



A Portrait of Teaching and Learning Speaking Strategy at Eighth Grade of English Extracurricular

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Abstract

Toddlers have behavioral styles or temperaments that affect sensory and motor interactions. This The aim of this research is to know teaching and learning speaking process in English extracurricular in (Sekolah Menengah Pertama/Junior High School). The method which used in this research is qualitative research. The techniques of collecting data that the researcher used are in depth observation and in dept interview to know about teaching and learning speaking in The EAST class as English extracurricular program. The result of this research shows that teaching and learning speaking process in English extracurricular program is good, because it does with appropriate approach, method, and technique that the tutors used are suitable to the students needed. Therefor, the students have good progress in learning speaking English. The researcher recommend this extracurricular program to be followed by other schools. Because the researcher saw, in common, people have an assumption that a person who master in foreign language is a person who can speak its language. Speaking is interpreted as a fundamental subject for students develop a successful communication in language itself, which is often the main aim of learning any foreign language. It takes place that teaching speaking has a fundamental position to teacher helps students in learning speaking English. Therefor, teaching and learning speaking has become important for teachers and students to get the aims of speaking, those are to communicate and interact to others.

Keywords: *Teaching and Learning, Speaking, English Extracurricular*

A. Introduction

English has become a very important language in the world. It becomes famous language in all stages. The Indonesian government has relized the importance of English and has decided that English is a compulsory subject at the secondary school level (Fachrurrazy, 2014:1). It is an evidence that English has big role in Indonesia education world. In English for education has a term receptive skill and productive skill, where productive skill are consist of listening and reading, and productive skill are consist of speaking and writing. In Indonesia society has an assumption, a people said master in English if he/she can speak English in fluently and accurately. Therefore speaking has become a main product of English skill.

Speaking is interpreted as a fundamental subject for students develop a successful communication in language itself. Speaking is regarded as the most crucial and central one as it

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enables the learner to establish successful communication in that language, which is often the main aim of learning any foreign language. It takes place that teaching English is also has a fundamental position to teacher helps students in learning speaking English. It is confirmed by Hughes (2011: 7) that level and fields of speaking are include sound, structure, and organization and behavioral. Those are complex element in speaking English for students which teacher should help.

Speaking in junior high school regarding to the researcher's experiences are often only does inside the class. That also does in uneffective way. An assumption that speaking is not appear in National Exam (UN), it does not have big attention for some school which focus on speaking. Whereas, speaking English has known it is important for students when they face the practice examination. Not only at school, but for they face their future. In formal institution should be good example for others to speak English in daily. At least full speak English in English class. It is better for students learn English naturally with teacher and peers.

The researcher found the data from one of tutor in English After School Team (EAST) and also as a teacher at SMP Negeri 1 Sumber on Friday 27th January 2017 through interview. This school is different from another school in the same stage. Speak English is an obligation for certain lesson in certain class. Teacher should explain the materials in English, then translated to Bahasa Indonesia and students are obligated to speak English for discussion. At past, this school was became Rinstisan Sekolah Berbasis Internasional (RSBI) school. But government had erased that from the rule. Now, it becomes school as usual but still have different characteristic from another. This school still use two languages or bilingual for learning in each lesson, namely English and Bahasa Indonesia. As what he said "we use English for each lesson, for about 85% to 90% use English then the rest is using Bahasa Indonesia. It captures that English has a big role for them.

Relizing a big role of English for them, the headmaster create various kind of English program. Regarding to English tutor in English After School Team (EAST) and as a English teacher there, said that "this school is very support in teaching and learning speaking process by creating various activity for students to increase their speaking ability outside the class, except in extracurricular namely English Club like another school has. This school has different characteristics from another school, it has any kind of English program to support students speaking ability. The programs are study tour to Pare and English After School Team (The EAST)". The EAST is an extracurricular English program in this school. Those are created in order to students can increase their speaking ability naturally and face Masyarakat Ekonomi Asia (MEA), in other word, they can communicate with domestic people or native speaker from another country.

The English programs, first is study tour to Pare only for eighth grade, a program does every holiday, the school send eighth grade to learn English at Pare, Kediri, for two weeks. The objectives of study tour to Pare is in order to students directly practice in real English environment where people there use English to communicate in various situation.

English After School Team (EAST), according to the data taken from Fajar, on Monday February 22nd 2016, an online news, and maintained by English teacher's explanation when the researcher interviewed about school supports, The English After School Team (The EAST) is a team in learning English with method that applied in Pare, Kediri, East Java. This program obligate followed by students in seventh grade and eighth grade. It does twice a week after school, Monday and Tuesday. So, it does in outside the class and in less formal learning situation. The students devided in several group, and each group has one tutor. This team has 25 tutors to

help students in speaking ability. Each tutor has two groups that being thought, consist of 1 until 19 students. The main objective of this is to increase students' confidence and speak English more".

