by students in lessons and any relationship there appears to be between what students write under examination conditions and what happens in class. Hence, observations in the classroom are used to keep an eye on how well teachers are doing, find ways to make their lessons better, and support their professional growth.

When observing, the researcher uses the device to record the activity in the classroom activity. It is the smartphone: iPhone 12 by video recording. According to Fraenkel et al. (2012) stated that by utilising video or digital recording devices, researchers can observe and analyse the actions of individuals or groups. This allows for the repeated viewing of behaviour, providing the opportunity to codify it later, typically more comfortably and conveniently. There are several advantages to using video recording: good visual and sound recording which can be replayed several times; no pressure to make instant decisions; focus can be on teacher only or on individual or group of pupils; lesson can be discussed with. However, there are also some disadvantages: loss of information such as room temperature, smells, events out of camera shot; effects on class of presence of camera; and increase in time needed for analysis (Wragg, 2002).

worthwhile	of value and importance, however they may be defined
coherent	links in with other concepts/activities
influential on future behaviour	like stimulating a longer term or even lifelong interest in the topic/activity
needed by society	makes a contribution to present and future citizenship
appropriate	suitable for the particular child or group in the context of the topic/subject being studied

Figure 4. The Outcomes of Classroom Observation Written by Wragg (2002).

D. Data Collection Procedure

The procedures that were followed by the researcher when gathering data were explained as follows:
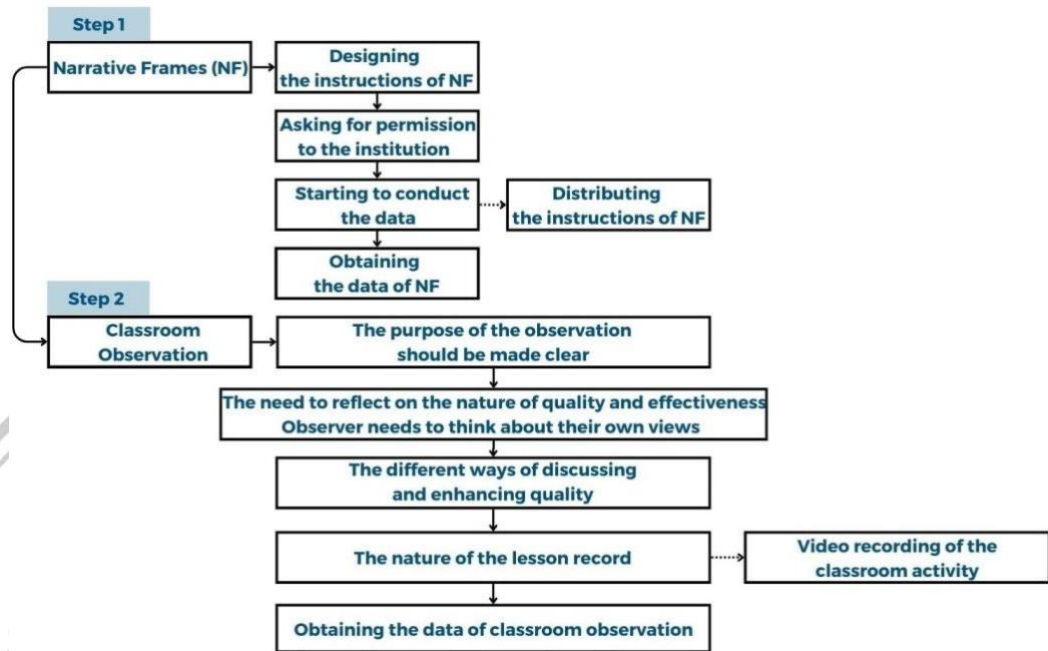
Figure 5. Data Collection Procedure

There were two steps for data collection in this current study. In step 1, the researcher conducted the NF. Before conducting NF, the researcher designed instructions of NF template. Then, the researcher asked permission from the institution. After the researcher was allowed to collect data by the institutions, the researcher started to conduct the data by distributing the instructions of NF template. The data from NF was obtained. To strengthen the findings of the SCL teaching strategies implemented by the English tutors of the Speaking program in Kampung Inggris Pare either the types and the process, the researcher integrates with the classroom observation. In step 2, the researcher observed the classroom activity. These are the following processes in classroom observation (Wragg, 2002):

1. *The purpose of the observation should be made clear*: the observer must inform the English tutors being observed whether they are there to advise and improve professional skills, to make a private judgement about quality,

or, in some research projects, to record what is happening for future analysis. Without clarifying the observation's objective, confusion is inevitable.

2. *The need to reflect on the nature of quality and effectiveness observer needs to think about their own views on what is effective teaching*: recognise that there are often several opinions about quality, not just one's own.

3. *The different ways of discussing and enhancing quality*: observer and English tutors commonly discuss quality after the lesson observation. Consider how this should be arranged, whether the observer or English tutors should lead, what should be discussed, and who determines the agenda.

4. *The nature of the lesson record*: what should the observer write down at the time or later, under specified descriptions like 'class management' or 'relationships', or freehand as events occur. How constructive the comments should be; how much the record should focus on the English tutors, students, both; characteristics, events, techniques, process, or outcome.

5. *Video Recording of the classroom activity*: the observer begins to record the learning activity in the classroom.

E. Data Analysis

Narrative research is usually used when the researcher wants to make a narrative report from an individual story. Researchers makes bonds with participants with the aim that both researchers and participants feel comfortable. Participants who share stories feel that the story is important and feel heard. The data analysis uses the development of the following steps based on Barkhuizen (2014) and Wragg (2002):

1. Using alternative formats to sentence starter prompts in NF. This format is perhaps the easiest to design and to ensure narrative flow, but they may also 'leave the door open' to unwanted responses. Within-sentence prompts might tighten responses, but they might also restrict them. Creative thinking

is needed to generate productive and effective formats. Embedding cues in parentheses after some starters is a useful innovation.

2. Integrating NF with other research methods. In this step, the researcher utilizes classroom observation. The process of gaining data from classroom observation should follow several points: the purpose of the observation should be made clear; the need to reflect on the nature of quality and effectiveness observer needs to think about their own views on what is effective teaching; the different ways of discussing and enhancing quality; the nature of the lesson record; and video recording of the classroom activity.

F. Trustworthiness

The researcher uses trustworthiness to control bias and subjectivity in this study. According to Ary et al. (2019), trustworthiness is a broad term that refers to the rigour of qualitative research and encompasses credibility, confirmability, dependability, and transferability. From those four things, the researcher takes in credibility. Poedjiastutie (2020) argues to see credibility, scholars usually use multiple data collection tools. It should be represented by data triangulation – using NF and classroom observation. Both data from the NF and classroom observation should be validated to be more credible.

CHAPTER IV
FINDING AND DISCUSSION

This chapter deals with the analysis of data collected through NV and classroom observation. The SCL teaching methods implemented by the English tutors of the Speaking program in Kampung Inggris Pare were classified according to the types and the process. In short, the focus of this section is on the presentation of data.

A. Finding

In this section, the researcher has reported some of the findings from the content analysis of the NF and the classroom observation. A lot of what has been presented may appear to have some types and the process of SCL teaching methods. The reason for this, of course, is that the Research Methodology deliberately asked the English tutors of the Speaking program in Kampung Inggris Pare to focus on describing it.

Furthermore, the process was reported from the results of classroom observation based on the teaching sequences to find the process of learning. Harmer (2001) argues that teaching sequences have several elements or steps: Engage, Study, and Activate. Because this study focuses on Speaking as a subject, the teaching sequence should be a "Boomerang" sequence: Engage-Activate-Study-Activate. Hence, the following presents stories from English tutors about their teaching experiences in several English courses, Kampung Inggris Pare.

A.1 English Tutor 1 Story
Storytelling

She is a beautiful attractive English tutor in the MEC. She started the class by greeting all the students. Then, she asked them to recap the previous material, which was about celebrations in the students' hometowns. To get them talking, she asked them to talk about celebrations in their friends' hometowns. After that, she assigned them homework to present about celebrations in other countries. To keep the students engaged in the class, she used a "clap game" where the students who clapped when she did not instruct them to, would come forward and present the homework.

I employed an approach what so-called Focus Group Discussion and Demonstration approach in this case because it was suitable for this speaking level. This approach assigned students to be confident to deliver their ideas using mind mapping and explained them well. I saw students discuss the material to their classmates and do asking about the presentation to their friend. They responded the task enthusiastically, although there were still many mistakes they still did, such as grammatical error and incorrect pronunciation (Participant 1).

When the students encountered difficulties with the task, they resolved it by asking English tutor 1, or using Google application, and seeking help from their friends. She always encourages them to help each other out when they run into difficulties during practice and to not be afraid to ask for her assistance. The class appears to be enjoyable and interesting as the students have fun while practicing English at their own pace. Before ending the class, she provides feedback on the mistakes that need to be corrected for the next presentation.

