

**THE IMPLEMENTATION OF NON-FORMAL
EDUCATION (NFE) TEACHING MODEL ON
ENGLISH SPEAKING CLASS IN LKP
ENGLISH ACADEMY BENGKULU**

(A Descriptive Qualitative Study)

THESIS

Submitted as a Partial Requirement for the Degree of *Sarjana
Pendidikan (S.Pd)* in Study Program of English Education
UIN Fatmawati Sukarno Bengkulu



By:

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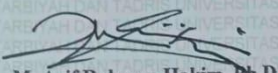
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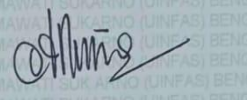
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MOTTO

“In this world nothing happens by chance, because everything happens for a reason”.

-Yogi Kurniawan-



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DEDICATION

This thesis is dedicated to:

- ❖ Both of my unconditional love, my beloved parents, Mr. M Kahar, and Mrs. Rosni, thank you very much for your support, pray, and patience to make my dream come true, you are the greatest gift that Allah sent to me.
- ❖ My little brother Muhammad Fikri. Big thank for your help, advice, support and kind attention to motivate me during my education.
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- ❖ All my friends that helped me during my process
- ❖ My beloved almahasiswa UIN Fatmawati Sukarno Bengkulu


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5. Supervisor I, M. Arif Rahman Hakim, Ph.D and Supervisor II, Anita, M.Hum.
6. All English lecturers and administration staffs of

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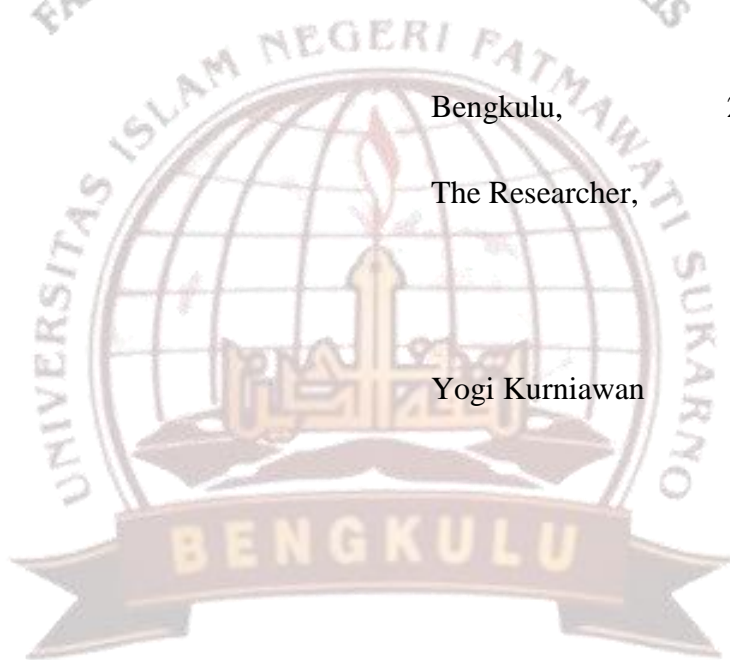
7. All of my best friends, especially in English Program of UINFAS Bengkulu 2015.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2023

The Researcher,

Yogi Kurniawan



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ABSTRACT

Yogi Kurniawan, 2023, The Implementation of Non-Formal Education (NFE) Teaching Model on English Speaking Class in LKP English Academy Bengkulu. (A Descriptive Qualitative Study)

Advisor 1. M. Arif Rahman Hakim, Ph. D

2. Anita, M.Hum

The existence of Non Formal Education (NFE) teaching model implemented in Speaking Class of English Academy Bengkulu and How do the teachers manage Non Formal Education (NFE) in their speaking Class. The respondents were three teachers and one staff of LKP English Academy Bengkulu. The type of the research is descriptive Qualitative with semi structure interview for data collection techniques. The findings of study explain that the implementation of this teaching model carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence of students in accordance with the interests and talents of students. So based on the result of this study, the researcher can conclude that a learning solution to enhance speaking student ability and confidence outside formal education.

Keywords: Non-Formal Education, Teaching Model, Speaking

ABSTRAK

Yogi Kurniawan, 2023, Implementasi Model Pembelajaran Nonformal Education (NFE) pada Kelas English Speaking di LKP English Academy Bengkulu (Studi Deskriptif Kualitatif)

Pembimbing 1. M. Arif Rahman Hakim, Ph. D

2. Anita, M.Hum

Keberadaan model pengajaran Non Formal Education (NFE) yang diterapkan di Kelas Berbicara Akademi Bahasa Inggris Bengkulu dan Bagaimana guru mengelola Pendidikan Non Formal (NFE) di Kelas Berbicara mereka. Responden penelitian ini adalah tiga guru dan satu staf LKP English Academy Bengkulu. Jenis penelitian ini adalah deskriptif kualitatif dengan wawancara semi terstruktur untuk teknik pengumpulan data. Temuan penelitian menjelaskan bahwa penerapan model pembelajaran ini dilaksanakan secara interaktif, inspiratif, menyenangkan, menantang, memotivasi siswa untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian siswa sesuai dengan minat dan bakat siswa. . Jadi berdasarkan hasil penelitian ini, peneliti dapat menyimpulkan bahwa solusi pembelajaran untuk meningkatkan kemampuan dan kepercayaan diri siswa berbicara di luar pendidikan formal.

Kata Kunci: Pendidikan Non Formal, Model Pembelajaran, Berbicara

TABLE OF CONTENT

COVER	i
ADVISOR SHEET	ii
RATIFICATION.....	iii
MOTTO	iv
DEDICATION.....	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT	ix
ABSTRAK	x
TABLE OF CONTENTS.....	xi
LIST OF TABLE	xiii
LIST OF FIGURE	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of Problem.....	8
C. The Scope and Limitation.....	9
D. Research Questions	9
E. The Objectives of the Research	10
F. Significance of the study	10
G. Definition of the Key Term	10

CHAPTER II LITERATURE REVIEW	12
A. Formal, Informal and Non Formal Education Definition	12
B. Management of method-based learning NFE	13
1. Problem of Student Speaking.....	20
C. Non-Formal Education	22
D. NFE Teaching Model	24
E. Theory Constructivism	27
F. Previous Studies	28
CHAPTER III RESEARCH METHOD	34
A. Research Method	34
B. Research Setting	34
C. Subject of the Research	34
D. Research Instrument	34
E. Data Collection Technique	37
F. Technique of Analysis Data	39
G. Credibility of the research	41
CHAPTER IV FINDING AND DISCUSSION	
A. Finding	42
B. Discussion	58
CHAPTER V CONCLUSSION AND SUGGESTION	
A. Conclusion	65
B. Suggestion.....	67
REFERENCES	
APPENDICES	

LIST OF TABLE

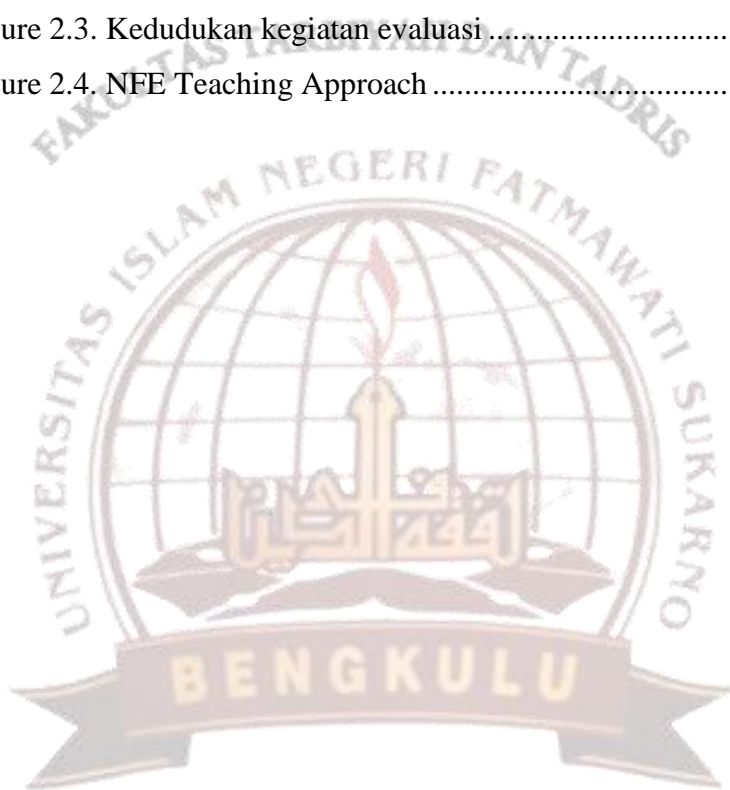
Table 3.1. Subject of the Research	35
Table 3.2 Question grid of the research	37



TAHUN 2023

LIST OF FIGURES

Figure 2.1. Serangkaian Kegiatan berbasis NFE	14
Figure 2.2. Konsep pembelajaran berbasis NFE.....	18
Figure 2.3. Kedudukan kegiatan evaluasi	20
Figure 2.4. NFE Teaching Approach	26



TAHUN 2023

LIST OF APPENDICES

Pedoman Wawancara

Dokumentasi

Sk Pembimbing

Sk Penyeminar Proposal

Surat Permohonan Perubahan Judul

Pengesahan Penyeminar

Izin Penelitian

Sk Kompre

Surat Selesai Penelitian

Jadwal Sidang Munaqosyah

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CHAPTER I

INTRODUCTION

The researcher attempts to investigate phenomena that develop into a problem in this study. The first Chapter will cover topics related to the background of the study, the problems of the study, the scope and limitation, the objectives of the study, the significance of the study, and the definition of key terms.

A. Background of the study

Humans are social creatures who require communication to interact with one another. As a result, they require a language in order to effectively communicate and do their tasks. Since language is a means of communicating what people want and feel, it is impossible to separate language from human activity. A language is what a given society's people speak, claims Wardhaugh (2006). One definition of a communication system is when two or more people speak to one another. To sum up, language is crucial for people to navigate life and communicate with one another in order to comprehend one another.

Today, English has developed into a global tongue that is widely used throughout the globe (Sari & Aminatun, 2021). It sounds so crucial and is utilized by many developed and emerging nations as a second language to function in daily life. In connection with this, the Prophet Muhammad (Peace be upon

him) has stressed the value of learning various languages for many decades. In a hadith narrated by Imam Tirmidzi, the prophet is said to have instructed one of His secretaries, Zaid bin Tsabit, to study the Syriac language, which was used by the Jews at the time. The prophet was inspired to do this because he received so many letters, but he was concerned that there would be additions and subtraction if he asked the Jews to respond to them.

However, to learn English is not easy as it looks. It is such a mission impossible to master English if we do not practice to speak every day. Regarding to the needs of individuals and society, English can be learned in non-formal institution. Students are able to improve their English language by joining non-formal education so that they can get more knowledge. Non-formal education seems better to fill the individuals' needs of students than formal schooling.

However, learning English is more difficult than it seems. If we don't practice speaking every day, learning English is practically impossible. English can be studied in a non-formal setting while taking into account the demands of both people and society. By participating in non-formal education, students can enhance their English language skills and gain more knowledge. The needs of students seem to be better fulfilled by non-formal education than by public education.

A comprehensive review of the key characteristics of non-formal education, as opposed to formal schooling, reveals that participants are drawn to these programs because they provide the knowledge they hope to gain and the support they need for a deeper understanding of themselves. This is according to Claudio (2000:2). It only makes sense if the education being provided by the school has no value for the student's life and does not adequately prepare him for everyday difficulties. He will merely decline to take part in initiatives that may ultimately fail or that will eventually need to be redesigned in order to be meaningful to students. Since non-formal education is centered on the students, it inevitably has adaptable features in terms of the processes, goals, and materials that were initially designed and adopted. As a result, it is easier to respond to changes that could have an impact on the community's and students' needs.

As a result, learning English simply at school is insufficient. To further their English proficiency outside of the classroom, students prefer to enroll in English courses. Because the primary goal of the teaching and learning in English language courses is to improve and develop students' basic abilities in accordance with their demands, teaching English in English language courses differs from teaching English in schools (Hakim, Abidin & Adnan, 2020).

English is one of the disciplines that must be offered in formal education by the institution. There are four skills that need to be integrated. They are speaking, listening, writing, and reading. In order to improve English, one must achieve a separate goal for each skill. Reading proficiency focuses on the student's capacity to comprehend and understand reading passages. The pupils' listening skills require them to comprehend oral texts in both direct conversation and recorded cassettes. As part of their writing instruction, students must learn how to structure sentences and paragraphs.

Speaking is the most important skill to learn from the four in English since it shows that language learners have comprehended the target language. Speaking is, as a productive skill, a goal for many language learners learning a new second foreign language, according to Richards (2008:53). The majority of students who are asked why they are learning English by their teachers give the response that they want to be able to speak it. The first skill that students want to develop is speaking. It is the primary concern of learning a second or foreign language.

However, the situation in our nation demonstrates that even if students have been studying the language for years, very few of them can speak it confidently. Speaking ability is also recognized as the most crucial ability in language learning,

according to Widowati (2011), because the goal of learning a foreign language is to use the target language in actual communication. Additionally, speaking is viewed as the foundation of language learning. Students should be given the resources and environments necessary to use the target language while learning a foreign language.

In this case, it is important to create an environment where students are required to speak English. Speaking in class involves interaction between students and teachers as well as among students themselves. As a result, teachers are expected to understand that speaking involves learning both the terms of knowledge and practical speaking techniques. Speaking is preferred to the process of creating and improving utterances. The teacher should devise or select teaching methods that encourage students to speak up and give them chances to participate.

