A THESIS

THE ROLE OF LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) TO INCREASE THE STUDENTS COMPETENCE IN TEACHING ENGLISH

By

HUMAERAH
Reg Num: 19.1300.031

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

THESIS

THE ROLE OF LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) TO INCREASE THE STUDENTS COMPETENCE IN TEACHING ENGLISH

By

HUMAERAH
Reg Num: 19.1300.031

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

i

THE ROLE OF LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) TO INCREASE THE STUDENTS COMPETENCE IN TEACHING ENGLISH

Thesis

As Partial Fulfillment of the Requirement for the Degree

of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by:

HUMAERAH
Reg Num: 19.1300.031

to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

SUPERVISORY COMMISSION APPROVAL

Thesis Title : The Role of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) to Increase the Students' Competence in Teaching English

Student Name : Humaerah

Student Reg. Number : 19.1300.031

Study Program : English Education

Faculty : Tarbiyah

Basis for Supervisor Determination : The Dean of Tarbiyah Faculty Certificated No. 3506 Year 2022

Approved By:

Principal Supervisor : Hj. Nurhamdah, S.Ag., M.Pd. (..........................)

NIP : 19731116 199803 2 007

Co-Advisor : Munawir, M.Pd. (..........................)

NIDN : 2030098801

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

iii

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title   : The Role of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) to Increase the Students' Competence in Teaching English

Student Name   : Humaerah

Student Reg. Number   : 19.1300.031

Study Program   : English Education

Faculty   : Tarbiyah

Basis for Supervisor Determination : The Dean of Tarbiyah Faculty Certificated No. 3506 Year 2022

Date of Graduation   : July 31st 2023

Approved By:

Hj. Nurhamdah, S.Ag., M.Pd.	(Chair)	(.............................)
Munawir, M.Pd.	(Secretary)	(.............................)
Dr. Zulfah, M.Pd.	(Member)	(.............................)
Nur Asiza, M.Pd.	(Member)	(.............................)

Knowing:
Dean of the Faculty of Tarbiyah
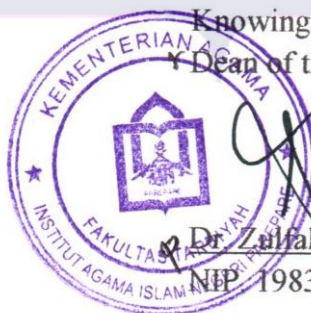
Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ ٱلْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد.

Alhamdulillah, all praises be to Allah SWT, for the grace, strength, health, love and opportunity so that the researcher is able to finish this thesis. This thesis is entitled "The Role of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) to Increase the Students Competence in Teaching English", as one of requirements for Sarjana Pendidikan (S.Pd) of English Education Program of State Islamic Religion Institute (IAIN) Parepare. Sholawat and salam to our prophet Muhammad SAW. As the king of the great kingdom namely islam religion.

However, the researcher is fully aware that this thesis will not be easily be finished without support, guidance, advice, help, and encouragement from individuals and institutions. The researcher wants to said the greatest thanks especially to her parents (Mr. Ahmadi and Hj. Sufriani) who gave birth to and raised the author with great love, sincerity, and patience, were the main motivations for the researcher to finally get to this point. To my brothers Muhammad Haidir, Ahmad Khaeril, and Hadza Syakir Mubarak, thank you for all the help, attention, and support during college.

On the other hand, in this special occasion, the researcher also would like to acknowledge her sincere, deepest gratitude and great appreciation to the following people:
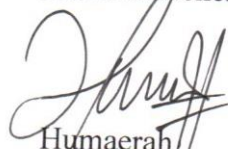
1. Dr. Hannani, M.Ag, as the Rector of State Islamic Religion Institute (IAIN) Parepare.

2. Dr. Zulfah, M.Pd., as the Dean of Tarbiyah Faculty of State Islamic Religion Institute (IAIN) Parepare.

3. Dr. Arqam, M.Pd., as the Chairman of English Education Program thank you for your guidance and advice.

4. Hj. Nurhamdah, S.Ag., M.Pd., dan Munawir, M.Pd., her consultants who have guided, provided criticism and suggestions from the beginning of the thesis work to completion.

5. Dr. Zulfah, M.Pd., dan Nur Asiza, M.Pd., the examiners who have directed, provided criticism and suggestions from the beginning of the thesis work to completion.

6. To the big family of writers, grandmothers, grandfathers, uncles, aunts, and cousins, who are happy and always pray for health.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get critiques and suggestion to make this thesis better.

Parepare, 02nd June 2023
13 Dzulqa'dah 1444 H
The Researcher,

Humaerah
Reg Num. 19.1300.031

vi

DECLARATION OF THE RESEARCH AUTHENTICITY OF THESIS

The researcher who signed the declaration bellow:

Name   : Humaerah

Student Reg. Number   : 19.1300.031

Place and date of birth   : Parepare, 13th January 2001

Study program   : English Education

Faculty   : Tarbiyah

The Title of Thesis   : The Role of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) to Increase the Students' Competence in Teaching English.

Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 02nd June 2023

13 Dzulqa'dah 1444 H

The Researcher,

Humaerah

Reg Num. 19.1300.031

vii

ABSTRACT

Humaerah. 2023. *The Role of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) to Increase the Students Competence in Teaching English. Thesis. English Education Program.* Tarbiyah Faculty. State Islamic Religion Institute (IAIN) Parepare (Supervisor: Hj. Nurhamdah and Munawir)

LIBAM as Students English community has a vision to increase students teaching competence, the role and programs success increase student's competence and should be identified for referenced. The objectives of this research were to describe the role and program of LIBAM to Increase students teaching competence.

This research applied a qualitative descriptive. The subject of this research was Libam's Tutor and Member. The total informant were 13 informants, including 3 tutors and 10 members. There collection technique was observation, interview and documentation while analysis data by data reduction, displaying and conclusion.

