


RECORDS OF THESIS SUPERVISION SESSIONS

Student's Name : Dinda Amelia
 Student's Reg. Number : 195300043
 Department : English Language Education Department
 Thesis Title : Strategy of Teaching Speaking by Using Games for Frontrunner Class at EF English First


No.	Dates	Materials	Advisor
1.	Oct 25, 2022	Thesis proposal revision	
2.	Nov 9, 2022	Interview questions	
3.	Dec 21, 2022	How to collect data	
4.	Jan 17, 2023	How to construct chapter 4	
5.	Jan 19, 2023	Transcript interview	
6.	Jan 25, 2023	Interview questions revision	
7.	Feb 1, 2023	Transcript interview revision	
8.	Feb 6, 2023	Chapter 1,2, and 3	
9.	Feb 8, 2023	Chapter 4	
10.	Feb 9, 2023	Chapter 5 and abstract	


The thesis supervisions have been completed on 9th February 2023

Surabaya, 9th February 2023


Acknowledged by

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




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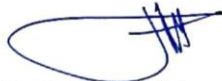
RECORDS OF THESIS REVISION FORM

Student's Name : Dinda Amelia
Student's Reg. Number : 195300043
Department : English Language Education Department
Thesis Examination : Friday, 17th February 2023
Thesis Title : Strategy of Teaching Speaking by Using Games for Frontrunner Class at EF English First
Examiner 1 : Dr. Endah Yulia Rahayu, S.Pd., M.Pd.
Examiner 2 : Rahmad Hidayat, S.S., M.A.

No.	Revision Materials	Examiner 1	Examiner 2
1.	Abstract		
2.	Chapter 1		
3.	Chapter 2		
4.	Chapter 3		

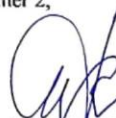
The deadline for the corrected or revised thesis: two weeks after the thesis examination.

Examiner 1,



Dr. Endah Yulia Rahayu, M.Pd.
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Appendix 3 Sample of Interview Transcription

Date : Tuesday, 25th January 2023

Name : CC

No	Pertanyaan	Question	Jawaban	Answer
1.	Apa tugas utama Course Consultant?	What are the main task of a Course Consultant?	Tugas utama Course Consultant yaitu untuk parents yang ingin bertanya Informasi di EF, kita akan tanyakan dulu, kebutuhannya gimana, lalu nanti kita akan jelaskan program-program yang sesuai dengan kebutuhan dia. Jadi kita akan menyampaikan kebutuhan nya apa. Agar program yang mereka terima di EF tidak salah untuk kelasnya.	The Course Consultant's main task is for parents who want to ask for information at EF, we will first ask what their needs are, then later we will explain the programs that suit their needs. So, we will convey what the need is. So that the programs they receive at EF are not wrong for their class.
2.	Apa saja jenis program kelas yang ada di EF?	What types of class programs	Untuk regular class terdapat 4 jenis kelas di EF; Smallstars, High Flyers,	For regular classes, there are four types of classes at EF; Small

		are there at EF?	Trailblazers, dan Frontrunner. Disamping itu juga kita ada program TOEFL Preparation.	Stars, High Flyers, Trailblazer and Frontrunner. Besides that, we also have a TOEFL Preparation program.
3.	Ketika siswa ingin mendaftar program di EF, manakah aspek yang disesuaikan antara umur atau kemampuan siswa?	When students want to register in a program at EF, which aspect is adjusted according to the student's age or ability?	Kita ada perbedaan pada program Small Stars itu kita sesuaikan dengan umurnya. Dimana Small Stars di usia tiga sampai lima tahun. Jadi untuk anak di usia 3 tahun akan masuk di Small Stars level satu, empat tahun di level dua, dan seterusnya. Karena kita sesuaikan dengan daya tangkap dan tumbuh kembangnya anak pada usia segitu.	We have differences in the Small Stars program that we adjust according to age. Where are the Small Stars at the age of three to five years. So, for children at the age of three years will enter the Small Stars level one, four years at level two, and so on. Because we adjust it to the comprehensi on and

			Kemudian untuk program High Flyers, Trailblazer, dan Frontrunner kita sesuaikan dengan range umur dan juga kemampuan.	development of children at that age. Then for the High Flyers, Trailblazer, and Frontrunner programs, we adjust them to the age range and abilities.
4.	Berapa jumlah siswa pada Frontrunner class?	How many students are in the Frontrunner class?	Untuk setiap level berbeda, rata-rata setiap kelas Frontrunner berjumlah lima sampai enam siswa.	For each different level, the average for each Frontrunner class is five to six students.
5.	Bagaimana tugas seorang Course Consultant dalam meyakinkan calon siswa atau orang tua ketika ingin mendaftar program level di EF?	How is the task of a Course Consultant in convincing prospective students or parents when they want to register for a level	Kita berikan dulu bahwa kita bisa memenuhi concern dari orang tuanya. Contohnya adalah, dia preparation untuk masuk Sekolah Internasional atau Universitas Nasional atau negeri. Artinya	We give first that we can fulfill the concerns of his parents. An example is, he is preparing to enter an International school or national or state University.