No	Teaching Sequence	Teaching Activity	Time
1	Engage	-Greeting. -Praying. -Encourage the previous meeting: Celebrations. -Giving simulation about Celebrations by English tutor in speech around 5 minutes.	05'

2	Activate	- Individual student performances discussing friend's hometown celebrations in front of audiences;
		  1. Student A (Gorontalo)
		     Tumbilo Tohe
		     Karawo
		  2. Student B (Madura)
		     Kerrabhân sapè
		     Sapè Sonok
		  3. Student C (Bandung)
		     Bandung Lautan Api
		     Keuken
		  4. Student D (Kediri)
		     Automotive event
		     Scooter/vespa
		  5. Student E (Aceh)
		     Kaurie Beureuat
		     Marriage
			40'

3	Study	-Feedback from tutor to every student's performances: -Pronunciation: Even (Event/ɪˈvent/)…etc.	30'

		-Understanding meaning between Like and Prefer: -Sentences… I like an apple and I am like a king. I prefer to cook than run. -Giving additional vocabulary: Kerosene: minyak tanah Traditional custom/attire Bull: banteng jantan Held: diselenggarakan Gymnasium: ruang olahraga Healthy food: makanan sehat Competition: perlombaan	
4	Activate	-Assessment of learning: Looking at the students' book (unit 11). Read and prepare for discussion in the next meeting. -Students read the book and they prepared the instruction from the tutor. -Praying and Closing.	15'

Figure 6. The Data was Reported by Video Recording in Classroom Observation: English Tutor 1

Storytelling was the technique that English Tutor 1 used when the researcher collected the data from the results of classroom observation. This technique was active and communicative between English Tutor 1 and the students. There was nothing that made the students drowsy, but they focused on the learning activity in the classroom. In practice, one of the students told the story about the topic discussed: Celebrations in their friends' hometowns in front of the audiences. Overall, this technique included the SCL teaching strategies. The best practice in this situation was English Tutor 1 was well-prepared. She always provided direct answers to the students' inquiries such as the fact that Kediri came in second place to Bali for the largest automotive event (Scooter/Vespa) in Indonesia. The strategy she employed was able to expand ideas about the topic. However, storytelling techniques also had challenges, such as building bridges of connection ideas through opening, content, and closing. In addition, elaborating on the context of the topic discussed by the sources and data had become an obstacle because of the abundance of information on the internet. Thus, the speaker who told the story had

to filter between the positive and negative contents to strengthen the ideas of the storytelling.

A.2 English Tutor 2 Story

Role-play

He is an esteemed English well-experienced tutor in the SEC, known for his engaging teaching style. He commenced the class by warmly greeting and leading the students in a prayer. Encouraging active participation, he prompted them to review the previous material, offering a choice of topics for discussion. To cultivate a positive atmosphere, he initiated a spontaneous simulation on one of the topics, selecting a student to deliver a compelling speech in front of their peers, akin to a "Kuncen". This practice not only emphasized active learning but also nurtured students' confidence in expressing their ideas. Subsequently, he provided comprehensive feedback on the performance and addressed students' questions and opinions, ensuring that everyone was involved in the learning process.

I employed an approach what so-called communicative language teaching because I thought it was proper for this material. This approach assigned students to express their ideas and opinions during the "Kuncen" performance. In this method, students would actively practice English communication skills. I saw students discuss the topics that had already been delivered by "Kuncen" and do practice their speaking well in delivering ideas or opinions according to the tutor's directions. They responded the task quite well by preparing the text of the topic that they had to be "Kuncen" as role-play (Participant 2).

When faced with challenges, the students proactively sought assistance from English Tutor 2 or engaged in discussions with their peers to overcome obstacles. The classroom atmosphere was vibrant and interactive. Following the lesson, he provided a comprehensive summary and assessment of the students' learning activities from the class.

No	Teaching Sequence	Teaching Activity	Time
1	Engage	-Greeting. -Praying. - Tutor stimulated speaking about some topics and gave time to the students to practice what they already prepared in the previous meeting.	05'

2	Activate	- One of the students became like "Kuncen" who talked in front of the audiences. He or she talked with the pulpit about one topic that was already prepared. 1. Student A (Topic: Religion) After finishing, the other students had to respond to the "Kuncen" by asking some questions or giving an opinion.	20'
3	Study	-Students discussion 1. Student B (asking) What is the difference between habit and culture? (Students respond) -Direct feedback from the tutor. if the "Kuncen" response was not answered, the tutor directly adds the answer. -Feedback from the tutor for the "Kuncen" performance overall. -Giving new vocabulary Compulsory: kewajiban Verse: ayat Fasting: puasa	50'
4	Activate	-Asking to the students to prepare the next meeting. "who will be the next 'Kunchen' and what the topic that "Kuncen" want to be discussed?" tutor asked. - Every student answered and talked for a short time about the topic that they had already done to be written on text. -Praying and closing.	15'

Figure 7. *The Data was Reported by Video Recording in Classroom Observation: English Tutor 2*

Role-play was the technique that English Tutor 2 used when the researcher collected the data from the results of classroom observation. This technique was fun because many students enjoyed listening to and discussing the topic delivered by the "Kuncen" in the role-play teaching technique. Practically, this technique enhanced students' confidence and students' motivation in speaking English. On the whole, this technique included the SCL teaching strategies. The good thing in this situation was being well-innovated by the English Tutor 2. He constructed the meaning of "Kuncen" coming from the Indonesia language: "Juru Kunci" (or in

English: Caretaker) to become one of the teaching techniques in role-play. However, the role-play techniques also had a challenge. For example, many students asked questions to the "Kuncen" about religion, the "Kuncen" did not answer well due to insufficient compulsory terminology such as compulsory and verse. Thus, this role-play technique should be prepared well by the students before they become "Kuncen" such as writing the topic on the text and that text already had given correction or feedback by English Tutor 2 for mastering the topic material in the classroom activity.

A.3 English Tutor 3 Story

People Describing

He is an English tutor with a strong English background in the KEC. Then, everything was going in the learning process well-prepared in the classroom He began the class by greeting all to students and engaging them with fun Tongue Twisters to break the ice. After taking attendance, he directed the students to turn to page 15 for a lesson on describing people. He went above and beyond by translating and adding new vocabulary not found in the guidebook, and spent ample time helping the students pronounce each word correctly. After he thought everything was going well, he immediately explained their task today, which was describing classmates. He divided my students into small groups. He pointed to a student in each group to stand up to describe a friend in the same group. However, before beginning, he explained some grammatical structures related to the lesson. Then, the students began to practice. Speakers finished doing their job would appoint one person in each group to be the next speaker. And so on until it is done.

I employed an approach what so-called a collaborative approach in this case because I thought it was suitable for today's lesson. This approach assigned students to involve active participation from the students. In this method, students were placed in small groups or work pairs to work together to complete a task or project. I saw students discuss the task and do practice with one another if there were things they didn't know, such as vocabulary. They responded the task to the task very well and enthusiastically, although there were still many mistakes they still did, such as grammar errors (Participant 3).

When the students had difficulties with the task, they resolved it by asking English Tutor 3 or their friends. It is normal as he always advises them to help one

another when having trouble in practice and not to be shy to ask for his help. The class looks quite conducive and ran well. After class, he assigned homework for them to prepare a presentation about public figures to describe.

No	Teaching Sequence	Teaching Activity	Time
1	Engage	-Greeting. -Praying together. -Asking students to open the guidebook at page 15. -Tutor requested the students to read the guidebook. -Tutor read the attendant list. - Tutor reminded the students about the material in the previous study.	05'
2	Activate	-Students read together the material from the guidebook about the topic: Describing People. (There were so many vocabulary in the guidebook with the good visual art without meaning on it)	10'
3	Study	- The tutor wrote the vocabulary that students did not know the meaning of, he read it by drilling techniques, and giving the simple sentences spontaneously: - Spoil: manja - Art working: pekerja keras - Stingy: pelit - Generous: dermawan - Considerate: attention: perhatian - Grumpy: pemarah So, the tutor asked to the students to make 7 groups because there were 28 students in the class. Then, every group included 4 students and they had to describe the topic: "The Character of the Friends in the Classroom". They also were able to see the book for preparing the speech. Each group had one student to stand and speak up about the topic.	50'
4	Activate	-Students practiced what the teacher had already given of instruction. -Giving feedback from the tutor directly by walking around the groups. - Tutor appreciated all students who could enjoy the class during the lesson.	25'

		-Tutor gave the task for tomorrow's meeting about the public figure (idol): from general to specific.	
		- Physical apparencies - Character - Masterpiece - Creation - Production -That was strategy to make attention of the students understanding. "Please do not tell the name first! The name of public figure delivers in the last of your speech! Can you gest, who is?" tutor said. -Praying and Closing.	

Figure 8*. The Data was Reported by Video Recording in Classroom Observation: English Tutor 3*

People Describing was the technique that English Tutor 3 used when the researcher collected the data from the results of classroom observation. This technique fosters the creativity and imagination of the learners as well as their public speaking skills. In practice, English Tutor 3 asked the students to make groups. Then, every group of students had to describe the topic: "The Character of the Friends in the Classroom". They also were able to see the book for preparing the speech. Each group had one student to stand and speak up about the topic. Overall, this technique included the SCL teaching strategies. The best practice in this situation was being well organized by English Tutor 3 to implement the material through the People Describing technique from the beginning until the end of the teaching sequence, he can direct and manage the focus of students' learning. However, People Describing techniques also had challenges. The students had to be more enthusiastic, proactive, and more lively in the learning process because this technique was student-oriented with the tutor functioning as a facilitator whose responsibility was directing, facilitating, and guiding students. Practically, when English Tutor 3 walked around the groups of students, sometimes a group did not follow the tutor's instructions. They judged for describing the character of the friends in the classroom in a not real-life context. For instance, student A had a stingy character, and student B had a grumpy character. In this case, several students

laughed in that group. Hence, the clear tutor instruction was very fundamental in this technique such as not judging the people's character that was not related to the real-life context.

