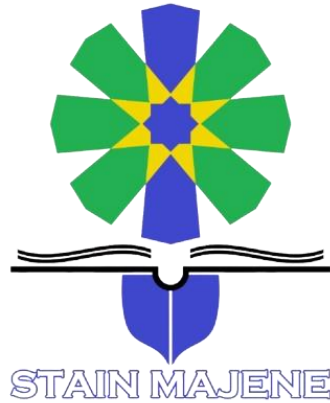


**THE IMPLEMENTATION OF MEL-T PROGRAM IN IMPROVING
STUDENTS' SPEAKING PERFORMANCE AT MAN 1 POLMAN**



A Thesis

Submitted in Partial Fullfilment of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene

BY:

SARIANA

Reg. Number: 10256121006

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING DEPARTMENT
STATE ISLAMIC COLLEGE OF MAJENE**

2025

PENGESAHAN SKRIPSI

Skripsi yang berjudul, "The Implementation of Mel-T Program in Improving Students' Speaking Performance at MAN 1 Polman", yang disusun oleh saudari Sariana, NIM : 10256121006, Mahasiswa Program Studi Tadris Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Senin, 11 Agustus 2025, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, dengan beberapa perbaikan.

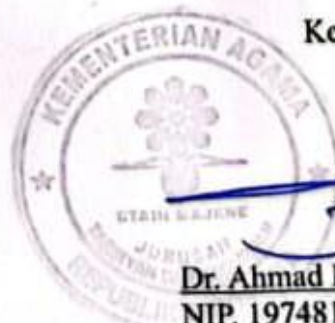
Majene, 16 September 2025

DEWAN PENGUJI

Ketua	: Dr. Dra. Srimusdikawati, M.Si.	(.....)
Sekretaris	: Syamsinar, S.Pd., M.Pd.	(.....)
Pembimbing 1	: Rina Marlina, S.S., M. Hum.	(.....)
Pembimbing 2	: Uswatunnisa, S.Pd., M. Hum.	(.....)
Penguji 1	: Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.	(.....)
Penguji 2	: Nihla Afdaliah, S.Pd., M.Pd.	(.....)

Diketahui oleh:

Ketua Jurusan



Dr. Ahmad Muaffaq N. S.Ag., M.Pd.
NIP. 19748151998031004

PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudara SARIANA dengan NIM 10256121006. Mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara seksama Skripsi yang berjudul "The Implementation of Mel-T Program in Improving Students' Speaking Performance at MAN 1 Polman", memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk mengikuti ujian munaqasyah.

Demikian persetujuan ini diberikan untuk proses lebih lanjut.

Majene, 24 Juli 2025

Pembimbing I



Rina Marlina, S.S., M.Hum.
NIP: 199206122019032027

Pembimbing II



Uswatunnisa, S.Pd., M.Hum.
NIP: 199307272019032023

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa Yang Bertanda Tangan di Bawah Ini:

Nama : Sariana
Nim : 10256121006
Tempat, Tanggal Lahir : Polman, 16 Februari 2003
Program Studi : Tadris Bahasa Inggris
Jurusan : Tarbiyah dan Keguruan
Alamat : Desa Kalukku Barat, Kec. Kalukku, Kab. Mamuju
Judul : The Implementation of Mel-T Program in
Improving Students' Speaking Performance at
MAN 1 Polman

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Majene, 16 September 2025

Penulis



Sariana

NIM: 10256121006

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The thesis entitled "**The Implementation of the Mel-T Program in Improving Students' Speaking Performance at MAN 1 Polman**" is the result of a simple research study conducted by the author to fulfill the final assignment requirement for obtaining a Bachelor of Education (S.Pd) degree in the English Education Study Program, Department of Tarbiyah and Teacher Training.

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Majene, 05 August 2025

Author

A handwritten signature in black ink, appearing to read 'Sariana' with a stylized flourish at the end.

SARIANA
10256121006

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ABSTRACT

Name : SARIANA
Reg Number : 10256121006
Title : **The Implementation of Mel-T Program in Improving Students' Speaking Performance at MAN 1 Polman**

Over the past nine years, students have consistently demonstrated low proficiency in speaking skills and have not achieved recognition in English language competitions. In response to these challenges, MAN 1 Polman implemented the Mel-T program as a strategic initiative to enhance students' English language abilities, particularly in speaking. This study aimed to explore the implementation of the Mel-T program in improving students' speaking performance at MAN 1 Polman. In addition, the researcher also investigated the benefits of joining the Mel-T program for its members and the challenges encountered by both the members and the coach. This research employed a qualitative approach with a phenomenological method. The data were obtained through observation, interviews, and documentation, and processed using NVivo 12 Plus software. The findings revealed that, the Mel-T program at MAN 1 Polman was implemented systematically and effectively to enhance students' speaking performance. The researcher collected data from three Mel-T meetings focused on improving speaking performance. The program consisted of three phases: opening activity, main activity, and closing activity. The opening phase emphasised greetings and motivation, the main phase centred on speaking practices, and the closing phase involved evaluation and reflection. In the first meeting, students engaged in group discussions. The second session focused on watching an English movie and participating in a game, while the third session culminated in a talent show highlighting students' speaking performances. The advantages of joining the Mel-T program, as revealed through interviews, included improving students' confidence, speaking skills, pronunciation, vocabulary, debating skills, and participation in English competitions. However, based on the interviews, even though there are some advantages to joining Mel-T, other students perceived certain advantages as obstacles, such as limited vocabulary, pronunciation difficulties, and lack of confidence. In addition, other challenges identified were a lack of understanding of grammar and insufficient environmental support. From the coach's perspective, the challenges involved students' shyness, fear of making mistakes, and difficulties in maintaining active participation.

Keywords: *Extracurricular, English Club, Mel-T Program, Speaking Performance*

ABSTRAK

Name : SARIANA
Reg Number : 10256121006
Title : **The Implementation of Mel-T Program in Improving Students' Speaking Performance at MAN 1 Polman**

Selama sembilan tahun terakhir, siswa secara konsisten menunjukkan kemampuan berbicara yang rendah dan belum berhasil meraih prestasi dalam kompetisi bahasa Inggris. Sebagai tanggapan terhadap tantangan ini, MAN 1 Polman mengimplementasikan Program Mel-T sebagai inisiatif strategis untuk meningkatkan kemampuan bahasa Inggris siswa, khususnya dalam aspek berbicara. Penelitian ini bertujuan untuk mengeksplorasi implementasi program Mel-T dalam meningkatkan kemampuan berbicara siswa di MAN 1 Polman. Selain itu, peneliti juga menginvestigasi manfaat bergabung dengan program Mel-T bagi para anggotanya serta tantangan yang dihadapi baik oleh anggota maupun pembina. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi. Data diperoleh melalui observasi, wawancara, dan dokumentasi, kemudian diolah menggunakan perangkat lunak NVivo 12 Plus. Hasil penelitian menunjukkan bahwa program Mel-T di MAN 1 Polman dilaksanakan secara sistematis untuk meningkatkan kemampuan berbicara siswa. Data dikumpulkan dari tiga pertemuan Mel-T yang berfokus pada peningkatan kemampuan berbicara. Program ini terdiri atas tiga tahap, yaitu tahap pembukaan, tahap inti, dan tahap penutupan. Tahap pembukaan menekankan pada salam pembuka dan pemberian motivasi, tahap inti berfokus pada praktik berbicara, sedangkan tahap penutupan melibatkan kegiatan evaluasi dan refleksi. Pada pertemuan pertama, siswa mengikuti diskusi kelompok. Pertemuan kedua difokuskan pada kegiatan menonton film berbahasa Inggris dan berpartisipasi dalam permainan, sedangkan pertemuan ketiga diakhiri dengan pertunjukan bakat yang menampilkan kemampuan berbicara siswa. Manfaat bergabung dengan program Mel-T, seperti yang ditemukan melalui wawancara, meliputi peningkatan kepercayaan diri siswa, keterampilan berbicara, pengucapan, kosakata, keterampilan debat, dan partisipasi dalam kompetisi bahasa Inggris. Namun, berdasarkan wawancara, meskipun ada beberapa manfaat bergabung dengan Mel-T, siswa lain menganggap beberapa manfaat tersebut sebagai hambatan, seperti kosakata yang terbatas, kesulitan pengucapan, dan kurangnya kepercayaan diri. Selain itu, tantangan lain yang diidentifikasi adalah kurangnya pemahaman tata bahasa dan dukungan lingkungan yang tidak memadai. Dari perspektif pembina, tantangan yang dihadapi meliputi rasa malu siswa, ketakutan membuat kesalahan, dan kesulitan dalam mempertahankan partisipasi aktif.

Kata Kunci: *Ekstrakurikuler, English Club, Program Mel-T, Keterampilan Berbicara*

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is one of the skills in English that focuses on one's ability to produce words or sentences that can be expressed to others orally. Effective communication involves interaction, where individuals influence one another during the exchange of ideas (Marliana et al., 2024). By mastering speaking, people can connect with individuals from different countries. Speaking skills are among EFL learners' most challenging English skills (Santhanasamy & Yunus, 2022). In fact, the average student in Indonesia shows low performance in English speaking skills. Based on EF EPI (English Proficiency Index) data, Indonesia ranks 80th worldwide in the category of low proficiency in English skills (EF EPI, 2024). Therefore, speaking skills require much practice so speakers can communicate fluently in English. To improve their speaking ability, non-native English speakers must first understand the language's structure and master correct pronunciation (Fitria et al., 2022).

According to Octaberlina and Muslimin (2022), speaking is constructing meaning through spoken and non-spoken signs in various situations and then conveying that meaning to others. In the classroom, speaking is one of the skills that students must master. Without speaking, oral communication will not happen. Someone usually has poor speaking skills due to several factors, such as fear of making mistakes, shyness, anxiety, lack of vocabulary, and etc. Therefore, EFL teachers need to apply effective pedagogical techniques to enable EFL learners to improve their speaking skills and encourage and motivate students to be enthusiastic about learning English (Wongsa & Son, 2022).

Furthermore, to improve students' speaking skills, some schools have provided a platform for students, one of which is English extracurriculars. English extracurricular is a platform provided by schools for students who have an interest in learning English outside of regular school hours. This is in line with Mattarima & Qamaria (2022), which stated that an English club is a group formed by individuals who share a common interest and need for the English language. With English extracurriculars at school, students can improve their speaking skills. Quynh (2021) also stated that the English club allows EFL students to utilize English in a more casual ambience. In extracurricular activities, the conditions are more non-formal, the material is more flexible, the topics are more exciting, and it is not based on pressure like what occurs in the classroom, so students feel more comfortable and complimentary to express themselves.

Students can gain many benefits by joining English clubs. Some of the benefits of English clubs are that they are preferable to traditional classes for learning a foreign language, they encourage students to communicate and cultivate their communicative abilities, and they enhance students' speaking skills (Hamadameen & Najim, 2020). In addition, their network for practising English is getting wider. Being a part of an English club can provide students with an opportunity to discuss the difficulties they face in practicing speaking and find possible ways to address these challenges (Nurdin, 2021).

Based on preliminary research conducted on February 18, 2025, the English teacher at MAN 1 Polman reported that, over the past nine years, students have consistently demonstrated low proficiency in speaking skills and have not achieved recognition in English language competitions. In response to these challenges, MAN 1 Polman implemented the Mel-T program as a strategic initiative to enhance students' English language abilities, particularly in speaking.

This program is offered as a voluntary extracurricular activity, designed to support and facilitate the language development of students who are motivated to improve their communicative competence in English. Participation in Mel-T is not compulsory but intended for students with a genuine interest in advancing their English skills. Supporting this approach, Souhila and Ryma (2023) emphasize that English speaking clubs serve as both practical platforms and social environments where learners can apply their language skills and develop communicative competence beyond formal classroom settings.

Madrasah English Community (Mel-T) is an extracurricular activity at MAN 1 Polman that serves as a platform for students interested in learning English for free. This program has been running for nine years. Over the years, its members have achieved several accomplishments, such as winning debate, speech, and storytelling competitions at the district, provincial, and national levels. One example of Mel-T members' achievements is winning 1st place in the English debate competition at the HMM Competition held by Unsulbar in 2023. Another notable accomplishment was in 2024, when MAN 1 Polman won 1st place in both the English debate and storytelling competitions during the Gen Z English Competition organized by the English Education Study Program at STAIN Majene. The most noticeable achievement is that one of Mel-T's members was selected to represent West Sulawesi at the 2024 National Debating Schools Championship in Jakarta. In addition, the English-speaking skills of Mel-T members have generally improved due to their involvement in the program. This is evidenced by many Mel-T alumni currently enrolled in the English Education Study Program at STAIN Majene, typically demonstrating strong English-speaking skills.

This study aims to find out the Mel-T program implementation in improving students' speaking performance at MAN 1 Polman. The importance of this study lies in providing empirical evidence that the school can use to optimize the program. The urgency of this research is elevated considering the need for mastery of English especially speaking, which is increasing in the era of globalization, as well as the demands of the increasingly competitive world of work.

B. Research Problem

Based on the research background, this study aims to address the issue of how Mel-T program is implemented to improve students' speaking performance. This research explores how Mel-T members spoke well and won various competitions. Therefore, the research problems are:

1. How is the implementation of Mel-T program in improving students' speaking performance?
2. What are the advantages of joining the Mel-T program in improving students' speaking performance at MAN 1 Polman?
3. What challenges are faced by the coach and members of the Mel-T program in improving students' speaking performance at MAN 1 Polman?

C. Objective of The Research

Based on the research question above, the researcher then decided the objective of the research are:

1. To find out the implementation of Mel-T program in improving students' speaking performance.
2. To identify the advantages of joining the Mel-T program in improving students' speaking performance at MAN 1 Polman.

3. To explore the challenges faced by coach and members of the Mel-T program in improving students' speaking performance at MAN 1 Polman.

D. Significances of The Research

In this study, the researcher will provide theoretical and practical significance.

1. Theoretical Benefit

From a theoretical point of view, this research helps increase readers' knowledge about the importance of implementing English extracurricular activities to improve students' speaking skills. In addition, it can serve as a reference for future researchers who are interested in studying English extracurricular programs or speaking skills. Furthermore, this research is expected to provide valuable insights for coaches in developing more effective extracurricular activities to enhance students' speaking performance.

2. Practical Benefits

a. For students

The practical benefit for students as research subjects is the opportunity to gain direct experience with the implementation of the Mel-T program in improving their speaking performance. This experience enables students to actively engage in an English-speaking environment, which can enhance their confidence and fluency. Moreover, the findings of this research are expected to provide valuable insights into the effectiveness of extracurricular activities in developing students' communication skills.

b. For Coaches

The result of this research will help the coaches to solve the problem in teaching speaking in English extracurricular. In addition, the coaches can also enhance speaking activities in English extracurricular. Ultimately, this

research serves as a valuable resource for coaches aiming to improve extracurricular initiatives and foster a more effective learning environment for English language development.

c. For other researchers

This research has practical benefits for future researchers who have similar research problems in investigating the implementation of an English extracurricular. In addition, the findings of this research can serve as a reference for further research on effective strategies to enhance students' speaking proficiency. Moreover, this research is expected to provide valuable insights into how extracurricular activities contribute to students' language development and communication skills.

d. For other schools

The results of this research are expected to serve as a reference for other schools interested in implementing similar programs. The implementation of English extracurricular activities is essential for supporting students' English proficiency and enhancing their academic achievement in the field of English. Therefore, this research aims to make a meaningful contribution to the field of education, particularly in the development of English-speaking skills among senior high school students.

E. Research Scope

Based on the research questions above, the researcher focuses on the implementation of Mel-T program in improving students' speaking performance at MAN 1 Polman. In addition, the researcher also explores the advantages of participating in Mel-T program in improving students' speaking performance. Furthermore, the researcher also explores the challenges faced by both coaches

and members in improving students' speaking performance through the Mel-T program.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Based on previous research results, the researcher received some previous studies relevant to the research conduct in the case as follows:

1. The first study by Beay (2022), titled "The Implementation of English Day Program in The Students' Speaking Skill at The Eleventh Grade of SMAN 18 Makassar," explored how the English Day program affects students' speaking skills. This research used a qualitative approach, collecting data through interviews, observations, and documentation. The findings showed that the English Day program can improve students' speaking skills. However, its implementation at SMAN 18 Makassar has not been fully effective, as some students still use Indonesian during English Day, and many lack confidence in speaking English with their peers.
2. The second study by Octaberlina & Muslimin (2022), titled "Fostering Students' Speaking Skill Ability Through English Club Activities," aimed to explore a Community Language Learning (CLL) program, specifically the English Club (E-Club) and its activities, along with their effects on improving students' speaking skills. This research used a descriptive qualitative approach, gathering data through questionnaires and interviews. The researchers identified four main activities in the English club: speech, reading aloud, and group discussions. The study found that these activities helped improve students' speaking fluency, grammatical accuracy, vocabulary mastery, and ability to organize ideas when speaking.
3. The third study by Virawan et al. (2021), titled "An Analysis on the English Club to Support Students' Speaking Performance," aimed to

examine how the English club helps improve students' speaking performance. This research used a qualitative descriptive approach, collecting data through observations, documentation, and interviews. The findings showed that the English club at SMAN 1 Pontianak provides an excellent environment for gaining knowledge, making new friends, and practicing speaking. Students reported feeling confident, motivated, and relaxed while learning and improving their speaking skills in the English club.

4. The fourth research was from Hamademen & Najim (2020), titled "The Impact of English Club Activities on EFL Students' Communicative Skills". This study aimed to investigate the extent to which English clubs affect students' competence and modify students' attitudes towards the effect of English club activities. This research used a quantitative approach, collecting data through questionnaires. The analysis of the questionnaire results revealed that students' attitudes toward the impact of English club activities improved significantly, and they showed a strong interest in joining the English club.

Based on the previous research above, the researcher found the similarities and differences from the other researchers.

Table 2.1

No	Similarities	Differences
1.	The first study focused on the implementation of an English club on students' speaking skills. This research also focused on the implementation of an English extracurricular program in	The previous study investigated the English Day program affect students' speaking skills. In contrast, this research aims to investigate the Mel-T program implementation in improving students' speaking performance. The first study

	improving students' speaking performance.	was in SMAN 18 Makassar, while this research is in MAN 1 Polman.
2.	The second study focused on English clubs and students' speaking skills. This research also focused on the students' speaking performance in the English club.	The previous study used a descriptive qualitative approach, gathering data through questionnaires and interviews. This research collects data through interviews and documentation. Next, the previous study aimed to explore the English Club and its activities and their effects on improving students' speaking skills. While this research aims to investigate the implementation of Mel-T program in improving students' speaking performance.
3.	The third study analyzed an English club's effect on students' speaking performance. This research also focuses on students' speaking performance. Afterward, previous studies and this research also used qualitative methods to collect data.	The previous study aimed to examine the English club in improving students' speaking performance. This research focused on the implementation of the English extracurricular in improving students' speaking performance. After that, the previous study was located in SMAN 1 Pontianak, while this research is located in MAN 1 Polman.
4.	The fourth study focused on the English club. This study also focuses on an English club.	The previous studies aimed to explore the influence of English club on students' competence and the effect of English club activities. This research aims to investigate the implementation of English extracurricular in improving

		<p>students' speaking performance. Previous studies used quantitative methods in collecting data, while this research uses qualitative methods.</p>
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B. Some Pertinent Ideas

1. Implementation

According to Chorcon (2015), Implementation refers to the structured analysis of social objectives that can be accomplished through individuals or groups deliberate and strategic actions. It looks at the impact of decisions individuals or groups make to ensure those goals are met. Furthermore, according to Mas'ud et al. (2022), administrative implementation is implementation carried out in the daily operations of the government bureaucracy. By focusing on this process, Implementation helps turn plans into tangible results.

On the other hand, the Van Meter and Van Horn implementation model is a classic framework introduced in 1975. This model assumes that policy implementation proceeds linearly from public policy, through implementers, to policy performance (Van Meter and Van Horn, 1975). The model outlines six key variables necessary for effective implementation: (1) policy standards and objectives must be clear and consistent; (2) adequate resources, both human and nonhuman, must support the policy; (3) communication among and coordination between implementing organizations must be effective; (4) the level of support from interest groups; (5) the prevailing social, economic, and political conditions; and (6) the disposition of the implementers.

Furthermore, implementation also involves several approaches. According to Mas'ud et al. (2022), there are several implementation approaches: (1) the structural approach, which considers universal principles related to organizations with forms that are appropriate for bureaucratic planning; (2) the procedural and

managerial approach, which refers to structures aligned with implementation programs involving scheduling, planning, and supervision; (3) the behavioral approach, which relates to human behavior and the attitudes that influence it; and (4) the political approach, which refers to patterns of power and influence both among and within the environment.

So, it can be concluded that implementation is the practice or application of a particular program in an agency to achieve the goals to be achieved. This research focuses on implementation in educational institutions, namely the implementation of Mel-T program in improving students' speaking performance at MAN 1 Polman. However, sufficient planning is undoubtedly needed to implement an effective program. Effective implementation depends on the extent to which the individuals tasked with carrying out a program clearly understand its goals and standards (Van Meter and Van Horn, 1975).

2. Extracurricular

a. Definition of Extracurricular

According to Bartkus et al. (2012), extracurricular activities occur beyond the classroom or the standard curriculum. Typically, schools offer extracurricular programs to enhance students' potential. Extracurricular activities aim to develop students' potential, talents, interests, abilities, personality, cooperation, and independence optimally to support the achievement of national education goals (Permendikbud Number 64, 2014).

Extracurricular activities are non-formal learning activities that are carried out outside of class hours. Proper management is essential to overseeing and organizing all extracurricular processes to achieve practical extracurricular activities (Devi et al., 2021). Schools usually provide

extracurricular activities to develop students' talents and interests in a particular field.

At MAN 1 Polman, there are several extracurricular activities available such as OSIS, Rohis, Pers Lentera, Pramuka Amabalan Ammana Wewang dan Andi Depu, Marching Band Al-Ikhlash, PMR, Alharaqatul Arabian, Sanggar Seni Buraqlattigi, PIK R, Tim SOLATA, and Mel-T. The focus of this research is the Mel-T extracurricular activity. Mel-T is a program designed to enhance students' English skills.

b. The Role of Extracurricular

In its implementation, extracurricular activities certainly have an important role in education. According to Alkorov (2022), extracurricular activities enhance students' cognitive engagement, foster their interest in learning, and promote mutual understanding. Students can develop essential skills and broaden their horizons beyond the classroom by participating in extracurricular activities. Therefore, schools must implement and support these activities to maximize their educational benefits.

c. The benefits of Extracurricular

Extracurricular activities offer several benefits for students. Participating in these programs helps develop students' abilities and skills. Additionally, students can expand their social networks by making friends from different classes and gaining opportunities to participate in competitions. Moreover, extracurricular involvement encourages students to become more productive and use their time better.

According to Parashawal & Latif (2023), the benefits of joining extracurricular activities include achieving higher academic performance,

cultivating a more substantial interest in community engagement, and enhancing time management abilities. It also helps develop leadership qualities, promotes positive social behavior, builds moral character, reduces stress, boosts mood, and fosters connections between individuals and their communities. Based on this statement, extracurricular activities benefit various aspects of life. These activities are crucial in shaping well-rounded individuals who are better prepared to face future challenges.

3. English Club

a. Definition of English Club

English club is a group of people who meet regularly to practice speaking, listening, reading, and writing and help the community solve problems (Kathleen & Bryce, 2015). English clubs are also places provided by schools or campuses for students who want to learn English for free. With the English club, students can improve their English skills. The English club examined in this research is called Mel-T. Madrasah English Community (Mel-T) is an extracurricular activity at MAN 1 Polman that serves as a platform for students interested in learning English for free. This program has been running for nine years since 2015. The number of Mel-T members are 74 people.

The learning theory that aligns with the implementation of the English club namely Mel-T is Community Language Learning (CLL), which was initiated by Charles A. Curran. This is because Mel-T is a community that has been active for nine years and reflects the principles of CLL, which incorporates traditional language teaching methods within a community setting. Community Language Learning (CLL) represents the application of counseling-learning theory in English language teaching (Curran, 1967).

CLL interactions are of two distinct and fundamental kinds: interaction between learners and interaction between learners and knowers. Interactions between learners are unpredictable in content but typically involve exchanges of affect. Learner exchanges deepen intimacy as the class becomes a community of learners. The desire to be part of this growing intimacy pushes learners to keep pace with the learning of their peers (Curran, 1967).

According to Curran (1967), six elements are necessary for nondefensive learning. The first of these is security. Next is aggression, by which Curran means that students should be allowed to assert themselves, be actively involved, and invest themselves in the learning experience. One way of allowing for this in the observed lesson was for students to converse. The third element is attention. One of the skills necessary in learning a second or foreign language is to attend to many factors simultaneously. To facilitate this, especially at the beginning of the learning process, the teacher helps narrow the attention scope. Recall that the teacher in our lesson asked the students not to copy the transcript while writing it on the board. Instead, he wanted them to attend to his writing and add what translation they may have recalled to complete the transcript.

Furthermore, there are some activities that the teacher can implement in the class according to Curran (1967):

- 1) Reflective Listening

The students relax and listen to their voices speaking the target language on the recording. Another possible technique is for the teacher to read the transcript while the students listen, with their eyes

open or shut. A third possibility is for students to mouth the words as the teacher reads the transcript.

2) Human Computer

A student chooses some part of the transcript to practice pronouncing. She is "in control" of the teacher when she tries to say the word or phrase. Following the student's lead, the teacher repeats the phrase as often as the student wants to practice it. The teacher does not correct the student's mispronunciation in any way. The students self-correct as they try to imitate the teacher's model by repeating the word or phrase consistently.

3) Small Group Tasks

CLL learners are typically grouped in a circle of six to twelve learners, with the number of knowers varying from one per group to one per student. The small groups in the class we observed were asked to make new sentences with the words or the transcript. Afterward, the groups shared the sentences they made with the rest of the class. Later in the week, students working in pairs made sentences with the different verb conjugations. There are a lot of different activities that could take place with students working in small groups. Teachers who use small group activities believe students can learn from each other and get more practice with the target language by working in small groups. Also, small groups allow students to get to know each other better. This can lead to the development of a community among class members.

The two basic principles which underlie the kind of learning that can take place in CLL by Curran (1967) are summed up in the following

phases: (1) 'learning is person', which means that whole-person learning of another language takes place best in a relationship of trust, support, and cooperation between teacher and students and among students., and (2) 'learning is dynamic and creative', which mean that learning is an ongoing developmental process.

In conclusion, the English club is a school or university program focusing on learning English. This community is an informal forum where individuals meet regularly, usually once a week. The members of the English club are committed to learning English consistently.

b. Activities in English Club

According to (Jufri et al., 2024), English club has some activities such as:

1) Story telling

The story is an inherent brain activity (Stor, 2020). In English club, each member will get a turn to be a storyteller. The examples of stories performed by members are usually folk tales using English. When becoming a storyteller, students don't need to be experts because all they need is the confidence to perform in public.

According to Nair and Yunus (2021), storytelling involves the skill of sharing stories. In English clubs, storytelling is an engaging activity that is often included. Typically, the storyteller portrays one or more characters to deepen the role and make the story more vivid. Through storytelling, the class atmosphere becomes livelier and more enjoyable, fostering creativity and active participation among learners.

2) Playing Games

English clubs often use interactive games with an English focus to keep learning enjoyable and prevent boredom. Games serve as a source of entertainment that helps refresh the mind from exhaustion caused by daily activities (Jufri et al., 2024). These activities not only entertain but also immerse members in practical language use. For instance, games like word puzzles, hunting games, or role-playing encourage creative thinking and real-time English application.

c. The Advantages of Joining English Club

According to Holandyah et al. (2024), the advantages of joining a speaking club are: (1) Foster fellowship and friendship, (2) receive moral and emotional support for their views and opinions, (3) encourage students to speak, (4) have access to more information, (5) get the same opportunity to speak, (6) more fun and appropriate rather than in regular classes, (7) get new vocabulary, knowledge, and information, (8) increasing students' self-confidence, and (9) discuss and gain feedback in class.

Moreover, according to Hijrah and Umar (2021), The benefits of joining an English club include: (1) Gaining more confidence in speaking English, (2) meeting new people and making friends, (3) expanding vocabulary knowledge, (4) enjoying a fun and engaging way to learn English, (5) Improving speaking skills effectively, (6) Feeling more comfortable and less awkward when speaking, and (7) enhancing overall English communication abilities.

According to Sidabutar and Madina (2024), there are several advantages to joining an English club, including: (1) the majority of

students believe that the English club helps them improve their speaking skills, (2) the English club provides opportunities for students to practice speaking, (3) nursing students at Columbia Nursing Academy can share their skills with peers by practising speaking in the English club, and (4) the English club plays a crucial role in supporting students to hone their speaking abilities.

In conclusion, English clubs offer students a wealth of advantages. Research shows that these clubs help students build friendships, offer a supportive environment, and boost their speaking confidence. They provide a more interactive and enjoyable learning experience than traditional classes, ensuring everyone has a chance to participate. Participants also expand their vocabulary and knowledge, improving their overall communication skills. These clubs increase self-assurance, make speaking more comfortable, and offer helpful feedback. Ultimately, they provide a space for students to practice and learn from each other, effectively improving their English-speaking abilities.

d. Disadvantages of Joining English Club

According to Quynh (2021), the disadvantage of joining an English club is that some meeting topics are challenging for new members to understand. The English club is even more challenging for those who do not have a strong foundation in English. It can make them feel less confident and hesitant to participate actively. Providing extra resources or support would help address this. A more inclusive approach allows new members to adapt quickly and feel more comfortable joining the activities.

Moreover, Rachmania et al. (2022) stated that English clubs are not without their challenges, the absence of structured and coherent activities

results in disorganization within the club, there is often a lack of self-assessment among members regarding their attendance and participation in English club sessions. This lack of organization can hinder the club's ability to achieve its goals effectively, as activities may become inconsistent or unfocused. Furthermore, without regular self-evaluation, members may not fully recognize their progress or areas for improvement, which could limit the overall effectiveness of the club in enhancing language skills.

Despite the many advantages of joining an English club, there are also some challenges that members may face. Quynh (2021) highlights those new members, especially those with a weak foundation in English, may struggle to understand certain discussion topics, leading to a lack of confidence and hesitation to participate. Providing additional resources and a more inclusive approach can help them adapt more easily. Additionally, Rachmania et al. (2022) emphasize that the absence of structured activities often results in disorganization within the club. The lack of self-assessment among members regarding their attendance and participation further affects the club's effectiveness, as inconsistent activities and limited self-evaluation may hinder language skill development. Therefore, to maximize the benefits of English clubs, it is essential to establish well-organized activities and encourage regular self-assessment among members.

4. Speaking Performance

a. Definition of Speaking

According to Brown (2001), speaking is an interactive process constructing meaning that involves producing, receiving, and processing

information. Thus, speaking is not only about producing words or sentences to be spoken but also includes receiving and processing information from the interlocutor. Effective speaking also requires linguistic mastery, listening skills, and responding appropriately to the context of communication.

According to Guebba (2021), speaking is an interactive process involving communication between two or more individuals within a specific context. This process relies on active participation from all parties in conveying and interpreting messages to achieve mutual understanding. Effective communication requires speakers to enhance their skills, such as being clear and fluent. Individuals can overcome communication barriers and create meaningful interactions in diverse situations by improving these abilities.

Speaking is a skill that relies on the ability to communicate verbally. By mastering this skill, speakers can effectively express their opinions and engage in meaningful interactions. Abdullaev and Zokirova (2021) emphasize that speaking demonstrates our understanding of a language and ability to utilize it to convey emotions, ideas, thoughts, and knowledge about the world. This statement highlights the importance of speaking as a fundamental tool for sharing perspectives and connecting with others. In this study, the speaking performances focused on are English debate, English speech, and storytelling.

b. Components Assessment of Speaking

According to Brown (2004), speaking has five components: grammar, vocabulary, fluency, comprehension, and pronunciation. Here is the explanation:

1) Grammar

Grammar is an important component of speaking that contains rules and formulas for forming and using sentences correctly. Proper grammar is essential to ensure the message is conveyed clearly and understood by the listener. According to Gayratovna (2021), assessing grammar in spoken communication helps individuals avoid making further grammatical errors during speech. Thus, grammar assessment is important to improve speaking accuracy and fluency.

2) Vocabulary

Vocabulary is also an essential component in assessing speaking skills. Speakers with a wide range of vocabulary are likely to speak fluently. On the other hand, if they lack sufficient vocabulary, they may face difficulties in speaking. Furthermore, Schmitt and Schmitt (2020) emphasize that vocabulary knowledge is complex and cannot be addressed with a single method of instruction or learning. For example, while someone might understand the most common meanings of a word, they may not be familiar with its less frequent uses.

3) Fluency

Fluency is important to effective communication because it shows how smoothly and naturally someone can speak a particular language. It helps conversations flow without frequent pauses or hesitation. As Gayratovna (2021) points out, fluency assessment involves identifying whether someone hesitates or pauses during word production. Thus, assessing fluency is a key factor in evaluating speaking skills.

4) Comprehension

Comprehension is an assessment of the understanding possessed when speaking. This understanding is fundamental so that the speaker can convey the message appropriately and in the context of the conversation. Without good comprehension, communication can be unclear or even misunderstood by the listener (Brown, 2004). Therefore, the speaker needs to understand the context of the conversation well before conveying ideas or opinions.

5) Pronunciation

Pronunciation is an important part of speaking that involves correctly pronouncing words. Clear pronunciation makes it easier for others to understand what we deliver. According to Visentin (2020), pronunciation generally refers to how sounds are articulated when speaking, encompassing various elements like articulation, stress, linking, and intonation. Mastering pronunciation is essential for effective communication.

c. Function of Speaking

Speaking is an essential skill. According to Brown and Yule (1983), the functions of speaking are talk as interaction and talk as transaction. Furthermore, Richards (2008) argues that speaking also functions as talk as performance.

1) Talk as interaction

Talk as interaction is not merely about speaking. Speakers must choose topics that represent the content of their conversation (Horvathova & Galbova, 2022). Speakers should choose relevant topics and ensure their conversations are clear and engaging.

Successful communication also depends on the ability to start and conclude discussions effectively. Moreover, meaningful exchanges rely on active listening and opportunities for others to share their thoughts.

2) Talk as transaction

Talk as a transaction focuses more on the message being delivered and ensuring that the other person understands what we intend to convey clearly and accurately (Nurdin, 2021). This approach emphasizes the accuracy of communication to avoid confusion. Therefore, clearly understanding the discussed topic is crucial to prevent interaction misunderstandings.

3) Talk as performance

Talk as performance pertains to public speaking events where a speaker conveys information to an audience, including classroom presentations, public announcements, and formal speeches (Richards, 2008). This type of speaking helps individuals build confidence when addressing an audience. For example, during a classroom presentation, speakers should not be afraid or nervous about speaking in front of others.

d. Characteristic of Successful Speaking

According to Hongwilai et al. (2022), successful speaking activities include learners talking a lot, participating even, motivating high, and languaging acceptable.

1) Learners talk a lot

The time allocated for these activities should be filled with more learner talk as much as possible. Adopting a student-centered

approach encourages students to engage more actively, enabling them to speak freely and share their opinions

2) Participation is even

Classroom discussions are balanced, ensuring no small group of talkative participants dominates the conversation. The teacher ensures that all students have equal speaking opportunities in this setting. As a result, no student feels neglected in expressing their opinions, and the speaking activities are successful.

3) Motivation is high

Learners are motivated to speak due to their interest in the topic, desire to share new ideas or commitment to achieving the task's goal. Choosing relevant topics that connect to students' environments further encourages active participation. This leads to successful assignment completion and meaningful classroom discussions.