		<p>program at EF?</p>	<p>beberapa Universitas tersebut menggunakan Bahasa Inggris untuk bahasa utamanya. Disitu kita akan memberikan Informasi ke orang tua bahwa EF akan memberikan progress seperti itu dan kita nanti akan laporkan secara jelas bagaimana progress anaknya. Dan juga selain itu, di EF kita juga ada Namanya Goal Map. Jadi untuk setting Goal Map itu kita akan tahu dari titik awal perkembangannya sampai pada titik akhirnya. Jadi dari situ nanti yang menjadi bahan acuan laporan ke orang tuanya</p>	<p>This means that some of these Universities use English as their main language. There we will provide information to parents that EF will provide progress like that and we will later report clearly how their child's progress is. And besides that, at EF we also have a Goal Map. So, for setting the Goal Map, we will know from the starting point of its development to the end point. So from there, it will become a reference</p>
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			terkait progress nya.	material for reports to parents regarding their progress.
6.	Apakah Course Consultant bertugas dalam menyiapkan kegiatan pembelajaran?	Does the Course Consultant in charge of preparing learning activities?	Tidak, Course Consultant hanya menyesuaikan jadwal kelas, karena di beberapa kelas ada maksimum students nya. Jadi itu yang saya komunikasikan dengan teachers nya.	No, the Course Consultant only adjusts the class schedule, because in some classes there are a maximum of students. So that's what I communicated with the teachers.
7.	Siapakah yang menyusun buku sebagai bahan ajar di EF?	Who develops books as teaching materials at EF?	Untuk buku yang menyusun Head Office lalu disebarakan di setiap center.	For books that make up the Head Office and then distributed in each center.

Date : Wednesday, 25th January 2023

Name : T1

No	Pertanyaan	Question	Jawaban	Answer
1.	Berapa total guru EF yang mengajar Frontrunner class?	How many totals of EF teachers teach Frontrunner class?	Semua guru disini mencakup semua kelas, kecuali untuk guru yang baru mengajar disini, biasanya kita tidak langsung mengasih kelas Small Stars karena untuk kelas ini ada guidance tersendiri juga ada guideline nya sendiri. Beda dengan High Flyers, Trailblazer, and Frontrunner dimana kurang lebih guideline nya sama. Sedangkan untuk Small Stars range usianya dari tiga sampai lima tahun, jadi approach nya juga berbeda dengan di	All the teachers here cover all classes, except for teachers who are new to teaching here, usually, we do not give the Small Stars class because for this class there is separate guidance as well as its guidelines. It is different from High Flyers, Trailblazer, and Frontrunner where the guidelines are more or less the same. Whereas for

			program-program lain.	Small Stars the age range is from three to five years, so the approach is also different from other programs.
2.	Apa saja kendala ketika mengajar pada Frontrunner class?	What are the obstacles when teaching the Frontrunner class?	Pertama, kendalanya adalah topik. Seberapa reletable topik ini dengan anak-anak Frontrunner, karena di textbook nya itu memang ada beberapa topik yang kurang familiar, misalnya tentang art galleries, ketika saya tanya "siapa yang pernah ke art galleries?" tidak ada yang jawab, ya seperti itu. Padahal target belajar berdasarkan	First, the obstacle is the topic. How relatable is this topic to the Frontrunner students, because in the textbook some topics are less familiar, for example about art galleries, when I ask "who has been to art galleries?" no one answered, yes like that. Even though the target of

			<p>bukunya mereka bisa mengenal, mengidentifikasi berbagai jenis art, itu untuk vocabulary nya. Jadi, kalau misalnya membuat pembelajaran menarik berarti mereka setidaknya tahu atau bisa relate, sudah ada background knowledge terkait dengan topik tersebut. Namun untuk kelas Frontrunner ini memang biasanya pengetahuan Informasi mereka tentang topik-topik yang berbeda itu bermacam-macam. Jadi yang biasanya jadi kendala itu bagaimana membuat topik itu semenarik mungkin, se</p>	<p>learning based on the book is that they can get to know, identify various types of art, that is for giving new vocabulary. So, if for example making learning interesting means that they at least know or can relate, there is already background knowledge related to the topic. However, for the Frontrunner class, their information knowledge on different topics usually varies. So, what usually becomes a</p>
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			<p>releatable mungkin dengan mereka. Lebih ke topiknya aja. Sebenarnya kalau segi grammar juga tidak terlalu susah karena mereka dikelompokkan sesuai dengan kemampuan berbahasa Inggris mereka.</p>	<p>problem is how to make the topic as interesting as possible, as relatable as possible with them. Just more on topic. Actually, in terms of grammar, it is not too difficult because they are grouped according to their English ability.</p>
3.	<p>Ketika siswa ingin mendaftar kursus disini, apakah disesuaikan dengan umur atau kemampuan mereka?</p>	<p>When students want to register in this course, is it according to their age or ability?</p>	<p>Itu untuk programnya yang High Flyers, Trailblazer sama Small Stars itu nama programnya. Misalkan Fronrunner ada enam belas level totalnya, level satu sampai enam belas. Jadi kalau misalnya anak ini tidak bisa berbahasa</p>	<p>High Flyers, Trailblazer and Small Stars programs, that is the name of the program. Let us say Fronrunner has sixteen levels in total, level one through sixteen. So, for example this child</p>

			<p>Inggris sama sekali dia mulai dari level 1. Jadi kita ada rubrik, semisal anak Ini sudah bisa membuat past simple, berarti di tempatkan di level yang mana.</p>	<p>cannot speak English at all he/she starts from level one. So, we have a rubric, for example this child can make past simple, which means which level to place.</p>
4.	<p>Bagaimana strategi mengajar yang dilakukan oleh guru ketika menghadapi siswa yang masih malu untuk berbicara Bahasa Inggris pada Frontrunner class?</p>	<p>What are the teaching strategies used by the teacher when dealing with students who are still shy to speak English in the Frontrunner class?</p>	<p>Untuk siswa yang malu, pertama karena kurang percaya diri. Biasanya kita membuat kelas senyaman mungkin, jadi mereka tidak takut untuk berbicara. Karena salah satu problem orang tidak mau berbicara Bahasa Inggris karena di judge takut dimarahin atau disalahin. Jadi sebisa mungkin kita membuat kelas</p>	<p>For students who are shy, first because they lack of confidence. Usually we make the class as comfortable as possible, so they are not afraid to speak up. Because one of the problems is people do not want to speak English because judges are</p>

