THE ENGLISH COURSE MANAGEMENT AT ENGLISH CAFE SALATIGA IN DEVELOPING STUDENTS’ SPEAKING SKILLS

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the requirements for
the degree of Sarjana Pendidikan (S.Pd)

BY:

NUR AWALIYAH

23030-15-0077

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
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DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials published by other people and it does not cite any other people's ideas except those quoted overtly.

This declaration is written with the full concern of the writer.

Salatiga, July 2, 2019

The writer

Nur Awaliyah
NIM: 23030150077
Salatiga, July 2nd 2019

Noor Malihah, Ph.D

The Attentive Counselor’s note

Nur Awaliyah

To the Dean of Teacher Training and Education Faculty

Assalamu’alaikumWrt. Wbt.

After reading and correcting Nur Awaliyah’s graduating paper entitled **THE ENGLISH COURSE MANAGEMENT USED AT ENGLISH CAFE SALATIGA IN DEVELOPING STUDENTS’ SPEAKING SKILLS**, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikumWrt. Wbt.

Counselor

[Signature]

Noor Malihah, Ph.D
NIP. 197711282006042002
A GRADUATING PAPER

THE ENGLISH COURSE MANAGEMENT AT ENGLISH CAFE SALATIGA IN DEVELOPING STUDENTS' SPEAKING SKILLS

WRITTEN BY:
NUR AWALIYAH
NIM: 23030150077

Has been bought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on August 15, 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of Examiners

Head : Norwanto, S.Pd, M.Hum, Ph.D.
Secretary : Noor Maliah, Ph.D.
First Examiner : Faizal Risdianto, M.Hum
Second Examiner : Dr. Setia Rini, S.Pd, M.Pd.

Salatiga, August 28, 2019
MOTTO

Where there is a will, there is a way.
DEDICATION

This graduating paper is dedicated to:

❖ Allah SWT. who gives me guidance and strength especially to finish my graduating paper.

❖ My beloved parents Amin Khamdi and Susana, who always love and support me. You are my life, my inspiration, and always be everything to me.

❖ My beloved young brother Bahrudin Bisri.

❖ My big family that supported my education and finishing this graduating paper.

❖ My best counselor Mrs. Noor Maliah, Ph.D.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Assalamu’alaikumWr. Wb.

Alhamdulillahi robbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

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16. Big family Forum Mahasiswa Ngapak (FORMAPAK) Salatiga
17. All my friends and partners in PMII Salatiga.
18. All my friends and partners in DEMA IAIN Salatiga
19. All my friends from English Education Department.

Salatiga, July 2, 2019

The Writer

Nur Awaliyah
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ABSTRACT

Nur Awaliyah. 2019. The English Course Management at Cafe Godong Pring (English Cafe) Salatiga in Developing Students’ Speaking Skills. A graduating paper, English Education Department, Teacher Training and Education Faculty, State Institute for Islamic Studies Salatiga. Counselor: Noor Maliah, Ph.D.

The objectives of this study are to find out the managements of English course used by English cafe Salatiga and to find out what management is used in developing speaking skills.

The methodology of this research was qualitative research especially case study. The subjects of this research are manager, staffs, and chefs at English cafe Salatiga. The techniques of collecting data were observation, interview and documentation. The validity of data technique is triangulation by source and technique.

The results obtained from this study: 1) the management of English course program at English cafe Salatiga conducted by several stages, there are planning administration and academic, organizing the management through organizational structure, motivating the English course program by implementing private, regular, online and TOEFL program, conforming through personal reinforcement by manager, evaluating the teaching learning, marketing, and administration, and the last was developing English course program. 2) The course management emphasized in developing speaking skills through learning design, strategies, and learning program.

Key Words: Speaking, English Course, English cafe
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CHAPTER I
INTRODUCTION

This chapter presents and introduces the background of the study, research questions, objectives of the research, benefits, limitation, and followed by the clarifications of the key terms. At last, this chapter also presents the organization of this research.

A. Background of the Study

Language is basically a means of communication in which people express their feelings, ideas, opinions and desires. There are many language in the world and each language is different from one to another. People must be able to become a master at least in one of the languages to make relationships with others. Nowadays, in Indonesian English has become an international language which in schools must learn it. So that many students have learned the language. For Indonesian students, English is a foreign language and even many who are less interested. According to Brown (2007:159), anyone who learns a foreign language or second language should be completely aware that they should not be afraid of making mistake when learning language. The reason is that someone who studies languages will develop their language skills by learning from mistakes.

However, in learning English some people considered that speaking is the most difficult skill among the others. This skill makes us think of words, then make the word easy to understand when speak to somebody. Speaking cannot be repaired or edited. So many students who when speaking English in front feel
nervous. They are afraid if the pronunciation is wrong, lack of vocabulary, lack confidence, etc.

Language development is not only done through learning from mistakes. But language teaching programs are also very influential, as is generally applied in schools. According to Richards (2001:90) the contexts for language programs are diverse and the particular variables that come into play in situation are often the key determinants of the success program.

Teaching and learning programs as language are usually delivered by institutions such as language institutions, schools, or universities. Each institution has their own characteristics and management that is different from the others. In teaching and learning institutions there are also different component functions, such as a teachers who sometimes function simultaneously or independently. So that one institution to another will be different.

In Salatiga there is a non-formal educational institution whose language teaching program is different from other educational institutions. The difference between other institutions is that, this institution offers a cafe-based learning method. This method was previously used in English cafe Jogja. English cafe Salatiga is a branch of English cafe Jogja. In addition, several countries such as China and UK also use the same method, there are English corner and cafe scientific. The cafe based-learning method is a combination of the concept of cafe and tutoring. The goal is to attract learning interest especially for students in the city of Salatiga, Because of applying the cafe-based learning method, this cafe is
known as the English cafe. The unique of this cafe does not only apply the concept of learning in cafe but also uses learning methods that match the feel of the cafe, which is a relaxed atmosphere. Carrying the theme of learning like hanging out, as if students and tutors were gathering together in the cafe. Not only carrying the theme of the cafe, the English cafe also adapts things related to cafe. For example, the tutor in English cafe called chef and the module in English cafe is made in such a way as a menu book in which there is a secret recipe.

Another interesting thing from English cafe is about speaking skills. The programs for beginners at English cafe is more emphasized on speaking. The goal is dare to speak which means courage and confidence to speak. Speaking learning system at English cafe is different from other formal and non-formal educational institutions. In this case, Harmer (2001:271) states that speaking activities which is usually done are as follows: acting for a script, communication games, discussion, questionnaires, simulation and role play.

In this case, English cafe has come up with a speaking learning method which is different from the way other courses used to have. The ideal way to do that, is begin from bringing English into their daily lives and using it for real communicative purposes. Related to this, Snow (2006:124) stated that students can do this in a variety of ways: Gathering at English tables in a cafeteria or English corners, chatting in English in the dormitory or while taking a walk, and talking aloud to themselves or thinking in English.
The learning program implemented by English cafe is the application of Snow’s opinion. Therefore, the writer feels interested in investigate how the management of English cafe as a language course institution. That included as entitled “THE ENGLISH COURSE MANAGEMENT ENGLISH CAFÉ SALATIGA IN DEVELOPING STUDENTS’ SPEAKING SKILLS”. The writer will research about the English course management of English cafe and how the cafe does that management.

B. Research Questions

Based on the background and the problem identification, the writer has formulated the following questions in this research:

1. What English course managements are used by English cafe Salatiga?
2. How does English cafe Salatiga develop the students’ speaking skills using their management?

C. Objectives of the Research

Based on the research questions above, this research has aims to find out the following:

1. To identify the English course managements are used by English cafe Salatiga.
2. To describe how English cafe Salatiga develop the students’ speaking skill using their managements.

D. Benefits of the Research

The writer hopes that the result of this research are expected to be useful for:
1. Theoretically

The research can be useful for other researchers who have similar topics of study. Moreover, this research will help the next researcher to generate a better study.

2. Practically

   a. For English tutors

      The result of this study can be used to know the right managements to be applied in each of the varied learning. Moreover, the tutors can help their students in learning English as a foreign language, especially in developing speaking skills.

   b. For the student

      The result of this study to make the student know more deeply about themselves and can help them to overcome their anxiety, especially in English speaking mastery.

   c. For the researcher

      The writer can have new knowledge and experience related to English course management.

E. Limitation of the Research

The title of this paper is *The English Course Management at cafe Godong Pring (English cafe) Salatiga in Developing Students Speaking Skills*. The writer has to limit the study, so the discussion is not be out of topic. The writer only focuses on speaking skill. The writer wants to investigate the English course management of English cafe Salatiga in developing students’ speaking skills. The
writer chooses speaking skill because the interesting thing about learning English in this cafe is speaking skill. Many students feel nervous when speaking in front of other people. So, English cafe has a certain strategy to learn English effectively, especially in speaking skill.

F. Clarification of Key Terms

To clarify the topic of the research, the writers present definition of the key terms that are used in this research, as follow:

1. Management

According to Sudjana (2004: 16-17), management is the ability and special skills to carry out an activity, both with other people or through other people in achieving organizational goals.

2. Speaking

Harmer (2007:269) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”.

G. Paper Organization

The graduating paper consist of five chapters as the following: chapter I tell about introduction. The writer tell about background of the study, research question, objectives of the research, benefits the research, limitation of the research, definition of the key terms and paper organization.

Chapter II contains the literature review related to this research. This chapter explains more about the research topic by reviewing previous related study. In this chapter also explains about the theoretical framework of the
research. Chapter III discuss about the research method. Methodology of research which consists of research design, setting and subject of research, source of data, technique of data collection, data analysis technique, and validity of data.

Chapter IV includes the research findings and discussion of the research. It consists of the result of the study to answer the research questions. Chapter V is closure. In this chapter consists of conclusion and suggestions based on the research findings. The last part are bibliography, appendix and curriculum vitae.
CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this research, the writer takes review of related literature from the other research.

Gao (2008) has conducted a research in line with the current research. He conduct a research about Chinese learners’ English corner activities as an out-of-class learning strategy. The subject of this study were the participants in English Corner. To find out about the participants’ experiences in English corner, he took advantage of the web forum to collect the data. Then, the writer identified what they said about English corner and why they continued participating in the club. This research used analysis design with qualitative approach. The result of this study are what participants said about English corner. Whereas what they said can be concluded to be an out-of-class learning strategy encourages us to reflect on how we can integrate learners’ similar out-of-class activities into our pedagogical practices. The English corner also need to develop their capacity for autonomous and strategic learning beyond the classroom.