The results data showed that 1) The role of LIBAM to increase the student's competence in teaching English were through various means. Firstly, LIBAM facilitates learning materials for students based on their specific needs and interests, provides diverse media resources to support the learning process, secondly LIBAM focuses on effective implementation of learning programs, thirdly LIBAM ensures the provision of qualified instructors with comprehensive training programs through activities such as English Camp and Training of Trainers (TOT), fourthly LIBAM did evaluation and assessment processes to measure student's progress and teaching competence, and lastly LIBAM providing support and guidance to members to be more confident and enthusiastic in teaching English. 2) The programs of LIBAM which increase the students English teaching competence were general class such Small Class, Training of Trainers (TOT) and English camp as dominant program to gain valuable knowledge and teaching skills, including basic teaching concepts, and instructional media creation, effective teaching methods supported instructur competence which effect the students English teaching competence.

Keywords: Teaching English, Students Competence, LIBAM

TABLE OF CONTENTS

x

LIST OF FIGURES

LIST OF APPENDICES

No.	The Title of Appendices
1.	Research Instrument
2.	Result of Interview
3.	Interview Evidence
4.	Programs of LIBAM
5.	Administrator Names of LIBAM
6.	TOT Program Material
7.	English Camp Program Materials
8.	Small Class Program Materials
9.	Advisor Letter (SK)
10.	Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
11.	Recommendation Letter from IAIN Parepare
12.	Research Letter from LIBAM
13.	Documentation
14.	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background

English is the language of the world and the knowledge of the language makes a person, a citizen of the world, so English is the international language. According Jelyn "English is a big key on the modern world." Its importance as international language cannot be denied by any. People speak and learn English to communicate with another person and achieve their purpose.[1]

English as an international language of communication is clearly needed by many students to give ideas and interact in a variety of situations. Based on the meaning above, the teacher should realize about student's condition, the teacher should understand about the student's need. Teacher should know and ask student whether they understand or not about the material of teacher's explanation.

Teaching and learning are dynamic processes in various educational institutions such as English organizations or schools, teachers, who are often referred to as tutors, mentors, or trainers, engage in both teaching and learning activities. In process of teaching learning, teacher or tutor uses some things to make his teaching learning process effective. The material and aids which are used by teacher to make his teaching very effective is called teaching aids and instructional material. It means teacher or tutor should know what strategies and creativities in teaching that uses to make students understand. So far, the teacher must be able to make a good learning atmosphere if they want to succeed in their

---

[1] E. R Elsjelyn, *English Made Easy: Kunci Sukses Belajar Bahasa Inggris* (Jakarta: Kesaint Blanc, 2014).

1

subject, if they want their student interested in their lesson. Those the criteria of being great tutor or Teacher at class.

According to the theory of Role, it stated that English communities provide a supportive and immersive environment for language learners to practice their English skills. They offer opportunities for language interaction, cultural exchange, and exposure to authentic language use. In these communities, individuals can engage in conversations, participate in language-focused activities, and access resources that enhance their language learning experience.

This research is explained about the Role of English Organization to help the educational to develop student's competence in teaching. The candidate teacher should know about the components of educational such us curriculum, teachers, students, schools. One important component is a teacher in the organization and their programs. The candidate teachers are hoped implement the national education system and achieve national education goals.

Based on the theory above, Being English teacher is suggested that candidate teachers have a crucial role as key influencers in shaping and nurturing the younger generation, who will eventually become future teachers themselves, therefore one of the organizations which also develop students capability in teaching is LIBAM, Students' language community (LIBAM) is one of the organizations at the Parepare State Islamic Institute (IAIN) that focuses on the field of student language development, namely English and Arabic.

LIBAM as organization which has vision to develop students' English in second languages regarding to English and Arabic, the vision to develop student English and Arabic language skill. The certain program, LIBAM has core program

which called *Training of Trainer* (special program for microteaching) and delegation program.

The delegation program become one of the proven that LIBAM is one of Language community which has commitment to develop English capability to the society and students at school, delegation program are one program which LIBAM delegate some students to help the institution, school in teaching English, this program become primary program at LIBAM.

According to the data conducted from LIBAM which explained that during year of 2022 LIBAM had delegated 63 Member for teaching at formal school, islamic Boarding school, LAPAS and School Binaan at Kota Parepare.[2] Based on that every year LIBAM Organization delegated many students for teaching English to develop the students capability in English and also for developing LIBAM member comprehension in teaching English.

LIBAM has successfully to develop and contributed delegation of teacher to the many institution either formal and informal institution at Parepare. Teaching English has the general objectives and specific objectives. Teacher should select teaching material and instructional according to the objectives decided by teachers so that skill of reading, listening, writing and speaking and sub skill of skills could be developed in students. English also has three components: vocabulary, grammar and pronunciation. All those materials as an integral part of a language plays a crucial part in the language learning process.

The primary thing in learning a language is the acquisition of a practice in using it. When teacher is teaching a language, she needs to master four skills

---

[2] Administrator, *LIBAM'S Data Administration*, n.d.

above, which are listening, reading, speaking and writing. Meanwhile, vocabulary knowledge is fundamental to them. One cannot understand a sentence without knowing what most of the words mean. The lack of vocabulary knowledge affects all the four language skills. In this case, the teacher can teach.[3] Those become the main concept of the LIBAM strategy in teaching their member.

Based on the pre observing at LIBAM, it proved that LIBAM Organization develop students teaching competence effective to develop students in their teaching performing, it proved from the delegation of teaching English at several other institution formal and informal, it may indicated that, LIBAM success to develop and training students in their teaching skill. Not only for teaching skill but also English comprehension as one of the teacher competence regarding to professional. Based on the explanation above, the researcher are interesting to conducted the research tittle of "*The Role of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) to Increase the Students' Competence in Teaching English*"

B. Research Questions

Based on the background above, the following research questions formulate below:

1. What is the role of LIBAM to increase the student's competence in teaching English?

2. How does the programs of LIBAM to increase the students English teaching competence?

---

[3] Richards Arrend, *Learning to Teach*, IV (Singapore: McGraw Hill Companies, 2014).

C. Objectives of the Research

Based on the question above the researcher formulates the objective of the research:

1. To describe the role of LIBAM to increase the students competence in teaching English.

2. To describe the programs of LIBAM to increase the students English teaching competence.

D. Significances of the Research

This result of research is expected to provide useful contribution for teacher, students and further research, it can be explained below:

1. Teoritically

This research hopes give beneficent for the scope of English education for developing the students' ability in teaching English.