			<p>itu terasa comfortable and safe for students. Lalu sebagai pancingan, kita biasanya bertanya kepada anak yang kita rasa cukup strong dalam arti yang cukup confident, selanjutnya kita tanya ke anak yang kurang confident. Karena kita semacam memberikan waktu kepada anak yang kurang confident ini untuk berpikir kira-kira jawaban yang mau omongin itu apa. Kemudian, kita ada juga aktivitas dreaming. Aktivitas ini seperti mereview topik yang sudah</p>	<p>afraid of being scolded or blamed. So as much as possible we make the class feel comfortable and safe for students. Then as an inducement, we usually ask children who we feel are strong enough in the sense that they are quite confident, then we ask children who are less confident. Because we are kind of giving time to this less confident child to think about what answer you want to say. Then, we also have</p>
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			<p>diajarkan, kemudian mereka menggunakannya dalam konteks tertentu seperti itu. Tetapi mereka masih mendapatkan bantuan misalnya terdapat gambar, jadi mereka hanya menyebutkan saja. Jadi kita memperkuat banyak latihan agar mereka disuruh ngomong sendiri akhirnya mereka bisa percaya diri karena kita memberikan bantuan beberapa kata yang bisa mereka gunakan untuk menyebutkan sesuatu karena masalahnya ada anak yang sebenarnya</p>	<p>dreaming activities. This activity is like reviewing topics that have been taught, then they use them in certain contexts like that. But they still get help for example there is a picture, so they just mention it. So, we reinforce a lot of exercises so that they are asked to speak for themselves. In the end, they can be confident because we provide assistance with a few words that they can use</p>
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			tidak malu, kalau ngomong Bahasa Indonesia itu bisa, namun tidak tahu kata dalam Bahasa Inggrisnya. Jadi kita kasih contoh kalimat atau kata-kata, mereka hanya menyusun sendiri.	to say something in English. So, we give examples of sentences or words, they just compose themselves.
5.	Setelah saya melakukan observasi di kelas Frontrunner, siswa yang datang berjumlah empat. Berapa jumlah siswa yang terdapat pada Frontrunner class?	After I did observation in the Frontrunner class, there were four students who came. How many students are in the Frontrunner class?	Kita maksimal dua belas anak disini. Jadi untuk program ini memang hanya empat anak saja. Karena mereka belajar disini sudah lama, dari program-program sebelumnya juga, tetapi ada anak yang harus pindah jadwal karena jadwalnya bentrok, ada yang sibuk sama sekolahnya, jadi perlahan-lahan berkurang.	We are maximum of twelve children here. So, for this program there are only four children. Because they have studied here for a long time, from previous programs as well, but there are children who have to change schedules because

				their schedules clash, there are those who are busy with school, so it is slowly decreasing.
6.	Untuk siswa yang berjumlah 4 pada Frontrunner class pada level delapan ini apakah rata-rata usia remaja?	For the four students in the Frontrunner class at level eight, do the average age of a student is teenager?	Untuk level ini rata-rata ada yang sudah kelas dua SMA dan yang paling mud akelas enam SD.	For this level, there are those who are in the second grade of Senior High School and the youngest are in the sixth grade of Elementary School.
7.	Bagaimana teknik atau tahapan pengajaran speaking skill pada Frontrunner class?	What are the techniques or stages of teaching speaking skills in the Frontrunner class?	Ada tahap-tahapnya jadi mulai dari pengenalan, presentasi seperti grammar pointnya atau language pointnya. Kemudian ada yang namanya drilling atau latihan. Berangkat dari	There are stages starting from introduction, presentations such as grammar points or language points. Then there is such a thing as drilling or training.

			<p>latihan itu mereka akan bebas menentukan apa yang didiskusikan. Misalnya untuk level yang lebih rendah, biasanya mereka tidak tahu apa yang akan mereka bicarakan atau bagaimana membuat conversation senatural mungkin. Jadi biasanya kita kasih contoh dialognya, kemudian dia practice sesuai dengan kata-katanya. Misalnya dia belajar materi giving advice, jadi nanti kata-kata giving advice nya dihilangkan, mereka mencoba membaca dialog ini, kira-kira</p>	<p>Starting from the exercise they will be free to determine what is discussed. For example, for lower levels, they usually do not know what they are going to talk about or how to make the conversation as natural as possible. So usually we give examples of his dialogues, then he practices according to his words. For example, they study the material on giving advice, so later the</p>
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			<p>masih ingat tidak kata-kata untuk memberikan advice itu seperti apa. Jadi tekniknya itu fill in the gap. Kemudian mereka belajar kata-kata memberikan saran, di akhir ada diskusi misalnya temanmu mendapatkan masalah dan membutuhkan saran yang terbaik. Jadi dari situ, mereka belajar jika memberikan saran memberikan ekspresi kalimat seperti ini. Kata-kata selanjutnya bisa berubah-ubah sesuai dengan topiknya dan problemnya.</p>	<p>words giving advice are removed, they try to read this dialogue, do they still remember what the words for giving advice are like. So, the technique is fill in the gap. Then they learn words to give advice, at the end there is a discussion for example your friend has a problem and needs the best advice. So, from there, they learn if giving suggestions gives expressions like this. The</p>
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				following words may vary according to the topic and the problem.
8.	Apakah fill in the gap yang sudah dijelaskan sebelumnya, termasuk ke dalam strategi mengajar speaking menggunakan games?	Do the fill in the gap that has been described previously included in the strategy of teaching speaking using games?	Ya, itu salah satu strateginya. Kadang kita juga menggunakan guessing game. Misal kita memberikan kata yang rahasia dimana temannya harus menebak. Jadi teman-temannya dalam satu grup itu harus mendeskripsikan kata tersebut tanpa menyebutkan katanya. Misalnya kata rahasianya table, jadi teman-temannya harus mendeskripsikan mulai dari size, shape, angle. Jadi satu anak ini harus	Yes, that is one strategy. Sometimes we also use guessing games. For example, we give a secret word where his friend has to guess. So, the friends in one group have to describe the word without mentioning the word. For example, the secret word is table, so the friends have to describe it starting from size, shape, angle. So, this one