Consequently, teacher is expected to take some preparation, such planning to set classroom activities, organizing classroom, assessing the learners' ability, and evaluating the teaching learning process. Therefore, to make teaching speaking interesting more and easy to understand, the teacher should use some techniques effectively. The techniques should be suitable with student's characteristics and conditions. There are a lot of techniques can be used by the teacher in

speaking class. In previous research, Bobby (2005) found that the teacher used some techniques in their class activity such as game, role play, small group, and drill. Each technique has advantages and disadvantages. On the other hand, Abdi (2012) found that teacher had limited time to implement the techniques. The teacher should anticipate the problems arise by preparation. Therefore, the teachers have to be professional. They must know and master the techniques of teaching in order to encourage their students to practice and take participation in the class.

In line with this, Rusdarti & Widiana (2019) argue that learning English, especially speaking class, will be more effective if the non-formal education (NFE) learning model is applied. This NFE learning model offers a process that is far from the formal stages of teaching and learning, for example by requiring games to be held at every meeting, an interactive class atmosphere but enjoyable and carefree, so that the interaction between teachers and students can be more intense and active because it is associated with the theme and topics of daily life (Widiana, 2019). Expectations from the application of the NFE learning model are actually not only for non-formal educational institutions, but also for formal education institutions, especially related to the independent curriculum that exists in Indonesia today. However, from the results of pre-observations conducted by researchers at several English language educational

institutions in Bengkulu, especially in the speaking class, the learning process carried out was still formal and not much different from what was undertaken in formal schools. This is actually inversely proportional to what should happen in course educational institutions which are expected to use non-formal education models and are more enjoyable.

There has been study related to Non Formal Education learning model before. The first study was conducted by Tasdin & Elihami (2021) about learning English in non-formal Education in Indonesia. They found the NFE has exist as a mandatory teaching model in non-formal institution (English course) in Indonesia and also this model can be an alternative teaching strategy that can be used for ELT in the school or university. However, the fact is that non-formal institutions themselves have not fully used the NFE teaching model in the teaching and learning process (Marzuki, 2022). So from this problem, researchers feel the need to conduct more in-depth research related to the existence of the NFE teaching model in existing non-formal English education institutions, especially in speaking classes..

Related to the problems that are the focus of this research, the researcher plans to carry out a research process at the *Lembaga Kursus dan Pelatihan* (LKP) English Academy Bengkulu to investigate the extent to which the implementation

of the Non Formal Education (NFE) teaching model in the speaking class at the course institution. This institution was chosen for several reasons, namely this non-formal institution is an English language course institution that is quite popular in Bengkulu and outside Indonesia and has a good reputation, especially in speaking classes since 2015. Based on preliminary studies conducted by researchers through pre-observation, the institution was also often did several activities outside the classroom that similar to the NFE learning model. However, from the information obtained from one of the speaking teachers in the speaking class at the institution, he did not understand the meaning of NFE learning and felt that he did not apply it to the class he taught. So from the complications of the problems obtained, the researcher is interested in conducting a research about the implementation of Non-Formal Education (NFE) Teaching Model on English Speaking Class in LKP English Academy Bengkulu.

B. Identification of the Problems

Based on the background of the study above, there are some problems can be identified;

1. The English speaking learning model in non-formal educational institutions or English courses is still same as what is practiced in formal educational institutions

2. The NFE teaching model should have been used in the teaching and learning process in non-formal educational institutions such as English courses, especially in speaking classes
3. The English speaking teacher at the English language course institution does not feel that they have used the NFE teaching model even though in practice the institution has led to the NFE learning model

C. The scope and Limitation

The researcher considers making the scope and limitation. The scope of this study is about non formal education (NFE) teaching model that implemented in non-formal institution (LKP). This study is also limited and will be focused to implementation of NFE Teaching model in speaking class only.

D. Research Questions

Based on the background of the study above, the researcher formulates the problems to be investigated as follow:

1. How is the existence of Non Formal Education (NFE) teaching model implemented in Speaking Class of English Academy Bengkulu?
2. How do the teachers manage Non Formal Education (NFE) in their speaking Class in English Academy Bengkulu?

E. The Objectives of the Research

The researcher tries to investigate the issues dealing with the statement of problems. The objectives of the study are:

1. To investigate the existence of Non Formal Education (NFE) teaching model implemented in Speaking Class of English Academy Bengkulu
2. To find out how the teachers manage Non Formal Education (NFE) in their speaking Class in English Academy Bengkulu

F. Significance of the study

This study is intended to give scientific information for the readers about the existence of Non-Formal Education (NFE) in Speaking class of English Course and how the teachers manage that teaching model in their class. The researcher expects that the results of this study will give benefit in English language teaching especially for English teachers of practitioners about teaching model especially in speaking class. Also, it is expected to help English teachers to improve or develop their knowledge in ELT for non-formal institution.

G. Definition of key terms

To avoid misunderstanding, the key terms in this study are defined as follows:

1. NFE Teaching Model

A learning activity where students are asked to be more active, creative and innovative in learning activities by using various learning methods such as discussions, role playing, demonstrations, games, e-learning, supportive communication, discovery learning (learning by finding something), exploration, ice breaker, presentation, and case study (Rusdarti & Widiyanah, 2019)

2. Speaking Class

In speaking class, teachers are required to create communicative and interactive activities by giving students a great deal of opportunities to practice the target language.(Ahmad & Yusuf, 2014)

3. Non-Formal Educational Institution

Non-formal education is in many ways different from formal education. It is flexible in terms of curricula, and methodology but learning in these settings is not by chance, instead it is intentional and organized (Grajcevci,& Shala, 2016)

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CHAPTER II

LITERATURE REVIEW

In this section, some important information that is required for the current study is highlighted. It is the chapter presenting review of related literature. Here, the theoretical framework in support of what has been discussed in this chapter will be explained.

A. Formal, Informal and Non Formal Education Definition

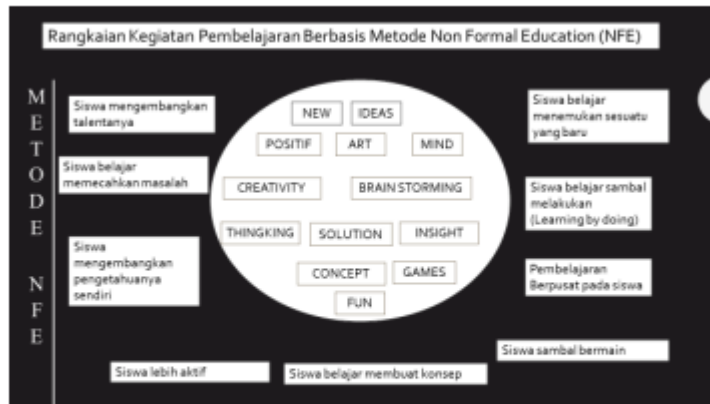
Formal education as used here is, of course, the highly institutionalized, chronologically graded and hierarchically structured 'education system', spanning lower primary school and the upper reaches of the university (Coombs and Ahmed 1974:8)

Informal education as used here is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment - at home, at work, at play; from the example and attitudes of family and friends; from travel, reading newspapers and books; or by listening to the radio or viewing films or television. Generally, informal education is unorganized and often unsystematic; yet it accounts for the great bulk of any person's total lifetime learning - including that of even a highly 'schooled' person (Coombs and Ahmed 1974:8).

Non formal education is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Coombs and Ahmed 1974: 8).

B. Management of Method-Based Learning Non-Formal Education(NFE)

Non Formal Education (NFE) method is a strategy or method used in student-centered learning activities. Non-Formal Education (NFE) method-based learning is a learning activity where students are asked to be more active, creative and innovative in learning activities by using various learning methods such as discussions, role playing, demonstrations, games, e-learning, supportive communication (communication), discovery learning (learning by finding something), exploration (exploration/search), icer breaker, presentation, and case study. Non-Formal Education (NFE) based learning method is a plan, a series of methods designed to achieve effective, active and innovative learning objectives.



Gambar 2. Serangkaian Kegiatan Pembelajaran Berbasis Metode NFE

NFE method-based learning is learning that is innovative, fun, new, positive and creative. Students can develop their own knowledge and are free to innovate in learning activities. Learning based on the NFE method puts more emphasis on practice than theory.

In order for learning activities based on the NFE method to run according to the expected goals, management or planning is needed. Management is the process of regulating learning activities so that they run according to the expected goals. Learning management activities are carried out by teachers or lecturers as managers or facilitators in learning activities, which management activities include planning, implementation and learning evaluation activities.

Planning is an activity in managing human resources to create a learning atmosphere and learning process so that students can actively create a learning atmosphere and learning process so that students actively develop their potential and expertise to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by him in life in society, nation and state.

The role of planning in learning activities based on the NFE method, the teacher plays a role in compiling and regulating and estimating the basic abilities/objectives to be achieved, the forms and steps of teaching and learning activities such as activities in the selection and use of teaching materials, learning methods and media used in learning activities, as well as the form of activities and assessments that will be carried out both in the teaching and learning process and on the development of students.

Planning can also be interpreted as an activity in the process of making plans, models, patterns, forms, constructions that involve educators, students, and other facilities needed that are systematically arranged so that an effective and efficient learning process occurs in achieving the learning objectives that have been set. . Planning is an activity that serves as a guide or guide for educators in preparing all series of learning activities,

carrying out planned learning activities systematically and conducting evaluation activities.

In planning learning activities based on the NFE method, it can be described with the following indicators:

- a. Analyze learner needs
- b. Learning objectives are clearly defined and structured
- c. Activities of presenting material or curriculum content which is meaningful, focused and is intentional change.
- d. Building on previous learning experiences
- e. Includes learning process activities, methods, media and evaluation activities
- f. Submitted for the benefit of students and arranged based on the needs of students

The next stage is implementation, the implementation of learning activities based on the NFE method is the implementation of learning activities which include preliminary activities, core activities, and closing/evaluation activities. Implementation of non-formal education (NFE) based learning activities, including:

1. Preliminary activities

Preliminary activities, the teacher prepares students psychologically and psychologically to follow the learning process. Preliminary activities can be opened with energizer or ice breaker activities first. Energizer is an opening activity which aims to arouse the enthusiasm of students before the core learning activities, for example: guessing styles, clapping, throwing markers, counting, guessing words, following what is heard, body movement, speed dating, and so on.

2. Core Activities in NFE-Based English Learning

The implementation of this core activity is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence of students in accordance with the interests and talents of students.

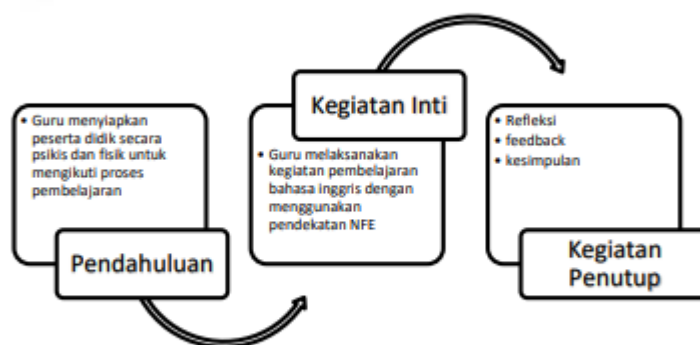
Students are directed to seek information, then students develop broad information about the topic or theme to be studied using an NFE-based approach such as group discussions, demonstrations, presentations, role playing using media and other learning resources. In these core activities, students are expected to develop their potential actively and creatively. The teacher acts as a facilitator and facilitates students.

3. Closing activities in NFE method-based learning

The closing activity in learning English based on the NFE method is carried out by doing reflection activities. Reflection activities aim to diagnose student learning difficulties or obstacles in order to improve the learning process. Reflection activities are carried out so that teachers get positive information about how teachers improve the quality of their learning as well as observation material to find out how far the learning objectives have been achieved. In addition, through reflection activities, satisfaction can be achieved in students, namely obtaining the right container in establishing positive communication with teachers.

The concept of implementing learning activities based on the NFE method is as follows:

Gambar 3. Konsep Kegiatan Pelaksanaan Dalam



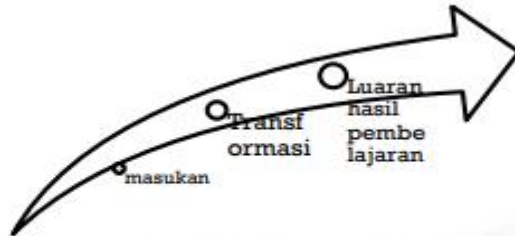
Pembelajaran Berbasis Metode NFE

The concept of implementing learning based on the NFE strategy method consists of three stages of activities, namely: 1) introduction, 2) core activities, and 3) closing activities.

The third stage is evaluation. Evaluation is an activity to collect information about how something works, which is then used to determine the right alternative in making decisions. Evaluation is also a process to see whether the planning that is being built is working as expected or not. Evaluation of learning activities based on the NFE method is carried out systematically, continuously and thoroughly in the context of controlling, determining the quality of various learning components based on certain considerations and criteria as a form of teacher accountability in carrying out learning. The objectives of the evaluation activities are as follows:

- a. Knowing the level of students' understanding of the subject matter
- b. To train courage and invite students to recall the material that has been presented
- c. To find out the level of change in student behavior
- d. To improve the quality of learning processes and outcomes in an effort to increase output.

