

**A CASE STUDY OF ENGLISH MASSIVE IN TEACHING ENGLISH
ACROSS ALL AGES FOR THE CITIZENS OF KEDIRI**

THESIS



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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM,
MALANG
June 2022**

A CASE STUDY OF ENGLISH MASSIVE IN TEACHING ENGLISH

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THESIS

*composed to get a Sarjana (S-1) Degree from the English Education Department,
Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana
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June, 2022

APPROVAL SHEET

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THESIS

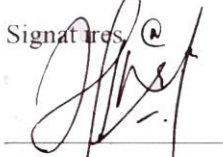


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The Honorable,
To the Dean of Faculty of Education and Teacher Training
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Assalamu'alaikum Wr. Wb.

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not be written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any other person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

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ACKNOWLEDGMENTS

In the name of Allah, the Most Beneficent, the Most Merciful.

All praise to Allah SWT. Who has bestowed His grace, taufik, and guidance so that the author can complete a thesis entitled “A Case Study of English Massive In Teaching English Across All Ages For The Citizen of Kediri”, as one of the requirements to complete the undergraduate program (S1) majoring in English Language Education, Faculty of Tarbiyah and Teacher Training at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Peace and salutations always be given to our savior the Prophet Muhammad Saw. who has guided us from the falsehood to the right path, that is *Islam rahmatan lil ‘alamin*.

The author realizes that this thesis would not be completed without the help, support, advice, and direction from various parties, either directly or indirectly. Therefore, on this occasion, the author would like to express his sincere thanks to:

1. Beloved parents (Agus Setiawan and Eni Muslikhah Muawanah) who sincerely prayed, motivated, and give support mentally and physically.
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3. Dr. H. Nur Ali, M. Pd., as the Dean of Faculty of Education and Teacher Training.
4. Dr. H. Langgeng Budianto, M. Pd., as the Head of the Department of English Education, and Dr. Alam Aji Putera, M. Pd., as the Secretary of the Department of English Education.
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7. All of the lecturers in the Department of English Education, for all of their valuable knowledge and wonderful inspiration they have shared.
8. All of my beloved friends who always give support to me in every condition.

As an ordinary person, the writer realizes that this thesis is still far from perfect because of the limited knowledge of the author. Therefore, the author apologizes for the mistakes and shortcomings in this thesis. The author is willing to accept constructive criticism and suggestions from various parties. Finally, The writer hopes that this thesis will be useful for anyone who reads it.

Malang, June 2nd, 2022

M. Ervan Zulkarnain

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DEDICATION

This thesis is proudly dedicated to two great people in my life, my father and mother (Agus Setiawan and Eni Muslikhah Muawanah), my brothers, my family, and my best friends. They are who kept me going and made it to this point. Thank you for all the good work, advice, and prayers that they always offered. Thank you and I love you.

MOTTO

"When you focus on problems, you will have more problems.

But when you focus on possibilities, you will have more opportunities."

(Ketika kamu fokus pada masalah, kamu akan mendapatkan lebih banyak masalah, dan ketika kamu fokus pada kemungkinan, kau akan mendapat banyak kesempatan)

TRANSLITERATION GUIDELINES

The transliteration criteria used in this thesis are based on decisions made by the Indonesian Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543 b / u / 1987, which can be stated as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowel

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vowel

أَوْ = aw

أَيَّ = ay

أُوَّ = ũ

إَيَّ = î

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ABSTRACT

Zulkarnain, M. Ervan. 2022. A Case Study of English Massive in Teaching English Across All Ages for The Citizens of Kediri. Thesis. English Tadris. Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Alam Aji Putera, M.Pd.

Keywords: Case study, English Massive, English language teaching.

Along with the development of technology, mastery of English has become very important in various fields, but the material provided at school is considered insufficient. In addition, some parents are also unable to teach their own children because of their busy lives. Here, learning course programs are considered an alternative way to develop their English language skills. That is why the researcher is interested in conducting a case study of English Massive in learning English across ages for the citizens of Kediri. This study aimed to: (1) determine the learning process carried out by English Massive in an English learning environment, and (2) to determine the relationship between students and teachers during teaching activities.

This study used a qualitative approach, with data collection methods using semi-structured observation and interviews. The subjects in this study were the English Massive management, three tutors, and three students from different levels. The analysis technique was carried out by means of descriptive analysis (decoding, data reduction, presentation, and drawing conclusions).

The results of this study indicated that: (1) English Massive's spots are spread throughout Kediri City with different levels ranging from Young Learners, Young Adults, and Adult Learners. English Massive developed its own curriculum, syllabus, and module books which are used as a reference in teaching. Learning is carried out for 90 minutes each session. A communicative approach was used throughout all levels of learning to make students comfortable in the class and engage them in active learning activities. (2) The relationship between tutors and students during learning was created from an interactive learning environment. Students felt comfortable speaking up and practicing their English, and the tutors became the facilitator to support them.

مستخلص البحث

ذوالقرنين، محمد عرفان. ٢٠٢٢. الدراسة الحالية للغة الإنجليزية الضخمة (English Massive) في تعلم اللغة الإنجليزية عبر العصور لمجتمع بمدينة كيديري. . البحث الجامعي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف : الدكتور علام آجي بوتيرا الماجستير .

الكلمات المفتاحية: الدراسة الحالية، اللغة الإنجليزية الضخمة (English Massive)، تعلم اللغة الإنجليزية.

جنباً إلى جنب مع تطور التكنولوجيا، أصبح إتقان اللغة الإنجليزية مهماً جداً في مختلف المجالات، ولكن المواد المقدمة في المدرسة تعتبر غير كافية. بالإضافة إلى ذلك، لا يستطيع بعض الآباء أيضاً تعليم أطفالهم بسبب جدولهم المزدحم. هنا، تعتبر مؤسسات التدريس وسيلة بديلة لتطوير مهاراتهم في اللغة الإنجليزية. هذا هو السبب في أن الباحثون مهتمون بإجراء الدراسة الحالية للغة الإنجليزية الضخمة في تعلم اللغة الإنجليزية عبر العصور لمجتمع بمدينة كيديري. يهدف هذا البحث الجامعي: (١) لمعرفة عملية التعلم التي تقوم بها اللغة الإنجليزية الضخمة في بيئة تعلم اللغة الإنجليزية، (٢) لتحديد العلاقة بين الطلبة والمعلمين أثناء الأنشطة التدريسية.

استخدم الباحث المدخل النوعي وباستخدام أسلوب جمع البيانات الملاحظة والمقابلة شبه المنظمة. كانت الموضوعات في هذا البحث الجامعي هو إدارة اللغة الإنجليزية الضخمة و ٣ مدرسين و ٣ طلاب من مستويات مختلفة. وأما تنفيذ تقنيات التحليل عن طريق التحليل الوصفي (الترميز وتقليل البيانات و عرض البيانات والاستخلاص أو الاستنتاجات).

تظهر نتائج لهذا البحث الجامعي ما يلي: (١) تنتشر بقع اللغة الإنجليزية الضخمة في جميع أنحاء مدينة كيديري بمستويات مختلفة تتراوح بين المعلمين الصغار والشباب والمتعلمين البالغين. تقوم اللغة الإنجليزية الضخمة بتطوير مناهجها الدراسية الخاصة ومناهجها الدراسية وكتب الوحدات النمطية التي تستخدم كمرجع في التدريس. يتم التعلم لمدة ٩٠ دقيقة في كل جلسة. في إدارة المعلمين الصغار، يقوم المعلم بإدراج العديد من الألعاب لإبقائهم مهتمين، بينما في فصل الشباب، يركز التعلم بشكل أكبر على المواد والمناقشة لتطوير مهارات التحدث لديهم. (٢) تختلف العلاقة بين المعلمين والطلبة أثناء التعلم حسب مستواهم. في فصول المعلمين الصغار، يكون المعلمون والطلبة مثل الأشقاء الأكبر سناً. من ناحية أخرى، يعتبر الشباب والكبار معلمينهم مثل أقرانهم، حيث يشعرون بالراحة في مشاركة أفكارهم.

ABSTRAK

Zulkarnain, M. Ervan. 2022. Studi Kasus *English Massive* Dalam Pembelajaran Bahasa Inggris Lintas Usia untuk Warga Kota Kediri. Skripsi. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alam Aji Putera, M.Pd.

Kata Kunci: Studi kasus, *English Massive*, pembelajaran bahasa Inggris.

Seiring dengan berkembangnya teknologi, penguasaan bahasa Inggris menjadi sangat penting dalam berbagai bidang, namun materi yang diberikan di sekolah dirasa kurang cukup. Selain itu, beberapa orang tua juga tidak bisa untuk mengajari anaknya sendiri karena kesibukan mereka. Disini, lembaga bimbingan belajar dianggap sebagai cara alternatif untuk mengembangkan kemampuan berbahasa Inggris mereka. Karena itulah peneliti tertarik untuk melakukan penelitian studi kasus *English Massive* dalam pembelajaran bahasa Inggris lintas usia untuk warga Kota Kediri. Penelitian ini bertujuan untuk: (1) Mengetahui proses pembelajaran yang dilakukan oleh *English Massive* pada lingkungan pembelajaran bahasa Inggris, (2) untuk mengetahui hubungan antara siswa dan guru selama aktivitas mengajar.

Penelitian ini menggunakan pendekatan kualitatif, dengan metode pengumpulan data menggunakan observasi dan wawancara semi-struktur. Subjek pada penelitian ini adalah manajemen *English Massive*, 3 orang tutor, dan 3 siswa dari level yang berbeda. Teknik analisis dilakukan dengan cara analisis deskriptif (pengkodean, reduksi data, penyajian, dan penarikan kesimpulan).

Hasil penelitian ini menunjukkan bahwa: (1) spot *English Massive* tersebar diseluruh Kota Kediri dengan level yang berbeda-beda mulai dari *Young Learner*, *Young Adult*, dan *Adult Learner*. *English Massive* mengembangkan kurikulum, silabus, dan buku modul sendiri yang digunakan sebagai acuan dalam mengajar. Pembelajaran dilakukan selama 90 menit setiap sesinya. Pendekatan komunikatif digunakan pada semua level untuk membuat siswa nyaman dan mendorong mereka untuk aktif dalam proses pembelajaran. (2) Antara tutor dan siswa tercipta hubungan yang interaktif selama proses pembelajaran. Siswa merasa nyaman berbicara dan mempraktekkan bahasa Inggris mereka, dan tutor menjadi fasilitator untuk mendukung mereka

CHAPTER I

INTRODUCTION

The researcher will discuss a few points connected to this study through this chapter. These points include research background, research question, research objective, research significance, limitation, and a few main key terms used in this research.

1.1 Research Background

Foreign language learning in Indonesia has a long history. During the colonial era, certain schools taught some foreign languages such as Dutch, English, and German, especially in the elite schools for the descendants of the nobles and Dutch children. It made the mastery of foreign languages among natives during the Dutch colonial period a marker of society's high or respectable social class. Along with the times, foreign language learning is no longer for elitists only because everyone can learn foreign languages. We have introduced our children to English from an early age. The existence of playgroups or kindergartens that give basic English lessons to their students can prove this.

English seems to be an absolute necessity at the high school to university level, alongside other Indonesian and mathematics subjects. Students can learn other foreign languages besides English, such as German, French, Japanese, Arabic, and Mandarin, when entering high school. We can say those foreign languages are complementary because we recognize that the primary foreign language we should learn is English, an international language.

Thanks to rapid information and communication technology developments, our community has become a world that is no longer insulated and separated by distance and time. The world community becomes a unified and inseparable world community, resulting in mastery of foreign languages, especially English, which will become the door for the Indonesian people to interact as world citizens. This aspect is one of the significant considerations why English and other foreign languages need to be taught in schools. These two things also surfaced in the rationale for developing the 2013 Curriculum, an external challenge. The Attachment Copy of the Minister of Education and Culture Number 69 of 2013 explains it:

“External challenges, among others, are related to the flow of globalization and various issues related to environmental problems, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level.”

From the attachment above, we can understand that the basic competence of English subjects for junior and senior high school is being appreciative in learning English as an instruction for international communication. The previous curriculum has mentioned one problem of globalization embodied in the Standard of Contents of English subjects for the SMP/MTs level. Implementing these subjects is to be aware of English to increase its competitiveness globally.

Many people consider English learning a requirement to be part of the global community. We can interact with other citizens worldwide by mastering English, accessing the latest English written information, and more. The young Indonesian generation should learn English as a provision or tool in dealing

with and competing with other countries in this digital era. This benefit is in line with one of the hadith from Prophet Muhammad (peace be upon you):

قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: كُنْ عَالِمًا أَوْ مُتَعَلِّمًا أَوْ مُسْتَمِعًا أَوْ مُجِبًّا وَلَا تَكُنْ خَامِسًا فَتُهْلِكَ (رَوَاهُ
الْبَيْهَقِيُّ)

The Messenger of Allah (SAW) said: *“Be you a person of knowledge (clever), one who learns, one who listens to knowledge or one who loves knowledge. And do not be the fifth person, then you will be harmed.”* (Bayhaqi narration)

The hadith above shows us the importance of learning. According to Prophet Muhammad, the one who teaches, learns, listens, or even loves knowledge has a special place on Allah’s side and among people (peace be upon you).