			menebak berdasarkan Informasi yang dikasih temannya itu apa.	student has to guess based on the information his friend gave him.
9.	Selain menggunakan guessing game, ketika saya observasi kelas, ketika pembelajaran menggunakan dadu. Bagaimana aplikasi dari penggunaan dadu sebagai games pada pembelajaran speaking?	Besides using guessing games, when I observe class, in learning they use dice. How the application of the use of dice as games in learning speaking?	Jadi permainan dadu itu banyak jenisnya. Ada yang Namanya low to six. Biasanya ada dua tim, mereka harus cepet-cepetan menggulung dadu sampai dapat angka enam. Ketika mendapat angka enam mereka harus teriak "six" kemudian mereka harus mengucapkan apa yang ada di layar. Ada juga permainan dadu yang tipenya membentuk kalimat. Jadi ada kata-katanya misalkan ada subject, verb,	So, there are many types of dice games. There is such a thing as low to six. Usually there are two teams, they must quickly roll the dice until they get a six. When they get six they have to shout "six" then they have to say what is on the screen. There is also a dice game whose type forms sentences. So, there are words, for

			<p>adverb, dan ada nomernya berdasarkan angka dadunya, misalnya kolom subject terdapat I, She, He, It. Kemudian kolom verb ada walk, sleep. Jadi ketika pada roll pertama mereka mendapatkan angka satu, mereka harus melihat table yang sudah ada pada buku dan menyusun kalimatnya. Jadi ini adalah salah satu teknik pengajaran speaking untuk siswa yang mulanya tidak tahu menyusun urutan kalimatnya apa, disini mereka menjadi tahu dan belajar sesuai dengan peraturan tensesnya.</p>	<p>example, there are subjects, verbs, adverbs, and there are numbers based on the dice, for example the subject column contains I, She, He, It. Then the verb column has walk, sleep. So, when on their first roll they get the number one, they have to look at the table that is already in the book and arrange the sentence. So, this is one of the speaking teaching techniques for students who at first</p>
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				do not know what order the sentences are in, here they come to know and learn according to the rules of the tenses.
10.	Bagaimana cara guru menciptakan suasana belajar yang menyenangkan, apakah seperti sering memberikan games pada pengajaran speaking skill pada Frontrunner class?	How does the teacher create a fun learning, is it like by often giving games to teach speaking skills in the Frontrunner class?	Kita belum memastikan kalau games ini benar-benar membantu mereka untuk mencapai tujuan pembelajaran di kelas. Jadi kalau misalnya games untuk senang-senang tetapi mereka tidak bisa menggunakan kalimat atau kata dengan apa yang menjadi tujuan kita diawal sebelum belajar juga buat apa. Jadi tidak hanya games, kita bisa menggunakan media lain yang	We have not confirmed if these games really help them to achieve their learning goals in class. So, for example games are for fun but they cannot use sentences or words with what is our goal at the beginning before learning what to do. So not only games, we can use other media

			lebih interaktif misalnya dengan story books, video, lagu.	that are more interactive, for example with story books, videos, songs.
11.	Games apa saja yang telah digunakan ketika mengajar pada Frontrunner class?	What games have been used when teaching the Frontrunner class?	Banyak sih. Contohnya hot seat, telephone game, and class survey. Pada permainan hot seat itu seperti permainan eat bulaga, jadi harus menebak kata rahasianya apa dan mendeskripsikannya. Kemudian pada permainan telephone game membantu siswa dalam mengembangkan pronunciation mereka. Selanjutnya pada permainan telephone games, siswa berbaris yang paling depan dekat dengan papan tulis dan siswa yang	There is a lot. For example; hot seat, telephone games, and class survey. The hot seat game is like the eat bulaga game, so you have to guess what the secret word is and describe it. Then the telephone game helps students develop their pronunciation. Furthermore, in the telephone game, students line

			<p>paling belakang dikasih tau kata atau kalimat-kalimat rahasia tergantung dengan topiknya. Kemudian untuk permainan class survey, misalnya topiknya tentang food, jadi mereka nanti table sendiri yang berisi nama makanan, misalnya burger, pizza. Nah nanti bertanya ke temannya siapa yang suka burger, nanti mereka menulis.</p>	<p>up at the front close to the blackboard and students who are at the very back are given secret words or sentences depending on the topic. Then for the class survey game, for example the topic is about food, so they will have their own table containing the name of the food, for example burgers, pizza. So, if you ask your friends who likes burgers, they will write later.</p>
12.	Selain games yang telah disebutkan	In addition to the	Kita jarang sih kalau menggunakan	We rarely use online games.