The English After School Team (The EAST) declared by the headmaster of SMP Negeri 1 Sumber, Dr. H. Mashuri, M.Pd said:

"Dengan metode pembelajaran bahasa inggris ala pare tersebut, sengaja kami mengencarkan program terbaru itu kepada peserta didik yang mengenyam pendidikan di SMPN 1 Sumber. Dengan tujuan, diantaranya memotivasi dan menumbuhkan percaya diri kepada para siswa ketika mereka berbicara atau berdialog menggunakan bahasa inggris," ujar Kepala SMPN 1 Sumber, H Mashuri, saat ditemui awak media, Senin (22/2/2016).

(With a learning English method from Pare, deliberately we incessant that newest peogram to stuudents at SMP Negeri 1 Sumber. The objectives are to motivate and make students confidence grow when they speak or take a dialogue use English", said the Headmaster of SMP Negeri 1 Sumber, H. Mashuri, when he met by media crewman, Monday (22/2/2016)).

It is an evidence that school is very support teaching and learning speaking activity there. Any kind of English programs are created to increase students English competence especially for speaking ability.

Based on the data that researcher found, SMP Negeri 1 Sumber has different characteristic about teaching and learning speaking. Many efforts created by the school in increasing students speaking ability. The English programs designed for students both study tour to Pare and English After School Time (EAST), The researcher very interested to explore how to teach English in English After School Team (EAST) as learning in less formal situation, remember that it is one of school program to support English lesson in formal situation, classroom activities. This research is very beneficial for some elements, such for another school who can follow the English program to support in increasing English atmosphere, and increase students abilities and students confidence to speak English. Therefore, the researcher will explore how teaching English is carried out in English After School Team (EAST). It is very interesting and important to be researched

B. Methods

This study will use qualitative or intentionally descriptive qualitative. Descriptive qualitative is targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved (Ary, et all, 2010: 455). Qualitative research is usually focused on a phenomena, activities, situations or materials. Dawson: (2009: 14) has confirmed that qualitative research explores attitudes, behaviour and experiences through such methods as interviews or focus groups. Lodico, et all., (2006: 264) has added that qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study.

This study took a place in one of Junior High School in Kabupaten Cirebon, that is SMP Negeri 1 Sumber, it is located on Dewi Sartika street, Sumber. The aspect of why this research takes place in that school is, caused the school has many English program. The researcher will conduct the data from participant observation through more involved in speaking activities and interviewing the English teacher, English tutor, headmaster, and vice of the headmaster in curriculum division. With the main objective is to explore how does the school support and how is teaching and learning speaking process conducted.

The researcher collected the data through two steps: primary and secondary data. The primary source data was taken from teaching and learning speaking observation. While the secondary source data was taken from interviewing the English teachers, the headmaster of SMP Negeri 1 Sumber, representative of the headmaster, vice of the headmaster in curriculum division, English teacher, and English tutor. In teaching speaking observation, the researcher observed teaching speaking process directly in the classroom.

In the next, the researcher used a secondary data that was interview to carry out the data accurately that may not be conducted from observation. Dawson, (2009: 74) has added that as the interview progresses, ask questions, listen carefully to response and probe for more information. The objects are the English teacher when he/she is carried out the speaking class.

The main instrument of this research is researcher herself. Other instrument that used by researchers include in this research are, observsation checklist, field notes, interview transcription, audio recording, and lesson plan. The tool used during the speaking taking place. The tool supported the study presented here. Observation checklist was a tool that used during speaking activities. The audio recording to take interview, then it transcribed into the document. Field notes used as supporting evidence of activity during the observation. Transcript is used as a support audio recording and written interviews.

Some of qualitative research use in depth observation to investigate and to answer the research questions in each study. Fraenkel and Wallen (2009: 440) has argued that certain kinds of research questions can best be answered by observing how people act or how things look. Caused using participants observation, this study, therefore, will conduct the data by participating in the classroom in order to investigate the teaching methods, media used, and the school program to supports teching speaking.

The researcher used in depth interview guide to probe the information. The interview that the researcher used has a few of types to be asked. Types of interview that the researcher will use are classroom management, teaching technique, use of teaching aids, and use of English. The researcher have interviewed the English Teacher, the Headmaster of SMP Negeri 1 Sumber, curriculum division, The EAST Tutors, and other participant that supported the data.