The position of evaluation activities in learning is as follows:



Gambar 4. Kedudukan Kegiatan Evaluasi Pembelajaran Berbasis Metode NFE

1. Problem of Students Speaking

The students should be allowed more time to speak during speaking activities than the teacher, Nawshin (2009). In reality, many teachers still dominate the classroom activities while the students only observe and are reluctant to speak. Speaking is the most challenging skill for learners, according to several researchers, who can learn it as a second or foreign language due to their low proficiency (Alonzo, 2014) recognizes the following as contributing causes to speaking difficulties: Students worry about making mistakes or receiving negative feedback in their conversations, or they still feel hesitant. Students should participate in oral exchanges to practice speaking in a second language spontaneously (Derakhshan , 2015).

According to Khan (2005), many students learning English as a second language struggle to employ words and expressions when speaking. As a result, vocabulary issues arise when a

person lacks the words necessary to communicate and struggles to put those words together into effective sentences. In his research, he claims that some of his subjects had psychological issues with speaking. This stresses how psychological issues, which frequently interfere with the emotional or physical health of students, also influence their speaking skills. These psychological issues could have a negative impact on how well students communicate. According to Richards and Rodgers (2001), speaking ability was undervalued in classes using traditional teaching approaches in favor of reading and writing proficiency. Reading and writing, for instance, were the crucial skills in the Grammar-Translation method, whereas speaking and listening were of less importance. Speaking is the most significant and crucial of the four language skills—listening, speaking, reading, and writing—that are essential for effective communication, according to UR (2000).

According to Xinghua (2007), one of the issues that students have when speaking is physiological. Psychological issues are those that frequently affect students' emotional and physical health, in addition to their ability to maintain healthy relationships, perform well at work, and make adjustments to their lives. Examples of psychological issues include feeling anxious, unsure of oneself, and being afraid to speak. These issues might have an impact on how well learners interact. Students are amazed by their ability and intelligence as a result of

other students actively participating in negotiation as a result of their discussion engagement (Celce-Murica, 2001). English language experts believe that the problem of poor oral abilities can be solved by using learner-centered classroom activities such as group discussions, speeches, storytelling, plays, debates, poems, songs, and tongue twisters (Johnson, 2006).

C. Non-Formal Education

Formal education is a type of organized education that follows strict curricula objectives, methodology, and content guidelines and is governed by laws and regulations. In general, this type of education involves the institution, the instructor, and the learners. Participants in formal education are expected to attend classes, submit to assessments designed to advance learning, and acquire diplomas and degrees as a result of their efforts (Todaro, 1995). Unfortunately, this approach holds students accountable for failures while ignoring the standards and subjectivities of the students. In most instances, students also fail to engage actively in the learning process. The teaching approach is monotonous, completely ignores fundamental learning concepts, and fails to take learners' personal development goals into account (Grajcevci & Shala, 2016). Formal education and non-formal education are very distinct from one another. Although it is customizable in terms of approach and curricula, learning takes place in these environments on purpose and is

planned carefully. The time period is inadequate, and the demands and interests of the students are prioritized. Additionally, there is far less interaction between students and teachers, and the majority of learning takes place outside of formal education settings. Unlike non-formal education, which emphasizes skills and the development of attitudes like tolerance that are essential to one's future success, formal education does not emphasize the practical application of knowledge (Grajcevcic & Shala, 2016). According to studies, non-formal education helps students better understand their needs and the world around them. Non-formal education generally has the student as its focus of attention, is accommodating to their needs and interests, and reacts quickly to the shifting demands of people and society (Todaro, 1995).

Due to the insufficiency of the potential of informal and non-formal learning, current educational policies are severely hampered. According to previous research, formal education systems fall short of society's and individuals' needs. There is an increasing need for alternatives to formal education that address these issues because of the need to give more and better education to an increasing number of students, particularly in developing nations. Scholars assert that non-formal education is a more effective alternative to formal education for tying up education and societal development. Furthermore, non-formal education centered on demands of real life stimulates.

D. NFE Teaching Model

Learning with the NFE method approach is an approach that aims to make communicative competence as the goal of learning English, also aims to develop procedures for learning the four language skills (listening, reading, speaking and writing) recognizing and respecting language interdependence (Rusdarti & Widiyah, 2019). This approach stems from the dissatisfaction of language teachers with the learning outcomes achieved, because the previous language learning only prioritized grammar or was conventional and put aside the ability to communicate as the expected end result in language learning. It can be concluded from the statement above that the NFE method approach emphasizes more on the function of language itself as a communication tool in conveying ideas and opinions. In the NFE method approach in learning English, it is expected to be able to train each individual's language skills in the form of conditioning, recording, storing various experiences and observations and transforming and processing various forms of information (Hartinah, 2010). Assumptions about language vary such as language as a habit, there are also those who consider language as a communication system. The approach used in language learning is considered in accordance with the assumptions that are interrelated, namely the communicative approach.

The Non Formal Education (NFE) method is based on the notion that language learning must lead to the acquisition of the capacity to utilize language in communication. Language is seen as a means of communication. The NFE method in learning starts from the theory of language as communication. The NFE-based learning method is an approach based on the idea that the ability to use language in communication is a goal that must be achieved in language learning. The learning objective is to develop communicative competence which includes grammatical competence, sociolinguistics, discourse and strategic competence (Pringgawidagya, 2002). One of the strategies that lecturers can do to maximize their English speaking skills is through the NFE method approach. Through the NFE method approach in learning, it will be a language medium to be active in expressing and asking questions with lecturers actively (Kusumah in the UPI FIP Science Development Team, 2007) Based on the several statements above, it can be concluded that communicative competence is very important to develop communication skills in English learning. The characteristics of English Learning Based on the NFE method are as follows:

TAHUN 2023



Figure. 2.4 NFE Teaching Approach (Rusdarti & Widiyanah, 2019)

English learning based on the NFE method emphasizes learning activities with learning by doing pattern (learning with practice) activities that are creative, innovative and invite students to actively participate in learning activities. The NFE method approach has a significant impact on the mindset of learning English, this raises awareness that learning English is not just providing students with an understanding of how grammar and vocabulary forms, but students must be able to develop ways to apply the grammatical form is in accordance with the function of language as a means of communication in conveying information.

E. Theory of Constructivism

In learning and education, there are theories that support the application of learning, namely one of the constructivist theories. This theory was born from the ideas of Piaget and Vigotsky who view knowledge as the result of cognitive construction through one's activities. This theory also views that in learning and learning actively construct their knowledge alone. Not only that, constructivist theory in balancing environmental conditions emphasizes that humans construct objects and relate what is felt based on environmental conditions.

According to Suhardjono there are five propositions that support constructivism in relation to the learning process as follows:

1. Learning is a process of interpreting new information, learning can be done by constructing knowledge from concrete experiences, collaborative activities, and also in the form of reflection and interpretation.
2. Constructivism departs from the recognition that people who learn must be free.
3. Learning through nature because it is full of freedom. Students can express and interpret everything that exists in the real world. Freedom here means elements essential of a free environment.

4. The strategy used determines success.

5. Motivation and effort also influence.

F. Previous Study

Before the researchers do the research, the researchers had read some researchers which had relevance. There were some studies that had been constructed in Non-Formal Education.

First, Paisal Manurung's paper, "The Role of Non-Formal Education in Students' Learning Needs During the COVID-19 Epidemic." All formal education is focused on ensuring that learners continue their education to engage in formal learning activities from preschool until university. The question raised in this article is whether non-formal education should be used as a friend, supplement, support system, or required to meet students' learning needs amid the Covid-19 epidemic. This article employs a qualitative descriptive design that draws ideas, sources, and theories from sources that include reference materials, relevant journals, and personal experiences. As a result, the author of this article asserts that there are two ways in which non-formal education is involved, namely: 1) Direct involvements: extracurricular involvement, technological system involvement of subject areas, participation in school activities with others, and support of the school's vision and mission. 2) Indirect involvements: 1) the requirement for companion learning resources, 2) flexibility learning activities, 3) possible student

trainers, 4) prerequisites for entrance to favorite study, and 5) the change in lifetime education.

The research used to discuss the use of non-formal education as a form of companion, complement, support, and requirement to fulfill the learning needs of students during the Covid-19 epidemic, whereas the researcher is interested in how the existence of non-formal education (NFE) teaching model is implemented in Speaking Class of English Academy Bengkulu. This is the difference between the research mentioned above and the research that the researcher will conduct. Using the same methodology, a qualitative approach, the researcher explores real life using multiple sources of information or multiple sources of information (for example, observations, interviews, and documents and reports), and report case descriptions and case themes (Cresswell & W, 2015). Although there are significant differences, there are also similarities that can be found.

The second article is titled "The Team-Based Project Learning Model at the Independent Learning Course in the Department of Non-Formal Education" and was written by Rahmat Abdul, Muhammad Zubaidi, and Mira Mirnawati (2022). In the 2019 PISA ranking, Indonesia is ranked 74th, or sixth from the bottom among the 79 nations examined. We may infer how poor the cognitive ability or IQ of Indonesian students is just from this data. The government has incorporated unique criteria

into the curriculum to help Indonesian students become trained in their cognitive skills and adept at solving problems. The concept of freedom to learn allows teachers and students to choose their own methods of instruction. The declaration of independent learning aims to promote parts of skills and experiences in learning while also fostering a meaningful education. The flexibility and independence in developing and controlling learning for educational actors, spanning from educational institutions, educators, and students, is the spirit brought by the idea of independent learning. The main initiatives include the simplicity of establishing new study programs, modifications to the system for higher-level lecturers' accreditation, the benefit of state higher education institutions becoming state universities with separate legal entities, and the ability to complete three semesters of independent study. The declaration of independent learning aims to promote parts of skills and experiences in learning while also fostering a meaningful education. The flexibility and independence in developing and controlling learning for educational actors, varying from educational institutions, educators, and students, is the spirit brought by the idea of independent learning. The main initiatives include the simplicity of establishing new study programs, modifications to the system for higher-level lecturers' accreditation, the benefit of state higher education institutions becoming state universities with separate legal entities, and the ability to complete three

semesters of independent study. One of the most important examples of student-centered learning may be seen at the Merdeka Campus. Learning at the Merdeka Campus offers opportunities and challenges for the growth of creativity, capacity, personality, and student needs. It also aims to foster independence in knowledge seeking and finding through field dynamics such as ability requirements, real-world issues, social interaction, collaboration, self-management, performance demands, targets, and accomplishments. The development of students' hard and soft skills will be strengthened by an independent learning program that is thoroughly thought out and put into practice.

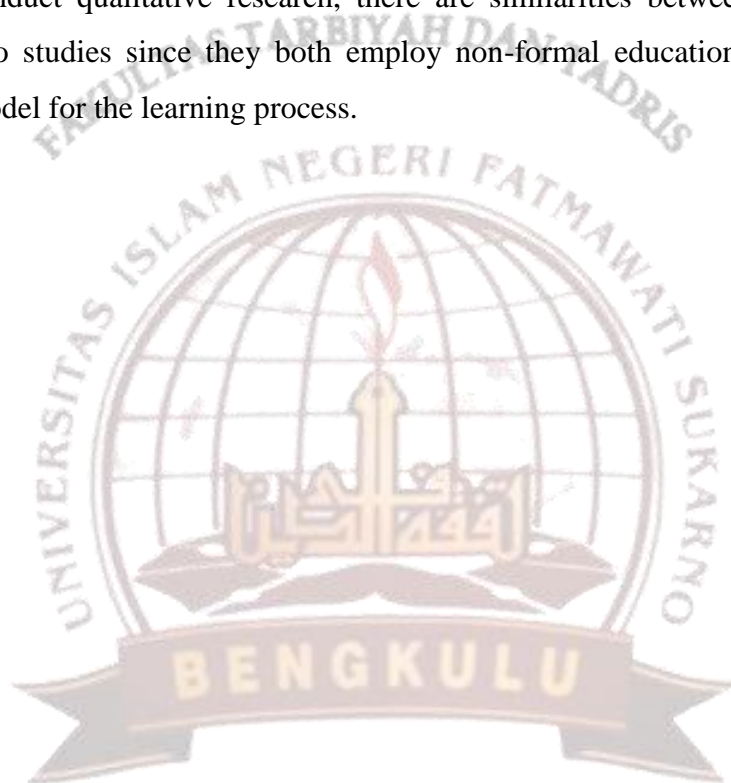
The difference between the above research and the research that the researcher will do is that the model used The Team-Based Project Learning Model research. While the researcher is about How is the existence of Non Formal Education (NFE) teaching model implemented in Speaking Class of English Academy Bengkulu. The similarities are that the researchers used non-formal education for model learning process.

The third paper is titled "The Adoption of Blended Learning in Non-Formal Education Using Extended Technology Acceptance Model" and was published in 2021 by Kurniawan, Pramana, and Budianto. This study aims to identify the

contributing elements for comprehending learners' intentions to use blended learning in non-formal education. It also seeks to look into how the elements of a theoretical model relate to one another. Because there is a dearth of research on the use of blended learning in non-formal education in developing nations like Indonesia, this study was undertaken. The Covid19 pandemic necessitates blended learning in non-formal education because there isn't enough space for students to be accommodated. At order to gather information, a questionnaire built on a Google Form was sent to 566 Blended Learning participants in Indonesian non-formal education institutions. The theoretical model's variables were all measured using established scales. The theoretical model was examined using a structural equation model (SEM). The software tools utilized were SPSS and Amos. This research expands our knowledge of blended learning adoption from a theoretical and practical standpoint and offers suggestions for non-formal education on how to successfully implement blended learning in their institutions. Nine significant hypotheses emerged from the original thirteen possibilities. The largest three hypotheses were SI -> PU, CE -> PEU, and PU -> BI. The implementation of blended learning at non-formal educational institutions was highly influenced by SI.