	<p>seperti dice, hot seat, telephone game, and class survey. Apakah EF juga memberikan online games pada saat pembelajaran ?</p>	<p>games already mentioned , such as dice, hot seat, telephone game, and class survey. Does EF also provide online games during lessons?</p>	<p>online games. Biasanya kalau saya untuk kelas Frontrunner memberikan Kahoot, Quiziz tapi benar-benar jarang, Cuma sesekali atau dua kali gitu aja. Karena masih banyak aktivitas yang digunakan.</p>	<p>Usually for the Frontrunner class I give Kahoot, Quiziz but it is really rare, only once or twice like that. Because there are still many activities that are used.</p>
13.	<p>Bagaimana antusias siswa ketika belajar speaking pada Frontrunner class dengan menggunakan games?</p>	<p>How enthusiastic are students when learning speaking in Frontrunner class by using games?</p>	<p>Sesuai dengan hasil pengamatan saya, mereka jauh lebih tertarik, mereka jadi lebih attentive, memperhatikan pelajaran juga. Kemudian pembelajaran yang diberikan lebih cepat paham dan ingat juga.</p>	<p>In accordance with the results of my observation, they are much more interested, they become more attentive, pay attention to the lessons as well. Then the learning given is faster to understand and</p>

				remember too.
14.	Setelah mengetahui perkembangan speaking siswa dalam menggunakan games, tindakan apa yang akan dilakukan oleh guru jika terdapat siswa yang masih pasif dalam kegiatan speaking?	After knowing the progress of students' speaking in using games, what action will be taken by the teacher if there are students who are still passive in speaking activities?	Biasanya diakhir kelas kita ada consolidation. Jadi kita bertanya kembali tadi belajar tentang apa. Misalnya pada class survey, kita tanya kembali tadi teman-temannya suka apa. Kalau mereka bisa menyebutkan dengan naik, berarti aktivitas sebelumnya sudah berhasil. Tetapi kalau mereka masih kesulitan, berarti tindakan yang akan kita lakukan pada kegiatan speaking. Tindakan yang dilakukan pertama kita lihat dulu, jika tidak terlalu mengkhawatirk	Usually at the end of our class there is a consolidation. So, we ask again what we learned about. For example, in a class survey, we asked again what his friends liked. If they can name it with an increase, it means that the previous activity was successful. But if they are still having trouble, it means that we will do the speaking activity. We first look at the actions taken first, if we are not

			<p>an, biasanya kita ulangi lagi di pertemuan selanjutnya.</p> <p>Kemudian kalau memang anak ini tidak bisa, meskipun kita sudah mencoba beberapa kali, biasanya kita memberikan kelas tambahan. Kelas tambahan diberikan jika setelah kita melihat hasil tes mereka rendah, dari segi grammar, writing, reading, atau speaking.</p>	<p>too worried, we usually repeat them at the next meeting.</p> <p>Then if this child really cannot, even though we have tried several times, we usually give additional classes. Additional classes are given if after we see their test results are low, in terms of grammar, writing, reading, or speaking.</p>
15.	<p>Bagaimana proses kelas tambahan yang diadakan oleh EF guna menunjang kemampuan siswa?</p>	<p>How is the process for additional classes held by EF to support students' abilities?</p>	<p>Kelas tambahan diluar jam kelas. Jadi nanti biasanya progress advisor nya menghubungi orang tua siswa untuk menanyakan apakah siswa</p>	<p>Additional classes outside of class hours. So later usually the Progress Advisor will contact the student's parents to</p>

			tersebut bisa diberikan kelas tambahan pada jam segini, dan itu tidak selalu bersamaan dengan kelas mereka. Karena kita mengikuti ketersediaan guru yang sedang tidak punya kelas itu berapa dan jam berapa.	ask if the student can be given additional classes at this hour, and it does not always coincide with their class. Because we follow the availability of teachers who do not have classes at what time.
16.	Ketika guru ingin menilai kemampuan siswa, apakah terdapat ujian khusus yang dilakukan oleh guru ketika ingin mengetahui hasil belajar speaking siswa pada Fronrunner class?	When the teacher wants to assess students' abilities, is there a special test conducted by the teacher when they want to know the results of students' speaking in the	Kalau untuk Fronrunner class ini sebenarnya tergantung guru masing-masing juga, jadi ada yang menggunakan speaking assessment, jadi bisa membuat presentasi kelas, diskusi kelas, atau roleplay di kelas, tetapi ada juga yang memberikan penilaian	For Fronrunner class, it actually depends on each teacher too, so some use speaking assessments, so they can make class presentation s, class discussions, or roleplay in class, but there are also those who give

		<p>Frontrunner class?</p>	<p>speaking berdasarkan performance mereka di kelas, apakah mereka aktif berbicara di kelas. Kemudian ketika menggunakan games atau practice lainnya apakah mereka bisa. Jadi ada yang berdasarkan kemampuan mereka di kelas atau ada meeting khusus untuk speaking assessment.</p>	<p>speaking assessments based on their performance in class, are they active when they talk in class. Then when using games or other practices can they. So, there is something based on their ability in class or there is a special meeting for speaking assessment.</p>
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Date : Tuesday, 25th January 2023

Name : T2

No	Pertanyaan	Question	Jawaban	Answer
1.	Apa saja kendala ketika mengajar pada Frontrunner class pada level terendah dan tertinggi?	What are the obstacles when teaching Frontrunner classes at the lowest and highest levels?	Pada level terendah itu basic. Kadang mereka tidak percaya diri, karena usianya SMA tetapi mereka masih di level dasar. Kadang mereka ingin ngomong tetapi vocab mereka tidak cukup, jadi mereka malu untuk bertanya. Kemudian untuk level tertinggi kadang topik yang kita bahas mungkin tidak sesuai dengan apa yang mereka suka, kadang kita harus sesuaikan topiknya.	At the lowest level it is basic. Sometimes they are not confident, because they are in high school but they are still at the basic level. Sometimes they want to talk but their vocabulary is not enough, so they are embarrassed to ask. Then for the highest level, sometimes the topics we discuss may not match what they like, sometimes we have to