In the document analysis, the researcher has explained what have to do the data. Regarding Lodico, at all, (2006: 302) confirms that although the steps involved in qualitative data analysis will vary according to the research questions asked and the type of approach taken. Firstly the researcher will take the data from interview recording and changed it as written form. After hat is coding, anylizing and classifying the data. The data will be transcribing into written document use name codes and data codes to read, these are:.

Table 1.1 Codes of the Data

No.	Category	Coding
1.	Tutor 1	Tu.1
2.	Tutor 2	Tu.2
3.	Tutor 3	Tu.3
4.	Tutor 4	Tu.4
5.	Tutor 5	Tu.5

6.	Headmaster	HDM
7.	Vice of the headmaster in Curriculum Division	CrD
8.	English Teacher	Etc
9.	English Tutor	ETo

The final step in this research, the qualitative data analysis is the actual writing of the research report, including the researcher's interpretations of what the data mean. Most qualitative research is reported in a narrative manner, which often makes it more enjoyable to read than quantitative research

C. Findings and Discussion

The research finding is going to discuss which related to the first research question that is, how is teaching and learning speaking process conducted in English After School Team (The EAST) at SMP Negeri 1 Sumber.

After the researcher conducted a study, the researcher found the data from five tutors in English After School Team (The EAST) in depth observation and interview on February 28 to March 20, 2017 at SMP Negeri 1 Sumber. The researcher found the data from The EAST class, The EAST is an English team at SMP Negeri 1 Sumber. Equal to its name, The EAST class is conducted after the school time, exactly on 2.00 p.m until 3.30 p.m, so it is conducted in less formal learning situation. It does twice in a week, Monday and Tuesday. The first week, the class used for conveying materials, then in the next week or they usually said second week used for practicing materials.

The EAST has 25 tutors. Each tutor has two different classes a week. A class consist of 16 students, it is a small class. They made for each meeting together after meeting has done. So, in that lesson plan, there are many ideas from tutors, each of them put their idea in part of class activity. It was different lesson plan like formal school. This lesson plan sometimes gave free in conducted pre activity and post activity, they have the similarity in conducting main activity for conveying those materials. Therefore, the researcher found the data from five tutors from The EAST in natural teaching and learning speaking class after the school time.

The researcher took the data from 5 tutors suggested by the coach of The EAST that assumed have a good skill in teaching and learning speaking. Each tutor has a code to be understandable. The first tutor coded as Tu.1, the second tutor coded as Tu.2, the third tutor coded as Tu.3, the fourth tutor coded as Tu.4, and the last tutor coded as Tu.5. This session, the researcher has identified five teaching and learning speaking of the tutors based on the observation checklist. From those five tutors, the researcher has found the differences in how the tutors delivered the topic in conducted teaching and learning speaking process, especially in opening and closing of learning process. However, most of the teaching and learning speaking process are quite similar. The researcher will discuss accordingly those differences based on the data captured.

Based on those data in depth observation and interview, the researcher has found the differences in how tutors open and close the class. Regarding to their lesson plan also noted that the tutors are free to conduct teaching and learning activities in the beginning and the ending. In the beginning, all the tutors greeted warmly and friendly, they transfered positive energy in the begining of the class. This demonstrated tutor characteristics when they were learning in the class. It is good for students condition, it also indicate that was no gap between tutors and students. This based on Smith, 2004:33; Fachrurrazy, 2014: 117 about teacher

characteristics who is liked by students are : caring, consistent, enthusiastic, fair, firm, flexible, good communicator, honest, humorous, knowledgeable, organized, patient, positive thinking, and reflective.

Those five tutors have fulfilled five principles of teaching and learning activities according to Asep Kurniawan (2014, 4-12). First, student centered learning, each students have ability to develop and responsible by any kind of learning activities to understand the materials, while the teacher as facilitator of them. Second, learning by doing, this principle force students to involve them in learning activities. Students involvement are in phisically, mentally, emotionally, and cognitive achivement. The tutor jobs are guide students in context of grow students motivation; invite students to be active; teach with give the attention toward individual defferences; and transferring to the real life. Third, joyful learning, is unbored learning situation. Tutors built joyful class atmosphere during the class conducted, so that students can focus on materials. Also confirmed by Harmer (1998:5-6) teacher should catch students attention and grow students desire to learn what they have to. Besides teacher as facilitator, also as determiner for students on their understanding related to classroom atmosphere. Fourth, meaningful learning, students use their background knowledge to do work and use what they have known to understand the new information related to their experiences. The last, problem solving, students learned a strategy to solve the problem by giving any examples in any questions.