2. Practically

This research may give more contribution to the next researcher which really help the next researcher to do research in scope of teacher competence in teaching English.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of related literature, the researcher attempts to explain the theoretical foundations which consist of review previous studies and supporting the theory.

A. Previous Research Findings

This previous research explained which related to inductive approach and what they found is shown in the following:

1. First study is from Nurul which tittle of "*The Teacher's Roles in Teaching English for Specific Purposes"*. This study found that the kinds of roles played by the research subjects were as the lecturer, clinical or practical teacher, role model, facilitator, mentor, assessor, curriculum assessor, resource developer, and study guide producer. This study also found that the students' responses towards the teacher's roles were that they liked when the teacher could do their roles well in the class. The students could also be able to understand their response towards the teacher's roles that would have impact to their learning process, thus they became active and enthusiastic. While each of the nine of the eleven roles played has been described separately, in reality they are often interconnected and closely related one to another. The teacher's roles in the teaching and learning process of ESP to nursing program students could be used by teachers as the development of their roles in teaching and learning process in ESP and for the students to have positive responses towards the roles. Indeed a teacher may take on simultaneously several roles,

however, a professional ESP teacher (in this case: nursing) should be aware of their important roles, deal, and develop those roles within themselves as those will affect and give positive influence to the students in the class and vice versa.

2. Second research is from Antony which tittle that "*The Role of The English Teachers: An Overview*". The present concept of a teacher is widely different from the traditional concept of a teacher which upholds teacher as an agent to transfer knowledge to the students. In the present knowledge-driven world, the educational set up demands a teacher to be a mentor, a facilitator, a guide and a friend to the students; and the primary aim of the teacher is to help the child to be what he/ she is capable of being at his / her best. It is a common belief that a core subject teacher has much scope to perform than a language teacher in the contemporary educational set up. But the truth remains naked that the role of a Language teacher, especially that of an English teacher is highly significant in this era of globalization. An English teacher has to perform multi-tasked responsibilities towards the students because his/ her role is so praiseworthy in the moulding of the present generation at par with the requirements of the global scenario. The present paper on "The Role of the English Teacher" is an attempt to throw light to the renewed perspective of the English teachers" responsibilities in the present world.

3. Third research is Rani which tittle of "Role of a Teacher in English Language Teaching (ELT)". To acquire good communication skills or to excel in communication skills, one has to acquire expertise in all the four skills. They are Listening, Verbal Communication, Interpretation and Inscription Skills.

Before a student acquires with all these skills, he/she has to develop interest towards the subject or language. In this regard, the Teacher plays a very prominent role in attracting the student's attention by creating interest among the students. A Teacher should play various roles such as Learner, Facilitator, Assessor, Manager and Evaluator. Before teaching the students a teacher has to first place himself/herself as a learner and think from the learners perspective. In doing so, students can be captured with interest. In the classroom, Teacher roles can be discussed with learners as a part of student preparation, along with other characteristics of curriculum. Learners can imagine about what roles they wish for their teacher, how this inclination fits in with other aspects of their learning method, and why the teacher chooses every role.

According to all previous research findings above, the researcher explained the similarity and differentiate between these three previous, first previous research has similarity from the aspect of person role, in that study explained about teacher role. and the different is about organization role and teacher role, while also from the aspect of object research. Second research has similarity from the role also which same study case of role, but different from the focused research, previous researchg focused on the teacher and this research focused on organization role.

B. Some Pertinent Ideas

1. Theory of Role

   a. Definition of Role

Role means something that is played or carried out. It is defined as an activity performed by an individual who holds a position or social status within an organization. In terminology, a role is a set of behaviors expected of someone in a particular social position. In English, role is referred to as "role," which is defined as a person's task or duty in undertaking something. It signifies a person's responsibilities or obligations in a venture or occupation. Role is understood as a set of behaviors expected of individuals who hold a position in society. On the other hand, a role is an action performed by an individual in a specific event.[4]

Roles are activities carried out by individuals or institutions/organizations. The roles to be fulfilled by an institution/organization are usually governed by regulations that define the functions of that institution. There are two types of roles: expected roles and actual roles. According to Koentrajaraningrat, role refers to an individual's behavior that determines a particular position. Thus, the concept of role pertains to the expected behavioral patterns of someone who holds a specific status/position within an organization or system. Role as a complex set of expectations regarding how an individual should behave in specific situations based on their social status and function.[5]

According to Soerjono Soekanto, role is the dynamic aspect of a position (status). When a person fulfills their rights and obligations in accordance with their position, they are performing a role. Role is a dynamic aspect of a position (status). When someone fulfills their rights and obligations

---

[4] Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, IV (Jakarta: PT. Gramedia Pustaka Utama, 2014).

[5] Koentjaraningrat, *Pengantar Ilmu Antropologi* (Jakarta: Aksara Baru, 2014).

according to their position, they are performing a role. Obligation refers to everything that must be done by every individual in carrying out their lives. The Indonesian dictionary also defines role as an action performed by an individual in a particular event.[6]

b. Type of Role

According to Bruce J. Cohen, roles have several types, which are as follows:

1) Enacted Role: It refers to a way that an individual or a group of individuals actually carry out a role.

2) Prescribed Role: It represents the way society expects us to fulfill a particular role.

3) Role Conflict: It is a condition experienced by an individual who occupies one or more statuses that demand conflicting expectations and goals.

4) Role Distance: It is the emotional detachment in performing a role.

5) Role Failure: It refers to an individual's failure in fulfilling a specific role.

6) Role Model: It is someone whose behavior we imitate, emulate, or follow.

7) Role Set: It denotes the relationships an individual has with others while fulfilling their roles.[7]

Roles can be classified into several types. The enacted role refers to the actual implementation of a role by an individual or a group. The prescribed role represents the societal expectations placed on individuals in fulfilling specific roles. Role conflict occurs when an individual faces conflicting expectations and goals due to occupying multiple statuses. Role distance refers to the

---

[6] Soerjono Soekanto, *Sosiologi Suatu Pengantar* (Jakarta: Rajawali Pers, 2017).