A.4 English Tutor 4 Story

Finding the Solution

He has an English literature background which includes a lot of teaching experience in the PEC for more than 10 years. Although he was from English literature, he was well-known for his teaching methods to implement in his class. As usual in general, he opened the class by greeting and praying together to all the students. Then, he started about the students' condition to build up the students' focus. After the students responded, he gave a problem of the statements that he made for the students and they should reach a great solution spontaneously. Moreover, he requested the students to make conversation with peers in the groups, each group had two students. In this case, every group should speak up about two points: problem and solution which were discussed by the two students in a group conversation. After having it, he checked during the conversation in every group and gave the feedback directly.

I employed an approach what so-called problem-based learning because it was suitable for this speaking class. This approach assigned students to be confidence to explore their ideas about some problems of classmates and to be brave in giving their solutions to those problems. I saw students discuss the conversation actively and do practice together to speak up about problems and solutions in every group if there were things they did not know, such as vocabulary. They responded the task eagerly, although there were still many mistakes they still did, such as grammatical errors and incorrect pronunciation (Participation 4)

To resolve the difficulties faced by the students' learning activities in the classroom, English Tutor 4 helps them to give great solutions either ideas or some vocabulary that students do not know before. Besides, the students were allowed to search on the Google application or to ask peers to overcome the obstacles. The class looks quite active and ran well. In the end, he completed by giving motivation to the students, exercising to speak like a native speaker, and remaining the task for the next meeting.

No	Teaching Sequence	Teaching Activity	Time
1	Engage	-Greeting. -Praying. -Tutor asked the students about today's condition.	05'
2	Activate	-Tutor gave the direct question: "Agree or disagree that the women have longer age from the men?" tutor said. - Students had to respond it by raising their hands and connecting the argument with their experiences like having a grandmother who still lives.	10'
3	Study	-The tutor gave the problems to the students. Then, every student had to answer by looking the great solution. "What do you feel after crying?" the tutor said. (One of the students answered it by taking ablution because it makes him feel happy back). - Therefore, the tutor asked the students to make conversation with their peers. So, make a group. Every group had two students. "Now, looking your peer! Ask or tell about some problems to him or her and he or she will answer it by giving the solutions," the tutor asked. -The tutor checked the conversation among the group and gave feedback. If there was a vocabulary that the students did not know, the tutor would give it directly. So, the tutor wrote the vocabulary on the whiteboard and he read it by drilling techniques. Then, giving the sentences spontaneously; - Comfortable: kenyamanan - Because – due to: karena	60'
4	Activate	- Students practice: speaking fluently like a native speaker by guiding the tutor. - Tutor wrote these sentences on the whiteboard and he asked the students to read loudly together with his guidance. *"Maria doesn't seem very hungry.*	15'

		She is just pushing her food around her plate with her fork and not eating much at all." - Tutor delivered the motivation to the students that learning English was fun. - Tutor gave the true story about the fun English learning. There were three keywords that tutor had believed to be successful in learning English: Listening, Imitating, and Practicing. - Tutor gave the task to the students for the next meeting: "Write the problems that you have down to discuss with your friends today and please write the solutions too!" the tutor said. -Praying and Closing.	

Figure 9. The Data was Reported by Video Recording in Classroom Observation: English Tutor 4

Finding the Solution was the technique that English Tutor 4 used when the researcher collected the data from the results of classroom observation. This technique was conducive to solving problem-based learning. In the classroom activity, English Tutor 4 had to ask the students to make conversation with their peers about some problems that happened in life and to create a group. The students had to answer it by giving the solutions, either from the experiences or the practices. On the whole, this technique included the SCL teaching strategies. The good thing in this situation was English Tutor 4 delivered the motivation to the students that learning English was fun and he gave the true story about the fun English learning where there were three keywords: Listening, Imitating, and Practicing. It indicated the tutor encouraged students to become successful in learning English. Although living with the problem, there was always a great solution. However, the Finding the Solution technique also had a challenge such as many students only answered the problem through their experiences and their practices, not by data and theory. The researcher assumed that both data and theory were very essential to strengthen the argument in answering the problem. Hence, English Tutor 4 had to give more

instruction in making arguments to handle the problem by using four points: experience, practice, data, and theory.

A.5 English Tutor 5 Story

Communication Games

He is proficient in teaching English because he comes from the English department background. The theories and the practice were like became a daily meal in the BKI. When he started the class by greeting all the students. After that, as usual, he always undertakes an apperception to review the previous day's lesson a little. Then, he checked the students' attendance list. The following activity is called 'lead in activity'. In this activity, he delivered an introductory speech or a bridging to prepare the students to receive the material. In this section, he also explained the purpose of this lesson. That day's material was about Descriptive Patterns. The first step he took was to explain the entire content of the material and he also gave an example of how to describe something or a topic without text using Descriptive Patterns to the students. To find out whether they understood the material, he invited them to connect the pattern in turn. Once he thought it was enough, the students started to speak up by forming two lines and facing each other. Then, he would provide a topic spontaneously for them to describe in turn in front of their friend. This speaking practice had varied activities such as switching the partner of speaking by rotating. Finally, to measure how far the students were able to apply this pattern, I gave a certain duration for the last few topics until the class ended.

I employed an approach what so-called communicative language teaching because I thought it was very suitable for this material. This approach assigned students to conduct actual social interactions such as conversations, presentations, or discussions. In this method, students were positioned in pairs to actively practice their communication skills. I saw students discuss the topics and do practice their speaking well according to the tutor's directions. They responded the task quite well and really excited to practice the material given. Although there were still some weaknesses they did, such as not being precise in explaining one of the patterns (Participant 5).

When the students confronted difficulties with the task, they resolved it by asking to English Tutor 5 or discussing it with their friends. In this case, he assumed

that was in line with the principles of the communicative language learning method. The class looks quite active and communicative. Finally, he concluded and re-evaluated the content of the material given.

No	Teaching Sequence	Teaching Activity	Time
1	Engage	-Greeting. -Praying. - The tutor implemented the game of "Mr. Simon Says". When the tutor checked the attendant list, the tutor instructed the students for saying "I am brave" if the students' name called by the tutor.	05'
2	Activate	-The tutor became Mr. Simon, so if Mr. Simon says "Touch your body!" Then, the players or students had to do Mr. Simon's instruction. (Student activity with the Mr. Simon's instruction)	10'
3	Study	-The tutor gave the challenge to the students to speak up without preparation. There were two patterns: 1. Imagination to talk about some topics (Tutor's simulation with the topic: Pepsodent) 2. Descriptive pattern Then, students talk immediately based on picture shared through WA group application. There were tips or ways in the examples of descriptive patterns to guide the students' speaking: 1. General things: in general, everyone knows, mostly…etc. 2. Specific things: new information, experience, did you know that, in fact… etc. 3. Conclusion or suggestion: in my opinion, I suggest that, in my point of view, I think… etc. In this case, the tutor was still Mr. Simon's role. When he says somethings like: Mr. Jokowi to one of the students, he or she had to speak up immediately about Mr. Jokowi by using two patterns. The picture of Mr. Jokowi also had already been sent to the WA group application. So, the student can imagine that picture to prepare for the speaking. ((General (G), Specific (S), Conclusion(C))) -Student A: Mr. Jokowi *G: Javanese people, President of Indonesia*	60'

| | | *S: Become President of Indonesia since 2014, Usually, he wears vanel clothing (Kotak-kotak vanel) shown on TV.*
C: Overall, he is a good president.

- The others topics were Upin Ipin, and Brilliant English course. In this case, the tutor gave the time (5 minutes) for students' performance to speak up the topics.

-Tutor innovations:
Ask to the students to make two groups. Every group have one partner.
(peer-teaching).

THE FIRST POSITION…
Group one: the students had to describe in general and conclusion sides.
Group two: the students had to describe in specific sides.
The topic was delivered by the tutor or Mr. Simon: Shopee.

When the students active to speak about Shopee, the tutor check and recheck the student's ability. If there were some students feel confused to speak, the tutor gave the direct feedback or the idea that connected to the topic (Shopee).

Then, the tutor asked to the students for switching partners and rotation positions of the groups.

THE SECOND POSITION…
Group one: the students had to describe in specific sides.
Group two: the students had to describe in general and conclusion sides.
The topic was delivered by the tutor or Mr. Simon: Aqua
(The feedback from tutor was still same like the first position) | |
| 4 | Activate | -In this case, the tutor still Mr. Simon roles. Before the end of student's activity, the tutor gave one topic that asking to the students for describing it in 30 second. The topic was talking about Rafi Ahmad's family.
(Students respond it immediately) | 15' |

		-The tutor reminded the students about the material had been already learned. The keywords of descriptive pattern were fact in general, specific, and conclusion. -The tutor also gave the evaluation to the learning activity. -Praying and Closing.	

Figure 10 *The Data was Reported by Video Recording in Classroom Observation: English Tutor 5*

Communication Games was the technique that English Tutor 5 used when the researcher collected the data from the results of classroom observation. This technique was a positive synergy between English Tutor 5 and the students. In practice, it was properly implemented because the tutor's instruction in the game of "Mr. Simon Says" was followed by the responsive students to encourage the learning activity about the topic discussed: Descriptive Pattern. Overall, this technique included the SCL teaching strategies. The best practice in this situation was innovative teaching in elaborating the game "Mr. Simon Says" by creating groups of students with switching partners: rotating positions in the groups (the first position and the second position). It makes students communicative in understanding the topic discussed. However, the Communication Games technique also had challenges such as being time-consuming to make students focus when English Tutor 5 arranged the groups. In addition, spreading the learning activity to ensure that students were on the right track and seeing whether they needed help while they worked in groups. Hence, both English Tutor 5 and the students had to work together to achieve the goals of learning.