4) Language is of an acceptable level

Learners communicate using relevant and easily understandable statements that contribute meaningfully to the conversation. This encourages other students to participate in the discussion. As a result, the accurate delivery of material or topics helps ensure the success of the speaking activity.

e. The Problem in Speaking

According to Wahyuningsih & Afandi (2020), the problem of speaking encountered by students are:

1) Lack of appropriate vocabulary

Indonesian students learning English consider limited vocabulary a significant obstacle to effective oral communication. As widely

recognized, speaking requires a sufficiently broad vocabulary to express ideas clearly. However, many students are more accustomed to using their mother tongue daily. As a result, they have less exposure to English vocabulary, which restricts their speaking ability.

2) Lack of grammar mastery

Mastering grammar can be essential in improving students' speaking fluency, as it helps them construct sentences accurately and confidently. A firm grasp of grammar enables learners to express their thoughts more clearly and avoid misunderstandings. However, speakers do not always pay close attention to grammar when communicating, especially in informal settings.

3) Lack of correct pronunciation

Pronunciation is one of the key factors contributing to students' speaking fluency. More precise pronunciation allows speakers to communicate more smoothly and confidently. Additionally, precise pronunciation helps prevent misunderstandings between speakers because incorrect pronunciation can often change the meaning of words.

4) Lack of English input outside the class

A lack of English input outside the classroom can significantly hinder students' language development, especially their speaking skills. Moreover, English lessons in class are usually limited to only three hours per session. Therefore, additional learning opportunities, such as extracurricular activities or English language communities, are essential to support students' progress.

5) Lack of confidence

Confidence is crucial for students' speaking performance. When speakers lack confidence, their speech tends to be hesitant, and the conversation does not flow smoothly. For instance, students presenting in class may find it challenging to speak smoothly if they don't feel confident.

6) Lack of language development in the curriculum

Insufficient focus on language development in the curriculum can negatively affect students' speaking skills. When speaking activities are not prioritized, students may not have enough opportunities to practice and improve their fluency. Other skills like grammar, reading, or writing often take precedence, limiting students' exposure to real-life communication. As a result, they may struggle to speak confidently and effectively in practical situations.

C. Conceptual Framework

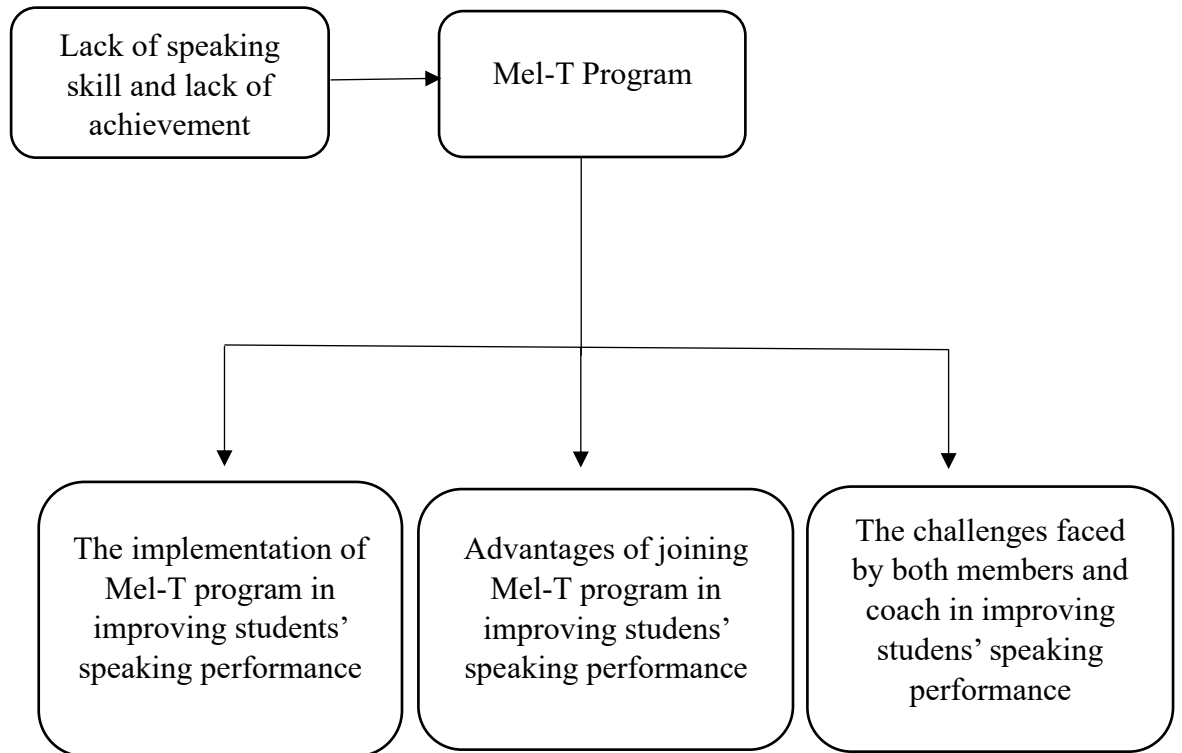


Figure 2.1 Conceptual Framework

Nine years ago, students at MAN 1 Polman had poor English-speaking skills and lacked achievements in English. Therefore, MAN 1 Polman implemented the Mel-T program to address this gap. In this study, the researcher will examine the implementation of the Mel-T program in improving students' speaking performance at MAN 1 Polman. Additionally, the researcher will investigate the advantages of participating in the Mel-T program in improving students' speaking performance and the challenges faced by both members and coach in enhancing students' speaking performance.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used the qualitative method. According to Sugiyono (2021), the qualitative method is known as the interpretative method because the research results focus more on the meaning of the data obtained in the field. The researcher used the qualitative method because the collection involves methods such as observation, interviews and documentation related to the implementation of the Mel-T program in improving students' speaking performance. This approach allows researcher to explore in-depth information from the research sample. After that, the data was analyzed using techniques such as data collection, data reduction, data display, and data conclusion to identify patterns and meanings within the research findings.

B. Research Location

This research was conducted at MAN 1 Polman, located on Jl. Raya Majene No. 175, Mapilli Sub-district, Polewali Mandar Regency, West Sulawesi Province. The reason the researcher chosed this location was that the school implements an English extracurricular program, whose members have won championships in various branches of English competitions at the district, provincial, and even national levels.

C. Research Approach

The phenomenological approach was used in this study because the school selected as the research location implements extracurricular activities, and this approach aims to understand the direct experiences of each individual who serves as a research sample. The phenomenological approach is a philosophical approach that focuses on investigating human experience (Hadi et al., 2021). Thus, this

research chose a phenomenological approach to explore the meaning contained in the participants' subjective experiences about the implementation of the Mel-T program in improving students' speaking performance to gain a deep understanding of the phenomenon under research.

D. Research Subject

The sampling method used in this research was purposive sampling. Purposive sampling selects research samples based on specific criteria relevant to the research objectives. The number of Mel-T members are 74 people. Therefore, the sample comprised 15 informants, including those members actively participating in English competitions members with high English proficiency scores, and 1 coach with extensive experience as a mentor in the Madrasah English Community (Mel-T).

E. Research Instrument

The research instrument that used in this research are as follows:

1. Observation

The observation method of data collection involves systematically watching, seeing, and recording behaviour for a specific purpose. Observation aims to describe and understand the behaviour of the subject. The researcher observed the classroom to assess the implementation of the Mel-T program in improving students' speaking performance. The researcher used notes and a phone to record activities during the learning process. Through this instrument, the researcher took videos of three meetings.

2. Interview

An interview involves extracting information from the interviewer and transferring it to the informant on a topic. Interviews are used as a data collection technique if the researcher conducts a preliminary study to find problems that

must be researched and if the researcher wants to learn more in-depth things from informants, and the number of informants is small (Sugiyono, 2021). Interviews allow researchers to obtain more prosperous and detailed data because direct interaction with informants can explore meanings and contexts that are difficult to get through other methods.

In this research, the researcher used semi-structured interviews to explore information related to implementing the Mel-T program in improve students' speaking performance in more depth. The interviews were conducted in face-to-face, and for the interview process to run smoothly, the researcher needed several supporting tools to facilitate smooth data collection. The tools required to conduct interviews include a handphone, a book, a pen, a camera, and notes containing interview questions.

3. Documentation

Documents can be writings, images, or monumental works of a person (Sugiyono, 2021). They can also take various forms, such as daily reports, teaching modules, curriculum, and etc. In this research, researcher used documentation techniques to collect pictures, videos, and files relevant to the topic under research.

F. Procedure of Collecting Data

1. Observation

In the observation process, the researcher observed the subject by using the phone to take a video and take notes. The researcher wanted to understand how the Mel-T program is implemented to improve students' speaking performance. The observation was conducted three times during the meetings.

2. Interview

The researcher conducted semi-structured interviews with some members and coach of Madrasah English Community (Mel-T). This interview was conducted face-to-face. During the interview, the researcher and the informants discussed about implementation of the Mel-T program in improving students' speaking performance at MAN 1 Polman. To support the interview process, the researcher used various tools such as recording tools, a camera, a pen, and a notebook containing a list of questions to ask the informants.

3. Documentation

The researcher used documentation techniques to collect information from relevant archives, such as required data, photos, and videos related to this research. Besides that, during the interview session in Madrasah English Community (Mel-T), the researcher took pictures or recorded videos. In addition, other documents collected included language development programs, Mel-T achievement result documents, attendance lists, as well as photos and videos taken during the research process.

G. Technique of Data Analysis

The data collection techniques in this research are observation, interviews, and documentation using qualitative method. After data is collected from observation, interviews, and documentation, the data is then analyzed. The data of this study will be analyzed through the following steps:

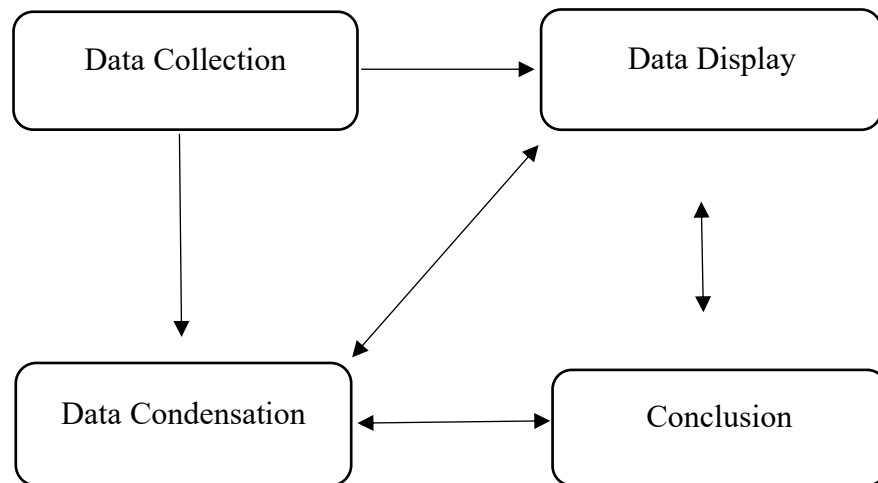


Figure 3.1. Component in data analysis (*Interactive model*)
Miles, Huberman, and Saldana (2014)

a. Data Collection

Data collection is a crucial process in research to obtain the necessary information from informants. In qualitative research, data is collected through observation, in-depth interviews, documentation, or a combination of the three (Miles et al., 2014). In this research, the researcher collected data through interviews and documentation about the implementation of Mel-T program in improving students' speaking performance MAN 1 Polman.

b. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written field notes, interview transcripts, and other empirical materials. After the data is collected, the next step was to condense the data. The data was condensed with the aim of ensuring that the information collected in the field is not wasted.

c. Data Display

The data display contains essential data points from the research that have been reduced. In qualitative research, data display can be a mind map, concept map, or hierarchy chart. Data display is an organized, compressed assembly of information that allows conclusion drawing action. (Miles et al., 2014).

d. Data Conclusion

After the data has been collected, dikondensasi, and visualized, the final stage in data analysis is drawing a conclusion. From the start of data collection, qualitative data analysis interprets what things mean by identifying patterns, explanations, causal flows, and proportions (Miles et al., 2014). Thus, the conclusion is the final stage of data analysis, which aims to answer the problem formulation proposed in the research.

H. Data Validity Testing

To prove the validity of the research, it is necessary to test the validity of the data. In this study, the researcher will test the validity of the data using triangulation. Triangulation is a data collection process that also tests the credibility of the data, namely by checking the validity of the data through various data collection techniques and different data sources (Sugiyono, 2021). In this research, the researcher used source triangulation and technique triangulation to test the validity of the data.

1. Triangulation of source

To test the credibility of the data, source triangulation is performed by comparing data collected from different sources (Sugiyono, 2021). This triangulation emphasizes using one data collection technique but from different sources. In this research, the researcher collected data from three sources: the vice

principal of curriculum at MAN 1 Polman, the coach of Mel-T, and the members of Mel-T.

2. Triangulation of technique

The triangulation technique is used to test data credibility by checking the same data through various data collection techniques (Sugiyono, 2021). In contrast to source triangulation, technique triangulation uses various research instruments but the same data sources. In this research, the researcher used observation, interviews, and documentation to collect the data.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions to answer the research questions in chapter one, which is about the implementation of Mel-T program in improving students' speaking performance at MAN 1 Polman.

A. Findings

1. An Overview of Mel-T

Madrasah English Community (Mel-T) is an extracurricular program at MAN 1 Polman, a senior high school in Mapilli District, Polewali Mandar Regency, West Sulawesi Province. Mel-T functions as an English club that provides a platform for students to learn and practice English free of charge. The program was initiated by Mrs. Juliati, S.Pd., an English teacher at MAN 1 Polman, who also serves as the coach of Mel-T. Mel-T has been running successfully since 2015 and has continued for nine years.

The number of Mel-T members is 74 students from grades 10, 11, and 12. Participation in the Mel-T program is not mandatory for all students but is open only to those interested. Students who wish to join Mel-T must go through a selection process. Those who successfully pass the selection are eligible to become members of the Mel-T extracurricular program.

The Mel-T program aims to enhance the English language skills of students at MAN 1 Polman. In addition, Mel-T serves as a platform to prepare students for participation in English-related competitions. One of the strengths of Mel-T lies in its remarkable achievements in this field. For instance, the club won first place in the English debate competition at the HMM Competition organized by Unsulbar in 2023. Another notable accomplishment was in 2024, when MAN 1 Polman secured first place in the English debate and storytelling competitions

during the Gen Z English Competition hosted by the English Education Study Program at STAIN Majene. The most distinguished achievement is that one of Mel-T's members was selected to represent West Sulawesi at the 2024 National Schools Debating Championship (NSDC) in Jakarta.

2. The Implementation of Mel-T Program

The findings of the results obtained from taking videos in classroom observation, interview session, and documentation. Through the coding results that have been carried out in NVivo 12 plus, the researcher collected about the implementation of the Mel-T program in improving students' speaking performance at MAN 1 Polman. The researcher presents the data using the data visualization features in NVivo 12 plus. The results of the data presentation are as follows.

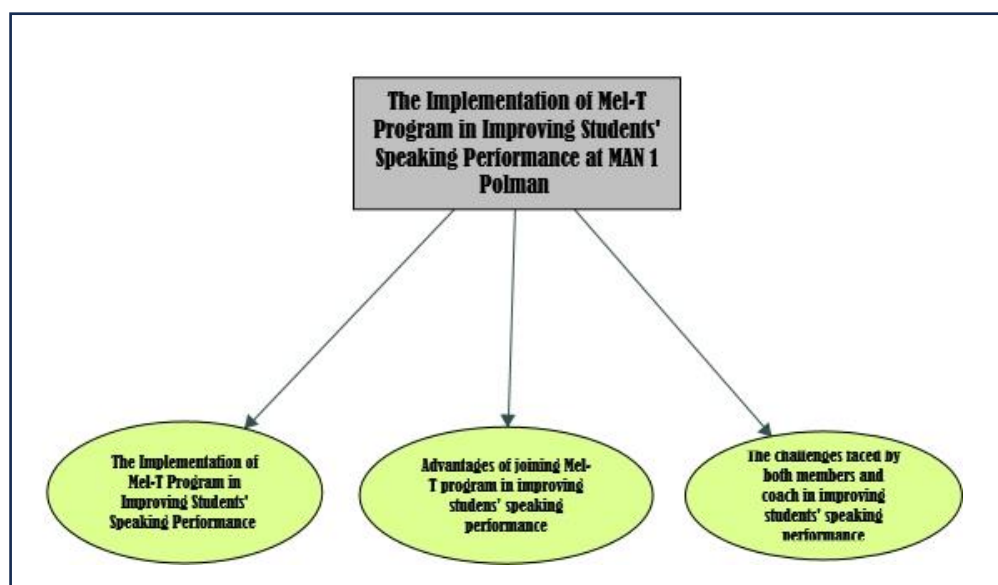


Figure 4.1. Concept Map of The Implementation of Mel-T Program

The research findings answer the problem statement of this research. The research findings consist of the implementation of the Mel-T Program in Improving Students' Speaking Performance at MAN 1 Polman, the advantages of

joining the Mel-T program in improving students' speaking performance, and the challenges faced by the members and coach of the Mel-T program in improving students' speaking performance at MAN 1 Polman.

The researcher employed multiple data collection techniques, including observation, interviews, and documentation in the form of videos and interview transcripts. These activities involved obtaining data on implementing the Mel-T program at MAN 1 Polman. The data were analyzed using the interactive model of Miles, Huberman, and Saldana (2014) and further processed with the assistance of NVivo 12 Plus software. The analysis revealed that the implementation of the Mel-T program is organized into three main stages: opening activity, main activity, and closing activity, as illustrated in the figure below.

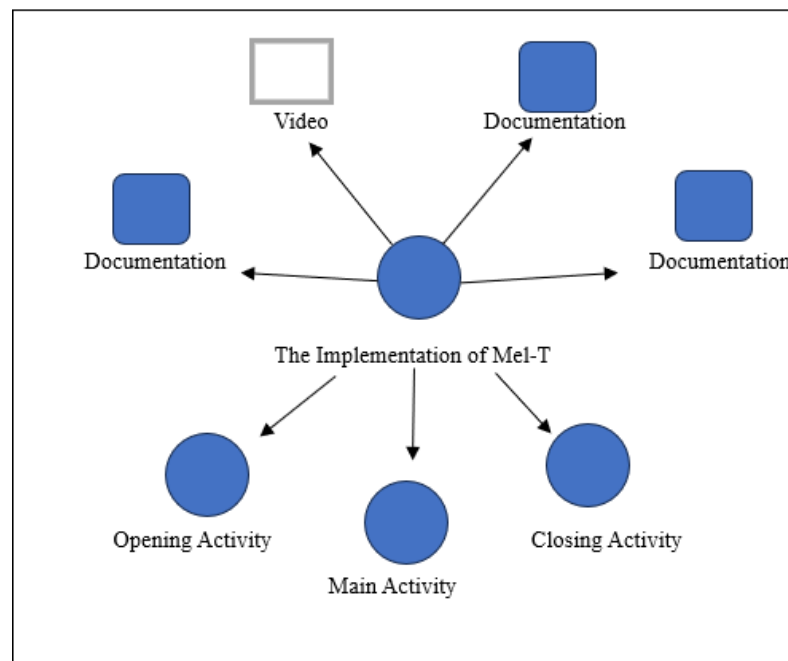


Figure 4.2. Explore Diagram of The Implementation of Mel-T Program

In the following section, the researcher elaborated on the implementation of Mel-T in three meetings because in those three meetings, the focus is on speaking improvement.

a. First Meeting

The first meeting of Mel-T in new semester was held on Friday, May 9, 2025. There were 35 members in the class. The topic of the first meeting was describing a picture.

1) Opening activity: Main point → Greeting

Based on the observation, the session began with the instructor greeting the members. The instructor used various forms of greeting, such as asking members whether they had breakfast and how the students were doing, to create a friendly and comfortable atmosphere. This was followed by an attendance list. Then, the instructor delivered a brief motivational message to encourage the students to use English actively during the session, which is in accordance with the instructor's statement in class.

Instructor: "So try to use English as much as possible so that your English skills can be honed. Maybe at the beginning you have local language accents, but it's okay."

This motivational segment aimed to foster a supportive and confident atmosphere in which students could express themselves in English without fear of making mistakes. However, the instructor does not use a teaching module because it adjusts to the members' learning needs, which is in line with the Mel-T coach's statement in the interview session.

Coach: "I'm not too focused on rigid planning. Throughout the year, it's more of a process I observe and realize, 'Oh, it turns out these students need this or that.' Like that. So, I don't limit myself to a fixed program. I study the situation in the field first, I observe my students, and only then do I decide what to implement."

The class was divided into five groups, each consisting of five members. Each group took turns spinning the wheel to select a picture they would describe randomly. After the spinning wheel determined the picture for each group, the instructor displayed the chosen image using a smart TV. Each group was given time to observe, discuss, and prepare a short-spoken description of the picture before presenting it in front of the class.

Based on the results of observation, interview, and documentation, the opening activity in the first meeting created a supportive and engaging learning environment. This was achieved through friendly greetings, motivational encouragement, and interactive preparation. The activity set a positive tone for the session and helped students feel more confident to speak English.

2) Main Activity: Main point → Interactive speaking practice

During the main activity, the instructor employed an interactive approach to encourage active participation and enhance students' speaking performance. The session began with the instructor spinning the wheel to randomly select a group that would perform. After determining the group, the instructor spun the wheel once more to choose one representative from the selected group to describe a picture.

The chosen member then delivered a spoken description of the picture in English. If a student was unsure about a certain word or phrase, they were allowed to ask the instructor. The instructor would then provide the appropriate vocabulary.

In the next phase of the main activity, the instructor introduced a game called "Chain Story Challenge". In this activity, the instructor

presented a new picture, and students were instructed to collaboratively create and tell a story based on the image. Each group member contributed a sentence to build a coherent and creative narrative.

This segment of the lesson was met with enthusiasm by the members. They expressed excitement and enjoyment due to the instructor's use of varied and dynamic teaching strategies, which differed from conventional and monotonous methods. This aligns with a statement from one of the members who noted that the learning experience felt more engaging and motivating due to the instructor's creative approach.

S: "I think it's interesting for us, because throughout the lesson many members felt more enthusiastic since the teaching method was not only limited to explanation, but we were also given space for discussion."

Continuing the main activity, each group was given 15 minutes to collaboratively discuss and develop their chain story based on the picture provided. During the discussion, students actively exchanged ideas and collaborated to construct a coherent narrative in English. Throughout this session, the use of English was mandatory for all members. After the discussion, each group presented their story to the class. The instructor allowed all members to speak, ensuring everyone was involved in the learning process. As each group retold their chain story, students appeared enthusiastic and increasingly confident in using English.

Based on the results of observation, interview, and documentation, the main activity in the first meeting fostered an interactive and student-centered learning environment that encouraged active participation, creativity, and collaboration. Through engaging methods such as picture

description and the Chain Story Challenge, students were motivated to practice speaking in English with confidence. These activities not only improved their speaking performance but also created a supportive and enjoyable classroom atmosphere.

3) Closing Activity: Main point → Evaluation

During the closing activity, the instructor conducted a personalized evaluation for each student who had performed during the main activity. This evaluation involved direct feedback on aspects such as vocabulary usage, grammar, and overall fluency. The instructor highlighted each student's strengths while also pointing out specific areas that needed improvement. In addition to the instructor's evaluation, students were given the opportunity to reflect on their own learning experience. The instructor prompted them with reflective questions such as: "What did you learn today?", "What was challenging for you?", or "How did your group work together during the activity?".

Before closing the session, the instructor informed the members about the upcoming activities that would be carried out in the next meeting. The learning process was formally concluded with a communal prayer led by the instructor, marking the end of the first meeting. One of the members expressed this.

MA: "The closing of the lesson, yes, it ends with a prayer and that prayer also serves as an evaluation, a reflection on what has been learned."

b. Second Meeting

The second meeting of Mel-T has been conducted on Wednesday, 14 May 2025. There were 35 members in the class. The second meeting

focused on watching a movie and engaging the members in a game-based learning activity.

1) Opening Activity: Main point → Orientation

Based on the observation, the opening activity of the session involved several structured steps aimed at setting a clear learning direction and creating a conducive classroom atmosphere. The session began with a warm greeting from the instructor to the students, followed by the checking of the attendance list. After taking attendance, the instructor clearly communicated the objective of the session, which was to analyze and explain the moral lesson from a movie that would be watched together. By stating the learning goal explicitly, the instructor helped students focus and understand the expected learning outcomes.

Subsequently, the instructor outlined the sequence of activities that students would engage in during the session. These included watching the selected movie, discussing it, and delivering individual or group reviews based on the film's content. This explanation ensured that students were aware of the flow of the session and their roles in each stage of the activity.

This opening activity reflected an instructional strategy that not only organized the learning process but also prepared students mentally for the upcoming tasks. It aligns with the opinion of one of the members who viewed the activity as a valuable opportunity to practice English through film analysis, thus integrating language learning with critical thinking.

ND: "...It's like reviewing a movie then we discuss what the movie was about, its pros and cons, and later we present it. One of the learning methods used was watching a film

together, kind of like a 'watch together' activity, where we reviewed the movie but used English."

2) Main Activity: Main point → Film analysis and game-based learning

The main activity of the session centered on watching a Disney movie together, which served as both an entertaining and educational medium for language learning. Audiovisual material created a lively and engaging atmosphere, with students appearing enthusiastic and responsive throughout the viewing. This aligns with one of the members' statements, who felt comfortable implementing a non-monotonous learning method.

AD: "It was interesting because the learning method was not monotonous or overly serious. The atmosphere was not too stressful, and we were often given refreshing activities such as watching English movies, listening to music, and playing games provided by the senior members."

After the film, the instructor asked students to regroup and provided a quiz about the movie's content. Each group collaborated to discuss and answer the questions before presenting their responses to the class, offering a valuable opportunity to practice listening, comprehension, and spoken English. Students were also encouraged to share their opinions about the film, which helped develop their critical thinking and communication skills. The instructor introduced the "Mafia Game" to enrich the session further, explaining the rules and then facilitating the activity in English. Using film analysis and games helped create a relaxed but meaningful learning environment. The students were very motivated because the teacher used a creative and student-focused way of teaching. This is in line with the statement of one of the members.

SK: “Our teacher always uses PowerPoint, and after that, we watch a movie. Then, we describe the film and answer questions like who the main character is and explain the storyline. From there, we learn about tenses, public speaking, and how to interpret a movie in English.”

3) Closing Activity: Main point → Evaluation

In the closing activity, the instructor provided feedback to the members regarding their performance during the session. The instructor provided individualized feedback to the members based on their performance during the session, particularly focusing on how they participated in the group discussions, answered questions during the quiz, and interacted during the game-based activity. The feedback addressed key aspects of speaking performance, such as pronunciation, fluency, vocabulary use, and clarity of ideas. This is consistent with a statement from one of the members.

N: “The closing activity typically involved an evaluation session, where each member received individual feedback. During this time, the instructor assessed what aspects need to improve and what should be added or developed further.”

The last, the instructor then informed the members about the upcoming activity for the next meeting, a talent show. Finally, the instructor and members implemented a common prayer to terminate the learning process.

c. Third Meeting

The third meeting of Mel-T has been conducted on Sunday, 18 May 2025. There were 33 members in the class. The third meeting was dedicated to a talent show, allowing members to showcase their skills in English.

1) Opening Activity: Main point → Providing motivation

During the opening activity, after greeting the members and checking attendance, the instructor delivered a motivational message aimed at boosting the students' confidence and encouraging them to express their talents openly. The message emphasized the importance of self-belief and overcoming fear when using English in public speaking contexts. The instructor urged members to take pride in their abilities, particularly in activities such as the spelling bee, news anchor, and speech performance, which are designed to strengthen their speaking and presentation skills.

2) Main Activity: Main point → Talent show

The main point at the third meeting is the talent show. The talent show is held at the third meeting because the instructor wants to recognize each member's talents, determine their potential, and give members the opportunity to build their confidence in performing in public. This is in line with instructor Mel-T's statement.

Instructor: "At the end of yesterday's activities, we held a talent show for several reasons. First, we wanted to recognize the talents of each of our members. Second, we tried to assess the potential of our members. We also wanted to see if holding this talent show could provide more opportunities and build the confidence of each member. Of course, we also prepared for the possibility of holding a competition in the future, and we already have a list of members who have the potential to participate in such a competition."

The talent show event began with a speech presentation segment. At this stage, students who were willing to perform delivered speeches that they had prepared in advance, with topics chosen by the members themselves. This activity provided an opportunity for students to demonstrate their ability to organize ideas, use appropriate vocabulary,

and speak clearly and confidently in front of an audience. After the speech session, the activity continued with a spelling bee competition. In this segment, students took turns spelling English words spoken by the instructor. The final segment of the talent show is the news anchor, where students take on the role of news anchors. They are tasked with reading a short news script in English, focusing on pronunciation, intonation, and professional presentation.

Throughout the talent show, the members appeared confident in using English, showing significant improvement in their speaking skills and a growing sense of self-assurance in public communication. This type of activity was consistently implemented, as confirmed by one of the members during the interview.

AF: "Mrs. Juli usually teaches us using materials such as PowerPoint presentations. She gives us material followed by exercises to complete. At the end of the lesson, we often present our work as a form of performance. Sometimes, she also includes games or ice-breaking activities to make the session more engaging. In some sessions, we work in groups and complete the tasks collaboratively."

Moreover, speech practice in the Mel-T program helped members understand how to deliver speeches with appropriate intonation and emotional expression. This activity allowed them to develop greater confidence and clarity in public speaking. This is in line with the opinion of one of the members.

AS: "Oh, yes kak, because in speech we have to use emotion and intonation. Before this activity, I was still confused about how to do speech. But after participating in the activity and watching how my friends did it, I started to understand better like, 'Oh, so this is how speech should be done, this is what it takes to do it well.'"

3) Closing Activity: Main point —► Evaluation

The instructor announced several acknowledgments in the closing activity, including the best individual performers, the most diligent members, and the most collaborative group. The instructor then provided constructive feedback to the members who had performed and offered motivational encouragement, emphasizing the importance of having the courage to speak in English. Afterward, prizes were distributed to the best performers in the speech, spelling bee, and news anchor categories. The session concluded with a reflective moment, where members were encouraged to evaluate their participation and learning experiences throughout the talent show activity.

Based on data obtained through observation, interviews, and documentation, the implementation of the Mel-T program has been running well in the three meetings held in the new semester. The primary focus was on improving students' speaking performance. Each meeting featured different core activities designed to encourage the use of English in varied contexts. In the first meeting, the Mel-T program emphasized active use of English through group discussions and a story challenge game, aimed at training students to speak spontaneously in a fun environment. In the second meeting, the focus was on learning through entertainment, such as watching an English movie and playing the "Mafia Game," which requires students to think critically and communicate actively in English. In the third meeting, the Mel-T program focused on a Talent Show, where instructor gave each member the opportunity to demonstrate their speaking skills through speeches, news anchors, and a spelling bee.

Throughout the program, students had opportunities to use English actively in engaging and meaningful contexts. Creative teaching strategies such as spinning wheels, audiovisual media, collaborative storytelling, and game-based learning fostered enthusiasm, increased student participation, and encouraged the development of public speaking skills. Students gained confidence in expressing their ideas in English and showed notable progress in pronunciation, vocabulary use, emotional expression, and intonation.

During the observation process, the researcher initially intended to observe the teaching methods used by the coach. However, the coach could not attend the Mel-T meeting in person at that time. As a result, the coach assigned the responsibility of leading the session to the Mel-T leader, who also served as the instructor. Mel-T meetings were more frequently led by the Mel-T leader rather than the coach. This situation became one of the obstacles faced by the researcher, as it limited the opportunity to observe the coach's instructional approach directly.

The documentation data in this study was limited to a few files, including the Mel-T achievement records, member attendance lists, and an outline of the language development program. In practice, the Mel-T coach did not utilize a fixed teaching module or standardized instructional materials, as the learning process was adapted to the immediate needs of the members rather than following a predetermined structure. This condition presented an additional challenge during the documentation process, as the lack of standardized materials made it difficult for the researcher to obtain comprehensive and consistent data.

3. The Advantages of Joining Mel-T Program

Based on the interview results, the researcher identified six key advantages in joining the Mel-T program in improving students' speaking performance at MAN 1 Polman. According to members of Mel-T through the interview session, these advantages are: (1) improving students' speaking skills, (2) improving students' confidence, (3) improving students' vocabulary, (4) improving students' pronunciation, (5) joining English competitions, and (6) improving students' debating skills. These findings are illustrated in the mind map below.

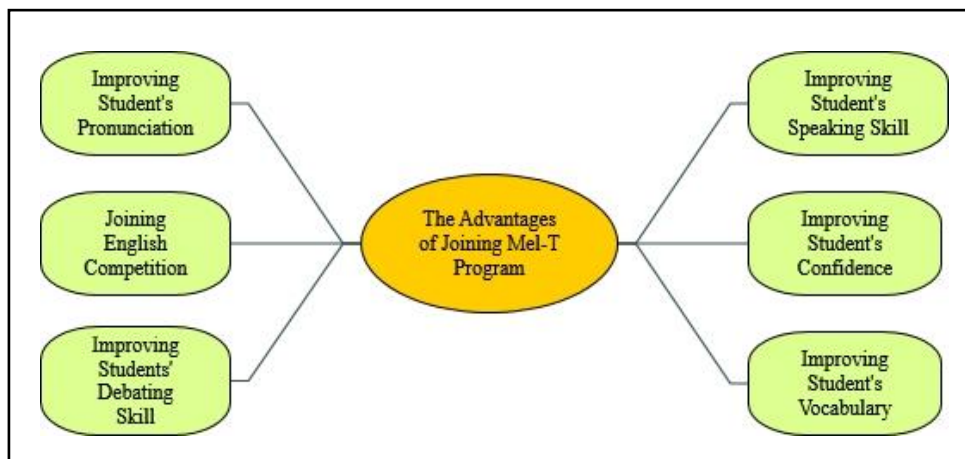


Figure 4.3. Mind Map of The Advantages of Joining Mel-T Program in Improving Students' Speaking Performance at MAN 1 Polman

a. Improving students' confidence

Based on the mind map above, one of the members' most mentioned benefits is improving students' confidence.

N: "Alhamdulillah, so far um, how do I put it... the point is I feel braver than before, more confident in speaking. I've also learned a lot of new vocabulary. So, yes, overall, I feel more confident than I used to."

The statement above shows that the Mel-T program's advantages have positively impacted its members' confidence. Mel-T members have become more courageous in speaking in public and have acquired new vocabulary.

A: "I've become braver when it comes to speaking. Before, I used to be kind of afraid to use my voice, especially when speaking in public."

In addition, the Mel-T program has significantly improved the confidence of one of its members when engaging in English debate. As expressed by AF:

AF: "Mmm, about my confidence. I used to be a person who couldn't speak in front of, I can't talk in front of many people, but when I only entered MAN, Mel-T had an important, Mel-T also helps in the what helps in public speaking skills. At first, I never spoke in front of people, but Alhamdulillah, since entering MAN, the results of one of the things that I learned to add confidence is from the debate."

Furthermore, members also feel that their confidence has increased because the teaching methods used such as speech are not boring. This was said by one of the Mel-T members with the initials NA.

NA: "Yes, the teaching method is that speech is equally improving because the right speech is also part of developing public speaking. There is also me; self-confidence appears, even though, at first, it was shy. When I start making speeches, I will improve because I can become more confident speaking in public. We continue to use English, too. From the beginning, I was not too confident. When I tried and practised, I was able to improve myself."