[7] Cohen Bruce J, *Peranan, Sosiologi Suatu Pengantar* (Rineka Cipta, 2019).

emotional detachment in performing a role. Role failure signifies an individual's inability to fulfill a particular role. A role model is someone whose behavior serves as an example to be imitated or followed. Lastly, the role set refers to the relationships an individual has with others while fulfilling their roles. These classifications provide insights into the different aspects and dynamics of roles in various contexts.

c. Indicator of Role

The indicators of the role of language organization institutions in learning can include the following aspects:

1) Facilitating Learning Resources: Language organization institutions can provide access to various relevant learning resources such as textbooks, learning materials, dictionaries, audiovisual media, and computer software that support language learning.

Facilitating learning resources refers to the provision and accessibility of various materials and tools that support language learning. Language organization institutions, such as schools or language centers, play a crucial role in ensuring that learners have access to a wide range of relevant resources to enhance their language acquisition process.

Aspect of facilitating learning resources is the availability of textbooks and learning materials. Institutions can select or develop textbooks that align with the curriculum and provide comprehensive coverage of the language skills and components. These resources offer structured content and exercises that guide learners through different aspects of the language, including vocabulary, grammar, reading, writing,

listening, and speaking. Additionally, supplementary materials like workbooks, handouts, or online resources can complement the textbooks and provide additional practice and reinforcement.

Another essential resource is dictionaries, which provide learners with definitions, translations, and explanations of words and phrases. Dictionaries can be in print or digital formats and are valuable tools for vocabulary expansion and understanding nuances of language usage.

2) Learning Program Implementation: Language organization institutions can develop diverse learning programs that cater to the needs of the learners. These programs may include intensive courses, specialized skill programs (such as speaking, writing, or listening), test preparation programs, or language instruction for specific purposes.

Learning program implementation in language organization institutions involves the development and execution of diverse programs that address the specific needs of learners. These programs are designed to provide targeted instruction and support to enhance learners' language skills and achieve their learning goals.

Intensive courses are one type of learning program that offers concentrated and focused language instruction within a shorter timeframe. These courses are often designed for learners who wish to make rapid progress or have specific language goals, such as preparing for exams or improving their language proficiency within a limited period.

Specialized skill programs focus on developing specific language skills, such as speaking, writing, listening, or reading. These programs

provide learners with dedicated instruction, practice activities, and feedback tailored to improving their proficiency in a particular skill area. Language instruction for specific purposes programs target learners who need to develop language skills for particular professional or academic contexts. For instance, there may be programs focused on business English, medical English, or academic writing. These programs incorporate specialized vocabulary, language functions, and communicative tasks relevant to the learners' specific fields of study or professions.

Offering a range of learning programs, language organization institutions can cater to the diverse needs and interests of learners. These programs provide learners with opportunities to receive targeted instruction, engage in relevant practice activities, and work towards achieving their specific language goals. The implementation of such programs allows learners to enhance their language proficiency in a focused and purposeful manner.

3) Providing Qualified Instructors: Language organization institutions are responsible for hiring and providing qualified and experienced instructors. The instructors should have good language competence, a deep understanding of effective teaching methods, and the ability to create a positive learning environment.

Providing qualified instructors is a crucial aspect of language organization institutions' responsibility in ensuring effective language learning. These institutions should prioritize the hiring of instructors who

possess the necessary qualifications and expertise to deliver high-quality language instruction.

Qualified instructors in language organizations should have strong language competence in the target language. They should be proficient speakers, readers, writers, and listeners, enabling them to effectively model and demonstrate language skills to their students. This language competence ensures that instructors can provide accurate language input and effectively guide learners in their language development. In addition to language competence, instructors should have a deep understanding of effective teaching methods and approaches. They should be knowledgeable about language learning theories, pedagogical strategies, and instructional techniques that promote active engagement and meaningful learning. This understanding allows instructors to design and deliver engaging lessons that cater to learners' needs, interests, and learning styles.

Creating a positive learning environment is another important aspect of providing qualified instructors. Instructors should possess strong interpersonal skills, empathy, and the ability to establish rapport with learners. They should foster a supportive and inclusive classroom atmosphere that encourages active participation, collaboration, and mutual respect. This positive learning environment helps learners feel comfortable and motivated to engage in language learning activities.

Continuing professional development is essential for instructors to stay updated with the latest trends, research, and best practices in language teaching. Language organization institutions should provide opportunities

for instructors to enhance their teaching skills through workshops, seminars, conferences, and other professional development programs. This investment in professional growth ensures that instructors remain effective and proficient in their teaching practices.

4) Evaluation and Assessment: Language organization institutions should regularly conduct evaluation and assessment to measure the progress of the learners in language learning. This may involve written tests, oral exams, projects, assignments, or other relevant forms of evaluation.

Evaluation and assessment play a crucial role in language organization institutions as they provide valuable feedback on the progress and proficiency of learners in their language learning journey. By conducting regular evaluation and assessment, these institutions can effectively monitor and measure learners' language skills, identify areas of improvement, and make informed instructional decisions.

Language organization institutions can employ various evaluation and assessment methods to gather comprehensive and reliable data on learners' language abilities. This may include written tests that assess vocabulary, grammar, reading comprehension, and writing skills. Oral exams can be conducted to evaluate learners' speaking and listening proficiency, while projects and assignments can gauge their ability to apply language skills in practical contexts.

The evaluation and assessment process should align with the objectives and content of the language program. It should be designed to measure learners' progress in specific language domains and address the

learning outcomes defined by the institution. This ensures that the evaluation and assessment methods accurately reflect the intended goals and provide meaningful insights into learners' language proficiency. In addition to measuring individual performance, evaluation and assessment can also be used to evaluate the effectiveness of the language program as a whole. By analyzing the aggregated data from multiple learners, language organization institutions can identify patterns, trends, and areas of improvement in their instructional practices. This information can guide curriculum development, instructional design, and resource allocation for continuous program enhancement.

5) Support and Guidance: Language organization institutions should provide support and guidance to learners in language learning. This may include counseling sessions, tutoring or mentoring, individual assistance services, and academic advising.