B. Discussion

Even though SCL teaching strategies are used by many English tutors in Kampung Inggris Pare, there are still some challenges faced by them throughout the learning process based on the findings from the NF and the classroom observation instruments. Conceptually, it was attested that SCL will have positive impacts on students. Thus, the researcher found several positive impacts of using the SCL in learning English. There are five points that the researcher notices:

students become more focused on the topic discussed; enhancing students' confidence and students' motivation; developing the creative and imaginative capabilities of students; conducting great solutions to the problems; and building a positive synergy between English tutors and students.

The first point is in line with the research by Lucarevschi (2016) with the title *The Role of Storytelling in Language Learning: A Literature Review*, which assumes that storytellers have a significant impact on language learning by encouraging listeners to actively engage in the process. It indicated that the storytelling technique in the learning activity was proper for building the students' concentration on the storyteller to follow the story delivered in the classroom. In addition, the second point also is supported by Abdul Rahman & Maarof (2018), entitled *The Effect of Role-Play and Simulation Approach on Enhancing ESL Oral Communication Skills,* reveals that role-play had positive effects on enhancing ESL oral communication skills it was fun learning: to be more dynamic and up-to-date learning. The ESL classroom also should not be a place that causes a lot of uneasiness and anxiety. It concluded that role-play techniques can bring students into enjoyable learning that the student's confidence and motivation are increasing.

Furthermore, the next points, the researcher develops the new terminology from the research by Kayi (2016), entitled *Teaching Speaking: Activities to Promote Speaking in a Second Language,* mentions thirteen activities to promote speaking in the classroom. Two of those activities are picture describing, and finding the difference. From picture describing techniques, the researcher constructs the new terminology based on this study by people describing techniques because the learning activity is full-discussed understanding the people's character on the students' appearances in the whole class. Hence, this technique can become more creative and more imaginative abilities of the students to describe the people. In addition, finding the difference techniques also changed by the researcher into new terminology is finding the solution because the learning goal in students' activities is to solve the problem delivered by the tutor. Thus, this technique engages the students to conduct great solutions to problems. Overall, those two techniques impact the students learning to be good educational teaching.

The last point, the researcher elaborates on the book written by Byrne & Rixon (1979), entitled *ELT Guide-1: Communication Games,* which states that communication games techniques develop communication skills, particularly those of speaking, rather than practicing particular points of pronunciation or grammatical structure. Within the scope of the present study, the researcher discovered a game known as "Mr. Simon Says" that was introduced by the tutor in the classroom. The game can build a positive synergy between the tutor and students.

However, the researcher also found several challenges that still occurred in the SCL used by English tutors in Kampung Inggris Pare. There are five points that the researcher highlights: inadequate students to build bridges of connection ideas; insufficient compulsory terminology for students in role-play; misunderstanding tutors' instructions to describe the character of the students' friends in the classroom; lack of data arguments to strengthen solution ideas; and time-consuming process to make students focus on the communication games.

The first point is in line with the research by Satriani (2019), entitled *Storytelling in Teaching Literacy: Benefits and Challenges,* argues that one of the challenges is students' English proficiency. Every student acknowledged that the challenge they faced in putting this educational program into practice was their poor language ability, including in terms of vocabulary, grammar, and pronunciation. As a result, it was difficult for students to comprehend all of the material and to express their opinions. In addition, the second point also is supported by Fan (2020), entitled *The Implementation and Challenges of Using Role-Play to Improve Chinese University Students' English Communicative,* which assumes that students' proficiency differences. It indicated that the role-play techniques need more knowledge background to understand the differences in the variety of students' ability to speak English.

Therefore, the next points, the researcher finds the challenges equal to the journal article written by Kayi (2016), entitled *Teaching Speaking: Activities to Promote Speaking in a Second Language,* argues that correcting students' pronunciation mistakes very often while they are speaking. The correction should not distract a student from his or her speech. It directed that there is a

misunderstanding of tutors' instructions in the classroom activity. In addition, the lack of data arguments to strengthen solution ideas is becoming a challenge for the targets of the study in the classroom. Practically, those two challenges occurred when the tutors implemented people describing techniques and finding the solution techniques in the educational endeavour.

The last point, the researcher strengthens the challenge based on the book written by Byrne & Rixon (1979), entitled *ELT Guide-1: Communication Games,* which argues that a built-in disparity of information or opinion among the players. If a situation is created in which one player knows something that another does not the information needs to be shared in order that they should complete some task. It revealed that the time-consuming process of making students focus on the communication games is becoming a challenge.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter reports the conclusion and suggestion based on the data analysis results obtained in the previous chapters. The conclusion contains the results of the study according to the research questions. The results analyse the types of SCL teaching strategies and the process or steps of SCL teaching methods implemented by the English tutors of the Speaking program in Kampung Inggris Pare. Moreover, the suggestion of this research is equal to the results of the study.

A. Conclusion

In conclusion, the researcher begins arguing that there are several types of SCL teaching strategies used by the English tutors of the Speaking program in Kampung Inggris Pare such as Storytelling, Role-Play, People Describing, Finding the Solution, and Communication Games. Therefore, the implications from these findings, which are interwoven throughout both teachers and students, are helpful in teaching pedagogies for better understanding the teaching sequences "Boomerang": Engage-Activate-Study-Activate, in proper ways that might better encourage the learning activity. Despite the widespread adoption of SCL teaching tactics by English tutors in Kampung Inggris Pare, they still encounter problems during the learning process such as inadequate students to build bridges of connection ideas; insufficient compulsory terminology for students in role-play; misunderstanding tutors' instructions to describe the character of the students' friends in the classroom; lack of data arguments to strengthen solution ideas; and time-consuming process to make students focus on the communication games.

B. Suggestion

The findings presented in the previous chapter indicated that some suggestions have been made on different subjects.

1. Teachers

The researcher expects that SCL teaching pedagogies such as Storytelling, Role-Play, People Describing, Finding the Solution, and Communication Games can provide new insight, for the novice English tutors in Kampung Inggris Pare as

non-formal education, and for the teacher also as formal education in Indonesia. They can develop SCL teaching pedagogies to be useful for their teaching activity in the speaking class.

2. Students

The researcher hopes that SCL teaching pedagogies will enrich the knowledge in the English learning process of speaking programs to achieve the goals. It also will develop the student's skills in proper ways.

3. Curriculum Developers

The Indonesian government who are the curriculum developers will probably be inspired to adapt the SCL teaching pedagogies implemented by English tutors of the speaking program in Kampung Inggris Pare into formal education in several public schools.