Based on the statement above, the member has experienced an increase in confidence when it comes to speaking, especially in public. Specifically, she previously felt afraid or lacked confidence to use their voice, particularly when speaking in front of others. However, after participating in a particular program or gaining specific experiences (in this context, most likely through the Mel-T program), they feel braver and more confident speaking in public or engaging in speaking activities.

Based on the interview data, it can be concluded that the Mel-T program has significantly contributed to improving students' confidence, particularly in public speaking and English communication. Several members expressed

that they initially felt shy, afraid, or hesitant to speak in public or use English. After participating in Mel-T activities such as debates, speeches, and continuous practice, they gradually became more courageous and confident. The use of engaging and student-centered teaching methods also played an important role in supporting this growth. Overall, the program helped create a supportive environment where students could build self-confidence through meaningful practice.

b. Improving students' speaking skill

Another benefit of the Mel-T program that is also mostly mentioned by members is to improve students' speaking skill.

A: "However, after joining the Mel-T program, my skills were further enhanced and refined, leading to significant improvement in my speaking ability."

Based on the above statement, after the member participated in the Mel-T program, her speaking skills especially in English became much better. The program helped them improve (enhance) and sharpen (refine) their abilities, resulting in a noticeable or meaningful improvement in how well they can speak.

Z: "There are a lot of benefits to joining Mel-T, you know, like me, for example. First, I didn't know how to describe everything in English, even how to speak in English; I didn't know before joining Mel-T because I was not talking so much like that. But after joining Mel-T, Mel-T forced me to talk so much. It was exhausting, but it was a lot of fun, so I was like, is that all so much the benefit I get in Mel-T."

The statement above shows that Mel-T pushes participants out of their comfort zone and creates an active and fun learning environment, thus indirectly improving their speaking ability and confidence in English. This is in line with the results of the interview with the Mel-T supervisor regarding one of the objectives of establishing the Mel-T program.

Coach: "The practice English all set the classroom and of course to encourage the student creativity, teamwork, and understanding like discussion, games, presentation, and performance. I think that some of the goals of our English club."

Another opinion expressed by one of the Mel-T members with the initials SK is that the skills gained from the Mel-T program, especially in public speaking, are useful not only in the context of Mel-T activities but can also be applied in other organizations such as OSIM.

SK: "After joining Mel-T, I gained many benefits to share with my friends. These benefits are felt mainly in the OSIM organization because we are required to perform in public during Mel-T. This skill is beneficial in OSIM, where I am active in the organization and often socialize or monologue in front of others. Since the beginning, Mel-T has trained us to speak in public, so I can now apply and develop this skill in OSIM activities."

Next, the opportunity provided by the coach or instructor to frequently perform in front of others within the Mel-T program has indirectly trained and improved the members' speaking skills. As expressed by one of the members, identified as U:

U: "Because I'm given the opportunity to perform more often, it indirectly trains me, too. The coach keeps giving us repeated opportunities so that we get used to performing in public."

Based on the interview findings, another significant benefit of the Mel-T program is the improvement of students' speaking skills. Many members shared that their English-speaking abilities developed noticeably after joining the program. Through consistent practice in activities such as discussions, presentations, performances, and debates, students were encouraged to speak more frequently and confidently. The supportive and engaging learning environment helped them overcome their fear of speaking, while the

opportunities to perform in front of others further enhanced their public speaking skills. These speaking abilities were not only useful within the Mel-T context but also applicable in other settings such as student organizations. Overall, the Mel-T program has effectively contributed to sharpening students' speaking skills through interactive and performance-based learning.

c. Improving students' pronunciation

Pronunciation is one of the advantages of joining Mel-T as mentioned by the members. They feel that their pronunciation has improved as a result of participating in the program.

DR: "It's like being taught the alphabet, being told to memorize the alphabet, how to pronounce it and being given examples of the letters one by one."

Based on the statement above, one of the members felt that the Mel-T program improved their pronunciation because the coaches and instructors taught the alphabet and provided pronunciation examples for each letter.

AS: "Yes, of course. Because the teacher always told me how to be good at speaking and pronunciation, it's really like more, so I'm better at pronunciation than before."

Based on the statement above, one member felt that his speaking and pronunciation skills had improved because the Mel-T teacher or coach consistently gave directions on speaking and pronouncing words well, especially when doing speech activities.

Similarly, in addition, another member by the name of NI also revealed the same thing.

NI: "Benefits felt the more vocabulary pronunciation that is entered."

In addition, watching movies and listening to English music are effective learning tools for members, especially in practising pronunciation and mastering vocabulary. As said by a member with the initials N.

N: "Watching foreign movies is an effective form of learning for me. While watching a movie, I can hear the words being repeated, which helps me become more familiar with the vocabulary and pronunciation. Listening to music is also very helpful. I often sing back the lyrics of the songs I listen to, and from there, I get used to pronouncing difficult words. Moreover, in English songs, high-level language is often used."

Furthermore, direct correction from the teacher during speaking practice helps participants improve their pronunciation and increase their mastery of grammar and sentences in English, as one of the members with the initials MA said.

MA: "Oh yes, pronunciation. The pronunciation is really good because the teacher always corrects us if something is wrong when we're talking. So, we can develop better sentences and grammar."

Based on the interview results, it can be concluded that the Mel-T program has played an important role in improving students' pronunciation. Several members stated that their pronunciation improved through various learning activities provided in the program. This includes direct instruction on how to pronounce letters and words correctly, consistent guidance from teachers during speech practice, and the use of supportive media such as English songs and movies. These media helped members become more familiar with English sounds and vocabulary through repetition and active listening.

d. Improving students' vocabulary

Another advantage of joining Mel-T, as its members mention, is the improvement of their vocabulary. Through regular exposure to new English

words, their vocabulary has increased. As a result, they can speak English more fluently and confidently.

AF: "I always get some vocabularies words that I've learned before when I do debates. Yes, I've gained many phrases that I've memorized from practicing debates, and I can use them in speaking or storytelling."

Based on the statement above, debate practice helps members memorize words or phrases and learn to use them in real contexts, such as speaking or telling stories. Thus, debate is an effective means of developing practical English language skills, especially in expanding and deepening vocabulary and speaking skills.

MA: "When I'm doing a speech, yes, that is also because in debate, we learn so many new words and grammar, and there we are because we practice debate. Maybe we never practice speech, but because we can have sentences and vocabulary, every time there is an opportunity for speech, we can convey what is in our minds even though we practice focusing on speech. Because of that, we have a lot of vocabulary. Yes, we have so many vocabulary words."

The previous statement is also in line with the opinions of other members who also feel that their vocabulary has increased due to debate activities in Mel-T.

AS: "Yes, in the program yesterday, we were not allowed to use Indonesian, so automatically, every time we speak in English, we always add new vocabulary. From what we hear from our friends every time we speak, we definitely get more new vocabulary from our friends if they talk to us. So that's a big improvement for our English in the program."

Based on the above statement, the full use of English in the Mel-T program positively impacts the development of participants' language skills. Participants are accustomed to using English in every interaction, so their

vocabulary continues to grow. In addition, their speaking skills also improved because they were used to practising directly in real situations.

DS: "They are not boring, in fact, they are very good at teaching. The material is delivered in an engaging way, and we are truly taught how to understand it well. Before starting the lesson, they always prepare activities that include new vocabulary and ice-breaking sessions."

Based on the statements above, members feel that the teaching methods used in the Mel-T program are enjoyable, not boring, and effective in helping them understand the material. They also feel that their vocabulary has improved because each lesson begins with a vocabulary review or introduction.

e. Improving students' debating skill

The next advantage mentioned by members is the improvement of students' debating skills. Improved debating skills were one of the key benefits experienced by Mel-T participants. Before joining the program, some participants had never formally studied English. Through Mel-T activities, they began to understand the basics of English and gradually developed their debating skills. The program proved effective in equipping participants with argumentative communication skills that they had not previously mastered. This is in line with the experience of one Mel-T member who has participated in a debate competition.

AF: "Regarding my improvement in debating, if you want to know, I graduated from a boarding school where we never learned English. We didn't study general subjects at all; we only focused on reading religious texts and studying Arabic. The education was entirely centered on religion. So, when I joined Mel-T, it taught me a lot about English. Mel-T provided many valuable lessons that helped improve my overall English skills, especially in debating."

The Mel-T program helps participants deepen their understanding of the structure and material of more formal and focused debates. Although participants already had previous experience in debating, Mel-T provided them with new insights in a more systematic way. Participants realized that debating is not just about speaking, but also requires strategy, argument structure, and mastery of the material. A similar opinion was also expressed by one of the Mel-T debaters, who conveyed the same statement.

ST: "After joining Mel-T, I think my performance in debate has improved. Before joining Mel-T, I was already involved in debates through OSIM, but after becoming a member of Mel-T, I realized that there are actually so many structures and materials in debating. And it's quite hard for me."

One member, who had never participated in a debate competition, also felt that Mel-T improved her debating skills. Through this program, members begin to understand the basic concepts of debating and how to construct arguments. Even though they have never participated in a competition, participants feel that they are already capable of conducting simple debates. This shows that Mel-T is effective in building debating skills from an early stage, even for beginners.

AA: "Of course, yes. Actually, I didn't know how to debate before. But once I learned what debating is really like, I started to understand it. Now, even though I haven't joined any competitions, I can debate a little bit."

Additionally, Mel-T enhances its members' debating skills, particularly in developing critical thinking. Members revealed that they began to get used to thinking quickly and expressing ideas spontaneously in English. Although translation and preparation were necessary at first, continuous practice enabled them to respond immediately in urgent situations. This is in line with the statement of a member identified as N.

N: "So far, my skills have improved. At first, I didn't fully understand the topic and had to translate it into English. From there, my critical thinking started to develop during speaking, even without any prior preparation. However, once I began speaking, those critical thoughts would usually come spontaneously, and I was able to immediately express them in English. So, even in urgent situations, I was still able to improve my skills."

From both statements, it can be concluded that the Mel-T program has a positive contribution to improving its members' debating skills. Through various learning activities, members feel that their debating abilities have developed, and their performance has become better.

f. Joining English competition

The final advantage of joining the Mel-T program in improving students' speaking performance is that some members have participated in English competitions. Several competitions joined by Mel-T members include debate, speech, and storytelling.

MA: "That was the first time, oh yes. It was also last year when there was a debating competition, and I was one of the participants. I practiced debating to take part in that competition."

This statement indicates that participating in a debate competition was a new experience for MA, which he gained after joining Mel-T. She felt motivated to practice debating in order to take part in the competition. This demonstrates that the Mel-T program not only provides knowledge but also encourages its members to engage in competitions, allowing them to sharpen their speaking skills through real-life experience.

AS: "I joined Mel-T to gain new experiences, so I decided to participate in a speech competition. I thought it was difficult at first, but my teacher always motivated me to keep learning."

The interview results indicate that participation in the Mel-T program motivates members to explore new experiences, such as joining speech competitions, despite initial difficulties.

AL: “Yes, since about a year ago, actually in September, if I’m not mistaken. I joined a debate competition representing our school. I was a participant in Group A, and we won first place. From that experience, I realized that I could become better if I focused on improving my English skills, especially in speaking.”

Based on the statement above, one member realized that by focusing on developing her English skills, she could become better. Winning the competition was not only an achievement, but also a turning point that made her realize her potential and the importance of continuing to learn.

Based on the interview results, participation in the Mel-T program improves theoretical speaking skills and motivates members to engage in real-world competitions such as debates, speeches, and storytelling. Through these experiences, members get their first chance to try new things, are motivated to practice more diligently, receive support from teachers and friends, and achieve proud accomplishments such as winning competitions. These competitions serve as a direct learning tool that helps them boost their confidence, realise their potential, and be encouraged to continue honing their speaking skills.

4. The Challenges Faced Both by Members and The Coach of The Mel-T Program

This section addresses the third point of the problem formulation discussed by the researcher. The discussion is divided into two main issues: the obstacles faced by the members and those faced by the coach. To identify these challenges, the researcher conducted interviews with both the members and the coach.

a. Challenges faced by Members

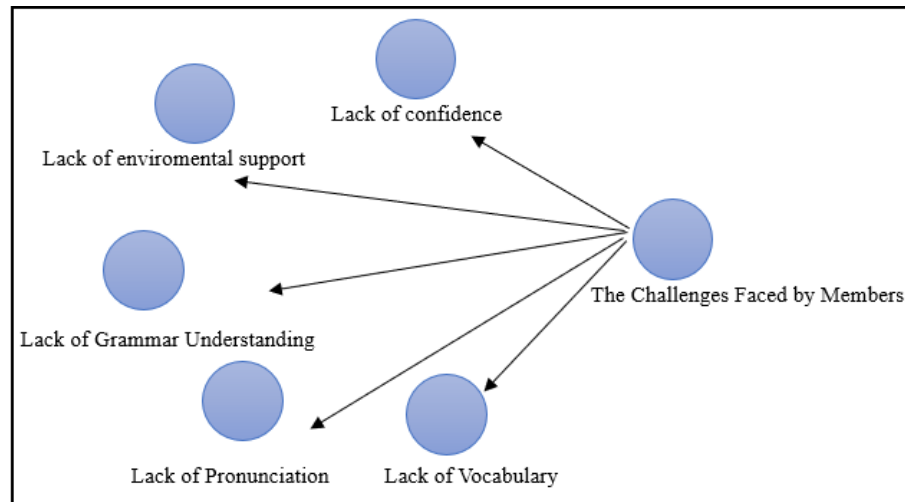


Figure 4.4. Project Map of The Challenges Faced by Members

Based on the interview results, although joining the Mel-T program has some advantages, several members also perceived certain aspects as challenges. The members who experienced these challenges differed from those who reported the advantages. The challenges included a lack of confidence, pronunciation, and vocabulary. In addition, the researcher also found other challenges, namely a lack of understanding of grammar and a lack of environmental support.

1) Lack of confidence

Although most students felt that their confidence had improved, some still experienced a lack of confidence. The students who mentioned lack of confidence as one of the challenges were different from those who stated that improving confidence was one of the advantages of joining the Mel-T program. This finding is in line with one member's statement. This is in line with one member's statement.

AL: "For self confidence, for now I'm still struggle on my confidence, it's like I really want to perform in from of a lot of people but in same situation I'm just shy and keep quiet for my self like I don't do that for know, I think it can be later or

in the future, but I still try to make it my self confidence in to speaking in front of a lot of people.”

Based on the statement above, member expressed that she is still struggling to build confidence. Although there is a strong desire to perform in front of many people, member still feel shy and tend to keep quiet. The member cannot perform confidently now but hope to do so in the future. Member continue to strive to build confidence in order to speak in public.

Furthermore, one of the members also felt insecure due to a fear of being judged.

N: “I still feel stiff when speaking in front of many people, especially when using English I’m afraid of being judged if I make mistakes. But within my community, I’m not afraid of making mistakes because I believe everyone has their own shortcomings. That’s why I place my trust in the organization. However, when it comes to speaking outside, like face-to-face situations or in public, I still feel nervous and afraid.”

This statement shows that even though the member has improved their English skills, nervousness when speaking in public remains a challenge. They feel more comfortable and confident when speaking in the Mel-T community environment because they feel they are not being judged. The support from the community makes them more courageous to try even though there are still shortcomings.

The members felt afraid of being judged, which was influenced by their tendency to overthink whether their language was correct. As a result, they were afraid of being unable to meet their interlocutors’ expectations and thus became less confident. This finding aligns with the further opinion expressed by the informant with the initial “N.”

N: “Usually, it’s because I overthink my answers or sentences in English, afraid that I’ll say something wrong,

whether it's the sentence structure or pronunciation, so I feel scared or even unable to meet the expectations of the person I'm talking to or the listener, because most people think that way, that people who know English are considered fluent in speaking."

Furthermore, some members feel less confident due to nervousness. This nervousness sometimes arises when they are dehydrated from talking too much, making it difficult for them to perform optimally.

Z: "Yeah, the challenge is only because I am not talking too much, only that. Because I am not talking too much, it means I need to work hard so I know how to talk in English; it is really challenging for me because eee it is exhausting to talk too much. It is really exhausting to talk so much, really. Eee and sometimes and also, I always bring a bottle of water every time especially, yeah like this now because I know, I might be talking so much and it is sweat so much, I am kind of sweaty person you know, so it was like I need to get hydration quickly, so I can keep talking."

2) Lack of environmental Support

The next obstacle faced by members is lack of environmental support. The form of environmental support faced by members is that they often get ridiculed by their friends if they use English. This was revealed by one of the members with the initials SK.

SK: "I think about it when I speak English with my friends. Mmm... some of them say things like I'm showing off by speaking English like 'sok bahasa Inggris' or 'acting all English.' Yeah, so I think when we try to speak English in class or in our local environment, some people say things like that. So, I think it's really hard for us to speak English."

The member joined Mel-T because she wanted to improve her English-speaking skills. She wanted to improve her speaking skills and confidence. Previously, members were afraid to speak in English for fear of being judged by the people around them.

AS: "Maybe my goal in joining Mel-T is to improve my skills in speaking English I wanna; I improve my English and my speaking to get my confidence to speak because before, I was always afraid to speak in English because around us judged when we spoke English."

A similar opinion was also expressed by a member with the initials AS.

AS: "The most challenging part, Kak, is when I want to speak English but the environment around me isn't supportive. People would say things like, 'Ugh, acting all cool speaking English,' and stuff like that."

In conclusion, based on the statement above, the challenges AS face in developing English speaking skills come not only from themselves, but also from an unsupportive social environment. Negative attitudes and comments from those around them can lower their self-confidence and become an obstacle to practising speaking. This shows the importance of a positive environment so language learners feel comfortable and motivated to continue practising.

In addition, members are hindered from speaking in English due to the lack of a partner to practice with. One of the informants, who went by the initials MZ, conveyed this statement.

MZ: "For me, it's also about friends, Kak. Not everyone at MAN can speak English, so it's hard to find a partner to practice with. I'm not in a bilingual class just a regular one so it's even more difficult."

Based on the statement above, it is evident that the difficulty in finding practice partners is an obstacle for members to improve their English-speaking skills. An unsupportive learning environment, such as a regular class where most students are not proficient in English, minimises practice opportunities, thereby hindering the development of speaking skills.

3) Lack of grammar understanding

The next challenge faced by members in speaking English is the lack of understanding of grammar. With a solid grasp of grammar, members would be able to speak English with greater accuracy and correctness. Mastery of grammar is essential for constructing proper sentences, and its absence often hinders members from expressing themselves fluently and confidently. This is in line with the opinion of a member with the initials N.

N: "Tenses, well, when it comes to speaking directly, it's hard like, you know, using past tense formulas and grammar. But if it's on paper, maybe I can still think it through and write it down. But when speaking directly and trying to use proper grammar, it feels really difficult, Kak."

Members also realize that there are many types of tenses in English, probably around sixteen, but so far, they only understand twelve tenses. This shows that members' understanding of tenses is still limited. This limitation is one of the obstacles they face in speaking English.

AF: "Tenses sometimes, like sixteen tenses. I know twelve tenses."

Based on the statement above, it can be concluded that the main challenges faced by Mel-T members in speaking English include unsupportive environmental factors, such as negative comments from people around them and a lack of friends to practice with, especially for students in regular classes, the majority of whom are not proficient in English. In addition, limited understanding of grammar, especially tenses, is also a significant obstacle. Although some members have understood about twelve of the sixteen tenses, this limitation makes it difficult to form correct sentences when speaking spontaneously, reducing their fluency and confidence in communicating.

4) Lack of pronunciation

Although most students felt that their pronunciation had improved, some still experienced a lack of pronunciation. The students who mentioned lack of pronunciation as one of the challenges were different from those who stated that improving pronunciation was one of the advantages of joining the Mel-T program. This finding is in line with one member's statement. This is in line with one member's statement.

AL: "Pronunciation is the top priority because I believe that pronunciation is what makes someone sound good in English. Grammar can come later or be seen as secondary. From what I have learned, many people find it easier to speak when they do not focus too much on grammar but instead prioritize pronunciation. Pronunciation is the key to speaking well. Just look at how people who use correct grammar but have poor pronunciation often sound strange or even like they are speaking another language. On the other hand, those with good pronunciation, even if their grammar is not perfect, still sound good and can still be understood as speaking English. In fact, native speakers often do the same; they do not always focus on grammar, but they do care about clear pronunciation. We can learn from that."

One of the members with the initials AF also conveyed another opinion. She said that pronunciation is one of the obstacles in speaking English. This is due to the difference between how words are written and how they are pronounced in English.

AF: "The challenges are mainly in terms of vocabulary and pronunciation. One of the difficult things about English is the pronunciation like, sometimes the way it's written is different from how it's pronounced."

Furthermore, AF explicitly expressed that most Indonesians, particularly students in the learning process, perceive pronunciation as difficult mainly because they still struggle to imitate the speaking style of native speakers. This was explicitly expressed by AF.

AF: "In my opinion, most Indonesians, especially we as students who are still in the learning process, consider pronunciation difficult. The main problem is that we struggle to imitate the speaking style of native speakers. As students, we find it hard to train our mouths and tongues to adjust to the way native speakers speak, such as how they pronounce the letters A, I, U, E, O, and particularly how they pronounce the letter R. These aspects actually become the main obstacles that make pronunciation quite difficult for us."

Furthermore, AF said that another factor affecting his lack of pronunciation was his lack of understanding of phonetic symbols in English.

AF: "I may still lack understanding of the pronunciation symbols of each word, as taught previously. Knowing how to pronounce words correctly will be difficult without mastering these symbols. I also think continuous practice is still needed to get used to proper pronunciation."

As revealed in the interview, AF usually sought guidance from his seniors to overcome his lack of pronunciation skills or searched for it on Google.

AF: "Usually, I ask my seniors how to pronounce certain words, or I simply search on Google. However, when it comes to phonetics and phonology, I still feel quite confused at times."

Furthermore, member said that her pronunciation skills are still lacking because, so far, she has only learned from feelings, TikTok videos, or friends. She feels that her pronunciation has not improved significantly during Mel-T despite the pronunciation lessons. However, the karaoke session in Mel-T is quite helpful because, through English songs, members can learn to pronounce words better than native speakers.

Z: "The pronunciation actually, my pronunciation is quite bad because eee, so far, I have just learned how to pronounce"

some words using my feelings or using eee in any video of TikTok, or maybe with my friend. So, if there is the pronunciation that I got, maybe it is from my friend or like that because eee we are just talking without knowing anything. So, I was like, maybe my pronunciation is not improving so much in Mel-T, but after all, it is good actually because they teach me how to pronounce some words also, but it is pretty tricky for us because you know our mother language is Indonesian and Manganese as well hehe, and that is why it is pretty challenging also, but actually, if there is karaoke section, it is immensely improving you know, because we can improve our pronunciation so much using songs, using from the native you know.”

Members have difficulty pronouncing English words even though they know the word in their mind. The words they want to say often feel difficult to come out of the tongue, so the pronunciation becomes erroneous. This shows that the main obstacle members feel is in the aspect of pronunciation or articulation when speaking English.

MZ: “For me, the usual obstacle is that it is difficult to pronounce English, so that is it. It's usually like a complaint on the tongue, and then there's a thought, but it is hard to get it out of the tongue. The wrong mention is also common.”

Furthermore, MZ stated that the factor causing her tongue to feel stiff when speaking English was the lack of practice in using the English. She mentioned that members usually practiced only during Mel-T meetings, making some students struggle with pronunciation. This finding is consistent with MZ’s statement.

MZ: “My tongue feels stiff because I am not very accustomed to using English. In daily life, I mostly use Indonesian. I only use English during Mel-T forums or when I meet friends who also understand it.”

Based on the interview results, Mel-T members' main challenge in speaking English is their lack of proper pronunciation skills. Some members consider pronunciation more important than grammar because clear pronunciation makes communication more effective and easier to

understand, even if the grammar is imperfect. This challenge arises due to the differences between the spelling and pronunciation of English words and the limited learning resources that have primarily come from personal experience, social media, or peers. This difficulty is also marked by articulation barriers, where words that are already known are difficult to pronounce correctly. However, activities such as karaoke in Mel-T are useful in helping members improve their pronunciation through listening and imitating the pronunciation of native speakers.

5) Lack of vocabulary

Although most students felt that their vocabulary had improved, some still experienced a lack of vocabulary. The students who mentioned lack of vocabulary as one of the challenges were different from those who stated that improving vocabulary was one of the advantages of joining the Mel-T program. This finding is in line with one member's statement. This is in line with one member's statement.

SK: "I think it's really hard for me when it comes to vocabulary because I can't memorize most of the words, so it's difficult for me."

Furthermore, SK stated that she found it challenging to remember English vocabulary because it is rarely used in daily life. This has become one of the factors that causes members to lack vocabulary. This statement is consistent with SK's own explanation.

SK: "Some of us just memorize vocabularies, but rarely implement them in everyday conversation, so it's quite difficult to remember them. In addition, an inadequate environment, such as a lack of partners to talk to, also hinders vocabulary memorization."

Furthermore, SK mentioned that she often finds it difficult to remember vocabulary, not only in English but also in other subjects. To

overcome this limitation, she usually connects the new material with something easier for her to understand, as SK expressed in the following statement.

SK: "Personally, it's difficult for me because I have trouble memorizing things, so I need extra time to memorize. The solution is that when I'm asked to memorize something, I just understand it and relate it to other things that I can understand."

A similar opinion was also expressed by another member identified by the initials AF.

AF: "I think it's really hard for me when it comes to vocabulary because I can't memorize most of the words, so it's difficult for me."

One of the obstacles felt by the members when they were required to use English entirely was the limited vocabulary. Members revealed that sometimes they forgot or never knew specific vocabulary in English, so they had difficulty in conveying their intentions. This makes them confused when they want to translate or express something in English. As expressed by one member, this obstacle often arises when having to speak spontaneously using English in situations that require full use of the language.

N: "An obstacle sometimes arises when it is required to use English fully because all communication must be done in English. There are often vocabulary words that we forget or have never learned before, so confusion arises like, 'What is this in English?'"

Furthermore, N added that several factors contributing to the lack of vocabulary are limited literacy and insufficient practice in using English vocabulary.

N: "The usual factors are a lack of literacy or rarely reading vocabulary because schools don't usually focus on just one

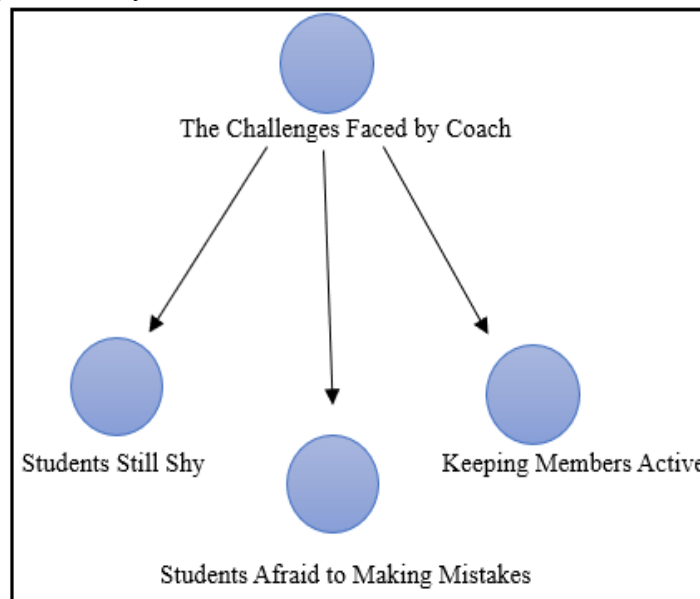
subject, so there's a lack there too, and they don't practice every day, and the time isn't used effectively."

Furthermore, another member, identified as MA, admitted that they were not fully prepared to speak entirely in English due to limitations in vocabulary and pronunciation. This indicates that the member's vocabulary development and pronunciation improvement are still ongoing processes.

MA: "The obstacle may lie in my limited vocabulary. If given the challenge to speak directly using English entirely or one hundred percent, it seems that I am not fully prepared. This is because my vocabulary is still under development, as well as my pronunciation, which still needs to be improved."

Based on the interview results, limited vocabulary is one of the main challenges Mel-T members face when speaking English. Although they have learned new vocabulary, much of it is quickly forgotten, making it difficult to convey ideas, especially in situations requiring full and spontaneous English use. This lack of vocabulary hinders fluency and confuses when translating or expressing something. In addition, limited vocabulary is often closely related to pronunciation difficulties, so developing members' speaking skills is still a process that needs to be continuously improved.

b. Challenges faced by coach



4.5. Project Map on the challenges faced by coach

In this section, the researcher found that, based on interview results, the coach faced three challenges in improving students' speaking performance. According to the coach, the challenges are students who are still shy, students who are afraid to make mistakes, and keeping members active.

1) Students still shy

The coach of Mel-T stated that there are several challenges in improving students' speaking performance. One of the main obstacles is that many students still feel shy. They are hesitant and lack confidence when speaking in English. This shyness often hinders their progress in developing better speaking skills.

Coach: "The challenges is some student is still shy."

2) Students afraid to making mistakes

Another challenge faced by the coach in improving students' speaking performance is that students are afraid of making mistakes.

This fear often prevents them from speaking up during activities. As a result, their confidence and fluency in using English remain limited.

Coach: "The challenges is some student is still shy or afraid to making mistake when speak in English."

3) Keeping members active

The last challenge mentioned by the coach in improving students' speaking performance was keeping the members active. Some students tend to be passive during sessions and lack consistent participation. This affects the overall effectiveness of the speaking activities.

Coach: "...the second is about mmm what, keeping members active."

B. Discussions

In this section, the researcher will connect previous research and supporting theories with the researcher's findings at the research location. The discussions contain the implementation of the Mel-T program, the advantages of joining the Mel-T program, and the challenges faced by both members and coach.

Based on the research conducted by the researcher from May to June 2025, it was found that the speaking activities in the Mel-T program followed a structured sequence consisting of an opening activity, a main activity, and a closing activity. Each meeting consistently incorporated key instructional components, including learning objectives, teaching methods, and the use of teaching media by either the coach or instructor. This structured approach allowed for a precise learning flow, encouraged student engagement, and supported reflective learning routines.

The opening activity typically included greetings, checking the attendance list, delivering motivational messages, and presenting learning goals. This stage functioned as a warm-up and laid a practical foundation, crucial for creating a

supportive learning environment. This aligns with the Community Language Learning (CLL) approach, which emphasizes building rapport with members to foster trust and comfort in a community (Curran, 1967). Such an atmosphere encouraged students to feel more confident and willing to speak English, particularly in a non-threatening setting.

The main activity varied across the three meetings based on the observation, depending on the learning focus, but consistently emphasized student participation and oral language use. In the first meeting, students took part in a “describe the picture” activity using a spinning wheel, followed by a “chain story challenge”, which encouraged creativity and spontaneous speaking. The second meeting involved watching a Disney movie, followed by group discussion and game-based learning activities such as quizzes and the “Mafia Game”. As noted by Jufri et al. (2024), games can serve as an entertaining learning method that helps reduce fatigue from daily activities and revitalize students’ enthusiasm for learning. This is also in line with one of the activities in CLL, namely small group talks, which corresponds to the Mel-T practice of dividing members into small groups of five for discussion (Curran, 1967). The third meeting featured a talent show, in which students performed in various categories including speech, spelling bee, and news anchor. These activities not only enhanced speaking fluency but also developed creativity, collaboration, and public speaking confidence. During the main activities, the learning process was clearly student-centered, allowing students to take ownership of their learning experiences. This aligns with one of the CLL elements: students should be allowed to assert themselves, be actively involved, and invest themselves in the learning experience (Curran, 1967). Furthermore, this corresponds to Brown and Yule’s (1983)

categorization of the functions of speaking, particularly talk as interaction and talk as transaction.

In terms of teaching methods, the coach employed a variety of approaches, including picture description, group discussions, project-based learning, and game-based learning to create an enjoyable and non-monotonous classroom atmosphere. This is in line with one of the principles of CLL, namely that learning is dynamic and creative (Curran, 1967). Using diverse teaching methods can increase students' interest and motivation to learn. This aligns with Kayi (2006), who suggested that several activities can be used to promote speaking skills, such as picture describing, discussion, storytelling, reporting, and playing cards. This flexible and learner-centred approach allowed the coach to adapt instructional techniques based on the participants' evolving needs. As noted by the Mel-T coach, no fixed teaching module was applied. Instead, instructional planning was guided by continuous observation and reflection on learners' progress. Among these methods, group discussion emerged as the most frequently used strategy, encouraging students to collaborate, exchange ideas, and express their opinions in English. This aligns with one of the CLL activities: making small groups task (Curran, 1967). Similarly, Octaberlina and Muslimin (2022) demonstrated the effectiveness of CLL through group discussions in an English Club, which significantly enhanced speaking skills within a collaborative and encouraging peer context.

Teaching media also contributed significantly to students' engagement and speaking performance. Various tools such as the spinning wheel, smart TV, PowerPoint presentations, and audiovisual materials (for example, movies) were used effectively throughout the sessions. These media provided visual and

contextual stimuli that helped learners generate ideas and express themselves more confidently and meaningfully in English.

In the closing activity, the instructor regularly provided individual constructive feedback on members' performance, conducted brief evaluations, and encouraged students to reflect on what they had learned. These reflection sessions helped learners identify areas for improvement and consolidate their progress. Each meeting typically concluded with a communal prayer.

In conclusion, the Mel-T program integrated instructional components learning purpose, teaching method, and teaching media in a way that supported students' speaking development through interactive, contextualized, and learner-oriented activities. The teaching practices used in the program reflect not only pedagogical effectiveness but also alignment with humanistic and communicative language teaching theories, especially the Community Language Learning approach. The use of group-based discussion, flexible methods, and meaningful speaking tasks affirmed the program's effectiveness in helping learners gain confidence, fluency, and performance readiness in English. This is in line with Richards' (2008) concept of talk as performance, which involves using language in planned, monologic formats for public purposes such as speeches or presentations.

However, the findings of this study differ from those of Beay (2022). Beay's research only identified the goals and benefits of implementing the English Club without exploring the concrete steps involved. In contrast, this study provides a detailed description of the implementation process, particularly through the Mel-T program.

The research findings revealed six key advantages experienced by students who participated in the Mel-T program at MAN 1 Polman, namely: (1) improving students' confidence, (2) improving students' speaking skills, (3) improving students' pronunciation, (4) improving students' vocabulary, (5) improving

students' debating skills, and (6) joining English competition. An interesting finding is that some of the advantages identified by certain students were in contrast with the challenges reported by others.

One of the most frequently expressed benefits by the members was an increase in self-confidence when speaking English. Students admitted they used to feel shy or hesitant to speak, especially in public. However, after actively participating in Mel-T activities, they felt more courageous and comfortable using their voice.

This finding aligns with Holandyah et al. (2024) and Hijrah and Umar (2021), who stated that joining a speaking club fosters emotional support, creates a more relaxed environment, and increases students' self-confidence. The supportive peer interaction within Mel-T helped members overcome anxiety, making them more willing to speak without fear of being judged. Additionally, it reflects Sidabutar and Madina's (2024) view that English clubs play a crucial role in helping students improve their speaking ability through consistent practice. On the other hand, a different perspective is offered by Hamademen and Najim (2020), who emphasize that the main advantage of English clubs lies in providing a relaxed and friendly environment for learners to practice English rather than focusing specifically on boosting confidence or emotional support.