The study mentioned above and the one the researcher will conduct differ in that the former used a structural equation model (SEM) to analyze the theoretical model with a quantitative

approach. This was done by distributing a questionnaire to 566 users of blended learning at non-formal education institutions in Indonesia in order to gather data. Although the researcher will conduct qualitative research, there are similarities between the two studies since they both employ non-formal education as a model for the learning process.



TAHUN 2023

CHAPTER III

RESEARCH METHOD

This chapter highlighted the approach that researcher going to use in this study. It will explain about the research method, setting, subject, instrument, and data collection technique has been discussed in this chapter.

A. Research Method

Descriptive qualitative research will be the research methodology used in this study. Williams (2007) stated that the descriptive research approach is a fundamental research technique that investigates the issue as it is in the present. To put it another way, the outcome of this descriptive study is a description of the current data. The social phenomenon under investigation is theoretically examined through a participant-centered qualitative research methodology. William (2007): 67 The depth of the data that the researcher collected is highlighted in this study. The higher the level of depth and specificity of the data collected, the higher the grade of this qualitative study.

To put it another way, Sugiyono (2012) argues that qualitative methods are utilized to collect comprehensive data that is meaningful. Because it attempts to investigate if Non Formal Education (NFE) learning models exist in

English Academy Bengkulu, this research is categorized as having a qualitative descriptive design.

B. Research Setting

When both the study proposal and the research permission have been approved, research activities will start. However, the researcher intends to conduct the study from September to November 2022.

C. Subject of the Research

The research subjects in this research will focus on examining the teaching-learning process in speaking class at English Academy Bengkulu especially to investigate the use of NFE teaching model by teachers. To get the data for this study the researcher will interview teachers and academic staff at English Academy Bengkulu. To see the details of subjects in this research, please see the table below:

Table 3.1. Subject of the research

NO	SAMPLE	AGE
1.	Teacher 1	23
2.	Teacher 2	21
3.	Teacher 3	22
4.	Staff	26

D. Research Instrument

Since using qualitative methods in this study, the researcher will be the research instrument. Due to the use of

a list of questions and the ability to ask additional questions to four English-speaking teachers and academic staff at the English Academy Bengkulu, the researcher will utilize observation, documentation, and interviews to gather data using a semi-structured approach. A semi-structured interview is one in which the interviewer prepares some questions in advance but is free to add others during the interview process. The researcher also prepares an overview of possible themes and questions for this kind of interview (Stuckey, 2013).

In semi-structured interviews, the interviewer plans in advance which subjects will be covered and what questions will be asked, but the precise structure takes shape during the interview, giving the interviewer some latitude in choosing which subjects to cover and to what extent (Hakim & Putra, 2021). The respondents were given the opportunity to elaborate on their own interpretations and realities by way of open-ended questions (Magnusson & Marecek, 2015).

Based the explanation above, the researcher wanted to ask subject of the research about their teaching models and approach in teaching speaking to students non-formal educational institution (English Academy Bengkulu). On the other hand, researcher will also do an interview to an academic staff to get some information related to the curriculum and teaching model that implemented in their

English course. The question grid of this research can see in the table below.

Table 3.2 Question Grid of the Research (Adopted from Rusdarti & Widiyanah, 2019)

No	Topic of Question	Number of Questions
1	Teaching Models Used	3
2	The Use of Non Formal Education (NFE) Model	4
3	Managing of NFE in speaking class	3

While for observation for this research, researcher will use the field notes to get more information related to the teaching learning process in speaking class in English Academy Bengkulu, especially related to implementation of NFE teaching method.

E. Data Collection Techniques

In this study, the researcher will use an interview as the method to obtain data by asking several questions about implementation of Non Formal Education (NFE) in speaking class of English Academy Bengkulu.

1. Interview

A general definition of an interview is a face-to-face, unilateral process of acquiring information from materials through spoken questioning with predetermined direction and objectives. The responses to these questions can also be more extensively captured during the interview by using technologies like a recording application.

Creswell (2003) defined an interview as a discourse with a predetermined objective. It may also imply that discussions and information exchanges between two or more interviewees occur. Following the exchange of questions and responses, the definitions of a certain topic are clarified.

An interview is a planned conversation that is preceded by certain open-ended questions in qualitative research. Research interviews can be informal or formal and go beyond simple talks. Although one or more participants implement transition or control rules in every talk, the guidelines for research interviews are stricter.

a. Semi Structured

The effective research instrument for addressing research issues is the semi-structured interview. The issues addressed in the interview guide are discussed at the outset of this interview. This helps researchers save

time. Structured interviews had lower drop rates than unstructured interviews. Researchers can formulate their own inquiries and select the problems they want to tackle. Although they can be very long and complex, interview criteria do not have to be completely followed to. The interview guide is unique to the topic of study that was covered, but it can be changed if additional information is discovered after the interview. While conducting interviews, interviewers should remember that they must maintain control in order to achieve the goals of the study and explore the research questions.

b. Mode Interview

Face-to-face interaction between the researcher and research subject will be used to conduct the interview for this study.

F. Technique of Analysis Data

The hypothesis put forth by Miles et al. (2014), which contends that there are three techniques involved in data analysis, will be used by the researcher to analyze the data. The chart below displays the theory's specifics as follows:

1. Data Reduction

Data reduction is the process of choosing, concentrating, simplification, looking for themes and

patterns, and discarding necessary information (Miles et al., 2014). During this process, the researcher will focus on the implementation of Non Formal Education (NFE) teaching models that implemented by teachers in speaking class of English Academy Bengkulu and how the teachers manage that teaching models in the class .

2. Data Display

The data display phase is done in the form of a short description using original text, which can be also in the form of graphs, matrices, and charts (Miles al., 2014). In the second step, the researcher will present the data by simplifying the data by using original text in the form of narrative text based on the result from interview, observation and documentation in speaking class of English Academy Bengkulu.

3. Conclusion/Verification

The conclusion is reached at the last stage of data analysis. The essentials will be concluded by researcher from all the data that has been collected, so that is will become clearly. The conclusion will be an answer the formulation of problem in the beginning which is related to the existence of NFE teaching model in speaking class of English Academy Bengkulu.

G. Credibility of the Research

In this study, the researcher used Triangulation. According to Sutopo (2006) the data triangulation research model that directs researchers to collect data must use a variety of different data sources. This means that the same or similar data will be more stable if the truth is extracted from several different data sources. Therefore, data triangulation is often referred to as source triangulation .

Triangulation technique, sources can use one type of data source such as informant, but some of the informants or sources used need to be positioned from different groups or levels. Source triangulation techniques can also be done by digging up information from data sources of different types, for such a certain sources, from certain condition, from activities that describe people's behavior, or from sources in the form of records or archives and documents.

TAHUN 2023

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher present the findings and discussion from the research in LKP English Academy Bengkulu to answer the research question. The result of classroom observation and interview are explained and discussed as following:

A. Finding

This chapter presents findings on data analysis of the implementation of Non-Formal Education (NFE) teaching model on English speaking class. Related to the objectives of the study, the researcher would like to: (1) to investigate the existence of Non Formal Education (NFE) teaching model implemented in speaking Class of English Academy Bengkulu and (2) to find out how the teachers manage Non-Formal education (NFE) in their Speaking class in English Academy Bengkulu.

1. The Existence of Non Formal Education (NFE) Teaching Model Implemented in Speaking Class of English Academy Bengkulu

To investigate the existence of Non Formal Education (NFE) teaching model implemented in speaking Class of English Academy Bengkulu. Researcher conducted a research project December 5 to December 30, 2022, on three

teachers and one staff at LKP English Academy Bengkulu. The following are finding obtained by researcher regarding to investigate the existence of Non Formal Education (NFE) teaching model implemented in speaking Class of English Academy Bengkulu. Teacher 1(T1), Teacher 2(T2), Teacher 3(T3) and Staff stated that Non formal education are:

T1: “Proses pembelajaran yang tidak memiliki aturan dari suatu lembaga. Kita membuat sendiri system/ metode yang ada dikelas tersebut.”(The learning process does not have prules from an institution. We create our own system/method in that class.”)

T2: “Non-Formal Education itu proses belajar yang diluar dari Formal Education seperti suasana sekolah negeri atau terikat dengan kedinasan. Tapi Non-Formal Education itu sebuah. Kita mengajar tanpa terlalu terikat dengan peraturan. Karena kita disini focus mendalami materi dan bagaimana siswa tersebut menjadi paham dan nyaman dengan kelas kita”. (Non-Formal Education is a learning process that is outside of formal education, such as the atmosphere of a public school or being tied to official service. But Non-Formal Education is one thing. We teach without being too bound by rules. Because we are here to focus on exploring the material and how

these students understand and are comfortable with our class.”)

T3: “Arti dari Non-Formal Education adalah ketika kita melakukan proses belajar pembelajaran tapi di luar lingkungan sekolah.” (“ The meaning of Non-Formal Education is when we do the learning process outside the school environment.”)

Staff: “Non formal education merupakan pendidikan yang melaksanakan system pendidikan yang terstruktur, berjenjang, dan fleksibel dan merupakan wadah untuk menambah wawasan lain yang biasanya tidak didapatkan melalui pendidikan formal”. (Non-formal education is education that implements a structured, tiered, and flexible education system and is a place to add other insights that are usually not obtained through formal education.”)

Based on the data taken from interviews, the meaning of Non-Formal Education said by the three teachers and one staff are pretty similar, namely in the objective of Non-Formal Education is to gain something that student not obtained from formal education, the goal is student get new knowledge outside of school.

Furthermore the researcher continued with interviews about the preparations made by the teacher before starting learning.

Teacher 1(T1), Teacher 2(T2), and Teacher 3(T3) said:

T1: “Menyiapkan materi, dikelas saya sendiri menggunakan permainan. Permainan apa yang cocok digunakan untuk anak-anakl berdasarkan materi yang akan disampaikan atau pembuatan lagu berdasarkan vocab agar anak-anak mudah menghafalnya’. (Preparing materials, in my own class using games. What games are suitable for children based on the material to be conveyed or making songs based on vocab so that children can easily memorize them.”)

T2: “Materi tersebut harus disesuaikan dengan level dan kemampuan siswa. Jadi untuk misalkan pertemuan 1 dan 2, kita lihat bagaimana kemampuan siswa tersebut kemudian materinya tingkat kesulitan level/ difficulty of material. Teaching model flexible, tergantung anak-anak karena kondisi siswa berbeda-beda. Ada yang serius, ada siswa yang kurang suka serius lebih ke fun teaching, yang membuat mereka tidak tertekan tapi merasa nyaman dan mudah memahami kita menjelaskan materi.” (“The material must be adjusted to the level and abilities of students. So for example meetings 1 and 2,

we see how the students' abilities are then the material is the difficulty level/difficulty of material. Teaching model is flexible, it depends on the children because the students' conditions are different. There are those who are serious, there are students who don't like being serious, they prefer fun teaching, which makes them not feel pressured but feel comfortable and easy to understand when we explain the material.”)

T3: “Sebagai seorang guru atau teacher membuat bahan ajar yang akan diajarkan kepada siswa, seperti modul. Modulnya sendiri menyesuaikan, tidak terlalu berat dan mudah untuk di terima murid..” (“As a teacher or teacher make teaching materials that will be taught to students, such as modules. The module itself adjusts, is not too heavy and easy for students to accept..”)

Based on data taken from interviews, the preparations made by three teachers have something in common, namely material feel comfortable and easy to understand.

Furthermore, the researcher continued with interviews about the process learning in Non-Formal Education. Teacher 1(T1), Teacher 2(T2), Teacher 3(T3) and Staff said:

- T1: “Saat proses pembelajaran, saya membiasakan anak-anak tersebut menyiapkan kelasnya, berdoa, mengucapkan salam, mengulang pelajaran sebelumnya untuk melihat apakah anak-anak mengingat pelajaran tersebut. Lalu mulai memasuki materi tersebut. Sebelum memulai, ditanyakan apa sih manfaatnya pada kehidupan kita, terus dilanjutkan saat sudah menyelesaikan materi, memberikan latihan-latihan atau permainan yang mengasah/ melihat apakah anak-anak paham atau tidak.”
 (“During the learning process, I make it a habit for the children to prepare their class, pray, say hello, repeat the previous lesson to see if the children remember the lesson. Then start entering the material. Before starting, ask what are the benefits in our lives, continue when we have finished the material, provide exercises or games that hone / see whether the children understand or not.”
- T2: “Saat proses pembelajaran, saya membiasakan anak-anak tersebut menyiapkan kelasnya dan berdoa, mengucapkan salam, mengulang pelajaran sebelumnya untuk melihat apakah anak-anak mengingat pelajaran tersebut. Lalu mulai memasuki materi baru. Setelah materi 30 menit akan diselangi break dan bertanya apakah sudah paham dengan materi tersebut.” (During the learning process, I make it a habit to say hi the children prepare their class and pray, repeating the

previous lesson to see if the children remember the lesson. Then start entering new material. After 30 minutes of material, there will be a break and ask if you understand the material.”)

T3: “Ketika awal pertemuan melakukan perkenalan dulu, terus nanti baru ditanyakan tujuan dari mereka mengikuti les itu apa. Mengembangkan grammar, writing atau speaking. Agar tahu tujuan murid dan tidak sia-sia mengikuti kelas ini.” (“At the beginning of the meeting, they introduced themselves first, and then asked what the purpose of taking the tutoring was. Develop grammar, writing or speaking. In order to know the purpose of students and not in vain to join this class.”)