Indonesia should consider English a mandatory skill to learn. Because as the fourth world most populous nation and predicted to be the fifth-largest economy in 2030 (PwC, 2015), it is prominent for Indonesia to prepare their younger generation to be ready for this. Being a populous non-English speaking country, Indonesia has become a critical market for English language education. It also holds a distinguished position inside the Association of Southeast Asian countries (ASEAN) community. English is driving globalization, extending past the linguistic area to attain the financial, political, cultural, and ideological (Hamied, 2013; Zein, 2019).

Indonesia cannot be separated from its culture and language diversity because it makes Indonesia, Indonesia. English is a small part of a language situated among estimated 707 languages (Simons and Fennig, 2017a: 6) and over 1,100 dialects in Indonesia (Frederick and Worden, 1993). *Badan Bahasa (2017), Indonesia's Laboratorium Kebhinekaan Bahasa dan Sastra* of the Ministry of Education and Culture (2022), recognizes 718 local languages in every Indonesian region. This report makes Indonesia's linguistic diversity second after Papua New Guinea (841) (Simons and Fennig, 2017b). It makes up one-tenth of the world's total languages (Florey and Himmelmann, 2010). Therefore, teaching English in Indonesia with its super-diverse context requires a particular carry out to make the learning run well and preserve the local language and culture (Goebel, 2015).

Indonesia has a 50 years history of English language education but relatively shorter advantageous studies records. In current years, concern in English language teaching and mastering within the nation has established an upward trajectory at three tiers of education: primary (e.g., Damayanti, 2014; Hawanti, 2012; Prastiwi, 2015; Zein, 2016a, 2017a), secondary (e.g., Sukyadi, 2015; Sundayana, 2015; Putra and Lukmana, 2017; Widodo, 2016) and tertiary (e.g., Dewi, 2017a, 2017b; Riyanti, 2017; Zacharias, 2014a, 2014b, 2016).

English has been transcended to new levels in such a diverse context. It serves as a new normativity center within Indonesia's many native tongues (Zein, 2020). English as a new center of normativity is apparent because of the language's increasing prestige in society and the prominent social view that

English is essential for social mobility, upward economic mobility, and participation in the global economy (Zein, 2019). The expansion of labeling and advertisement proves these facts. New products ranging from soaps to shampoos, snacks to instant noodles, clothes to young adult novels are all labeled and promoted in English. English printed on T-shirts or billboards is not intended to convey meaning but rather to index ideological values. This action has resulted in the development of what Zentz (2017: 177) refers to as *semiotic Englishing*, which refers to ‘forms of English that are not at all grammatical but simply index ‘English,’ just a mere language concept, as well as attributes that travel along with English’s symbolism, such as prestige and value. Because of those facts, English is considered an essential part of education, and Indonesia implemented a curriculum policy called *Rintisan Sekolah Berstandar Internasional* from 2009 to 2013. This RSBI-certified school will teach math and science using English as the primary language instead of Bahasa Indonesia. Even though that curriculum has been deleted, many English-based schools in Indonesia still charge higher educational fees and promote prestige facilitation.

Many researchers were concerned with people’s perceptions of English. Murtisari and Mali’s (2017) study is an example: they researched 333 students from Salatiga, Central Java. The study’s findings reveal debatable views toward English. While participants believed in English’s practical value for international communication, they were also concerned about the side effects of English on the Indonesian language and culture. Manara (2013) has a more

in-depth discussion of the impact of English on the Indonesian language and culture. Manara reported on a study in which 18 participants provided their perspectives on the issue via in-depth interviews. The participants acknowledged the importance of English in today's digital world while highlighting socioeconomic, cultural, and pedagogical tensions that demanded them struggle daily. The results suggest a linguistic hierarchy in which people regard English as more prestigious and appealing than Indonesian. Participants demonstrated the need to critically assess current English institutionalization to consider globalization's local and global relations dimension that underpins English teaching in Indonesia. Language awareness, sociolinguistic understanding, pragmatics, and intercultural competence are required.

English language teaching has driven a few sentiments in Indonesia. Zein (2019) reported a positive attitude toward English in his writing. He mentioned that the multilingual context of Indonesia requires a shift toward multilingual education. Multilingual education recognizes English as a global language that provides social and economic advancement opportunities. Equally, it prioritizes the promotion of Bahasa Indonesia as the national language and the preservation of indigenous languages, heritages, and cultures. Therefore, the policymaker should balance the promotion of Bahasa Indonesia, preserve local heritage, and promote the importance of English in the modern world.

After implementing the Revised 2013 Curriculum in 2017, Indonesia's primary education does not include English as a primary subject to teach.

Instead, they focus more on character building and give children to develop their mother tongue in local languages like Javanese, Sundanese, and others. Therefore, some schools only include English as an extracurricular subject rather than a primary subject in class. Hawanti (2014) stated that many primary school English teachers use textbooks because of the absence of the official curriculum. They believe that they will teach English even without the official curriculum with the relevant material and theme from the existing textbook.

Many researchers are concerned about the education and competencies of primary school English. Sikki, Rahman, Hamra, and Noni (2013) find that most teachers in South Sulawesi are not proficient in English and lack competencies in designing lesson plans and developing meaningful tasks and assessments for young English learners. Renandya, Hamied, and Nurkamto's (2018) study also reflected these facts. They noted that primary school teachers have low confidence in English teaching and significant difficulty using English as the instructional language. Therefore, teacher education and professional development should be more concerned about these topics to better prepare teachers for the future.

Implementing the 2013 curriculum also grows some arguments among the researchers and education practitioners at the secondary level. Putra (2014), for example, believes that the implementation of the 2013 curriculum will cause a problem due to the decrease in teaching hours without the sufficient decrease in text materials for junior high and senior high school. Furthermore, Gani and Mahjaty (2017) investigated the problems with the 2013 Curriculum

implementation from content acquisition, teaching and learning processes, and evaluation standards. Using a questionnaire distributed to teachers from three Banda Aceh schools, they discovered that respondents' knowledge of utilizing the 2013 Curriculum was low: 40% for content knowledge, 41% for process knowledge, and 36% for evaluation knowledge. According to Gani and Mahjaty, this lack of knowledge may lead to pedagogical issues. Jasmi (2014) came to a similar conclusion after observing that a senior high school teacher did not create a lesson plan by herself. Instead, she looked for some lesson plans on the internet and modified them to suit her needs. Jasmi discovered that the teacher also struggled with constructing the assessment segment of the lesson plan because there were too many aspects to evaluate and documents to complete.

English also seems to be an essential subject to learn in Indonesia at the tertiary level of education. Many universities mandate a minimum of two hours of credits for English in every department and even mandate a TOEFL score of 450 - 500 for students to complete their studies. Some universities also comprise English as a medium of instruction program (EMI) for the students. Dewi's (2017b) study depicts that on the tertiary level in Indonesia, the views upon EMI are complex, from linguistic matters to national identity. Through the EMI program and bilingual curriculum, we believe it could enhance graduation quality and internationalize the university.

Due to the reasons above, many parents feel they cannot accompany their children in learning, especially English, correctly. Therefore, some prefer

to enroll their children in tutoring institutions or study courses. They reasoned that they enrolled their children in this institution to understand school subject matter better, challenging mathematics and English subjects. Some do not have time to accompany or teach their children to study due to working time. These problems have led to the spread of tutoring institutions in Indonesia, from villages to big cities.

Areas such as Pare, located in Kediri, East Java, have become known as the “English village” because of the many English tutoring institutions in the area. Of course, this trademark can increase the area’s income by bringing in foreign tourists who want to study English intensively for school or work purposes. Quoted from the mayor of Kediri, Abdullah Abu Bakar, he said English Massive is founded to prepare people in *Masyarakat Ekonomi Asean (MEA)* (Detik.com). Then, the Kediri city government established English Massive, an English learning program under the auspices of the Education Department of Kediri. This program aims to provide easy access to various groups of people who want to learn English. This achievement is expected to equip the people of Kediri in facing the global competition of the twenty-first century, which requires English communication skills.

Quoted from the English Massive’s official website (EMAS, 2022), this English program now has grown across three districts, Mojoroto, Kota, and Pesantren in Kediri City. Mojoroto district has 83 spots, 103 classes, 913 total participants consisting of 661 young learners, 191 young adults, and 61 adult learners. Kota district has 48 spots, 51 classes, 376 young learners, 92 young

adult learners, and 0 adult learners, making 468 learners. The last is Pesantren district, which has 55 spots, 72 classes, and 690 total learners, made from 599 young learners, 74 young adults, and 17 adults learners. There are more than 45 tutors to accommodate and help a large number of participants to learn English from all levels of knowledge and across ages. The schedule is varied from Monday to Sunday, and every class has 90 minutes of a meeting, two times a week, with the tutors.

Therefore, this study will investigate the teaching-learning activities conducted by English Massive and how they interact with the learners. This study is influenced by Valerie Coultas and Paul Booth's (2019) case study design on Exploratory talk and task-based learning. They explore the student's learning journey throughout their autobiography and diary. The study reveals that students can transfer their knowledge better and understand the modules by doing both activities. The difference between this study and the previous studies is that it focuses more on investigating English language learning within English Massive from designing and planning the lesson plan, how they conduct the learning activities to the relationship between learners and teachers during the teaching-learning activities.

1.2 Research Question

Based on the research background above, this study will deeply investigate:

1. how English Massive conducted the English teaching-learning process?
2. how are the learner-teacher relations during teaching-learning process?

1.3 Research Objective

This research will explore

1. the teaching-learning process conducted by English Massive in the English learning environment.
2. its learner-teacher relationship during the teaching-learning activities.

1.4 Research Significant

The researcher expects this study to have a contribution to

1. EFL learners: to be a guideline or recommendation for studying English intensively at this English Massive.
2. For the institution committee: to provide a comprehensive review of the existing learning system in English Massive so that it can improve for the better in the future

1.5 Research Limitation

This research limits the English Massive, the management and tutors, and the EFL students from Kediri City. This research will not investigate other English learning courses or EFL students outside Kediri City.

1.6 Definition of Key Terms

1.6.1 English for Foreign Language

English for Foreign Language, abbreviated as EFL, refers to those who learn English in non-English speaking countries. For example, Indonesian people who learn English in their home country are EFL learners.

1.6.2 English Massive

English Massive was founded in 2015 by the Government of Kediri City for the Kediri citizen. It aims to provide free English learning for all ages and provide local English teachers with an opportunity to join some training and workshop to give optimal performance for the participants of English Massive. This program will be the subject of this research.

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the researcher will explain the theoretical framework used in this research. This chapter will include the Teaching English as a Foreign Language theory, English Massive definition, and other theories related to this research.

2.1 Teaching English as a Foreign Language

English as a Foreign Language or EFL is a commonly used term in English education. Iwai (2011) defines EFL as someone not from English-speaking countries who learns English. For example, EFL learners are Japanese people who learn English in their home country. Therefore, the EFL audience is people who do not use English daily or are not the country's official language. Indonesian people are included in this category because most of them use their local language like Javanese, Sundanese, and others in daily communication, as well as Bahasa Indonesia, which is mainly used in the news, written papers, billboards, and more.

Teaching English as a Foreign Language might have different methods from one another, usually according to the learner's ages and competence. English teaching for young learners might require various methods and approaches that engage learners' motivation. As quoted by Nurhadi (2012), children tend to like learning by playing. Some methods that can be used are games and songs with physical activities (total physical response), tasks involving coloring, cutting and sticking, repetitive short stories. Repetitive

speaking activities usually engage more children's learning motivation. These activities have a high communicative value that helps develop children's language skills. In addition, the method will be more meaningful if applied using the PPP technique: (1) Presentation (the teacher explains the material to students in the form of songs or vocabulary), (2) Practice (Students imitate the action exemplified by the teacher), (3) Production (Students can use the action in their daily life to get real-life context).

On the other hand, teaching English for teenagers or adult learners has various methods and approaches. Nevertheless, the important one is always to motivate learners. Motivation is a significant factor in all kinds of learning because it encourages learners to learn new/foreign languages and others (Jain & Patel, 2008). Gubta (2019) stated seven critical principles in successful English Second/Foreign Language learning in his study. There are: (1) Knowing who and what the motivation of the students in the second language learning, (2) Shaping a conducive learning environment, (3) Building students' background knowledge, (4) Providing comprehensible vocabulary input, (5) Frequently invite students to interact and discuss, (6) Instructing with a number of different methods, (7) Incorporating ongoing review and assessment.

Reid (1987), as quoted by Turula (2010), also groups learners into four categories on their most dominant sensory learning style:

1) Visual learner.

This type of learner takes and process information best through their eyes. They learn from what they read, looking at pictures, diagrams, and any visual depiction.

2) Auditory.

This learner learns best via listening. They listen and learn anything from speaking, recording, and others.

3) Kinesthetic.

This type is best suited for learning that involves body movement. This type of learner likes to be mobile and try a new position and environment when learning.

4) Tactile.

This type of learner uses their hands to touch or feel what they learned. It is similar to the kinesthetic type that likes to learn stuff by moving and practicing, so activities like drawing, touching, and building physical objects are best suited for them.