				adjust the topic.
2.	Bagaimana strategi mengajar yang dilakukan oleh guru ketika menghadapi siswa yang masih malu untuk berbicara Bahasa Inggris pada Frontrunner class?	What are the teaching strategies used by the teacher when dealing with students who are still embarrassed to speak English in the Frontrunner class?	Kita bisa dengan latihan dulu atau diskusi. Kita kasih kata-kata yang diperlukan atau phrases yang akan dipakai. Ketika mereka butuh sesuatu setidaknya sudah ada bekalnya.	We can practice first or discuss. We give the necessary words or phrases to be used. When they need something at least they have supplies.
3.	Berapa jumlah siswa yang terdapat pada Frontrunner class?	How many students are in the Frontrunner class?	Untuk setiap level, jumlah siswanya bervariasi.	For each level, the number of students varies.
4.	Bagaimana teknik atau tahapan pengajaran speaking skill pada Frontrunner class?	What are the techniques or stages of teaching speaking skills in the	Kita memulai dengan pengenalan, presentasi, kemudian kita butuh praktek. Setelah praktek kita menggunakan phrases yang	We start with introduction , presentations, then we need practice. After practice we

		Frontrunner class?	kita ajarkan untuk keseharian mereka.	use the phrases that we teach for their daily life.
5.	Bagaimana cara guru menciptakan suasana belajar yang menyenangkan, agar dapat mengembangkan speaking skill siswa pada Frontrunner class?	How does the teacher create a fun learning, in order to develop students' speaking skills in the Frontrunner class?	Biasanya kita tergantung dengan konteksnya. Jadi begini, jika siswa masuk ke dalam kelas tidak ada konteksnya, tiba-tiba kita bilang "ayo ngomong Bahasa Inggris" terus yang mau ngomongkan apa? Jadi mereka kagok, mereka tidak mengerti ingin ngomong apa. Tapi kalau kita masukkan ke dalam konteks, contohnya, pada hari itu kita akan belajar perkenalan diri, jadi mereka kan ada konteksnya,	Usually we depend on the context. So, like this, if students enter the classroom without context, suddenly we say "let's speak English" and then what do you want to talk about? So, they are confused, they do not know what to say. But if we put it into context, for example, that day we will learn self-introductions, so they have context, so

			<p>jadi mereka lebih nyaman. Tentu saja didukung dengan adanya introduction nya dulu, ada bekalnya dulu, sampai akhirnya bisa dipakai.</p>	<p>they are more comfortable . Of course, it is supported by the introduction first, there are supplies first, until finally it can be used.</p>
6.	<p>Games apa saja yang digunakan ketika mengajar pada Frontrunner class?</p>	<p>What games are used when teaching the Frontrunner class?</p>	<p>Contohnya setelah kita menjelaskan materi comparative, kita adakan games. Comparative jenisnya banyak, kita ambil contoh "kota". Kota mana yang lebih menarik misalnya. Jadi bisa menggunakan board games, mereka tinggal menggunakan kata-kata adjective yang ada disitu. Ada</p>	<p>For example, after we explain the comparative material, we hold games. There are many comparative types, we take the example of "city". Which city is more interesting for example. So, they can use board games, they just need to use the</p>

			juga interview, seperti bertanya apa yang lebih kamu suka. Nah mereka harus meng interview teman-teman mereka yang lain.	adjectives that are there. There are also interview, such as asking what you like more. So, they have to interview their other friends.
7.	Online games seperti apa yang diterapkan ketika mengajar speaking pada Frontrunner class?	What kind of online games are applied when teaching speaking in the Frontrunner class?	Kita punya aplikasi sendiri, jadi biasanya menggunakan aplikasi tersebut. Kita jarang menggunakan online games yang lain seperti Kahoot contohnya.	We have our own application, so we usually use the application. We rarely use other online games like Kahoot for example.
8.	Bagaimana antusias siswa ketika belajar speaking dengan menggunakan games pada Frontrunner class?	How enthusiastic are students when learning speaking by using games in the	Tentu saja lebih menarik. Karena kadang mereka sudah capek datang ke EF. Jadi pengemasanny a dengan games lebih menarik, lebih kompetitif. Jadi	Of course, more interesting. Because sometimes they are tired of coming to EF. So, the packaging with games

		Frontrunner class?	mereka biasanya lebih semangat.	is more interesting, more competitive. So, they are usually more excited.
9.	Setelah mengetahui perkembangan speaking siswa dalam menggunakan games, tindakan apa yang akan dilakukan oleh guru jika terdapat siswa yang masih pasif dalam kegiatan speaking?	After knowing the progress of students' speaking in using games, what action will be taken by the teacher if there are students who are still passive in speaking activities?	Kita Analisa mengapa dia pasif, alasannya apa, tidak mau ngomong, tidak tahu apa yang harus diomongkan. Lalu apakah dia tidak tahu instruksinya, apakah mereka tidak punya background untuk menjawab pertanyaan. Kita Analisa itu lalu kita pecahkan masalahnya.	We analyse why he is passive, what is the reason, does not want to talk, does not know what to say. Then he does not know the instructions, do they not have the background to answer questions. We analyse it and then we solve the problem.
10.	Ketika guru ingin menilai kemampuan siswa, apakah terdapat ujian khusus yang dilakukan oleh	When the teacher wants to assess students' abilities, is there a	Untuk speaking, kita penilaiannya on going. Tidak hanya dinilai pada saat speaking	For speaking, we evaluate it on going. Not only assessed during the

	<p>guru ketika ingin mengetahui hasil belajar speaking siswa pada Frontrunner class?</p>	<p>special test conducted by the teacher when they want to know the results of students' speaking in the Frontrunner class?</p>	<p>assessment satu hari. Tetapi dinilai dari perkembangannya diikuti setiap kali pertemuan. Tetapi untuk speaking rubriknya ada beberapa macam, pronunciation, grammar, intonation.</p>	<p>speaking assessment one day. But judged from the progress followed every meeting. But for the speaking rubric there are several kinds, pronunciation, grammar, intonation.</p>
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Date : Tuesday, 25th January 2023