Staff: “Proses pembelajaran biasanya diawali dengan memberikan salam dan sapa. Kemudian dilanjutkan dengan membahas ulang materi minggu lalu. Diakhiri dengan pemberian tugas untuk pertemuan selanjutnya.” (“The learning process usually begins with giving greetings and greetings. Then proceed with a review of last week's material. Ended by assigning tasks for the next meeting.”)

Based on data taken from interviews, the process learning during class by three teachers and staff has something in common, namely reviewing material last

week so students are not just learn new material but also remembering last material.

Furthermore, the researcher continued with interviews about the significant differences felt by teacher between Non-Formal Education and Formal education. Teacher 1(T1), Teacher 2(T2) , and Teacher 3 (T3) said;

T1: “Formal education terikat dengan peraturan disekolah. Setiap pertemuan harus memiliki RPP dan RPS dan kita harus mengimplementasikan sesuai RPP/ RPS tersebut. Cara mengajar pasti berbeda, karena di dalam kelas formal education. Situasi nya kaku dan tegang , sehingga kadang siswa mengantuk dan tidak menyerap materi pembelajaran secara efektif.” (“Formal education is bound by school regulations. Each meeting must have an RPP and RPS and we must implement it according to the RPP/RPS. The way of teaching must be different, because in a formal education class. The situation is stiff and tense, so that sometimes students are sleepy and don't absorb the learning material effectively.”)

T2: “Formal education terikat dengan peraturan disekolah. Setiap pertemuan harus memiliki RPP dan RPS dan kita harus mengimplementasikan sesuai RPP/ RPS tersebut. Cara mengajar pasti berbeda, dalam kelas Formal Education, kontrol kelas lebih kuat dan harus

menggunakan waktu seefisien mungkin karena waktu yang terbatas.” (“Formal education is bound by school regulations. Each meeting must have RPP and RPS and we must implement them according to the RPP/RPS. The way of teaching is definitely different, in the Formal Education class, class control is stronger and you have to use time as efficiently as possible because time is limited”)

T3: “Formal education terpaku terhadap kurikulum RPP & RPS, yang belum tentu anak itu mau belajar seperti itu. Kalau formal Education murid mengikuti guru. Kalau Non-Formal Education kita melihat bagaimana muridnya ingin belajar. Jadi berbeda cara pengajaran antara formal education dan NFE.” (“Formal education is fixated on the RPP & RPS curriculum, which is not certain that the child will want to learn like that. In formal education, students follow the teacher. In non-formal education, we see how students want to learn. So the way of teaching is different between formal education and NFE.”)

Based on data taken from interviews, the most significant differences according to the three teachers who were interviewed was that more convenient to teach without fixated on RPP and RPS and students become less stif and tense.

Furthermore, The researcher continued to interviews about the pre-implementation using Non-Formal Education by teacher 1(T1), teacher 2(T2), Teacher 3(T3) and Staff said:

T1 : “Pre-test and post-test.Mempersiapkan bahan ajar lagi, terus dilihat apakah cocok atau tidak materi yang akan diajarkan.”(Pre-test and post-test. Prepare teaching materials again, then see whether or not the material that will be taught is suitable.”)

T2: “Sebelum anak-anak mulai les sudah dilakukan pre-test untunk mengelompokkan mereka. Ada yang kelas advance, intermediate, dan basic juga berbeda-beda. Kita berbicara antara teman dan teman bukunguru dan murid. Jadi mereka bias merasa lebih nyaman dan menerima apa yang kita ajarkan.” (“Before the children started tutoring, a pre-test was carried out to group them. There are advanced, intermediate, and basic classes that are also different. We are talking between friends and friends not teachers and students. So they can feel more comfortable and accept what we teach.”)

T3: “Sesuai fokus yang mereka ambil. Kita melakukan pre-test dulu sudah sampai mana kemampuan grammar atau speaking mereka. Jadi jika kemampuan mereka sudah intermediate gak perlu ngulang ke basic. Jadi bisa

meningkatkan bukan kayak mengulang dari awal. Jadi sesuai dengan focus yang diambil siswa.” (“According to the focus they take. We do a pre-test first, how far is their grammar or speaking ability. So if their abilities are already intermediate, there's no need to repeat to basic. So being able to improve is not like repeating from scratch. So according to the focus taken by students.”)

Based on data taken from interviews, the pre-implementation have something in common, namely firstly doing pre-test and post test so the teachers can measure the students ability.

2. How the teachers manage Non-Formal Education(NFE) in their Speaking class in English Academy Bengkulu.

T1: “Menurut saya sebagai pengajar, non formal education dapat juga meningkatkan speaking, menambah vocabulary, meningkatkan kepercayaan diri dan menambah waasan saat berbicara.” (“In my opinion, as a teacher, non-formal education can also improve speaking, increase vocabulary, increase self-confidence and increase insight when speaking.”)

T2: “Ya, karena disini kalau kelas speaking, wajib speaking. Tapi tidak seperti harus memaksa siswa untuk bias speaking. Karena kemampuan mereka berbeda-beda lagi. Jadi walaupun itu kelas Speaking kita lihat basicnya itu

apa. Mereka itu skill nya basic, intermediate, atau advance . jadi kita harus menyesuaikan sesuai kemampuan murid.” (“Yes, because here for speaking class, speaking is mandatory. But it's not like having to force students to be biased in speaking. Because their abilities are different again. So even though it's a Speaking class, let's see what the basics are. They have basic, intermediate, or advanced skills. so we have to adjust according to the ability of students.”)

T3: “Ya, tentu bisa. Non-Formal Education itu menurut saya, lebih bisa meningkatkan kemampuan siswa dalam speaking, karena efektif dalam kelas. Karena tidak terlalu banyak siswa jadi meeka bisa meningkatkan diri sendiri dikelas. “ (“Yes, of course you can. In my opinion, Non-Formal Education is more able to improve student abilities in speaking, because it is effective in class. Because there are not too many students so they can improve themselves in class.”)

Staff : “Sejauh ini pendidikan non formal menjadi wadah yang tepat untuk siswa dalam belajar bahasa inggris. Berdasarkan hasil pengukuran pretest dan post test juga menunjukkan hasil yang signifikan.” (“So far non-formal education is the right place for students to learn English. Based on the results of the pretest and post test measurements also showed significant results.”)

Based on the data above, the three teachers and one staff that stated non formal education can improve student speaking, vocabulary and increase self-confidence.

Furthermore the researcher continue the interview teacher 1(T1), teacher 2(T2), teacher 3(T3) and one staff about the scoring system used in non-formal education. They said:

T1: “System penilaian sendiri, saat sudah menjelaskan materi akan saya kasih pertanyaan-pertanyaan simple, latihan-latihan seperti itu agar anak-anak paham agar tidak cemas setiap ada test.” (“Self-assessment system, when I have explained the material I will give simple questions, exercises like that so that children understand so they don't worry every time there is a test.”)

T2: “System penialian disini ada 12x pertemuan dan 30x. Kalau 12 pertemuan setiap 6 pertemuan middle test di pertemuan 12 final test. Di middle test biasanya mengulang-ulangh pertemuan sebelumnya baik secara oral atau tertulis.” (“The scoring system here has 12 meetings and 30 meetings. If 12 meetings every 6 meetings middle test in meeting 12 final test. In the middle test, it is usually a repeat of the previous meeting either orally or in writing.”)

T3: “System penilaian flexible. Setiap pertengahan pertemuan apakah mereka masih ingat dan paham tentang materi sebelumnya dan apakah mereka bias meningkatkan itu” (“Flexible scoring system. In the middle of each meeting, do they still remember and understand the previous material and can they improve it”)

Staff:” Sistem penilaian dalam English Academy menggunakan system pretest dan post test dengan skor akhir di nilai secara” (“The scoring system in English Academy uses a system of pretest and post test with the final score being graded”)

Based on the data above, the three teachers and one staff stated that they graded students during middle test and final test with all about material that has been learned.

Furtherore, the researcher continued to interview teacher 1, 2, and 3(T1,T2,T3) about can NFE provide a new atmosphere in learning. They said:

T1: “Pembelajaran Non-Formal Education dapat memberikan suasana baru, seperti tidak terlalu kaku, terlalu tegang saat kelas berlangsung. Metode yang dilakukan memakai lagu ataupun permainan sehingga anak-anak lebih santai.” (“Non-Formal Education learning can provide a new atmosphere, such as not

being too stiff, too tense during class. The method used is using songs or games so that children are more relaxed”)

T2: “Kami menerapkan metode fun learning. Tidak menyebabkan tegang atau cemas saat belajar” (“We apply the fun learning method. Do not cause tension or anxiety when studying”)

T3:” Ya., karena NFE bias lebih mengekspresikan diri dari pada formal education” (“Yes, because NFE can express itself more than formal education”)

Based on the data taken from interview by the three teachers, it’s almost the same, namely it can provide a new atmosphere for learning by making learning more fun with game and student can express their expression.

Furthermore, the researcher continued interview with Teacher 1,2,3 and staff about the obstacles arise from using non-formal education. They said:

T1: “Ya, tentu saja timbul masalah seperti yang saya sebutkan sebelumnya. menggunakan NFE terlalu santai, sehingga anak-anak terkadang mengatakan hal tidak sopan karena terlalu santai.” (“Yes, of course there are problems as I mentioned before. using NFE is too casual, so children sometimes say impolite things because it's too relaxed.”)

T2: “Tidak ada masalah, cuman anak-anak tidak bisa full belajar 1 jam 30 menit.” (“There is no problem, it's just that children can't fully study 1 hour and 30 minutes.”)

T3: “Kalau permasalahan dalam pembelajaran tidak ada.cuman karena kelas nya tidak dalam satu tingkatan, seperti ada anak sma, smp.kadang kelas nyaber campur.” (“If there are no problems in learning, it's just because the classes are not at the same level, like there are high school, junior high school students. Sometimes the classes are mixed up.”)

Staff:” Masalah yang timbul biasanya dalam pengelompokan anggota belajar yang harus dibedakan sesuai dengan level dan kemampuan siswa.” (“Problems that arise are usually in the grouping of learning members which must be differentiated according to the level and abilities of students)

Based on the data taken from interviews by the three teachers, its almost the same, all have obstacles, because not all students from the same level while learning taking place.

Furthermore, the researchers continued to interview teacher, 1,2,3 and one staff about how they overcome problems or obstacles . They said:

T1:” Cara menghadapinya cukup diejelaskan, jangan terlalu formal seperti guru-guru disekolah. Cukup dijelaskan dengan santai seperti murid ke murid tidak sebaliknya.” (“How to deal with it is quite explained, don't be too formal like the

teachers at school. Simply explained casually like student to student not vice versa.”)

T2: “Memberikan waktu break 5- 10 menit tiap 30 menit.”
 (“Give breaks 5-10 minutes every 30 minutes.”)

T3: “Bertanya ke siswa nya sanggup atau tidak jika dikasih materi yang berbeda dengan tingkatan nya...” (“Ask the students whether they are able or not if they are given material that is different from their level.”)

Staff: “Melakukan pre test untuk mengelompokkan kelas tersebut.” (“Do a pre test to classify the class”)

Based on the data taken from interviews by the three teachers and one staff, its mostly similar, namely asking student concern, giving break time so the student can more focus during learning session.

B. Discussion

In discussion, the research finding are organized and presented in such a way that research problem become a reference in preparation and presentation. In the following, the researcher discusses answering the research question based on the result of observation and interviews.

1. The Existence of Non Formal Education (NFE) Teaching Model Implemented in Speaking Class of English Academy Bengkulu

Non-Formal Education (NFE) method-based learning is a learning activity where students are asked to be more active, creative and innovative in learning activities by using various learning methods such as discussions, role playing, demonstrations, games, e-learning, supportive communication (communication), discovery learning (learning by finding something), exploration (exploration/search), icer breaker, presentation, and case study.

Based on the finding of the study, the most significant difference according to the three teachers and one staff interviewed was that they were more comfortable teaching using Non-Formal Education(NFE) teaching model because they could more versatile learning method and manage student more easily.

In compiling teaching material of course the teachers here of expected to have the ability to create concepts, which is this concept should focus on student abilities. Because of that, the teacher will be able to compile teaching material Non-Formal Education that are in accordance with the concept being reviewed based on

student abilities. In this case, teachers are required to be able to apply Non-Formal Education (NFE) method to according to the specific goal.

2. How the teachers manage Non-Formal Education(NFE) in their Speaking class in English Academy Bengkulu.

In ensuring the students to develop, The role of planning in learning activities based on the NFE method, the teacher plays a role in compiling and regulating and estimating the basic abilities/objectives to be achieved, the forms and steps of teaching and learning activities such as activities in the selection and use of teaching materials, learning methods and media used in learning activities, as well as the form of activities and assessments that will be carried out both in the teaching and learning process and on the development of students.

A.Preliminary activities

Preliminary activities, the teacher prepares students psychologically and psychically to follow the learning process. Preliminary activities can be opened with energizer or ice breaker activities first. Energizer is an opening activity which aims to arouse the enthusiasm of students before the core learning

activities, for example: guessing styles, clapping, throwing markers, counting, guessing words, following what is heard, body movement, speed dating, and so on.

Based on the result of interview data, teachers at LKP English Academy stated that they used fun learning teaching for delivering material and giving assignment in learning. non-formal education helps students better understand their needs and the world around them. Non-formal education generally has the student as its focus of attention, is accommodating to their needs and interests, and reacts quickly to the shifting demands of people and society (Todaro, 1995). And also Furthermore J.J. Hasibuan and Moedjiono (2004: 64) state that using variation is interpreted as an act of the teacher in the context of the teaching and learning process aimed at overcoming student boredom, so that in the learning process students always show perseverance, enthusiasm, and actively participate. So according to the author that teaching variation can be defined as the skills (skills) of teachers in providing subjects to their students in class. Variation skills in teacher teaching styles, and variations in the use of media or teaching materials.