Support and guidance are crucial components of effective language organization institutions as they help learners navigate their language learning journey and overcome any challenges they may encounter. By providing a range of support services, these institutions ensure that learners have the necessary resources, assistance, and guidance to maximize their language learning potential.

Counseling sessions play a vital role in language organization institutions as they provide a platform for learners to discuss their language learning goals, challenges, and concerns with trained professionals. Counselors can offer guidance on effective learning strategies, time

management, goal setting, and motivation, helping learners develop a positive mindset and stay motivated throughout their language learning process.

Tutoring or mentoring services can be offered to learners who require additional support in specific areas of language learning. Experienced tutors or mentors can provide personalized attention and assistance, addressing learners' individual needs and tailoring instruction to their unique learning styles. This one-on-one support can significantly enhance learners' understanding, confidence, and overall language proficiency. Academic advising is another important aspect of support provided by language organization institutions. Academic advisors can guide learners in selecting appropriate courses, setting academic goals, and planning their language learning pathway. They can offer advice on course selection, progression, and help learners align their language learning goals with their overall educational objectives.

Individual assistance services can be available to learners who need help with specific language skills or areas of difficulty. These services may include workshops, study groups, or additional practice sessions where learners can receive focused guidance and support from instructors or language experts. Such assistance services create opportunities for learners to reinforce their learning, clarify concepts, and receive immediate feedback to improve their language skills.[8]

---

[8] Torang Syamsir, *Organisasi & Manajemen (Perilaku, Struktur, Budaya & Perubahan Organisasi)* (Bandung: Alfabeta, 2014).

Language organization institutions can play a significant role in facilitating effective language learning and promoting the development of learners' language skills and competencies.

2. Concept of English Language

a. Definition of English Language

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having under understood meanings (Webster's Thirds New International Dictionary of English Language Meanwhile, Brown gives a concise definition of language. He defines a language as follows:[9]

1) Language is systematic.
2) Language is a set of arbitrary symbols.
3) Those symbols are primary vocal, but may also be visual.
4) The symbols have conventionalized meanings to which they refer.
5) Language is used for communication.
6) Language operates in a speech community or culture.
7) Language is essentially human, although possible not limited to human.
8) Language is acquired by all people in much the same way language and language learning both have universal characteristic.

Then, Brown states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. Based on the previous statement, Brown classifies learning into some components as follow:

---

[9] H. Douglas Brown, *Principle of Language Teaching and Learning* (Sanfransisco: Practice Hall Regents, 2014).

1) Learning is acquisition or "getting".

2) Learning is retention of information or skill.

3) Retention implies storage systems, memory, and cognitive organization.

4) Learning involves active, conscious focus on and acting upon events outside the organism.

5) Learning is relatively permanent but subject to forgetting.

6) Learning involves some form of practice, perhaps reinforced practice.

7) Learning is change in behavior.[10]

Language learning is a long and complex way. Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training in order to succeed in learning process.

In relation to learning, he states that teaching is the process of guiding and facilitating learning. Teaching also enables the learners to learn and setting the condition for learning. It implies that teaching cannot be separated from learning. The teachers' understanding of what learning will determine his or her understanding of what teaching is. [11]

Teachers' understanding of how students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning

---

[10] Martin Bygate, *Speaking: Language Teaching* (Oxford: oxford University Press, n.d.).
[11] John Elliot, *Action Research for Educational Change* (Philadelpia: Open University Press, 2018).

is. In other words, the concept of teaching is interpreted in line with the concept of learning.[12]

Richards saids that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curricula and instructional dimensions. Concerning to the foreign language teaching, there are some experts point out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his native one. In the foreign language teaching, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities.[13]

Teachers are expected to be able to provide a good classroom atmosphere for the learning process. Then, it should be followed by designing the appropriate learning materials which can enhance the teaching and learning process. In some cases, many teachers do not think their objectives in relation to the situation in which they are teaching and to the goals of the students

b. Component of English Language

1) Listening

Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

---

[12] Richards, *Curriculum Development in Language Teaching* (Cambridge University Press, n.d.).

[13] Richards I Arrend, *Learning to Teach*, IV (Singapore: McGraw Hill Companies, 2011).

Helgesen states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind. [14]

Rost defines listening, in its broadest sense, as a process of receiving what the speaker actually saids (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they have already known.[15]

2) Reading

Reading skills are the basis for mastering various fields of study. If a child at early school age does not immediately have the ability to read, he will experience many difficulties in learning various fields of study in subsequent grades. Therefore, children must learn to read so that they can

---

[14] Hossein Bozorgian, *Listening Skill Requires a Further Look into Second/Foreign Language Learning* (International Scholarly Research Network, 2012).

[15] Wu-Yin Hwang, *Evaluating Listening and Speaking Skills in a Mobile Game-Based Learning Environment with Situational Contexts* (Computer assisted language learning, 2015).

learn to read.[16] In line with that, reading skills not only enable a person to improve work skills and mastery of various academic fields but also allow participation in social, cultural, political life, and find emotional needs.

As stated by Calhoun, that one of the skills students must have is the ability to read comprehension. Reading comprehension is reading that focuses on the reader's understanding. Reading comprehension focuses understanding on the reader. To do reading comprehension, the reader must concentrate.[17] The vocabulary mastered by the reader can also affect the quality of reading comprehension. Another factor affecting reading comprehension is the reader's intellectual level. However, because reading comprehension is a skill, reading comprehension skills can be trained, and factors affecting its quality, such as the reader's intellectual level, can of course be minimized.[18]

Reading ability is one aspect of language skills contained in the learning curriculum. Reading is identifying symbols and associating them with meanings. The purpose of reading for students is to get new information from something in the form of writing or reading that is being read by each student. By reading, it is hoped that students will understand the meaning of the reading the writer wants to convey. Reading can also function for readers or students, including: increasing knowledge, to answer a question, or to make conclusions from a discourse. To achieve the goals of reading, it is

---

[16] Mei Fita Asri Untari dan Aprilianta Adi Saputra, "Keefektifan Media Komik Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas IV SD," *Universitas PGRI Semarang*, 2016, 32.