The second research is conducted by Dermawan (2017). He conducts a research about the English course management program. This research is a qualitative research with case study. The subject of this research are CEO, general manager, chef, and members at English cafe Yogyakarta. The subject of this research were chose by purposive
sampling technique. The result of this study are: 1) the management of English course program by English cafe Yogyakarta conducted by using several stages which are planning the administration and the learning program; organizing the management by creating organizational structure and job description; implementing the program by using private, regular, and online program; coordinating through regular meeting; supervision through regular meeting and accountability reports and evaluating the programs. 2) The supporting factors are: a) using cafe concept, b) flexibility in learning process, c) utilization of telecommunication media, d) good services from the staff and chef. 3) The inhibiting factors affect the management are inadequate facilities and there is no legal entities from relevant agencies.

Boonkit (2010) also conducts a research about the development of speaking skills for non-native speakers of English. The subject of the study were students who have registered on elective course for English majors and minors in the curriculum of a Bachelor of Arts degree in the Faculty of Arts, Silpakorn University, Thailand. There are 18 course participants. The data was collected by recording of the participants’ speaking performance and interview questions. The participants were invited to answer the interview questions relating to factors enhancing the development of their speaking. Based on participants answer, it can be concluded that there are three factors enhancing the development of EFL students’ speaking skills: confidence in speaking, the task based on speaking for special
performance, and speaking task was well-prepared. Then, the strength of speaking performance is creativity of topics, and errors in pronunciation and grammatical structure were categorized as weakness of speaking performance.

Actually two previous research above has the same focus on learning English outside the classroom, there are English corner and English cafe. The differences are the first previous study focused on analysis the comments of a group of a learners on their participation in an English corner on the Chinese mainland. While, the second previous study focused on the English course management program and the factors that influence the management. Then, the last study focused on investigate the factors enhancing the development of speaking skills of Thai EFL undergraduate students. The equation of the first and second research with the current research is both about language learning strategies beyond the classroom. While, the equation from the third research with the current research is discuss in developing students speaking skills’. As for the subject of this research is the tutors who teaches at Godong Pring cafe (English Cafe) Salatiga.

B. The Course Management

The course institution is a non-formal educational institution that aims to provide a knowledge both in the form of knowledge or skills, and also can be used in social life (Trianawati, 2012).
While the definition of non-formal education according to law on the National Education System no. 20/2003 (1:12) is non-formal education means education outside formal education, which can be implemented structurally or in several levels. Furthermore, in the Government Regulation (PP) no.17/2010 concerning the management and organization of education, especially non-formal education is regulated in article 100 verse 2 and 3 that: the organizers of non-formal education including courses and training institution, study groups, learning centers community, majlis taklim, and childhood education in non-formal.

Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims (Terry and Franklin, 2003: 4).

Management of education serves as a reference for non-formal education in measuring, evaluating, and revising activities deemed necessary.

There are six functions of management non-formal education (Sudjana, 2006: 8) as follows:

1. Planning

In this function, individual or groups who manage the education both the general and specific objects of the non-formal education program, the sequence and the process to achieve the objectives.
2. Organizing

In this function the managers select and arrange the human resource based on the facilities, infrastructural material, and the function available.

3. Motivating

It is an activity to realize the work performance or achievement of human resources in the organization in implementing the program.

4. Conforming

It is an activity to maintain human resources in the organization to be obedient and consistent in carrying out a series of activities in accordance with a plan. The conforming function includes three sub-functions, they are controlling, supervising, and monitoring.

5. Evaluating

It is an activities to collect, to process, and to present the data to be included in decision making regarding programs that are being implemented or have been implemented.

6. Developing

It is an activity to continue the program based on the results of an evaluation of the program implementation which results in a decision that the program must be followed up.

According to Sukmana and Dwilestari (2013: 10), There are several elements in the implementation of the courses including learning resources, learning citizens, non-educational staff, infrastructure, facilities,
learning costs, learning programs, learning methods, and learning outcomes.

1. **Learning resources**

   Learning resources are staffs who understand or have special expertise and who are declared authorized to carry out learning resources, without paying too much attention to the educational background of their formal education.

2. **Learning citizens**

   Learning citizens are community members, without age limits, who need a family or some types of education and have the desire, ability to learn, and are willing to pay for some or all of their learning needs. The community member who is a learning citizen has a goal to obtain knowledge and skills and work attitude in daily life.

3. **Non-educational staff**

   This staff is needed in the course to support the implementation of teaching and learning process to become more fluent.

4. **Infra-structure**

   Infra-structure in the course is a space building used to conduct course activities. The existence of this element in the life of the course has purpose of ensuring the learning process.

5. **Facilities**

   The facilities in the course are divided into two, supporting facilities and learning facilities. Supporting facilities covering all
the office equipment of the course. While learning facilities are facilities that are directly related to the teaching and learning process and these facilities must be adapted to the types of education held.

6. Learning costs

Learning costs are money, goods, services, needed to guarantee division activities in the course.

7. Learning programs

Learning program in the course must always be in harmony with the community needs, in order to improve living standards and face real-world challenges. Learning in the course class, must be interactive and have a pleasant learning climate, so that the learning citizens will be able to achieve the objectives of learning program effectively and efficiently.

8. Learning method

Learning methods aim for learning outcomes to achieve what is found or expected, while member learning activities run efficiently.

9. Learning outcomes

Learning outcomes are forming elements to the extent that members complete the learning process and also show the results of graduate courses.
As for teaching languages, especially in the course institutions a tutor also needs to prepare some aspects. According to Scrivener (1994: 44) some aspects that need to prepare in teaching include:

1. Formal and informal planning

   A formal lesson plan often consists of two parts: (a) an outline of the procedure of the lesson (a description of the activities, their order and predicted timing) and (b) background information (aims for the lesson, target language, material used, predicted problems, etc).

2. Aims

   For every lesson and every activity within that lesson, it is useful to be able to state what the aims are. It is important to separate mentally: (a) the material that teacher use, (b) the activities that will be done, (c) the teaching point, (d) the topics or contexts that will be used, (e) the aims of the lesson.

   The teacher may decide the aims of a lesson before teach it. It can help the teacher be clearer about what the student has achieved after the lesson is finished.

3. Syllabus and timetable

   A syllabus provides a longer term overview. It lists the contents of a course and puts the separate items in an order. Having a syllabus can be a great help, setting out clearly what you as a teacher are expected to cover with your class.
Timetables are usually written out in advance (some schools require them months ahead) and usually by the ‘main’ teacher of a class. A timetable also enables other teacher to understand what work is being done in your class.

Then, Richard and Lockhart (1996: 78), also propose about the aspects that a teacher needs to prepare to teach. These aspects are as follows:

1. Lesson plans

   Teachers differ in the extent to which they plan lessons and in the kind of planning they employ. Some teachers develop “macro-plans”, or overall goals for a course or a class, and use these to help them develop the lesson plans they use on a day-to-day basis. While, other teachers work more at the “micro-level”, planning more on a day-to-day basis without necessarily regular reference to their course goals or objectives.

2. Instructional goals

   Many teachers expressed objectives in terms of the teacher’s role. For example to develop learners’ confidence in speaking and listening, to develop learner autonomy, etc.

3. Description of course and language content

   Sometimes expressed course objectives in terms of topics to be covered and activities which would be a carried out. For
example: to teach the idea of ‘going to’, to give learners practice in using present perfect, etc.

4. Quantity of learning content

Some teachers described their objectives in terms of how much material they wanted to cover. For example, to get through most of the textbook.

5. Learning materials

Teachers also expressed objectives in terms of the course book or materials to be used. For example, to teach students the sounds of English by using their assigned pronunciation textbook.

It can be concluded that the aspects that need to be prepared by the teacher before the learning process have never been separated from the material, lesson plan, etc.

C. Speaking

1. Definition of Speaking

There are four important skills in learning English as a foreign language. The four skills are speaking, writing, listening and reading. These skills are interconnected.

Some experts of language learning have proposed the definitions of speaking. Brown (2004:115) mentions speaking are an oral interaction where participants need to negotiate the meaning of ideas, feelings and information. In this case, the listener must understand the relationship between the ideas presented. It is closely
with a statement from Bygate (1987) as cited by Nunan (1991:40) suggests that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can be either focus on information or interaction. According to Bygate, a further feature of oral interaction is that the participants need constantly to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what.

While Boonkit (2010) argues speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue.

Speaking is related to communication. Through speaking, someone can get many kinds of information from many sources. So, to get it needs good ability in speaking. Related to the communication, speaking is expressing something in words.

According to the Oxford Advanced learner’s Dictionary (2008:426), speak means to say words, to say or talk something about something, to have a conversation with somebody, to address somebody in word, etc. Without speaking there is no good communication process. English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement.
Harmer (2002:46) states the reasons why everyone need to speak, as follows:

a. They want to say something

What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

b. They have some communicative purpose

Speakers say things because they want something happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain in each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

c. They select from their language store

Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the “store” of language they possess) the language they think is appropriate for this purpose.

2. Types of Speaking Skill

Brown (2001:141-142) propose five basic types of speaking. They are:
a. Imitative

This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence. (e.g., “Excuse me.” or “Can you help me?”) to clarity and accuracy.

b. Intensive

This second type of speaking frequently employed in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

c. Responsive

This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.

d. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for
oral interaction from listeners is either highly limited or ruled out altogether.

3. The Strategies for Developing Speaking Skills

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. Soltani (2012) argues that one way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. According to Soltani, instructors also can help students develop speaking ability by make them aware of the scripts for different situations so that they can predict what they will hear and they will need to say in response.

Silberman (1996:141) also mentions several strategies for developing student skills. The strategies as follow:

a. Active observation and feedback

The usual procedure when utilizing observers in role-playing exercises or skill practice sessions is to wait until the performance is over before inviting feedback. This procedure gives performers immediate feedback. It also keeps observers on their toes during the performance.
b. Triple role playing

This technique expands traditional role playing by utilizing three different students in the same role-play situation. It shows the effect of individual style variation on the situation’s outcome.

c. Rotating roles

This activity is an excellent way of giving each students an opportunity to practice skills through role play real-life situations.

d. Modeling the way

This technique gives students an opportunity to practice through demonstration. Students are given ample time to create their own scenarios and determine how they want to illustrate.

e. Advisory group

This is a strategy for obtaining ongoing feedback during any multisession. All too often, teachers solicit student feedback after the course is over.

4. The Techniques in Teaching Speaking

Larsen and Freeman (2008: 23-122) states that many of techniques and principles in language teaching. However, in the techniques mentioned in his book, some techniques emphasize increasing speaking students.

a. The Direct Method

The method of teaching with the direct method means that teaching English is given directly by using the target language
(English). Namely directly pointing or showing objects, pictures, directly with the original discussion. So that the impact on mastering a lot of vocabulary by demanding children to speak in the target language.

b. Communicative Language Teaching (CLT) Method

This method aims broadly to apply the theoretical perspective of the communicative competence the goal of language teching and by acknowledging the interpendence of language and communication. Usually, the teacher gives students directions for the activity in the target language.

c. Community Language Learning (CLL) Method

A characteristic of the teaching and learning process of the CLL method is that students typically have a conversation that uses their native language. The teacher helps them to express what they want to say by giving them a translation of the target language. In this method, the teacher gives a few minutes for students to have a conversation.