In contrast, the findings revealed that some students considered confidence as one of the challenges. Different members expressed this, even though others stated that their self-confidence had improved. Upon further analysis, several factors contributing to students' lack of confidence were identified, including the fear of being judged, the tendency to overthink whether their language use was correct, feelings of shyness, and nervousness. This confirms Wahyuningsih and Afandi's assertion that confidence is essential for effective speaking performance, as low self-confidence often leads to hesitant or disfluent speech. To address this issue, students are encouraged to gradually build their confidence through regular participation in speaking activities, starting from more minor, low-pressure group discussions before progressing to larger audiences. Creating a safe and supportive environment where mistakes are viewed as part of the learning process can also

help reduce anxiety. Furthermore, positive reinforcement from peers and instructors can boost students' self-esteem and motivate them to speak more freely.

Many members also noted that their overall speaking ability had improved, particularly in terms of fluency, structure, and clarity. Activities such as picture description, storytelling, discussions, and presentations allowed students to practice and refine their spoken English repeatedly. This is in line with Hongwilai et al. (2022), who stated that one of the successful speaking activities is learners talking a lot.

Moreover, this research also aligns with Sidabutar and Madina (2024), who emphasized that English clubs provide opportunities for students to hone their speaking skills through active practice. Similarly, Hijrah and Umar (2021) highlighted that English clubs offer a more effective and enjoyable way to enhance speaking skills than traditional classroom learning.

Mel-T also contributed to students' pronunciation development, primarily through targeted activities like the spelling bee, where students practiced English phonemes, word stress, and intonation. This structured approach to pronunciation allowed students to develop better articulation and clarity in their speech.

While not explicitly mentioned in all theories, this benefit supports Holandyah et al. (2024), who pointed out that English clubs provide access to new knowledge and feedback, including guidance on how to pronounce words accurately.

In contrast, the findings revealed that some students considered confidence to be one of the challenges. Different members expressed this, even though others stated that their self-confidence had improved. Upon further analysis, several factors contributing to students' lack of confidence were identified, including the fear of being judged, the tendency to overthink whether their language use was correct, feelings of shyness, and nervousness. Another notable challenge is pronunciation, where students often find it difficult to pronounce English words correctly due to discrepancies between spelling and sound. This issue aligns with Wahyuningsih and Afandi's argument that accurate pronunciation supports

fluency and helps prevent miscommunication. To address pronunciation problems, students can practice speaking through various media. One such media is the Elsa Speak app, which offers features designed to help users improve their pronunciation (Elisathusilawani, 2023).

Another major benefit felt by Mel-T members was the enrichment of vocabulary. Through debate practice, storytelling, and regular interaction in English, students encountered and used new words frequently, contributing to more fluent and confident speech. This aligns with Hijrah and Umar (2021), who mention vocabulary expansion as one of the key benefits of joining English clubs. Likewise, Holandyah et al. (2024) include “getting new vocabulary, knowledge, and information” as a crucial outcome of participating in such programs.

Mel-T also provided space for students to practice and improve their debating abilities, sharpening their argumentative skills, critical thinking, and public speaking. This benefit was particularly evident among members who participated both in Mel-T and in debate competitions. As Kathleen and Bryce (2016) state, social change activities are often initiated when club members engage in discussions about pressing community issues. This advantage aligns with Holandyah et al. (2024), who note that English clubs serve as platforms for open discussions and opinion-sharing, enabling students to express their thoughts and receive constructive feedback. It also resonates with the findings of Sidabutar and Madina (2024), who emphasize the club’s role in encouraging students to share their speaking skills with peers actively.

In contrast, based on the findings, some students stated that vocabulary was one of the challenges. Different members expressed this, and they mentioned that their vocabulary had improved. A deeper analysis of the data revealed several factors contributing to students’ lack of vocabulary, including the fact that English is rarely used in daily life, the difficulty of remembering words, forgetting or never knowing specific English vocabulary, as well as limited literacy and insufficient practice in using English. Therefore, it can be concluded that members still face difficulties in improving their vocabulary because they tend to forget when trying to recall specific words easily. This supports Wahyuningsih and

Afandi's view that insufficient vocabulary hinders students' ability to express ideas clearly, especially since English exposure outside the classroom remains limited.

In addition, some students also expressed difficulties in remembering and appropriately using new vocabulary. This is in line with the findings of Surayanto et al. (2025), who stated that students frequently struggle to memorize and use new vocabulary correctly. To overcome this challenge, it is recommended that members read English books regularly to discover new vocabulary. Additionally, watching English Movies with English subtitles at home can be an enjoyable and effective way to reinforce vocabulary acquisition. In dealing with vocabulary challenges, students can read more books in English for pleasure. In the end, students can try to practice the new vocabulary they have learned in speaking practice in the SFSP class (Elisathusilawani, 2023).

One of the most significant impacts of the Mel-T program on students' speaking performance is its role in encouraging members to participate in English competitions such as debates, speeches, and storytelling. The data reveals that members were not only motivated to join these competitions but also gained valuable experience and confidence in their speaking abilities through participation. The experience shared by MA shows that the opportunity to join a debating competition was a new and meaningful milestone. She stated that it was her first time participating and that she practiced debating beforehand to prepare. This indicates that the Mel-T program played a crucial role in building her motivation and giving her the platform to apply what she had learned. The fact that she was willing to prepare and take part in a formal competition suggests increased self-confidence and speaking readiness as outcomes of the program.

Similarly, AS's response emphasizes the program's influence in pushing members beyond their comfort zones. Initially hesitant, AS eventually joined a speech competition due to encouragement from her teacher and the learning environment fostered by Mel-T. This aligns with the idea that a supportive learning atmosphere and motivational guidance from instructors can significantly influence students' willingness to take on new challenges. In addition, AL's

experience provides further evidence that participation in the Mel-T program leads to personal achievement and reflection. By winning a debate competition and realizing her potential, AL acknowledged the importance of focusing on her English development, especially in speaking. This shows how real-world applications of language skills, such as competitions, can reinforce students' motivation to improve.

Overall, these findings highlight that Mel-T not only improves speaking competence through structured practice but also offers opportunities for authentic language use. The program encourages students to apply their skills in competitive environments, which can enhance their confidence, critical thinking, and public speaking abilities. This is in line with the idea that experiential learning, such as participating in competitions, is essential in developing communicative competence.

Parashwal & Latif's (2023) research found that the benefits of participating in extracurricular activities include improved academic performance, interest in community involvement, and time management skills. These findings are different from the results of this study. This study emphasizes the benefits of participation in the English Club, which focuses on improving students' speaking skills.

Based on the research findings, the researcher also found that students experience difficulty in mastering grammar, especially in spontaneous speaking situations. Although they may understand grammar rules in writing, applying them correctly in real-time communication remains a challenge. This is consistent with the theory proposed by Brown (2004), which emphasizes that grammar mastery is essential for constructing accurate sentences and achieving fluency. To address this issue, students are encouraged to strengthen their understanding of basic grammar concepts, such as tenses and parts of speech. Moreover, regular writing practice followed by constructive feedback can help students internalize grammar rules and apply them more effectively in speaking.

In addition, the lack of English input and support outside the classroom also contributes to students' difficulty in speaking. Environmental factors, such as being mocked by peers for speaking English or lacking speaking partners,

discourage students from practicing the language regularly. This highlights the importance of creating supportive and inclusive environments where students feel encouraged to use English without fear of judgment. To overcome this issue, it is suggested that Mel-T members develop resilience and confidence by focusing on their personal growth and ignoring negative comments or mockery from peers outside the program. Surrounding themselves with like-minded individuals and seeking out positive speaking environments can further motivate them to practice consistently and without hesitation.

Based on the results of this study, the coach of the Mel-T program encountered several significant challenges in guiding students to improve their speaking performance. These challenges include students' shyness, fear of making mistakes, and the difficulty of maintaining active participation.

The first challenge lies in students' shyness and hesitation to speak. Many learners were reluctant to engage in speaking activities due to a lack of self-confidence. This is consistent with Wahyuningsih & Afandi (2020), who identified a lack of confidence as one of the most common barriers to students' speaking fluency. When students feel unsure or anxious, their speech becomes hesitant, and they avoid participating in oral communication activities. This emotional barrier can significantly hinder the development of communicative competence. In line with this, Quynh (2021) also highlights that students with weaker language foundations often struggle with participation due to self-doubt and lack of confidence, especially in a group setting. To overcome this challenge, students need consistent exposure to safe and supportive speaking environments where mistakes are not judged but seen as part of learning. Encouraging gradual involvement, starting from pair work and small group tasks to larger public speaking opportunities, can help reduce anxiety. Additionally, motivation from peers, positive reinforcement from mentors, and regular speaking practice can gradually strengthen their confidence and willingness to communicate.

The second challenge mentioned is students' fear of making mistakes, particularly when using English in front of others. This fear not only reinforces their reluctance to speak but also limits their willingness to take linguistic risks,

which are necessary for language growth. According to Wahyuningsih & Afandi (2020), fear of grammatical errors, incorrect pronunciation, or limited vocabulary often leads to students avoiding speaking opportunities altogether. This fear-based avoidance negatively impacts both fluency and speaking confidence over time. To address this challenge, teachers can provide written feedback such as, 'Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and the efficient use of your voice' (Kayi, 2006).

The third challenge is the difficulty in keeping students active and engaged throughout the sessions. Some members of the program tended to be passive or disengaged, which reduced the effectiveness of communicative activities. This challenge reflects what Quynh (2021) suggested about the importance of providing inclusive and engaging learning environments to accommodate all learners, especially those who may struggle with language or social participation. A lack of active involvement often results from underlying language insecurity or insufficient motivation, making it crucial for instructors to foster supportive and interactive sessions. In order to maintain students' active participation, teachers are encouraged to maximize opportunities for learners to engage in speaking the target language (Kayi, 2006).

The findings of this study contrast with those reported by Quynh (2021), who highlighted that a primary disadvantage of English club participation lies in the complexity of discussion topics, which often proves overwhelming for new members or those with a limited foundation in English. According to Quynh, such challenges may lead to disengagement and reluctance to participate. However, in the context of the Mel-T program, the core challenges identified revolve more around individual psychological and linguistic barriers, such as confidence, grammar, and vocabulary, than on topic selection. Furthermore, Rachmania et al. (2022) found that many English club members lack self-assessment regarding participation and attendance, negatively affecting their learning outcomes. In contrast, this study focuses more on students' internal struggles and the external support required to foster speaking development, rather than on their self-monitoring habits.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the explanation in the previous chapter, several conclusions in this research can be drawn as follows:

1. The Mel-T program at MAN 1 Polman was implemented in a systematic and well-structured manner to enhance students' speaking performance. The researcher collected data from three Mel-T meetings focused on improving speaking skills. The program consisted of three phases: opening, main, and closing. The opening phase emphasised greetings and motivation, the main phase centred on speaking practices, and the closing phase involved evaluation and reflection. In the first meeting, students engaged in group discussions. The second session focused on watching an English movie and participating in a game, and the third session culminated in a talent show highlighting students' speaking performances. These varied and engaging activities, including discussions, presentations, games, and performances, provided students with meaningful opportunities to actively use English, build confidence, and develop their speaking abilities in a supportive and interactive environment.
2. The Mel-T program significantly impacted students' speaking development. One of the most frequently mentioned benefits was the increase in self-confidence. Many students reported that they became more courageous and comfortable speaking English after joining Mel-T, which was supported by the encouragement and emotional support from peers. In addition, the program enhanced students' overall speaking skills, particularly in fluency, clarity, and sentence structure, through activities

such as storytelling, picture description, discussions, and presentations. Another advantage was the improvement in pronunciation, achieved through structured activities like spelling bee practice that helped students focus on phonemes, intonation, and stress patterns. Vocabulary enrichment also emerged as a significant benefit, as students encountered new words through debates, storytelling, and consistent practice in English. Moreover, Mel-T supported students in developing their debating skills, critical thinking, and public speaking abilities, while also motivating them to participate in English competitions such as debates, speeches, and storytelling. These experiences not only strengthened their language competence but also contributed to personal growth, motivation, and readiness to use English in authentic contexts. Overall, Mel-T created an engaging environment that promoted consistent practice, peer collaboration, and experiential learning.

3. Despite these advantages, the findings also revealed several challenges faced by students. Some students still considered confidence a significant obstacle, as they felt anxious, shy, or afraid of being judged when speaking English. Others experienced difficulties with pronunciation due to differences between English spelling and sounds, which often hindered their fluency. Vocabulary limitations also emerged as a challenge, with students struggling to recall, remember, or appropriately use new words because of limited exposure to English in daily life and insufficient literacy practice. Furthermore, grammar mastery posed difficulties, particularly in spontaneous speaking situations, as students found it hard to apply grammar rules accurately in real-time communication. Apart from linguistic barriers, environmental factors such as a lack of English-

speaking partners and fear of being mocked by peers also discouraged students from practising outside the program. From the coach's perspective, the main challenges included students' shyness, fear of making mistakes, and difficulty maintaining active participation during sessions. These challenges reflect the psychological and social aspects of language learning, which require supportive environments, continuous practice, and positive reinforcement to overcome.

B. Suggestions

Based on the conclusions of the study, the author offers several suggestions, including:

1. For Coach

The researcher suggests that the coach should be more actively involved in Mel-T meetings. The coach should also maintain a strong and positive relationship with the members. This will help ensure effective communication and a supportive learning environment. Furthermore, consistent guidance from the coach can motivate students to participate more confidently and improve their speaking performance.

2. For Students/Members

Students are encouraged to participate actively so that the same members are not the only ones performing repeatedly. This will create a more dynamic and inclusive environment during Mel-T sessions. In addition, students should also practice speaking more frequently outside of the Mel-T meetings to enhance their fluency and confidence.

3. For School

The school has done an excellent job in implementing the Mel-T program, as reflected in the various achievements earned by its members. As a suggestion,

the researcher hopes the school will continue to maintain the quality and consistency of the English club. Sustaining this program can further support students' development in English and encourage future accomplishments. For schools in West Sulawesi, the Mel-T program can serve as a reference for the implementation of English clubs in order to achieve greater accomplishments.

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A P P E N D I C E S

Appendix 1. Research Permit



PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
 Jalan Manunggal Nomor 11 Pekkabata Polewali, Kode Pos 91315
 Website: dpmtsp.polmankab.go.id Email: dpmtsp@polmankab.go.id

IZIN PENELITIAN
NOMOR: 500.16.7.2 /0318/IPL/DPMTSP/VI/2025


Dasar : 1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan:
 a. Surat permohonan sdr. SARIANA
 b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor: B-0318/Kesbangpol/B.1/410.7/V/2025, Tgl. 05-05-2025

MEMBERIKAN IZIN


Kepada: **Nama** : SARIANA
NIM/NIDN/NIP/NPn : 101256121006
Asal Perguruan Tinggi : STAIN MAJENE
Fakultas : -
Jurusan : TARBIYAH DAN KEGURUAN
Alamat : KALUKKU BARAT KEC KALUKKU
 KAB. MAMUJU

Untuk melakukan penelitian di MAN 1 Polman Kabupaten Polewali Mandar yang dilaksanakan Pada bulan Mei s/d Juni 2025 sampai selesai dengan Proposal berjudul **"THE IMPLEMENTATION OF MEL-T PROGRAM IN IMPROVING STUDENTS' SPEAKING PERFORMANCE AT MAN 1 POLMAN "**
 Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut:
 1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
 2. Penelitian tidak menyimpang dari izin yang diberikan;
 3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
 4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
 5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
 6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di Polewali Mandar,
 Pada tanggal 5 Mei 2025
 Kepala Dinas Penanaman Modal Dan Pelayanan
 Terpadu Satu Pintu,



I NENGAH TRI SUMADANA, AP, M.Si
 Pangkat : Pembina Utama Muda
 NIP : 197605221994121001

Tembusan :
 1. Unsur forkopin di tempat

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

Appendix 2. Check list observation

➤ First observation: Friday, 09 May 2025

No	Observed aspects	Yes	No	Explanation
1.	Opening Activity			
	a. The instructor greets the students and checks their attendance.	✓		The instructor greets the members by saying, “Assalamu'alaikum Warahmatullahi Waktuh,” and checks the attendance.
	b. The instructor gives motivation to the students.	✓		The instructor delivered a brief motivational message to encourage the students to use English during the session actively.
	c. The instructor has a lesson plan or teaching module.		✓	The instructor did not use a fixed teaching module, as the activities were adjusted based on the members’ needs.
	d. The instructor has learning materials.	✓		The material was describing a picture.
	e. The instructor informs the students about the purpose of the lesson.	✓		The instructor then outlined the meeting's objective, which was to improve the students’ speaking skills, particularly their ability to describe a picture.
2.	Main activity			
	a. The instructor explains the material.	✓		The material was describing the picture.
	b. The instructor uses a learning method.	✓		Group discussion, game-based learning, and picture description.
	c. The instructor uses a teaching media.	✓		Smart TV and Spinning wheel.
	d. The students ask the instructor questions related to the material.	✓		The members asked about the vocabulary related to the picture that they did not understand in English.
	e. The instructor gives the students a chance to speak.	✓		All members were given the opportunity to speak in front of the class.

	f. The students are confident speaking in English.	✓		The members spoke English fluently.
	g. The students present their arguments about a topic.	✓		Each member of every group presented their opinion about a story.
	h. The instructor gives an assignment to the students.	✓		The instructor assigned group tasks to the members.
	i. The students feel enthusiastic about doing the assignment.	✓		The members felt happy and enthusiastic about speaking in English.
3.	Closing activity			
	a. The instructor and students conclude the result of the learning process.	✓		The instructor concluded that today's lesson focused on improving speaking skills.
	b. The students reflect on the learning activities they have carried out.	✓		The members reflected on the lessons they learned during today's session.
	c. The instructor gives homework to the students related to the material that has been learned.		✓	There is no homework.
	d. The instructor and students say a common prayer to end the learning process.	✓		The activity was closed by praying together.

➤ Second observation: Wednesday, 14 May 2025

No	Observed aspects	Yes	No	Explanation
1.	Opening Activity			
	a. The instructor greets the students and checks the students' attendance.	✓		Instructor began with greeting members with said "Assalamu'alaikum Warahmatullahi Wabarakatuh" and then

				check the attendance list.
	b. The instructor gives motivation to the students.	✓		The instructor gave motivation to the members to stay active in speaking.
	c. The instructor has a lesson plan or teaching module.		✓	In Mel-T, the instructor or coach does not use a fixed teaching module; instead, the learning process is focused on the specific needs of the members.
	d. The instructor has learning materials.		✓	This meeting focused solely on watching a movie and playing games.
	d. The instructor informs the students about the purpose of the lesson.	✓		The instructor then informed the members about the lesson's objective and explained the sequence of activities they would engage in.
2.	Main activity			
	a. The instructor explains the material.		✓	In this meeting, the instructor did not focus on delivering formal material to the members.
	b. The instructor uses a learning method.	✓		Group discussion, and game-based learning.
	c. The instructor uses a teaching media.	✓		A Smart TV was used to play a movie during the session.
	d. The students ask the instructor questions related to the material.		✓	The members understood the activity and did not ask any questions.
	e. The instructor gives the students a chance to speak.		✓	All members have a chance to speak.
	f. The students are confident speaking in		✓	Members can speak in English fluently.

	English.			
	g. The students present their arguments about a topic.		✓	Each member had the opportunity to share their argument about the movie they had watched.
	h. The instructor gives an assignment to the students.	✓		The instructor gives an assignment to each group to present their argument about a movie that has been watched.
	i. The students feel enthusiastic about doing the assignment.	✓		Members enjoyed the movie and also the game by using English.
3.	Closing activity			
	a. The instructor and students conclude the result of the learning process.	✓		Instructor gives the moral lesson about the Disney movies that have been watched.
	b. The students reflect on the learning activities they have carried out.	✓		The students reflect on the learning activities they have carried out, especially in terms of their speaking practice and group collaboration.
	c. The instructor gives homework to the students related to the material that has been learned.		✓	The instructor just informed the members about the upcoming activity for the next meeting, which would be a talent show.
	d. The instructor and students say a common prayer to end the learning process.		✓	There was no closing prayer; they just took a picture before leaving.

➤ Third observation: Sunday, 18 May 2025

No	Observed aspects	Yes	No	Explanation
1.	Opening Activity			
	a. The instructor greets the students and checks the students' attendance.	✓		The instructor greeted the members and checked the attendance list of the Mel-T participants.
	b. The instructor gives motivation to the students.	✓		The instructor gave a motivational message, encouraging the members to showcase their abilities confidently through their talents, such as spelling bee, news anchor, and speech.
	c. The instructor has a lesson plan or teaching module.		✓	The instructor did not use a teaching module or lesson plan, as the sessions were adjusted based on the members' needs.
	d. The instructor has learning materials.		✓	In this meeting focus on talent show from members.
	e. The instructor informs the students about the purpose of the lesson.	✓		The instructor informed the members about the objective of the lesson.
2.	Main activity			
	a. The instructor explains the material.		✓	The instructor just provided the members with the opportunity to speak and demonstrate their abilities through various performances.
	b. The instructor uses a learning method.	✓		Project based learning.
	c. The instructor uses a teaching media.		✓	In this meeting just focus on student centered.

	d. The students ask the instructor questions related to the material.		✓	There is no learning material.
	e. The instructor gives the students a chance to speak.	✓		The instructor gave each member the opportunity to showcase their talents.
	f. The students are confident speaking in English.	✓		The members appeared to enjoy themselves when performing in front of the class using English.
	g. The students present their arguments about a topic.		✓	There was no specific topic discussed in this meeting.
	h. The instructor gives an assignment to the students.		✓	The members presented their projects in the form of a talent show.
	i. The students feel enthusiastic about doing the assignment.	✓		The members participated actively in the talent show.
3.	Closing activity			
	a. The instructor and students conclude the result of the learning process.	✓		The instructor gave feedback to the members who had the courage to perform in front of the class and provided them with a form of recognition.
	b. The students reflect on the learning activities they have carried out.	✓		The students reflect on the learning activities they have carried out.
	c. The instructor gives homework to the students related to the material that has been learned.		✓	There is no homework.

	d. The instructor and students say a common prayer to end the learning process.	✓		The instructor and students say a common prayer to end the learning process and take pictures.
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Appendix 3. Check list observation guideline

OBSERVATION GUIDELINE

The Implementation of Mel-T Program in Improving Students' Speaking Performance at MAN 1 Polman

No	Observed aspects	Yes	No	Explanation
1.	Opening Activity			
	a. The instructor greets the students and checks the students' attendance.			
	b. The instructor gives motivation to the students.			
	c. The instructor has a lesson plan or teaching module.			
	d. The instructor has learning materials.			
	e. The instructor informs the students about the purpose of the lesson.			
2.	Main activity			
	a. The instructor explains the material.			
	b. The instructor uses a learning method.			
	c. The instructor uses a teaching media.			
	d. The students ask the instructor questions related to the material.			
	e. The instructor gives the students a chance to speak.			
	f. The students are confident speaking in English.			
	g. The students present their arguments about a topic.			

	h. The instructor gives an assignment to the students.			
	i. The students feel enthusiastic about doing the assignment.			
3.	Closing activity			
	a. The instructor and students conclude the result of learning process.			
	b. The students reflect on the learning activities they have carried out.			
	c. The instructor gives homework to the students related to the material that has been learned.			
	d. The instructor and students say a common prayer to end the learning process.			

This observation instrument was adapted from the thesis by Nurhayati (2019).

Appendix 4. Interview Guideline

INTERVIEW GUIDELINE

The Implementation of Mel-T Program in Improving Students' Speaking Performance at MAN 1 Polman

No	Informants	Interview Questions
1.	Vice principal of curriculum	<ol style="list-style-type: none"> 1. What are the school's objectives in implementing the Mel-T program? 2. What support does the school provide in implementing the Mel-T program? 3. Since its establishment, what achievements has the Mel-T program contributed to the school? 4. What challenges have been faced in implementing the Mel-T program?
2.	Coach	<ol style="list-style-type: none"> 1. When was the Mel-T program formed? 2. What is the goal of Madrasah English Community (Mel-T)? 3. How many times a week does Mel-T meet to improve students' speaking performance? 4. Do you use teaching module or teaching material to improve students' speaking performance? 5. What are the advantages of joining Mel-T in improving students' speaking performance? 6. What challenges have you faced in improving students' speaking performance in Mel-T? 7. What is the most noticeable change in students' speaking ability during the implementation of the Mel-T program? 8. Do you have any recommendations for other

		schools or institutions that might want to implement a similar program?
3.	Members	<ol style="list-style-type: none"> 1. When did you join the Madrasah English Community (Mel-T)? 2. What is your goal in joining Mel-T? 3. How often do you attend the extracurricular sessions? 4. Is the material used in Mel-T easy or difficult to understand? 5. Does the teaching method improve your speaking performance in debate? 6. Does the teaching method improve your speaking performance in speech? 7. Does the teaching method improve your speaking performance in storytelling? 8. How has your performance in debate, speech, and storytelling improved after joining the Mel-T program? 9. Do you feel that the Mel-T program has helped you improve your speaking performance? 10. Is the teaching method used Mel-T boring or interesting? 11. Is the teaching media used in Mel-T interesting? 12. What are the advantages of joining Mel-T for your speaking performance? 13. What challenges have you faced when joining Mel-T in terms of your speaking performance?

Appendix 5. Interview Transcripts

Interview with Vice Principle of Curriculum

Date: 07 May 2025

Place: MAN 1 Polman

Object: Nasaruddin, S.Pd. (The vice principle of curriculum)

No	Researcher	Vice Principle of Curriculum
1.	Tabe Pak, atas nama siapa?	Nasaruddin
2.	Sebagai wakil kurikulum di Pak?	Wakil Kepala Madrasah bagian kurikulum
3.	Baik, pertanyaan pertama Pak, apa tujuan diadakannya Mel-T atau diimplementasikannya Mel-T sebagai salah satu ekstrakurikuler di sekolah ini?	Eee sebenarnya tujuan awalnya adalah sesuai dengan visi kepala madrasah ingin mengembangkan bahasa asing di madrasah ini bahasa Inggris dan bahasa Arab. Jadi, eee tapi ini Mel-T bukan organisasi baru ini organisasi lama cuman dikembangkan dari keadaan tahun-tahun sebelumnya. Jadi tujuannya adalah untuk eee pengembangan pembekalan bahasa asing kepada peserta didik
4.	Sejak diimplementasikan apa saja pencapaian yang telah diraih oleh Mel-T? Karena seperti di kampus saya eee Mel-T itu telah menjuarai debat saat itu	Ya, sejak adanya Mel-T, prestasinya sudah banyak sih ya, yang pertama disebutkan tadi juara debate bahasa Inggris tingkat provinsi di STAIN Majene, kemudian yang tahun lalu mewakili provinsi Sulawesi Barat lomba debate bahasa Inggris antar eee SMK/SMA/MA se-Indonesia mewakili Sulawesi Barat, eee juara umum ditingkat kabupaten kemarin dalam apa English camp dengan berbagai lomba ada pidato, ada lomba baca berita dan masih banyak lagi. Nanti tanya ke pembinanya lebih jelasnya
5.	Pertanyaan yang terakhir Pak, mungkin dari fasilitas yang diberikan sekolah kepada Mel-T dalam menyukseskan implementasinya sebagai ekstrakurikuler?	Oh ya, kalau dukungan dari madrasah yang diberikan kepada Mel-T itu yang pertama eee memberikan bantuan biaya, mereka berangkat kursus ke Pare Kediri sebanyak 20 orang selama satu bulan. Eee kemudian yang kedua mengadakan kerja sama dengan lembaga kursus yang ada di kabupaten Polewali Mandar dengan biaya dari madrasah juga. Jadi lembaga kursus yang didatangkan ke madrasah, bukan siswa yang keluar. Tapi lembaga kursus yang datang di madrasah membina bekerja sama dengan pembina Mel-Tnya mengajar disini. Nah itu biayanya dibebankan kepada madrasah juga bukan kepada siswa.

Interview with Coach of Mel-T

Date: 22 May 2025

Place: MAN 1 Polman

Object: Juliati, S.Pd. (Coach of Mel-T)

No	Researcher	Coach of Mel-T
1.	When was the Mel-T program was formed?	In the past nine years ago
2.	What is the goal of Madrasah English Community?	The mains goals of English club are to have students improve their English communication of course, especially in speaking, mmm build their confidence use in English in daily time every life, situation. I mean and also to create eee fun and supportive environment. The practice English all set the classroom and of course to encourage the student creativity, teamwork, and understanding like discussion, games, presentation, and performance. I think that some of the goals of our English club
3.	How many times a week does Mel-T meet to improve students' speaking performance?	Okey my answer is eee actually Mel-T meet once in a week, of course to have students practice speaking English. But beside that eee it is not weekly not just weekly meeting, but also encourage of students to speak English eee each other, anytime in anywhere when they meet. It's not eee strict English area, but we try to use English as much as possible in daily conversation
4.	Metode apa yang digunakan kalau teaching speaking Ma'am?	Eeee ya banyak-banyak practice, ya seperti kemarin ada kita liat toh, metodenyami itu
5.	Kayak describing the picture sama group discussion	Iya, sama retell the story, games, PBL. Kalo saya nda terlalu fokuska dengan ini, lebih banyak i eee dalam satu tahun itu kan berproses toh oh ternyata ini anak-anak butuh yang ini lagi. Seperti itu, jadi saya nda terikatka dengan program apa saja mau saya kasikan, saya pelajari dulu di lapangan, saya pelajari dulu peserta didik baru saya terapkan

6.	Berarti disesuaikan dengan learning stylenya?	Hu'um iya
7.	Do you use teaching module to improve students' speaking performance?	No
8.	Why?	Ya menyesuaikan saja dengan peserta didiknya, ini kan ekstra toh
9.	What are the advantages of joining Mel-T in improving students' speaking performance?	Of course they joining Mel-T, they get more chance to speak in English, eee in a part and practically way and also, they can improve their vocabulary, pronunciation of course, confidence, and many mores
10.	What challenges have you faced in improving students' speaking performance in Mel-T?	The challenges is some student is still shy or afraid to making mistake when speak in English of course and the second is about mmm what, keeping members active
11.	What is the most noticeable change in students' speaking ability during the implementation of the Mel-T program?	Of course, the first is about improving speaking and also more confidence in speaking of coure, and also the eee what else mmm just, I think this more confidence and also improve speaking, and also their pronunciation and fluency, yeah
12.	The last question Ma'am, do you have any recommendation for other school to implement the similar progam?	Iya pastilah. Intinya gini English without practice is nothing because eventhough we know all of the structure, vocabulary without practice I think it's impossible to speak.

Interview with Members of Mel-T

Date: 16 June 2025

Place: MAN 1 Polman

Object: Siti Khadijah (Leader of Mel-T)

No	Researcher	Student
1.	Sebelumnya atas nama siapa?	My nama is Siti Khadijah Tamrin, but you can call me Dijah and I am from XI IPA 2
2.	So, you are a leader of Mel-T, right?	Yes, I do
3.	My first question is, when did you join Madrasah English	I join in Mel-T when I was ten grades, it was eee two years ago

	Community or Mel-T?	
4.	The second question, what is your goal to join Mel-T?	My goal to join Mel-T it because when I was in Junior High School, I went to take course and, so I want to improve my skill English and so I join in Mel-T and one of them is sist Anika. She is, eee she was the leader of Mel-T too. So, I really eee, nda kutau bahasanya role modle ya
5.	The third question, how often do you attend the extracurricular sessions?	For now, belumpi pernah melakukan kegiatan yang terlalu sering tapi kita usahakan pertemuan Mel-T itu bisa dilakukan setiap bulannya
6.	Dalam pertemuan Mel-T itu kan ada yang kegiatan belajar mengajarnya, nah dimulai dari kayak openingnya, apa saja yang dilakukan coachnya sebelum memulai pembelajaran?	For our teacher, especially Mrs. Jul always gives us ice breaking. Jadi sebelum memulai pelajaran itu, kita selalu diberikan ice breaking dan of course eee she always reviews our material
7.	Eee what kind of ice breaking?	It's like eee dancing, dancing or like a game, like touch your body when itu kayak game apa itu nasuruhki eee misal disuruh sebutkan bagian tubuh terus kita sentuh
8.	Jadi ice breaking itu untuk increase your motivation to learn English. Okay eee next question mmm apakah gurunya atau coachnya menggunakan modul ajar atau materi ajar saat pembelajaran?	Eee materinya itu biasa tergantung, tapi eee lebih sering mereka tidak menggunakan modul
9.	Berarti random?	Iya. Tergantung dari eee misalnya anggota Mel-T misalnya butuh belajar tenses, mereka ajarkan tenses, tapi kalo belajar speaking kita belajar speaking
10.	So, it depends on...	Our member
11.	And then kan tadi materinya apa coachnya tidak menggunakan kayak modul ajar, eee materinya itu disesuaikan dengan membernya kan? Eee bagaimana materi ajarnya yang digunakan oleh coachnya. Apakah sulit dipahami atau tidak?	Oke, eee our teacher always uses PPT and after that we will watching movie and after that we, kita itu eee menjelaskan memberikan deskripsi dari film tersebut nanti kita ditanyatanya, nanti pemeran utamanya siapa trus dijelaskan tentang movie tersebut, nah dari situ kita bisa belajar mengenai tenses, public speaking dan bagaimana cara mencerna movie ke dalam bahasa Inggris

12.	Now I want to ask about speaking. Nah kan Mel-T ini kenapa saya ingin meneliti Mel-T karena berprestasi dari segi kayak speech, debate and also story telling. Nah, the next question is eee bagaimana teaching method yang digunakan oleh apa namanya eeee teacher dalam mengimprove the speaking performance of Mel-T? Especially maybe when doing debate maybe you can explain it	In debate, selama ini, untuk debat itu kalau, saya belum pernah ikut lomba debate. Tetapi selama melihat orang-orang yang belajar tentang debate, mereka itu diberikan coach tersendiri. Trus mereka diberikan mosi-mosi, setelah itu mereka pelajari, dan akan melakukan program debatenya sendiri. Jadi, kami yang member yang tidak ikut dalam program debate tersebut, kami hanya melihat dan mempelajari dari jauh.
13.	Berarti dipisahkan? Ya. Next question, about speech. Does the teaching method improve your speaking performance when doing speech?	Speech, untuk speech, kami lebih ditonjolkan di speech karena most of us itu sangat banyak yang pintar speech, dan teaching methodnya itu kayak apa ya diberikan suatu materi, setelah itu kita yang rangkai sendiri, setelah itu langsung dipresentasikan dengan cara sendiri
14.	Berarti metodenya seperti presentasi begitu? Terus the next question, does the teaching method improve your speaking performance when doing storytelling?	Story telling. Eee Untuk sekarang, storytelling itu kayaknya belum terlalu dilatih, jadi performance untuk storytelling kita itu belum ada belum berkembang
15.	Jadi kalau dari speaking performance itu fokusnya cuma speech sama debate?	Ya, debate
16.	Next, how is your improvement in debate, speech, or storytelling after joining the Mel-T program?	After joining Mel-T, my performance in debate, I think it's better. Karena sebelum masuk di Mel-T, masuk di OSIM kan juga ada debate, dan masuk di Mel-T juga diajari kalo sistem-sistem materi-materi debate itu ternyata banyak sekali, dan it's hard for me. Dan untuk speech, speech itu ternyata susah-susah gampang karena untuk miss nya itu selalu menekankan body language. And untuk storytelling, beberapa dari kami juga, most of us ada yang tahu tentang storytelling tapi tidak dikembangkan, jadi kurang
17.	Jadi kalau dari segi debatnya itu kan tadi katanya terimprove dari seperti apa? Misalnya kayak critical thinking or something like apa ya, like what element?	Diskusi antar grup itu lebih terjalin, lebih kritis juga. Cuma itu

18.	The next is, do you feel that the Mel-T program has helped you improve your speaking performance?	What?
19.	Do you feel that the Mel-T program has helped you improve your speaking performance? Apakah kamu berpikir kalau Mel-T ini bisa mengimprove speaking performancemu?	Yes, I think so. Karena selama join Mel-T ini, kami dituntut untuk tidak malu di depan umum, dan coba sebisa mungkin for our skills. Jadi eee kami diberikan kalau misalnya bisa speech, kami tonjolkan speech, kalau bisa debate, kami tonjolkan debate. Dan itu semua dilatih dengan oleh Mrs. Juli
20.	Berarti seumpamanya kalau ada salah satu siswa atau member yang misal mempunyai skill dalam speech, maka akan dilatih ya? Nah itu pasti dipersiapkan untuk lomba. The next, is the teaching method used in Mel-T boring or interesting?	I think it's so interesting for us. Karena selama pembelajaran itu banyak anak-anak yang lebih eee senang karena teaching method yang mereka gunakan itu bukan hanya sekedar menjelaskan, tapi kami diberikan ruang untuk diskusi
21.	Seperti apa metode ajarnya?	Kayak misalnya pada pertama, kami akan diberikan materi-materi terlebih dahulu. Setelah itu kami baru diajak berdiskusi bagaimana dengan ini, apakah sudah ini. Terus kami dikasih exercise. After that, eee we do performance
22.	Apakah selama pembelajaran itu ada di selingi kayak game?	I think it's before and after.
23.	It's like ice breaking. And then is the teaching method used in Mel-T interesting?	Pardon
24.	Is the teaching method used in Mel-T interesting? Is it interesting or not?	It's interesting because we use smart TV too and we always use like a movie of Disney. So, we learn of movie for our skill and singing too
25.	So, is the teaching method used by teacher just like LCD or Power Point?	Yes
26.	Nothing else?	I think no, just that.
27.	Okay, the next is, what are the advantages of joining Mel-Ton your speaking performance? Advantages dari segi speakingnya, kayak benefitnya	Eee after joining Mel-T I have many benefits that I can help to with my friends. Terutamanya pada organisasi OSIM, karena selama joining Mel-T, kita dituntut untuk bisa tampil di depan umum. Dan itu bisa digunakan pada organisasi lain, seperti contohnya OSIM. Saya tergabung dalam

		organisasi OSIM dan kami kan lebih banyak melakukan sosialisasi atau melakukan eee monolog terhadap orang lain. Dan itu sangat berguna, karena memang dari awal kami sudah dituntut untuk belajar bagaimana caranya berbicara di depan umum
28.	Selain public speaking dan self confidence what else benefitnya? Mungkin banyak	Di Mel-T, kami bisa mendapatkan teman yang sama-sama mau belajar dan sama-sama mau mengajarkan juga. Jadi selama di sini juga, para teacher-nya, para coach-nya itu sangat amat mau membantu. Jadi walaupun tidak dalam proses belajar mengajar, tapi kalau kita mau belajar kepada mereka itu dipersilahkan
29.	Jadi kayak lebih apa namanya, apakah pernah berbicara dengan native speaker langsung?	For us eee is'nt. Tapi sebelumnya itu, pas kakak senior itu, ada yang datang kak
30.	Dan terbukti kalau mereka bisa ya?	Iya
31.	Langsung kayak ceplas ceplos speakingnya	And I think program sebelumnya juga itu kami, ada yang didatangkan dari tempat kursus Asia Duta. Jadi selama sebulan full itu, kami belajar bahasa Inggris bersama-sama. And after that, bisa dilihat bahwa sekarang itu, para junior-junior saya itu bisa melakukan eee improvisasi bahasa Inggrisnya itu lebih mantap
32.	Okay, the last question is what is the challenges do you faced when you joining Mel-T program on your speaking performance? Challenges dari segi speakingnya mungkin	Mmm yang paling menantang, I think it when my friend when I speak English with my friend. Mmm beberapa dari mereka itu, beberapa dari teman saya itu bilang eee sok bahasa Inggris, sok Inggris. Yeah, so I think when we speak English eee in our class or in local area this area some of them eee say like 'sok Inggris'. So, I think its so hard for us to speak English
33.	Selain itu, apa?	Mmm. Kayak I think its so hard for my vocabularies cuz I can't to memorize most of vocabularies. So, its hard for me
34.	Okay, how about the pronunciation?	Pronunciation I think its not hard
35.	Just vocabulary dan teman-temannya yang yelling. Maybe that's all. Okay thank you	Okay, thank you kak.