To comprehend these various learning styles, Gubta (2019) also mentioned a few suggestions on dealing with them. First, modeling or practicing what students should do when given a new task or skill is highly beneficial. Instead of verbally telling students what to do, modelling fosters a more profound, meaningful learning and increased self-confidence. Similarly, giving verbal instruction slowly and speaking helps students understand better. Allowing them to wait gives them time to think and process before responding. Nonverbal cues such as visuals, gestures, PowerPoint slides, podcasts, voice

inflection, intonation, and body language aid in directions and content understanding.

Another strategy is to follow verbal commands with written instructions to reinforce students' understanding. All instructions should be precise and concise. It is necessary to create a low-stress environment in which students to feel prepared to join in a broader group environment; it also offers a less intimidating environment that encourages students to take risks. Routines help students learn because they know what is coming and thrive in that environment. Peers proficient in the second language and who share a similar first language can be a moral and motivation booster for other students in a classroom setting.

2.2 English Massive

English Massive is a Kediri City government initiative that aims to empower its citizens by providing better and easier access to English language learning (E-MAS, 2021). This free English course is available to the general public and people of all ages. English Massive classes enable the people of Kediri to learn within their community, thereby creating and supporting a learning community culture.

English Massive, a program aimed at preparing Kediri City residents for global competition, aims to improve competitiveness and capacity by facilitating learning knowledge and skills in English communication. The team comprises the following members: the Director, the Management Team, the Master Tutor Team, tutors, and the PIC. English Massive chooses tutors

through a competitive process. The tutors' criteria are young people enthusiastic about what they do and understand the value of quality teaching and lifelong learning.

English Massive has three regular programs:

1) Young Learners, Young, and Adult Course.

This course introduces primary school students to basic and common English words, phrases, and expressions to boost their confidence when communicating in English. This course divides into elementary, intermediate, and advanced levels. Tutors will assist students in developing their proficiency in learning and using English.

2) Workshop for The Tutors

English Massive provides programs to assist their tutors in carrying out their duties and responsibilities. Since its inception in 2018, the workshop has been held monthly by presenting speakers from English Massive management and invited speakers with experience in language teaching or teacher training.

3) Spot Visit

The Master Tutor and Management Team conduct regular spot visits to monitor and motivate the participants. This program also provides tutors with insight into solving problems in their classes and opportunities for participants to practice their public speaking skills with visitors. English Massive also has some annual programs like COIN EMAS (Competition In English Massive), LEVEL TEST, and a few special programs such as

DRAMACOUSTIC, GRAB, and WIN CHALLENGE, SPECIAL SPOT VISIT, EMAS ON AIR, and EXCEL CLASS.

2.3 National Education Standard (*Standar Pendidikan Nasional*)

National Education Standards/*Standar Nasional Pendidikan (SNP)* are minimal requirements for several parts of the national education system's execution that must be completed by academic institutions or educational units across the Unitary State of the Republic of Indonesia's authority. National Education Standards serve as the foundation for planning, executing, and regulating education to achieve national quality education. The goal of National Education Standards is to assure the quality of national education in the framework of educating the nation's life and creating the character and culture of a civilized country. National Education Standards are adjusted according to the changing demands of local, national, and global life in a planned, directed, and sustainable manner. Here are eight National Education Standards:

1) Standard of Graduate Competence.

The Competency Standards for Elementary and Secondary Education Graduates are used as the primary reference for developing content standards, process standards, educational assessment standards, educators and education personnel standards, facilities and infrastructure standards, management standards, and financing standards (PERMENDIKBUD, NO. 20, 2016). Graduate competency standards are qualifications for graduates' capabilities that involve students' attitudes, knowledge, and

skills that must be achieved from the primary or secondary educational unit. The following are kinds of Graduate Competency Standards: SD/MI/SDLB/Package A, SMP/MTs/SMPLB/Package B, and SMA/MA/SMK/MAK/SMALB/ Package C.

2) Standard of Content.

This standard is criteria that cover the scope of the material and the level of competence used to achieve graduate competency standards that have been set at a certain level of education. The graduate competency standards formulated include attitudes, knowledge, and skills. The Standards of Content consist of the curriculum framework, students learning load, unit-level curriculum, and the national academic calendar. (PERMENDIKBUD, NO. 21, 2016).

3) Standard of Educational Process.

In educational units, the learning process should be dynamic, inspiring, exciting, challenging, and motivating students to participate actively, allowing enough room for initiative, creativity, and freedom in accordance with students' talents, interests, and physical and psychological development. Educators also present examples during the learning process. Each educational unit should plan, implement, and evaluate the learning process and assess the learning outcomes to implement an effective and efficient learning process. (PERMENDIKBUD, NO. 22, 2016).

4) Standards of Educators and Education Personnel.

Educators must acquire academic qualifications and competency as learning facilitators and be physically and psychologically capable of achieving national educational objectives. The required academic qualification is the minimum level of education that must-have by an educator, as evidenced by a suitable diploma or certificate of expertise issued in accordance with the applicable legislation. Pedagogic, personal, professional, and social competence are examples of learning agent competencies in primary and secondary education and early childhood education.

Educators include TK/RA, SD/MI, SMP/MTs, SMA/MA, SDLB/SMPLB/SMALB, SMK/MAK, Package A, Package B and Package C education units, and educators at the course and training institutions. (PERMENDIKBUD, NO. 16, 2007). Educational staff includes school/madrasah principals, education unit supervisors, administrative staff, library staff, laboratory staff, technicians, study group managers, tutors, and cleaning staff (PERKEMDIKBUD, NO. 24, 2008).

5) Standard of Facilities and Infrastructure.

Furniture, instructional equipment, textbooks, as well as other learning materials, consumables, and other appliances, are necessary for each educational unit to accommodate a continuing learning process. Each educational unit is also required to have land, classes, teacher rooms,

executive rooms, a place to exercise, creative room, and worshiping place to support teaching-learning needs. (PERMENDIKBUD, NO. 24, 2007).

6) Standard of Management.

Management Standards consist of Management standards by the education units, Management standards by local governments, and Management standards by the Government (PERMENDIKBUD, NO. 19, 2007).

7) Standard of Education Financing. The standard of Education Financing consists of:

- a) Education unit investment costs include the cost of providing facilities and infrastructure, human resource development, and fixed working capital.
- b) Personal costs include educational costs that students must incur to follow the learning process continuously.
- c) Education unit operating costs include salaries of educators and education personnel as well as all allowances attached to salaries, consumable educational materials or equipment, and indirect educational operating costs in the form of power, water, telecommunications services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance, and so on (PERMENDIKBUD, NO. 69, 2009).

8) Standard of Educational Assessments.

The learning outcomes assessment in Elementary and Secondary education are done by educators and each educational unit (school). In university level, the assessment is done autonomously according to each university's regulations (PERMENDIKBUD, NO. 23, 2016).

2.4 Related Previous Study

In this section, the researcher will describe a few previous studies related to this research.

The first study is by Coultas and Booth (2019). Using a case study design, they want to find out ELT students' learning journey using two modules: the Oracy and ELT Pedagogy module and an Educational Technologies module. The case study materials are drawn from the student's autobiography and diary, the student's assignment (spoken and written), and the lecturer and students' reflections. The result is that students can share their based knowledge between these two modules. The lecturer can make an approach or method adjustment in teaching-learning activity based on students' autobiography to make more meaningful learning. The similarity between Coultas and Booth's study and this study is that both will use a case study design to investigate the subject's experience. However, this study will have a different subject, namely the English Massive. It will investigate how this program conduct the English teaching-learning process and the teacher-learner relations during the learning activities.

The second study is from Xu and Shi (2018) about constructivist theory implementation in College English flipped classrooms. They thought the constructivist theory that promotes student-centered learning would be helpful in flipped classroom scenarios which also urge students to be more active in learning, from the case study design. This research founds that during the flipped classroom scenario, the students will be the main center of the learning, and the teacher acts as a facilitator to help students in this self-directed learning. Also, with the combination of constructivist theory and flipped classroom method, students can be promoted to more autonomous learning and engage in any new material with a slight push in students' motivation to learn. Similarly, this study will also conduct a case study design investigating the English Massive. However, this study differs from Xu and Shi study because it mainly reveals what approach or method is used in the English learning course rather than testing out the existing theory to the subject.

The following study is from Golam and Kusakabe (2018), which tried to investigate problems in English language teaching in Bangladeshi madrasa. This study employs a qualitative method with a semi-structured interview with madrasa teachers and other education officers. The result suggested that the English curriculum and syllabus refinement focus on listening, speaking, reading, and writing skills. An English teacher training is also urgently required to accommodate the newer teaching methods and approaches with technology integration. However, this study only interviewed to prove teachers' and educator officers' perceptions, not including the student's point of view. The

current study will explore both teacher and learner points of view toward the English Massive.

The fourth study is from Meşe and Sevilen (2021). They researched for factors that influenced EFL students' motivation during online learning. This study employed a case study design that used interview and writing assignments from the twelve samples of students over seven weeks. The data showed that online learning has negatively impacted students' motivation because of the absence of social interaction, mismatch of content, and problems in organizing the learning. Because Meşe and Sevilen's study only seeks the factors that influenced students' motivation in online learning, the current study will focus on researching English Massive teaching-learning activities according to Indonesia's National Education Standard.

Lastly, Astutik and Aulina (2017) study investigated the use of the Total Physical Response (TPR) method in teaching English for Young learners in Sidoarjo. This qualitative study described how the kindergarten teacher uses the TPR method in teaching English vocabulary. The result implied that the teacher naturally used the TPR method, either during or outside the lesson. The young learner also showed good responses, both on non-verbal (teacher movement) and verbal (teacher talking). With the TPR method, young learners can understand the vocabulary easily because the teacher can be more creative and not limited by the material from the textbook. The current study will differ from this study in terms of the subject. It will observe English Young learners and young adults, and adult English learners in English Massive.

CHAPTER III

RESEARCH METHOD

This chapter represents an explanation of the methods used in this research. The explanation involves research design, research instrument, research subject, data collection procedure, and the process of analyzing the data.

3.1 Research Design

This research used a case study design to explore how the English teaching-learning process is held by English Massive. A case study design implied a thorough examination of a specific event, situation, organization, or social unit. In terms of scope, a case study is an in-depth examination of a phenomenon in its actual context. The case study is suitable, especially when the context is relevant to the phenomenon, such as examining performance gaps in a high school (the phenomenon) with a large second-generation immigrant population (the context). Case study design relies on multiple data sources for evidence because the perimeters between a phenomenon and its context are not often clear (Yin, 2018: 15). Therefore, this research will use the case study design to explain English language teaching in English Massive.

3.2 Research Instrument

This research used two primary instruments, observation, and interview, to collect the data. The observation was done by overviewing English Massive's teaching-learning programs and components when it is running. The observation will be in a checklist form to ensure that the teaching-learning implementation aligns with the beginning plan and design. The researcher will

include a few keynotes taken to be in data sources. The interview will mainly focus on the teaching-learning activities and learner-teacher relations in English Massive. Aside from that, the researcher will document every English Massive's activities in the form of photographs, videos, or audio.

3.3 Subject of The Research

The subject of this research is the English Massive. From the total of 186 spots spread across three districts in Kediri City, the researcher chose three random spots from one district. The three spots will include all levels of ages, which are Young Learner, Young Adult, and Adult learner. This action was done because the researcher considers that these three spots with different levels can represent all existing spots. After all, they were integrated into one central system. The researcher collected data from deeply observing the teaching-learning activities in every spot and interviewing one sample of both the tutors and learners.

3.4 Data Collection Procedure

The researcher will use observation and interviews as the primary way to collect the data. There will be a few activities the researcher would do during the data collection period: 1) First, the researcher will send a permission letter in request to do this research to the English Massive. 2) In week 1, the researcher went to spot 1 to observe the teaching-learning activities and interview one sample of both the tutor and the student in that spot. 3) In week 2, the researcher did the same process in spot 2, observing the teaching-learning activities and interviewing the tutor and student. 4) Week 3 also had the same activities as

weeks 1 and 2, but this time in spot 3. 5) During week 4, the researcher will do another observation or interview should consider the data is not quite enough.

3.5 Data Analysis Process

After gaining enough data for the research, the data will go through three steps: 1) The researcher reads each transcript gained from observation and interview to obtain general information (generalization). 2) The researcher compiles these general messages into specific messages (specifying). 3) The researcher will seek a general data pattern from these particular messages.

Then, the researcher grouped the data based on the related statement: how English Massive plan and conduct its English language teaching and how learner-teacher relation in English Massive is shaped. After that, the data will be displayed in the form of narrative text to ease understanding of the context. The researcher will explain the data using descriptive narrative text to draw an overall conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher will describe and elaborate on the findings of the research and discuss the current findings of English teaching activities held in English Massive Kediri.

4.1 The Implementation of Teaching-Learning Process in English Massive.

In this section, the researcher explained the results of observation and the results of interviews with English Massive Management, tutors, and students according to the research's objective.

This research has been conducted for about two weeks from May 12th, 2022 until May 22nd, 2022 in the English Massive office, and a few of its spots. The focus of the research is to explore how English Massive held their English teaching-learning activities.

Based on the results of observations and interviews in 3 spots with 3 different classes (RUKMASARA/Young Learner, PASSION/Young Adult, and GBE Community/Adult), the researcher obtained similar results in various aspects.