Furthermore, the next core activity, the implementation of this core activity is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence of students in accordance with the interests and talents of students.

Students are directed to seek information, then students develop broad information about the topic or theme to be studied using an NFE-based approach such as group discussions, demonstrations, presentations, role playing using media and other learning resources. In these core activities, students are expected to develop their potential actively and creatively. The teacher acts as a facilitator and facilitates students. When the teacher used various way to teaching to knew which method the best to implemented because the students not matching the way of delivering material from the teacher. With the implementation of Non-Formal Education, to find out the level of change in student behavior and to improve the quality of learning processes and outcomes in an effort to increase output.

The closing activity in learning English based on the NFE method is carried out by doing reflection

activities. Reflection activities aim to diagnose student learning difficulties or obstacles in order to improve the learning process. Reflection activities are carried out so that teachers get positive information about how teachers improve the quality of their learning as well as observation material to find out how far the learning objectives have been achieved. In addition, through reflection activities, satisfaction can be achieved in students, namely obtaining the right container in establishing positive communication with teachers.

Based on the explanation above, the researcher concluded that Non-formal Education focus on how to improve the quality of their learning process. If it's associated with Theory of Constructivism.

According to Suhardjono there are five propositions that support constructivism in relation to the learning process as follows:

1. Learning is a process of interpreting new information; learning can be done by constructing knowledge from concrete experiences, collaborative activities, and also in the form of reflection and interpretation.
2. Constructivism departs from the recognition that people who learn must be free.

3. Learning through nature because it is full of freedom. Students can express and interpret everything that exists in the real world. Freedom here means elements essential of a free environment.
4. The strategy used determines success.
5. Motivation and effort also influence.

Based on the research findings, the three participating teachers also mentioned that they used student concern about the material that delivered material based concrete experiences and also in the form reflection and interpretation. The influence of this students understand more easily which is good for the outcome.

Based on finding above, it is explained that student learning outcomes, and based on the data obtained by the researcher, it is known that the learning model Non-Formal Education (NFE) teaching model is feasible and effective to improve learning outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

This Chapter presents conclusions and suggestions about the research, The Conclusion summarizes the findings of the discussion based on the research problem. So, this summarizes about the implementation of non-formal education (nfe) teaching model on English academy Bengkulu.

A. Conclusion

Non-formal education is education that is carried out intentionally with a specific purpose but does not meet the requirements to be categorized into formal education. In a word on the other hand, non-formal education is education outside formal education. Definition of education Non-formal is further explained as an educational activity with an educational package short term and specific programs according to learning needs, besides that is also flexible in terms of program management, presentation of material, program levels, assessment, age, and ability level. Examples include, social training, educational courses, upgrading, and skills training.

Based on the results of research the implementation Non Formal Education (NFE) teaching model on LKP English academy Bengkulu, it can be concluded that: explained that

LKP English Academy teacher implemented the non-formal education teaching model that can be changed based on the student needs.

Moreover, the researcher found that the teacher let the students can develop their own knowledge and are free to innovate in learning activities. NFE method-based learning prioritizes practice rather than theory. The existence of non formal education itself constantly let the teacher developing material or subject matter and be able to create interesting atmosphere while still fulfill their aim to enter the class.

The some difficulty in faced by teachers in implementing Non Formal education in class is manageable, students are focus on the material that they lacking or best at, students find it easy to discuss with their teacher, and to overcome this the teacher replaces group tense and dull teaching with fun learning teaching that focus on practice and provides students with their basic without giving pressure to get good grades, because student entering Non-Formal Education class for Improving their own skill.

However, the learning process can be carried out well with this Non Formal Education (NFE) model. Therefore, this Non Formal Education (NFE) can be said as a learning solution to enhance speaking student ability and confidence outside formal education..

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as a consideration, they are:

1. Suggestion for teacher

Today, as a teacher, it's very important to master and use strategies appropriately, based on student need. Teacher expected to be more creative to provide fun learning vibes during class.

2. Suggestion for Students

This can motivate student to be enthusiastic about learning and easily understand the learning material delivered by teacher during class

3. Suggestion for future researchers

To further researchers who wish to conduct similar research, review other aspects of this research, so that results can be obtained.

TAHUN 2023

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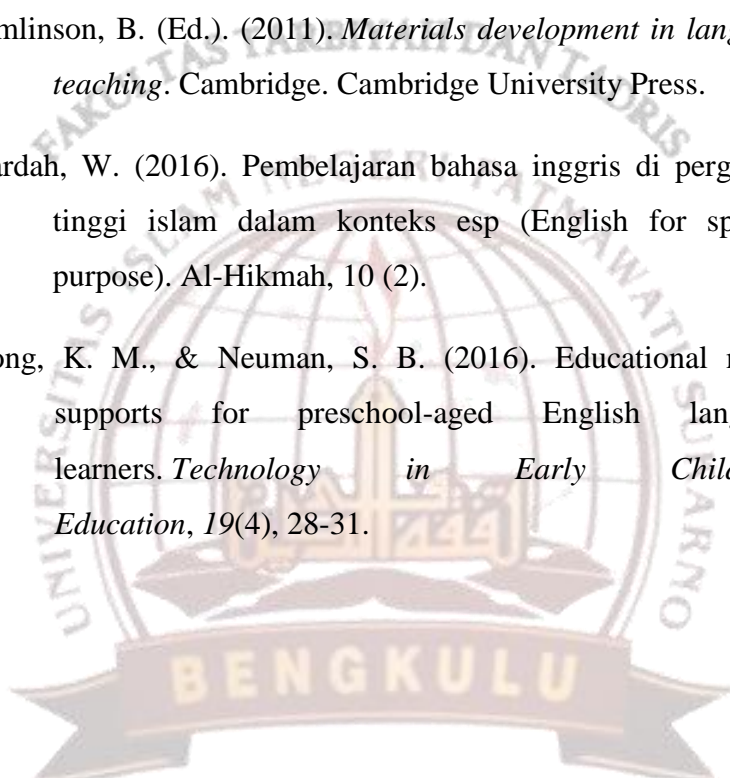
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TAHUN 2023

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TAHUN 2023

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Appendix1

PEDOMAN WAWANCARA

A. Identitas Informan Inisial :

Usia :

JenisKelamin : Perempuan

Peran di Lembaga : Teacher

B. Pelaksanaan Wawancara

Hari :

Tanggal :

Waktu :

Tempat :

No.	Pertanyaan	Teknik	Sumber Data	Jawaban
1.	Menurut anda sendiri arti dari Non-Formal Education itu seperti apa?	Wawancara	Informan	Proses pembelajaran yang tidak memiliki aturan dari suatu lembaga. Kita membuat sendiri system/ metode yang ada dikelas tersebut.

TAHUN 2023

2.	Apa saja yang harus dipersiapkan sebelum memulai pembelajaran non-formal education? Teaching model seperti apa yang digunakan ?	Wawancara	Informan	Menyiapkan materi, dikelas saya sendiri menggunakan permainan. Permainan apa yang cocok digunakan untuk anak-anakl berdasarkan materi yang akan disampaikan atau pembuatan lagu berdasarkan vocab agar anak-anak mudah menghafalnya.
3.	Apa saja proses pembelajaran yang dilakukan pada pembelajaran Non-Formal Education ?	Wawancara	Informan	Saat proses pembelajaran, saya membiasakan anak-anak tersebut menyiapkan kelasnya, berdoa, mengucapkan salam, mengulang pelajaran sebelumnya untuk melihat apakah anak-anak mengingat pelajaran tersebut. Lalu mulai memasuki materi tersebut. Sebelum memulai, ditanyakan apa sih manfaatnya pada kehidupan kita, terus dilanjutkan saat sudah menyelesaikan materi, memberikan latihan-latihan atau permainan yang mengasah/ melihat apakah anak-anak paham atau tidak.
4.	Apa perbedaan paling signifikan yang dirasakan ketika menerapkan Non-Formal Education(NFE) Teaching Model dibandingkan Formal Education	Wawancara	Informan	Formal education terikat dengan peraturan disekolah. Setiap pertemuan harus memiliki RPPd dan RPS dan kita harus mengimplementasikan sesuai RPP/ RPS tersebut. Cara mengajar pasti berbeda, karena di dalam kelas formal education. Situasi nya kaku dan tegang , sehingga kadang siswa mengantuk dan

				tidak menyerap materi pembelajaran secara efektif
5.	Bagaimana pre-implementasi metode non-formal education yang anda lakukan?	Wawancara	Informan	Pre-test and post-test.Mempersiapkan bahan ajar lagi, terus dilihat apakah cocok atau tidak materi yang akan diajarkan
6.	Apakah menggunakan Non-Formal Education(NFE) teaching Model dapat meningkatkan kemampuan siswa dalam Speaking?	Wawancara	Informan	Menurut saya sebagai pengajar, non formal education dapat juga meningkatkan speaking, menambah vocabulary, meningkatkan kepercayaan diri dan menambah waasan saat berbicara.
7.	Bagaimana system penilaian yang dilakukan pada model pembelajaran Non-Formal Fducation ?	Wawancara	Informan	System penilaian sendiri, saat sudah menjelaskan materi akan saya kasih pertanyaan-pertanyaan simple, latihan-latihan seperti itu agar anak-anak paham agar tidak cemas setiap ada test
8.	Apakah pembelajaran Non-Formal Education(NFE) dapat memberikan suasana baru dalam pembelajaran?	Wawancara	Informan	Pembelajaran Non-Formal Education dapat memberikan suasana baru, seperti tidak terlalu kaku, terlalu tegang saat kelas berlangsung. Metode yang dilakukan memakai lagu ataupun permainan sehingga anak-anak lebih santai

TAHUN 2023

9.	Apa saja masalah yang timbul setelah menggunakan Non-Formal Education(NFE) Teaching Model?	Wawancara	Informan	Ya, tentu saja timbul masalah seperti yang saya sebutkan sebelumnya. meggunakan NFE terlalu santai, sehingga anak-anak terkadang mengatakan hal tidak sopan karena terlalu santai.
10.	Bagaimana upaya anda dalam menghadapi permasalahan tersebut ?	Wawancara	Informan	Cara menghadapinya cukup diejelaskan, jangan terlalu formal seperti guru-guru disekolah. Cukup dijelaskan dengan santai seperti murid ke murid tidak sebaliknya.



TAHUN 2023

PEDOMAN WAWANCARA

C. Identitas Informan Inisial :

Usia :

JenisKelamin : perempuan

Peran di Lembaga : tutor

D. Pelaksanaan Wawancara

Hari :

Tanggal :

Waktu :

Tempat :

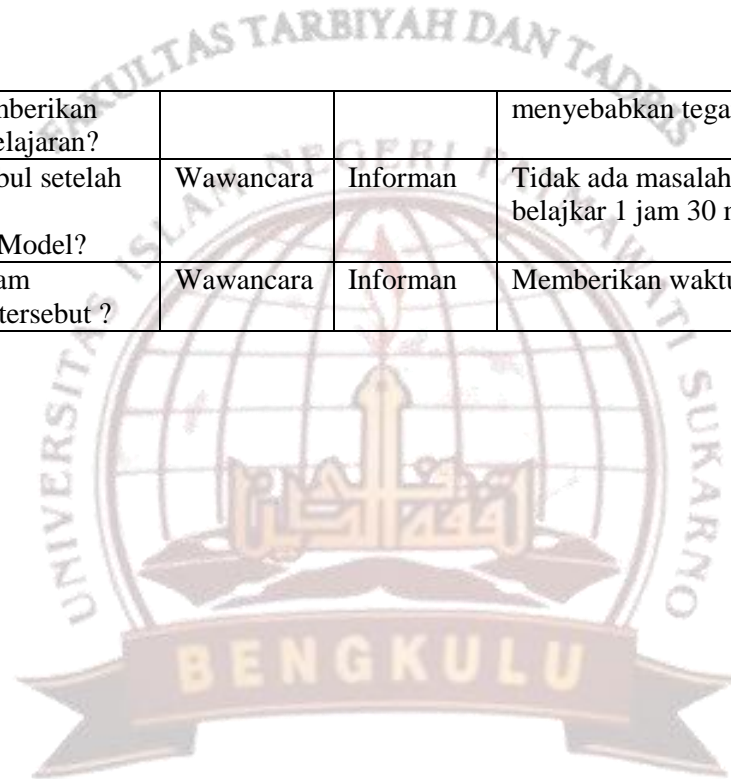
No.	Pertanyaan	Teknik	Sumber Data	Jawaban
1.	Menurut anda sendiri arti dari Non-Formal Education itu seperti apa?	Wawancara	Informan	Non-Formal Education itu proses belajar yang diluar dari Formal Education seperti suasana sekolah negeri atau terikat dengan kedinasan. Tapi Non-Formal Education itu sebuah. Kita mengajar tanpa terlalu terikat dengan peraturan. Karena kita disini focus mendalami materi dan bagaimana siswa tersebut menjadi paham dan nyaman dengan kelas kita