[17] Calhoun, *Models of Teaching*, IX (New Jersey: Pearson Education, 2015).

[18] Mei Fita Asri Untari dan Aprilianta Adi Saputra, "Keefektifan Media Komik Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas IV SD."

necessary to have an understanding in the reader's process. According to Resmini, et al, reading comprehension is a term used to identify skills that need to be understood and to apply the information contained in written materials. Understanding the reading well can achieve what is the goal of reading itself.[19]

3) Speaking

Speaking is an oral interaction in which the participants need to negociate the meaning contained in ideas, feeling, and manage in terms of who is to said what, to whom, and about what.[20] According to Thornbury, speaking is an act of producing words.[21] It means that speaking is an oral interaction or an act of producing words which the participants can express their ideas and feeling and also they can communicate with others. By speaking, the communication can be understood easily. Speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask question, or give an explanation.[22]

Besides, Lado states that speaking is the ability to express oneself in life situation, or the ability to report acts or situation, or the ability to converse, or express a sequence of ideas fluently.[23] It means that speaking is the ability to express our mind to another, ask question, give an explanation

---

[19] Wahyu Sukartiningsih, "Penggunaan Media Komik Untuk Meningkatkan Keterampilan Membaca Cerita Di Kelas V Sekolah Dasar," *PGSD Univeritas Negeri Surabaya*, 2013, 2.

[20] David Nunan, *Language Teaching Methodology A Textbook for Teacher* (New Jersey: Prentice Hall International, 2014).

[21] Scott Thornbury, *How to Teach Speaking II* (London: Longman, 2015).

[22] Christopher Turk, *Effective Speaking Communicating in Speech* (Francis: Spoon Press, 2013).

[23] R. Lado, *Language Teaching a Specific Approach* (New Delhi: Grow Hill Publishing, 2012).

about oneself in life situation, report acts or situation, etc. It is very important in our daily life activity to interact each other.

Speaking is a productive skill that can be directly and empirically observed. It is the one of basic skills in learning a language besides listening, reading, and writing. Bygate states that speaking is a linguistic activity which, like language itself, consist of several elements, for the examples pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition to topically (themes and ideas).[24]

It can be concluded that speaking is the words who produced by someone in a circle of community can be understood each other easily without need a long time. As All elements above will affect someone's ability in speaking. If they understand a lot about the linguistics elements above exactly them will communicate with other people easily.

In conclusion, speaking is productive skill that very important in our daily life as a connector for each other. Through speaking we can express a sequence of ideas, opinions, or feelings, or reporting acts or situation in precise words and sounds of articulation to build communication to a listener or group of listener.

4) Writing

---

[24] H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Pearson Education, 2014).

Writing is one of English skills that must be learned by the students. To acquire it, the students should get sufficient writing practices. These practices are supposed to stimulate the students' skill in writing and expressing thoughts in a good passage. Without practicing, it is impossible to write well and effectively. Writing can be said as a language skill used to communicate indirectly, whether people can't face to face each other's. Expressing thought in writing is not easy for most people, and it plays an important role in learning process because writers are able to explore their own knowledge and what they are thinking about to others.[25]

Through writing activity, the students can develop their thinking knowledge, and their ability in English such as grammar and vocabulary. The close relationship between writing and thinking makes writing a valuable part of any language course. Through writing we can express our ideas and thought in our attempt to make meanings.

Writing can impose grammatical structure, idioms, and vocabulary of the students. There are some functions of writing: to communicate with a reader, to express ideas without pressure a face to face communication, to explore a subject, to record experience and to become familiar with the conventions of written English discourse (a text). Based on the Raimes' opinion, writing is very useful in our live because we can communicate, express ideas with a reader. If we have something, feelings, or ideas in our mind, we can use the writing to express all of them.

---

[25] Sue Palmer, *How to Teach Writing Across the Curiculum*, Second (London: Routledge, 2016).

3. Concept of Students Competence

a. Students Competence

Based on the Glories competence means the state or quality of being capable or competent, skill, and ability. In the other word competence is a cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations.[26]

Students who have competence can be seen from their activity in class through their way in sharing idea, communicate with other and the achievement. Student's competence is situation where the students can relate or connect between ability, commitments, knowledge, and his skills to act effectively in the teaching learning process. Students' competence means knowledge of his/ her language as the mastery or system and rules of language.[27]

In short, student's competence in constructing wh question and recount text means that situation where the students can connect their ability, commitment, knowledge and skills to act actively in teaching learning process in order to put words and arrange them in form phrase, clause or sentence in good order.

b. Teaching English

English is a tool to communicate among many countries as a global

---

[26] R Hooda, M., & Devi, "Problem Solving Ability: Significance for Adolescents," *Journal For Interdiciplinary Studies*, 2014.

[27] Feldman Papalia, Olds, *Human Development* (McGraw-Hill, 2019).

language and also used to communicate with other people especially in educational field. Mastering English is very important to gain success in facing the global era.[28]

In Indonesia, English is a compulsory subject that has to be learnt by the students. It is one of the subjects that decide whether the senior and junior high school students can pass from their study in their own schools or not. So, the English teachers have to consider what the considerations of teaching English in the class. According to River as teaching English should be based on four points.[29] Those are:

1) The material should be appropriate with the students" interest and ability.

2) Provision should be made in timetable for instruction at frequent interval.

3) The English language lesson must not be a special feature on one or twice a week.

4) The students should have the opportunity to exercise their growing skill every day.

The conclusion is that in foreign language teaching, the method that is used by the teacher is also influential to gain success in conducting language in teaching and learning process.

The success of teaching English depends on not only the four points that are explained in the previous paragraph, but also other

---

[28] Gail Brewster, Jean and Elves, *The Primary English Teaching Guide* (Oxford: Oxford University Press, 2013).