4.1.1 Standard of Graduates' Competence.

From the interview with the management of English Massive, the researcher found that this program does not have specific goals like formal education does because its students come from many different backgrounds. Instead, they have goals to provide the citizens of Kediri a place for learning and practicing their English skills. English Massive

also wants to fill in the gap in school lessons which usually only focus on grammar and writing. Therefore, English Massive teaching is more prioritized on enhancing students' speaking skills besides teaching grammar, writing and other skills.

The researcher also gained data from interviewing three students of English Massive each from different levels of age, one Young Learner, one Young Adult, and one Adult learner.

First, the Young Learner student from RUMKASARA spot. He is in 3rd Grade Elementary School and has been joining this program since February 2022. When asked about his reason for joining this program, he replied *“Emmm, I am involved in this program because my parent told me so, and I can study together with my friends and Mr U, and it's so fun.”(translated).*

The second student is a 7th Grade Junior High School student who joined English Massive in 2017. This Young Adult learner revealed his reason for joining this program. He quoted *“Yeah, from the beginning I quite liked the English lesson. I also play online games and many of them use English. So, I hope I can learn more English with his program and I hope I can communicate with my online game friends from around the world using English.”*

The last participant of the interview is from the GBE Community spot. This Adult learner is a working mother. When the researcher asked her reason behind joining this program, she elaborated

“So, I join this program because I want to give an example to my children that learning is not limited when you are graduate from school. But learning starts from childhood until our last breath. I also want to have better English skills because it is demanded in my work”.

4.1.2 Standard of Content.

On the aspect of content standards, the researcher found that in these three spots the tutors used the modules provided by the EMAS (English Massive) as a reference in teaching. The teaching-learning activities refer to the existing syllabus in the module which has been adapted to the class and level of students with additional material provided by the tutor. For the YL (Young Learners) class, the material consists of basic English skills such as greeting, numbers, alphabet, place, time, animal, and food.

English Massive also developed its own curriculum adopted from the Common European Framework of Reference (*CEFR*). With this curriculum, the students are split into several levels from beginner, elementary, intermediate, and advanced. Through this curriculum, a syllabus and module book was also developed according to the student's English level. The class was divided into three levels. Young Learners (YL) consist of Beginner (1,2, and 3) and Elementary (1,2, and 3). Young Adults (YA) and Adult (A) classes level consists of Elementary (1 and 2), Intermediate (1 and 2) and Advanced (1 and 2) with a total of 189 spots.

Supporting the data from the observation, the researcher also conducted interviews with three English Massive tutors. Each one of them will represent a different class. The first one is Mr U who taught Young Learner students in the RUKMASARA spot. When asked about what materials were taught to the students, he replied *“The material taught is adjusted to the level of the learner, for the level of children who are beginner 1, it is still easy material, usually about colors, numbers 1-20, and so on.”* He also stated that English Massive provides the tutors with a module book containing the materials that have been selected according to the existing curriculum and syllabus. These module books are available on various levels from beginner, elementary, and intermediate to advanced.

The second tutor is Miss D who teach Young Adult learner in the PASSION spot. According to Miss D, she focuses the learning on reading, speaking, writing and also listening skills of the students. In developing the materials, she referred to the provided module book which has been already made in line with the syllabus and the curriculum. When asked about what is the minimum indicators that students have understood the materials, she replied *“Students’ performance can be seen from daily activities, then from midterm and final-term exams. If they have reached the minimum criteria, it means they have mastered the material”*.

The last is Miss T who teaches Adult learners in the GBE Community spot. She said that the material taught in the adult class was about daily expressions which had been adapted to the needs of students. He also added information about the modules and methods used. She said *"There is a module provided. Usually, I also add my own material so that learning doesn't seem monotonous. The material has been selected according to the syllabus and curriculum. So, we just use or develop it."* She explained that the syllabus is the benchmark for student achievement. When students succeed in achieving the minimum criteria in the material being taught, they are considered to have mastered the material.

4.1.3 Standard of Educational Process.

For the standard aspect of the educational process, learning time is held twice a week with a duration of 90 minutes. The days and schedules followed the provisions that have been made by the English Massive center. From the three spots with three different classes, the authors found that the method applied in the learning process invited students to learn actively (student-centered), fun, and easy to understand.

At the RUKAMSARA spot, YL class, the tutor invited students to brainstorm first about numbers, then the tutor invited students to play a Bingo game about numbers 1-20 and animals. The tutor gave pictures

of animals and then invited students to count and wrote down the animals while learning plural.

In the PASSION spot, YA (Young adult) class, the tutor used a method that focuses more on the material, such as the use of PowerPoint slides. During the observation and interview, the Young Adult learners were learning about 'FAMILY' with Miss D. The learning process went smoothly and was easy to understand. The tutor also engaged the students in active learning, one of the learners said

“At first, Miss D told us to write words regarding family members from the word ‘GRANDFATHER’, kind of like a crossword. And then she engaged us in conversation about how many our family member, how old are they, and more.”

Then, continued to the learning core using PowerPoint slides and the speaking session where students are asked to talk about their family members including their name, age, and the people closest to them.

In Adult class, the learning tends to focus on speaking skills by conducting discussions about daily life, such as discussing Ramadan, work, and family. She also added that the tutor uses an active method like discussion so they always engaged in conversation during the teaching-learning activities. This was tailored to their needs to do the hands-on practice. At the end of the lesson, all tutors invite students to review and conclude what they have learned that day.

There were also some results of the interview with three English Massive tutors on what methods they used in teaching-learning activity.

The first one is Mr U who taught the Young Learner class in the RUKMASARA spot. He replied *“Yes, the method adapts to the learner who will be taught, and it changes frequently so it doesn't get boring.”*

He also replied that there are some differences he makes when teaching YL, YA or A learners. He said:

“When teaching YL, I usually have more games because they like to play a lot. But, I can emphasize more on the materials when teaching YA. Adult learners are more flexible on the method and time, as long as the material is delivered and the students feel comfortable”.

At last, he stated that there were a few activities that English Massive provides students with a place to develop their passion and creativity. He stated *“There is an annual event called COIN EMAS. Here students can join many competitions like speech, storytelling, mini-drama, and so on.”*

Additionally, Miss D said that she usually uses PowerPoint to teach Young Adult learners if there are only a few students in the class because there is no LCD projector to use. She also engaged students in a discussion because it can drill their speaking skills and critical thinking. When asked about are there any differences in teaching YL, YA, and Adult learners, she replied

“Teaching YA or A learners is usually easier to organize and they can easily receive the materials. On the other hand, teaching YL require more work to do because they are usually more playful, noisy, and difficult to organize.”

To always keep the students motivated, she stated that there are some activities that can be done. For example, going out to a certain

place, join-learning with another close spot, COIN EMAS event and many more.

The last Miss T who taught Adult learners in the GBE Community spot. According to her. There are different ways of teaching young learners and adults. To teach adults, she prefers to use the discussion method. She added:

"For children, I usually prefer to apply sequential methods, step by step clearly so that the child does not get out of control. But already with mothers like this, I can be more flexible starting from the method, the hours of study, and adapting to the conditions of the mothers. The important thing is that the material can be conveyed."

She also revealed that there were many activities used to stimulate students' motivation, creativity, and talents in this program, such as the "COIN EMAS" competition, in which there is a mini-drama, storytelling and others.

In addition, there were activities which used to stimulate students' motivation, creativity, and interest. One of them is the "COIN EMAS" activity. COIN EMAS was a competition that was held every year and was the biggest English competition in the City of Kediri. It was an opportunity for all English Massive participants to demonstrate their English language skills, self-confidence, and creativity under the guidance of their tutors. In this activity, there were various competitions for participants of all ages, both individually and in groups, such as speech, opera, storytelling, spelling bee, and other fun mini-games.

Aside from teaching-learning activities by the tutors, English Massive also provides many activities to ensure an effective and efficient learning process. There are monthly workshops for the tutors, microteaching, and yearly evaluations to always improve in teaching English to the citizens of Kediri. That is one of the reasons why English Massive has several requirements for tutors. For example, they should have graduated with an English major with a 3.00 minimum GPA, have a TOEFL score of a minimum of 500 or TOEIC with a minimum score of 575, and have a minimum of one year of experience in teaching English, and so on.

4.1.4 Standard of Educators and Education Personnel.

For the standards of educators and education personnel, English Massive required all tutors to have a minimum TOEFL score of 500 or a minimum TOEIC of 575 with a maximum age of 27 years, graduates from English study programs with a minimum GPA of 3.00 and have a 1-year teaching experience. In addition, English Massive also held a program to improve the competence of educators' expertise in teaching. The programs held were English workshops every month and regular spot visits. This program gave tutors insight into solving problems in their classes and gave them the opportunity to share experiences with other tutors.

4.1.5 Standard of Facilities and Infrastructure.

For the standard of facilities and infrastructure, the study room provided was quite spacious, comfortable, clean, and tidy. However, each spot had a different building and shape because the spot was not built or provided by the English Massive but came from volunteers who gave their house or building as a place for the teaching and learning activity. In each spot, there are tables, chairs, and also a blackboard, but there is no LCD projector available, so it is less supportive if the tutors use PowerPoint or other digital media. At the PASSION/YA spot, the tutor only displays PowerPoint through the laptop screen, which is only suitable to use if there are not too many students in the class.

These are the interviews result of the three learners when asked about the facilities. First, The Young Learner from RUKMASARA spot replied

“Yes, it is enough, big brother. There are several folding tables, and we can sit down on the floor. It is quite good because I like playing around the class.”.

The Young Adult learner also replied the facility in PASSION spot is quite comfortable and accommodating because there are desks, chairs, and a whiteboard, enough for them to learn. One of the mothers from the GBE Community spot also stated that she does not have any complaints about it even though it is quite modest, only consists of a few round tables, and has to sit on the floor.

4.1.6 Standard of Management.

In terms of the management of English Massive, the researcher found the vision and mission of this program, which aims to prepare Kediri citizens to face the global challenges by enhancing their capacity and competitiveness in English communication skills. Their missions are to provide free English class services for the citizen of Kediri in all spots spread across 46 urban villages, to facilitate Local English educators with facilities, training, and other supplies to provide optimal learning services for program participants, and to provide a forum for participants to display their skills and learning progress through annual English Massive events. English Massive curriculum system is adopted from the Common European Framework of Reference that splits learners into several levels from beginner, elementary, intermediate, and advanced. English Massive also has a clear organizational structure, led by the head of the Education Department of Kediri, down to the chief of the program, the expert team, master tutors and end up with tutors and students. English Massive has its own office room within the Education Department of Kediri which functions as the administration and information center and the management room. In terms of outside relations, English Massive had a COIN EMAS event. In 2020, English Massive collaborated with Denniz Perez, popular as *guruku Mr.D* to launch an English web series video for the citizens of Kediri to learn English (Detik.com).

4.1.7 Standard of Education Financing.

English Massive is not charged education fees to its students. The Education Department of Kediri fully funds this program. The tutors and the management got monthly wages from the Education Department of Kediri, and the fund comes from the Regional Revenue and Expenditure Budget (APBD) of Kediri. The tutors also got monthly wages from teaching several classes and doing other jobs tasked by the English Massive

All three students interviewed stated that they do not pay any education tuition. All of the activity in English Massive programs is completely free. But, they might spend some money on some special event. For example, when joining the mini-drama from the COIN EMAS event, they might have to pay for renting a costume, making properties, and others.

4.1.8 Standard of Educational Assessment.

For the type of assessment that English Massive does, the management answered that they do a Placement Test when students first join the program to determine their level for the course of one learning term. At the end of the learning term, students will have a Level Test and if they pass it, they will learn one level above the next year and get a certificate. For the assessment with the tutors, there will be mid-term and final-term exams to test students' understanding of the

materials. All of the assessments are regulated in the existing curriculum and syllabus.

4.2 The Relationships Between Teacher and Learner of English Massive.

The relationship between teacher and learner of English Massive was seen during the teaching-learning activity. The researcher asked several students their perceive on how the tutors taught them. One of the Young Learners responded when the researcher asked about how he felt during the teaching-learning process. He responded,

“Of course, I am very happy. Mr U asked us to play bingo with the numbers 1 - 20, look look, I have got 3 bingo, hurray, I won ! and many other games !”.

He also added that he feels very happy with how the tutor teaches them because it always involves many games and fun activities.

During the observation and interview in the PASSION spot, the Young Adult learners were learning about “FAMILY” with Miss D. The learning process went smoothly and was easy to understand. The tutor also engaged the students in active learning, one of the learners said

“At first, Miss D told us to write words regarding family members from the word “GRANDFATHER”, kind of like a crossword. And then she engaged us in conversation about how many our family member, how old are they, and more.”.

The Young Adult learner added that he also felt comfortable and engaged with how Miss D taught them because her explanation made the materials easy to understand and they also can practice their English speaking skills.

The researcher also asked one of the Adult learners about the material learned and how the learning process is conducted. She replied

“Yeah, so far the tutors seem to be pretty fun and close to this “emak-emak” community and the learning process is flexible and fits our daily agenda. “. “We also learn about daily life topics, like how’s your day, what you do in your spare time, and so on.”.

4.3 Discussion

In this section, the researcher elaborated on the study’s main findings and related them to theories from the previous study. Below is more detailed information about the finding to answered the research questions.

This research was aimed to explore how English Massive conducted the English teaching-learning activity. After conducting the observation, the researcher found that English Massive’s teaching-learning activities are varied in every spot and class.