In this class, besides focused on the objectives of materials, The EAST also has general objective of the class that is increasing students confidence in speaking English. Students confident is important for developing their English skill, especially for speaking. It is influenced by their motivation. According to Gardner and Lambert on How to Teach English by Harmer (1998:8) suggested that students who felt most warmly about a language and who wanted to integrate into the culture of its speakers were more highly motivated. The desire to learn can come from many causes. Teacher should undesrtand about these. But, teachers are not ultimately responsible for their students' motivation. Teachers can only encourage by words and deed. Real motivation comes from within each individual. Therefore, each tutor motivate their students by meaningful class activities in order to students are confident speaking English more. It is match both the objective of The EAST and the way tutor motivate them when the class conducted.

Regarding to Harmer (1998: 27-28), the elements need to be present in a language classroom to help students learn effectively. It called ESA, three elements which will be present in all – or almost all – classes. They are: engage, study, and activate. Engage: teachers try to arouse the students interest, thus involving their emotions. Activities and materials which frequently engage students in The EAST class are games, discussion, and stimulating pictures. Study: the students are asked to focus in on language or information and how it is constructed. The EAST class applied this element in main activity, when the tutor conveyed the materials followed by all students appropriately get the objectives of materials. Activate: describe elements and activities which are designed to get students using language are freely and communicatively as they can. The EAST class applied it in the last session of the class, they were doing tasks, or speaking English freely and communicatively to their pair or groupwork in evaluation. Thus, The EAST class designed teaching and learning activities by doing warm up in the beginning of the class as engagement, conveying materials in the main activity as study, and evaluation in the last session of the class by using any kinds of game or task as activate. So, each step of tutors conducted are suitable to the ESA (Engage, Study and Activate) theory of teaching English according to Harmer.

Those activities also was indicate the method and approach which they used. They use communicative approach and Communicative Language Teaching (CLT) as the method. Stated by Anthony (1963) in Fachrurrazy (2014: 47), approach is axiomatic or philosophical. Referring to the Patel and Jain on their book (2008: 90), communicative approach is developing

communicative ability in learners competences. However, the tutor did not say explicitly when the researcher interviewed, but those characteristics are refer to CLT. The students are encouraged to speak up, communicate to each other and interact to each other, at least during the class. It confirmed by Diane Larsen and Marti Anderson (2011: 145), The goals is to enable students to communicate in the target language. The characteristic of CLT is almost everything done with a communicative intent. Students use language with a great deal through communicative activities such as games, role play, and problem solving tasks.

The tutor leads students in role of teacher in Communicative Language Teaching regarding to Diane Larsen and Marti Anderson (2011: 145), teacher as facilitator and advisor during the class. The teacher responsible to establish situation likely to promote communication. He acts as an advisor, answering students questions' and monitoring their performance. Each tutors has did this during the class conducted, moreover when the students gave the task to make a dialogue in pair. Confirmed also by Harmer (1998:3), teacher is only facilitate, motivate, and give them and positive correction. Accordingly, good teacher will give maximize students talk time (STT) and minimize teacher talk time (TTT). While the students were very enthusiastic to join the speaking class, they fulfilled the role of students in good characteristics of good students according to Harmer:

- a. Good students listening to the English that is being used.
- b. Good students are not afraid to 'have a go'; preparing to take a risk; trying things out; and seeing how it works.
- c. Good students have a willingness to ask questions.
- d. Good students bring their own skills when they come to a lesson.
- e. Good students are prepared to be corrected if it helps them.

The tutors use English since the beginning till the end. They use of English to students language proficiency. They mostly used English in greeting, explaining materials, answering questions, giving directions, and closing the class. The spoke clearly, accurately, and fluently. But sometimes when the students did not understand the meaning, then they used Bahasa Indonesia. Related to the roles of students' native language in CLT is permitted. However, the target language should be used not only during communicative activities, but also for explaining the activities to the students or assigning homework. The students learn these classroom managements ,too, and relize that the trget langusge is a vehicle for communication not just an object to be studied (Diane Larsen and Marti Anderson, 2011: 148).

In every meeting of each tutor, they always provided games which make students interact to each other. Students always asked in the group work, or at least in pairs. It helps students to speak more and helps them increasing their confidence. A students will less confidence when he/she asked to speak English in front of the class only his/herself, in opposite, they will more speak English confidently if they are together. This as what the tutor said when the researcher interviewed. Groupwork, students tend to participate more equally, and they are also more able to experiment and use the language than they are in the whole class – arrangement. Pairwork, the moment students get into pairs and start to working on a problem or talking about something, many more of them will be doing the activity than if the teacher was working with the whole class. Good teachers are able to different class groupings for different activities (Harmer, 1998:21).