Interview with Members of Mel-T

Date: 16 June 2025

Place: MAN 1 Polman

Object: Aqil Fakhri (Member of Mel-T)

No	Researcher	Student
1.	First, my first question. Siapa namata?	Aqil
2.	Okay, Aqil when did you join Madrasah English Community or Mel-T?	Actually, I'm forget the time, maybe it's like eight or seven months ago
3.	Last year?	Of course, last year
4.	Kelas berapa maki?	ten, ten grade5
5.	Oh, berarti baru beberapa bulan	Yeah
6.	Okay, what is your goal to join Mel-T?	Actually, the first one I don't really interest in Mel-T, but my mom asked me to join this organization
7.	So, your motivation is your mom?	Yeah, we can say that it
8.	What else, what else?	And then I think in now era English is so really important when wanna to join eee or maybe enter a job, or maybe if we want to enter some university that English is something that we really need
9.	It's a cumpolsory subject	Yeah
10.	What else?	Maybe only that
11.	How often do you attend the extracurricular session in Mel-T?	Eee, I think...whenever, whenever when there is some meeting, I always join, but maybe sometimes when I'm buzy in another thing maybe I won't
12.	Okay, when you join Mel-T eee itu ada pertemuannya kan? Nah bagaimana teachernya atau coachnya mengajar selama di Mel-T?	Coba, let me speak Indonesian
13.	Ya, you can	Kemarin itu naajariki langsung tiga skill yang listening, speaking dan wiriting especially grammar of course. Eee

		kemarin itu eee pembelajarannya lebih banyak ke how to speak like, maybe bagaimana caranya menunjukkan jalan, eee how to asking help, and maybe there is a lot another
14.	So, it more focus on speaking right?	Yes
15.	So, I have heard that you have joined competition? Debate competition?	Yes, I am
16.	What time?	Eee just once
17.	Tahun berapa	It's last year
18.	Apa nama kompetisinya?	Eee English youth competition
19.	English youth competition dimana?	Eee, here
20.	Juara berapa?	Second
21.	How about the competition di luar kelas mungkin?	I've never, never join
22.	Oke, does the teaching method improve your speaking performance when doing debate?	What? I dunno all of the meaning
23.	Oke, apakah teaching method yang digunakan oleh gurunya itu atau pembina Mel-T itu mengimprove speakingta dari segi debate? Kan tadi sudah disebutkan...	Yeah, banyak sih anunya, pengembangan dari metode yang diajarkan oleh pembinanya itu karena kan kemarin itu lebih banyak fokus ke metode speaking, sedangkan dalam debat we really need that skill one, which is speaking. So, something that I learned form my teacher is really prove my skill in debating
24.	Is it from your teacher?	Dari pembina Mel-T
25.	Oke, dari kelas debatnya itu metode apa yang diajarkan? Kayak untuk mengimprove critical thinkingnya	Eee kemarin belum sepat buat kelas-kelas begitu, langsung dilatih dari mantan ketua Mel-T tahun lalu. Nah, kebetulan kan dia mantan perwakilan Sulbar ke Nasional dari debat kemarin
26.	Oke, bagaimana metode yang digunakan?	Pertama itu kami diajar eee how to do debate in Indonesian, kami itu diajar bagaimana cara kita berdebat dalam

		bahasa Indonesia, diajar jenis-jenis debat, kan ada Autsralian, Asian dan British. British paling sering. Nah, terus setelah critical thinkingnya mulai terasah, nah barulah move in English
27.	Berarti dari bahasa Indonesia dulu?	Ya
28.	And then?	And then setelah dipindahnkan ke dalam bahasa Inggris, something that we really need is a lot of vocabularies, so she teaches us, she taught us what kind of vocabularies we need to memorize
29.	So, vocabulary is the key?	Yes
30.	Okay next, does the teaching method improve your speaking performance when doing speech or pidato?	Yash of course
31.	Like what?	Like whatever, what can I say, mmm...actually I've never speech in English in front of many people, but I just speak in English in front of my friends or my classmate because all of my classmate is Mel-T's member
32.	Oh yeah? Almost?	Not almost, all of them
33.	Okay next, does the teaching method improve your speaking performance when doing story telling?	When doing story telling? Yeah, from debating skills, I of course get a lot of vocabularies or make me, membuat saya lebih lancar dalam berbicara. So, that debating skill I can speak better than before, like when I wanna tell some story from my friends, I just eee...I something, I always get some vocabularies that I've ever learned when Im do some debate. Yeah, banyak kudapat itu kalimat-kalimat yang sudah kuhapal dari berlatih debat bisa kugunakan dalam eee speaking ataupun story telling
34.	Eee dari teaching methodnya itu naimprove i story tellingta?	Iya
35.	Mmm misalnya kan story telling itu lebih ke gesture ya. Kan di Mel-T itu lumayan banyak membernya, bagaimana caranya naimprove story tellingta?	Mmm... actually I don't even know about the story telling, because eee kan di Mel-T ada terbagi skillnya, ada yang debat, ada yang speech, story telling, spelling bee and singing. So, and I just

		join the one of them, which is debate. So, I don't really know about another skill
36.	How is your improvement in debate, speech, and story telling when join the Mel-T program?	Eee apa tadi kak?
37.	How is your improvement in debate?	Peningkatan dalam debat, mmm actually if you want to know I graduate from a boarding scholl which is never learn English. So, I've never learned English before because I'm from a boarding school which is cuma belajar, bahkan tidak pernah belajar umum. Cuma belajar baca kitab sama bahasa Arab. Cuma khusus ke agama. So, when I'm joining in Mel-T, so it's taught me, taught me a lot off eee something that I learn about the English. So, Mel-T itu banyak sekalimi nakasiki kayak pembelajaran-pembelajaran yang bisa mmm meningkatkan, ataupun meningkatkan skill debatku
38.	Is the teaching method used in Mel-T boring or interesting?	It's interesting. Because whenever we learned, there is of course, they will use some game or ice breaking like around five minutes or thirty minutes, we do some ice breaking and then, kemudian melanjutkan pembelajarannya. Kan selalu ada ice breaking yang terselip dalam pembelajarannya, jadi membuat pembelajarannya tidak membosankan. Jadi tidak kaku
39.	Okay next, is the teaching media used in Mel-T interesting? Teaching medianya, kayak media ajarnya	Eee, I don't really understand
40.	Kan kayak disebutkan tadi sama temannya ada kayak power point, like that	Oh, power point?
41.	Apakah itu menyenangkan?	Eee PPT yang sering digunakan kayak eee bagaimana ya, eee dari segi tampilannya itu selalu menarik perhatian, seperti itu, jadi if we saya is bored, it's not bored, but sometimes when we just eee take a long time to learn without some ice breaking or without some games, we just say like we don't just

		have something to do. We just saw the power point and don't learn everything because kayak nda adami dibkin toh jadi bosanki kalo sangga' malliat itu PPTnya tapi tidak ada kayak kesenangan diselipkan o
42.	Okay, jadi kayak menarik PPTnya di?	Iya
43.	Okay, what are the advantages of joining Mel-T on your speaking performance? Manfaat apa yang didapatkan setelah join Mel-T dari segi speaking setelah join Mel-T?	Dari segi speaking, mmm it's improved my debate of course, it improves my debate skills, and whenever I wanna talk to friends, Mel-T has an important place in it, because you know whenever we want to join some university, the first one that they tell us is "have you some TOEFL?" Like that or IELTS
44.	Jadi selain itu apa lagi? Untuk diluar debate, what else?	Eee improve in speaking one each other or improve me when I read some text in English, like mmm maybe there is a lot of memes from another countries, that my skills form Mel-T, my English skill form Mel-T make me can understand whatever they say
45.	Without translate?	Yeah, without translate
46.	Okay, the last question what are the challenges do you faced when joining Mel-T on your speaking performance? Apa saja hambatan selama join Mel-T dari segi speakingta?	Eee hambatannya itu cuma dari segi eee dari segi anu sih, kurangnya dari vocabulary, terus pronunciation. Kan kayak beberapa dari hal yang susah tu dari bahasa Inggris ya about the pronunciation, whenever like beda tulisannya beda cara bacanya
47.	Oke, selain dari pronunciation dan vocabulary what else? How about your confidence?	Sejujurnya saya dulu itu orangnya tidak bisa bicara di depan, I can't speak in front of many people, but when I no only enter MAN, Mel-T has an important, Mel-T juga membantu dalam eee apa, membantu dalam skill bicara di depan umum. Awalnya saya itu tidak pernah berbicara di depan orang-orang, tapi Alhamdulillah semenjak masuk MAN dirasa juga hasilnya, one of the things that eee I learned from salah satu dari yang kupelajari dari untuk menambahkan confidence itu dari debat itu.

Interview with Members of Mel-T

Date: 16 June 2025

Place: MAN 1 Polman

Object: Alifa Alfadiyatul Hikmah (Member of Mel-T)

No	Researcher	Student
1.	The first is, who is your name?	My name is Alifa Afdiyatul Hikmah, but almost my friends call me Alifa
2.	My name is Alifa Afdiyatul Hikmah, but almost my friends call me Alifa	When I was ten grades, especially two years ago
3.	So, you are eleven grades?	Yes eleven
4.	Okay, the second question what is your goal to join Mel-T?	Mmm my goals of course I wanna improve my skill of speaking and then I wanna have a very much vocabulary and I know, and eee maybe in Mel-T I can speech like better than before, and then I can speak with my friends like basic language but yeah, we understand
5.	How often do you attend the extracurricular sessions?	Mmm if eee jika ada pertemuan bahasa Inggris saya sering untuk datang, I almost attend of that meeting in meeting English, but yeah. Cuman kalo misalnya ada kayak beberapa yang saya tidak bisa menghadiri mungkin saya tidak menghadiri cuman saya lebih sering menghadiri
6.	Okay, tadi kan agak sama tadi pertanyaannya about the implementationnya. Bagaimana coachnya mengajar?	Eee Mrs. Juli always mmm teach us with the material like PPT and then we she is give us like material and we have an exercise to work, to do and then maybe in the last we like a persentasi like performance our work and then sometimes Mrs. Juli gives us like mmm, what is like game, yeah ice breaking. And then, sometimes we have a group and then we do and kita kerja kelompok bersama
7.	Teaching methodnya itu kayak grouping?	Ya, kadang grup
8.	Tapi yang lainnya selain grup apa?	Kadang juga individu, cuman kadang mmm terkadang kalau misalnya banyak sekali siswa yang datang di dalam pertemuan itu, kita biasa kita dikasikan kayak grup. Ya kerja kelompok seperti itu. Biasanya
9.	Apakah selama pertemuan itu, eee atau pembelajaran itu si	Yeah, sometimes our teacher like give us feedback.

	coach atau teachernya itu selalu memberikan feedback terhadap your mmm task or assignment?	
10.	Misalnya kalau bagus pekerjaannya	Maybe is ... I dunno
11.	You said that eee the teacher using the material right, does the material in Mel-T easy or difficult to understand?	Some material is easy but some is hard for me. But yeah, we can understand all of the material cuz Mrs. always give us like eee cara yang mudah untuk dimengerti dan ya kita juga enjoy untuk mempelajari walaupun susah dan kita sama teman-teman kita juga itu kayak bekerja sama untuk saling eee saling memahami suatu materi. Jadi, mmm saya dan teman-teman juga itu eee mudah memahami memahami materi
12.	Is the material eee begin from the basic to advance?	Yes
13.	Eee maybe you can spill one of the basic materials that teacher used?	Basic? Mmm terakhir materi yang misal yang dikasi oleh Mrs. Jul tapi melewati perantara kakak kelas itu. Mmm kita dikasi cara pembacaan pronunciation yang benar, karena eee banyak sekali dari anak Mel-T juga yang beberapa kurang tahu cara pronunciation setiap vocabulary itu. Jadi, vocabulary cara pronunciation vocabulary itu yang sangat penting, apalagi untuk speaking
14.	Okay next, does the teaching method improve your speaking performance when doing debate?	Mmm actually I never debate. Yes, but mmm kemarin itu ada lomba debate dan setiap latihannya kita biasa ada disitu dan melihat dari teman-teman kita yang debate, kita kayak wah ternyata materi debate seperti ini dan kita mempelajari juga walaupun dari jauh dan pernah beberapa kali Mrs. Jul itu memberikan kita kayak materi debate dan kita mempelajarinya dan saling debate bersama teman-teman kita juga walaupun kita tidak ikut mmm
15.	Dari pembelajaran debate itu, kira-kira metode apa yang digunakan?	Like mmm material, materi and then we have a group again. Terus kita perform with our friends
16.	So, most of the method used by teacher is grouping?	Not
17.	Not really?	Yes, not really

18.	Okay, but you have eee experienced debate?	Yes, I have
19.	Okay, eee does the pembelajaran debate itu mengimprove kamu debate?	Of course, yes, cuz actually before I don't know how to debate. But when I know the oh ternyata debat itu seperti ini dan sekarang saya bisa sedikit-sedikit debat walaupun tidak lomba ya
20.	Dari segi critical thinking mungkin bisa diimprove?	Bisa
21.	Okay next, does the teaching method improve your speech?	Yeah, of course yes cuz now I can speak with my friends and the we can she can give me feedback and I can give her feedback and then beberapa teman kelasku itu yang mereka bisa berbahasa Inggris, jadi kita bisa berbahasa Inggris bersama-sama mmm kita saling apa ya bekerja sama untuk mengimprove salah eee apa skill bahasa Inggris kami
22.	Have you experienced speech contest?	Speech contest?
23.	Lomba pidato	No
24.	Tapi selama di Mel-T pernah diajarkan?	Pernah, eee kadang kakak kelas kita atau Mrs. Jul itu memberikan kita kayak materi atau kita buat sendiri speechnya atau kita bisa cari di media googles and then we remember that, and then we performance, do perform in form of them and yeah
25.	And the using that, your speech improved?	Yah yes speech
26.	Next, does the teaching method improve your speaking performance when doing story telling?	Mmm story telling. Of course, yes, first when I first like join in Mel-T mmm first program I join is story telling. And then its salah satu syarat untuk saya join di MelT itu story telling
27.	Oh disyaratkan?	Tidak, cuma disyaratkan cuman...
28.	Harus bisa story telling?	Ya, atau mungkin singing, debat pokok, kita pilih lewat jalur mana itu bisa saja
29.	Oke, jadi selama di Mel-T bagaimana story tellingta bisa terimprove?	Like body languagenya, and then pronounciationnya, terus nada-nada naik...
30.	Eee intonasi?	Ya intonasi, nadanya juga itu sangat diperhatikan oleh kakak-kakak kelas dan Mrs. Jul itu sangat-sangat mengimprove my story

		telling
31.	Jadi selain Mrs. Jul ada juga kayak senior yang membantu?	Yeah, kakak-kakak senior yang sering mmm
32.	Alumni?	Ya, alumni
33.	How is your improvement when doing debate, speech, and story telling after joining the Mel-T program like maybe since one year?	Mmm. Maybe dengan cara terus belajar yah, terus kalau setiap menghadiri juga pertemuan-pertemuan kadang kita juga kita diberikan materi-materi kayak story telling or speech or debate. And then we always bekerja keras untuk bisa juga jadi saya dan teman-teman juga itu saling bekerja sama untuk bisa lebih baik lagi di speech itu
34.	Next is, do you feel that the Mel-T program has helped you improve your speaking performance?	Of course, yes, cuz eee before I join Mel-T I don't know how to speaking English, but after I join Mel-T yes, I can speak a little bit of English
35.	So, its... Mel-T is very influencing your English?	Yes, and my score raport is better than before
36.	Do you have experienced like eee competition when join Mel-T	Not. Maybe kompetisinya cuma kayak sesama anak Mel-T. Cuma kayak di mewakili sekolah belum
37.	Okay, next is the teaching method used in Mel-T boring or interesting?	Of course, interesting. Cuz, we have a like mmm games and then singing together or watching movie, it so interesting and fun
38.	Okay, its not just about learn but is have eee fun like ...	Yeah
39.	Next, is the teaching media used in Mel-T intreresting?	Yes. Power point and we always use smart TV and the maybe just that, just PPT, smart TV and watch movie, karaoke singing, cover a song
40.	Okay, so the teacher does not use like a book?	Not, we always use like PPT
41.	Okay next what are the advantages of joining Mel-T on your speaking performance? Benefitnya join Mel-T terhadap speakingta	All of them. Yeah, I can speak with my friends, and then my score raport like higher than before, and then my teacher like sekarang itu saya dilirik. Sebelumnya kan saya tidak terlalu dilirik ya dalam berbahasa Inggris seperti guru

		bahasa Inggris saya tidak terlalu melirik saya di dalam kelas. Tapi sekarang, guru saya itu selalu melirik saya kayak saya selalu ditunjuk untuk ke depan untuk mmm maybe speech or sometimes like membantu teman-teman untuk mengerjakan soal. Jadi, sangat-sangat mempunyai benefit yang banyak
42.	Maybe in the next future, maybe you can invited to join competition	Yes, I want it
43.	The last question, what are the challenges do you faced when you joined Mel-t on your speaking performance?	Challenges...mmm
44.	Hu'um dari segi speakingnya mungkin apanya yang susah dari	Of course, pronunciation, cuz sometimes my pronunciation like wrong and then if my friends my mmm speech speaking like use British accent, I can't know. What she I dunno. Cuz in Mel-T lebih diajarkan lebih ke American accent daripada British
45.	I think its's more easy than British accent	Yes, British so hard
46.	Iya, oke selain pronunciation apa lagi?	Mmm mungkin vocabnya. I easy for mmm memorize but for remember argh so hard, remember sometimes so hard
47.	How about confidence?	Confidence?
48.	Nda termasuk challenge?	No, not really challenge confidence
49.	Just about pronunciation and also vocabulary. So you have increase your vocabulary first when speak	Maybe tenses sometimes like sixteen tenses. I just know twelve tenses
50.	Maybe you can memorize just five. Its basic	Yeah, basic tenses
51.	Finally, that's all thank you	Thank you.

Interview with Members of Mel-T

Date: 17 June 2025

Place: MAN 1 Polman

Object: Aisyah Sahrina (Member of Mel-T)

No	Researcher	Student
1.	First, who is your name?	My name is Aisyah Sahrina but my friends always call me Sabrina
2.	Okey Sabrina, when did you join Mel-T?	Since I come in this school, and I start doing in the Mel-T
3.	Kelas berapami?	Now, I'm ten
4.	So, it just a few months ago, right?	Not, I think a year ago
5.	Oke, what is your goal to join Mel-T?	Maybe goals to join Mel-T to improve my skills on speaking English and I wanna, I wanna improve my English and my speaking to get to eee my confidence to speaking because before I always afraid to speak in English in around us, because in around us judge when we speak English
6.	Oke, how often do you attend the extracurricular sessions?	Every month, because eee setiap ada anunya kak kayak ada pertemuannya selaluka hadir
7.	Researcher: Setiap pertemuannya itu setiap berapa kali?	Mmm in the last month itu aktif sekali kak karena ada programnya dengan Asia Duta, jadi tiap hari datang specifically in ten class kak karena itu kegiatannya khusus untuk kelas sepuluh. Sekarang kak, karena masih sterring baru jadi belum terlalu aktif kak karena aru diurus lagi kepengurusan barunya
8.	Mmm is the material used in Mel-T easy or difficult to understand?	I think it's easy but sometimes I feel it difficult, just a little bit difficult
9.	As long as you be member of Mel-T have you joined some competitions in English competitions?	Eee, I have joined in speech
10.	Speech?	Ya

11.	Ditingkat apa?	In just in regency
12.	In this school?	Ya in this school
13.	What is the name of that competition?	MGMP
14.	Juara berapa?	First sist
15.	Wah nice, okay you have experienced that you have joined speech competition, so I want to know that how the teacher or the coach teach you when you do speech?	First, like eee she just tell me to improve my pronunciation and after that to harus, misalnya toh harus memahami makna dari speech saya dan kalo selain dari pronunciation itu gesture dan ekspresita harus pas sama yang, apa yang bakalan di speech kan nanti, apa isi pidatota and after that, mmm the teacher tell me how to be kek harus diatur juga kepercayaan dirita kak diatas karena biasanya yang kasi kurang dari speech itu kadang ada yang kaku diatas kak, dan tidak percaya diri. Jadi, yang paling penting itu kak haruski paham betul sama apa isi dari speechta
16.	Nah bagaimana dengan implementasinya Mel-T kayak dimulai dari apa, kemudian main activitynya apa, terus closing activitynya itu seperti apa?	Nah pertama dari pembukaannya Mel-T itu kak dari semenjak pertama masuk, sepeti yang saya sebutkan tadi ada kegiatan yang kerja sama dengan Asia Duta jadi tiap harinya itu kelas sepuluh bakalan eee speaking English dan ada not error jika kita menggunakan bahasa Indonesia dan itu akan mendapatkan denda kalo menggunakan bahasa Indonesia. Jadi, menurut saya itu bagus sekali karena eee kita jadi tidak malu untuk menggunakan bahasa Inggris karena kita mempunyai kayak ada alasan bilang aih nda bolehki bahasa Indonesia karena nanti bakalan tertulis di not error
17.	Does the teaching method improve your speaking performance when doing debate?	Mmm no, yeah but I'm not join in debate sist
18.	Eee nda pernahki ikut kelas kayak latihan di?	Pernah, cuman kayak cuman nonton dari temanta yang ikut jadi perwakilan untuk latihan debat itu kak
19.	Nah, bagaimana menurutta cara coahnya mengajar debat itu?	Menurutku toh kak bagus sekali, dan gampang dipahami cuman kadang kalo menjelaskan

		terlalu cepat itu jadi kayak dilupami kak setelah najelaskan dilupa lagi karena mungkin terlalu cepat menurutku kak, it very fast
20.	So, what method that coach used in debate?	Sorry sist I'm forget, but I think mmm
21.	Mungkin bisa dijelaskan kayak seperti apa?	Eee pertama itu kayak naperkenalkanki kayak struktur debat, kayak ada yang latar belakang, ada yang aimsnya, trus eee ada harus yang disebut itu di dalam argumen harus ada ini, jadi
22.	Kemudian fokus kemana? Fokus ke grupkah atau individual?	In debate kak?
23.	Iya	Lebih ke individu dulu kak, karena yang napisah dulu yang mana pembicara satu, yang mana pembicara dua, dan pembicara tiga. Setelah sempurnami narasa dari setiap pembicara itu, bakalan fokus ke grup kak
24.	Next, does the teaching method improve your speaking performance when doing speech?	Yes, of course, because the teacher always told me how to be eee how to get the good in speaking and in my pronunciation it's real like more jadi lebih bagus i kak pronunciationta dari sebelumnya
25.	And then, does the teaching method improve your speaking performance when doing story telling?	Oh, iya kak, cuz yang di story telling itu use to emotion and our intonasi, jadi kayak kalo sebelum kemarin ada ini kegiatannya kak masih pusingki bagaimana itu caranya story telling, tapi setelah adanya kegiatan naajarki dan dilihat teman-temanta yang lain bagaimana caranya story telling, jadi kayak lebih tauki bilang oh ternyata story telling itu harus beginia, story telling itu harus ini ya
26.	Bagaimana caranya coachnya mengajar? Maksudnya metode yang digunakan saat mengajar story telling	Mmm kemarin toh kak kurang perhatikanka juga karena di tingkat, ditingkat SMA itu tidak ada lomba story tellingnya kak, terus juga since I join to Mel-T it's never study for story telling
27.	Tapi ada juga tadi beberapa yang dari story telling, berarti di Mel-T ini kayak dibagi di?	Ya, there is PIC nya kak, kayak masing-masing ada yang untuk speech, ada yang debate, ada yang story telling
28.	How is your improvement in debate, speech, and story telling after you join Mel-T program?	Before, I never join in debate, debate like that or story telling, but when I join in Mel-T I try toget eee new experience, so I join in speech, and I think it difficult but my teacher always

		gives me her motivation to still learn
29.	Do you think that the Mel-T program has helped you improve your speaking performance?	The Mel-T's program?
30.	Apakah naimproveki eee speakingta?	Iya kak, yang di programnya kemarin itu kak, tidak bolehki bahasa Indonesia jadi otomatis setiapki bicara pake bahasa Inggris selalu bertambah kosa kata baruta kak, dari yang didengar juga sama teman-temanta setiap berbicara, pasti dapatki lagi kosa kata baru dari temanta, kalo berbicara sama kita. Jadi, itu keimprove sekali kak Englishta di program
31.	Is the teaching method used in Mel-T boring or interesting?	I think it's interesting, cuz everytime we feel boring, the teacher always gives ice breaking
32.	Like what?	Like, I'm forget. Ya dancing and games
33.	Oke, how about the teaching media? What kind of teaching media that coach or teacher used in Mel-T?	Mmm it's, sometimes we use smart TV sist
34.	Eee how about book?	The book, form Asia Duta gives us a book with three I think its around three hundred verbs and it's I'm forget but there is mmm three hundred words, like adjective, noun, and irregular verbs and regular verbs. So, we can know that there is irregular verb, eee how many irregular verbs, and there is irregular verb that we just plus -ed in the
35.	How about teaching media from the coach of Mel-T?	Cuman materiji saja kak, cuman kalau ada lagi kegiatan dan kadang itu nakasikanki buku yang dimana banyak di dalam kosa kata baru dan ada kalimat-kalimat yang butuh untuk diterjemahkan kak
36.	Oke, what are the advantages of joining Mel-T on your speaking performance? Kayak apa manfaat yang didapatkan setelah join Mel-T terhadap speakingta?	Mmm, I think it's more improvement, because eee before, I'm afraid to speak in English but now I'm confident to speak in English kak
37.	Selain confidence, apa lagi?	Mmm, I think it's improved my eee my pronunciation and give me a more vocabulary
38.	Oke, how about the challenges? What are the challenges do you faced when you join Mel-T on your speaking performance?	Yang penting challenging itu kak, ketika mauki berbicara bahasa Inggris tapi di sekitarta itu kayak tidak mendukungi kak, pasti bilang "ih sok-sok an pake bahasa Inggris, begini-begini"

	Kayak apa hambatan terhadap speaking selama di mel-T?	
39.	Berarti lingkungan?	Ya
40.	Selain lingkungan apa?	Mmm dari kosa kata sih kak, kalo misal ada kosa kata yang dilupa dan belum ditau begitu, kayak jadi susah sekali untuk disebut di dalam bahasa Inggris kak
41.	Ada lagi?	I think, just that
42.	Thank you.	

Interview with Members of Mel-T

Date: 17 June 2025

Place: MAN 1 Polman

Object: Maryam Adzakiyah (Member of Mel-T)

No	Researcher	Student
1.	The first question, who is your name?	Okey my name is Maryam Adzakiyah, but most people call me Aza, Aca, Aya, or Caca
2.	Dari kelas berapa?	Eee I was I start enter this organization start maybe last year, when I'm still first, what again? Tahun pertama di sekolah ini, yeah when there is a recruitment anggota and I'm trying because I interested with the organization
3.	What is your goal to join Mel-T?	My goal of course for to improve my speaking with English language and to improve my confidence to always make conversation with English language
4.	Mmm as long as you be a member of Mel-T have you joined English competition?	Yeah, mmm that's one time ever when I'm still oh yeah that's also last year when there is debating competition and I'm be the one of peserta and I'm practice debating to join in that competition
5.	Nah, berarti Anda dari kelas debatki di?	Yeah, I'm from PIC debate

6.	Selama di debat itu, bagaimana eee coachnya melatih?	Selama di debat itu, bagaimana eee coachnya melatih? Student: Mmm as my experienced the coach is teaching me from like tell me how first we make the opinion, our opinion in this mosi as example if there is a mosi about politics, maybe eee the teacher or coach will be give us like gambaran eee apa saja mengarah kemana ini pembahasan, bagaimana pandanganmu terhadap pembahasan ini jika kamu berada di tim kontra atau tim pro. Nah, in this situation, we can, we will open minded and we will sit on the two different opinion and we will giving our, we will giving our pandangan
7.	So, what method that coach used when teaching debate?	Ha?
8.	Metode apa yang digunakan?	Metode apa ya?
9.	Metode ajar	Metode ajar mengajar, pertama kayak... pertama berdiskusi and ambil jalan kita sendiri. Maksudnya menyuruh kita berpikir pandangan kita bagaimana sendiri. Terus, setelah ya terus di sparing, habis di sparing setelah itu baru eee coach itu mengarahkan satu-satu kurangnya kita dimana, diberikan celah ternyata kamu itu harusnya membawa perdebatan ini kearah ini, karena kamu posisinya misalnya di posisi pembicara kedua atau pembicara ketiga. Nah, jadi kita benar-benar diajarkan untuk bagaimana kamu memahami posisi kamu dalam beropini menggunakan bahasa Inggris, yah.
10.	Is the material used in Mel-T easy or difficult to understand?	Actually, in my opinion it's fifty-fifty, sometimes I will feel is like difficult to doing, and sometimes I say if I do it, I say it too easy to me but yeah, like that
11.	Does the teaching method improve your speaking performance when doing debate?	Yeah of course, that very very make my English language better than before cuz in debate the coach or teacher teach us to confidence using your language even that grammar is wrong or not sesuai with the kamus, but they teach us if there is something word on your idea or you have a good idea but

		you cannot use the good, with the good kalimat di Bahasa Inggris, katakan saja. Jadi, disitu kamu benar-benar bisa mengucapkan Bahasa Inggris, disitulah kalian belajar mulai percaya diri, tanpa eee afraid judge from people
12.	Does the teaching method improve your speaking performance when doing speech?	When I'm doing speech, ya I think that also because in debate we have so many words , so many grammar new something yang kita dapat and disitu kita karena kita latihan debat mungkin kita nda pernah latihan speech tapi karena kita bisa punya kalimat, punya kosa kata, jadi di setiap ada kesempatan untuk speech, kita bisa menyampaikan apa yang ada di pikiran kita sendiri walaupun eee sebenarnya untuk latihan fokus ke speech kita belum pernah, tapi ya karena itu punya penguasaan kosa kata yang banyak. Ya, so we have so many perbendaharaan kata
13.	Does the teaching method improve your speaking performance when doing story telling?	Actually, in this story telling, I never try it, but if you wanna challenging me of this, this divisi maybe I can do because that also, eee because the different between speech and storytelling, if the story telling is like santai. Not tidak sekaku atau seformal speech, jadi kita lebih berekspresi di sini, dan itu mungkin bisa dilakukan ketika sementara berbicara kita bisa melakukannya secara sendiri yang akan muncul sendirinya
14.	Okey, so how is your improvement in debate, speech, and story telling after joining the Mel-T?	Eee after this moment, I really realize it I have this potensi, I can do this without afraid of judge people, and I can oh ternyata sejauh ini aku bisa melakukan hal ini, karena benar-benar kita dilatih untuk percaya diri. Jadi dengan kuncinya kita tahu kalo kita percaya diri kita bisa melakukan ini, bisa melakukan itu, bahkan itu karena kembali kediri kita bagaimana cara mengembangkan kalimatnya sendiri
15.	So, it based on our self	Yeah, back to ourself how to respon it l
16.	Do you feel that Mel-T program has helped you improve your speaking performance?	Yes, I think it's really help us to improve our English language because in this Mel-T, there is a program eee combine eee apa sih combine with course Asia Duta,so we get collaborate we have dikasi good facilitate to improve our English in this organization. So, I really big

		thanks to this organization, I can until in this moment because of this course also in this organization
17.	Oke, I have heard that the Mel-T program like ada yang wakili ke Pare?	Ya, that also but just some people because eee maybe there is eee beberapa syaratnya yang saya dengar sebelumnya katanya yang bisa ke Pare itu yang pernah melalui pernah ikut kursus sampai dititik intermediate, jadi tingkat lebih tinggi, bukan basic 2 atau basic 1, jadi benar-benar cuma beberapa orang yang bisa lewat kesana
18.	So, is the teaching method used in Mel-T boring or interesting?	Mmm, I think in my point opinion, in this organization is really have a good an interesting what again? Ya teaching method because we never say if we boring of this apa, boring of this moment or this when we just study, so I think it's really made us interesting, never get boring
19.	How about the teaching media? What kind of teaching media that coach used in Mel-T?	Mmm teaching media, mmm oh yeah, most of our media is using phone, because is with is one applicator we can access all the something in this yeah
20.	Like spinning wheel? Kayak bisa diacak terus dipilih mosinya	Yeah, it's like that, maybe if we wanna looking some information, we using a phone, so I'm really like the teaching media
21.	Eee what are the advantages of joining Mel-T on your speaking performance? Eee advantages itu manfaat yang didapatkan setelah join Mel-T terhadap speaking performanceta	I think it's really like what I say just now, in out my confidence again it's giving us really, really perkembangan, improve our English language
22.	Selain self confidence, apa lagi?	Apa ya
23.	Dari segi vocab mungkin atau pronunciation	Oh yeah, pronunciation. We have really good pronunciation, because eee the teacher always koreksi if there is something wrong with us if we are speaking. So, we can get better kalimat-kalimat atau grammar yang bagus
24.	Eee terkhusus debat, bagaimana?	Kalo debat, actually in debate it's my first experience how to get our critical thinking, cuz sebelumnya I never enter in this divition or maybe never to try or never to wanna to try this something new, but I think it's okey if we are something new. So, I do it

25.	Okay, the last question, what are the challenges of joining Mel-T on your speaking performance? Kayak hambatan, kan tadi ada benefit. Nah, sekarang hambatannya selama berbicara mungkin secara speaking	Mmm hambatannya mungkin ya maybe masih kurang kosa kata, kalo misalnya untuk di challenge bisa bicara langsung dengan ful Inggris atau serratus persen Inggris, maybe it's belum, masih lima puluh-puluh karena masih pengembangan kosa kata, masih penambahan kosa kata, pengembangan pronunciation
26.	Selain dari vocabulary, kurang vocabulary, apa lagi?	Kurang... I think only that
27.	Only lack of vocabulary?	Yeah.