Name : PA

No	Pertanyaan	Question	Jawaban	Answer
1.	Apa tugas utama Progress Advisor?	What are the main tasks of the Progress Advisor?	Progress Advisor sama seperti wali kelas. Tapi berbeda dengan di Sekolah, jika di Sekolah, wali kelas masih mengajar. Tapi kalau di EF pure menjadi wali kelas. Tugas utama Progress Advisor yaitu menjembatani antara teachers dengan Parents. Jadi proses perkembangan anak akan diinfokan oleh Progress Advisor ke parents. Jadi kalau di EF memang tidak	Progress Advisor is the same as homeroom teacher. But it is different from at school, if at school, the homeroom teacher still teaches. But in EF pure, I become a homeroom teacher. The Progress Advisor's main task is to bridge between teachers and parents. So, the child's development process will be informed by the Progress Advisor to parents. So, if at EF you

			bisa langsung berkomunikasi dengan teachers, jadi harus melalui Progress Advisor.	cannot communicate directly with teachers, you have to go through the Progress Advisor.
2.	Bagaimana bentuk hasil penilaian yang diberikan oleh guru kepada Progress Advisor?	What is the form of the results of the assessment given by the teacher to the Progress Advisor?	Satu level ditempuh jika di weekdays selama empat setengah bulan atau yang di weekend selama enam bulan. Di awal kelas, pada pertemuan pertama, di EF ada Course Orientation. Di Course Orientation pengenalan antara orang tua dengan	One level is taken if on weekdays for four and a half months or on weekends for six months. At the beginning of class, at the first meeting, at EF there is a Course Orientation. In the Course Orientation an introduction

			<p>Progress Advisor. Jadi kita nanti menginfokan ke orang tua, anaknya belajar apa saja selama satu level itu dan apa saja yang di dapat. Kita juga ada Goal Map yang mengetahui dia akan menjadi apa atau dia belajar disini untuk apa. Setelah kita menginfokan Course Orientation, pada pertengahan semester kita ada pertemuan orang tua. Jadi nanti ada pertemuan antara orang tua dengan guru, guru langsung face-to-face</p>	<p>between parents and the Progress Advisor. So, we will inform parents about what their children learned during that one level and what they got. We also have a Goal Map that knows what he will become or what he studied here for. After we informed them of Course Orientation, in the middle of the semester we had a parents meeting. So later there will be a meeting between parents and</p>
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			<p>dengan orang tuanya satu persatu untuk menginfokan hasil belajarnya. Hasil belajar tersebut berupa nilai dan juga perilaku siswa di kelas bagaimana, aktif atau tidaknya. Nilai test dilakukan setiap unit, sama seperti di Sekolah setiap baba da testnya, kemudian di akhir level ada graduation.</p>	<p>teachers, the teacher directly face-to-face with the parents one by one to share their learning outcomes. The learning outcomes are in the form of values and also how students behave in class, whether they are active or not. Test scores are carried out for each unit, just like in school for each chapter and test, then at the end of the level there is graduation.</p>
3.	Apakah Progress Advisor bertugas	Does the Progress Advisor in charge of	Kalau untuk itu tidak. Seluruh materi	It is not for that. All learning materials

	menyiapkan games untuk pembelajaran yang akan diajarkan oleh guru?	preparing games for learning that will be taught by the teacher?	pembelajaran yang menyiapkan guru. Tetapi jika untuk graduation siswa mengajak orang tua, jadi Progress Advisor membantu menghubungi orang tua untuk datang supaya orang tua tahu gimana pembelajaran di kelas.	prepared by the teacher. But if for graduation students invite their parents, so the Progress Advisor helps contact parents to come so that parents know how learning is going in class.
4.	Apakah ada orang tua yang complain kepada Progress Advisor terakut dengan perkembangan anak dalam speaking?	Have any parents complained to the Progress Advisor regarding their child's development in speaking?	Pasti ada. Misalnya ada siswa yang baru bergabung di EF selama satu bulan. Dalam satu bulan ini tidak ada progress. Biasanya kebanyakan seperti itu. Tetapi kita balik lagi	There must be. For example, there are students who have just joined EF for one month. In this one month there is no progress. Usually mostly like

			<p>teragntung sama anaknya gimana. Kita lihat dari awal pertama kali masuk siswa ini aktif atau tidak, biasanya memang anak yang kurang aktif di awal. Jadi kita info kepada orang tuanya bahwa anaknya baru satu bulan ikut EF, gurunya juga mencoba beradaptasi di kelas. Karena kadang, anak butuh adaptasi dulu untuk nyaman dulu sama teman-temannya, nanti baru mereka explore speaking, listening, seperti itu. Nanti progress bisa</p>	<p>that. But we are again dependent on how the child is. We will see from the first time students enter whether they are active or not, usually it is the children who are less active at the beginning. So we inform the parents that their child has only joined EF for one month, the teacher is also trying to adapt in class. Because sometimes, children need to adapt first to be comfortable with their</p>
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			<p>dilihat selama satu level atau satu semester. Tapi biasanya orang tua merasa tidak ada progress pada anak jika dirumah tidak praktek untuk speaking. Kita menyarankan kepada orang tua untuk diadakan English Time dirumah, seperti satu sampai dua jam menggunakan Bahasa Inggris. Dengan adanya peraturan seperti itu, mau tidak mau anak akan praktek berbicara Bahasa Inggris. Jadi kita pihak EF butuh Kerja</p>	<p>friends first, then they will explore speaking, listening, like that. Later progress can be seen for one level or one semester. But usually parents feel that there is no progress in their children if they don't practice speaking at home. We advise parents to hold English time at home, such as one to two hours using English. With such rules, inevitably children will practice speaking English. So</p>
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			sama dengan orang tua.	we, EF, need cooperation with parents.
5.	Berdasarkan hasil observasi saya, siapa yang membuat games seperti flash cards, dadu, untuk kegiatan pembelajaran di kelas?	Based on my observation, who makes games such as flash cards, dice, for classroom activities?	Dilihat dulu, misalkan matei hari ini mengenai animals. Biasanya kita memang sudah ada flashcards nya animals atau number. Kemudian kalau misalnya kurang, guru biasanya mencetak.	Look at it first, for example today's material is about animals. Usually we already have flashcards with animals or numbers. Then if for example it is lacking, the teacher usually prints it.