5. The Speaking Activities

Harmer (2001:271) states that many of the speaking activities which are currently in use fall at or near the communicative end of the communication continuum. In this case, we will look at some of the most widely-used.

a. Acting from a script
b. Communication games

c. Discussion

d. Prepared talks

e. Questionnaires

f. Simulation and role-play

6. The Teacher Roles in Teaching Speaking

Harmer (2001:275) gives some suggestions about the strategies for supporting English learners’ during the speaking activities above.

a. Prompter

Students sometimes get lost, cannot think of what to say next. The teacher can leave them to struggle out of such situations on their own, and indeed sometimes this may be best opinion. However, the teacher also able to help them and the activity to progress by offering discrete suggestions.

b. Participant

Teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm.

c. Feedback provider

When students are in the middle of a speaking, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations.
Everything depends upon our tact and the appropriacy of the feedback we give in particular situations.

7. The Problem of Speaking

According to Ur (1991:121-122), the problems faced by the learners are included inhibition, the lack of theme to be spoken, the low participant and the use of mother tongue. Those problems can be explained as follows:

a. Inhibition

    Sometime, the students are often inhibited in trying to say something in second language. Usually, many students feel shy and afraid to speak the second language in the classroom. They are worried that they will make mistakes in speaking about the vocabulary, pronunciation and the structure of grammar. According to Penny Ur the learners are worried about making mistakes fearful or critics or losing face, or simply shy of the attention that their speech attracts.

b. Having no idea

    Although, the students are not inhibited, we know that the students often say or complain that they do not want to speak. The learners get difficulties in thinking of anything to say so they have no motivation to express in English.

c. Low Participant
Only one participant who is active to talk in front of the class while others are listening to him or her. In large group, someone or one students will have little time to talk. Therefore, one learner will dominate to speak in the classroom, while others speak very little or not at all.

d. Using mother tongue

As we know that many students use mother tongue in the classroom frequently. They will feel more enjoyable when they use their mother tongue in speaking activity.

8. Solution of the Problem

Student have the problems when they speak second language. According to Ur (1991:121-122), there are some solutions which can be selected to overcome those problems. Those are:

a. Use group work

Usually, some students do not want to speak in front of full class. It is true that group work means the teachers cannot supervise all students’ speech, so all utterances will not be corrected and students may occasionally slip into their native language. However, it will be more useful than in the full-class-set up.

b. Use interesting topic

Interesting topics have significant influence for the learners in their speaking. When the learners feel that the topic is
interesting, they will be more motivated to speak the second language.

c. Base the activity on easy language

   Generally, the level of the language in the discussion is needed. In the discussion should use easy language so it can help learners to produce the language easily.

d. Give some instruction or training in discussion skill

   If the task is based on the group discussion that include instructions about participation in introducing it. Tell to the students that everyone in the group contribute to the discussion appoints a chairperson to each group who will regulate participation.

e. Keep the learners to speak in second language

   The teacher might monitor each group when they are in speaking activity. It will remind them to keep their speaking in the second language. By using these step, it may help the teacher to solve the problems in speaking English.
CHAPTER III

RESEARCH METHODOLOGY

This Chapter consists of research design, research setting and subject, source of data, data collection technique, data analysis technique, and validity of data.

A. Research Design

The research belongs to qualitative research because it deals with description of English course management that is used by English cafe Salatiga in developing students speaking skill. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations (Mack et al., 2005: 1). It is closely to what Bodgan and Taylor (1975:5) have defined qualitative research as a kind of research that produces descriptive data as the result include theoretical review, people’s common perspective and unique human’s behavior.

So that the writer only describes the findings about English course management used by cafe Godong Pring (English cafe) Salatiga. This study uses the descriptive qualitative research design. According to Arikunto (2010:3), descriptive study is a research that is intended to investigate condition and situation or things which are investigated, and the result is presented in form of research paper.
B. Research Setting and Subject

The setting of this research conducted at cafe Godong Pring (English cafe) Salatiga. This cafe is located at Merbabu Street, Gg. 1 No.3, Kalicacing, Sidomukti, Salatiga City, and Central Java 50724. The subject of this research are the manager, staff, and English tutors.

C. Source of Data

The data of the research used obtained from observation, interview, and documentation. The data from observation was to find out what kinds of management used in the learning process and to know how to apply its in English cafe Salatiga.

For the primary data, to complete the data, the writer also conducted tutor interview and documentation. The data will be obtained in the form of notes and presented with descriptive in the form of paragraph.

For the secondary data, the writer used interview and documentations. In the other hand, the writer also used several references to support the date. The writer took from several documents in English cafe Salatiga includes SOPs and modules.

The writer used purposive sampling. Purposive sampling is a kind of sampling that is based on considered criteria of the research focus (Arikunto, 2010: 183). The writer argued that purposive sampling is more suitable technique in this research. The reason is through a purposive sample the author can choose which respondent is in accordance with the research criteria and is considered to know a lot of that information.
In English cafe Salatiga, there are a manager, a staff, three chefs, and a staff who is also a chef. However, in this case the writer took samples a manager, a staff, a chef and a staff who is also a chef. They are listed in table 3.1.

Table 3.1 List of respondents and their positions in English cafe Salatiga

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondents</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>M.AF</td>
<td>Manager</td>
</tr>
<tr>
<td>2.</td>
<td>S.FE</td>
<td>Staff</td>
</tr>
<tr>
<td>3.</td>
<td>C.U</td>
<td>Chef</td>
</tr>
<tr>
<td>4.</td>
<td>C.R</td>
<td>Chef</td>
</tr>
</tbody>
</table>

D. Technique of Data Collection

To gather data from the sources, the writer used some techniques. Those are follow:

1. Interview

According to Ary (2010:455), the interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather the data from people about opinions, beliefs and feelings about situations in their own words.

In this interview, the writer used the personal interview. The writer made an interview with some informant in different times. The writer starts the research on May 22\textsuperscript{nd} until 25\textsuperscript{th}, 2019. The writer did the interview to the manager, tutors and staffs in English cafe Salatiga.
The data taken in the interview includes the management and teaching learning process of English course program in English cafe Salatiga.

2. Observation

To collect the data, the researcher does an observation. Observation is the activity of looking at some objects of the phenomena that is observed (Sukandarrumidi, 2004:69).

According to Patton (1880: 131-132) in Moleong (2009: 176-180), the role of researcher as an observer divided into three types. There are complete participation, participant as observer, observer as participant, and full observer. In this research, the writer use participant as observer because the writer did observation by observed without taking any active part in the situation. In this case, the writer just pay attention about all activities that happen in the class, and then the writer also take notes about what was being observed.

The object of observation includes the state of the environment, facilities, management, and the teaching learning process in English cafe Salatiga. The reason writer use observation method because in qualitative research, the writer must know directly the state of field so that data can be obtained and using observation techniques is to strengthen data.

3. Documentation

According to Arikunto (2010:274), documentation study is searching for data of things or variables in forms of notes, transcripts,
book, letters, magazines, agendas, etc. This instruments is used to collect data from the source of non-human. It means that the writer collected the data from written data which are available in the location. The writer collected the data from written data such as SOP of English cafe Salatiga, Module, books, and journals that are related to the topic. The reason writer use documentation techniques because it can be used as a complement to data that has not been obtained through interviews and observation.

E. Data Analysis Technique

According to Moloeng (2001:112), data analysis is a process of gathering, modeling, and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decisions making. In this case, the writer used descriptive in the data analysis technique.

In this research, the writer interviewed the tutors, staffs and manager, observed to the tutor and the students in the teaching learning process. The writer transcribes the interview results and is sorted by interview time.

First, the data obtained through the interview and documentation that was analyzed by using descriptive analysis. Then, the researcher interviewed the tutor, staffs and manager as the informant and also documented the result in notes. The researcher used the interview guidelines to prepare the data which was analyzed to get the data about the
management English course program at English cafe Salatiga in developing students’ speaking skills. After that, the result was analyzed descriptively to know the answer of the first and second question of the statement problems.

The last data obtained through observation was analyzed by using descriptive analysis. The writer observed from the beginning of class to the end. Then, the writer made field note based on the situation of teaching learning process and the interviewed. Then, it was documented in the field notes. The researcher described the English course management used by English cafe Salatiga in developing students’ speaking skills.

F. Validity of Data

Data validity is better if not only measured from one source. Therefore this research uses triangulation techniques. In this techniques, the writer checks the data and sources of information obtained.

As for data collection or information the writer triangulated data sources as follows:

1. Triangulation of source

   In this technique, the writer was checking the data from another source. In this research, the data sources were obtained from several interviewees, they are manager, tutors, and staffs at English cafe Salatiga.
2. Triangulation of technique

This technique is used to test the credibility of data by checking the data to the same interviewees with different techniques. After made an observation, the writer also made an interview with the interviewees. Interview with several interviewees produced some data and the results of observations also showed certain data.

Through source and technique triangulation, the data is described, categorized, searched for equations, and the differences are then concluded as a whole.
CHAPTER IV
FINDINGS AND DISCUSSION

This research was aimed to answer two questions: what English course managements are used by English cafe Salatiga and the second how does English cafe Salatiga develop the students’ speaking skills using their management. The findings of this research were presented and discussed in this chapter.

A. The Management English Course Program at English Cafe Salatiga

1. Planning of English Course Program at English Cafe Salatiga

Planning is the determination of a series of actions to achieve a desired outcome, for example: the determination of what actions should be carried out?, etc. (Farikhah and Wahyudhiana, 2018:244). Planning of English course program at English cafe Salatiga as summarized by researchers through interviews and documentations, the manager aims to provide a place to learn English with a relaxed and fun concept. On the other hand, the manager chose a place at the Godong Pring cafe because the cafe had a strategic location. As for the learning programs offered by English cafe Salatiga are as follows:

a. Private program, is learning program with one member one tutor. Members can more freely choose the time and place of learning.

b. Regular program, is learning program with a maximum of 15 members and a minimum of 6 members in each class. However, usually in English cafe Salatiga each class consist of 6 members.
c. Online program, is learning program through online media by using whatsapp as a media to study. This class that handles directly from English cafe center.

d. TOEFL program, the leaning program is almost the same as regular and private programs. The difference is only the learning is more fixed on the secret recipe that is different from other programs.

To support the running of the program, appropriate and mature planning is needed, both from facilities, teaching staff, service, materials, and costs to achieve the goal of English cafe Salatiga. The plan includes member registration, chef recruitment, cost plan, and learning plan.