Interview with Members of Mel-T

Date: 17 June 2025

Place: MAN 1 Polman

Object: Aqila Lutthiyah (Member of Mel-T)

No	Researcher	Student
1.	The first question, who is your name?	My name is Aqilah Lutfhiyah Yaqub and sis can call me Aqilah or Lutfhi
2.	Okey, dari kelas berapa?	I'm from eleven grade, sepuluh sebelas
3.	Oke Aqilah, the first question when did you join Mel-T?	Eee so far, I joined Mel-T since I first go to this school maybe third semester one years ago, since one years ago when eee maybe August in August and then until now I'm still in Mel-T
4.	Oke next, what is your goal to join Mel-T?	Eee my goal is to improve my skills, maybe my skills just little bit but for now I think eee Mel-T can help much for me because for now I really realize the improvement of my speaking, like I can join the debate competition, I can be the participate of it and then eee can join the selection the national competition and also eee that be some valuable for my self too
5.	Oke, you have mentioned that you have joined debate isn't it?	Yes, eee since on a years ago, actually in September I guess if I didn't wrong, I joined the debate competition from our school im being the participant from group A, and then we get the first winner and then from that we realizing that I can be the better if I eeee should focus on my English skills and then improve my speaking well

6.	Dimana lombanya?	In this school, di tuan rumah
7.	Oke, saya juga sudah wawancarai beberapa temannya kalo di Mel-T itu ada dibagi beberapa kelas kayak story telling, speech debate. Nah, kalo di kelas debat sendiri bagaimana cara coachnya atau teachernya mengajar di Mel-T?	Eee so far, I'm not being the participant of debate, because I'm the vice president, wakil Mel-T, and then but I contribute to pers but I think in debate the coach is teaching us well and always give us motivate always cheerful and then yeah keep spirit and then we should try and try and we can get it
8.	Before you join or before you do competition, eee you must like do training right?	Yes of course, maybe the training is three months or two months I can't remember it, but form that we... I get a lot of, a lot of the motivation a lot of the lesson, a lot of the something I can eee bring it to the future like eee I can a lot of invisible, I get a lot of material that I didn't know it before, eee like politic and another like that
9.	Oke, what method that coach use in debate?	My coach eee using in our training like we do the the training and then eee they, eee she eee membagi two team and then eee we eee fight for eee a topic
10.	So, the teaching method that the teacher use is group discussion?	Student: Eee yes sometimes group discussion, sometimes eee most of them is...
11.	How about your critical thinking? What method that eee coach use to improve your critical thinking when doing debate?	Eee she just tell us that to improve our critical thinking, you should more reading and reading, cuz read is the key of knowing knowledge, all of the knowledge, all of the global knowledge but for my self, I do the tips that I watch the political video and then rewatch and then eee I read it on my book, after I read on my book im just tell and describe eee how it sound if I said it loudly, if I said it clearly
12.	Oke, next how often do you attend the extracurricular session?	Mmm, I attended my extracurricular eee maybe just little bit for now, im not the busier but eee for Mel-T eee I'm being the one of busier cuz eee form vice president eee I really do the many things from mmm be the assistant of my president, sister Dijah and then eee being the lead of all of the PIC of Mel-T is
13.	Oke next, is the material used in Mel-T easy or difficult to understand?	Eee in same situation, sometimes it can be eee really hard, it can be really easier, because it very fun. Eeee in same situation, we can eee

		wanna cry, in same situation it's really fun and make it us more and more
14.	What make you wanna cry?	Eee sit's like, eee it's really hard when eeethe coach in my debate like eee she tell us that you kurang kompeten or you need to improve it all again and sometimes as the person in her lie we can get tired and then our spirit can be eee full down
15.	Okay, does the teaching method improve your speaking performance when doing debate?	Okay, of course it really because eee since before I join the English debate, join the Mel-T organization, eee my speaking is pretty bad and I realize it because I know that my speaking can be good or the sound can be good if I keep spirit to improve it since in junior high school, I do not do it, so that my speaking eee better than before
16.	Eee about the implementation Mel-T especially in debate, eee bagaimana cara coachnya mengajar? Misalnya kayak mulai dari opening activity, main activity and closing activity. Dimulai dengan seperti apa? Seperti itu	Eee diawali dengan eee tentu saja of course especially eee mentioned if we should eee have e breakfast before, and do not skip the lunch, do not skip the our timing to eat, eee the spirit of our eee fight to improve for English debate do the sparing, it become from our healthy and before when she opened the eee sparing is, she always told us be calm, be calm and do not be hurry up cuz eee the competition do not eee making on top the person of hurry up
17.	Oke, how about the closing activity?	The closing activity we do the silitting like conversation with each other and make it motivate from each other and so that we wanna still do it more and more from today and tomorrow
18.	Next, does the teaching method improve your speaking performance when doing speech?	Eee yes it really upgrading my skill cuz when I get tired and I get the eee nilai yang rendah dari coachnya, it can make me feel down so that I can build the confident, build the the motivation to stay high if I do the best what I do, so that's why from the, from the tired it is build the confidence more and more
19.	How about does the teaching method improve your speaking performance when doing story telling?	Eee when I in junior high school, eee I still join the eee story telling it is, but for now I think I haven't done that but in junior high school, I do eee the story telling it makes me really that I can build the confidence to speak in front of then people

20.	But you don't have join the story telling lastly?	Eee for now I do not cuz I'm being the lead of all of PIC and...
21.	Oke, how is your improvement on your debate, speech and story telling after join the Mel-T program?	Eee the progress it is I can say it before, thirteen percent to maybe eighteen percent if I say on my pov cuz I know that mmm Mel-T is really help me it's really make me wanna try and try to improve my skills
22.	Do you feel that the Mel-T program has helped you improve your speaking performance?	Eee yes of course it is for my self, from eee people around of me like my friends or my eee senior, so that's I think Mel-T is really help a lot of people to improve their skills
23.	Is the teaching method used in Mel-T boring or interesting?	Eee it's very interesting, cuz we combinate eee with seriously aaa unique with the silitting like eee kidding with each other with conversation, so that's make us do not feel tired and feel bored
24.	Oke, is the teaching method used in Mel-T interesting? What kind of the teaching media that the coach used in Mel-T?	Eee sometimes we use eee handphone, but eee so far, I know that in debate, we cannot use our handphone because eee they wanna to improve our critical thinking and maybe it's often to use it
25.	What are the advantages of joining Mel-T on your speaking performance?	Eee like mmm I'm not sure but eeee it's like being struggle in same situation because eee Mel-T is not the one of the organizations I joined with and then but I always prioritize what should I do and make it clearly before I do another thing
26.	So, what the benefit you get form Mel-T on your speaking performance?	Eee there are many benefits I get, like I can build the branding that I'm being the vice president of Mel-T is, being the assistant that help much for my president, sister Dijah like that, and then I can have a lot of friends form the Mel-T is and eee always have feeling that we should help for each other
27.	How about eee on your speaking performance? Maybe like your self confidence or something like that	For self confidence, eee for now I'm still struggle on my confidence, it's like I really want to perform in from of a lot of people but in same situation I'm just shy and keep quiet for my self like eee I don't do that for know, I think it can be later or in the future, but I still try to make it my self confidence in to speaking in front of a lot of people
28.	So self confidence is one of your challenges when you want to	Yes, but it can be fifty-fifty cuz if I in the situation that I'm sure that I can do that, I can

	<p>speak?</p>	<p>do do my best if the situation it is make me feel like struggle and make me feel like eee think I can do this, I think I'm not sure I can do this that will make me feel down in and I think I will do it later</p>
29.	<p>Oke, mmm except the self confidence, what is another or other challenges do you faced when joining Mel-T on your speaking performance?</p>	<p>Eee the another challenging, sometime I face it is eee sometimes we do not can give the same timeless to communicate from each other and that make us eee hard to, hardly to do the program like we should still communicate like do communicate is the key and why do not we prioritize the communicate and do the programs better than before</p>
30.	<p>Oke, how about your vocabulary or pronunciation when you want to speak in English? Is it another your challenges?</p>	<p>One of the challenges from maybe vocabulary or pronunciation, I think the pronunciation is the top tier eee cuz I eee memegang prinsip kalau the pronunciation is the best one if someone because the grammar it can be the last, it can be the another side cuz eee from now I learning that a lot of people can get easier to speaking if they do not focus on the grammar, but focun on the pronunciation, cuz the pronunciation is the eee key to speaking well than, well than if we do not eee focus on grammar, because eee coba dilihat saja kalau orang yang pake grammar tapi pronunciationnya itu kurang, pasti terdengar aneh atau terdengar atau bukan Inggris bahkan kayak bahasa lain, tapi kalau orang yang bagus pronunciationnya meskipun eee grammarnya itu kurang, tetap akan didengar eee bagus atau eee masih bisa dikatakan bahasa Inggris karena eee sejatinya native speaker juga do the same thing like eee they do not even care about the grammar, they even care about the pronunciationnya well, because they the native speaker and we can learning from that.</p>

Interview with Members of Mel-T

Date: 17 June 2025

Place: MAN 1 Polman

Object: Nurkhafifah (Member of Mel-T)

No	Researcher	Student
1.	The first question, who is your name?	My name is Nurkhafifah, but you can call me Ifah
2.	Ifah, when did you join Madrasah English Community?	Eee, I join in this Madrasah, last year. I think one years ago at the begin our study in Madrasah
3.	Oke, what is your goal to join Mel-T?	Eee, I join the Mel-T because I need to improve my English course, and in the Mel-T I get my best, because I have eee I have joined and sometimes we are practice in our class together with our friends and that is my hobby to conversation, eee maybe I juts practice alone or with my friends
4.	Have you joined eee competiton as long as join Mel-T?	Ya, I have joined in the MGMP competition in debate competition
5.	So as long as you join like debate competition, you must train right?	Ya
6.	Oke, how about the teaching method atau metode ajar yang digunakan coachnya selama naajarki debat?	Jadi metode ajarnya kayak misalnya saat mulai membuat apa ya, akan membuat referensi untuk bakal didebatkan nanti eee awalnya kita gunakan handphone untuk mencari referensi, supaya bisaki lebih improve apa yang dibahas sebentar, tapi eee untuk memperkuat eee kepercayaan diri kita berbicara, serta mengeluarkan, mengeluarkan apa, pendapat kita sendiri, jadi kita diskusi, diskusi bersama sama kelompok yang akan ditemani debat, terus disitu mulai mencari pembahasan dan saat itu yah, seperti itu
7.	Berarti metode yang digunakan seperti metode diskusi	Iye diskusi, terus mengeluarkan pendapat masing-masing
8.	Selama pembelajaran itu, dimulai dari apa? Maksudnya pas dari awal pembelajarannya itu dimulai dari apa? Misalnya	Eee biasanya ice breaking mungkin awalnya, terus nakasiki waktu untuk bahas bersama-sama itu yang bakalan misalnya satu, satu pembahasan yang akan didebatkan nanti, disitu

	kayak absen kah?	nakasiki waktu untuk eee saling baku
9.	Oke, kalo closing activitynya itu seperti apa?	Closing activitynya, semacam apa ya, closing activitynya semacam, misal sudah setelah itu bakalan ada kayak evaluasi masing-masing kayak feedbacknya masing-masing perorang, terus nanti disitu naevaluasi apa yang kurang, apa yang harus ditambahkan
10.	Next, does the teaching method improve your speaking performance when doing debate? Apakah metodenya itu naimproveki speakingta dari segi debate?	Eee iya, awalnya eee apa menggunakan bahasa Indo, eee terus mulai-mulai maki belajar pake bahasa Inggris, disitumi muncul metodenya pake speaking terus haruski kayak apa, seolah-olah eee public speakingnya, maksudnya harus disesuaikan sama yang dibahas
11.	Apakah kayak metode yang digunakan itu natingkatkanki skillta dalam debat? Kan dalam debat itu ada yang namanya critical thinking. Nah, apakah natingkatkan juga?	So far, ya natingkatkan karena eee yang awalnya, yang awalnya bakal kayak tidak terlalu mengertiki mengenai itu pembahasan terus bakalan ditranslate lagi ke bahasa Inggris, nah disitu mulai muncul critical thinkingta saat berbicara walaupun sebelumnya itu tidak ada prepareta, tapi pada saat mulai maki berbicara, disitu biasa muncul critical thinkingta dan eee setiba-tiba itu juga ubah ke dalam bahasa Inggris. Jadi, kayak hal-hal yang mepet jadi bisaki naimprove
12.	Kenapa bisa?	Kayak bagaimana ya, misalnya mmm hal yang tidak di prepare sebelumnya tapi pada saat dimulaimi disitu kayak langsung dapatmi kak
13.	Kenapa bisa? Maksudnya ada kayak tekanan dari coachnya?	Tidak semuanya ji sih kak, misalnya itu ada kayak before mulaiki anunya mulaiki, aih kulupa istilahnya, awkward
14.	Oke, we move to the next question, does the teaching method improve your speaking performance when doing eee speech?	Iya, eee teaching methodnya itu kalo speech sama-sama mengimprove juga, karena eee bagaimana di, kan speech juga bagian dari mengembangkan public speaking, dan disitu juga kayak eee muncul rasa percaya dirita, meskipun awalnya, meskipun awalnya bakal malu-maluki, tapi pada saat mulai maki speech disitu bakal, apa ya terimprove juga karena bisaki lebih percaya diri untuk berbicara di depan umum, eee terus kan menggunakan bahasa Inggris juga. Dari awalnya yang tidak terlalu percaya diri, pada saat sudah mencoba

		dan sudah eee practice bakal bisa naimprove dirinya
15.	Does the teaching method improve your speaking performance when doing story telling? Dari segi story tellingnya juga, bagaimana?	Dari segi story tellingnya, ya tentu saja kayak semua yang ada di, semua bagian-bagian yang ada di organisasi Mel-T rata-rata mengimprove, tapi maksudnya beda-beda kan ada yang beda-beda PIC kak, begitu. Jadi, kebetulan saya sejauh ini tidak pernah eee tiak pernah di story telling, jadi tapi seperti yang saya lihat sebelumnya eee kalo story telling kayak ngunakan juga mungkin, mungkin kalau buat sendiri kayak referensinya itu menggunakan juga critical thinkingnya dan disitu mulai lagi naimprove dirinya untuk bisa
16.	Jadi di Mel-T itu kayak terbagi-bagi di, kayak kelasnya sesuai dengan skill yang dimiliki kan? Ada yang ke debate, ada yang ke speech dan story telling	Iya, PICny a, beda-beda PIC
17.	Oke, how si your improvement in debate, speech, and story telling after joining the Mel-T program? Kan tadi dari kelas debat, bagaimana improvementa?	Disitu, kayak tidak meyakinkan sekali, maksudnya I didn't expect if I join in the Mel-T of course in the PIC debate, cuz eee sebelumnya tidak ada skillku dibagian debat kak, tapi karena itu hari memang ditunjuk dan kalo misal ditunjuk otomatis napercaya bakal haruski tanggungjawabkan itu kepercayannya kepada kita, makanya disitu mulai hah bisaji kayaknya ini. Jadi, disitu mulaika belajar terus eee meskipun sekali-kali kayak minta tolong ke teman, bertanya bagaimana ini, seperti itu dan pada akhirnya ada pengalamanku dan disitu merasa percaya diri maka karena bisa
18.	Oke, is the teaching method used in Mel-T boring or interesting?	Metode ajarnya kadang, sometimes interesting, sometimes boring cuz if us not undertsand our ya pembahasannya itu, biasa boring dirasa, kayak tapi yang lebih sering itu interestingnya karena kan eee kayak memicu untuk saling berbicara, saling diskusi jadi disitu mulai lagi evaluasi diri
19.	Is the teaching media used in Mel-T interesting? Teaching media, kan tadi metodenya,	Media ajarnya, iya karena yang kemarin sempat ada program kursus yang kerja sama asia duta sama Mel-T, disitu eee kayak semangatki belajar karena menggunakan smart

	sekarang media ajarnya	TV, terus smart TVnya kayak berwarna, jadi kayak interesting, emm nda polos, jadi nda bosanki belajar, kayak kebanyakan cerita juga jadi seru, enjoy
20.	Oke, what are the advantages of joining Mel-T on your speaking performance? Kayak dari segi benefit apa yang didapatkan dari segi speaking setelah join Mel-T?	Manfaatnya, lebih sekarang itu lebih sering eee speaking English, of course we are in our class eee must use our English, cuz my class is bilingual dan otomatis disana kebanyakan praktis dan di situ dapat maki benefitnya karena dari perorang pasti dapat semua benefitnya jadi disatukan kembali, jadi semuanya Insyaa Allah bisa
21.	Mungkin bisa disebutkan kayak spesifik dari dirita? Dari segi self confidencenya kah	Oh iya, self confidence tentu saja. Alhamdulillah sejauh ini eee lebih apa ya intinya lebih berani dari sebelumnya, lebih berani berbicara, eee terus banyak mendapatkan juga kosa kata baru, terus apa ya. Mmm intinya lebih percaya diri dari sebelumnya
22.	Eee challengesnya? Kayak hambatannya apa?	Hambatannya itu kadang untuk kan kalo misal diwajibkanki bahasa Inggris, otomatis semuanya harus digunakan bahasa Inggris. Kadang ada kosa kata yang eee entahkah itu dilupa atau tidak pernahki eee dapat, di situ lagi mulai apa sih ini, apa sih bahasa Inggrisnya
23.	Kayak lack of vocabulary?	Iya
24.	Kalo pronunciationnya?	Pronunciation, nah itu juga bagian yang agak susah diimprove ke dirita karena tidak semuanya apa ya, pronunciation itu kayak mmm keynya supaya bisaki bicara
25.	Okey, thank you.	

Interview with Members of Mel-T

Date: 17 June 2025

Place: MAN 1 Polman

Object: Nurmadina (Member of Mel-T)

No	Researcher	Student
1.	Mmm first who is your name?	Okey my name is Nurmadina
2.	Where are yo from? Like kelas berapa?	Eee I'am from class eee eleventh Sos. Two
3.	The first question, when did you join Madrasah English Community or Mel-T?	I joined the program when I was in ten grades
4.	So, it's just months ago?	Yeah
5.	The second question, what is your goal to join Mel-T?	My goal to improve my english speaking, of course and mmm especially in eee public speaking
6.	Have you experienced like join competition?	Yaaa, story telling
7.	When you join a story telling, so the coach always teaches you right?	Ya
8.	So, how is the teaching method that the teacher or the coach gives to you?	Mmm bisa kujawab pake bahasa Indonesia kak?
9.	Boleh, boleh juga di combine	Oke, kemarin itu story tellingnya itu kebetulan secara tiba-tiba kak. Trus nda pernah paka berlatih jadi kayak yang kutau-kutau saja kutampilkan kak, karena bukan juga ajang kayak eee official sekali, begitu deh
10.	Itu lombanya tingkat apa?	Kayaknya cuma have fun saja pas eee di kampus, yang di PW apa di kak?
11.	Unasman, IAI DDI	Iya
12.	Jadi selama implementasinya itu eee coachnya itu memulai pembelajaran dengan apa?	Eee coach disini kak? Cara mengajarnya, eee banyak metode kak. Nah, kemarin ini ada programnya Mel-T yang kerja sama dengan Asia Duta dengan berbagai, eee banyak sekali metode, salah satunya itu kayak kosa kata, memperbanyak kosa kata, terus eee speak English everyday, sama game, kek combines game as ice breaking
13.	What else? Ada kayak kegiatannya, bagaimana	Openingnya, eee penutup untuk kegiatannya kemarin itu acara eee kayak acara apa sih itu

	openingnya, main activity atau kegiatan pembelajarannya?	yang kemarin, no yang penutupan asia duta sama sekolah. Kek penyerahan hadiah begitu, untuk orang-orang eee terpilih
14.	Next question, eee seberapa sering anda mengikuti extracurricular sessions?	The meetings are irregular right now, but if there is a meeting I always attend
15.	Okay next, is the material used in Mel-T easy or difficult to understand?	Eee the material is easy to understand
16.	Eee why? Why you say that material is easy?	Eee sometimes difficult, but karena punya kemauan kak jadi kayak merasa gampang dipahami
17.	Jadi dari dalam dirita di?	Iya
18.	Untuk materi ajarnya itu seperti apa saja?	Materinya itu kosa kata, kayak speaking
19.	Next, does the teaching method improve your speaking performance when doing debate?	For speaking yes, but debat is not in my case kak. Karena debate itu kayak bukan eee kelompok kayak saya begitu kak karena di Mel-T itu ada bidang-bidangnya kak. Kayak ini di bidang speaking sama story telling, trus dibidang ini debate, trus dibidang ini kayak ada kerja sama sama pers
20.	Jadi kita fokus ke story telling?	Speech and story telling
21.	Mmm kalo materi yang digunakan coach atau teachernya itu improve you speaking performanceta ketika melakukan speech dan story telling?	Speech. Kayak mengulas film begitu, terus nanti itu filmnya kayak apa plus minusnya, trus nanti kita yang persentasikan, gitu. Salah satu metode pembelajarannya itu kemarin kayak liat film, kayak watch together, kek begitu, mengulas film tapi pake bahasa Inggris.
22.	Menurutta itu interesting or not?	Oh interesting, sangat interesting. Karena kusuka sekali juga kayak nonton film begitu kak. Jadi menurutku kayak sangat membantu
23.	Next, how is your improvement in debate, speech, and story telling after joining the Mel-T program? You have said that you don't join debate, right? So, i just ask how is your improvement in speech and story telling after you join Mel-T?	It has help me better for speak, for speak English
24.	What else?	Eee mungkin lebih pede kak untuk berbicara sama bahasa Inggris, tapi dalam community kak, tanpa di judge begitu kak eee bisa lebih atau bisa kurang begitu, dan lebih pede kak

25.	Next, do you feel that the Mel-T program has helped you improve your speaking performance?	Iya, because I felt still confident to speak English, without being afraid to being judge
26.	Is there another reason?	Eee nothing
27.	Just karena tidak di judge?	Iya, karena menurutku ini organisasi kak sangat membantu kayak lebih untuk megembangkan percaya diri, terus belajar berkembang lebih baik kak, karena mungkin kalau nda ada ini organisasi mungkin kayak orang yang mempunyai minat sama bahasa Inggris itu mungkin dikubur kembali lagi kak, karena mungkin ada teman kayak sesama suka bahasa Inggris. Nah, jadi kayak bisa bahas anything
28.	Jadi kayak parnert untuk speaking?	Iya banyak, karena banyak juga membernya kak, jadi kayak dimana-mana pasti ada kayak ketemu pasti bahas Mel-T, gitu
29.	Next, is the teaching method used in Mel-T boring or interesting?	Interesting kayak tadi kubilang kak, karena lewat banyak medianya. Salah satunya itu game atau game sama movie
30.	Movie?	Yah, tapi menurutku sangat interesting
31.	Eee how about the teaching media used in Mel-T? Is it interesting or not? Media like PPTnya	Eee kemarin medianya karena belumpi kayak mengajarnya bagaimana, cuman kelas sepuluh kemarin diajar, tapi karena eee bekerja sama sama pihak diluar, kursus asia duta, jadi banyak napake metode kak. Nda cuma satu tapi kayak banyak berbagai metode yang kayak kuliati pekembangannya anak-anak berkembang pesat sekali, saya juga yang ikut di dalam belajar merasa berkembang kak kayak lebih banyak kutau dari sebelumnya kuikuti itu program kak
32.	Kalau media ajar yang digunakan kak? Kan ada kemarin temanta beberapa yang mention toh kalau power point yang digunakan	Ya, power pointnya sangat bagus, kayak dimengerti, kayak berbagai animasi yang kayak langsung dimengerti oh itu ternyata kayak sedang begini, anu dari masa lampau, dari yang akan terjadi. Jadi kayak langsungki terdistrak sama apa yang disampaikan sama gambarnya kak
33.	Pernahki join story telling di? Bagaimana sih tips and triknya untuk bisa story telling	Mungkin untuk diri saya sendiri, karena kemarin kurang latihan karena kayak nanti malam. Terus kurangku sih kayak di ekspresi kak. Tapi kalo speaking kayaknya oke tapi kayak story telling ekpresi begitu kak

34.	Kan kalo story telling itu kan kayak gesture	Yah, gesture and emotion, kayak bagaimanaki cara sampaikan eee apa yang mau disampaikan begitu, yang bisa tersampaikan dengan baik. Nah salahku kemarin begitu kak kayak nda bisa tersampaikan dengan baik apa yang mau kubilang lewat ekspresi muka, ekspresiku kurang kak. Nah, mungkin untuk story telling selanjutnya mau kuperbaiki itu kayak ekspresiku, sama kayak kontrol emosional yang mau kusampaikan
35.	Next question, what are the advantages of joining Mel-T on your speaking performance?	It has improved my speaking English, eee in a public speaking
36.	Eee what else?	Eee, I think that, because kayak eee persentasi atau berbicara sama orang lain itu kayaknya sangat dibutuhkan apalagi untuk masa depan, apa lagi untuk bahasa Inggris yang wajib ditau walaupun kayak dasar-dasarnya, tapi seandainya ada ditau kalo apa nabilang itu orang, kayak bisaki najawab dengan seadanya, karena nda ditau didepannya nanti kak bagaimana eee lapangan pekerjaan itu membutuhkan sekali bahasa Inggris atau nda bagaimana. Tapi kayaknya kalo diliat bakal penuh sama yang job yang pake bahaa Inggris deh kak
37.	How bout your self confidence? Self confidence ta untuk speak in English	Confidence kek bemana itu?
38.	Kepercayaan diri	Untuk sekarang? Kepercayaanku sekarang 80%, tapi kalo untuk bercakap full bahasa Inggris, I think masih kurang kak, masih perlu belajar. Tapi kalo orang kayak berbicara atau baca buku bahasa Inggrisnya bisa kupahami, tapi untuk berbicara secara langsung agak susah kak
39.	Okay, what are the challenges do you faced when you join Mel-T on your speaking performance?	I still kayak kaku begitu kayak berbicara di depan banyak orang begitu, pake bahasa Inggris kayak takut dijudge salah, tapi kalo dalam komunitasku itu nda takut maka salah kak, karena kayak semua orang pasti ada kurangnya kalo di dalam, ada kurangnya, nah itu kayak kupercayakan diriku ke ogranisasi. Tapi kalo untuk diluar kayak face to face atau kayak eee kayak begini kak, kayak grogika sebenarnya, atau kayak di depan umum begitu,

		masih kayak takutka sih kak
40.	Oke, selain itu?	Tenses, wah kayak eee kalau untuk dibicarakan langsung susah kayak apa ya kayak rumusnya lampau, nah grammar. Tapi kalo dikertas mungkin kayak masih bisa berpikir untuk ditulis, tapi kalo untuk berbicara langsung trus pake grammar kek susah sih kak
41.	Oke, how about your pronunciation? Kan kadang susah disebutkan kan, bahasa Inggris beda tulisannya beda cara bacanya. Apakah itu menjadi hambatan juga?	I think no, untuk saya kak karena kusuka kayak nonton film luar jadi kayak pembelajaran, pembelajaran sekali sih kak kalau nonton lewat film begitu, kan selalu kayak diulang-ulang, terus apalagi kalo dengarki musik pasti yang kayak eee itu yang dinyanyikan pasti kita lagi nyanyikan kembali jadi terbiasa maki ucapkan kata-kata yang sulit karena kalau dimusik bahasanya kayak high-high
42.	Oke, that's it.	

Interview with Members of Mel-T

Date: 18 June 2025

Place: MAN 1 Polman

Object: Nurul Insyirah Said (Member of Mel-T)

No	Researcher	Student
1.	Sebelumnya atas nama siapa?	Atas nama Nurul Insyirah Said
2.	Dari kelas berapa?	Dari kelas sepuluh sebelas
3.	The first question, when did you join Madrasah English Community or Mel-T?	Saya bergabung di Mel-T Madrasah at the beginning of the semester of the academic year around August
4.	What is your goal to join Mel-T?	Tujuan saya bergabung di Mel-T ingin untuk to improve my English skills especially in public eee to speaking speech and debate
5.	So, have you experienced like join English competition such as debate, or speech, or story telling?	Can you repeat?
6.	Eee, have you experienced like join English competition such as debate, or speech, or story telling? Kayak pernahki ikut lomba debat?	Iya pernah, debat belum pernah tapi speech pernah

7.	Nah, berarti berdasarkan tadi beberapa jawaban dari temanta kalo di Mel-T itu ada beberapa kelas di, terbagi bagi ada kelas debat, speech dan story telling. Nah, kalo dari kelas speech sendiri bagaimana eee coachnya eee mengajar?	Eeee dibina, materi yang diberikan cukup mudah dipahami sehingga kami bisa eee mudah menangkap dan untuk mmm
8.	Materinya itu seperti apa?	Kayak anu kak, kayak dibimbing saja begitu struktur-strukturnya, begini kalo cara anu eee speech
9.	Nah selama implementasinya itu, bagaimana implementasinya Mel-T? Kayak mulai dari awal pembelajaran, main activity, kemudian closingnya itu seperti apa? Kayak dimulai dari apa?	Ya, kayak dimulai dari eee. Metode yang digunakan cukup mudah dipahami sehingga eee sehingga saya dapat menyampaikan argument pada saat eee speech
10.	Pada saat pembelajaran itu, apakah diselingi dengan ice breaking?	Iya diselingi ice breaking agar tidak terlalu bosan dengan materi
11.	Kalo dari inti pembelajarannya itu selain masuk ke mengajukan argumen, apa lagi yang dilakukan?	Eee selain argumen, ada juga sesi tanya jawab yang dilakukan agar para siswa dapat memberikan pertanyaan
12.	Kalo metode ajar yang digunakan itu seperti apa?	Eee kadang berbentuk kuis, games dan eee anu group discussion, ya saling berdiskusi
13.	Kemudian seberapa seringki datang dari extracurricular sessionnya? Kayak pertemuannya Mel-T	I usually attend Mel-T Madrasah eee because its delivery and according to the ability and of the participants
14.	Jadi selaluki datang setiap ada pertemuannya?	Tergantung kondisinya
15.	Okey, kemudian apakah materi ajar yang digunakan oleh pembina atau teachersnya itu di Mel-T mudah atau sulit dipahami?	Cukup mudah dipahami saja, karena tergantung materi yang diberikan
16.	Materinya itu seperti apa?	Ya materinya introduction, vocabulary
17.	Apakah teaching method yang digunakan itu naimproveki speaking performanceta ketika debate?	Iye
18.	Seperti apa itu?	After joining Mel-T, eee my ability to compose and delivery speech and news anchor and debate has improved
19.	Like what? Maybe you can explain kayak seperti apa improvingnya,	Ya mengimprove

	kayak dari segi critical thinkingta? Kan kalo didebat itu lebih ke critical thinking	
20.	Kalo teaching methodnya naimprove juga speakingta dari segi story telling?	Bercerita. Ya kalo dari
21.	Bisaki bercerita dalam bahasa Inggris	Belum pernah
22.	Oh, bukanki dari kelasnya di?	Iye
23.	Do you feel that the Mel-T program has helped you improve your speaking performance?	Mmm ya sangat tertolong, karena di Mel-T ini kita bisa meningkatkan cara bercakap kita yang awalnya sangat kesusahan karena sering latihan, jadi ya lancar berbahasa
24.	Apakah metode ajar yang digunakan Mel-T ini menarik atau membosankan?	Eee materi yang diajarkan sangat menarik, eee maybe such as use language games and gorup discussion
25.	How about teaching media? What kind of teaching media that the coach used in Mel-T? eee media ajarnya	Eee media pengajarannya juga cukup menarik such as picture, video, and power point juga
26.	How about kalo buku?	Ya biasa juga pinjam buku di perpustakaan untuk liat-liat apa vocabularynya, grammarnya
27.	What are the advantages of joining Mel-T on your speaking performance? Eee kayak apa manfaat yang didapatkan atau dirasakan dari segi speakingta setelah join Mel-T	Setelah join Mel-T eee saya juga bisa merasakan manfaat, saya juga bisa memberikan, eee saya bisa memberikan ide-ide yang dapat lebih and dare to speak in English
28.	Oke, selain dari self confidence atau dare to sepak in public, eee how about your pronunciation or grammar or vocabulary maybe? Kayak dari segi pronunciationta apakah naimprove juga?	Iya diimprove juga
29.	Bisa dijelaskan mungkin, kayak bagaimana caranya bisa naimprove pronunciationta?	Eee cara mengimprove pronunciationnya juga eee melalui buku yang di, yang setiap kegiatan berlanjut kan setiap kali untuk menghafal vocabulary dan pronunciation
30.	Selain dari itu manfaat yang dirasakan?	Manfaat yang dirasakan semakin banyak pelafalan kosa kata yang masuk
31.	What else?	Mmm maybe that's it
32.	Oke the last question, what are the challenges do you faced when	Eee the challenges, were nervousness when performance and difficult kata-kata

	joining the Mel-T program on your speaking performance? Kayak hambatan untuk berbicara bahasa Inggris	pengucapan kata-kata dalam bahasa Inggris, but with practice to use to it
33.	Kenapa eee kira-kira biasaki nervous? Kan biasa di Mel-T openji toh, tidak adaji yang kayak menjudge, kenapa nervouski kalo speaking?	Karena gugup di depan orang biasa tampil kan begitu, mungkin
34.	Selain dari nerveous dan lack of pronunciation, what else?	Pengucapannya juga, kadang kan orang-orang pronounciationnya nggak terlalu anu, jadi perlu dilatih lagi
35.	Kalo vocabulary bagaimana? Apakah kesulitanki juga berbicara dalam bahasa Inggris karena kurang kosa kata?	Mmm kosa kata juga, makanya diperlukan kursus gitu. Baru-baru ini Mel-T juga mengadakan apa ini kolaborasi dengan Asia Duta untuk mengembangkan cara pengucapan dan kosa kata anggota-anggota Mel-T.