The media which they used are whiteboard, role paper, realia, and games. Games actually is one of media in teaching and learning activity. This confirmed by Fachrurrazy on his book (2014:112), there are great number of game as media for TEFL even the teacher can create them. There are three purposes of using games namely: (a) as the main topic, (b) as reinforcement, (c) as an extra activity. In The EAST class, games can be reinforcement to reinforce what has been learnt by students, and extra activity to fill in extra time. Another media used by the class is whiteboard, can be used for many purposes: lecturing, explanation, presentation, drawing, writing summary, etc (Fachrurrazy, 2014:109). The tutor used

whiteboard for drawing, explaining, and writing vocabularies. Next is realia, the real objects which can be brought to the class, e.g are stationery, kitchen utensils, fruit, vegetables, etc (Fachrurrazy, 2014:110). They ever used ice and balls as the media.

Evaluation as the last session in speaking class in The EAST conducted by group working assessment. The students asked to make a dialogue covered by role play, games, and reading poem. Role play and games are include to interactive speaking assessment. Interactive speaking assessment is include to macro skill of speaking. Interactive speaking in includes multiple exchanges/multiple participants. In teraction can take the twoo forms of transactional language, which has the purpose of maintaining social relationship (Douglas Brown, 2003:174). Role play frees students to be somewhat creative in their linguistic output. Games, among less formal assessment devises are variety of games that directly involve language production, like tinkertoy game, crosswords puzzle, information gap, and city maps. In The EAST class not provided those game, they just made the game by them, but still in meaningful game. They sometimes combined some games to make one. Reading poem is a part of intensive speaking assessment. This techniques is easily administrated by selecting a passage (Douglas Brown, 2003:147). In the last session of the class, two of five tutors are forgot to close tha class by mentioning the materials today or so on, the tutors just les students go home without praying or closing, until one of student reminds he'she prayed together before go home. The three tutors more are doing like routine, they close the class by praying together. Among them, only one tutor who indicate the end of the class, he is the first tutor, he closed the class by reflecting the materials then praying together.

The difference between teaching and learning in English class with formal learning situation and in English extracurricular with less formal learning situation is in the way the tutors serve the students. Means, the tutor teach in this term and the teacher teach in the class is quite distinct. The tutors teach with friendly, serve the students like their friend, therefore students looked more enjoy follow this English extracurricular, while the teacher teach in the class is proper between students and teacher, there is a gap both them. Not only about it, the tutors also designed the class with appropriate strategy, the class designed so joyful and cheerful class. The students free express their talent related to the materials, then the tutor undertand to the students condition, so, the tutor had good attention to design the class that match with student's passion, rather than teacher in the class, they mostly use standard activities like in common.

So, it can be conluded that the approach which The EAST class used is communicative approach. This approach is developing communicative ability in learners competences, so this is suitable for teaching and learning speaking process in the class. Communicative Language Teaching is the method which they used. The tutors treat students use language with a great deal through communicative activities such as games, role play, and problem solving tasks. The goal of this method is same like its approach, that is students are able to communicate in the target language accordingly. So, this The EAST class that the tuttor conducted are good, because they use one of method which they used are suitable for speaking class namely Communicative Language Teaching which refer to its method that is communicative approach. Both method and approach are realy match to speaking class that they have conducted, also match to the aims of The EAST class itself. All of the tutors applied five principles of teaching and learning activity. By applying this five principles, the students can show their action confidently. Completed by some media needed is according to the games, students felt enjoy following the class. The media are whiteboard, role paper, realia, and games. Game become obligated thing in conducting the class in order to students did not bored. The evaluation technique which they used are in interactive speaking and intensive speaking assessment level.

The next finding in thi research is how ddoes the school support towards taching and learning speking in this stage. The researcher got the data in depth observation and in depth interview. The researcher took the data by interviewing several questions. The researcher got

the data from those each perception. They are the headmaster of SMP Negeri 1 Sumber, Vice of the Headmaster in Curriculum Division, English Teacher, and English Tutor. Each informant has a code to be understandable. The headmaster coded as HDM; the second informant, Vice of the Headmaster in Curriculum Division coded as CrD; the third informant, English Teacher coded as Etc; and the last, English Tutor coded as ETo.

SMP Negeri 1 Sumber ever became pioneering of International School Standard (Rintisan Sekolah Berstandar Internasional – RSBI) in Kabupaten Cirebon at few years ago. It automatically forced the students, teachers, and all some elements in the school close to English language. But, since the right from the education ministry published about RSBI erased, this school changed to be usual school like others. But now, the headmaster of SMP Negeri 1 Sumber very curious to English and try to increase the prestige of SMP Negeri 1 Sumber like previous through English program.