TAHUN 2023

2.	<p>Apa saja yang harus dipersiapkan sebelum memulai pembelajaran non-formal education? Teaching model seperti apa yang digunakan ?</p>	Wawancara	Informan	<p>Materi tersebut harus disesuaikan dengan level dan kemampuan siswa. Jadi untuk misalkan pertemuan 1 dan 2, kita lihat bagaimana kemampuan siswa tersebut kemudian materinya tingkat kesulitan level/ difficulty of material. Teaching model flexible, tergantung anak-anak karena kondisi siswa berbeda-beda. Ada yang serius, ada siswa yang kurang suka serius lebih ke fun teaching, yang membuat mereka tidak tertekan tapi merasa nyaman dan mudah memahami kita menjelaskan materi.</p>
3.	<p>Apa saja proses pembelajaran yang dilakukan pada pembelajaran Non-Formal Education ?</p>	Wawancara	Informan	<p>Saat proses pembelajaran, saya membiasakan anak-anak tersebut menyiapkan kelasnya dan berdoa, mengucapkan salam, mengulang pelajaran sebelumnya untuk melihat apakah anak-anak mengingat pelajaran tersebut. Lalu mulai memasuki materi baru. Setelah materi 30 menit akan diselangi break dan bertanya apakah sudah paham dengan materi tersebut</p>
4.	<p>Apa perbedaan paling signifikan yang dirasakan ketika menerapkan Non-Formal Education(NFE) Teaching Model dibandingkan Formal Education</p>	Wawancara	Informan	<p>Formal education terikat dengan peraturan disekolah. Setiap pertemuan harus memiliki RPPd dan RPS dan kita harus mengimplementasikan sesuai RPP/ RPS tersebut. Cara mengajar pasti berbeda, dalam kelas Formal Education, kontrol kelas lebih kuat dan harus menggunakan waktu seefisien mungkin karena waktu yang terbatas</p>

5.	Bagaimana pre-implementasi metode non-formal education yang anda lakukan?	Wawancara	Informan	Sebelum anak-anak mulai les sudah dilakukan pre-test untunk mengelompokkan mereka. Ada yang kelas advance, intermediate, dan basic juga berbeda-beda. Kita berbicara antara teman dan teman bukanguru dan murid. Jadi mereka bias merasa lebih nyaman dan menerima apa yang kita ajarkan
6.	Apakah menggunakan Non-Formal Education(NFE) teaching Model dapat meningkatkan kemampuan siswa dalam Speaking?	Wawancara	Informan	Ya, karena disini kalau kelas speaking, wajib speaking. Tapi tidak seperti harus memaksa siswa untuk bias speaking. Karena kemampuan mereka berbeda-beda lagi. Jadi walaupun itu kelas Speaking kita lihat basicnya itu apa. Mereka itu skill nya basic, intermediate, atau advance . jadi kita harus menyesuaikan sesuai kemampuan murid.
7.	Bagaimana system penilaian yang dilakukan pada model pembelajaran Non-Formal Fducation ?	Wawancara	Informan	System penialian disini ada 12x pertemuan dan 30x. Kalau 12 pertemuan setiap 6 pertemuan middle test di pertemuan 12 final test. Di middle test biasanya mengulang-ulangh pertemuan sebelumnya baik secara oral atau tertulis.
8.	Apakah pembelajaran Non-Formal	Wawancara	Informan	Kami menerapkan metode fun learning. Tidak

	Education(NFE) dapat memberikan susasana baru dalam pembelajaran?			menyebabkan tegang atau cemas saat belajar
9.	Apa saja masalah yang timbul setelah menggunakan Non-Formal Education(NFE) Teaching Model?	Wawancara	Informan	Tidak ada masalah, cuman anak-anak tidak bisa full belajar 1 jam 30 menit.
10.	Bagaimana upaya anda dalam menghadapi permasalahan tersebut ?	Wawancara	Informan	Memberikan waktu break 5- 10 menit tiap 30 menit.



TAHUN 2023

PEDOMAN WAWANCARA

E. Identitas Informan Inisial :

Usia :

JenisKelamin : Perempuan

Peran di Lembaga : Tutor

F. Pelaksanaan Wawancara

Hari :

Tanggal :

Waktu :

Tempat :

No.	Pertanyaan	Teknik	Sumber Data	Jawaban
1.	Menurut anda sendiri arti dari Non-Formal Education itu seperti apa?	Wawancara	Informan	Arti dari Non-Formal Education adalah ketika kita melakukan proses belajar pembelajaran tapi di luar lingkungan sekolah.
2.	Apa saja yang harus dipersiapkan sebelum memulai pembelajaran non-formal education? Teaching model seperti apa yang digunakan ?	Wawancara	Informan	Sebagai seorang guru atau teacher membuat bahan ajar yang akan diajarkan kepada siswa, seperti modul. Modulnya sendiri menyesuaikan, tidak terlalu berat dan mudah untuk di terima murid.
3.	Apa saja proses pembelajaran yang	Wawancara	Informan	Ketika awal pertemuan melakukan perkenalan

	dilakukan pada pembelajaran Non-Formal Education ?			dulu, terus nanti baru ditanyakan tujuan dari mereka mengikuti les itu apa. Mengembangkan grammar, writing atau speaking. Agar tahu tujuan murid dan tidak sia-sia mengikuti kelas ini.
4.	Apa perbedaan paling signifikan yang dirasakan ketika menerapkan Non-Formal Education(NFE) Teaching Model dibandingkan Formal Education	Wawancara	Informan	Formal education terpaku terhadap kurikulum RPP & RPS, yang belum tentu anak itu mau belajar seperti itu. Kalau formal Education murid mengikuti guru. Kalau Non-Formal Education kita melihat bagaimana muridnya ingin belajar. Jadi berbeda cara pengajaran antara formal education dan NFE
5.	Bagaimana pre-implementasi metode non-formal education yang anda lakukan?	Wawancara	Informan	Sesuai fokus yang mereka ambil. Kita melakukan pre-test dulu sudah sampai mana kemampuan grammar atau speaking mereka. Jadi jika kemampuan mereka sudah intermediate gak perlu ngulang ke basic. Jadi bisa meningkatkan bukan kayak mengulang dari awal. Jadi sesuai dengan focus yang diambil siswa
6.	Apakah menggunakan Non-Formal Education(NFE) teaching Model dapat meningkatkan kemampuan siswa dalam Speaking?	Wawancara	Informan	Ya, tentu bisa. Non-Formal Education itu menurut saya, lebih bisa meningkatkan kemampuan siswa, karena efektif dalam kelas. Karena tidak terlalu banyak siswa jadi meeka bisa meningkatkan diri sendiri dikelas

7.	Bagaimana system penilaian yang dilakukan pada model pembelajaran Non-Formal Fducation ?	Wawancara	Informan	System penilaian flexible. Setiap pertengahan pertemuan apakah mereka masih ingat dan paham tentang materi sebelumnya dan apakah mereka bias meningkatkan itu
8.	Apakah pembelajaran Non-Formal Education(NFE) dapat memberikan susasana baru dalam pembelajaran?	Wawancara	Informan	Ya., karena NFE bias lebih mengekspresikan diri dari pada formal education
9.	Apa saja masalah yang timbul setelah menggunakan Non-Formal Education(NFE) Teaching Model?	Wawancara	Informan	Kalau permasalahan dalam pembelajaran tidak ada.cuman karena kelas nya tidak dalam satu tingkatan, seperti ada anak sma, smp.kadang kelas nyaber campur
10.	Bagaimana upaya anda dalam menghadapi permasalahan tersebut ?	Wawancara	Informan	Bertanya ke siswa nya sanggup atau tidak jika dikasih materi yang berbeda dengan tingkatan nya.



TAHUN 2023

PEDOMAN WAWANCARA

G. Identitas Informan Inisial :

Usia :

JenisKelamin : laki-laki

Peran di Lembaga : staff admin

H. Pelaksanaan Wawancara

Hari :

Tanggal :

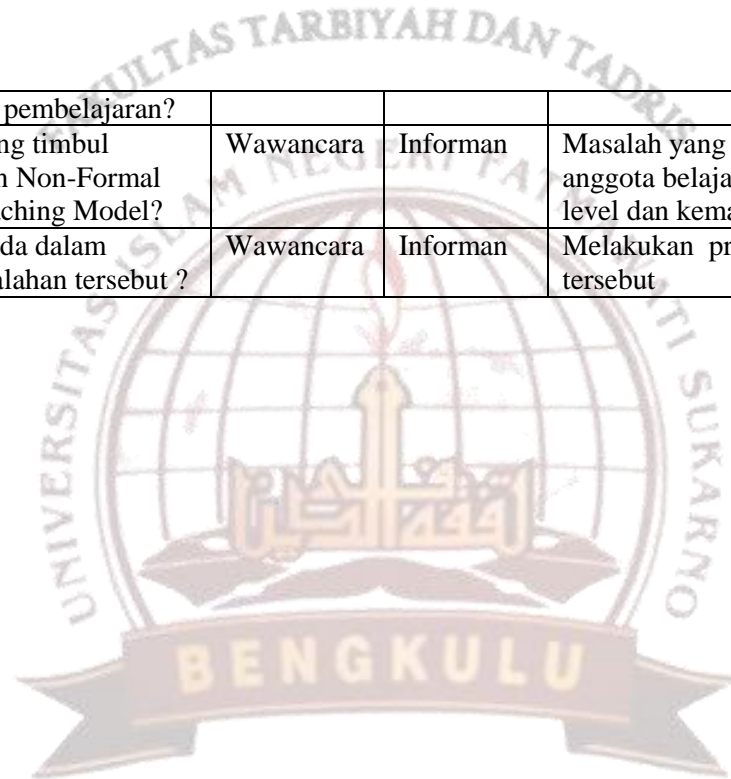
Waktu :

Tempat :

No.	Pertanyaan	Teknik	Sumber Data	Jawaban
1.	Menurut anda sendiri arti dari Non-Formal Education itu seperti apa?	Wawancara	Informan	Non formal education merupakan pendidikan yang melaksanakan system pendidikan yang terstruktur, berjenjang, dan fleksibel dan merupakan wadah untuk menambah wawasan lain yang biasanya tidak didapatkan melalui pendidikan formal
2.	Apa saja yang harus dipersiapkan sebelum memulai pembelajaran non-formal education? Teaching model seperti apa yang digunakan ?	Wawancara	Informan	

3.	Apa saja proses pembelajaran yang dilakukan pada pembelajaran Non-Formal Education ?	Wawancara	Informan	Proses pembelajaran biasanya diawali dengan memberikan salam dan sapa. Kemudian dilanjutkan dengan membahas ulang materi minggu lalu. Diakhiri dengan pemberian tugas untuk pertemuan selanjutnya
4.	Apa perbedaan paling signifikan yang dirasakan ketika menerapkan Non-Formal Education(NFE) Teaching Model dibandingkan Formal Education	Wawancara	Informan	
5.	Bagaimana pre-implementasi metode non-formal education yang anda lakukan?	Wawancara	Informan	Pre-implementasi yang dilakukan dengan menggali dan menggolongkan siswa sesuai kebutuhan. Nantinya akan di kategorikan sesuai kelompok apakah harus masuk kelas awal atau lanjutan.
6.	Apakah menggunakan Non-Formal Education(NFE) teaching Model dapat meningkatkan kemampuan siswa dalam Speaking?	Wawancara	Informan	Sejauh ini pendidikan non formal menjadi wadah yang tepat untuk siswa dalam belajar bahasa inggris. Berdasarkan hasil pengukuran pretest dan post test juga menunjukkan hasil yang signifikan
7.	Bagaimana system penilaian yang dilakukan pada model pembelajaran Non-Formal Education ?	Wawancara	Informan	Sistem penilaian dalam English Academy menggunakan system pretest dan post test dengan skor akhir di nilai secara
8.	Apakah pembelajaran Non-Formal Education(NFE) dapat memberikan	Wawancara	Informan	

	susana baru dalam pembelajaran?			
9.	Apa saja masalah yang timbul setelah menggunakan Non-Formal Education(NFE) Teaching Model?	Wawancara	Informan	Masalah yang timbul biasanya dalam pengelompokan anggota belajar yang harus dibedakan sesuai dengan level dan kemampuan siswa
10.	Bagaimana upaya anda dalam menghadapi permasalahan tersebut ?	Wawancara	Informan	Melakukan pre-test untuk mengelompokkan kelas tersebut



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TAHUN 2023

Picture 1. Teacher explained core material lesson.



Picture 2. Teacher reviewing material lesson.



Picture 3. Interview process





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Web site: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 161 /In.11/F.II/PP.009/ 06/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	M. Arif Rahman Hakim, Ph.D 199012150320151007	P I	Yogi Kumiawan 15161230179	TBI	The Implementation of Non- Formal Education Teaching Method at LKP English Academy Bengkulu.
2	Andri Saputra, M.Sc. 199106262019031014	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 30 Juni 2021



Tembusan.