Interview with Members of Mel-T

Date: 18 June 2025

Place: MAN 1 Polman

Object: Ummu Kalsum (Member of Mel-T)

No	Researcher	Student
1.	First, who is your name?	My name is Ummu Kalsum
2.	Can I call you Ummu?	Yes
3.	Ummu when did you joined Madrasah English Community?	Eee at on around Agustus
4.	What is your goal to join Mel-T?	Eee in I want my English lebih jauh lagi
5.	How often do you attend the extracurricular sessions? Seberapa seringki datang di pertemuannya Mel-T?	Oh, sangat sering kak, kalo ada lagi itu kegiatan yang diselenggarakan, sangat diusahakan untuk datang
6.	Eee apakah materi ajar yang digunakan di Mel-T itu mudah atau sulit dipahami?	Mudah kak, karena biasa itu memberikan i juga games-games yang menarik supaya gampang dimengerti begitu
7.	Selama diimplemnetasikan Mel-T, bagaimana cara eee peminanya mengajar?	Eee cara peminanya mengajar itu eee dikumpulkanki, kadang dikumpulkan dan diberikan materi-materi maupun itu basic,

		ya
8.	Apakah teaching method yang digunakan eee coachnya itu mengimprove your speaking performance when doing debate?	Sangat kak, karena memang itu saya pernah ikut pelatihan debat dan itu first time banget kak, karena eee belum pernah ikut sebelumnya dan eee belum pernah ikut sebelumnya dan sangat eee
9.	Dari kelas debatki?	Bukan kak, kayak ikut pelatihan saja
10.	Kalau di mel-T tidak masukki di PIC-PIC?	Oh, iya masuk kak
11.	Nah, selama pembelajaran atau pelatihan debat itu metode apa yang digunakan pembinanya?	Pembinanya itu kayak eee nakasi tahuki cara bagaimana merangkai argumen, bagaimana membantah eee tim lawan, pokoknya seperti perlombaan debat yang lain
12.	Untuk meningkatkan critical thinking, metode apa yang napake? Kan eee pasti diperlukan itu skill berbicara toh, mengeluarkan argumen. Nah, itu perlu diasah critical thinkingnya, nah metode apa yang digunakan untuk naasih critical thinkingta?	Eee latihan lagi, kalo... kalo belumpi memang belum cukup memuaskan toh, disuruh lagi latihan, diimprove terus diimprove, begitu kak
13.	Okey, does the teaching method improve you speaking performance when doing speech?	What?
14.	Apakah metode ajar yang digunakan oleh pembinanya natingkatkan speakingta dari segi pidato?	Oh, iya kak, karena biasaki itu nasuruh maju kedepan, ya apalagi waktunya pertama-pertama itu disuruhki kayak eee mengenalkan diri ke anggota lain, apa hobita dan kenapa masuk Mel-T, pokoknya begitu dengan bahasa Inggris kak
15.	Does the teaching method improve you speaking performance when doing story telling? Apakah metode ajar yang digunakan oleh pembinanya natingkatkan speakingta dari segi story telling? Story telling itu kan kayak mendongeng, apa berbicara retell story	Oh, kalau saya waktu itu nda ikut kak, karena memang pada saat itu fokus ke debat, waktu itu, yeah

16.	Okey, selama pembelajaran di debat ini, bagaimana awal maksudnya, awal pembelajarannya itu apa nalakukan coachnya?	Yang untuk debat kak?
17.	Iya sebelum masuk ke inti pembelajaran	Paling kayak mengenalkan poin-poinnya kak begitu, mengenalkan eee apa lagi namanya di, eee o mengenalkan struktur AREL kak, ARELnya itu eee kulupa kak. Ya pokoknya struktur AREL kak
18.	Kayak ada ice breakingnya juga?	Ice breaking, ya kadang-kadang ada kak. Tapi, jarang
19.	Kalo di inti pembelajarannya apa yang dilakukan?	Inti pembelajarannya, paling dikoreksi-koreksi yang salah kak, begitu. Yang seharusnya mau di yang mana, yang mana bagusmi disini dan yang mana masih kurang itu naperjelas lagi
20.	Ada juga kayak dipaktekkan? Misalnya kayak langsungki berdebat	Iya dipraktikkan langsung kak, kayak sudah itu nejakan poin-poinnya langsungki nasuruh bikin argumen dan berdebatki disitu
21.	Kalo closing activitinya setelah itu, setelah latihan. Maksudnya sebelum pulang	Oh, sebelum pulang, eee ice breaking kak, kadang
22.	Nda ada evaluasi atau kayak feedback?	Evaluasi? Ada kak, ada
23.	Okay, how is your improvement in debate, speech, and story telling after joining Mel-T?	Hmm?
24.	Bagaimana peningkatanta dalam debat, speech dan story telling?	Oh, kalo di debat itu pastinya sangat meningkat kak, eee karena apalagi saya ini sebelumnya tidak pernah join-join begitu dan semenjak saya masuk Mel-T ini, sangat ada peningkatan mulai dari public speaking, eee debatenya, jadi sangat, sangat-sangat terimprove bagi saya
25.	Eee apakah...bagaimana menurutta apakah Mel-T program ini telah naimprove speaking performanceta?	Iya kak
26.	Kenapa bisa?	Karena eee karena naajakki eee lebih, bagaimana di. Lebih supaya kayak seringki tampil begitu kak, kayak nakasi kesempatan terus menerus. Jadi, secara tidak langsung itu melatih kak

27.	Apakah metode ajar yang digunakan Mel-T itu boring atau interesting?	Interesting
28.	Kenapa interesting?	Karena eee biasanya kan kalau diluar itu pembelajarannya kalo dari pribadi yang saya dapatkan yang selain disini, kayak paling eee apa itu di ... eee oh ya paling cuma rumus-rumus nakasikan, jadi boring sekali karena rumus
29.	Is the teaching media used in Mel-T interesting?	Media ajarnya menarik
30.	Seperti apa biasanya?	Eee cara pembelajarannya kak?
31.	Eee cara pembelajarannya kak?	Oh, iya kak sangat menarik apalagi ini kemarin eee kita ini anggota Mel-T baru itu eee sempat dikasi kursus kan selama 36 jam dan kayak eee kayaknya berlangsung antara 1 bulan lebih atau 2 bulan, kurang tau kak. Jadi, Asia Duta itu media elektronik dan pake TV, menarik juga gambar-gambarnya
32.	Apa saja manfaat yang didapatkan setelah join Mel-T terhadap speakingta?	Lebih mudah berbicara di depan umum kak
33.	Selain itu apa lagi?	Hanya itu kak
34.	Kalo challenges atau tantangan hambatanta berbahasa Inggris tapi tidak bisa, itu karena apa?	Oh, kalo saya pribadi kak terhambat dalam eee penghafalan, kadang kulupa kosa katanya
35.	Selain vocabulary apa lagi?	Merangkai, kadang lupa rumus katanya kak
36.	Kayak grammarnya di?	Iya
37.	How about pronunciation? Pengucapan	Eee yah masih dibawa kak, tapi ya masih terus diajarkan, begitu
38.	Maybe that's all.	

Interview with Members of Mel-T

Date: 18 June 2025

Place: MAN 1 Polman

Object: Zerlina (Member of Mel-T)

No	Researcher	Student
1.	First of all, who is your name?	Eee my name is Zerlina Zahra, and you can call me Zar
2.	Okay, the first question when did you Madrasah English Community or Mel-T?	Eee it's about in 2022 I guess, the first time I'm joining this school, the first time I entered this school, so when eee in Matsama there a kind the seniors that eee there a kind of senior that tell us about eee many organization in this school, eee many organization in this school and also Mel-T, and I was like, oh maybe this is what I want in this Madrasah, and I feel like I need to join this, so I join it
3.	So, what is your goal to join Mel-T?	Actually, I got no specific goal, but I feel like maybe Mel-T is my place, and that's why I'm joining it
4.	Your place to improve your English?	Yeah, exactly
5.	Okay, eee how often do you attend the extracurricular sessions?	Eee for the extracurricular session, I guess everytime Mel-T got some kind of meeting I will attend that, so it's so much often
6.	Oke, how about the teacher or the coach, kayak bagaimana caranya mengajar?	Eee, I think, it's fun. I mean like eee they also, they also sometimes let us to eee let us to watching movies, watching English movies, English cartoon and also disney like Coco, we already watched Coco and also Raya and the last Dragon. Those so much fun, I guess
7.	After you watch the movie, what is next? Like do you ask to like retell the story or	Ya, sometimes, sometimes if we got so much time, we are gonna, we got attend to retell the story and also there are a kind of eee Q&A session also
8.	Oke, is the material used in Mel-T easy or difficult to understand?	Eee for me, actually it's kind of easy for me like
9.	Why?	Because actually really like, really like English, so I was like I already know some of English, so for me it's so easy because I'm not a kind of really, a kind of

		beginner or something
10.	Okay, I have heard that you have joined like English competition, right?	Yeah, kind of
11.	Okey, katanya sampai ke Nasional ya?	Alhamdulillah
12.	Okey, bagaimana pengalamannya selama ikut debat dalam Mel-T?	There are a lot of struggle actually, especially for me because I don't really, I'm not really into talking, I'm not really into speaking in front of everyone. It was like eee very, I was very struggling also, actually got some kind of eee got a kind of eee you know, eee mental breakdown or something like that. But I'm enjoying it very much after I was like after a few like eee after a few eee exercises we get, I was like oh maybe this is much fun than I struggle. So, I was like it's I'm enjoying it, I was enjoying it.
13.	But you are so cool because you eee sampai ke Nasional, dan di Gen Z English competition juga di' kemarin sabet juara 1. I think that's cool	Actually, it was just, I was just luck you know. Eee hehehe I was lucky, too lucky
14.	But you are study hard	Ya
15.	Okey, does the teaching method improve your speaking performance when doing debate?	Eee ya so much because I'm not a kind of people, I'm not a kind of person that talking so much. But the teacher, the coaches, and my friends help me to improve my speaking skill because it was like they ask to use English in every single thing that we want to talk about. So, we need to use that and that very much improving me
16.	Oke, what is the teaching method that the coach used when teaching debate?	Eee for debating they just be like telling us how to debating, telling us everything about debate and then we're gonna have some kind of eee debate after that, and then with so many motions so we were like the are much time to debating for us, I mean every time we meet it must be debating, and another exercise like that
17.	How about critical thinking? How the coach can engage to	Eee the coach, sometimes the coach tells us about everything in this world like eee

	improve your critical thinking?	how the human beings eee think, and how this world work, like that, and sometimes we also find it by ourself
18.	Does the teaching method improve your speaking performance when doing speech?	Eee about speech, actually I'm not speaking so much, so I was like maybe for speech, maybe sometimes I can't still do something like that, but if you ask me to speech, I will try it tho
19.	How about story telling? Does the teaching method improve your speaking performance when doing story telling?	Story telling, I also not really eee. I also not a kind of people that like to telling something. Ya, so I was like actually I choose to, I choose to quiet more than talking
20.	Why?	Because it was like talking sometimes make me so exhausted you know
21.	But you are debater	Yeah, that's the problem hehe
22.	Oke next, how is your improvement in debate, speech, and story telling after joining the Mel-T program?	I'm improve so much. Eee I won't be a debater if I I'm enjoying Mel-T
23.	It's very cool. Do you feel that the Mel-T program has helped you improve your speaking performance?	So much, so much. Especially when they tell us to describe something and when they tell us to talking with our friends using English, that's improving me so much
24.	How about the teacher, like mmm how about the opening activity, what are the teacher or the coach do?	Eee the teacher sometimes eee ask us to sing, eee so got some have fun while during the coaching or during something like that, during eee studying English in Mel-T
25.	And then, the main activity?	The main activity eee use like improving our English eee using so much fun eee activity to do, like watching movie, sing a song, and also eee telling some story about our life and also like that, and describing our friends like also describing our self. Like that
26.	How about the closing activity on the implementation?	Eee before the teacher close the meeting, sometimes we're gonna do caraoce together, like some kind of caraoce like that
27.	So, is the teaching method used in Mel-T boring or interesting?	That's kind of interesting you know, eee especially when we just talking with our friends using English. It was like we really in a different country, we're not in

		Indonesia anymore, we were like in America sometimes like that, in another country because we use English so much. Like that
28.	Next, is the teaching media used in Mel-T boring or interesting?	Eee the teaching media like what?
29.	Like, what kind of the teaching media? Kayak media ajar yang digunakan coachnya itu seperti apa? Kayak maybe you have mentioned it before kayak movie	Ow, yeah just that, just that sorry, and also, they sometimes give us some games and that's so fun, that so much fun
30.	So, the games is part of ice breaking?	Yeah, the game is part of ice breaking and also improving us in English, and also the game is actually sometimes the way we study you know. It's not ice breaking anymore, but it's the way we study. It's the media of studying.
31.	Next, what are the advantages of joining Mel-T on your speaking performance?	Eee there are a lot of benefit if we joining Mel-T you know, like eee like me for example. First, I actually don't know how to describe everything in English, even how to eee speak in English, I don't really know before joining Mel-T because I'm not talking so much like that. But after joining Mel-T, Mel-T force me to talking so much. It was exhausting, but it has a lot of fun, so I was like that actually eee that all so much the benefit I get in Mel-T
32.	Can you mention it one by one?	One by one, first self confidence. Actually, I was actually a presidium of Mel-T, and that forcing me so much to, to become confidence to talking in front of everyone to eee to give some kind of direction for my member and everything like that. So, it was like improving my self so much to...for my future too actually. Especially to living in a, to living in this life. Eee like Mel-T also teach me how to, how to actually interact with another human, you know hehehe
33.	Oke, how about your pronunciation?	The pronunciation, actually my pronunciation is quite bad actually because eee so far, I just learn how to pronounce some word using my feeling or using eee any kind of video of Tiktok,

		<p>or maybe with my friends So, if there are miss pronunciation that I got, maybe it's from my friend or like that, because eee we just talking without know nothing you know. So, I was like maybe eee for my pronunciation it's not improving so much in Mel-T, but after all it's good actually because they teach me how to pronounce some word also, but it's kinda hard for us, because you know our mother language is Indonesian and Mandarese as well hehe, and that's why it's quite hard also but actually if there is karaoke section, it's quite improving you know, because eee we can improving our pronunciation so much using songs, using from the native you know</p>
34.	<p>Next, what are the challenges do you faced when joining Mel-T program on your speaking performance?</p>	<p>Yeah, the challenge is only because I'm not talking too much, only that. Just that, because I'm not talking too much it means I need to work so hard so I know how to talk in English, it really challenging me because eee it really exhausting to talking too much. It really exhausting to talk so much, really. Eee and sometimes and also, I always bring bottle of water every time especially, yeah like this now because I know, I might be talking so much and it's sweat so much, I'm kind of sweaty person you know, so it was like I need to get hydration quickly, so I can keep talking</p>
35.	<p>So how, you mentioned that you are not talking too much, but you join debate and you are debater, so how is your feeling? This is so contradicted</p>	<p>Yes, a lot of struggles actually. That's why eee I ever had a mental breakdown during the debate practice, because of that, because I feel like I can't do it anymore, but I need to do that because eee it is what it is. So, I got no choice, I got not choice anymore</p>
36.	<p>But you are so cool, I think until the National stage it's very cool, I think</p>	<p>I just lucky actually, really, I just lucky</p>
37.	<p>But it's from your effort. Okey thank you.</p>	

Interview with Members of Mel-T

Date: 18 June 2025

Place: MAN 1 Polman

Object: Mayla Zahra (Member of Mel-T)

No	Researcher	Student
1.	The first question, who is your name?	My name is Maylza Zahra and you can call me Mayla
2.	Oke Mayla, where are you from? Dari kelas berapa?	I am from class ten seven
3.	Mayla when did you join Madrasah English Community?	I join in English Madrasah Community at ... maybe Agusutus
4.	Last year?	Yes
5.	What is your goal to join Mel-T?	Can you speak Indonesian cuz...
6.	Oke, apa tujuanta join Mel-T?	Eee saya kemarin join Mel-T karena ingin lebih menguasai bahasa Inggris, karena...
7.	Selama di Mel-T maki apakah didapatkanmi tujuanta?	Ya, saya mendapatkannya karena di Mel-T kan diajari sekali bahasa Inggris, jadi didapat juga
8.	Kan tadi disebutkan kalo diajari sekali bahasa Inggris toh, eee bagaimana metode ajar yang digunakan oleh teacher?	Eee kan kemarin sempat i berkolaborasi dengan bimbel Asia Duta, jadi itu di Asia Duta dipelajari. Setelah bimbel di Asia Duta, kalo pertemuan-pertemuannya itu tidak monoton i biasa lewat permainan, na asah cara bicarata diperbaiki semua kalimat-kalimatnya
9.	How often do you attend the extracurricular sessions?	Eee setiap ada pertemuannya, saya akan datang
10.	Have you joined like English competition? Pernahki ikut lomba bahasa Inggris?	No
11.	Apakah materi ajar yang digunakan di Mel-T itu mudah atau sulit dipahami?	Kalo saya pribadi, ada yang mudah ada yang sulit, ada yang mudah dimengerti
12.	Apakah metode ajar yang digunakan oleh teacher atau coachnya itu naimproveki speakingta ketika melakukan debat?	Ya, karena kayak ada bagaimana di, kayak na anui karena biasa kak ada kayak eee sendiri pendapat-pendapatnya toh, jadi itumi diajar-ajari debat tapi dalam bahasa Inggris
13.	Eee how about the critical thinking?	Critical thinking

14.	Kan di debat itu ada kayak ada yang skill critical thinking toh yang harus dimiliki, natingkatkan juga critical thinkingta selama join Mel-T?	Eee kalo saya pribadika tidak terlalu kudalami kalo soal debat, karena di Mel-T kak saya cuma belajar bahasa Inggris kak, nda sampe paka debat kalo saya
15.	Berarti nda masuk paki kayak PIC PIC?	Kalo saya tidak, karena tidak disituka
16.	Oke, does the teaching method, apakah metode ajar yang digunakan oleh coachnya itu naimproveki speakingta dari segi speech atau pidato?	Kalo saya sih ya tidak, ini dalam bahasa Inggris atau Indonesia. Kalo Inggris iya, karena kan lebih naajarki bagaimana caranya begini, kalo didepanki begini, cara bicaranya begini
17.	Apakah metode ajar yang digunakan oleh coachnya itu naimproveki speakingta dari segi story telling?	Iya, karena ada kemarin kayaknya pasnya pertemuan, pasnya di wisma ada anu disitu natampilkan di layar sebuah cerita, baru kita disitu menceritakan ulangki apa yang dilihat di layar
18.	Retell di?	Iya
19.	Nah, selama implementasinya Mel-T kayak misalnya diluar Asia Duta, eee kalo awal pembelajarannya itu atau pembuka pembelajarannya itu apa yang biasa dilakukan pembinanya?	Pembinanya pasti kan pembukaan dulu, salam-salam. Sudah itu, kayak mengulang pembelajaran yang kemarin dulu, setelah itu ke pembelajaran baru lagi, dimulai ke pembelajaran baru
20.	Kalo inti pembelajarannya apa yang dilakukan?	Inti pembelajaran bagaimana kak?
21.	Kan eee diawali dengan dulu pembukaan, nah masuk maki ke materi ajarnya. Apa yang dilakukan biasa?	Kalo itu nda pernah kasi tugas, tapi kan kalo permainan itu dalamnya bahasa Inggris semua, jadi disitumi lewat permainan karena eee seanuku selain ini kemarin berkolaborasi dengan Asia Duta, pertemuannya itu ya pertemuan-pertemuan yang bisa dibilang sering tapi jarang begitu, ya begitumi kalo pertemuan game lagi, jadi tidak monoton i cuman begitu saja dipelajari terima materi saja
22.	Kalo dibagian closing activity atau penutup pembelajarannya?	Penutup pembelajarannya, ya penutup berdo'a toh, berdoa itu juga evaluasi apa tadi kesimpulannya yang sudah dipelajari
23.	Apakah dari kesimpulannya itu ada dari siswa diminta menyimpulkan atau teachernya sendiri	Biasa teachernya
24.	Apakah setelah join Mel-T, terimproveki debateta, speechta sama story telling?	Kalo di story telling iya, tapi kalo di speech saya ya masih ya masih standar belum terlalu

25.	Karena baru masuk juga di?	Iye
26.	Menurutta, apakah program Mel-T ini naimproveki speaking performanceta?	Iya, seperti kayak yang basic yang sehari-hari mungkin bisaka, begitu sudah bisa. Kemarin-kemarin kan belum terlalu lancar, begitu
27.	Apakah metode ajar yang digunakan Mel-T itu boring atau interesting?	I think it's different, karena pembelajarannya itu tidak monoton i karena diselingi dengan game
28.	Interesting di?	Iya2
29.	Oke, teaching media. Medianya lagi apakah interesting?	Eee kemarin toh cuman nda pernah pake media buku tapi ada kayak nafoto copykanki kayak kosa kata begitu, baru itumi dipelajari
30.	Memorize?	Yes, memorize vocabulary
31.	What are the advantages of joining Mel-T, atau apa manfaat yang didapatkan setelah join Mel-T dari segi speaking?	Dari segi speaking, ya pasti jadi kalo speaking bisami dalam bahasa Inggris speakingnya dan kalo untuk percaya diri ya lumayan, lumayan bisa
32.	Selain itu?	Yang didapatkan dari itu kak? Ya story telling juga tadi itu kalo saya ituji, yang pastinya lebih fasih berbahasa Inggris
33.	Kalo tantangan atau hambatan? Ketika mauki bahasa Inggris tapi ada kendalanya	Kalo saya kendalanya biasa itu susah keluar penyebutan bahasa Inggrisnya, jadi itumi. Biasa kayak keluh di lidah terus ada dipikiran tapi susah keluar dari lidahnya, salah penyebutannya juga biasa
34.	Selain itu, kalo vocabularyta bagaimana?	Vocabulary...
35.	Biasa kayak mauki bahasa Inggris tapi, "aih tidak kutahu bahasa Inggrisnya ini"	Ya
36.	Atau tidak jadi hambatanji itu?	Jadi hambatan juga sih, karena minimnya kosa kata yang dihapal hehe, jadi itu termasuk hambatan
37.	Ada lagi?	Kalo saya anu juga kak teman, kan nda semuanya di MAN ini bisa semua bahasa Inggris, jadi partnernya itu biasa kalo mau tapi susah karena tidak ada temannya karena kan kalo saya bukanka kelas bilingual, cuman kelas yang biasa. Jadi, temanku ya sedikitji yang bisa, sedikitji yang fasih. Jadi, bisa kalo saya bicara dia nda mengerti, jadi agak susah kalo mau saling berinteraksi dalam berbahasa Inggris.

Interview with Members of Mel-T

Date: 18 June 2025

Place: MAN 1 Polman

Object: Dian Sifa Faujia (Member of Mel-T)

No	Researcher	Student
1.	First, who is your name?	My name is Dian Sifa Faujia and I am from ten three
2.	When did you joined Madrasah English Community?	Eee, I think it's around on August and kayaknya sekitaran bulan-bulan Agustus diawal semester
3.	So, it's almost one year?	What is eee
4.	Hampir satu tahun?	Ya, hampir satu tahun lah
5.	What is your goal to join Mel-T?	Goal?
6.	Eee the purpose to join Mel-T	Oh, I think because when I was in Junior High School, I think eee in MAN there is English cummunity and I want to join because eee my mother tells me like "maybe you can to improve your English in your Madrasah I think", just like that
7.	So, as long as you be a member of Mel-T, have you joined like English competition?	Mmm, I think not
8.	How often do you attend the extracurricular sessions?	Eee, I think always
9.	Selama implementasinya Mel-T, bagaimana caranya coachnya mengajar?	Eee, I think they're very good and then they have that collaboration with Asia Duta and we have study I think around in September or October we have study and then we can improve that our English
10.	Selain dari kolaborasi itu misalnya kayak yang kolaborasi Asia Duta toh, bagaimana caranya coachnya mengajar yang dari Mel-T itu sendiri bagaimana?	Mmm eee ya like we speak, if we want to improve the English, they wanna be, they want like we have to speak English in Madrasah, like right now
11.	English area?	Ya
12.	Eee dari opening actvitinya itu apa yang dilakukan teachernya biasa?	Usually like eee they asking the vocabulary
13.	Selain itu?	Ya ice breaking, there is ice breaking
14.	Kalo inti pembelajarannya apa yang dilakukan?	Mmm just speaking I think

15.	Di speakingnya itu apa yang dilakukan? Maksudnya kayak bercakap-cakap?	Ya, bercakap-cakap dengan orang lain kayak temanta atau siapa yang ditemui
16.	Does the teaching method improve your speaking performance when doing debate?	Debate? I don't join debate but yeah, I think when I invite to debate, I think I can to just talk about that
17.	Berarti tidak pernah kayak ada pembahasan debat di kelas? Maksudnya ada kayak diskusi di kelas	Eee sometimes, sometimes we have. But I think mmm just the people who have the debate class I think
18.	Does the teaching method improve your speaking performance when doing speech?	Mmm eee I don't think so, because I don't join the pidato. So, hehe
19.	What class of you? PICnya	Eee anu telling story
20.	Story telling?	Ya
21.	Does the teaching method improve your speaking performance when doing story telling?	Eee yeah, I think can improve that if we like this. If we want to telling the story when we at home I think, and we have the story with eee at school, ya we can I think because we have the speaking like we always speak English I think
22.	How is your improvement especially in speaking after joining Mel-T program?	Mmm like dongeng I think
23.	Jadi bisaki berdongeng, begitu?	Ya, just little bit because I still study, I don't think so
24.	Ya, just little bit because I still study, I don't think so	Ya, I think
25.	Okay, is the teaching method used in Mel-T boring or interesting?	Mmm there not boring, there so eee good for teaching our kayak mata pelajarannya apa ya, pokoknya betul-betul diajariki bagaimana cara untuk supaya tahu dan sebelum namulai pembelajarannya pasti natanya juga dengan kosa kata-kosa kata dan ice breakingnya
26.	Okay, is the teaching method used in Mel-T interesting? Teaching media itu media pembelajaran	Maybe just book I think
27.	Is it interesting?	Ya, it's interesting I think
28.	Why you said interesting?	Because we don't use that phone, because

		when we study with book eee we can search anymore, but we just use the phone, yeah maybe the phone very good, but I think book can better than that
29.	What are the advantages of joining Mel-T on your speaking performance? Kayak manfaat apa yang didapatkan dari segi speakingta setelah join Mel-T	Mmm, I think my speaking is good because my teacher English in my class said my ponounce is good
30.	Your speaking is good and your pronunciation?	Yes
31.	What else?	I think just both of them
32.	How is your sorry value, your value after joining Mel-T? Bagaimana nilaita is it higher than before?	Mmm ya maybe high or ya tinggi-tinggi lah
32.	Tapi lebih anu di, lebih tinggi setelah join Mel-T?	Ya kayak begitu
33.	The last one, what are the challenges do you faced when joining Mel-T on your speaking performance? Challenges hambatan	Oh, maybe just the vocabulary because hehe....
34.	Yeah, sometimes we want to speak but we don't know how, what is the meaning of it in English	Yes
35.	What else?	I think because I don't have another friend can speak English with me. Eee if I if there, I don't remember to speak English with her or with him, like we just speak in Indonesian like or the local speak
36.	Bukannya di Mel-T banyakji anggotanya?	: Hmm ya sometimes, always like if we eee meeting or we just eee ya gak sengaja ketemu
37.	Okay, kalo di Mel-T nya itu bisaji, tapi kalo di kelas itu jarang?	Ya, jarang sekali
38.	Selain itu apa lagi? Selain dari kurangnya vocab dan nda ada parnert untuk speaking	Eee maybe the teacher, ya saya pikir kalo gurunya mau untuk selalu tekankan pake bahasa Inggris maybe can, we can still speak in English
39	Bagus kalo naterapkan English area ya?	Yeah.

Interview with Members of Mel-T

Date: 18 June 2025

Place: MAN 1 Polman

Object: Dian Ramadhani (Member of Mel-T)

No	Researcher	Student
1.	The first question, who is your name?	My name is Dian Ramadhani
2.	Okey Nia, can I call you Nia?	Mmm Dian
3.	Okey Dian, when did you join Madrasah English Community?	Mmm, I joined the Madrasah English Community at around August
4.	Berarti, you join in Mel-T almost one year?	Yeah
5.	The second question, what is your goal to join Mel-T?	Not purpose. My purpose to join Mel-T, I want to improve my English and skills how to speech and what my skill in English yang awalnya itu nda tau apa-apa kayak what is simple present, past, continous, that so I know
6.	You have mentioned that you want to improve your speech or etc, so I want to know have you joined English competition before? Sebelumnya pernahki ikut lomba?	Never
7.	How often do you attend the extracurricular sessions?	Always
8.	Always?	Yeah
9.	Okey btw meetingnya itu seberapa sering?	Biasanya, kan pernah ada programnya, program satu bulannya itu eee setiap hari datang, tapi kalo minggu ini satu kali
10.	Next, how about the implementation, implementasinya Mel-T, nah bagaimana coachnya biasa mengajar selama di Mel-T	Oh good, karena yang diajarkan dari dasar, basic-basic dari awalnya kayak dari verb, noun, adjective, begitu
11.	Nah diajarkan dari basic sampai ke advance di?	Nah, iya
12.	Kemudian is the material used in Mel-t easy or difficult to understand?	Fifty-fifty
13.	Why you say that?	Difficult if we do not know, easy like eee if we know what is verb, noun
14.	But maybe it depends how the	Hmm good, because we langsung paham

	teacher teaches you right, kayak cara ajarnya juga gurunya bagaimana?	ya
15.	Oke kenapa bisa langsung paham? Apakah dari selama proses pembelajarannya itu diselingi juga dengan games ataukah cuma belajar terus?	Oh, sometimes there is game and give example like that
16.	Nah, dari opening activitynya selama eee sebelum memulai pembelajaran itu gurunya melakukan apa?	Mmm give kayak games supaya semangat
17.	Kemudian kalo di main activitynya, atau inti materinya apa yang dilakukan?	Inti materi itu kek bagaimana?
18.	Dipembelajarannya, kan diawali dengan games, kemudin langsung ke materi pembelajaran. Nah, selama disitu apa yang dilakukan? Kegiatan apa?	Ya diajar dulu, terus dikasi tugas supaya ditau kayak mananya ya, kayak evaluasi dari dijelaskan materinya
19.	Oke, does the teaching method improve your speaking performance when doing debate?	I'm not doing debate
20.	Oke, what class of you	Mmm mengeja, apa itu
21.	Spelling?	Ya spelling bee
22.	Does the teaching method improve your speaking performance when doing speech?	Yeah
23.	Like what?	Eee like yang awalnya saya tidak berani tampil di depan teman-teman, tapi karena sudah diajar cara tampil itu kek begini, kayak begini. Jadi tahu
24.	Next, does the teaching method improve your speaking performance when doing story telling?	Story telling, I'm not doing story telling, but ever
25.	Oke, jadi kan eee pernahki kayak melakukan story telling, pasti ada juga dipelajari di dalam?	Mmm diajarkanki tentang pronunciationnya, cara grammarnya juga. Kayak begitu kak
26.	How about the gesture atau intonation?	Ooo iya diajarkan juga kak supaya lebih bagus
27.	How is your improvement in	Meningkat, karena yang awalnya apa itu

	debate, speech, and story telling after joining Mel-T program?	speech, nah tahu. Speech itu kayak pidato begini
28.	Kemudian, do you feel that the Mel-T program has helped you improve your speaking performance?	Yes
29.	Why?	Help me, because I'm afraid to perform myself
30.	And then, is the teaching method used in Mel-T boring or interesting?	Menarik, karena biasa kayak pake games, gitu
31.	Metode games?	Iya
32.	Selain games, apalagi biasanya?	Kayak apa ya, kayak soal-soal
33.	Mengerjakan soal soal, kayak metode assignment?	Iya
34.	Is the teaching media used in Mel-T interesting? Media ajarnya seperti buku, HP atau power point kah	Oh, power point with smart TV
35.	Is it interesting?	Iya
36.	Why interesting?	Because there is eee picture, ada gambar-gambarnya jadi kayak menyenangkan
37.	Oke. What are the advantages of joining Mel-T on your speaking performance?	Manfaatnya, bisa meningkatkan apa ya, kepercayaan diri untuk tampil di di depan orang-orang
38.	What else selain itu?	Eee mengajarkan juga kita untuk berani, harus selalu mencoba
39.	Kalo dari segi pengucapanta atau vocabulary?	Iya meningkatkan juga
40.	Kalo aktivitas dari pronunciation itu, biasanya teachernya lakukan apa?	Kayak diajarkan alfabet, disuruh hapal alfabet, cara pengucapannya sama dikasi example satu-satu huruf
41.	Ada lagi?	Nothing
42.	Oke, the last question. What are the challenges do you faced when join Mel-T on your speaking performance? Hambatanta ketika mau berbahasa atau berbicara dalam bahasa Inggris?	Sometimes tidak ditahu bacanya
43.	Karena beda cara bacanya	Iya
44.	Oke, selain itu apa?	Malu juga bicara
45.	Oke what else?	Nothing.