RUKMASARA spot is located in Tamanan, Mojoroto district. This spot is relatively new because it only started last February 2022. From the observation, the researcher found that inside this spot are a few folding tables, a whiteboard, and bold markers, and students have to sit on the floor because there is no chair. Before the class begins, the Young Learners are already in the location, waiting for the tutor to arrive. When the tutor arrived, which at this time was Mr U. The lesson began with the opening, then brainstorming activity. In this case, Mr U wrote numbers 1 to 20 on the whiteboard, and then asked students one by one what number he pointed to. After that, he shared a paper with several numbers in the column on it. This time, they will play the BINGO game. Mr U explained the instructions for this game, what students have to do,

listen carefully to what number he says, then mark the respective number on the paper. When they got all the numbers in one row or column, it is one BINGO. The one with the most BINGO will win the game. The Young Learners were very enthusiastic about this game because they felt challenged to compete with their friends.

The next activity they had was counting the animals' pictures on paper. They were asked to count and write how many lions, crocodiles, elephants, and other animals were on the paper. After that, they wrote it in their book, for example, "three lions", "four crocodiles", and "one elephant". Not only did they learn English numbers, but also plural words and vocabulary in this activity. This activity is in line with Malik, Mahmud, Anshari, and Salija's (2020) research that found teachers in Kampung Inggris Pare also used flashcards and games to teach vocabulary to the learners. The last activity they had was concluding the materials they had learned that day. Mr. U as the tutor always engages the learner to be active in learning by asking them questions or conversation. He also revealed that his method of teaching always differs from one to another. Like in this class, because the children are active and like to play around, he tends to involve many games so students can have more enjoyment in learning. This approach is in line with Nurhadi (2012)'s theory that children tend to like learning by playing, repetitive storytelling, and involving many physical activities. From the observation, the Young Learners in this spot seem to better understand the material with the learning activity involving game and physical activity.

Unlike RUKMASARA which is considered a new spot, PASSION is one of the spots that have joined English Massive since 2017. This spot is located in Bandar Lor, Mojoroto district has a more complete facility like desks, chairs, a whiteboard, and bold markers. The researcher observed a few classes in this spot, mostly Young Learners class and one Young Adult class. During the observation, the class was delayed from the schedule due to heavy rain before. After that, there were only a few students attended the class. This time, the class is taught by Miss D, one of the experienced tutors in English Massive. She started the class by asking the students to write one word representing a family member. Then, students should write other family members from the previous word in a crossword form. After that, they had the main activity which was learning about FAMILY. Miss D showed students the PowerPoint she made on the laptop screen. There was some active interactions between them because Miss D engaged the students in conversation or asked them some questions. This finding is in line with Aziz & Setyo Dewi (2020) that a PowerPoint slide can be helpful in teaching because it provides video, audio, and animation, to engage students in learning and achieve a better result. At the end of the learning activity, Miss D asked students to conclude their lesson and reminded them that they would have an exam next week. Unlike the Young Learners class, with many games in the learning, the Young Adult class seems to focus more on the materials because the students are easier to manage and receive learning from the tutor.

The third spot that has been observed is GBE Community located in Bujel, Mojoroto district. Like the RUKMASARA spot, it also has fairly basic facilities like big round tables, a whiteboard, bold markers, and the students also sitting on the floor. In this spot, the researcher observed the Adult learner class which was attended by several housemothers. One of the mothers revealed her reasons for joining this program: that she wanted to give the spirit of learning to her kids and learn more English skills due to the demand from her work. This fact is in line with Zein (2019)'s thoughts about how English has become essential for social mobility and the global economy. This Adult class was held at night due to their busy schedule during the day. Miss T, who taught in this class revealed that she does not have a strict lesson plan for this class. Instead, she mostly engaged the students in active conversation. When the class was observed, Miss T and the mothers were having many talks, chit-chatting, in and out on the topic of learning. Miss T started by asking the mothers, "*how was your Ramadhan Kareem, Ma'am?*" Then they answered the question one by one.

The learning continues with a question and answer. Each student has to pick one of the papers provided by Miss T. Then, they should read and answer the question on it orally. Miss T said this week is reviewing materials because they will have a midterm exam next week in the form of an interview. This activity is considered best for learning as Gubta (2019) stated that modeling the learner what to do instead of just telling them will give a meaningful

learning experience and increase students' self-confidence. That is why Miss T always engaged students in active conversation to drill their speaking skills.

From the result of observation in three spots and classes from different levels of ages, the researcher drew a similarity among them. All of the tutors employed a communicative approach in the teaching-learning scenario. The overall teaching-learning method can be divided into three steps; opening, main activity, and closing. In the opening stage, tutors did warm-up activities that employed physical activities such as writing or drawing and actively encouraged students to use English. The point of this stage was to engage students in learning English.

The next stage is the main activity. In this stage, tutors employed various communicative learning activities. For example, opinion sharing used in Adult class teaching-learning of English Massive, information gap used in Young Adult class, scavenger hunt in Young learner class, and other activities suited to students' needs. Through these activities, tutors engaged students in speaking English as much as possible and did not directly correct their speech. This act was meant to build students' confidence and drill their English speaking in daily speech. This act is in line with Rohmah (2013) that stated the communicative approach is devoted to promoting L2 acquisition and creating a low anxiety classroom environment to make students confident and comfortable in delivering their speech in L2.

The last stage was closing. In this stage, tutors strengthen learners' understanding of the materials by questioning, restating, and others. All the

learning processes are meant to make students comfortable and build their confidence in speaking English little by little. Therefore, tutors adapted their learning style and activities according to the learners' age, knowledge level, and learning style.

The researcher also found that all English Massive's activities were held online during the past pandemic due to the mandatory quarantine. From the teaching-learning activity, Level Test, to administration is held using online communication technology. Because of that, many students, especially Young Learners, feel the discomfort of online learning. It is a common problem during the pandemic, as stated by Meşe and Sevilen (2021), that many students' motivation has been negatively affected by online learning situations due to the lack of social interactions and problems in the learning organization. Some of the students feel less motivated to join the lesson or just do not have the device needed and are overwhelmed by this new online learning situation

Regarding the financing sector, the English Massive program is fully funded by the Education Department of Kediri. Therefore, this program is entirely free for all the citizens or residents of Kediri City. The tutors get monthly wages from the accumulation of the classes and teaching hours they get. This result is in line with PERMENDIKBUD, NO. 69, 2009, which stated that each education unit should have a financing calculation that includes the salary of the educators, education personnel, and other allowance. In this case, English Massive got its funding from the Education Department of Kediri, which allocated to tutors' salaries, allowances, and the subsidization to make

the learners not have to pay the fees of education in English Massive. But, some parents or people look down on this program because it is free and think it is not as good as the paid learning course.

On the other hand, this research has revealed the opposite of that thought. English Massive has a monthly workshop for the tutors, which can yield better teaching-learning practices. There is also a spot visit program where the experts visit the class and give feedback. There is also COIN EMAS, an annual event with many competitions like speech, storytelling, and mini-drama for students to join and channel their talent and creativity.

English Massive has created an interactive teaching-learning activity using the Communicative approach. This situation made the learning process interactive and encouraged students to participate actively without being afraid to try and practice directly. The students felt comfortable because they could communicate freely, express their thoughts, and do what they were told without pressure. Here the role of the tutor is not to be a scary figure but a facilitator who can help them develop their English skills. The learning that occurs is not teacher-centered but student-centered so that students are not getting bored quickly because they are directly involved. They also don't feel pressured because learning is done in a relaxed and fun way. In YL class, their relationship is like brother and sister, where a tutor can guide, invite, and direct them well without coercion. In YA and A classes, tutors are like their own friends, so they are easier to accept the material and are not shy to ask

questions. This relationship allowed maximum knowledge absorption because students did not feel burdened during the learning process.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter will consist of the study's overall conclusion drawn from the findings, discussion, and recommendations for future research.

5.1 Conclusion

From the data gained through observation and interview, the researcher concluded that English Massive is a free English course program funded by the Education Department of Kediri City. This program is intended to overcome the future global challenges where English is widely used in worldwide communication and interaction.

English Massive's teaching-learning activities are conducted in several places spread across Kediri City. In each spot, there are several classes with different levels, from Young Learners, Young Adults, and Adult learners, and they study for 90 minutes per session twice a week. English Massive developed its own curriculum, syllabus, and module books that the tutors can use in teaching the learners. The tutors used a communicative approach to make an interactive learning process for the students. For Young Learners, the tutors incorporate activities like a scavenger hunt and many games to make the class enjoyable. In contrast, Young Adults and Adult learners employed more material-focused learning and active discussion activities like opinion sharing and information gaps to drill their speaking skills.

The use of a communicative approach has created a meaningful relationship between learner and teacher. The teachers became facilitators who

guided and taught students without pressure, so students felt comfortable in the learning process. The learning did not focus on teacher-centered but student-centered so that students were not getting bored quickly because they were directly involved.

5.2 Recommendations

This research is limited in finding how the English teaching-learning activity in English Massive is conducted and the learner-teacher relations between them. Future research might focus more on the curriculum or different levels of English proficiency like Beginner, Intermediate, and Advanced. Future research can also take more observation time in one class or more participants. For English Massive, this finding can be used for evaluation purposes, especially in motivating students after the pandemic situation.

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APPENDIXIES

Appendix 1 Observing and Interview Statements

NAME : M. Ervan Zulkarnain

NIM : 18180001

Research Title : A Case Study of English Massive in Teaching English Across All Ages for The Citizen of Kediri

Research Question :

1. how the English Massive conduct the teaching-learning in the English learning environment?

2. how the learner-teacher relations during teaching-learning activities?

No.	Criteria	Question/Statement	Scale				
			1	2	3	4	5
1.	Standar Kompetensi Lulusan Graduates' Competence	Target apa yang ingin dicapai oleh lulusan program ini? <i>What targets should be achieved by graduates of this program...?</i>					
		Apakah alasan dibalik penetapan target kelulusan tersebut? <i>What are the reasons behind the mandate of the graduate standard?</i>					
		Bagaimana bisa lulusan program ini bersaing dengan lulusan program lain...? <i>How can graduates of this program compete with graduates of other programs...?</i>					
		Apa saja hal hal yang dilakukan /diupayakan demi mencapai standar lulusan tersebut..? <i>What are the things that are done/sought to achieve these graduate standards?</i>					
		Apa saja tantangan yang dihadapi ketika pencapaian target lulusan tersebut..?bagaimana cara mengatasinya? <i>What are the challenges faced when achieving the graduate target? And how is it managed?</i>					
2.	Standar Isi Standard of Content	Materi seperti apa yang diajarkan kepada siswa yang mengikuti program ini.? <i>What kind of material is taught to students who participate in this program.?</i>					
		Adakah buku/modul khusus yang digunakan sebagai pedoman materi..?					

		<p><i>Is there any particular module/book used as a material guideline ..?</i></p>					
		<p>Bagaimana proses pemilihan materi agar sesuai dengan kebutuhan siswa? <i>How is the process of selecting materials to suit the needs of students?</i></p>					
		<p>Apa indikator/komptensi minimal bahwa siswa telah menguasai materi yang diajarkan..? <i>What are the minimum indicators/competencies that show students have understood the materials?</i></p>					
		<p>Kurikulum seperti apa yang dipakai oleh pengajar dari lembaga ini? <i>What kind of curriculum is used by teachers from this institution?</i></p>					
3.	Standar Proses Pendidikan Standard of Educational Process	<p>Metode apa yang diterapkan dalam pembelajaran bahasa inggris pada program ini..? Apakah metode yang diterapkan mengajak siswa untuk lebih aktif belajar (student-centered)? <i>What methods are applied in learning English in this program?</i> <i>Does the method engage students to be more active in learning (student-centered)?</i></p>					
		<p>Adakah perbedaan metode yang digunakan, ketika mengajar young, young adult, and adult learner..? <i>Is there a difference in the method used when teaching young, young adults, and adult learners..?</i></p>					
		<p>Adakah kegiatan yang digunakan untuk menstimulus motivasi, kreativitas, dan minat-bakat siswa pada program ini? <i>Is there any activity that stimulates students' motivation, creativity, talent interest in this program?</i></p>					
		<p>Bagaimana proses penilaian hasil belajar siswa pada program ini...? <i>How is the process of assessing student learning outcomes in this program...?</i></p>					
		<p>Adakah upaya yang dilakukan untuk menjamin prose pembelajaran yang efektif and efisien...? <i>Are there efforts done to ensure an effective and efficient learning process...?</i></p>					
4.	Standar Pendidik dan	<p>Komptensi seperti apa yang harus dimiliki oleh pengajar pada program ini...?</p>					