4. Further Research

The small number of participants still be limited to the current study. Future research is suggested to analyse the SCL teaching pedagogy in Kampung Inggris Pare by using more research participants. Moreover, it includes also the solution to the challenges faced by English tutors when they implement the SCL teaching pedagogy.
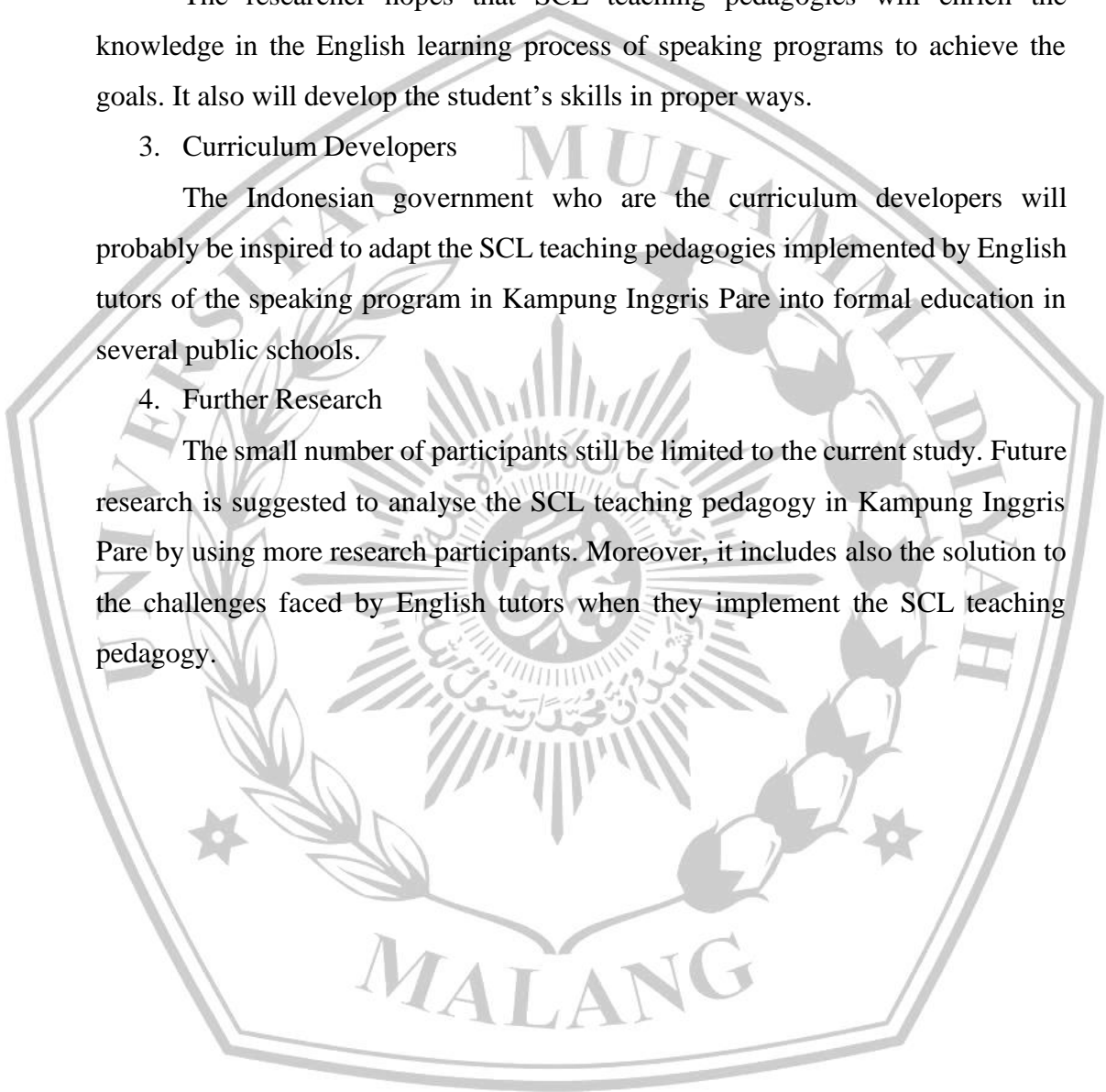
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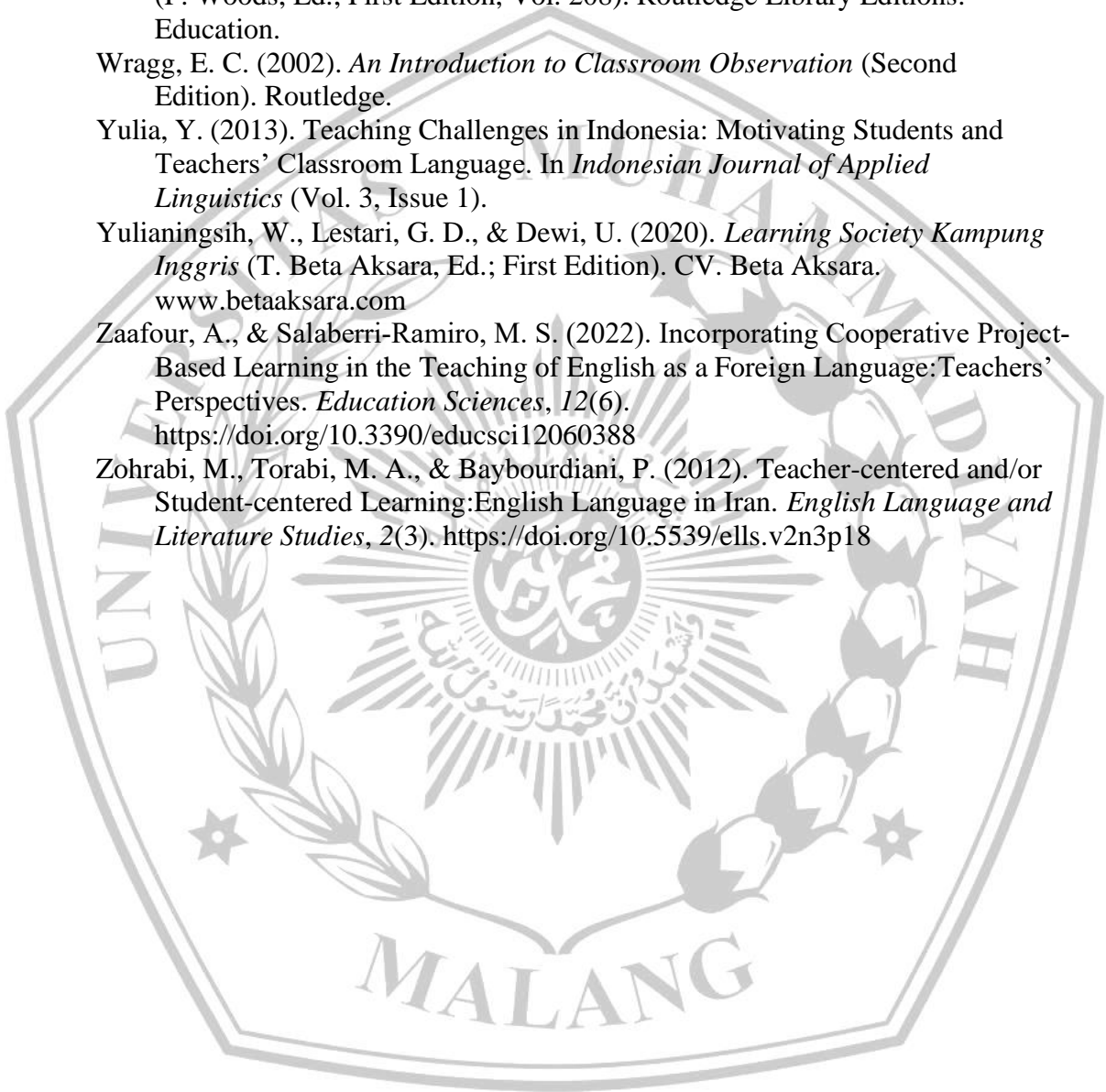
APPENDIX

Appendix 1

The Instructions of Narrative Frames Template

The English Tutor : ANM

The Subject / Lesson : Speaking 2 / Celebration

Date : 20 February 2024

Time : 10.00-11.30

Instructions:

(1) Read the whole page BEFORE starting to write.

(2) Write a coherent narrative; i.e. link each idea to the next like you would in a story.

I remember once in my classroom, I opened the class by greeting all my students. Next, I invited them to recall the previous material, it was about celebration in my student's hometown. To warm their mood up at speaking, I asked them to retell about their friend's hometown. After having it, I asked them to present about celebration in other countries, it was homework that I gave. I pointed them by doing 'clap games'. So, for the student who claps their hands whereas I didn't say clap in my instruction will come forward and present the homework. *I employed an approach what so-called* Focus Group Discussion and Demonstration approach in this case because it was suitable for this speaking level. *This approach assigned students to* be confident to deliver their ideas using mind mapping and explained them well. *I saw students discuss* the material to their classmates *and do* asking about the presentation to their friend. *They responded the task* enthusiastically, although there were still many mistakes they still did, such as grammatical error and incorrect pronunciation. *When they got difficulties with the project, they resolved it by* asking me, google or their friends. It is normal as I always advise them to help one another when having trouble in practise and not to be shy to ask for my help. *The class looks* fun and interesting because they really enjoy practising English as their wish. Before closing the class, I give feedback for the mistake they have to fix for next presentation.

The English Tutor   : AM

The Subject / Lesson : Tertiary Speaking / Speech

Date   : 19 February 2024

Time   : 13:00 – 14:30

Instructions:

(1) Read the whole page BEFORE starting to write.

(2) Write a coherent narrative; i.e. link each idea to the next like you would in a story.

I remember once in my classroom, I opened the class by greeting and praying together to all my students. Then, I asked them to prepare the previous material, which was about some topics that they had a choice to discuss in the class. To burn the positive atmosphere in the speaking class, I gave a short simulation about one topic spontaneously. So, I chose one student to come forward and he/she had to deliver the topic. In this case, he/she talks in front of the audience and speeches with the pulpit like "Kuncen". After finishing the speech, the other students can respond to the "Kuncen" by asking or giving an opinion. We carried out this speaking practice with enjoy learning to make the students active in delivering ideas in the class. Finally, to measure how far the students were able to follow the activity in the class, I gave feedback on the "Kuncen" performance overall and I responded also the the other students that they asked and gave their opinions. *I employed an approach what so-called* communicative language teaching because I thought it was proper for this material. *This approach assigned students to* express their ideas and opinions during the "Kuncen" performance. In this method, students would actively practice English communication skills. *I saw students discuss* the topics that had already been delivered by "Kuncen" *and do* practice their speaking well in delivering ideas or opinions according to the tutor's directions. *They responded the task* quite well by preparing the text of the topic that they had to be "Kuncen" as role-play. *When they got difficulties with the project, they resolved it by* asking me questions or discussing it with their friends. *The class looks* quite active and communicative. At the end of the lesson, I concluded and re-evaluated the students' learning activity that we had studied in the class.

The English Tutor   : FYK

The Subject / Lesson : Speaking 2 / Describing people

Date   : 21 February 2024

Time   : 10:00 – 11:30

Instructions:

(1) Read the whole page BEFORE starting to write.

(2) Write a coherent narrative; i.e. link each idea to the next like you would in a story.

I remember once in my classroom, I opened the class by greeting all my students. Next, to break the ice, I invited them to do Tongue Twisters together. Then, I checked the students who were present and absent. After some time, I immediately asked my students to turn to page 15. Today's material was about describing people. The unit we studied was about vocabulary related to describing people. I translated each word and added some new vocabulary that wasn't written in the guidebook. And after that, I taught them how to pronounce each word over and over again. After I thought everything was going well, I immediately explained their task today, which was describing classmates. I divided my students into small groups. I pointed a student in each group to stand up to describe a friend in the same group. However, before we began, I explained some grammatical structures related to the lesson. Then, they began to practice. Speakers finished doing their job would appoint one person in each group to be the next speaker. And so on until it's done. *I employed an approach what so-called* a collaborative approach in this case because I thought it was suitable for today's lesson. *This approach assigned students to* involve active participation from the students. In this method, students were placed in small groups or work pairs to work together to complete a task or project. *I saw students discuss* the task *and do* practice with one another if there were things they didn't know, such as vocabulary. *They responded the task* to the task very well and enthusiastically, although there were still many mistakes they still did, such as grammar errors. *When they got difficulties with the project, they resolved it by* asking me or their friends. It is normal as I always advise them to help one another when having trouble in practice and not to be shy to ask for my help. *The class looks* quite conducive and ran well. After class, I assigned homework for them to prepare a presentation about public figures to describe.