For new member registration, it is still done manually. It was explained by M.AF as the manager of English cafe Salatiga, that is:

“....Untuk pendaftaran member sendiri, jadi ketika ada member yang daftar kita suruh ngisi formulir baru setelah itu dimasukkan di data administrasi”.

(M.AF.004 Interview data May 25, 2019 at 14.00 WIB)

“For member registration itself, so when there are members who register we are told to fill out a new form after it is entered in the administration data.”

(M.AF.004 Interview data May 25, 2019 at 14.00 WIB)

As quoted by researcher, in registering new members is still done manually. The registration using a form that filled in by new member.
The statement above was confirmed by S.FE as the administrative staff at English cafe Salatiga, who stated:

“The member registration is still very manual, miss if there is a member who registers we tell to come to the cafe to fill out the form. The problem is usually if there are prospective members, they must ask questions via WhatsApp or Instagram account and we ask them to come to the cafe to be clearer. After they fill out the form then enter in the administration data”. (S.FE.001 Interview data May 23, 2019 at 16.00 WIB)

Then in the chef recruitment carried out through several stages of selection, which was explained by M.AF as the manager of English cafe Salatiga, that is:

“Now, for the recruitment of these chefs, there are several stages in which they (applicants) must take a written test, an interview test, and finally the microteaching test. As for the conditions, we only ask that they bring CVs, course certificates and award certificates. After being declared qualified, they were notified of the SOP English cafe and asked to understand it. Only then can they enter the class”. (M.AF.005 Interview data May 25, 2019 at 14.00 WIB)
This opinion was strengthened by S.FE as the administrative staff at English cafe Salatiga. He is also the person who handles application files, written tests, and interview tests. He is said:

“untuk perekrutan chef ini ada beberapa tahapan yang pertama calon chef harus mengikuti beberapa tes yaitu tes tertulis, wawancara, dan microteaching. Nah kalau syaratnya membawa cv, sertifikat kursus, dan sertifikat penghargaan jika ada. Setelah dinyatakan diterima, chef baru akan diberitahu SOP English cafe”. (S.FE.002 Interview data May 23, 2019 at 16.00 WIB)

“for the recruitment of these chefs, there are several stages that first prospective chefs must take many tests namely written tests, interviews, and microteaching. Now if the conditions are to bring a CV, course certificate, and award certificate if there is one. Once declared accepted, the new chef will be notified of the SOP English cafe”. (S.FE.002 Interview data May 23, 2019 at 16.00 WIB)

Chef recruitment is done through several stages of selection, there are file selection, written test, interview, and the last microteaching.

In the planning costs, English cafe Salatiga makes a saving moneys program that is obtained from member registration. The money is used for several things, which is to pay for the salaries of chefs and staff. This was explained by M.AF as manager of English cafe Salatiga.

“Kalau rancangan biaya ini, kita kan dapat uang simpanan ya salah satunya dari uang pendaftaran member. Uang simpanan itu kita gunakan untuk sesuatu yang sifatnya dadakan dan untuk uang gaji staff dan chef di English cafe Salatiga”. (M.AF.006 Interview data May 25, 2019 at 14.00 WIB)
“For this cost plan, we can get savings, one of which is from member registration. We use the savings for something that is impromptu and for the salary of staff and chefs at Salatiga English cafe”.
(M.AF.006 Interview data May 25, 2019 at 14.00 WIB)

This opinion was strengthened by S.FE as the administrative staff of English cafe Salatiga. He is stated:

“rancangan biaya ini, kita mendapat uang simpanan dari uang pendaftaran member. Uang tersebut digunakan untuk uang gaji staff dan chef di English cafe Salatiga serta kebutuhan lainnya. Nah, untuk gaji chef dan staff ini itu sistemnya ketika mereka ada kelas ya baru dibayar jadi bukan sistem gaji perbulan”.
(S.FE.003 Interview data May 23, 2019 at 16.00 WIB)

“In this cost plan, we get a deposit from the member registration fee. The money is used for staff and chef salary at Salatiga English cafe and other needs. Well, for the salaries of chefs and staff, this is the system when they have classes, so they only get paid, so it’s not a monthly salary system”.
(S.FE.003 Interview data May 23, 2019 at 16.00 WIB)

Savings that obtained from member registration are used to pay the salaries of chef and staff. In the other hand, it also used for other incidental needs in English cafe Salatiga.

Then, for the learning design in English cafe Salatiga it adapts to the module made by English cafe center. The chef or tutor only needs to improvise during the learning process. This statement was explained by M.AF as manager at English cafe Salatiga.

“untuk pembelajaran ini kami sudah siapkan modul (secret recipe) mbak dan modul ini yang membuat dari English cafe pusat. Jadi nanti untuk pengembangan dan improve di proses pembelajarannya ya terserah chef nya”.
(M.AF.007 Interview data May 25, 2019 at 14.00 WIB)
“for this study, we have prepared a module (secret recipe) and this module that makes from the English cafe center. So later on for development and improvement in the learning process, it's up to the chef”. (M.AF.007 Interview data May 25, 2019 at 14.00 WIB)

In the teaching learning process, chef can make addition or subtraction of material. Besides that, chef also needs to adjust based on member requirements. This was conveyed by C.U as the chef at English cafe Salatiga.

“Kalau materi pembelajaran itu saya menggunakan modul yang dari pusat sebagai panduan. Cuma kan kita perlu mengimprove materi sendiri agar maksud dan tujuan dari member juga terpenuhi. Biasanya saya menyesuaikan dengan kebutuhan member kemudian baru saya carikan tambahan materi. Misal, peraturan dari pusat itu satu modul terdiri dari 10 chapter, satu chapter seharusnya selesai dalam satu pertemuan. Namun, disini saya menyesuaikan kemampuan member, kalau mereka belum bisa ya saya lanjutkan di pertemuan berikutnya”. (C.U.001 Interview data May 24, 2019 at 16.00 WIB)

“As for the learning material, I use the module from the center as a guide. Only we need to improve our material so that the goals and objectives of the members are also fulfilled. Usually, I adjust to the needs of members and then I find additional material. For example, the rules from the center one module consist of 10 chapters, one chapter should be completed in one meeting. However, here I am adjusting the members' abilities, if they cannot, I will continue at the next meeting”. (C.U.001 Interview data May 24, 2019 at 16.00 WIB)

In lesson plan of tutor (chef) is permitted to add or reduce the material from module (secret recipe). This case appropriated with the requirement of member who is taught by their tutor (chef).
The steps in lesson plan which is doing by English cafe Salatiga agree with Sudjana’s opinion (2006: 8), states that planning is an activity with others, through the other people, individual or group, based on the complete information to establish specific purpose (objectives) out of education school program, process and sequence activity to attain the purpose of program. The result of this planning is a plan includes program, project, and activity.

As quoted by researcher, the plan includes member registration, chef recruitment (tutor), draft fee, and lesson plan. In the plan of English cafe is almost same with course organization usually. The differences is English cafe use their module which is named secret recipe in their learning. In learning process of English cafe also more relax because using cafe concept. It is became the different learning with the other course organization whereas the member have to learn with formal method as the school.

Registration of member in English cafe Salatiga has done manually. The candidate of new member who is come to the cafe or ask the information by online social media is given guidance of level and program appropriate with their ability. After that, they asked to fill the registration form of new member and the data will be input into administration data. Meanwhile, for the chef recruitment (tutor), manager of English cafe using some steps of selection test. First, selection of bundle includes CV (curriculum vitae) and supporting
bundle other. Second, writing test to know the chef candidates’ ability of English especially in grammar. Third, interview test and the last is microteaching test.

In cost estimate, English cafe salatiga use saving system, means that English cafe always has deposit which is gained from member registration money. The money is also used for needs of English cafe and salary of chef and staff.

The other planning is also doing by English cafe Salatiga is lesson plan. In this lesson plan, English cafe has provided secret recipe (module) for used in learning. However, each chef is permitted to add or reduce the material appropriate needs of member.

As for the planning carried out by English cafe Salatiga based on statement above it can be concluded into two, there are administration and academic. For administration includes member registration, chef recruitment, and cost plan. While for academics which includes learning plan.

2. Organizing of English Course Program at English Cafe Salatiga

According to Farikhah and Wahyudhiana (2018:244), organizing is two or more people who work together in a structured way to achieve specific goals. In an organization, it takes a leader as well as members who can work with synergic cooperation, in the effort to develop their organization or institution.
The following is organizing which is carried out in the English course program at English cafe Salatiga:

a. Manager
b. Admin Staff
c. Daily Talk Staff
d. Marketing Staff
e. Academic Staff
f. Chef

Based on the results of interviews, M.AF as manager of English cafe Salatiga said:


“As for specifics in speaking skills, it seems not. So, organizing, etc., is based on the structure, so the tasks are to follow the structure. For example, if in the marketing staff, he has to promote an English cafe both online and offline. Then for the chef (tutor at the English cafe), his job is to teach members at the English cafe. As for the manager, the task is to manage the English cafe branch they manage. However, the manager is also responsible for the implementation of the program in each branch. Well, I happen to have the duty to handle the Salatiga branch English cafe. After that, under me, as a manager
consists of several staffs, there are staff in the fields of marketing, administration, daily talk, and chef”. M.AF.008 Interview data May 25, 2019 at 14.00 WIB)

The highest power holder of the English cafe Salatiga is the owner. But in terms of management in each branch is manager. The manager also responsible for the program in each branch. The organizational structure created does have its own division of labor, but in the implementation it is carried out together and conditionally.

The statement above is reinforced by S.FE’s opinion as staff admin and marketing which states that English cafe Salatiga also applies a family system in carrying out its duties and responsibilities.

“Saya kan nggak bekerja sendiri mbak, ada staff-staff lainnya. Jadi, ketika saya belum bisa menghandlenya saya pasti minta tolong ke yang lain. Bahkan terkadang bapak manajer juga ikut turut serta menjadi marketing. Jadi ya lebih menerapkan sistem kekeluargaan dengan tidak melupakan kerjasama yang baik juga”. (S.FE.004 Interview data 23 May, 2019 at 16.00 WIB)

“I don't work alone, sis, there is another staff. So, when I haven't been able to handle it, I will ask others for help. Sometimes the manager also participates in marketing. So yes, it is more to implement the family system by not forgetting good cooperation too”. (S.FE.004 Interview data 23 May, 2019 at 16.00 WIB)

The organization that has been held at English cafe Salatiga is by organizing an organizational structure with a specific division of labor. The organizational structure are manager, admin staff, marketing staff, daily talk staff, academic staff and chef. Even though it is clearly
written as mentioned, but in the implementation it is carried out together.

According to Sudjana (2006: 8), states that organization is an activity with or through other people, to choose and providing human resource with facility support, device and cost, which is able to implement the program has planned. The result of organization is structure organization has made based on the certain criteria so that it is considered to have ability to implement the plan which there is a program. As for the organizational structure in English cafe Salatiga there is no display in learning place, because partnership system so that location become one with cafe.