	Tenaga Kependidikan Standard of Educators and Education Personel	<i>What kind of competencies should a teacher have in this program...?</i>					
		Bagaimana seleksi pemilihan tenaga pendidik dan kependidikan pada program ini...? <i>How is the selection of educators and education personnel in this program...?</i>					
		Adakah upaya/kegiatan untuk meningkatkan kompetensi keahlian tenaga pendidik pada program ini...? <i>Are there any efforts/activities to improve the skill competence of educators in this program...?</i>					
		Guru selalu mengajak siswa untuk menyimpulkan pembelajaran pada akhir kegiatan atau akhir sesi tertentu <i>The teacher always invites students to conclude the lesson at the end of a particular activity or session</i>					
		Guru selalu mengajak siswa untuk aktif dalam setiap kegiatan pembelajaran (yes/no) <i>The teacher always invites students to be active in every learning activity (yes/no)</i>					
5.	Standar Sarana dan Prasarana Standard of Facilities and Infrastructure	Ruang belajar yang disediakan bersih, tertata rapi dan sangat nyaman digunakan untuk belajar <i>The study room provided is clean, neatly arranged, and very comfortable to use for studying</i>					
		Terdapat meja, kursi, papan tulis, dan perlengkapan lain untuk mendukung kegiatan pembelajaran <i>There are tables, chairs, blackboards, and other equipment to support learning activities</i>					
		Fasilitas yang disediakan dan ditata dengan baik sangat mendukung terhadap hasil belajar <i>The facilities provided and arranged properly are very supportive of learning outcomes</i>					
		Kelas dijaga kebersihannya oleh semua warga kelas. Secara berkala siswa membersihkan kelas secara bersama-sama. <i>The class is kept clean by all class members. Periodically students clean the classroom together.</i>					
		Kapasitas ruang belajar cukup untuk tempat pengajar dan antar siswa agar tidak saling berdesakan					

		<i>The study room is sufficient for teachers and students held a teaching-learning activity comfortably.</i>					
6.	Standar Pengelolaan Standard of Management	English Massive memiliki visi, misi, dan tujuan yang jelas <i>English Massive has a clear vision, mission and goals</i>					
		English Massive memiliki/mengembangkan kurikulum yang sesuai dengan kebutuhan siswa <i>English Massive has/developed a curriculum that is suitable for students' needs</i>					
		English Massive memiliki struktur organisasi yang lengkap <i>English Massive has a complete organizational structure</i>					
		English Massive memiliki ruang layanan publik, kantor administrasi, dan fasilitas lain yang menunjang kegiatan belajar-mengajar <i>The English Massive has public service rooms, administration offices, and other facilities that support teaching and learning activities</i>					
		English Massive memiliki kegiatan untuk menjalin hubungan dengan siswa dan komunitas luar <i>English Massive has activities to build relationships with students and the outside community</i>					
7.	Standar Pembiayaan Pendidikan Standard of Education Financing	Berasal dari manakah sumber dana untuk pengelolaan & pengadaan English Massive ini...? <i>Where do the funding sources come from for the management & procurement of this English Massive ...?</i>					
		Bagi para pengajar/tutor disini, apakah mereka mendapat fee ketika mengajar ataukah sukarela/relawan..? <i>For the teachers/tutors here, do they get a fee when teaching, or do they volunteer/volunteer?</i>					
		Apakah siswa/learner dikenakan biaya untuk belajar di English Massive ini..? <i>Are students/learners charged for studying at this English Massive ?</i>					
8.	Standar Penilaian Pendidikan	Jenis penilaian seperti apa yang dilakukan pendidik untuk menentukan ketuntasan hasil belajar siswa..?					

Standard of Educational Assessment	<i>What types of assessments do educators do to determine the completeness of student learning outcomes?</i>					
	Adakah kegiatan penilaian bersama yang dilakukan oleh English Massive ..? <i>Is there a joint assessment activity carried out by the English Massive ..?</i>					
	Penilaian dilakukan secara objektif dengan melihat kemampuan siswa selama proses pembelajaran <i>Assessment is carried out objectively by looking at students' abilities during the learning process</i>					
	Standar penilaian yang dilakukan jelas dan sesuai dengan ketentuan yang berlaku <i>The standard of assessment carried out is clear and in accordance with the applicable provisions</i>					
	Penilaian yang dilakukan menentukan tuntas atau tidaknya siswa pada program ini. <i>The assessment carried out determines whether or not students complete this program.</i>					

Malang, February 15th, 2022

Instrument Validator



Dr. H. Langgeng Budianto, M.Pd

NIP. 19711014 200312 1 001

Appendix 2 Results of Observations

A CASE STUDY OF ENGLISH MASSIVE IN
TEACHING ENGLISH ACROSS ALL AGES FOR THE CITIZEN OF
KEDIRI

TUTOR : Miss. Dahlia
SPOT : PASSION, YA

Observation Sheet
M. Ervan Zulkarnain (18180001)
English Education Department
UIN Maulana Malik Ibrahim Malang

No.	Criteria	Question/Statement	Exist (V) / Not Exist (X)	Descriptions
1.	Standar Kompetensi Lulusan Standard of Graduates' Competence	Lulusan program English Massive mampu bersaing dan berprestasi pada tingkat daerah, nasional, ataupun internasional. Lulusan program English Massive mampu sukses di dunia kerja (mendapat posisi)		
2.	Standar Isi Standard of Content	Tersedia buku/modul khusus yang digunakan sebagai pedoman materi Pemilihan materi sesuai dengan kebutuhan siswa	✓ ✓	There is sof-copy file of module based on the syllabus Some, the materials from the module are adjusted according to the syllabus
3.	Standar Proses Pendidikan Standard of Educational Process	Metode yang diterapkan mengajjak siswa untuk lebih aktif belajar (student-centered)	✓	The tutor engages students in conversation

		<p>Terdapat perbedaan metode yang digunakan, ketika mengajar young, young adult, and adult learner</p> <p>Terdapat kegiatan yang digunakan untuk menstimulus motivasi, kreativitas, dan minat-bakat siswa pada program ini</p> <p>Guru selalu mengajak siswa untuk melakukan brainstorming sebelum pembelajaran dimulai.</p> <p>Guru menyampaikan pembelajaran dengan aktif, menyenangkan, dan mudah dipahami.</p> <p>Guru selalu mengajak siswa untuk menyimpulkan pembelajaran pada akhir kegiatan atau akhir sesi tertentu</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>For YA learners, the tutor uses a more serious method, using power points, and more HOTS questions.</p> <p>Outing program, collaboration between spots, COIN EMAs</p> <p>Brain storming with crossword game, "Family" topic.</p> <p>Clear & concise explanation</p> <p>Concluding what they have learned</p>
4.	<p>Standar Pendidik dan Tenaga Kependidikan Standard of Educators and Education Personnel</p>	<p>Tenaga pendidik memiliki kompetensi khusus untuk mengajar dalam program ini</p> <p>Terdapat seleksi pemilihan tenaga pendidik dan kependidikan pada program ini</p>	<p>✓</p> <p>✓</p>	

		Terdapat upaya/kegiatan untuk meningkatkan kompetensi keahlian tenaga pendidik pada program ini		
		Setiap kelas diajar oleh satu tutor	✓	one tutor can teach several classes, they can be on different level
		Ruang belajar yang disediakan bersih, tertata rapi dan sangat nyaman digunakan untuk belajar	✓	
		Terdapat meja, kursi, papan tulis, dan perlengkapan lain untuk mendukung kegiatan pembelajaran	✓	There are big desks, chairs, white board
		Fasilitas yang disediakan dan ditata dengan baik sangat mendukung terhadap hasil belajar	✓	well organized, clean
		Kelas dijaga kebersihannya oleh semua warga kelas. Secara berkala siswa membersihkan kelas secara bersama-sama. <i>The class is kept clean by all class members.</i>	✓	The class is kept clean
		Kapitasitas ruang belajar cukup untuk tempat pengajar dan antar siswa agar tidak saling berdesakan <i>The study room is sufficient for teachers and students held a teaching-learning activity comfortably.</i>	✓	spacious
		English Massive learning center memiliki visi, misi, dan tujuan yang jelas <i>English Massive learning center has a clear vision, mission and goals</i>		
		English Massive learning center memiliki/mengembangkan kurikulum yang sesuai dengan kebutuhan siswa <i>English Massive learning center has developed a curriculum that is suitable for students' needs</i>		
		English Massive learning center memiliki struktur organisasi yang lengkap	✓	
5.	Standar Sarana dan Prasarana Standard of Facilities and Infrastructure			
6.	Standar Pengelolaan Standard of Management			

	<p><i>English Massive learning center has a complete organizational structure</i></p> <p>English Massive learning center memiliki ruang layanan publik, kantor administrasi, dan fasilitas lain yang menunjang kegiatan belajar-mengajar</p> <p><i>The English Massive learning center has public service rooms, administration offices, and other facilities that support teaching and learning activities</i></p> <p>English Massive learning center memiliki kegiatan untuk menjalin hubungan dengan siswa dan komunitas luar</p> <p><i>English Massive learning center has activities to build relationships with students and the outside community</i></p>		
<p>Standar Pembiayaan Pendidikan Standard of Education Financing</p>	<p>Tutor mendapat fee ketika mengajar</p> <p>Siswa/learner dikenakan biaya untuk belajar di English Massive learning center ini.</p>	<p>✓</p>	<p>Students are not charge for learning fee in English Massive program</p>
<p>Standar Penilaian Pendidikan Standard of Educational Assessment</p>	<p>Penilaian dilakukan pendidik untuk menentukan ketuntasan hasil belajar siswa</p> <p>Kegiatan penilaian bersama dilakukan oleh English Massive learning center</p> <p>Penilaian dilakukan secara objektif dengan melihat kemampuan siswa selama proses pembelajaran</p> <p><i>Assessment is carried out objectively by looking at students' abilities during the learning process</i></p> <p>Standar penilaian yang dilakukan jelas dan sesuai dengan ketentuan yang berlaku</p> <p><i>The standard of assessment carried out is clear and in accordance with the applicable provisions</i></p>	<p>✓</p>	
<p>8.</p>			

A CASE STUDY OF ENGLISH MASSIVE IN
TEACHING ENGLISH ACROSS ALL AGES FOR THE CITIZEN OF
KEDIRI

Observation Sheet
M. Ervan Zulkarnain (18180001)
English Education Department
UIN Maulana Malik Ibrahim Malang

TUTOR: Mr. Udin
SPOT: RUKMASANA, YL

No.	Criteria	Question/Statement	Exist (V) / Not Exist (X)	Descriptions
1.	Standar Kompetensi Lulusan Standard of Graduates' Competence	Lulusan program English Massive mampu bersaing dan berprestasi pada tingkat daerah, nasional, ataupun internasional. Lulusan program English Massive mampu sukses di dunia kerja (mendapat posisi)	✓	There is a module lesson for Young learner consist of several discussion unit that can be used as material source
2.	Standar Isi Standard of Content	Tersedia buku/modul khusus yang digunakan sebagai pedoman materi Pemilihan materi sesuai dengan kebutuhan siswa <i>(kemampuan)</i>	✓	The materials are adjusted to the student's ability level
3.	Standar Proses Pendidikan Standard of Educational Process	Metode yang diterapkan mengajak siswa untuk lebih aktif belajar (student-centered)	✓	The method engages students to be active in learning, answering question

		<p>✓ Terdapat perbedaan metode yang digunakan, ketika mengajar young, young adult, and adult learner</p> <p>✓ Terdapat kegiatan yang digunakan untuk menstimulus motivasi, kreativitas, dan minat-bakat siswa pada program ini</p> <p>✓ Guru selalu mengajak siswa untuk melakukan brainstorming sebelum pembelajaran dimulai.</p> <p>✓ Guru menyampaikan pembelajaran dengan aktif, menyenangkan, dan mudah dipahami.</p> <p>✓ Guru selalu mengajak siswa untuk menyimpulkan pembelajaran pada akhir kegiatan atau akhir sesi tertentu</p> <p>✓ Tenaga pendidik memiliki kompetensi khusus untuk mengajar dalam program ini</p> <p>✓ Terdapat seleksi pemilihan tenaga pendidik dan kependidikan pada program ini</p>	<p>When teaching young learners, the tutors uses simpler word & instructions</p> <p>There is a competition held by EMAS (Story telling, speech, etc.) yearly event</p> <p>Tutor asks a few questions about number 1-20 for to students</p> <p>The tutor delivers the lesson in a clear & concise language, easy for kids to understand</p> <p>The tutor wrapped up the lesson, reviewing the lesson, reminding students for the next agenda -</p> <p>There are few criterias for English Massive's tutors</p> <p>There is a recruitment process for a new tutors</p>
4.	Standar Pendidik dan Tenaga Kependidikan Standard of Educators and Education Personnel		

		Terdapat upaya/kegiatan untuk meningkatkan kompetensi keahlian tenaga pendidik pada program ini	✓	19 Mei 2021, there is a monthly workshop for English Massive Tutors at Education office hall
		Setiap kelas diajar oleh satu tutor	✓	The tutor can teach several classes
		Ruang belajar yang disediakan bersih, tertata rapi dan sangat nyaman digunakan untuk belajar	✓	The class is quite neat
		Terdapat meja, kursi, papan tulis, dan perlengkapan lain untuk mendukung kegiatan pembelajaran	✓	There are several folding table, students sit on the floor, white board
5.	Standar Sarana dan Prasarana Standard of Facilities and Infrastructure	Fasilitas yang disediakan dan ditata dengan baik sangat mendukung terhadap hasil belajar	✓	
		Kelas dijaga kebersihannya oleh semua warga kelas. Secara berkala siswa membersihkan kelas secara bersama-sama. <i>The class is kept clean by all class members.</i>	✓	The class seems clean
		Kapasitas ruang belajar cukup untuk tempat pengajar dan antar siswa agar tidak saling berdesakan <i>The study room is sufficient for teachers and students held a teaching-learning activity comfortably.</i>	✓	The class has a spacious room enough for the students & tutors to move freely
		English Massive learning center memiliki visi, misi, dan tujuan yang jelas <i>English Massive learning center has a clear vision, mission and goals</i>	✓	
6.	Standar Pengelolaan Standard of Management	English Massive learning center memiliki/mengembangkan kurikulum yang sesuai dengan kebutuhan siswa <i>English Massive learning center has/developed a curriculum that is suitable for students' needs</i>	✓	English Massive developed curriculum based on Common European Framework of Reference
		English Massive learning center memiliki struktur organisasi yang lengkap	✓	