The English Tutor : BK

The Subject / Lesson : Bridge Speaking / Problem and Solution

Date : 20 February 2024

Time : 16:00 – 17:30

Instructions:

(1) Read the whole page BEFORE starting to write.

(2) Write a coherent narrative; i.e. link each idea to the next like you would in a story.

I remember once in my classroom, I opened the class by greeting and praying together to all my students. Next, I asked questions directly about the statements to build up the students' focus. After the students responded, I gave a problem and the students should reach a great solution spontaneously. Then, I requested the students to make conversation with peers in the groups, each group had two students. In this case, every group should speak up about two points: problem and solution which having by the two students in a group conversation. After having it, I checked during the conversation in every group and gave the feedback directly. *I employed an approach what so-called* problem-based learning because it was suitable for this speaking class. *This approach assigned students to* be confidence to explore their ideas about some problems of classmates and to be brave in giving their solutions to those problems. *I saw students discuss* the conversation actively *and do* practice together to speak up about problems and solutions in every group if there were things they did not know, such as vocabulary. *They responded the task* eagerly, although there were still many mistakes they still did, such as grammatical errors and incorrect pronunciation. *When they got difficulties with the project, they resolved it by* asking me, google, or their friends. In my perception, this is in line with the principles of problem-based learning. *The class looks* quite active and ran well. Finally, I completed by giving motivation to the students, exercising to speak like a native speaker, and remaining the task for the next meeting.

The English Tutor   : SL

The Subject / Lesson : Pre-Intermediate Speaking Hack / Descriptive Patterns

Date   : 29 February 2024

Time   : 16:15 – 17:45

Instructions:

(1) Read the whole page BEFORE starting to write.

(2) Write a coherent narrative; i.e. link each idea to the next like you would in a story.

I remember once in my classroom, I started my class by greeting all the students. After that, as usual I always undertake an apperception to review the previous day's lesson a little. Then I checked the students' attendance list. The following activity is called 'lead in activity'. In this activity, I delivered an introductory speech or a bridging to prepare the students to receive the material. In this section, I also explained the purpose of this lesson. That day's material was about Descriptive Patterns. The first step I took was to explain the entire content of the material and I also gave an example of how to describe something or a topic without text using Descriptive Patterns. To find out whether they understood the material, I invited them to connect the pattern in turn. Once I thought it's enough, the students started practicing by forming two lines and facing each other. Then I would provide a topic spontaneously for them to describe in turn in front of their friend. We carried out this speaking practice with varied activities such as switching the partner of speaking by rotating. And finally to measure how far the students were able to apply this pattern, I gave a certain duration for the last few topics until the class ended. *I employed an approach what so-called* a communicative language teaching because I thought it was very suitable for this material. *This approach assigned students to* conduct actual social interactions such as conversations, presentations, or discussions. In this method, students were positioned in pairs to actively practice their communication skills. *I saw students discuss* the topics *and do* practice their speaking well according to the tutor's directions. *They responded the task* quite well and really excited to practice the material given. Although there were still some weaknesses they did, such as not being precise in explaining one of the patterns. *When they got difficulties with the project, they resolved it by* asking me questions or discussing with their friends. In my opinion, this is in line with the principles of the communicative language learning method. *The class looks* quite active and communicative. In the end, I concluded and re-evaluated the content of the material we had studied.
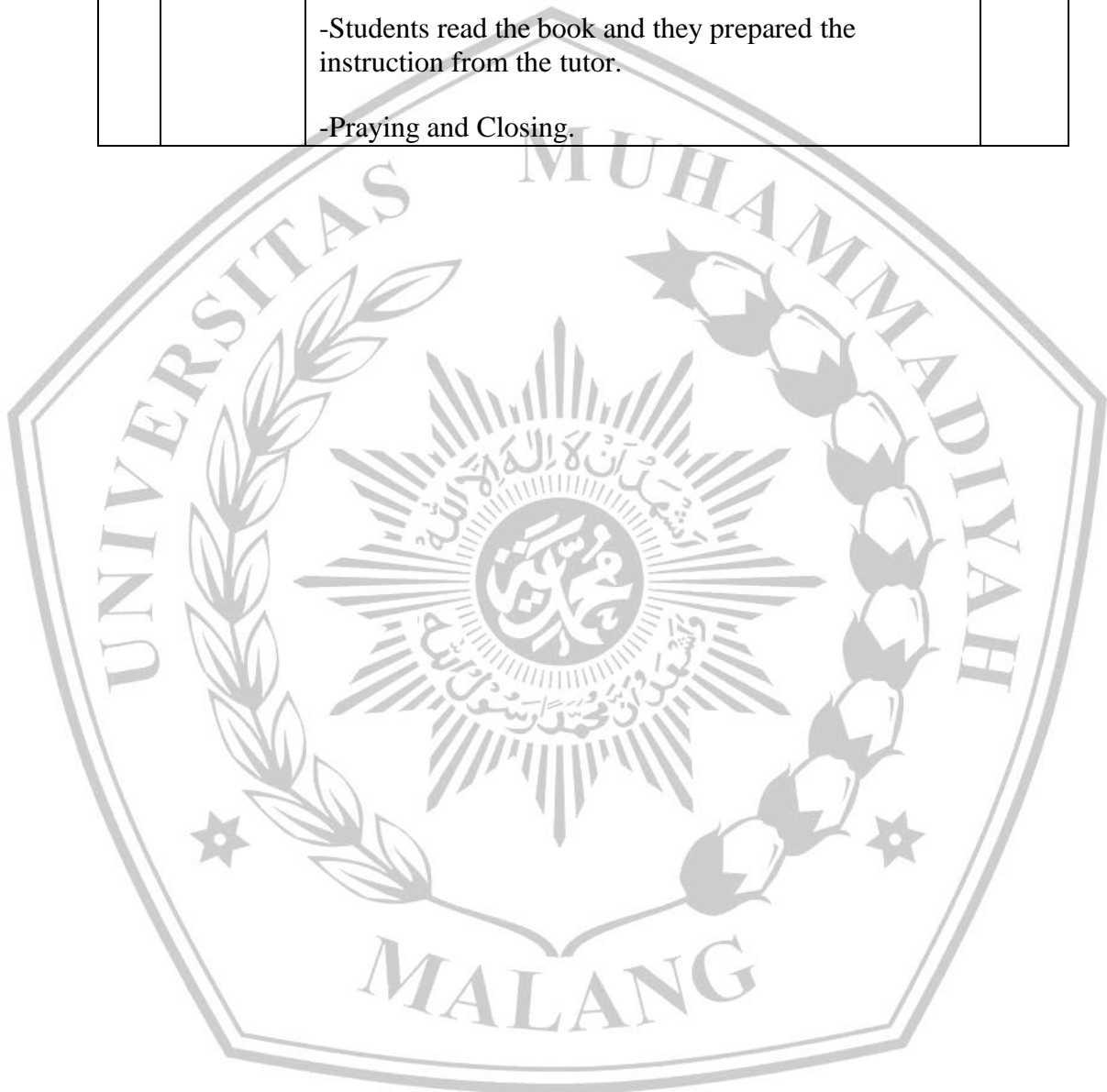
The Data was Reported by Video Recording in Classroom Observation

The English Tutor : ANM
The Subject / Lesson : Speaking 2 / Celebration
Date : 20 February 2024
Time : 10.00-11.30

No	Teaching Sequence	Teaching Activity	Time
1	Engage	-Greeting. -Praying. -Encourage the previous meeting: Celebrations. -Giving simulation about Celebrations by English tutor in speech around 5 minutes.	05'

2	Activate	- Individual student performances discussing friend's hometown celebrations in front of audiences;
		  1. Student A (Gorontalo)
		    Tumbilo Tohe
		    Karawo
		  2. Student B (Madura)
		    Kerrabhân sapè
		    Sapè Sonok
		  3. Student C (Bandung)
		    Bandung Lautan Api
		    Keuken
		  4. Student D (Kediri)
		    Automotive event
		    Scooter/vespa
		  5. Student E (Aceh)
		    Kaurie Beureuat
		    Marriage
			40'

3	Study	-Feedback from tutor to every student's performances: -Pronunciation: Even (Event/ɪˈvent/)…etc. -Understanding meaning between Like and Prefer: -Sentences… I like an apple and I am like a king. I prefer to cook than run. -Giving additional vocabulary: Kerosene: minyak tanah Traditional custom/attire Bull: banteng jantan Held: diselenggarakan	30'