3. Motivating of English Course Program at English Cafe Salatiga

It is an activity to realize the work performance or achievement of human resources in the organization in implementing the program (Sudjana, 2006: 8). Motivating can also mean implementation of the program but covers a broader part, such as: money, human, time and material. As for the implementation of the program in English cafe Salatiga, the implementation is related to the English course program activities.

The following is implementation of English course program at English cafe Salatiga:

a. Private program, is learning program with one member one tutor.

Members can more freely choose the time and place of learning.
b. Regular program, is learning program with a maximum of 15 members and a minimum of 6 members in each class. However, usually in English cafe Salatiga each class consist of 6 members.

c. Online program, is learning program through online media by using whatsapp as a media to study. This class that handles directly from English cafe center.

d. TOEFL program, the leaning program is almost the same as regular and private programs. The difference is only the learning is more fixed on the secret recipe that is different from other programs.

Based on the results of interview with M.AF as manager at English cafe Salatiga, stated:

“Pelaksanaan kursus disini dilaksanakan selama 90 menit mbak, untuk waktunya terserah member jadi ya dalam satu minggu mereka mau full atau hanya beberapa hari saja. Tapi ya tetap mbak selama 3 bulan itu member diberi waktu untuk menyelesaikan setiap levelnya. Jadi, untuk program kursus itu ada levelnya 1,2,3 dan masing-masing level itu berbeda modul (secret recipe). Waktunya terserah member nanti tinggal dikoordinasikan dengan chef nya. Jadi, English cafe itu kansistemnya ada teori dan daily talk. Daily talk ini dilaksanakan setiap hari sabtu di cafe dan berlaku untuk semua member kecuali member yang mengambil progam toefl.
Nanti untuk penjelasan detailnya supaya dijelaskan sama mas ul, soalnya dia yang biasanya handle daily talk. Jadi intinya setiap program yang ada di English cafe itu didampingi oleh tutor (chef) English cafe baik itu program online, regular, private, toefl, dan daily talk. Kemudian untuk lebih ke speaking sendiri, jelas melalui daily talk tersebut speaking member akan lebih terasah. Karena jika kelas hari biasanya itu ada teori juga dan khusus hari sabtu waktu daily talk member harus ngomong”. (M.AF.009 Interview data May 25, 2019 at 14.00 WIB)
“The course is carried out here for 90 minutes, for the time it’s up to the members so in one week they want to be full or just a few days. But still, miss for 3 months, the members are given time to complete each level. So, for the course program, there are 1,2,3 levels and each level has a different module (secret recipe). The time is up to the members to stay coordinated with the chef later. So, the English cafe has a theory and a daily talk system. Daily talk is held every Saturday at the cafe and applies to all members except members who take the TOEFL program. Later for a detailed explanation to be explained with Mr. Uliyadi because he usually handles daily talk. So the point is that every program in the English cafe is accompanied by an English cafe tutor, be it an online, regular, private, TOEFL, and daily talk program. Then for more on speaking alone, it is clear that through daily talk speaking members will be more honed. Because there is a theory in-class days, and especially on Saturdays, the daily talk members must talk”. (M.AF.009 Interview data May 25, 2019 at 14.00 WIB)

The implementation of learning program in English cafe Salatiga carried out for 3 months and the time was 90 minutes each meeting. It applies to private, regular and TOEFL programs. While for online programs carried out through whatsapp group.

This opinion was strengthened by C.U as chef and academic staff of English cafe Salatiga who stated:

“Kalau untuk regular sendiri itu kan kelasnya minimal harus ada 2 member. Selama ini yang saya ampu itu saru kelas isinya 6. Untuk senin selasa itu level 2 dan rabu kamis itu level 1, terus sabtu itu ada daily talk dan untuk semua member, semua level, semua program jadi satu kecuali toefl. Sedangkan kalau privat itu, ketemu sama chef bisa sendiri bisa juga berdua nih. Waktu untuk belajarnya 90 menit, waktunya minta jam berapa dan tempatnya dimana itu bisa memilih sendiri terserah member. Kemudian, untuk yang TOEFL itu berdasarkan modul (secret recipe). Jika sistemnya itu hampir sama ada yang private ada juga regular. Hanya berbeda di secret recipe pembelajarannya. Sedangkan untuk daily talk itu lebih ke vocabulary drilling dan untuk masing-masing program itu ada
SOP nya. Ketika daily talk ini member nanti member diberi 5 vocabulary kemudian memorizing dengan teman sebaya lalu member diminta untuk membuat kalimat dengan menggunakan 5 vocab tersebut, setelah sudah benar kalimatnya member diminta untuk speak up di depan member lain menggunakan 5 vocab yang sudah diberikan”. (C.U.002 Interview data May 24, 2019 at 16.00 WIB)

“For regular class, there must be at least 2 members. All this time what I was able to do was in a class of 6. For Monday it was Level 2 and Wednesday Thursday, level 1, then Saturday there was daily talk and for all members, all levels, all programs became one except TOEFL. Meanwhile, if it's private, meet with the chef, you can do it yourself. The time to study is 90 minutes, the time to ask what time and the place where it can choose is up to the members. Then, for the TOEFL it is based on a module (secret recipe). If the system is almost the same, there are private, there are also regular. Only different in the secret recipe learning. Whereas the daily talk is more vocabulary drilling and for each program, there is an SOP. When this daily talk member is given a member of 5 vocabularies then memorizing with peers then the member is asked to make sentences using the 5 vocab after the sentence is correct the member is asked to speak up in front of other members using the 5 vocab that has been given”. (C.U.002 Interview data May 24, 2019 at 16.00 WIB)

The implementation of learning programs in English cafe Salatiga using its own module called “secret recipe” made by English cafe center. This module is used as a guideline and source of learning for members. The manager give an option to chef to improvise material according to the requirement of members.
Members can determine the time and place of course. Even what the material will be discussed, members can also request. Everything based on the requirement of members. So, chef will analyzes the ability of members before doing the program both regular, private, and TOEFL.

This opinion was strengthened by C.R as the chef at English cafe Salatiga, she said:

“As for private, the class is more flexible in time and place. With that face to face, it's easier for me to know what members need so it's more intensive, sis. For learning, I am more referring to the ability of members. That is when member a hasn't been able to chapter 3 that means the next meeting continues for chapter 3
until the member understands. The time to study in this private program is the same as other programs which are 90 minutes.” (C.R.001 Interview data May 25, 2019 at 15.00 WIB)

English cafe Salatiga always strives to give the best to its members. Mobilize every chef and staff to always provide service as much as possible. The goal is that the staff and chef of English cafe Salatiga provide the best for members in accordance with existing SOP (Operational Standard Procedures).

Program implementation is carried out by providing strategies by providing strategies and easiness in learning, so members get what is needed easily. Hence the English cafe uses certain strategies so that members can learn by enjoying. This is in accordance with the opinion of C.R as an English cafe’s chef, who stated:

“Untuk strategi itu yang penting untuk selalu praktik aja sih mbak, dari awal pertemuan sampai akhir saya selalu memakai bahasa Inggris. Karena berbeda dengan konsep kelas ya, kankita disini nggak bisa formal banget seperti di kelas. Kemudian untuk grammatical karena yang saya ampu itu orang tua (bukan anak sekolah) jadi saya nggak harus tau
present tense, dll. itu apa yang penting mereka tahu cara memakainya. Setelah bisa dan paham cara pakainya baru saya kasih feedback tentang grammar. Jadi, belajar grammar itu secara on going lah mbak” (C.R.002 Interview data May 25, 2019 at 15.00 WIB)

“For that strategy, it's important to always practice, from the beginning of the meeting until the end I always use English. Because it's different from the concept of class, we can't be so formal here like in class. Then for grammatical because what I can afford is an adult (not a student or children), so I don't have to know the present tense, etc. that's what is important they know how to use it. After I can and understand how to use it, I will give feedback about grammar. So, learning grammar is ongoing”. (C.R.002 Interview data May 25, 2019 at 15.00 WIB)

Another strategy was also delivered by C.Uas the chef at English cafe Salatiga. He said:

“Untuk strategi yang saya gunakan jelas banyak dan beraneka ragam. Cuma kan tergantung materinya yang akan saya ajarkan hari itu. Kalau secara umum strategi yang saya gunakan untuk lebih ke skill speaking yaitu menggunakan drilling, communication approach dan lebih santai, jadi kita bener-bener lebih menikmati belajar di kafe”. (C.U.003 Interview data May 24, 2019 at 15.30)

“For the strategies that I use, there are many and varied. It just depends on the material that I will teach that day. In general, the strategy that I use to focus more on speaking skills is to use drilling, communication approach and be more relaxed, so we enjoy learning more in cafe”. (C.U.003 Interview data May 24, 2019 at 15.30)

The implementation of English course program at English cafe Salatiga is held for a maximum of 3 months at each level. All programs are implemented according to each module (secret recipe) and SOP made by English cafe center. Chefs are allowed to improvise
learning materials according to the needs of members. English cafe more emphasizes in speaking skill, so chef must use a fun strategies for members.

According to Sudjana (2006: 8), states that coaching is an activity to realize work performance human resource in organization especially in implementation of program. The result of this movement is its movement of the organization in implementing the program suits the plan. As for implementation of program in English cafe Salatiga is implementation be related to English course activity especially speaking ability development.

Implementation of English course in English cafe Salatiga was carried out for 90 minutes in every meeting. English cafe give the time for member as long as 3 months to finish one level. While to finish one chapter, the member is given the time 1-2 meetings. Each program in English cafe has different module and each module has level start level 1, 2, and 3. Program which is implemented is private program, regular, online, and toefl. Meanwhile, for class in English cafe there are two classes, they are theory class and daily talk (practice). Learning especially in private program is more flexible. Its mean that learner is given freedom to choose the time and place for learn. In temporary, for regular program is more the agreement reached together because this program usually consists of 6 members in every level. Then, for toefl program has same system with private and regular program, but the
module is different. The last program is English cafe online was carried out by whatsapp group and this program directly taught by the central English cafe.

The implementation of English cafe program use own module is named secret recipe and then used for learning orientation in English cafe. But, in implementation the chef has to adapt with needs and ability of member.

The implementation of program above is appropriate with Scrivener (1994: 44), states that aspect which is prepared in teaching are formal or informal planning, aims, syllabus and timetable. As same as according to Richard and Lockhart (1996: 78), states that lesson plan, instructional goals, description of course, quantity of learning content, and learning materials.