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Website: www.uinfesbengkulu.ac.id

SURAT PENUNJUKAN

Nomor : 51e5 /Un.23/F.II/PP.00.9/11/2022

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, dengan ini menunjuk dosen:


1. Nama : M.Arif Rahman Hakim, Ph.D
NIP : 199012152015031007
Tugas : Pembimbing I
2. Nama : Anita, M.Hum
NIP : 199008142019032011
Tugas : Pembimbing II

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang namanya tertera di bawah ini:

Nama Mahasiswa : Yogi Kurniawan
NIM : 1516230179
Judul : The Implementation of Non Formal Education (NFE)
Teaching Model on Speaking Class In LKP English Academy
Bengkulu

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada tanggal : 10 November 2022
Dekan,


Mas Mulyadi

Tembusan:

1. Wakil rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Website: www.uinfasbengkulu.ac.id

Nomor : 4304/Un.23/F.II/PP.00.9/09/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr.H.Ali Akbarjono, M.Pd (Penyeminar I)
2. Dedi Efrizal, M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Jum'at, 23 September 2022

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Eka Nur Yulianti 1911230001	08.00-08.50 WIB	The Influence of Toy Story Cartoons In Developing Young Learners Vocabulary Skills At Four Elementary School Students
2.	Yogi Kurniawan 1516230179	08.50-09.40 WIB	The Implementation of Non-Formal Education (NFE) Teaching Model On English Speaking Class In LKP English Academy Bengkulu
3.	Sisi Suherman 1811230063	09.40-10.30 WIB	The Effect of Using The Instagram Application By Applying Creating Caption Learning Materials To Improve Students' Writing Skills

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 22 September 2022
Dekan,


Mias Mulyadi





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Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Jurusan Pendidikan Bahasa
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Yogi Kurniawan
NIM : 1516230179
Jurusan/Prodi : Tadris/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: "THE IMPLEMENTATION OF NON-FORMAL EDUCATION (NFE) TEACHING METHOD AT ENGLISH SPEAKING CLASS IN LKP ENGLISH ACADEMY BENGKULU"

Menjadi : "THE IMPLEMENTATION OF NON-FORMAL EDUCATION (NFE) TEACHING MODEL ON ENGLISH SPEAKING CLASS IN LKP ENGLISH ACADEMY BENGKULU"

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 15 Agustus 2022

Dibuat oleh,

YOGI KURNIAWAN
1516230179

Pembimbing I,

Disetujui oleh,

Pembimbing II,

M. Arif Rahman Hakim, Ph.D
NIP.199012152015031007

Andri Saputra, M.Sc.
NIP.199106262019031014

Diketahui oleh,
Ketua Jurusan Pendidikan
Bahasa

R. Nawati, M.Pd
NIP. 197405231999032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
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Website: www.uinfasbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Yogi Kurniawan, NIM :1516230179 yang berjudul **"The Implementation of Non-Formal Education(NFE) Teaching Model on English Speaking Class in LKP English Academy Bengkulu"** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jum'at, 23 September 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu, Oktober 2022

Penyeminar I

Penyeminar II

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

Dedi Efrizal, M. Pd
NIP. 199012132020121008



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Website: www.uinfasbengkulu.ac.id

Nomor : 5450 / Un.23/F.II/TL.00/12/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

01 Desember 2022

Kepada Yth,
Kepala LKP English Academy Bengkulu
Di –
Kota Bengkulu

Dengan Hormat,

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/Ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"THE IMPLEMENTATION OF NON-FORMAL EDUCATION (NFE) TEACHING MODEL ON ENGLISH SPEAKING CLASS IN LKP ENGLISH ACADEMY BENGKULU."**

Nama : Yogi Kurniawan
NIM : 1516230179
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : LKP English Academy Bengkulu
Waktu Penelitian : 02 Desember s/d 30 Desember 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.



Dekan,

Musa Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

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Website: www.iainbengkulu.ac.id

SURAT TUGAS KOMPREHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBİYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Nomor: A/11/In.11/F.II/PP.009/11/2021
Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Yogi Kurniawan
NIM : 1516230179
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Hengky Satrisno, M.Pd.L	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhukha s/d An Naa)
2	Feny Martina, M.Pd.	Kompetensi Jurusan/Prodi	1. Hafalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phonology, Semantics 4. Teaching skill, TEFL < LTR, ESP, CMD
3	Heny Friantary, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.



Bengkulu, (6) November 2021

Pt. Dekan,

A. SUBREDI



English Course and Educational Consultant

ENGLISH ACADEMY BENGKULU

Izin Lembaga SK NO: 421.75/151/IV.DISDIK/2019

NPSN : K9996833

Jl. Hibrida Ujung No.01 RT.11/RW. 02 Pagar Dewa, Selebar, Bengkulu, Indonesia 38211
HP: 082179796070, Fb: English Academy, IG: @englishacademybengkulu

SURAT KETERANGAN

Nomor : LKP/EA/08/01/2023

Saya yang bertanda tangan dibawah ini,

Nama : Wendi Adean Putra, S.Pd

Jabatan : Manajer Administrasi

Menerangkan bahwa

Nama : Yogi Kurniawan

Program Studi : Tadris Bahasa Inggris

Fakultas/Universitas : Tarbiyah dan Tadris UIN Fatmawati Sukarno

Judul Skripsi : *The Implementation of Non-formal Education (NFE) Teaching Model on English Speaking Class in LKP English Academy Bengkulu*

Nama tersebut diatas telah melaksanakan penelitian di LKP English Academy Bengkulu dari tanggal 5 Desember s.d 30 Desember 2022 dalam rangka menyelesaikan tugas akhir/ skripsi dengan judul yang tertera diatas.

Demikianlah surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Manajer Administrasi
English Academy Bengkulu
Wendi Adean Putra, S.Pd.



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FATMAWATI SUKARNO BENGKULU

Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172
website: www.uinfasbengkulu.ac.id

Bengkulu, 20 Januari 2023

Nomor : 0411 /Un.23/F.II/PP.00.9/11/2022
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.

1. Riswanto, Ph.D
(Ketua)
2. Hanura Febriani, M.Pd
(Sekretaris)
3. Fera Zasrianita, M. Pd
(Penguji I)
4. Endang Haryanto, M.Pd
(Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Selasa / 24 Januari 2023
Tempat : Ruang Munaqasyah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Ali Firman 1711230064	13.00- 14.00	Students Perception Of Asynchronos Communication Method In Online Learning On Pandemic Era.
2.	Kerta Sartama Genpa 1811230169	14.01- 15.00	Teachers' Challenges In Integrating EFL Teaching and Learning With ICT (A Qualitative Research Study at Teachers SMP N 2 Kota Bengkulu.
3.	Yogi Kurniawan 1516230179	15.01- 16.00	The Implementation Of Non Foemal Education (NFE) Teaching Model On English Speaking Class In LKP English Academy Bengkulu.
4.	Anesti Ayu Astuti 1516230132	16.01- 17.00	The Correlation Between Efl Learning Strategies and Learning Styles On English Students Achivement At The Eight Grade At SMPN 19 Selama In Academic Year 2021/2022.

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,

Agus Mulyadi





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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Yogi Kurniawan Pembimbing I/II : M. Arif Rahman Hakim, Ph.D
NIM : 1516230179 Judul Skripsi : The Implementation of Non-Formal Education (NFE) Teaching Model on English Speaking Class in LKJ English Academy Bengkulu
Jurusan : Tadris Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Thursday 17 Februari '22	Chapter 1	- Need to more highlight about the scientific reason of the research background - change little bit the title of your research proposal	
2	Thursday 3 March '22	Chapter 1 & 2	- The issue in chap 1 should connect with Islamic advokat perspective - Please add some explain about Non Formal Education model	

Mengetahui,
Dekan

Dr. M. Arif Rahman Hakim, Ph.D
NIP. 1993012152015031007

Bengkulu,

Pembimbing I/II

M. Arif Rahman Hakim, Ph.D
NIP. 1993012152015031007



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Nama Mahasiswa : Yogi kurniawan Pembimbing I/II : M. Arif Rahman Hakim, Ph.D
NIM : 1516230179 Judul Skripsi : The Implementation of Non-Formal
Jurusan : Tadris Education (NFE) Teaching Model on English Speaking cla
Program Studi : Tadris Bahasa Inggris In LKP English Academy Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3	Thursday 31 March '22	chapter 1 & 2	- The connection between chup 1 & 2 should be more stronger - also highlight about formal education teaching model in chap. 2	
4	Thursday, 28 April '22	chapter 2	- Please add little bit explanation about teaching speaking in non formal educational the institutions	

Mengetahui,
Dekan



Bengkulu,

Pembimbing I/II

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Nama Mahasiswa : Yogi Kurriawan Pembimbing I/II : M. Arif Rahman Hakim, Ph.D
NIM : 1516230179 Judul Skripsi : The Implementation of Non-Formal
Jurusan : Tadris Education (NFE) Teaching Model on English Speaking
Program Studi : Tadris Bahasa Inggris class in The English Academy Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
5	Thursday, 15 May 2022	chapter 3	- need more revision in research design - Please show the research participand on table	
6	Thursday, 3 June 2022	chapter 3	- please make sure about your research instrument - technique analysis data should be more clear	
7	Thursday, 11 August 2022	All chapters	- please recheck your references - Acc to proposal defense	

Mengetahui,
Dekan

Drs. Agus Mulyadi, M.Pd.
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M. Arif Rahman Hakim
NIP. 195612152015081007



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Nama Mahasiswa : Yogi Kurniawan Pembimbing I/II : M. Arif, Rahman Hakim, Ph.D
NIM : 1516230179 Judul Skripsi : The Implementation of non-Formal
Jurusan : Tadris education (NFE) Teaching Model on English Speaking Class
Program Studi : Tadris Bahasa Inggris in LKP English Academy Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	20 Dec 2012	Research instrument	- Need to complete the research instrument - fix some problem in research instrument	
2.	30 Dec 2012	Chapter 4	- fix the presentation of chap 4 - should answer research question	

Mengetahui,
Dekan



Bengkulu,

Pembimbing I/II

M. Arif, Rahman Hakim, Ph.D
NIP. 19901215 2015 03 1007



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Nama Mahasiswa : Yogi Kurniawan Pembimbing I/II : M. Arif Rahman Hakim, Ph.D
NIM : 1516230179 Judul Skripsi : The Implementation of Non-Formal
Jurusan : Tadris Education (NFE) Teaching Model on English Speaking
Program Studi : Tadris Bahasa Inggris Class in LKP English Academy Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3	6 January 2022	chapter 4 & 5	- Fix some problems in discussion - add your conclusion	
4	9 January 2022	All chapters	- References should be fixed/checked - Acc to submit/submit	

Mengetahui,
Dekan

Drs. Agus Mulyadi, M.Pd
NIK 197005142000031004

Bengkulu,

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M. Arif Rahman Hakim, Ph.D
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Nama Mahasiswa : Yogi Kurniawan Pembimbing I/II : Andri Saputra, M.Sc.
NIM : 151623 0179 Judul Skripsi : The Implementation of Non-Formal
Jurusan : Tadris Education (NFE) Teaching Model on English Speaking
Program Studi : Tadris Bahasa Inggris Class in UK English Academy Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	28 September 2021	Chapter 1	Find the gap	
	16 November 2021	Chapter 1	research question	

Mengetahui,
Dekan

NIP. 1970 06 14 1000 051004

Bengkulu,
Pembimbing I/II

Andri Saputra, M.Sc.
NIP. 1991 06 26 2019 03 1014



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NIM : 1516230179 Judul Skripsi : The Implementation of Non Formal
Jurusan : Tadris Education (NFE) Teaching Model on English Speaking
Program Studi : Tadris Bahasa Inggris class in LKIP English Academy Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	03 Agustus 2021	Please revise your title	Title revision	
	7 September 2021	Chapter 1	Proposal Template	

Mengetahui,
Dekan



Bengkulu,

Pembimbing I/II

Andri Saputra, M.Sc.
NIP. 199106262019031014



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Nama Mahasiswa : Yogi Kurniawan Pembimbing I/II : Andri Saputra, M. Sc.
NIM : 1514230179 Judul Skripsi : The Implementation of Non-Formal Education (NFE) Teaching Model on English Speaking class in LKE English Academy Bengkulu
Jurusan : Tadris
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	21 Desember 2021	Chapter I	Please be more critical	
	11 Januari 2022	Chapter II	Add more exerts	
	1 Februari 2022	Chapter II	Acc	

Mengetahui,
Dekan



Dr. Mus Mulyanti, M.Pd
NIP. 197005142 000 031004

Bengkulu,

Pembimbing I/II

Andri Saputra, M. Sc.
NIP. 1991 062 62 01905 1014



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Nama Mahasiswa : Yogi Kurniawan Pembimbing I/II : Anita, M.Hum
NIM : 1516230179 Judul Skripsi : The Implementation of Non-Formal
Jurusan : Tadris Education (NFE) Teaching Model on English Speaking
Program Studi : Tadris Bahasa Inggris class in the English Academy Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	10 Dec 2022	- Reference 5 - Page set out - Theories in Chapter 11 - Table	Perbaiki sesuai catatan	
2.	16 Dec 2022		Acc	

Mengetahui,
Dekan



Bengkulu,

Pembimbing I/II

Anita, M. Hum
NIP. 1990 08 14 2019 03 2011



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Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Yopi Kurniawan
NOMOR INDIK MAHASISWA : 1516230133
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jumat, 13/08/2021	08.11	Echa Ananda Sari	1711230079	The Effect of Google Classroom as a Blended Learning Media Integrated with Instruction Strategy on Students' reading ability	
2	Jumat, 13/08/2021	08.30	Dhea Tina Agustini	1711230068	The effect of flipped instruction on EFL student motivation	
3	Jumat, 13/08/2021	08.35	Pudha Krumiati	1711230031	The Impact of Flipped Instruction on Students' Speaking Skills development during Covid-19 outbreak	
4	Jumat, 13/08/2021	08.45	Pita Annisa	1711230066	How students' barriers in learning English during the Covid-19 Pandemic	
5	Jumat, 13/08/2021	08.58	Lusiana Deva Pranita	1711230109	English Teacher Perceptions on the Effectiveness of WhatsApp Usage in Teaching English at SMPN Tabang Padang	
6						

SURAT PERNYATAAN

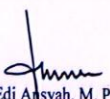
Saya Yang Bertanda Tangan Di Bawah Ini:

Nama : Yogi Kurniawan
NIM : 1811220051
Program Studi : Tadris Bahasa Inggris
Judul Skripsi :

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Mengetahui,
Wadek I FTT UIN FAS


Dr. Edi Aasyah, M. Pd
NIP. 197007011999031002

Bengkulu Januari 2023

Yang Menyatakan



Yogi Kurniawan
NIM. 1516230179

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