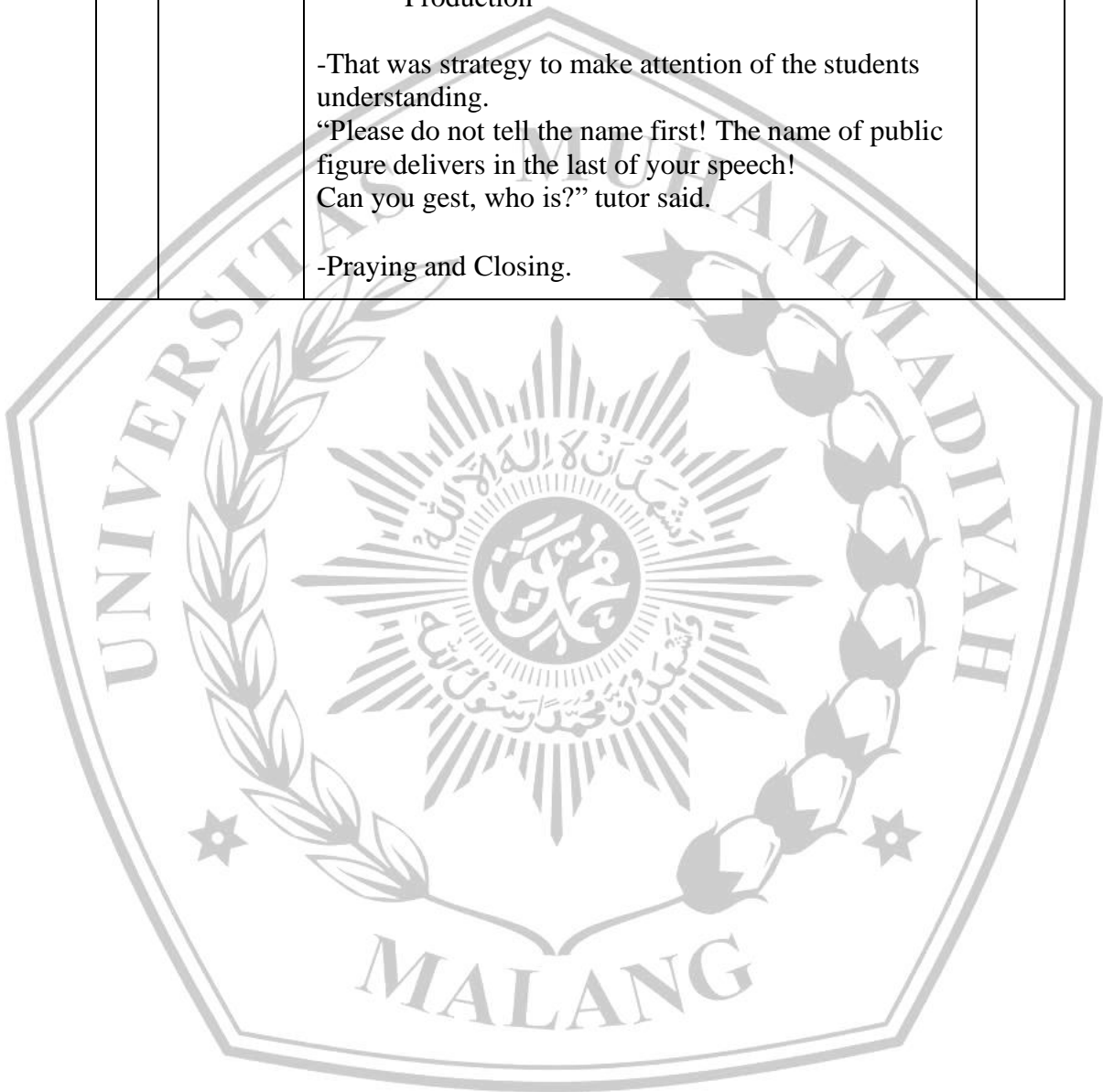|		Gymnasium: ruang olahraga Healthy food: makanan sehat Competition: perlombaan	
4	Activate	-Assessment of learning: Looking at the students' book (unit 11). Read and prepare for discussion in the next meeting. -Students read the book and they prepared the instruction from the tutor. -Praying and Closing.	15'

The English Tutor   : AM
The Subject / Lesson : Tertiary Speaking / Speech
Date   : 19 February 2024
Time   : 13:00 – 14:30

No	Teaching Sequence	Teaching Activity	Time
1	Engage	-Greeting. -Praying. - Tutor stimulated speaking about some topics and gave time to the students to practice what they already prepared in the previous meeting.	05'
2	Activate	- One of the students became like "Kuncen" who talked in front of the audiences. He or she talked with the pulpit about one topic that was already prepared. 2. Student A (Topic: Religion) After finishing, the other students had to respond to the "Kuncen" by asking some questions or giving an opinion.	20'
3	Study	-Students discussion 1. Student B (asking) What is the difference between habit and culture? (Students respond) -Direct feedback from the tutor. if the "Kuncen" response was not answered, the tutor directly adds the answer. -Feedback from the tutor for the "Kuncen" performance overall. -Giving new vocabulary Compulsory: kewajiban Verse: ayat Fasting: puasa	50'
4	Activate	-Asking to the students to prepare the next meeting. "who will be the next 'Kunchen' and what the topic that "Kuncen" want to be discussed?" tutor asked. - Every student answered and talked for a short time about the topic that they had already done to be written on text. -Praying and closing.	15'

The English Tutor   : FYK
The Subject / Lesson : Speaking 2 / Describing people
Date   : 21 February 2024
Time   : 10:00 – 11:30

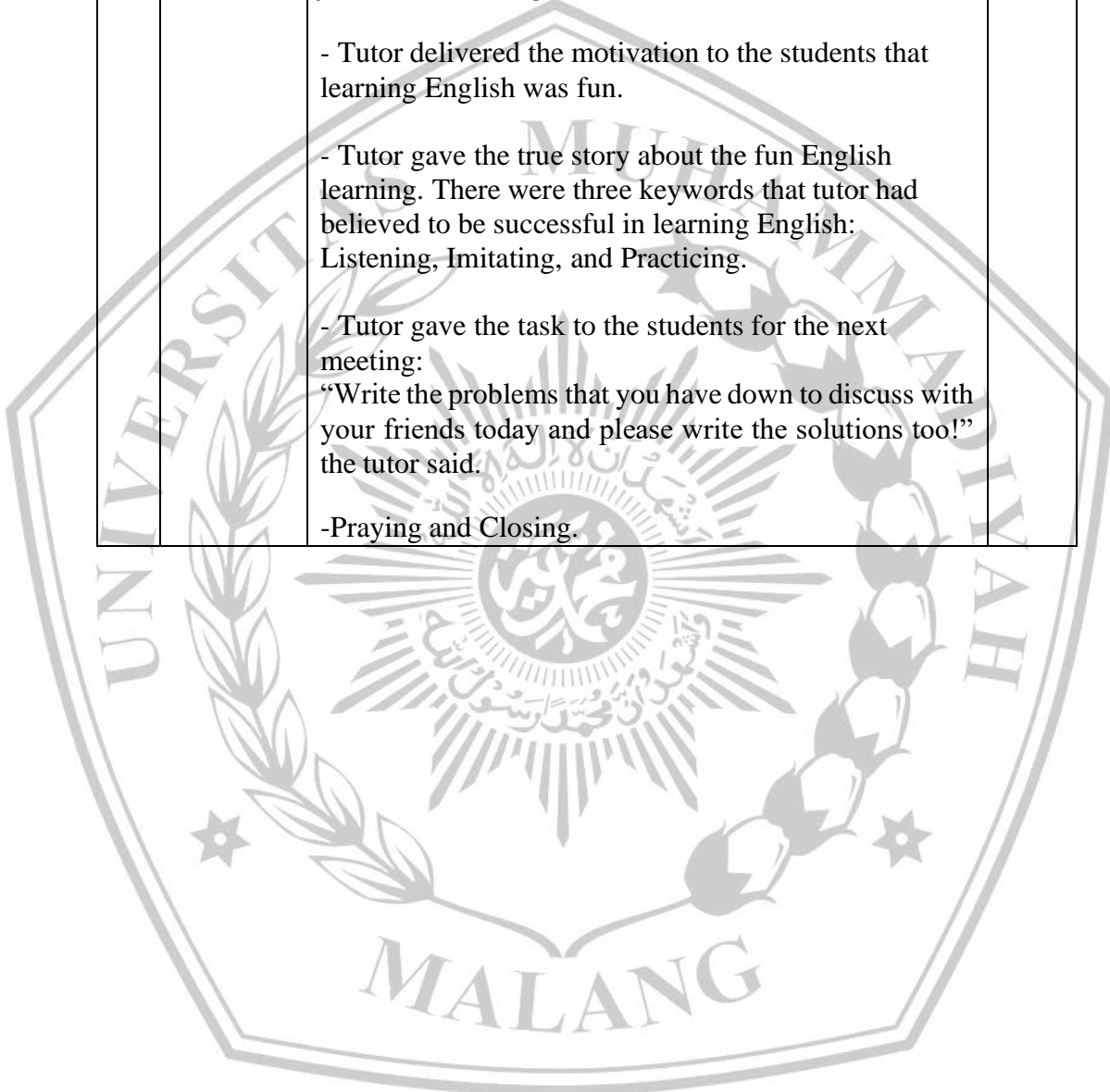| No	Teaching Sequence	Teaching Activity	Time
1	Engage	-Greeting. -Praying together. -Asking students to open the guidebook at page 15. -Tutor requested the students to read the guidebook. -Tutor read the attendant list. - Tutor reminded the students about the material in the previous study.	05'
2	Activate	-Students read together the material from the guidebook about the topic: Describing People. (There were so many vocabulary in the guidebook with the good visual art without meaning on it)	10'
3	Study	- The tutor wrote the vocabulary that students did not know the meaning of, he read it by drilling techniques, and giving the simple sentences spontaneously: - Spoil: manja - Art working: pekerja keras - Stingy: pelit - Generous: dermawan - Considerate: attention: perhatian - Grumpy: pemarah So, the tutor asked to the students to make 7 groups because there were 28 students in the class. Then, every group included 4 students and they had to describe the topic: "The Character of the Friends in the Classroom". They also were able to see the book for preparing the speech. Each group had one student to stand and speak up about the topic.	50'
4	Activate	-Students practiced what the teacher had already given of instruction. -Giving feedback from the tutor directly by walking around the groups. - Tutor appreciated all students who could enjoy the class during the lesson.	25'

		-Tutor gave the task for tomorrow's meeting about the public figure (idol): from general to specific.	
		- Physical apparencies	
		- Character	
		- Masterpiece	
		- Creation	
		- Production	
		-That was strategy to make attention of the students understanding.	
		"Please do not tell the name first! The name of public figure delivers in the last of your speech!	
		Can you gest, who is?" tutor said.	
		-Praying and Closing.	