	<p><i>English Massive learning center has a complete organizational structure</i></p> <p>English Massive learning center memiliki ruang layanan publik, kantor administrasi, dan fasilitas lain yang menunjang kegiatan belajar-mengajar</p> <p><i>The English Massive learning center has public service rooms, administration offices, and other facilities that support teaching and learning activities</i></p> <p>English Massive learning center memiliki kegiatan untuk menjalin hubungan dengan siswa dan komunitas luar</p> <p><i>English Massive learning center has activities to build relationships with students and the outside community</i></p>	<p>✓</p>	<p>They have room within Education Office of Kediri</p>
<p>7.</p> <p>Standar Pembiayaan Pendidikan Standard of Education Financing</p>	<p>Tutor mendapat fee ketika mengajar</p> <p>Siswa/learner dikenakan biaya untuk belajar di English Massive learning center ini.</p>	<p>✓</p>	<p>They got monthly wages</p> <p>No, students are not charge with tuition</p>
<p>8.</p> <p>Standar Penilaian Pendidikan Standard of Educational Assessment</p>	<p>Penilaian dilakukan pendidik untuk menentukan ketuntasan hasil belajar siswa</p> <p>Kegiatan penilaian bersama dilakukan oleh English Massive learning center</p> <p>Penilaian dilakukan secara objektif dengan melihat kemampuan siswa selama proses pembelajaran</p> <p><i>Assessment is carried out objectively by looking at students' abilities during the learning process</i></p> <p>Standar penilaian yang dilakukan jelas dan sesuai dengan ketentuan yang berlaku</p> <p><i>The standard of assessment carried out is clear and in accordance with the applicable provisions</i></p>	<p>X</p>	

A CASE STUDY OF ENGLISH MASSIVE IN
TEACHING ENGLISH ACROSS ALL AGES FOR THE CITIZEN OF
KEDIRI

Tutors: Miss. Tachuf
SPOT: GBE Community x

Observation Sheet
M. Ervan Zulkarnain (18180001)
English Education Department
UIN Maulana Malik Ibrahim Malang

No.	Criteria	Question/Statement	Exist (V) / Not Exist (X)	Descriptions
1.	Standar Kompetensi Lulusan Standard of Graduates' Competence	Lulusan program English Massive mampu bersaing dan berprestasi pada tingkat daerah, nasional, ataupun internasional. Lulusan program English Massive mampu sukses di dunia kerja (mendapat posisi)		
2.	Standar Isi Standard of Content	Tersedia buku/modul khusus yang digunakan sebagai pedoman materi Pemilihan materi sesuai dengan kebutuhan siswa	✓ ✓	Any module for Yb, Ya, A, and across different level The materials are about daily life.
3.	Standar Proses Pendidikan Standard of Educational Process	Metode yang diterapkan mengajak siswa untuk lebih aktif belajar (student-centered)	✓	Engaged in discussion

			<p>✓</p> <p>Terdapat upaya/kegiatan untuk meningkatkan kompetensi keahlian tenaga pendidik pada program ini</p>	<p>✓</p> <p>monthly workshop, spot visit micro teaching</p>
			<p>✓</p> <p>Setiap kelas diajar oleh satu tutor</p>	<p>✓</p> <p>one tutor many classes,</p>
			<p>✓</p> <p>Ruang belajar yang disediakan bersih, tertata rapi dan sangat nyaman digunakan untuk belajar</p>	<p>✓</p> <p>quite well organized</p>
			<p>✓</p> <p>Terdapat meja, kursi, papan tulis, dan perlengkapan lain untuk mendukung kegiatan pembelajaran</p>	<p>✓</p> <p>The class is fairly simple, only has a few strong table, sit on the floor</p>
5.	Standar Sarana dan Prasarana Standard of Facilities and Infrastructure		<p>✓</p> <p>Fasilitas yang disediakan dan ditata dengan baik sangat mendukung terhadap hasil belajar</p> <p>Kelas dijaga kebersihannya oleh semua warga kelas. Secara berkala siswa membersihkan kelas secara bersama-sama. <i>The class is kept clean by all class members.</i></p> <p>Kapasitas ruang belajar cukup untuk tempat pengajar dan antar siswa agar tidak saling berdesakan <i>The study room is sufficient for teachers and students held a teaching-learning activity comfortably.</i></p> <p>English Massive learning center memiliki visi, misi, dan tujuan yang jelas <i>English Massive learning center has a clear vision, mission and goals</i></p>	<p>✓</p> <p>well clean</p>
6.	Standar Pengelolaan Standard of Management		<p>✓</p> <p>English Massive learning center memiliki kurikulum yang sesuai dengan kebutuhan siswa <i>English Massive learning center has/developed a curriculum that is suitable for students' needs</i></p> <p>English Massive learning center memiliki struktur organisasi yang lengkap</p>	<p>✓</p> <p>quite spacious</p>

	<p><i>English Massive learning center has a complete organizational structure</i></p> <p>English Massive learning center memiliki ruang layanan publik, kantor administrasi, dan fasilitas lain yang menunjang kegiatan belajar-mengajar</p> <p><i>The English Massive learning center has public service rooms, administration offices, and other facilities that support teaching and learning activities</i></p> <p>English Massive learning center memiliki kegiatan untuk menjalin hubungan dengan siswa dan komunitas luar</p> <p><i>English Massive learning center has activities to build relationships with students and the outside community</i></p>		
<p>Standar Pembiayaan Pendidikan</p> <p>Standard of Education Financing</p>	<p>Tutor mendapat fee ketika mengajar</p> <p>Siswa/learner dikenakan biaya untuk belajar di English Massive learning center ini.</p>	<p>✓</p> <p>✗</p>	<p><i>The tutors get monthly wages.</i></p> <p><i>No charge</i></p>
<p>Standar Penilaian Pendidikan</p> <p>Standard of Educational Assessment</p>	<p>Penilaian dilakukan pendidik untuk menentukan ketuntasan hasil belajar siswa</p> <p>Kegiatan penilaian bersama dilakukan oleh English Massive learning center</p> <p>Penilaian dilakukan secara objektif dengan melihat kemampuan siswa selama proses pembelajaran</p> <p><i>Assessment is carried out objectively by looking at students' abilities during the learning process</i></p> <p>Standar penilaian yang dilakukan jelas dan sesuai dengan ketentuan yang berlaku</p> <p><i>The standard of assessment carried out is clear and in accordance with the applicable provisions</i></p>		
<p>8.</p>			

Appendix 3 Results of Interviews

Results of Participant 1, Young Learner, 3rd Grade Elementary School

1. What do you expect from joining this program?

Emmm, I involved in this program because my parent told me so, and I can study together with my friends and Mr. Udin, and it's so fun.

Ini kak, yaa karena orang tua saya yang menyuruh dan saya juga senang karena bisa belajar bareng teman-teman saya serta Mr. Udin, senang sekali rasanya.

2. What materials are taught in this program?

Today, we are learning number from 1 to 20, and then about lion, elephant, crocodiles, and many more.

Hari ini kami belajar angka dari 1 sampai 20, kemudian ada singa, gajah, buaya, dan banyak lagi.

3. How do tutors teach and is learning fun?

Of course, I am very happy. Mr. Udin asked us to play bingo with the number 1 - 20, look look, I have got 3 bingo, hurray, I won ! and many other games !

Senang sekali, tadi sama Mr. Udin kami bermain bingo dengan angka 1 -20, liat liat kak, aku udah dapet 3 bingo, yeyy, aku menang ! dan banyak games games lain.

4. Is there an active interaction between the teacher and students?

Yess big brother, I am happy with how Mr. Udin teaches us, he always involves us to be active in learning.

Iyaa kak, saya senang dengan cara Mr. Udin mengajar, dia selalu mengajak kita aktif dalam mengajar kita.

5. Have the facilities and infrastructure accommodated teaching and learning activities comfortably?

Yes, it is enough big brother. There are several folding tables and we can sit down on the floor. It is quite good because I like playing around the class.

Iya kak, cukup. Ada beberapa meja lipat, kemudian kita duduknya lesehan di lantai. Suka aja sih karena saya senang bermain di kelas.

6. Are there any costs involved in joining this program?

No big brother, we don't pay any of this program, everything is free.

Engga kak, kami engga bayar apa-apa, semuanya gratis

7. Do students receive the report of the learning? How's the assessment system?

Not yet answered, new to the program.

Results of Participant 2, Young Adult Learner, 7th Grade Junior High School

1. What do you expect from joining this program?

Yeah, from the beginning I quite like the English lesson. I also play online game and many of them use English. So, I hope I can learn more English with his program in expect I can communicate with my online game friend's from around the world with English.

Iya, dari awal saya memang lumayan suka pelajaran Bahasa Inggris. Saya juga bermain game online dan banyak dari mereka menggunakan Bahasa Inggris. Jadi harapan saya bisa belajar Bahasa Inggris lebih mendalam melalui program ini jadi saya berkomunikasi dengan teman-teman game online saya dari berbagai negara lain dengan Bahasa Inggris.

2. What materials are taught in this program?

Today, we are learning about family. Immediate family and extended family with Miss Dahlia.

Hari ini kami belajar tentang keluarga. Keluarga dekat/inti dan keluarga besar.

3. How do tutors teach and is the learning fun?

Yes, Miss Dahlia delivered the material very well and the learning activities is easy to understand and meaningful.

Iya, Miss Dahlia mengajar dengan cukup baik dan pembelajarannya mudah dipahami dan bermakna.

4. Is there an active interaction between the teacher and students?

Yeah there is. At first Miss Dahlia told us to write words from the word "GRANDFATHER", kind of like crossword. And then she engaged us in conversation about how many our family member, how old are they, and more.

Iyaa ada. Pertama-tama, Miss Dahilia menyuruh kita untuk menuliskan kata-kata dari "GRANDFATHER", seperti teka-teki silang. Kemudian dia mengajak kita berbicara tentang berapa banyak anggota keluarga kita, berapa umur mereka, dan banyak lagi.

5. Have the facilities and infrastructure accommodated teaching and learning activities comfortably?

I think it is quite accommodate. There are chairs, tables, board, and it is enough for me to learn comfortably.

Saya rasa sudah cukup. Ada kursi, meja, papan tulis dan itu cukup bagi saya untuk belajar dengan nyaman.

6. Are there any costs involved in joining this program?

No, there is no payment needed for joining this program.

Tidak, tidak ada pembayaran yang dibutuhkan untuk bergabung dengan program ini.

7. Do students receive the report of the learning? How's the assessment system?

Yes, there is a soft-copy of the certificate after we do the level test in the end of learning season. My last level is YA Elementary 1.

Iya, ada sertifikat dalam bentuk soft-copy setelah kita melakukan level test di akhir masa pembelajaran. Kemarin saya levelnya sudah YA Elementary 1.

Results of Participant 3, Adult Learner, A Working Mother**1. What do you expect from joining this program?**

So, I join this program because I want to give an example to my children that learning is not limited when you are graduated from school. But learning starts from childhood until our last breath. I also want to have a better English skill because it is demanded in my work.

Jadi, saya bergabung dengan program ini agar memberi contoh ke anak saya bahwa belajar itu tidak terbatas ketika sudah lulus sekolah saja. Belajar itu dari kita kecil hingga nafas terakhir kita nanti. Saya juga ingin punya skill Bahasa Inggris yang lebih baik karena tuntutan pekerjaan saya.

2. What materials are taught in this program?

The materials are mostly about mother's daily life.

Materinya kebanyakan tentang kehidupan sehari-hari ibu-ibu.

3. How do tutors teach and is learning fun?

Yeah, so far the tutors seem to be pretty fun and close to the this “emak-emak” community and the learning process is flexible, fit to our daily agenda.

Yah sejauh ini cukup menyenangkan ya pengajarnya, dekat dengan emak-emak dan pembelajarannya juga fleksibel, cocok dengan kesibukan sehari-hari kita.

4. Is there an active interaction between the teacher and students?

Yes, there is. We have lots of chit-chat with the tutor, in and out of the learning topic.

Iya ada. Kita banyak ngobrol, ngerumpi dengan pengajarnya, baik tentang atau di luar topik pembelajaran.

5. Have the facilities and infrastructure accommodated teaching and learning activities comfortably?

I think it is enough, we also don't really bother about the place, as long as we can gather, it is good enough.

Saya rasa cukup ya, kami juga tidak terlalu masalah dengan tempatnya selama kita bisa berkumpul itu sudah cukup.

6. Are there any costs involved in joining this program?

No, not even a penny.

Tidak, tidak sepeserpun.

7. Do students receive the report of the learning? How's the assessment system?

Yes, there is level test after the term is end, usually in September and we can get a certificate after we pass.