[29] Robert B Burns, *Introduction to Research Method*, 4 th (London: Huge Publications, 2016).

considerations. According to Mackey   all teaching must include some sort of *selection*, *gradation*, *presentation* and *repetition*. [30]

It includes selection because the teachers cannot teach the whole aspects of English language. It includes gradation because the teachers cannot teach all of what they have selected at once; the teachers have to put something one after another. It also includes presentation because the teachers cannot teach the English language without communicating it to other people; [31] the teachers have to present what the teachers have selected to others. Finally, it includes repetition because the teachers cannot make other people learn the English language without repeating the materials they are learning; the teachers have to teach language skills with practice; all skills depend on practice.

The teachers of schools have to consider the specific needs of the learners. The considerations are:

a) Curriculum

Curriculum that is recently applied in vocational high schools is KTSP. It is one of kinds of curriculum that provides the freedom for schools to create their own curriculum.

The teaching and learning process of vocational high schools also has to consider the management of teaching. The management of teaching in vocational high schools should be related to curriculum which is applied recently, namely KTSP. According to

---

[30] W.F Mackey, *Analisis Bahasa* (Surabaya: Usaha Nasional, 2010).

[31] Everett. Flaoyd Rogers, *Communication of Inovation* (Free Press Macmillan Publishing, 2010).

Mulyasa management of teaching and learning process in KTSP at vocational high schools include of classroom management, material management, activity and time management, students management, and resource of study.[32]

(1) Class Manajement

The teachers of vocational high school usually arrange the tables and chairs because arrangement of tables and chairs is very important for the students in teaching learning process. This can help to:

(a) Make students interested in learning.

(b) Facilitate the mobility of teacher and students

(c) Improve the interaction between teacher-students and student-student.

(d) Facilitate the access to resources of study.

(e) Create activity variation

(2) Material Manajement

The teachers of vocational high schools usually prepare the questions in brainstorming activity, feedback which has meaning and evaluation program to all students to do work.

(3) Activity and time management

Teaching and learning process in vocational high schools are usually decided in three big activities, namely first activity, main activity and closing activity.

---

[32] M Celce-Murcia, *An Overview of Language Teaching Methods and Approaches*, 2014.

(a) First activity includes greeting, praying together, brainstorming activity and reviewing the materials that have been explained.

(b) Main activity contains three main steps, namely exploration, elaboration and confirmation.

(c) Closing activity involves giving feedback by the students, reviewing the material, giving homework and greeting.

(4) Students Management

Students in one class usually have different ability from each other. The teachers divide students into several groups' whose members are heterogeneous. The teachers arrange time when students work individually or in pairs.

(5) Learning Resources Management

In learning resource management, the teachers of vocational high schools often consider the learning resources that are used in teaching. Choosing appropriate media is one of considerations that are thought by the teachers. Surrounding is one of learning resources for students. It can be as lesson media. Physical, social and culture surroundings are also as resources which are very rich to learn matter for students.[33] The advantages of using it are to develop some skills, such as: inspecting and making notes, questions, hypothesis, clarifications, and articles.

In addition, the curriculum is made based on the standard

---

[33] K Burton, "A Framework for Determining The Authenticity of Assessment Tasks: Applied to an Example In Law," *Journal of Learning Design*, 2019, 1–9.

competence and basic competence that are applied in vocational high schools. Those components create a set of life skills that must be achieved by vocational high schools students through learning activity.

There are standard competences and life skills that have to be achieved by the students. Those are:

(a) Students" conviction and awareness in earning out the right and the duty, bearing mutual respect and conformed each other according to each religion.

(b) Students understanding, toward the language to develop andcommunicate with others.

(c) Students are able to choose, combine, and apply the concept, technique, pattern structure and relation.

(d) Students are able to choose, find and apply technology and information which are needed from any resources.

(e) Students must be able to respect and understand about the environment around them and use the knowledge, skill and value to take precise decision.

(f) Students are able to take part and do interaction in the society where they are living.

(g) Students are able to create an artistic work and apply the value to develop their maturity.

(h) Students are able to think logically and critically by considering their capability and chance to face possibilities.

(i) Students are able to show learning motivation, self-confidence, and work individually and cooperatively.

b) Materials

Teaching English in vocational high schools also covers the four language skills, namely speaking, listening, reading and writing. There is teaching grammar in vocational high schools, like simple present tense that is taught in the first grade of vocational high school, gerund which is explained in the second grade of vocational high school, conditional sentence that is given for the third students, etc.

In teaching speaking, the English teachers teach various expressions in English language, like asking for and giving direction, thanking, apologizing, asking for and giving suggestion, greeting and so forth. What should be more focused is the expressions that are used based on students" major.

As mentioned before, the English teachers explain the expression of handling guest to the hotel accommodation students. In teaching vocabulary, the teachers give information about the special terms that are often both used based on students" major. For example, the teachers give the special terms of art for the art students in vocational high school. In teaching reading and writing, there is difference between vocational high schools and senior high schools.

There is no teaching genre of text, like narrative, descriptive, report, news item, etc, in teaching reading and writing at vocational

high schools.

c) Activities

There are three main activities in teaching English at vocational high schools, namely opening activity, main activity and closing activity. The English teachers of vocational high schools often conduct the drilling activity in speaking class. The students are demanded to speak with their partners in front of class in doing conversation. Besides that, the teachers usually ask students to discuss the materials that have been explained before doing the exercise. In addition, the teachers also provide some media, like authentic materials and word game, to make students more interesting in joining the teaching and learning process.

In teaching English, the teachers of vocational high school also apply methods of teaching. Before explaining the kinds of methods that are applied by the teachers, the writer should explain whatmethod is.

There is difference between method and approach. Approach is the level of theories, while method is the plan of language teaching which is consistent with the theories. Method should come after approach because the plan of language teaching should be developed from theories on the nature of language and language learning. [34]

---

[34] & M. A. Snow M. Brinton, *Teaching English as a Second or Foreign Language*, vol. 4 th, n.d.

4. LIBAM Organization

This research will be held in LIBAM as one of language organization in IAIN Parepare. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) is an organization at the Parepare State Islamic Institute (IAIN) that focuses on the field of student language development, namely English and Arabic. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), It was founded by scholars in the field of language at the State Islamic College (STAIN) Parepare which is now the State Islamic Institute (IAIN) Parepare. They are Abd. Gafur Yusuf, Faisal Suyuti, and Jumaedi, which was originally just a meeting club which developed into a language association under the auspices of HMJ Tarbiyah.