Realization of the program is also boosted by strategy and learning teaching activity used by chef in English cafe salatiga. The strategy and activity were carried out inclined to increase members’ speaking skill, they are drilling, communication approach, discussion, demonstration, and acting from a script. The activity of practice class is used suits as Harmer (2001: 271), states that acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role play.
The implementation of English cafe program is different with the other English course. The distinguished is in the system they used. In English cafe has two class systems, they are theory class and practice class. Practice class is also called daily talk or practice together. On the other hand, in learning process English cafe is also more flexible. Its means that the member is given freedom to choose time and place by their self so that this is become the special point of English cafe as compared to course English other.

4. Conforming of English Course Program at English Cafe Salatiga

According to Sudjana (2006: 8), conforming is an activity to maintain human resources in the organization to be obedient and consistent in carrying out a series of activities in accordance with a plan. The conforming function includes three sub-functions, they are controlling, supervising, and monitoring.

English cafe Salatiga always tries to provide the best for its members. The staff and chef at English cafe are always given joint problem solving when there are problems that occur. The goal is that staffs and chefs are able to provide the best accordance with existing SOPs. This is according to what was conveyed by M.AF as a manager at English cafe Salatiga, who stated:

“Saya selaku manajer tentu pertama akan melakukan peneguran personal kepada staff yang dianggap sudah mulai tidak satu tujuan dengan English cafe atau tidak sesuai dengan SOP. Maka dari itu untuk mencegah staff dan chef agar tidak keluar dari SOP, saya berusaha welcome dan open minded dengan mencari solusi bersama pada setiap permasalahan
“I’m as the manager, of course, will first make a personal reprimand to the staff who are considered to have started not in common with the English cafe or not following the SOP. Therefore, to prevent staff and chefs from leaving the SOP, I try to be welcome and open-minded by finding solutions together for every problem they face. Well, if I every time at 3:00 pm I will try to go to the cafe after campus. I want to see the situation and condition of the cafe and the teaching and learning process. If for the form of coaching from the chef himself it is more to motivate members in learning English, especially in speaking skills”. (M.AF.010 Interview data May 25, 2019 at 14.00)

The coaching method used by English cafe Salatiga by motivating and providing convenience to members in learning especially in speaking skills. This is confirmed by the opinion of C.Uas chef at English cafe:

“Pertama saya akan membuat mereka terbuka dengan saya dulu, caranya saya harus bersikap terbuka juga dengan mereka. Setelah itu, saya akan mendapat kepercayaan dari mereka. Nah, kalau udah percaya nih biasanya member ada yang curhat, dll. Dengan begitu saya bisa lebih mudah memberikan solusi ataupun motivasi pada masalah yang dihadapi mereka terutama pada persoalan speaking”. (C.U.004 Interview data May 24, 2019 at 15.30)

“First I will make them open with me, the way I have to be open with them. After that, I will gain their trust. Well, if you already believe, there are usually members who confide, etc. That way I can more easily provide solutions or motivation to the problems faced by them, especially in speaking problems”. (C.U.004 Interview data May 24, 2019 at 15.30)
The same thing about coaching members is also conveyed by C.R as the chef at English cafe Salatiga:

“Bangun kepercayaan dengan member. Kalau udah saling percaya itu kan enak mbak. Mereka bakal cerita masalahanya yang bahkan kadang ada yang out of the topic. Kalau sudah begitu kan saya juga lebih enak ketika mau ngasih solusi dari masalah mereka”. (C.R.003 Interview data May 25, 2019 at 15.00)

“Build trust with members. If you already trust each other, it's good, sis. They will tell you the problem, which sometimes even out of the topic. If that's the case, I'm also more comfortable when I want to give solutions to their problems”. (C.R.003 Interview data May 25, 2019 at 15.00)

The coaching on English courses at English cafe Salatiga is given by the chef to the members at the end of meeting or during the daily talk. While, for private programs done by face to face and a good emotional approach. Then, for the regular programs is held every last meeting in a week or when the daily talk. While the coaching carried out by manager of English cafe Salatiga to the staff is through personal reinforcement based on information during observation and evaluation. This matter is done to ensure that all elements in English cafe Salatiga run according to the specified procedure. The results of this research are in accordance with Sudjana’s opinion (2006: 8), which states that conforming is an activity to maintain human resources in the organization to be obedient and consistent in carrying out a series of activities in accordance with a plan. The conforming function includes three sub-functions, there are controlling, supervising, and monitoring.
5. Evaluating of English Course Program at English Cafe Salatiga

It is an activities to collect, to process, and to present the data to be included in decision making regarding programs that are being implemented or have been implemented (Sudjana, 2006: 8).

The evaluation is a management to improve the quality of an institution and to solve problems related to the institution together.

The evaluation carried out by English cafe Salatiga included two aspects, there are: marketing and teaching learning. This is in accordance with what was conveyed by M.AF as manager English cafe Salatiga:

“Evaluasi di English cafe Salatiga, kami lakukan di dua aspek yaitu manajemen dan pengajaran kelas. Dalam evaluasi manajemen biasa kita lakukan 1x dalam 1 minggu. Rapat evaluasi ini hanya hanya diikuti oleh staff, manajer, dan bagian keuangan. Poin yang dievaluasi dalam rapat evaluasi ini adalah tentang marketing, administrasi, dan pengelolaan keuangan. Sedangkan evaluasi pengajaran dilakukan 1x dalam 1 bulan yang diikuti oleh manajer, staff, dan chef. Rapat ini mengevaluasi sistem pengajaran terutama jika ada keluhan-keluhan dari member maupun chef. Ketika evaluasi bersama member, kita melakukan dua cara. Pertama, via chatting whatsapp. Kedua, dengan cara face to face secara langsung. Melalui pendekatan yang kedua ini selain untuk mengungkap keluhan-keluhan member juga untuk melakukan personal touch dengan member”. (M.AF.011 Interview data May 25, 2019 at 14.00)

“Evaluation in English cafe Salatiga that we do in two aspects, namely management and classroom teaching. In management evaluation, we usually do it once a week. This evaluation meeting is only attended by staff, managers, and the finance
department. The points evaluated in this evaluation meeting are about marketing, administration, and financial management. While teaching evaluation is done 1x in 1 month followed by managers, staff, and chefs. This meeting evaluates the teaching system especially if there are complaints from members and chefs. When evaluating with members, we do two ways. First, via WhatsApp chat. Second, by face to face directly. Through the second approach, in addition to expressing members' grievances as well as personal touch with members”.

(M.AF.011 Interview data May 25, 2019 at 14.00)

Management evaluation at English cafe Salatiga is held once a week. This is as said by S.FE as marketing staff:

“Biasanya seminggu sekali. Namun pernah juga kita melaksanakan evaluasi itu 1 bulan 1x. Saat itu ketika bapak manajer sedang benar-benar sibuk sehingga tidak memungkinkan untuk mengadakan evaluasi. Sehingga evaluasi digabungkan dengan seluruh chef juga”. (S.FE.005 Interview data May 23, 2019 at 16.00)

“Usually, once a week, but we have also carried out the evaluation once a month. At that time, when the manager was busy so it was not possible to conduct an evaluation. So, the evaluation is combined with all the chefs”.

(S.FE.005 Interview data May 23, 2019 at 16.00)

In the evaluating of teaching programs in English cafe Salatiga carried out with members. This opinion was said by C.U as the chef at English cafe Salatiga:

“Evaluasi dengan member itu dilakukan setelah selesai program. Biasanya pertemuan terakhir dalam 1 minggu itu atau ketika daily talk sekalian. Yang saya nilai itu ada performance, fluency, grammatical, dan vocabulary dari member”. (C.U.005 Interview data May 24, 2019 at 15.30)

“Evaluation with members is carried out after the program finishes. Usually, the last meeting in the week or when the daily talk as well. What I take score is performance, fluency,
grammatical, and vocabulary from members.” (C.U.005 Interview data May 24, 2019 at 15.30)

The same opinion regarding evaluation of teaching learning was also said by C.R as chef at English cafe Salatiga:

“Evaluasi member itu biasanya yang saya lakukan setelah selesai program. Karena member saya kebanyakan itu kan karyawan dan mereka kalau saya minta datang ke kelas daily talk banyak nggak bisanya. Jadi, evaluasinya face to face mbak” (C.R.004 Interview data, May 25, 2019 at 15.00)

“Member evaluation is usually I do after finishing the program. Because most of my members are employees, and if I ask to come to the daily talk class, there isn’t much. So, the evaluation is face to face” (C.R.004 Interview data, May 25, 2019 at 15.00)

So it can be concluded that the evaluation conducted by English cafe Salatiga was to find out how high the quality or conditions of management and teaching learning had been carried out.

Three forms of evaluation conducted by English cafe Salatiga. First, evaluation of administrative and marketing management is carried out once a week and is followed by manager, staffs and finance. Second, evaluation of teaching learning conducted once a month is followed by manager, staffs, and chefs. While, the third evaluation is followed by all members. This evaluation is held at the end of each meeting or every daily talk on Saturday. This evaluation along with members in addition to providing criticism and suggestions for teaching given by tutor (chef) also evaluates the learning process that has been carried out by members. The assessment is done to find
out how increased the members’ skills and as an evaluation of the learning program. This result is in accordance with the expert opinion that stated, evaluation is an activities tp collect, to process, and to present the data to be included in decision making regarding programs that are being implemented or have been implemented (Sudjana, 2006: 8).

6. Developing of English Course Program at English Cafe Salatiga

It is an activity to continue the program based on the results of an evaluation of the program implementation which results in a decision that the program must be followed up (Sudjana, 2006: 8).

As for the development of English course program at English cafe Salatiga there are two aspects, marketing and learning management. This development is carried out by accommodating staff and member aspirations during the evaluation. After that, an analysis and follow-up of what they conveyed.

This matter as stated by M.AF as manager of English cafe Salatiga:

“Evaluasi ini kan biasanya lebih berkaitan kepada pengajaran sama marketing. Jadil, hasil evaluasi-evaluasi akan kami tindak lanjuti dengan mencari alternative-alternatif baru yang dapat ditempuh. Jika ada prestasi dan pelanggaran yang dilakukan oleh pihak chef, staff, dan manajer, maka akan ada yang namanya reward dan punishment. Akan tetapi di English cafe Salatiga, kita tetap lebih menekankan pada payung “kekeluargaan”. Artinya, hubungan emocional antara member, chef, staff, dan manajer tetap menjadi yang paling utama”.

(M.AF.012 Interview data May 25, 2019 at 14.00)
“This evaluation is usually more related to teaching-learning and marketing. So, we will follow up on the results of evaluations by looking for new alternatives that can be taken. If there are achievements and violations committed by the chef, staff, and managers, there will be a name called reward and punishment. However, in Salatiga English cafe, we still more emphasis on the word "family". That is, the emotional connection between members, chefs, staff, and managers remains the most important”. (M.AF.012 Interview data May 25, 2019 at 14.00)

Besides using management in the fields of marketing, administration, and teaching learning, English cafe also uses family management. So that the emotional connection between member and chef will be close.