Iya, ada test kenaikan level ketika akhir term, biasanya bulan September dan kita bisa mendapat sertifikat apabila lulus.

Interview Result with the Management of English Massive

1. What targets do graduates of this program want to achieve?

Sebenarnya kami tidak punya target khusus karena lembaga ini bukan lembaga formal seperti sekolah. Muridnya juga berasal dari tingkat pendidikan yang berbeda beda mulai dari SD hingga orang dewasa sehingga kita juga sulit jika harus mentargetkan kriteria lulusan apa yang ingin dicapai.

2. How can graduates of this program compete with graduates of other programs...?

Orientasi kita bukan untuk bersaing dengan program lain. Tujuan program ini untuk melengkapi atau menambah pengetahuan yang tidak mereka dapatkan di sekolah

8. What kind of curriculum is used by teachers from this institution?

Untuk kurikulum kita mengadopsi dari Common European Framework of Reference. Jadi kita split learner ke berbagai macam level.

13. Are any efforts made to ensure an effective and efficient learning process...?

Kita mengadakan workshop untuk tutor setiap bulan, para tutor juga harus menyerahkan laporan jurnal mrngajar setiap bulannya. Kita juga mengadakan microteaching untuk melihat bagaimana tutor mengajar. Selain itu, kita juga melakukan evaluasi tahunan untuk meninjau tutor dari berbagai aspek, misalnya kehadirannya, feedback dari siswa dll.

15. How is the recruitment process of educators and education personnel in this program...?

Kami mengadakan penerimaan tutor baru jika diperlukan. Para calon tutor juga diwajibkan untuk melakukan tes TOEFL atau IELTS dan memenuhi persyaratan lain yang telah diumumkan seperti:

- *Minimal S1 prodi Sastra/Bahasa Inggris/Pendidikan Bahasa Inggris*
- *IPK minimal 3.00*
- *mempunyai sertifikat TOEFL ITP/TOELF Prediction/British Council English Score (skor minimal 500), atau TOEIC prediction (skor minimal 575)*
- *mempunyai pengalaman mengajar Bahasa Inggris minimal 1 tahun*
- *Sanggup untuk ditempatkan di seluruh RT/RW/Kelurahan wilayah Kota Kediri*
- *Usia maksimal 27 tahun per tanggal 31 Januari 2022, diutamakan bagi yang belum menikah*
- *Pelamar bersedia tidak terikat kontrak dengan pihak lain selama satu tahun*
- *Diutamakan bagi pelamar yang sanggup bekerja Full-Time*

17. Where do the funding sources come from for the management & procurement of this English Massive learning center...?

Dari APBD

18. For the teachers/tutors here, do they get a fee when teaching or do they volunteer...?

Mereka mendapat fee sekitar 50 ribu 1x mengajar. Tapi mereka digaji bulanan tergantung berapa kelas yang mereka ajar.

20. What types of assessments do educators do to determine the completeness of student learning outcomes...? is there any Middle term exam, final term exam, or ongoing assessment system?

Ada placement test di awal masuk program ini untuk menentukan di level apa mereka akan diajar. Kemudian di akhir term mereka mengikuti level test dan apabila lulus bisa naik level dan mendapat sertifikat (soft copy). Untuk penilaian oleh tutor ada mid-term and final exam, biasanya setelah materi dari lima unit selesai disampaikan.

Interview Result of Tutor 1, Mr. Udin, Young Learner Tutor

4. What kind of material is taught to students in this program?

The material taught is adjusted to the level of the learner, for the level of children who are beginner 1, it is still easy material, usually about colors, numbers 1-20, and so on.

Materi yang diajarkan disesuaikan dengan level learnernya, untuk level anak-anak yang beginner 1 ini ya masih ringan-ringan saja, tentang colors, numbers 1-20, and so on.

5. Are there any specific books/modules that are used as material guides...?

Yes, there are modules for all levels from beginner, intermediate, and advanced in soft-file form.

Iya, ada modul untuk semua level dari beginner, intermediate, dan advance dalam bentuk softfile.

6. What is the process of selecting materials to suit the needs of students?

The process has already been combined in the syllabus and the module, so we just have to follow it. Although sometimes I often add material that is slightly different from the module, so that it feels richer and not boring for children. The important thing is that the goal is achieved.

Prosesnya sudah dijadikan satu di sibalus dan modulnya sih, jadi kita tinggal mengikuti saja. Walaupun kadang saya sering menambahkan materi yang aga berbeda dari modul, biar serasa lebih rich dan tidak membosankan untuk anak-anak. Yang penting tujuannya tetap tercapai.

7. What are the indicators/minimum competencies that students have mastered the material...?

For this one, if the learner understands and when tested, he can answer well.

Untuk yang ini apabila learner sudah paham dan ketika ditest bisa menjawab dengan baik.

9. What methods you used in teaching-learning English in this program...?

Yes, the method adapts to the learner who will be taught, and it changes frequently so it doesn't get boring.

Iya untuk metode menyesuaikan dengan learner yang akan diajar, dan sering berubah agar tidak membosankan.

10. Does the method applied invite students to be more active in learning (student-centered)?

Yes, of course, because I want to focus on developing the learner's speaking skills.

Iya tentu, karena ingin berfokus mengembangkan skill berbicara learner.

11. Are there differences in the methods used, when teaching young, young adults, and adult learners...?

Of course there are, usually when teaching children there are more games, because there are many people alone. For teenagers, more emphasis can be placed on the material. And for adults, the learning method can be more flexible, the important thing is that the material is conveyed and is comfortable for the learner.

Tentunya ada, biasanya kalau mengajar anak-anak memang lebih banyak gamesnya, karena ya ramai sendiri. Untuk teenagers bisa lebih ditekankan ke materinya. Dan untuk adult bisa lebih flexible metode pembelajarannya, yang penting materinya tersampaikan dan nyaman bagi learner.

12. Are there any activities used to stimulate students' motivation, creativity, and talents in this program?

There is an annual competition called GOLD COIN. There are many competitions that can be followed, such as story telling, speech, mini drama, seplling bee, and so on.

Ada perlombaan tahunan bernama COIN EMAS. Disana ada banyak lomba yang bisa diikuti semacam story telling, speech, mini drama, seplling bee, dan lan sebagainya.

Interview Result of Tutor 2, Ms. Dahlia, Young-Adult Learner Tutor

4. What kind of material is taught to students in this program?

Reading, speaking, writing, also listening

Reading, speaking, writing, juga listening

5. Are there any specific books/modules that are used as material guides...?

Yes, but in the form of a soft file

Ada tapi berupa soft file

6. What is the process of selecting materials to suit the needs of students?

The material itself has been arranged in the module. So tutors can adapt to the existing syllabus

Untuk materi sendiri sudah diatur dalam modul. Jadi para tutor bisa menyesuaikan dengan silabus yang ada

7. What are the indicators/minimum competencies that students have mastered the material...?

This can be seen from daily activities, then from UTS and UAS. If they have reached the KKM, it means they have mastered the material

Hal itu bisa dilihat dari aktifitas harian, kemudian dari UTS dan UAS. Jika sudah mencapai KKM berarti mereka sudah menguasai materi

9. What methods you used in teaching-learning English in this program...?

YL students usually use flash cards or some other kind of game so that students are more active in participating in learning.

Untuk yang YL biasanya menggunakan flash card atau semacam game lainnya agar siswa lebih aktif dalam mengikuti pembelajaran.

10. Does the method applied invite students to be more active in learning (student-centered)?

Yes, I often engage students in discussion because it can drill their speaking skills and critical thinking.

11. Are there differences in the methods used, when teaching young, young adults, and adult learners...?

Teaching YA or A learner is usually more easy to organize and they easy to receive the materials. On the other hand, teaching YL can be a more work because they usually more playful, noisy, and fun.

12. Are there any activities used to stimulate students' motivation, creativity, and talents in this program?

Yes, we usually we do outing event. For example, going out to certain places and joined-learning with other spots and then holding special activities such as games, outbound and others.

Ada, biasanya kita mengadakan outing. Misalnya keluar ke tempat tempat tertentu bergabung dengan spot lain kemudian mengadakan kegiatan khusus seperti game dan lain-lain.

Interview Result of Tutor 3, Ms. Tachur, Adult Learner Tutor

4. What kind of material is taught to students in this program?

The material taught is about daily expression.

Materi yang diajarkan tentang daily expression.

5. Are there any specific books/modules that are used as material guides...?

Yes, there is a module provided. Usually I also add my own material so that learning doesn't seem monotonous

Iya ada modul yang disediakan. Biasanya saya juga menambahkan materi sendiri agar pembelajaran tidak terkesan monoton

6. What is the process of selecting materials to suit the needs of students?

The material has been selected according to the syllabus and curriculum. So we just use or develop it.

Materinya sudah dipilihkan sesuai dengan silabus dan kurikulumnya. Jadi kita tinggal memakai atau mengembangkannya saja.

7. What are the indicators/minimum competencies that students have mastered the material...?

It's also in the modules and syllabus. We're just trying to achieve it

Ada juga di modul dan silabus. Tinggal kita berusaha mencapainya saja

9. What methods you used in teaching-learning English in this program...?

Yes, with these women, I often teach the material by discussing, chatting casually with them. Because they are also easier to catch the material presented

Iya kalau dengan ibu-ibu ini saya lebih sering belajar materi dengan berdiskusi, ngobrol-ngobrol santai dengan mereka. Karena juga mereka lebih mudah menangkap materi yang disampaikan

10. Does the method applied invite students to be more active in learning (student-centered)?

Yes, of course, because we learn more often by discussing.

Iya tentunya, karena kita lebih sering belajar dengan berdiskusi.

11. Are there differences in the methods used, when teaching young, young adults, and adult learners...?

For children, I usually prefer to apply sequential methods, step by step clearly so that the child does not get out of control. But already with mothers like this, I can be more flexible starting from the method, the hours of study, and adapting to the conditions of the mothers. The important thing is that the material can be conveyed.

Untuk anak-anak, biasanya saya lebih menerapkan metode yang berurutan, step by step dengan jelas agar anak tidak lepas kendali. Tapi udah emak-emak seperti ini saya bisa lebih fleksibel mulai dari metodenya, jam belajarnya, yah menyesuaikan dengan kondisi ibu-ibu. Yang penting materinya bisa tersampaikan.

12. Are there any activities used to stimulate students' motivation, creativity, and talents in this program?

There is a COIN EMAS competition, in which there is a mini drama, storytelling and others. This spot happens to be one of the winners of the competition.

Ada perlombaan COIN EMAS itu, yang di dalamnya ada mini drama, storytelling dan lain-lain. Spot ini kebetulan salah satu langganan juara lomba tersebut.

Appendix 4 Permission letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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<http://fitk.uin-malang.ac.id>, email: fitk@uin-malang.ac.id

Nomor : 607/Un.03.1/TL.00.1/03/2022 21 Maret 2022
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala English Massive Kediri
di
Kediri

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : M. Ervan Zulkarnain
NIM : 18180001
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2021/2022
Judul Skripsi : **A Case Study of English Massive in Teaching English Across All Ages in Kediri**
Lama Penelitian : **Maret 2022** sampai dengan **Mei 2022** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arcin



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**BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS**

Nama : M. Ervan Zulkarnain
NIM : 18180001
Judul : A Case Study of English Massive in Teaching English Across All Ages for
The Citizen of Kediri
Dosen Pembimbing : Dr. Alam Aji Putera, M. Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1.	29 November 2021	Pemaparan rencana judul penelitian	
2.	22 Desember 2021	Revisi judul dan rencana penelitian	
3.	6 Januari 2022	Bimbingan dan persetujuan judul penelitian	
4.	12 Januari 2022	Bimbingan draft penelitian dan mulai pembuatan proposal BAB I, II, dan III	
5.	2 Februari 2022	Bimbingan BAB I, II dan III	
6.	10 Februari 2022	Bimbingan tentang instrumen penelitian.	
7.	23 Februari 2022	Bimbingan akhir dan persetujuan untuk seminar proposal	
8.	21 April 2022	Konsultasi pengambilan data	
9.	31 Mei 2022	Konsultasi BAB IV (Findings and Discussion)	
10.	2 Juni 2022	Konsultasi seluruh chapter dan finalisasi	

Malang, 2 Juni 2022

Menyetujui,
Dosen Pembimbing

Dr. Alam Aji Putera, M.Pd
NIP. 19890421 201802 011 153

Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd
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Appendix 5 Documentation



Learning Process in RUKMASARA spot



Learning Process in PASSION spot



Learning Process in GBE Community spot

CURRICULUM VITAE

Nama Lengkap : M. Ervan Zulkarnain
Tempat, tanggal lahir: Magetan, 21 Juli 2000
Jenis Kelamin : Laki-Laki
Agama : Islam
Fakultas, Jurusan : Fakultas Ilmu Tarbiyah dan Keguruan,
Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
Alamat Rumah : RT 01/RW 01 Kelurahan Takeran, Kecamatan
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Nama Wali : Agus Setiawan



Riwayat pendidikan

1. 2004 - 2006 RA Ash-Sholihin Kiringan
2. 2006 – 2012 MIN Takeran
3. 2012 – 2015 MTsN Takeran
4. 2015 – 2018 MAN 1 Magetan
5. 2018 – sekarang UIN Maulana Malik Ibrahim Malang