Appendix 4 Instruments of Interview Sheet
Interview Sheet for Course Consultant

INTERVIEW SHEET

Date :

Name :

No	Question	Answer
1.	What are the main task of a Course Consultant?	
2.	What types of class programs are there at EF?	
3.	When students want to register in a program at EF, which aspect is adjusted according to the student's age or ability?	
4.	How many students are in the Frontrunner class?	
5.	How is the task of a Course Consultant in convincing prospective students or parents when they want to register for a level program at EF?	
6.	Does the Course Consultant in charge of preparing learning activities?	
7.	Who develops books as teaching materials at EF?	

Interview Sheet for Teachers

INTERVIEW SHEET

Date :

Name :

No	Question	Answer
1.	What are the obstacles when teaching Frontrunner classes at the lowest and highest levels?	
2.	What are the teaching strategies used by the teacher when dealing with students who are still embarrassed to speak English in the Frontrunner class?	
3.	How many students are in the Frontrunner class?	
4.	What are the techniques or stages of teaching speaking skills in the Frontrunner class?	
5.	How does the teacher create a fun learning, in order to develop students' speaking skills in the Frontrunner class?	
6.	What games are used when teaching the Frontrunner class?	
7.	What kind of online games are applied when teaching speaking in the Frontrunner class?	
8.	How enthusiastic are students when learning speaking by using games in the Frontrunner class?	
9.	After knowing the progress of students' speaking in using games, what action will be taken by the	

	teacher if there are students who are still passive in speaking activities?	
10.	When the teacher wants to assess students' abilities, is there a special test conducted by the teacher when they want to know the results of students' speaking in the Frontrunner class?	

Interview Sheet for Progress Advisor



INTERVIEW SHEET




Date :



Name :



No	Question	Answer
1.	What are the main tasks of the Progress Advisor?	
2.	What is the form of the results of the assessment given by the teacher to the Progress Advisor?	
3.	Does the Progress Advisor in charge of preparing games for learning that will be taught by the teacher?	
4.	Have any parents complained to the Progress Advisor regarding their child's development in speaking?	
5.	Based on my observation, who makes games such as flash cards, dice, for classroom activities?	


Appendix 5 Observation Implementation Stage

No.	Time	Activity	Documentation
1.	16.30-16.33	Greetings	
2.	16.33-16.40	The teacher explained defining and non-defining material from EF book	

3.	16.40-16.45	Students answered the questions shown in the television	
4.	16.45-17.00	The teacher checked the results of student work	
5.	17.00-17.15	The teacher took the results of student work written on a piece of paper	

6.	17.15-17.20	The teacher switched students' paper with other students and matched the correct answer	
7.	17.20-17.25	After saw the other students' work, the teacher asked students to give opinions regarding the correct answer	

8.	17.25-17.30	Students continued to answer the questions in the textbook by applying the game of dice which aims to develop students' speaking	
9.	17.30-17.50	Students continued play the game of dice	

10.	17.50-18.00	The class finished and the teacher provides feedback on the process and learning outcomes	
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Appendix 6 The Documentation of Interview



Appendix 7 Permission Letter



FAKULTAS ILMU SOSIAL DAN HUMANIORA
UNIVERSITAS PGRI ADI BUANA SURABAYA

Kampus I, Jl. Ngagel Dadi III-B/37 Telp. (031) 5041007 Fax. (031) 5042804 Surabaya 60245
Kampus II, Jl. Dukuh Menanggal XII Telp. (031) 8281182, 8281183 Surabaya 60234.
Website : <http://fish.unpasby.ac.id>

Nomor : 041/Ak.2/FISH/VII/2022
Lampiran : -
Perihal : Permohonan Izin Penelitian

28 Juli 2022

Yang Terhormat,
Bapak/Ibu Kepala EF English First
Ruko Villa Bukit Mas, Jl. KH. Abdul Wahab
Siamin Surabaya Blok RD2-5 No.22, Dukuh
Pakis, Kec. Dukuhpakis, Kota Surabaya, Jawa
Timur 60225
di Surabaya

Sesuai dengan kurikulum Universitas PGRI Adi Buana Surabaya, untuk penyelesaian akhir masa studi, mahasiswa diwajibkan menulis skripsi. Berkaitan dengan ini, mohon dengan hormat Bapak/Ibu Kepala EF English First berkenan memberikan izin penelitian kepada mahasiswa :

Nama : Dinda Amelia
NIM : 195300043
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Survival Strategies for EF English First Post Pandemic Period:
A Case Study
Waktu penelitian : 29 Juli 2022

Demikian atas bantuan dan kerjasamanya disampaikan terima kasih.


Dekan,
Dr. Sigit Catur Budivono, M.Hum.
NIDN: 0703016504

Tembusan :

1. Wakil Dekan I
2. Kaprodi