In point of view of the headmaster of SMP Negeri 1 Sumber, English is needed for them. He looks English has important role in priority schale. It include to his vision, that is English have to be second language for this school. He wants the school still exist on English environment. So, he made some English program to support the school like few years ago. He supports English lesson by continued using bilingual class for seventh and eighth grade, consist of A until E class of each. In activate English environment, he support by using English when he speak with students, greeting in the morning, asking about time, condition, and lesson as usual, eventhough they have not full used English to communicate. So, the first program of supporting English program is, the headmaster of SMP Negeri 1 Sumber continuing bilingual class.

Here are the school supports in English learning in SMP Negeri 1 Sumber. Here are the school supports in English learning in SMP Negeri 1 Sumber.

Table 1. The school support in English learning

No.	The school supports English learning, are:
1.	Revitalizing bilingual class
2.	Providing study tour to Pare, East Java
3.	Creating English After School Time (The EAST)

The researcher has found how does the school support English program in less formal learning situation. the researcher found the school support among, study tour to Pare for eighth grade and established English After School Time (The EAST). To know here program, there are four informants to cover this discussion, the headmaster of SMP Negeri 1 Sumber, Vice of the Headmaster in Curriculum Division, English Teacher, and English Tutor. This session will discuss accordingly about school support in English learning that created by the school in term increasing English students ability in seventh and eighth grade.

The school support English learning outside classroom activity in formal learning situation by established English After School Time (The EAST) on February 15, 2016 ago. The idea was come from the headmaster of SMP Negeri 1 Sumber itself. He inspired and motivated to build English program like English program in Pare. This class conducted in less formal situation, so, the students free for expressing theirself in term English learning. They provide attendance list for each meeting to know students achievement. According to Stephen T Russel (2001: 02) less formal education shares several of the important characteristics of formal education (learning that takes places in primary and secondary public and private school settings). Like formal

education, less formal education is based on a commitment to learning and knowledge acquisition, and therefore relies on carefully designed and scientifically sound curriculum and resources. Thus, The EAST as an English program of SMP Negeri 1 Sumber have made curriculum, syllabus, and lesson plan by theirs. It is like in formal learning situation, less formal learning use particular media like little whiteboard and marker. The reason why they use little whiteboard because it easy to bring wherever the tutors choose place they learn.

Regarding to Stephen T Russe on his journal (2001:02) less formal and formal education are quite distinct. First, while formal education is based in a school building, less formal education can take place anywhere in a community. As the researcher found the case, The EAST class take place in outside classroom. The tutors have right to choose the place wherever they want, certainly they also consider both safety, pleasure, and suitable the what material tutors want conducted. The school support this program by deviding students into samll class. The class consist of 20 students. It confirmed by Stephen in less formal learning, he said that “less formal education may use clubs, camps, group meetings, supporting or arts activities, or youth-led events to carry out educational work. It takes place in diverse locations and in varied forms because it is based on the needs or interests of youth and their communities”.

The school support The EAST class by requesting about the learning design that they used in class. The EAST class is always use game for instructional media to convey materials. It is very possible to students have a big movements and interactions each other. Eventhough they concern to all skills in English, practically, they do in percentage of speaking activity. Regarding to Stein (1998:3) situated learning environments place students in authentic learning situations where they are actively immersed in an activity while using problem-solving (critical thinking) skills. These opportunities should involve a social community which replicates real world situations. In the end, the situated learning experience should encourage students to tap their prior knowledge and to inhibition others in their community. So, this was suitable to the context of The EAST class in place of less formal learning situation, where they learn in outside the room, then students are learning in group work and enjoy conducted teaching and learning speaking.

In supporting students ability towards English competences, the school created The EAST program with the purposes are increasing students English ability among four skills; reading, writing, listening, and speaking, while practically speaking is the main purpose of The EAST class. The school has good effort to establish English environment. In the class, for the favorite class from seventh grade and eighth grade are bilingual class. This school wants English is being the second language after Bahasa Indonesia. A second language is typically an official or societally dominant language needed for education, employment, and other basic purposes (Murriel Saville – Troike, 2006:4).

This school has used English after Bahasa Indonesia in some term. That one of support from this school. Although only four lessons that are using two languages; science, social, and math. This enough to called that English as the second language for them. At least, both students and teachers are using English for greeting, asking time, asking about materials today, etc. Thus, they have implemented that English as second language has practiced. The school hopes, the students English competence which they learnt in the school can help them for the next education level.