The same opinion regarding development of English cafe Salatiga was also conveyed by S.FE as staff in administration and marketing:

“Ada mbak, kalau saya karena di bidang marketing dan administrasi ya pengembangan yang dilakukan itu dalam pelayanan kepada calon member baru, baik pelayanan secara langsung maupun online. Kemudian lebih meningkatkan promosi, jika biasanya hanya promosi melalui instagram, whatsapp, teman ke teman dan relasi sekarang kami sudah mulai dengan menyebar brosur ke instansi-instansi pendidikan formal seperti ke SD, SMP, maupun SMA. Selain pengembangan tersebut, English cafe juga menerapkan sistem kekeluargaan. Soalnya kalau kita sudah menganggap tempat dan teman belajar itu keluarga kan member belajarnya lebih nyaman”. (S.FE.006 Interview data May 23, 2019 at 16.00)

“Oh sure, if I am in the field of marketing and administration, yes the development carried out is in service to prospective new members, both direct and online services. Then further enhance the promotion, if usually only promotion through Instagram, WhatsApp, friend to friend and relations, now we have started by distributing brochures to formal educational institutions
such as elementary, middle, and high school. In addition to these developments, the English cafe also implements a family system. The thing is, if we consider the place and study friends as family, the learning members will be more comfortable”.
(S.FE.006 Interview data May 23, 2019 at 16.00)

The development of teaching learning conducted by English cafe Salatiga is adjusted to the ability of members. Every chef has responsibility for each member. While for the development of material, each chef improvises by referring to the module from English cafe center. This is as said by C.Uas teaching staff:

“For the development in the real of teaching this nature is adapted to how the new members we will face. Because each member has various abilities. If we teach the same level, it’s a pity for those who are still lacking. Except for members who have been in the course for ± 3 months, we apply to them and usually hold outdoor classes or outbound so that they can refresh their brains. As for the development in the material section, it uses a module from the center which also develops annually. The rest is given to each chef who improves adjusts the ability of members”. (C.U.006 Interview data, May 24, 2019 at 15.30)
The development of teaching and learning in English cafe Salatiga is flexible, meaning that it adapts to the abilities of new members. It is because every member has a different ability. However, this matter does not apply to members who have taken course for ± 3 months. English cafe Salatiga will implement the development of teaching and learning based on the evaluations results of old members.

English cafe Salatiga took criticism and suggestions from members and staff when evaluating. The development of English course program conducted by English cafe salatiga has two aspects there are marketing and teaching learning. For the marketing, it made improvements in promotions and for the administration was to improve services to prospective new members online and directly. While for teaching learning program, English cafe Salatiga is still adjusting to the member’s abilities.

It can be concluded that the development carried out by English cafe Salatiga was in accordance with the statement of Sudjana (2006: 10), stating that developing is an activity to continue the program based on the results of an evaluation of the program implementation which results in a decision that the program must be followed up.

B. The Use of English cafe Salatiga Management in Developing Speaking Skills
In the management, English cafe applies management in general. But in some cases it emphasizes the speaking skill of the member. This is because the English cafe requires members to dare to speak. The management at English cafe which emphasizes speaking skills such as management planning, especially in planning and management motivating, especially in strategies and learning programs.

First, management planning in learning design. This is as stated by the manager of English cafe Salatiga.

“…Isi modul (secret recipe) itu berisi materi dan instruksi praktik speaking. Nah, kalau yang praktik ini biasanya dilakukan setelah materi dalam satu chapter selesai”. (M.AF.013 Interview data May 25, 2019 at 14.00)

“…The contents of the module (secret recipe) contain material and instructions for speaking practice. Well, if the practice is usually done after the material in one chapter is complete”. (M.AF.013 Interview data May 25, 2019 at 14.00)

This opinion was corroborated by C.U as the chef at English cafe Salatiga.

“Ini kan ada 10 chapter di modulnya, misal di chapter 2 ada family dan introduction the member of family. Lah nanti di akhir ini pasti ada exercise, nah di exercise ini pasti perintahnya “praktikan dan berbicara dengan teman di samping kamu menggunakan kata-kata di samping berikut”. Jadi, misalkan tentang family ya, nah nanti disini ada rubric wawancara “silahkan Tanya ke teman samping kamu menggunakan rubric ini! Misalnya: How many people are in your family?, etc.” Setelah itu dia mendapatkan data kan, dan setelah itu baru dia mempresentasikan hasil dari wawancaranya tersebut di depan kelas. Jadi, ada teori terlebih dulu baru setelah itu dilaksanakan praktik. Pada intinya saya kata pernah keluar daripada recipe dan paling mencari materi tambahan apabila dirasa kok kurang cocok dengan kebutuhan member”. (C.U.007 Interview data May 24, 2019 at 15.30)
“There are 10 chapters in the module, for example in Chapter 2 there is a family and introduction to the member of the family. Later at the end of this exercise, there must be exercise, now in this exercise, the command must be "practice and talk to your friends beside you using the words next to the following". So, for example about family, well, here later there is an interview rubric "please ask a friend next to you to use this rubric! For example: "How many people are in your family?". After that, he gets the data right, and then he will present the results of his interview in front of the class. So, there is a theory first only after that practice is implemented. In essence, I have never come out of a recipe and most look for additional material if it is deemed inappropriate for members' needs". (C.U.007 Interview data May 24, 2019 at 15.30)

English cafe salatiga applies management planning in general. However, in planning the English cafe learning using a module (secret recipe) which consists of material and practice speaking. This practice is carried out after one chapter of the module is completed.

Another management applied by English cafe Salatiga which emphasizes speaking member is management motivation in strategy and learning programs.

Strategy is one aspect that affects members in speaking skill. Through strategies that please members can more quickly understand the material and fluent in speaking. This is in accordance with what was conveyed by C.R, one of the chefs at English cafe Salatiga.
“For that strategy, it's important to always practice from the beginning of the meeting until the end I always use English. Because it's different from the class concept, right, we can't be so formal here like in class. Then for grammatical, because what I can afford is an adult learner (not students or children) so I don't have to know the present tense, etc. that's what is important they know how to use it. After I can and understand how to use it, I will give feedback about grammar. So, learning grammar is ongoing”. (C.R.005 Interview data May 25, 2019 at 15.00 WIB)

Another opinion about the speaking learning strategies were also conveyed by C.U as chef and teaching staff at English cafe Salatiga.

“Untuk strategi yang saya gunakan jelas banyak dan beraneka ragam. Cuma kan tergantung materinya yang akan saya ajarkan hari itu. Kalau secara umum strategi yang saya gunakan untuk lebih ke skill speaking yaitu menggunakan drilling, communication approach dan lebih santai, jadi kita bener-bener lebih menikmati belajar di kafe”. (C.U.008 Interview data May 24, 2019 at 15.30)

“For the strategies that I use, there are many and varied. It just depends on the material that I will teach that day. In general, the strategy that I use to focus more on speaking skills is to use drilling, communication approach and be more relaxed, so we enjoy learning more in the cafe.”(C.U.008 Interview data May 24, 2019 at 15.30)

The Salatiga English cafe learning strategy emphasizes its members to dare to speak. So that members will be more accustomed to speaking without applying grammar directly. In addition, English cafe with its concept of cafes makes members more relaxed and enjoys the teaching and learning process.
In addition to learning strategies, learning programs also influence the development of speaking member. This is in accordance with what was conveyed by M.AF as manager at English cafe Salatiga.

“…untuk lebih ke speaking sendiri, jelas melalui daily talk tersebut speaking member akan lebih terasah. Karena jika kelas hari biasanya itu ada teori juga dan khusus hari sabtu waktu daily talk member harus ngomong”. (M.AF.014 Interview data May 25, 2019 at 14.00)

“…to be more in speaking, obviously through the daily talk speaking members will be a more honed skill. Because if there is a theory in-class days, and especially on Saturdays, the daily talk members must talk”. (M.AF.014 Interview data May 25, 2019 at 14.00)

Other opinions regarding daily talk were also conveyed by C.U as the chef at English cafe Salatiga.

“…daily talk itu lebih ke vocabulary drilling dan untuk masing-masing program itu ada SOP nya. Ketika daily talk ini member nanti member diberi 5 vocabulary kemudian memorizing dengan teman sebaya lalu member diminta untuk membuat kalimat dengan menggunakan 5 vocab tersebut, setelah sudah benar kalimatnya member diminta untuk speak up di depan member lain menggunakan 5 vocab yang sudah diberikan”. (C.U.009 Interview data May 24, 2019 at 15.30)

“…the daily talk was more about vocabulary drilling and for each program, there was an SOP. When this daily talk member is given a member of 5 vocabularies then memorizing with peers then the member is asked to make sentences using the 5 vocab after the sentence is correct the member is asked to speak up in front of other members using the 5 vocab that has been given”. (C.U.009 Interview data May 24, 2019 at 15.30)

The learning program at English cafe Salatiga that emphasizes speaking skills members is daily talk class. This class is held every Saturday at 3:00 p.m. In this class the members were given 5 vocabularies
to be memorized together. After that, the member was asked to make a sentence with the 5 vocabularies. Then the members were asked to speak up based on the 5 vocabularies that had been given as well.

The application of English cafe management in the development of speaking skill members is in two management, namely management planning and motivating management.

First, planning management is in the learning plan. This is evidenced by the secret recipe which also emphasizes the member's speaking skill. In the secret recipe there is also script speaking or dialogue with peers. This is in accordance with the opinion of Harmer (2001: 271) which states that speaking activities is one of them which is acting from a script.

Second, the motivating management are in strategies and learning programs. The speaking skill development of members through the strategies implemented by English cafe Salatiga, namely by dare to speak or not applying grammar directly in order to build confidence in the members. After the members' self-confidence is formed, the new chef gives members input on grammar in a step by step. This strategy is in line with the opinion on the advisory strategy of the Silberman group (1996: 141), stating that the Advisory Group is a strategy for obtaining on going feedback during any multisession. All too often, teachers give student feedback after the course is over.
In addition to learning strategies, the development of speaking skills at English cafe is also through learning programs. The program in question is the daily talk class. Members are given 5 vocabularies to be memorized together. After that, the member was asked to make a sentence with the 5 vocabularies. Then the members were asked to speak up based on the 5 vocabularies that had been given as well. In addition, in this daily talk class, chef also provides a discussion while still keep talking in English.

The concept of daily talk class is in accordance with the opinion of Ur (1991: 121-122) regarding the solution in developing speaking skill. He stated the base activity on easy language. That is, in the discussion, it should be easy language so it can help learners to produce the language easily.
CHAPTER V

CLOSURE

After conducting the research, doing the analysis, and presenting the result, the writer is going to describe the conclusion and suggestions of this research.