The English Tutor   : BK
The Subject / Lesson : Bridge Speaking / Problem and Solution
Date   : 20 February 2024
Time   : 16:00 – 17:30

No	Teaching Sequence	Teaching Activity	Time
1	Engage	-Greeting. -Praying. -Tutor asked the students about today's condition.	05'
2	Activate	-Tutor gave the direct question: "Agree or disagree that the women have longer age from the men?" tutor said. - Students had to respond it by raising their hands and connecting the argument with their experiences like having a grandmother who still lives.	10'
3	Study	-The tutor gave the problems to the students. Then, every student had to answer by looking the great solution. "What do you feel after crying?" the tutor said. (One of the students answered it by taking ablution because it makes him feel happy back). - Therefore, the tutor asked the students to make conversation with their peers. So, make a group. Every group had two students. "Now, looking your peer! Ask or tell about some problems to him or her and he or she will answer it by giving the solutions," the tutor asked. -The tutor checked the conversation among the group and gave feedback. If there was a vocabulary that the students did not know, the tutor would give it directly. So, the tutor wrote the vocabulary on the whiteboard and he read it by drilling techniques. Then, giving the sentences spontaneously; - Comfortable: kenyamanan - Because – due to: karena	60'
4	Activate	- Students practice: speaking fluently like a native speaker by guiding the tutor.	15'

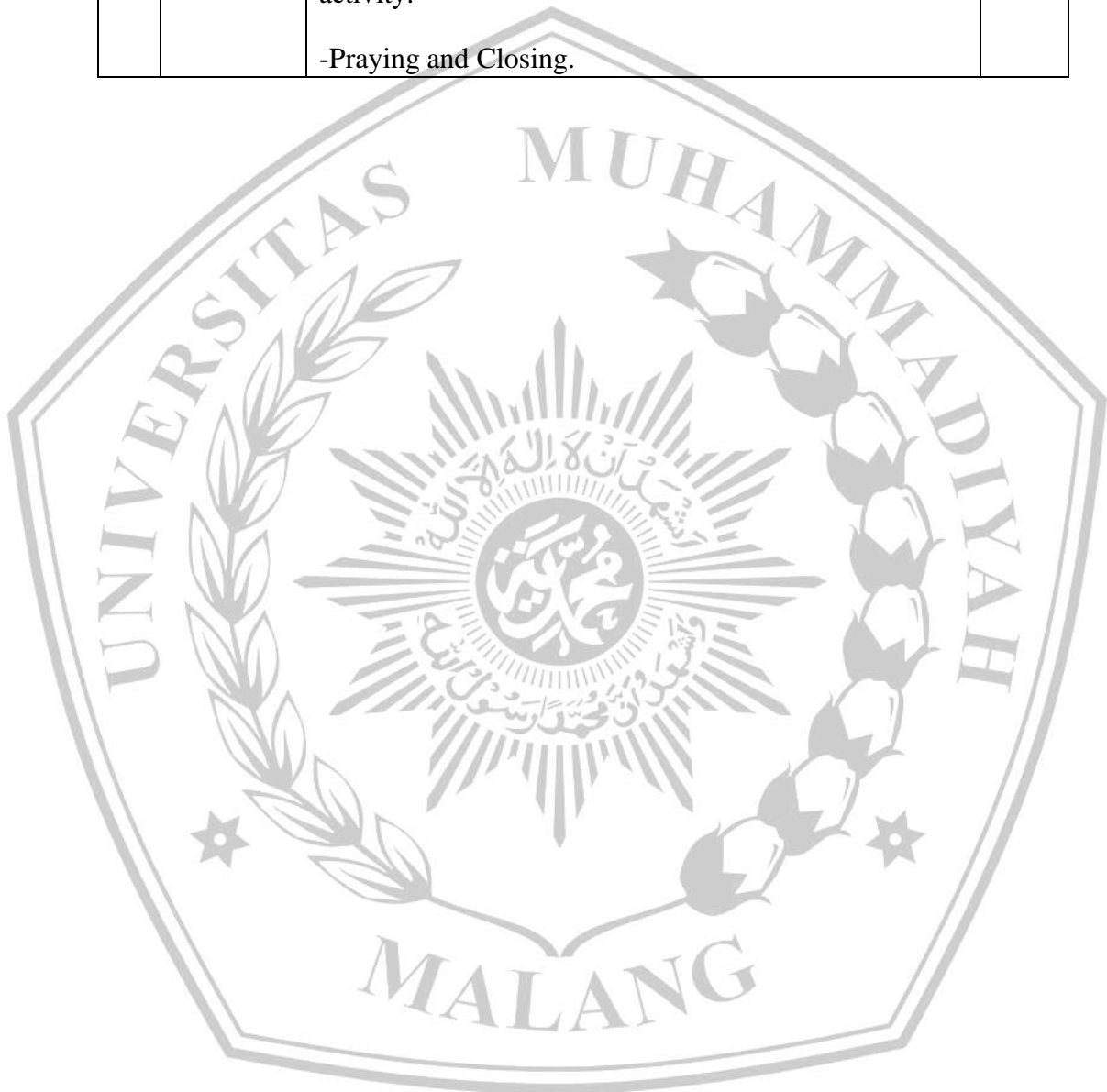| | | - Tutor wrote these sentences on the whiteboard and he asked the students to read loudly together with his guidance.

"Maria doesn't seem very hungry.
She is just pushing her food around her plate with her fork and not eating much at all."

- Tutor delivered the motivation to the students that learning English was fun.

- Tutor gave the true story about the fun English learning. There were three keywords that tutor had believed to be successful in learning English: Listening, Imitating, and Practicing.

- Tutor gave the task to the students for the next meeting:
"Write the problems that you have down to discuss with your friends today and please write the solutions too!" the tutor said.

-Praying and Closing. | |

The English Tutor　　　: SL
The Subject / Lesson : Pre-Intermediate Speaking Hack / Descriptive Patterns
Date　　　　　　　: 29 February 2024
Time　　　　　　　: 16:15 – 17:45

No	Teaching Sequence	Teaching Activity	Time
1	Engage	-Greeting. -Praying. - The tutor implemented the game of "Mr. Simon Says". When the tutor checked the attendant list, the tutor instructed the students for saying "I am brave" if the students' name called by the tutor.	05'
2	Activate	-The tutor became Mr. Simon, so if Mr. Simon says "Touch your body!" Then, the players or students had to do Mr. Simon's instruction. (Student activity with the Mr. Simon's instruction)	10'
3	Study	-The tutor gave the challenge to the students to speak up without preparation. There were two patterns: 　3. Imagination to talk about some topics (Tutor's simulation with the topic: Pepsodent) 　4. Descriptive pattern Then, students talk immediately based on picture shared through WA group application. There were tips or ways in the examples of descriptive patterns to guide the students' speaking: 　4. General things: in general, everyone knows, mostly…etc. 　5. Specific things: new information, experience, did you know that, in fact… etc. 　6. Conclusion or suggestion: in my opinion, I suggest that, in my point of view, I think… etc. In this case, the tutor was still Mr. Simon's role. When he says somethings like: Mr. Jokowi to one of the students, he or she had to speak up immediately about Mr. Jokowi by using two patterns. The picture of Mr. Jokowi also had already been sent to the WA group application. So, the student can imagine that picture to prepare for the speaking. ((General (G), Specific (S), Conclusion(C))) -Student A: Mr. Jokowi *G: Javanese people, President of Indonesia*	60'

| | | *S: Become President of Indonesia since 2014, Usually, he wears vanel clothing (Kotak-kotak vanel) shown on TV.*
C: Overall, he is a good president.

- The others topics were Upin Ipin, and Brilliant English course. In this case, the tutor gave the time (5 minutes) for students' performance to speak up the topics.

-Tutor innovations:
Ask to the students to make two groups. Every group have one partner.
(peer-teaching).

THE FIRST POSITION…
Group one: the students had to describe in general and conclusion sides.
Group two: the students had to describe in specific sides.
The topic was delivered by the tutor or Mr. Simon: Shopee.

When the students active to speak about Shopee, the tutor check and recheck the student's ability. If there were some students feel confused to speak, the tutor gave the direct feedback or the idea that connected to the topic (Shopee).

Then, the tutor asked to the students for switching partners and rotation positions of the groups.

THE SECOND POSITION…
Group one: the students had to describe in specific sides.
Group two: the students had to describe in general and conclusion sides.
The topic was delivered by the tutor or Mr. Simon: Aqua
(The feedback from tutor was still same like the first position) | |
| 4 | Activate | -In this case, the tutor still Mr. Simon roles. Before the end of student's activity, the tutor gave one topic that asking to the students for describing it in 30 second. The topic was talking about Rafi Ahmad's family. (Students respond it immediately) | 15' |

		-The tutor reminded the students about the material had been already learned. The keywords of descriptive pattern were fact in general, specific, and conclusion. -The tutor also gave the evaluation to the learning activity. -Praying and Closing.	

Appendix 3

Plagiarism Report

Tesis UMM (Taufik Hidayatullah) 2