The English After School Time (The EAST) has another program, outside the class conducted. It has program with the name English Camp. English camp designed for the tutors evaluated their students together. The activity like in camp generally, but the unique one is they

made this agenda for mass evaluation for each semester. The requirements of its evaluation is very strict, this evaluation model refer to Pare evaluation technique. They invited to the basket ball field, and answer some questions in their worksheet silently. They live a night at school with building English environment. The English environment is actually build since when they are learning in the school time. However, in this school the English environment is still lack. Regarding to Fachrurrazy (2014: 115) language – rich environment is a school environment which is enriched with the target language exposure. The enrichment can be it the forms of: pictures, labels, mottos, charts, posters, proverbs/wise – words, speacial expressions, clipping, displays, formulae, advertisements, anouncements, magazines, newspapers, or book corners. This school is still lack of those requirements, they have those are in Bahasa Indonesia as the first language, not English as the second language. So, it could not call a school with rich English environment, because they have not fulfilled the theory of language-rich environment above.

The school very support to English learning in kind of English activities. First is study tour to Pare for learning English for two weeks. Second is bilingual program, which use two languages, Bahasa Indonesia as the first language and English as the second language. In teaching and learning process, they are using English to communicate, minimally in the beginning and the end of the class, eventhough they did not use English completely. Unfortunately, this school did not have language-rich environment, they did not have some posters, charts, special expressions, wise-words, etc in English, they have it in Bahasa Indonesia. Whereas this is important for students to enrich language mastery of students, to motivate learning, to accelerate learning, to imitate real condition of the English speaking countries, to encourage independent learning, and to save teacher’s explanation time. The last, the school support English learning by creating English After School Time (The EAST) as less formal English learning situation. The class activity of The EAST has fulfilled situated learning from Stein (1998:3), that they learn in outside the class, solving problem, and involve social community (peer group work) to encourage their prior knowledge and get the inhibition in their community.

Then, the inhibition and support factors in teaching and learning speaking process in English After School Tea, (The EAST). Here is the table which showed both factors related to this case.

Table 2. the Inhibition and Support Factors

No.	Inhibition Factors	No.	Support Factors
1.	Time	1.	Students learning desire
2.	Place election	2.	Method and technique
3.	Students condition	3.	Tutor’s character
4.	Tutor treatment	4.	Make lesson plan together
5.	Unexpected case		

From the data above, there are five inhibition factors and four support factors. Both inhibition and support factors are come from students and tutor itself. The inhibition factors are time in conducting the class, place where the tutor chose to learn, students condition, and unexpected case. While, the support factors are come from students desire in learning speaking English, method and technique which the tutors used, tutor’s character, and lesson plan which made together by the tutors.

The first inhibition factor is time. The EAST class conducted after the school time that is 02.00 until 03.30 PM, while the school time finished at 13.30 PM, so, they have 30 minutes to follow The EAST class. Actually 30 minutes is enough for break time. But, it is not enough for students to pray, eat, take a rest, and charge their motivation to learn English again, in less formal learning situation. But it is not influence students attendance, because, looked from the name of English program itself, this program conducted after school time. So, it is not a big problem for students because they have known that this class intentionally dedicated for them and conducted after school time.

The second inhibition factor is place election. The EAST program is designed become less formal learning, less formal learning is including to less formal education. Less formal education is out from the context of formal education. According to UNESCO (1997: 14) describe less formal education as “any organized and sustained educational activities that do not exactly correspond to the definition of formal education”. In this case, they took learning place in outside the classroom. They usually elect learning place in the edge of basketball field, terrace of the class, and yard. So, they have fulfilled the criteria of less formal education.

Next, the third inhibition factor is come from students condition. Students conditions here are mood, motivation, and idleness. The students motivation has important position in learning activity. According to Muriel – Saville – Traike (2006: 86) motivation divided into two kind, integrative motivation and instrumental motivation. Integrated motivation is based on interest in learning L2 because of a desire to learn about or associate with people who use it, while instrumental motivation involve perceptual or bussiness opportunities, enhancing prestige and power. These what students use kind of motivation in learning English in The EAST is integrated motivation. Because they are in desire to learn English and associate with people who use it. This is good for students if they have integrated motivation when they are following The EAST class to theirself. However, this become support factor for students who have had integrated motivation. They still follow The EAST class eventhough they are tired, because of they have integrated motivation, thus, they still follow the class.