Interview with Members of Mel-T

Date: 18 June 2025

Place: MAN 1 Polman

Object: Astrid Dian Putri (Member of Mel-T)

No	Researcher	Student
1.	The first question, who is your name?	My name is Astrid Dian Putri
2.	Can I call you Astrid?	Yes
3.	When did you join Madrasah English Community?	I joined Mel-T at around August
4.	Last year?	Yes, last year
5.	What is your goal to join Mel-T?	Eee I wanna improve my English skill to better
6.	Jadi selama di Mel-T ini apakah terimprovemi dirasa?	Ya, Alhamdulillah di bidang singing, debat
7.	Selama menjadi anggota Mel-T pernahki ikut lomba?	Pernah. Alhamdulillah kemarin dapat juara 1 lomba singing contest tingkat Kabupaten
8.	Oh, berarti bisa pintar menyanyi di?	Iya
9.	Oke, how often do you attend the extracurricular sessions?	Eee I always attend
10.	Apakah materi ajar yang digunakan di Mel-T easy or difficult to understand?	Eee easy to understand, cuz apa ya kalau terlalu stresski belajar yang serius, seringki dikasih apa refreshing untuk nonton film bahasa Inggris atau diputarkan musik dan bermain game
11.	Berarti ada juga ice breakingnya di?	Iye
12.	Selama implementasinya itu, bagaimana awal pembelajarannya. Misal awal pembelajarannya itu dibuka seperti apa?	Eee kemarin dibuka dapat kursus gratis dibayarkan dari sekolah di Asia Duta. Jadi, naajarki guru-guru kursus Asia Duta selama kurang lebih 1 bulan lebih di Madrasah
13.	Apakah teaching method yang digunakan oleh teacher atau pembinanya disini naimproveki speakingta ketika melakukan debat?	Kalo disegi debat, apa ya. Ada pelatih khusus kakak kelas yang sudah lulus, kalo metodenya bagaimana di. Ya, mengajar seperti biasanya

14.	Kayak tips and trik ya?	Ya, tips and trik sama sering-sering bikin sparing
15.	Does the teaching method improve your speaking performance when doing speech?	Eee can you explain in Indonesian please?
16.	Oke, apakah metode ajar yang digunakan itu natingkatkan i speakingta ketika melakukan pidato?	Kalau pidato, sejauh ini belum mencoba. Tapi kalo kuliat teman-temanku yang lain yang diajarkan pidato di Mel-T, jago-jago semuami terimprove semua
17.	Metode apa yang digunakan kira-kira pembinanya?	Kalo metodenya nda liatka langsung, tapi Alhamdulillah kemarin juga juara berapa ya Me-T ditingkat Kabupaten juga, kalo bukan juara 2 juara 1
18.	Oke, Does the teaching method improve your speaking performance when doing story telling?	Mmm ya
19.	Seperti apa?	Mmm kurang tau tidak dibimbing story telling, karena saya ambil singing sama debat saja
20.	Kalo dari debat, bagaimana cara coachnya atau pembinanya itu mengajarkanki suaya terasah ciritical thinkingta?	Critical thinking Apa ya jadi sering-seringki nakasi mosi politik yang betul-betul naasah sekali critical thinkingta
21.	How is your improvement in debate, speech, and story telling after join the Mel-T program?	Setelah join Mel-T peningkatannya, bagaimana ya dijelaskan. Ya lebih gampang berargumen gitu
22.	Apa lagi?	Apa lagi ya hmm
23.	Bagaimana menurutta ini program Mel-T apakah natingkatkanki speaking performamce atau speaking skillta?	Ya, natingkatkan karena seringki nakasih kesempatan untuk tampil di depan umum. Jadi, natingkatkan i eee apa ya skill untuk speakingta sama public speaking juga
24.	Oke, apakah metode ajar yang digunakan itu boring atau interesting	Menarik sekali, karena eee dia metode pembelajarannya tidak monoton, tidak yang terlalu serius belajar, tidak terlalu natekan jadi seringki juga dikasi refreshing untuk belajar dari menonton film, film-film Inggris, listening mucic, sama games-games yang dikasi sama kakak-kakak
25.	Is the teaching media used in Mel-T interesting?	Ya, menarik sekali

26.	Oke next, apa manfaat yang didapatkan setelah join Mel-T terhadap speakingta?	Mmm skill speakingku jadi lebih terasah lagi, jadi lebih berani untuk berbicara, kan sebelumnya agak apa di kek takutka untuk mengeluarkan suaraku untuk berbicara apalagi di depan umum. Tapi, berkat masuk Mel-T, lebih diimproveka lagi, lebih dikasi naik lagi skillku, jadi lebih terasah lagi sekarang skill speaking
27.	Selain itu? Selain dari meningkatkan public speaking. Apa lagi?	Sama apa ya
28.	How about pronunciation?	Yes, pronunciation. Eee sering dilatih untuk apa di, untuk ada bimbingannya biasanya untuk pronunciation, sering dibimbing sama kakak-kakak. Jadi, lebih anu lagi skillnya, yeah
29.	Kalo hambatan untuk berbicara bahasa Inggris itu apa?	Hambatan, di vocabulary karena apa ya kalo di hafalan grammar itu masih susah sekarang kalo untuk saya, untuk saya pribadi karena saya orangnya susah menghafal
30.	Selain itu, apa lagi?	Hambatannya lagi cukup ituji tadi.

Appendix 6. Documents from Madrasah English Community (Mel-T)
PROGRAM PENGEMBANGAN BAHASA INGGRIS
MADRASAH ALIYAH NEGERI 1 POLEWALI MANDAR
TAHUN AJARAN 2024-2025

I. Pendahuluan

Bahasa Inggris telah menjadi salah satu keterampilan yang sangat penting di era globalisasi saat ini. Kemampuan berkomunikasi dalam bahasa Inggris tidak hanya membuka peluang pendidikan, tetapi juga meningkatkan daya saing siswa di dunia kerja. Oleh karena itu, pengembangan keterampilan bahasa Inggris di Madrasah Aliyah menjadi suatu keharusan untuk mempersiapkan siswa menghadapi tantangan masa depan.

Program pengembangan bahasa Inggris di Madrasah Aliyah Negeri 1 Polewali Mandar. Menjadi perhatian serius bagi madrasah. Dirancang untuk meningkatkan kemampuan peningkatan skill siswa secara menyeluruh. Dengan menyediakan fasilitas dan anggaran serta memberikan peluang kepada siswa-siswi untuk ikut berkompetisi diberbagai ajang lomba baik Tingkat kabupaten, provinsi bahkan Tingkat Nasional.

II. Tujuan Program

1. Meningkatkan Kemampuan Berbahasa Inggris Siswa

- Meningkatkan keterampilan berkomunikasi dalam bahasa Inggris, baik lisan maupun tulisan, sehingga siswa mampu bersaing di tingkat lokal, nasional, dan internasional.

2. Meningkatkan Daya Saing Akademik dan Profesional

- Membekali siswa dengan keterampilan bahasa Inggris yang diperlukan untuk melanjutkan pendidikan ke jenjang yang lebih tinggi serta meningkatkan daya saing mereka di dunia kerja.

3. Menyediakan Sarana dan Prasarana Pembelajaran yang Mendukung

- Menyediakan fasilitas yang memadai serta alokasi anggaran untuk kegiatan pengembangan bahasa Inggris, termasuk ruang belajar, media pembelajaran, dan akses ke sumber belajar digital.

4. Mendorong Partisipasi Siswa dalam Kompetisi Berbahasa Inggris

- Memberikan kesempatan kepada siswa untuk mengikuti berbagai ajang kompetisi bahasa Inggris, seperti lomba debat, storytelling, dan pidato di tingkat kabupaten, provinsi, dan nasional, guna melatih kepercayaan diri dan kemampuan berprestasi.

5. Mempersiapkan Siswa Menghadapi Tantangan Global

- Membekali siswa dengan keterampilan bahasa Inggris sebagai salah satu bekal utama dalam menghadapi tantangan global di

masa depan, baik dalam konteks pendidikan, karier, maupun kehidupan sosial.

6. **Membangun Karakter Siswa yang Kompetitif dan Percaya Diri**

- Mengembangkan sikap positif, disiplin, dan percaya diri melalui kegiatan belajar yang menyenangkan dan kompetitif, sehingga siswa dapat menjadi individu yang unggul dan adaptif di era modern.

II. Sasaran

Pada program pengembangan Bahasa terdapat 3 sasaran yaitu

1. Siswa-siswi madrasah yang tergabung dalam organisasi Madrasah English Community “MEL-T” MAN 1 Polewali Mandar (Program Jangka Pendek)
2. Seluruh Siswa MAN 1 Polewali Mandar (Program Jangka Panjang)
3. Segenap Guru dan Staf MAN 1 Polewali Mandar (Program Jangka Panjang)

VI. Rencana Program

Rencana program pengembangan bahasa Inggris di MAN 1 Polman terbagi dalam beberapa fase yaitu program, mingguan, bulanan, triwulan, semester dan tahunan

1. **Program Mingguan**

Program mingguan dirancang untuk latihan intensif yang berfokus pada aspek memperkaya perbendaharaan Vocabulary

- a. Menghafal kosa kata
- b. Materi: Percakapan sehari-hari (Daily Conversation)
- c. Metode pengujian hafalan vocabulary Yuniior diuji kakak senior

2. **Program Bulanan**

Program bulanan lebih menekankan pada pemahaman mendalam dan penggunaan bahasa Inggris dalam konteks yang lebih luas, dengan pengembangan kemampuan membaca dan menulis. program ini dilaksanakan sekali dalam sebulan dengan kegiatan meeting, Penentuan bahan materi meeting dikondisikan dengan kebutuhan siswa

Kegiatan meeting diformat dengan variatif diantaranya, belajar dilingkungan madrasah, belajar ditempat rekreasi, dengan metode pembelajaran English have fun mulai meningkatkan skill speaking dan pronunciation melalui sing dan watching film, discuss, game, presentation ect

3. Program Tahunan

1. Melakukan Memorandum of Understanding dengan beberapa Lembaga diantaranya;

- a. Lembaga Kursus dan Pelatihan, Kerjasama ini dilakukan dalam hal penguatan dasar dasar kemampuan berbahasa inggris bagi anggota baru komunitas English di MAN 1 Polman
- b. Lembaga yang menyediakan sarana TOFEL
- c. Sekolah Tinggi yang memberikan sharing metodologi pembelajaran Bahasa inggris.

2. Tourist Hunter

Kegiatan ini bertujuan memberi kesempatan kepada siswa untuk mempraktekkan langsung berbahasa inggris pada native speaker, kegiatan ini juga sebagai motivasi agar siswa-siswi lebih antusias bergabung dalam komunitas English di MAN 1 Polewali Mandar

Kegiatan toris hunter ini akan dilaknsakan di tempat wisata yang sering dikunjungi wisawawan asing seperti di benteng roterdam makassar, benteng somba upu makssar, tana toraja dan tempat lain yang representative.

3. Culture Tour study

Kegiatan culture tour study akan dilaksanakan dengan pola pembelajaran learning by doing karena siswa dibawah langsung kelokasi kegiatan seperti tempat tenun sarung mandar, pembuatan perahu sandeq, acara perayaan maulid dan tammat massal daln lain lain, ini diharapkan dapat memberikan pengetahuan kepada siswa tentang budaya local yang ada dipolewali mandar kemudian setelah kegiatan berakhir siswa siswi akan membuat laporan dalam Bahasa inggris dan mempresentasekannya dengan berbahsa inggris.

4. Go to Kampung Inggris Pare kediri

kegiatan ini dilakukan lebih untuk memperdalam lagi kemampuan Bahasa inggris anggota komunitas (MEL-T) dan hanya akan mengikutkan siswa siswi yang memiliki dasar kemampuan Bahasa inggris yang baik, agar bisa meng upgrade lagi keilmuan siswa tersebut.

5. Insidental moment

Kegiatan ini merupakan kegiatan yang conditional dengan kata lain memanfaatkan moment karena di Polewali mandar terkadang kedatangan wisatawan mancanegara yang merupakan native speaker dari berbagai negara. sehingga Pembina Bahasa inggris MAN 1 Polman langsung memimta kesediannya untuk datang kemadrasah sharing dengan siswa-siswi MAN 1 Polman.

6. Program Khusus

Beberapa kegiatan yang menjadi program khusus diantaranya

- a. Pembinaan siswa siswi persiapan lomba Nasional Debate School Competition (NSDC) merupakan ajang tahunan yang diselenggarakan oleh Badan Penjarangan Talenta Indonesia (BPTI)
- b. Pembinaan siswa-siswi persiapan lomba English yang diselenggarakan oleh Kampus atau Institusi lainnya.
- c. Pembinaan Master of Ceremony berbahasa Inggris pada kegiatan tertentu dimadrasah
- d. Tular minat English program ini memberi tugas kepada setiap anggota MEL-T untuk mengajak temannya satu orang minimal satu calon anggota baru agar berminat bergabung dikomunitas dan siap aktif berbahasa Inggris
- e. Pembukaan kelas Bilingual yang dihuni siswa-siswi berdasarkan penjarangan melalui test ujian masuk pada PPDB dengan mempertimbangkan kemampuan dasar Bahasa Inggris yang dimiliki siswa-siswi.

Metode Pengajaran:

- **Task-Based Learning (TBL):** Fokus pada penggunaan bahasa Inggris dalam tugas-tugas yang berhubungan dengan kehidupan sehari-hari.
- **Project-Based Learning (PBL):** Memberikan kesempatan kepada siswa untuk membuat proyek akhir yang menantang dan relevan dengan minat mereka.
- **Blended Learning:** Menggabungkan pembelajaran online dengan pembelajaran tatap muka (misalnya, video pembelajaran atau materi pembelajaran berbasis aplikasi).

Penutup

Program ini bersifat fleksibel dan dapat disesuaikan dengan tingkat kemampuan siswa. Dengan adanya variasi dalam pendekatan dan jenis kegiatan, diharapkan dapat meningkatkan motivasi belajar siswa dan mempercepat penguasaan bahasa Inggris mereka dan yang terakhir setiap selesai melaksanakan sebuah program maka akan dibuatkan laporan hasil kegiatan.

LOMBA NATIONAL SCHOOLS DEBATING CHAMPIONSHIP (NSDC) TINGKAT NASIONAL DI JAKARTA JUNI 2024

I. Pendahuluan

National Schools Debating Championship (NSDC) merupakan ajang debat bergengsi tingkat nasional yang diselenggarakan oleh Kementerian Pendidikan. Kompetisi ini bertujuan untuk mengembangkan keterampilan berpikir kritis, kemampuan analitis, serta keterampilan berbicara dalam bahasa Inggris bagi siswa di seluruh Indonesia. Partisipasi dalam NSDC merupakan kesempatan berharga bagi para siswa untuk mengasah kemampuan debat, memperluas wawasan, serta meningkatkan rasa percaya diri dalam berbicara di depan umum.

MAN 1 POLEWALI MANDAR turut serta dalam kompetisi NSDC ini setelah berhasil lolos dari seleksi ketat di tingkat provinsi. Kegiatan ini merupakan bagian dari upaya sekolah dalam meningkatkan mutu pendidikan dan kualitas siswa, khususnya dalam bidang bahasa Inggris. Dengan terpilihnya tim debat kami untuk berlaga di tingkat nasional, diharapkan dapat memotivasi siswa lain untuk terus berprestasi dalam bidang akademik maupun non-akademik.

II. Tujuan Kegiatan

1. Meningkatkan keterampilan debat siswa dalam bahasa Inggris melalui ajang kompetisi nasional.
2. Mengembangkan kemampuan berpikir kritis, analitis, dan penyusunan argumen yang terstruktur.
3. Memberikan pengalaman berkompetisi di tingkat nasional untuk memperkuat mental dan rasa percaya diri siswa.
4. Meningkatkan prestasi madrasah di kancah nasional serta memotivasi siswa lain untuk berprestasi.

III. Penutup

1. Keberhasilan yang diraih dalam ajang NSDC tingkat nasional ini menjadi kebanggaan besar bagi MAN 1 Polewali Mandar. Prestasi ini menunjukkan bahwa dengan kerja keras, dedikasi, dan dukungan yang tepat, siswa dapat mencapai potensi terbaik mereka. Kami berharap keberhasilan ini dapat menjadi inspirasi bagi siswa lainnya untuk terus berprestasi di bidang akademik dan non-akademik.

DOKUMENTASI



**LAPORAN HASIL KEGIATAN MENGIKUTI AJANG LOMBA BAHASA
INGGRIS TINGKAT PROVINSI.
MADRASAH ENGLISH COMMUNITY (MEL-T)
MAN 1 POLEWALI MANDAR
2024**

I. Pendahuluan

Lembaga Bahasa Inggris Madrasah English Community (MEL-T) di bawah naungan **MAN 1 POLMAN** berkomitmen untuk terus meningkatkan kualitas pembelajaran dan kompetensi siswa dalam bidang bahasa Inggris. Salah satu upaya yang dilakukan adalah dengan mengikuti ajang lomba bahasa Inggris tingkat provinsi yang diadakan oleh **SEKOLAH TINGGI AGAMA ISLAM (STAIN) MAJENE** pada bulan Januari 2024 dibawah pimpinan bapak Budiman, S.Pd., M. Si

Kegiatan ini bertujuan untuk memberikan pengalaman kompetitif bagi siswa serta melatih keterampilan berbicara, menulis, dan berpikir kritis mereka dalam bahasa Inggris. Melalui ajang ini, diharapkan siswa dapat mengembangkan kemampuan bahasa Inggris mereka secara lebih maksimal, serta meningkatkan kepercayaan diri untuk bersaing di tingkat yang lebih tinggi.

II. Hasil dan Manfaat Kegiatan

Partisipasi dalam ajang lomba ini memberikan banyak manfaat bagi siswa kami, antara lain:

1. Peningkatan Kompetensi Bahasa Inggris: Siswa memperoleh pengalaman berharga dalam menggunakan bahasa Inggris secara aktif dan kompetitif.
2. Pengembangan Soft Skills: Kompetisi ini membantu siswa dalam meningkatkan keterampilan public speaking, critical thinking, dan problem-solving.
3. Motivasi untuk Berprestasi Lebih Tinggi: Kesuksesan ini memberikan motivasi tambahan bagi siswa lain untuk mengikuti jejak mereka dalam ajang-ajang berikutnya.

4. Penghargaan dan Pengakuan: Prestasi ini membawa kebanggaan bagi sekolah dan menunjukkan kualitas pendidikan yang kami tawarkan.

III. Hasil Kompetisi

Program mengikuti lomba bahasa Inggris tingkat provinsi ini berhasil mencapai tujuan yang diharapkan, terutama dalam hal peningkatan keterampilan berbicara dan prestasi siswa. Dengan diraihnya **Juara 1** pada kategori **Debate dan Storytelling**, kami sangat bangga atas usaha keras dan dedikasi siswa.

IV. DOKUMENTASI.





**JUARA 1 LOMBA DEBATE DAN STORYTELLING SE-PROVINSI
MENJATUHKAN, SMA 3 POLEWALI DAN SMA 1 POLEWALI DAN
SEKOLAH UNGGULAN LAINNYA DI KAB. MAJENE**



Appendix 7. Observation Documentation







DAFTAR KEAKTIFAN ANGGOTA MELI
PERIODE 2022-2023

DATE: 10-JUNE-2022

NO	NAMA	KELAS	PANDANGAN
1	Zahra Dinda Rizkhotunn	X-2	1
2	Rafa Rafiqom	X-2	1
3	Dewi Nur Hafidha	X-3	2
4	Melisa	X-4	1
5	Hikmah Damarisa	X-4	2
6	Syifa Al-Farida	X-4	1
7	Azzah	X-2	2
8	Rafiqo Iqbal Syahid	X-5	1
9	Azzah Kusnanda	X-5	1
10	Naura Fajriyah	X-6	1
11	Fahma Nur Hafidha	X-7	1
12	Khairunnisa	X-7	1
13	Zilka Nur Hafidha	X-7	1
14	Alvin Widha STB	X-7	1
15	Hikmah Nur Hafidha	X-7	1
16	Nora Nur Hafidha	X-7	1
17	Nuzulita Nur Hafidha	X-7	1
18	Naura Nur Hafidha	X-7	1
19	Qasira	X-8	1
20	Azka Nur Hafidha Al-Amri	X-8	1
21	Nur Hafidha	X-9	1
22	Rafiqo Nur Hafidha	X-10	1
23	Alvin Nur Hafidha	X-11	1
24	Azzah Nur Hafidha	X-11	1
25	Azzah	X-11	1

27	Azka Nur Hafidha	X-11	27	26
28	Dina Nur Hafidha	X-11	28	28
29	Fahma Nur Hafidha	X-11	29	29
30	Hikmah Nur Hafidha	X-11	30	30
31	Melisa Nur Hafidha	X-11	31	31
32	Naura Nur Hafidha	X-11	32	32
33	Rafa Nur Hafidha	X-11	33	33
34	Syifa Nur Hafidha	X-11	34	34
35	Nuzulita Nur Hafidha	X-11	35	35
36	Naura Nur Hafidha	X-11	36	36
37	Naura Nur Hafidha	X-11	37	37
38	Naura Nur Hafidha	X-11	38	38
39	Naura Nur Hafidha	X-11	39	39
40	Naura Nur Hafidha	X-11	40	40
41	Naura Nur Hafidha	X-11	41	41
42	Naura Nur Hafidha	X-11	42	42
43	Naura Nur Hafidha	X-11	43	43
44	Naura Nur Hafidha	X-11	44	44
45	Naura Nur Hafidha	X-11	45	45
46	Naura Nur Hafidha	X-11	46	46
47	Naura Nur Hafidha	X-11	47	47
48	Naura Nur Hafidha	X-11	48	48
49	Naura Nur Hafidha	X-11	49	49
50	Naura Nur Hafidha	X-11	50	50
51	Naura Nur Hafidha	X-11	51	51
52	Naura Nur Hafidha	X-11	52	52
53	Naura Nur Hafidha	X-11	53	53
54	Naura Nur Hafidha	X-11	54	54
55	Naura Nur Hafidha	X-11	55	55
56	Naura Nur Hafidha	X-11	56	56

57	Naura Nur Hafidha	X-11	57	57
58	Naura Nur Hafidha	X-11	58	58
59	Naura Nur Hafidha	X-11	59	59
60	Naura Nur Hafidha	X-11	60	60
61	Naura Nur Hafidha	X-11	61	61
62	Naura Nur Hafidha	X-11	62	62
63	Naura Nur Hafidha	X-11	63	63
64	Naura Nur Hafidha	X-11	64	64
65	Naura Nur Hafidha	X-11	65	65
66	Naura Nur Hafidha	X-11	66	66
67	Naura Nur Hafidha	X-11	67	67
68	Naura Nur Hafidha	X-11	68	68
69	Naura Nur Hafidha	X-11	69	69
70	Naura Nur Hafidha	X-11	70	70
71	Naura Nur Hafidha	X-11	71	71
72	Naura Nur Hafidha	X-11	72	72

Mengesah: _____ Guru Pembimbing

Kecamatan Manj. P. D. M. S. I. _____

Balangan, S.Pd. M. Si _____

Appendix 8. Interview Documentation



Interview with the Vice Principal for Curriculum at MAN 1 Polman



Interview with the Coach of Mel-T

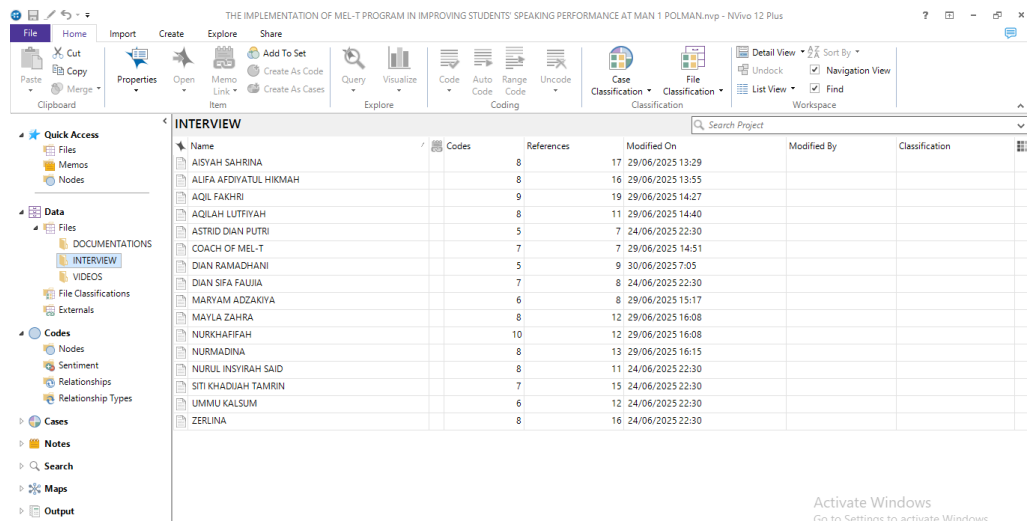


Interview with Members of Mel-T





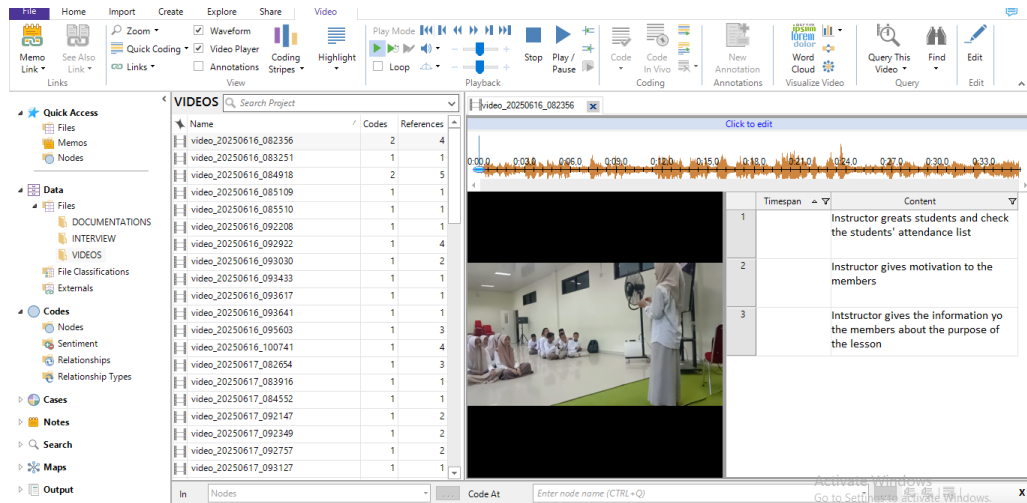
Appendix 9. The data were processed using NVivo 12 Plus software



THE IMPLEMENTATION OF MEL-T PROGRAM IN IMPROVING STUDENTS' SPEAKING PERFORMANCE AT MAN 1 POLMAN.rvp - Nvivo 12 Plus

Name	Codes	References	Modified On	Modified By	Classification
AISYAH SAHRINA		8	17 29/06/2025 13:29		
ALIFA AFDIYATUL HIKMAH		8	16 29/06/2025 13:55		
AQIL FAKHRI		9	19 29/06/2025 14:27		
AQILAH LUTFIYAH		8	11 29/06/2025 14:40		
ASTRID DIAN PUTRI		5	7 24/06/2025 22:30		
COACH OF MEL-T		7	7 29/06/2025 14:51		
DIAN RAMADHANI		5	9 30/06/2025 7:05		
DIAN SIFA FALUJA		7	8 24/06/2025 22:30		
MARYAM ADZAKIYA		6	8 29/06/2025 15:17		
MAYLA ZAHRA		8	12 29/06/2025 16:08		
NURKHAFIFAH		10	12 29/06/2025 16:08		
NURMADINA		8	13 29/06/2025 16:15		
NURUL INSYIRAH SAID		8	11 24/06/2025 22:30		
SITI KHADUJAH TAMRIN		7	15 24/06/2025 22:30		
UMMU KALSUM		6	12 24/06/2025 22:30		
ZERLINA		8	16 24/06/2025 22:30		

All research files were imported into the Nvivo 12 software



video_20250616_082356

Name	Codes	References
video_20250616_082356	2	4
video_20250616_083251	1	1
video_20250616_084918	2	5
video_20250616_085109	1	1
video_20250616_085510	1	1
video_20250616_092208	1	1
video_20250616_092922	1	4
video_20250616_093030	1	2
video_20250616_093433	1	1
video_20250616_093617	1	1
video_20250616_093641	1	1
video_20250616_095603	1	3
video_20250616_100741	1	4
video_20250617_082654	1	3
video_20250617_083916	1	1
video_20250617_084552	1	1
video_20250617_092147	1	2
video_20250617_092349	1	2
video_20250617_092757	1	2
video_20250617_093127	1	1

Content

Timespan	Content
1	Instructor greets students and check the students' attendance list
2	Instructor gives motivation to the members
3	Instructor gives the information yo the members about the purpose of the lesson

Coding process

The screenshots illustrate the coding process in ATLAS.ti, showing how text segments are identified and coded across different nodes.

Screenshot 1: Coding 'Upaya guru dalam meningkatkan sikap disiplin'

Name	Files	Referen
Upaya guru dalam meningkatkan sikap disiplin	1	2
Sosialisasi	6	12
Pemberian sanksi	6	13
Manajemen waktu	5	13
keteladanan	6	9
Apresiasi	1	1
Hambatan yang dialami guru dalam menin	2	2

Reference 1 - 3,02% Coverage
ya. untuk mengatasinya itu, dengan cara untuk saat ini ya. kita buat grup Wa khusus untuk orang tua yang jadi di situ di dalam grup itu ada kita komunikasi antara guru dan orang tua siswa

Reference 2 - 4,59% Coverage
kalah, bagi saya kalau memang kita ini ada kemauan ya... pasti kita bisa, kebetulan saya ini tinggal disini di rangas kemudian anak-anaknya juga rata-rata orang disini tinggal disini ya. jadi mungkin tidak ada kendala bagi saya untuk bisa berbicara langsung dengan orang tua siswa.

Reference 1 - 3,45% Coverage
Dengan ee, sosialisasi jadi pertama itu kita panggil orang tua untuk sosialisasi tentang tata tertib yang kita terapkan atau laksanakan di sekolah. Jadi, ada kesempatan antara orang tua siswa dengan pihak sekolah, dengan aturan-aturan atau tata tertib yang dilakukan di sekolah.

Screenshot 2: Coding 'Hambatan yang dialami guru dan Prasarana dan prasarana'

Name	Files	Referen
Upaya guru dalam meningkatkan sikap disiplin	1	2
Sosialisasi	6	12
Pemberian sanksi	6	13
Manajemen waktu	5	13
keteladanan	6	9
Apresiasi	1	1
Hambatan yang dialami guru dalam menin	2	2
Prasarana dan prasarana	5	7
Pengaruh lingkungan	5	8
Kurangnya kolaborasi antara guru dan	3	7

Reference 1 - 4,28% Coverage
Kendalanya. ee... mungkin ada sedikit yah. kenapa karena, biasa kita adakan sosialisasi atau datangkan orang-orang tua yang kesini kadang itu perwaliannya yang di kirim kesini biasa kakaknya, tantanya. Jadi kita sangat harapkan ini orang tua sendiri supaya kita tua yaa. beda itu orang tua sendiri dengan perwaliannya kakak yang akan dampingi.

Reference 1 - 4,33% Coverage
Kalau saya pribadi ya itu, masalah kesadaran dari orang tua siswa itu ji karna mungkin ya... kalau di sekolah kita berusaha selalu terapkan disiplin, tapi mungkin kalau mereka sudah di rumah ya terabaikan lagi itu masalah seperti itu. Bagi orang tua yang memang kurang ini, jadi itu ji kendalanya karna namanya anak-anak tidak bisa konsisten to... apa yang di lakukan.

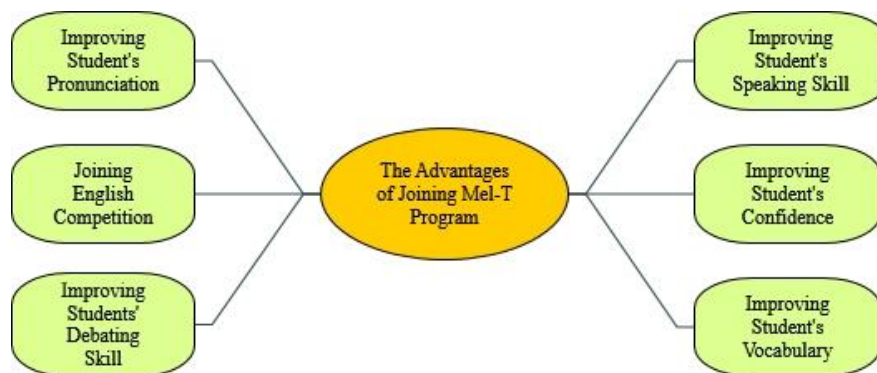
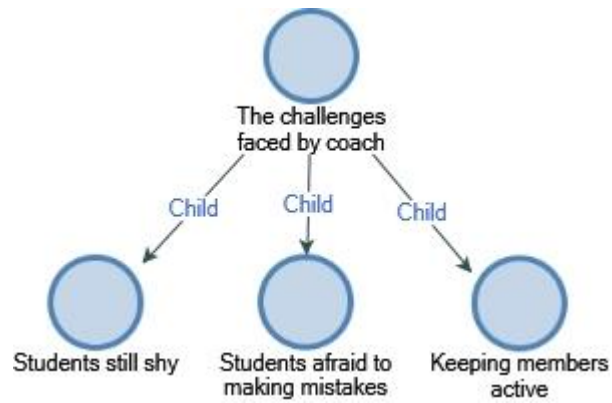
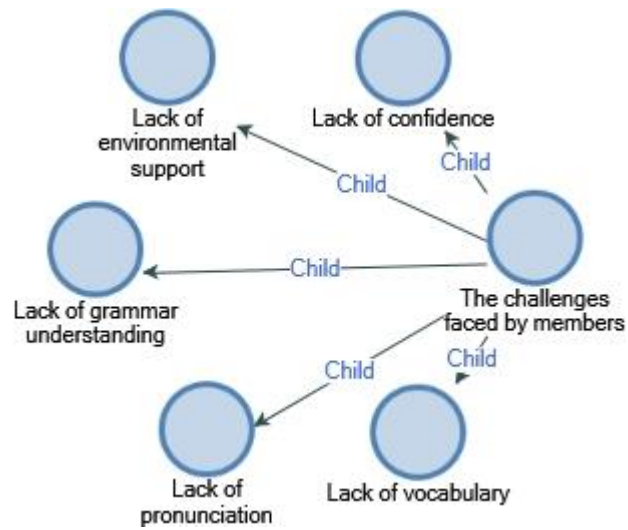
Reference 2 - 4,80% Coverage
Seperti itu mi barang kali, mungkin masih banyak barang kali cara lain untuk saat ini ya... itu ji hanya bisa dilakukan. Bahkan kadang-kadang saya sudah melalui masalah ke... bisa kita makat banget hambatan... hambatan kita

Screenshot 3: Coding 'Hambatan yang dialami guru dan Prasarana dan prasarana'

Name	Files	Referen
Upaya guru dalam meningkatkan sikap disiplin	1	2
Sosialisasi	6	12
Pemberian sanksi	6	13
Manajemen waktu	5	13
keteladanan	6	9
Apresiasi	1	1
Hambatan yang dialami guru dalam menin	2	2
Prasarana dan prasarana	5	7
Pengaruh lingkungan	5	8
Kurangnya kolaborasi antara guru dan	3	7

Reference 1 - 21,04% Coverage
kata-katanya. Biasa siswa melapor kepada orang tua padahal ee... siwan yang salah. Contoh pas waktu senam saya kan datang terlambat terus langsung ka senam, ini siwan yang pergi melapor sama orang tua bilang nasuruh ka pulang satpam padahal datang ka ini terlambat. Ya langsung bilangka datang orang tua marah-marah kenapa mukasih pulang ii begini-begini, ya... bilang ka bu... seharus datang baik-baik ke kesekolah tanya baik-baik betul itu kah. Kalau nasuruh betulun ki anak ta pulang masalahnya masih pagi-pagi ii karna terlambat ini datang ki marah-marah bu... dan sudah nasampaikan kepada kepala sekolah yang tidak masuk akal juga apa nasampaikan karna kita tidak bertanya dulu begini betulun ii kah. Pernah juga teman ku ini siswa melapor keorang tua bilang ditamparka satpam nah terus orang tua menelpon keguru padahal tidak ada sama sekali satpam menampar siswa.

Coding process



The data were exported from the software

CURRICULUM VITAE



The author's name is Sariana. She was born in Polewali Mandar on February 16, 2003. She is the first of two children, the daughter of Mr. Ismail and Mrs. Sari Bulan. Primary education was completed at SDN Panamba in 2015. Subsequently, the author continued her education at SMPS Budi Mulia Tasiu and graduated in 2018. Secondary education was pursued at SMAN 1 Kalukku with a focus on Natural Sciences (IPA), and she graduated in 2021. In the same year, the author was admitted as a student in the English Language Education Program, Department of Education and Teaching, State Islamic College (STAIN) Majene.

During her studies at STAIN Majene, the author was actively involved in academic and non-academic activities. She completed her undergraduate studies (S1) by writing a thesis titled "The Implementation of the Mel-T Program in Improving Students' Speaking Performance at MAN 1 Polman."