A. Conclusion

From this research, the writer concluded that:

1. The management English course program at English cafe Salatiga are as follows: planning, organization, motivating, conforming, evaluating, and developing. Planning carried out by English cafe Salatiga is divided into two, there are administration and academic. Then, the organization that has been held at English cafe Salatiga is by organizing an organizational structure. The organizational structure are manager, admin staff, marketing staff, daily talk staff, academic staff and chef. For implementation of English course program, English cafe Salatiga is held for a maximum of 3 months at each level. All programs are implemented according to each module (secret recipe) and SOP made by English cafe center. The coaching on English courses at English cafe Salatiga is given by chef to members at the end of meeting or during the daily talk. While the coaching carried out by manager of English cafe Salatiga to the staff is through personal reinforcement based on information during observation and evaluation. Three forms of evaluation conducted by English cafe Salatiga,
there are: evaluation of administrative and marketing, evaluation of teaching learning, and evaluation is followed by all members. The last management is developing. The development of English course program conducted by English cafe salatiga has two aspects there are marketing and teaching learning.

2. English cafe used their management in general. However, there are two managements that really emphasize speaking. First, planning management is in the learning plan. This is proven by secret recipe which emphasizes the member’s speaking skill. In the secret recipe there is script speaking or script peers dialogue. Second, motivating management are in strategies and learning program. In the strategies, English cafe Salatiga applied dare to speak with the aim to build member confidence. Then in learning program, English cafe Salatiga developed speaking member through daily talk class. Daily talk is a class for member practice.

B. Suggestions

Based on the results of research on management English course program at English cafe Salatiga, the writer has several suggestions as follows:

1. Adequate facilities, in this case a place that can be used as an office is needed for administration.

2. Organizing which is carried out by English cafe Salatiga should be added by staff again so that there is no double job.
REFERENCES


Silberman, M. 1996. *Active Learning (100 Strategies to Teach Any Subject)*. United States of America: Allyn and Bacon


Interview with S.FE. May 23rd, 2019 at 16.00 WIB

Interview with C.U. May 24th, 2019 at 16.00 WIB

Interview with M.AF. May 25th, 2019 at 14.00 WIB

Interview with C.R. May 25th, 2019 at 15.00 WIB
APPENDICES
CURRICULUM VITAE

I. Personal Details

1. Name: Nur Awaliyah
2. Place and Date of Birth: Cilacap, 05 November 1997
3. Gender: Female
4. Religion: Islam
5. Occupation: Student
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7. Faculty: Teacher Training and Education Faculty
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12. Post Code: 53211
13. Phone Number: +628995903105
14. E-mail: Nur116775@gmail.com

II. Formal Education

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Salatiga, 20 Juli 2019

Nur Awaliyah
SATUAN KREDIT KEGIATAN

Nama: Nur Awaliyah  
Jurusan: Tadris Bahasa Inggris (TBI)  
Nim: 23030-15-0077  
Dosen Pembimbing Akademik: Sari Farmulasih, S.Pd.I.,MA

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Salatiga, 08 April 2019

Mengetahui,

[Signature]

[Name]
NIP. 19700510 199803 1003
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Nur Awaliyah  
NIM : 23030-15-0077  
Dosen Pembimbing : Noor Maliah S.Pd.,M.Hum.,Ph.D  
Judul Skripsi pada surat penunjukan pembimbing skripsi :  
THE ENGLISH COURSE MANAGEMENT AT CAFE GODONG PRING (ENGLISH CAFE) SALATIGA IN DEVELOPING STUDENTS’ SPEAKING SKILLS  

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| 4   | 2 Mei 2019    | BAB II, III     | ACC, Lanjut Bab IV |       |
| 5   | 10 Mei 2019   | konsultasi wawancara  
Guideline + Bab IV | 1. Technique of data collection  
Sipertipis |       |
| 6   | 21 Mei 2019   | BAB IV          | ACC, Lanjut Bab IV |       |
| 7   | 29 Juni 2019  | BAB IV          | 1. Revisi hasil analisis  
Data dan Pengolahan  
2. Teknik Pengkondom |       |
| 8   | 9 Juli 2019   | BAB IV, dan V   | Kesiapan belum menyelesaikan  
data research problem |       |
| 9   | 18 Juli 2019  | BAB V           | ACC |       |
| 10  | 26 Juli 2019  | Full paper      |                   |       |

Dosen Pembimbing: [Signature]

Noor Maliah S.Pd.,M.Hum.,Ph.D  
NIP. 19771128 200404 2002

Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, bila ada penggantian Surat Penunjukan Pembimbing Skripsi keuatu ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor: B-2786/In.21/D1.1/PN.03.1/05/2019 Salatiga, 21 Mei 2019
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Pimpinan English Cafe Salatiga
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Nur Awaliyah
NIM : 23030-15-0077
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:

THE ENGLISH COURSE MANAGEMENT AT CAFE GODONG PRING (ENGLISH CAFE) SALATIGA IN DEVELOPING STUDENTS' SPEAKING SKILLS

Dosen Pembimbing : Noor Maihah S.Pd.,M.Hum.,Ph.D

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di English Cafe Salatiga, mulai tanggal 22 Mei 2019 sampai dengan selesai.

Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-156/In.21/D1.1/PP.07.3/12/2018
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Salatiga, 17 Desember 2018

Kepada
Yth. Noor Maliah S.Pd.,M.Hum.,Ph.D
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara
diumuk sebagai Dosen Pembimbing mahasiswa:
Nama : Nur Awaliyah
NIM : 23030-15-0077
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan ilmu Keguruan
Judul Skripsi : THE ENGLISH COURSE MANAGEMENT AT CAFE GODONG PRING (ENGLISH CAFE) SALATIGA IN DEVELOPING STUDENTS’ SPEAKING SKILLS

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Dekan Bidang Akademik

[Signature]

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INTERVIEW GUIDELINE

“THE ENGLISH COURSE MANAGEMENT
USED AT CAFE GODONG PRING (ENGLISH CAFE) SALATIGA
IN DEVELOPING STUDENTS’ SPEAKING SKILLS”

Manager:

1. What kind of management do you use in English cafe Salatiga?
2. Do you implement planning function in the management? How is the implementation at English cafe Salatiga?
3. Do you implement organizing function in the management? How is the implementation at English cafe Salatiga?
4. Do you implement motivating function in the management? How is the implementation at English cafe Salatiga?
5. Do you implement conforming function in the management? How is the implementation at English cafe Salatiga?
6. Do you implement evaluating function in the management? How is the implementation at English cafe Salatiga?
7. Do you implement developing function in the management? How is the implementation at English cafe Salatiga?
8. Through that management, what obstacles do you face when implementing it?
9. Through that management, how are the outputs produced for the alumni?
10. What kind of courses program are offered by English cafe Salatiga so that it can compete with other courses?
11. How many members have there been at the English cafe Salatiga?
Staff:

1. What is the process of registering new members, open recruitment chef, and the cost for the English cafe Salatiga?
2. What forms of marketing do you use to promote English cafe Salatiga to the market?
3. As a staff here, is there an evaluation with all staff?
4. Then is there an evaluation with the members?
5. Is there an English cafe development after evaluation?

Tutors:

1. How do you organize the programs offered at English cafe Salatiga?
2. Are there certain materials that you use in the teaching and learning process, especially in developing students speaking skills?
3. Why do you choose the materials? Are there separate criteria in the selection of material?
4. What strategies do you use in developing students speaking skills?
5. What kind of practice do you use for English cafe members?
6. When you teach English, is there another place besides the cafe?
7. What kinds of problems that you find when you asked them to speak up?
8. What solution do you offer for members to be more relax when speak up?
Narasumber : Fahmi Efendi

Jabatan : Staff Administrasi & Marketing

Waktu wawancara : Kamis, 23 Mei 2019

1. Q : Bagaimana proses pendaftaran member baru, open reqruitment chef, dan anggaran biaya yang ada di English cafe Salatiga?

2. Q : Apakah anda tidak merasa keberatan mendapatkan amanah 2 sekaligus sebagai staff admin dan marketing di English cafe Salatiga?
3. Q : Bentuk-bentuk marketing seperti apa yang anda gunakan untuk mempromosikan English cafe Salatiga terhadap pasar?
   A : Kalau saya mempromosikannya itu melalui Instagram, WhatsApp, dan juga brosur. Sekarang kan media social banyak sekali, jadi kalau yang saya rasakan itu promosi melalui media social itu lebih banyak untungnya. Selain lebih mudah dan efektif, juga akan lebih cepat menyebar luas infonya.

4. Q : Anda sebagai staff disini, apakah ada evaluasi dengan seluruh staff?
   A : Biasanya 2 minggu 1x. Namun pernah juga kita melaksanakan evaluasi itu 1 bulan 1x. Saat itu ketika bapak manajer sedang benar-benar sibuk sehingga tidak memungkinkan untuk mengadakan evaluasi.

5. Q : Kemudian apakah ada evaluasi bersama member?
   A : Ada, evaluasi biasa dilaksanakan ketika kelas daily talk, pertengahan kursus atau kondisional. Chef akan menganalisa sesuai level yang diambil mengenai hal-hal apa saja yang menjadi kendala member. Kemudian setelah itu chef bersama-sama dengan member akan menyelesaikan kendala yang dihadapi member.

6. Q : Apakah ada pengembangan yang dilakukan English cafe setelah evaluasi?
   A : Ada mbak, kalau saya karena di bidang marketing dan administrasi ya pengembangan yang dilakukan itu dalam pelayanan kepada calon member baru, baik pelayanan secara langsung maupun online. Kemudian lebih meningkatkan promosi, jika biasanya hanya promosi melalui Instagram, whatsapp, teman ke teman dan relasi sekarang kami sudah mulai dengan menyebar brosur ke instansi-instansi pendidikan formal seperti ke SD, SMP, maupun SMA. Selain pengembangan tersebut, English cafe juga menerapkan sistem kekeluargaan. Soalnya kalau kita sudah mengangap tempat dan teman belajar itu keluarga kan member belajarnya lebih nyaman.
### Member Attendance

**Evaluation Sheet**

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**Notes:** Score A=10-100 Excellent  B=70-95 Very Good  C=60-75 Good  D=50-65 Average  E=0-50 Poor
Application Form

Secret Recipe for Level 1,2,3 (Regular & Private)
Secret Recipe for TOEFL Program

Private Program
Regular Program

TOEFL Program
Daily Talk Class
DECLARATION AND PERMISSION FOR PUBLICATION

The one who signed below:

Name : Nur Awaliyah
Student ID Number : 23030-15-0077
Faculty : Teacher Training and Education Faculty
Department : English Education Department

Declares that this graduating paper is written by researcher herself and the researcher did not copy from other researcher. Theories and citations are used based on the code ethics of writing graduating paper. The researcher gives permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, July 25, 2019

The Writer,

Nur Awaliyah
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