The fourth inhibition factor is tutors treatment. In grouping, the tutors did not know how to treat group when they have finished the task, and opposite, while the tutors only focused on the group who have not finished the task, thus, this was make students bored for waiting their friends too long. Regarding to Harmer (1998: 133) in what if some students in group finish before everybody else?, if only one finishes way before the others, the teacher can work with that group or provide them with some spare activity material. If only one group is left without having finished, the teacher may stop the activity because the rest of the class should not be kept waiting. Thus, if the tutor can considered this to face the case like this in order to do not take the wrong treatment in grouping. But, implicitly, the tutors here looked like care to students in waiting their work, and looked friendly to students. This is good for teaching and learning activity in order to have no gap between tutor and students, thus they can express, show, and explore their English competences without anxiety and ashamed. The last inhibition factor is a big class if a tutor should not attend the meeting, automatically both two class are gathered in one tutor. This case which make the big class in teaching and learning.

Besides inhibition factors, there are support factors in conducting The EAST class, two of them are already mentioned, those are students learning desire, and tutor’s character. There are four support factors, two the balance are the method used and make lesson plan together. So, the support factors when the class conducted are, students learning desire when they are follow The EAST class, tutors character, method and technique which the tutors used, and lesson plan

which made together. Lesson plan is important for teaching and learning activity. This was create to make the class activities arranged, step by step, from the beginnig to the ending. They make lesson plan every after the class finished. They make it together, thus, they can give their idea in one lesson plan. So, it is very inovative because in the same grade both seventh and eighth grade, the tutors demanded to be inovative, creative, and unique in arranging learning activities.

So, The EAST class has inhibition factors, but they still can conduct the class every week. It means, the inhibition factors here are not too influencing the teaching and learning process there. Both inhibition and support factors are come from tutors and students. Eventhough this class have five inhibition factors and only have four support factors, nevertheless this program still conducted as usual. The tutors teach as well as they can, and students are still interested and follow the class after their school time. The advantages of this English extracurricular is good way for students to increase and develop their ability in English, because they learn English with less formal learning situation in routine, and alocated their time to learn English with their friend, it means they do good for exploit their time. Also for school, the prestige of English in its school also will increase. So, the researcher recommend this program to other school to follow this English extracurricular in order to increase students English ability.

D. Conclusion

conclusion, the teaching and learning speaking process conducted in English After School Time (The EAST) in less formal learning situation at SMP Negeri 1 Sumber already did in good work. This teaching and learning does such a must. The indicators are from the tutors who have good performance in conducting The EAST class because they have fulfilled the criterion of classroom observation. At least from all the tutors, they have fulfilled a half of observation criterion. Related to the aims of the class, they use communicative approach and Communicative Language Teaching (CLT) as a method in conducting this class. Next indicator from the students who have good learning desire to follow the class. They have good enthusiasm in learning English. The last indicator is learning media, they use simple media such litle whiteboard, marker, piece of paper, and realia. However, with the simple learning media they used, so far they did not have problems related to learning media. The EAST class still conducted well.

The school has good support in teaching and learning speaking process because this school support with providing kinds of English learning. The indicators of school support through creating three English programs. The first program is revitalizing bilingual class. Second program is study tour to Pare. The last program is creating English After School Time (The EAST), with the aims increasing students English ability, especially in speaking competence. The school also support this program by providing the learning media, those are litle whiteboard, marker, screen, projector, sound system, place, and auditorium. They also support this program by selecting for the tutors. However, the school did not support in English environment because they do not have posters, charts, special expressions, wise-words, etc in English in this school environment.

In conducting teaching and learning speaking process in The EAST class, they have five inhibition factors and four support factors. Those five inhibition factors are time when the class conducted, however this is not a big problem because the students have known that The EAST class intentionally conducted after school time; place election; students conditions; tutor treatment when conducted the class in grouping; and unexpected cases. Four support factors in conducting The EAST class are students learning desire; methods and techniques which the

tutors used; and tutors characteristic. Thus, both inhibition and support factors are in the quantity is almost balance, but in this case, the inhibition factors did not have the influences towards teaching and learning activities. The inhibition factors can cover by the support factors. So, the support factors are stronger than inhibition factors. Therefore, they still can conducted the The EAST class as usual in good work.

Based on the result, the researcher would like to give some suggestions as consideration. To the tutors should know class management for students treatment in grouping and minimize of using Bahasa Indonesia when conducting the class. It aims to create effective teaching and learning speaking process. to the students should confident to speak English inside or outside the class. It aims to strengthen English environment. to the school should support English learning in strengthen English environment through speak English in daily and sticking posters, wise – words, pictures, etc in English. Researcher recommend to other schools to follow creating English extracurricular to support teaching and learning speaking process. This research is about the portrait of teaching and learning speaking process in less formal learning situation. This research is significant for the next research. Thus, the result of this research is can be used as a guidance and reference of a portrait of how is teaching and speaking conducted in English extracurricular for the next researcher.

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