Furthermore, it went through a process that was a bit polemical so that it legally became an intra-campus organization on June 5 2001. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), which had previously undergone several name changes from Language Institute (LB), Student Language Institute (LBM), only then became Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) on the management of Dirja Wiharja.

The goals of LIBAM:

a. Fostering and channeling the talents and interests of students of State Islamic Institute (IAIN) Parepare to become students who have competitiveness in developing language skills, especially English and Arabic.

b. Establish unity and integrity of students at the State Islamic Institute (IAIN) Parepare as an effort to prevent disintegration between students.
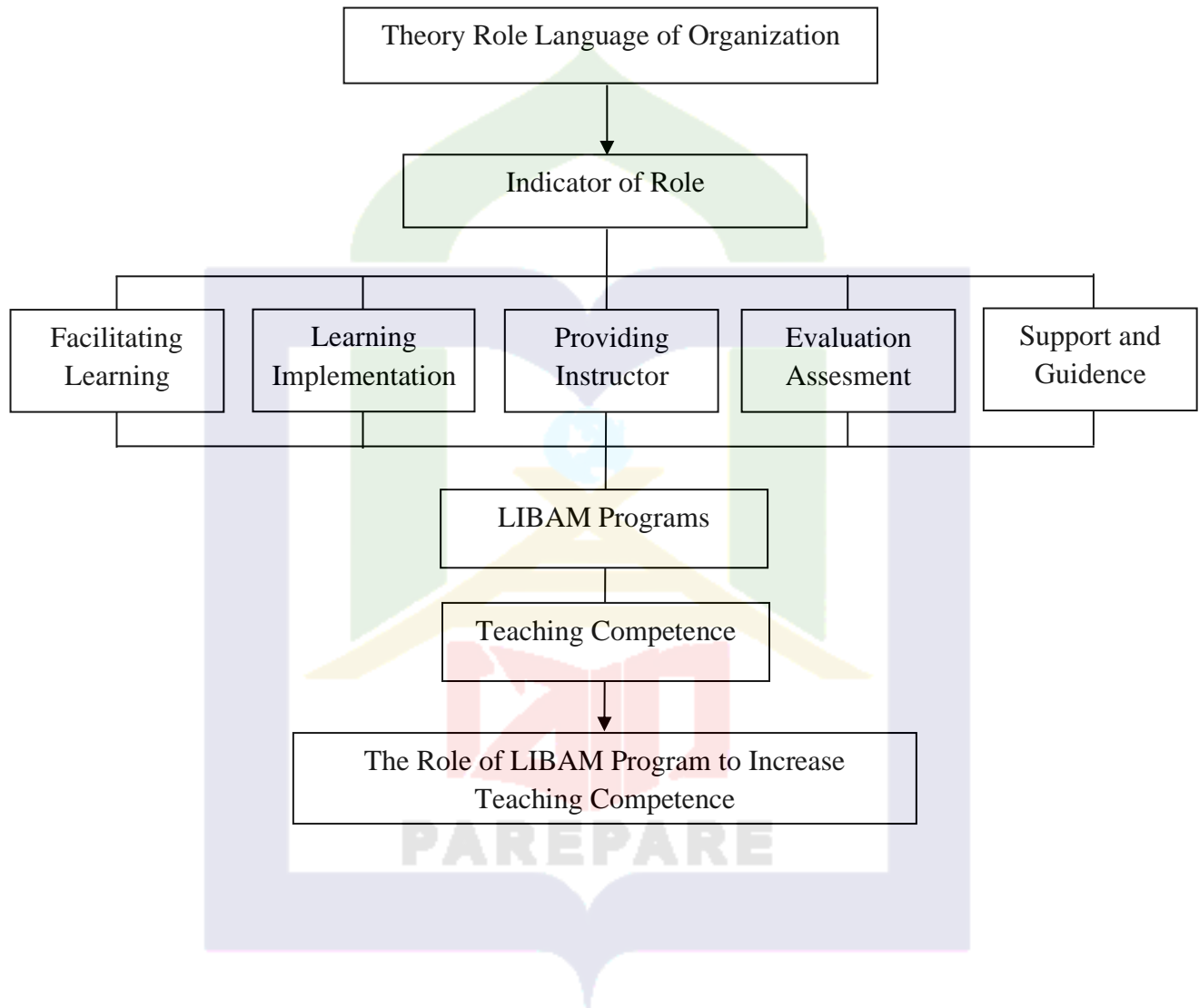
c. Develop and advance Indonesian students as an effort to educate the nation's life.

d. Participating in socializing the State Islamic Institute of IAIN Parepare.[35]

C. Conceptual Framework

The researcher design the conceptual framework of this research by showing the diagram below:

```
┌──────────────────────────────────────────┐
│      Theory Role Language of Organization │
└──────────────────────────────────────────┘
                     │
                     ▼
          ┌────────────────────┐
          │   Indicator of Role │
          └────────────────────┘
                     │
┌──────────┬──────────────┬──────────────┬──────────────┬──────────────┐
│Facilitating│  Learning   │  Providing   │  Evaluation  │ Support and  │
│ Learning   │Implementation│ Instructor  │  Assesment   │  Guidence    │
└──────────┴──────────────┴──────────────┴──────────────┴──────────────┘
                     │
          ┌────────────────────┐
          │   LIBAM Programs    │
          └────────────────────┘
                     │
          ┌────────────────────┐
          │ Teaching Competence │
          └────────────────────┘
                     │
                     ▼
   ┌──────────────────────────────────────────┐
   │  The Role of LIBAM Program to Increase     │
   │          Teaching Competence               │
   └──────────────────────────────────────────┘
```

**D. Definition of Variable**

Definition of variable is a set of variable research which related to the scope of research only, the variable of this research that:

1. Role of LIBAM

   This variable explained about the role of LIBAM which identifying from the activities, program and schedule which related to the teaching English Skill for the member. The role indicator are: Facilitating Learning Resources, Learning Program Implementation, Providing Qualified Instructors, Evaluation and Assessment, Support and Guidance.

2. Students Competence

   This variable explained about the competence which means that ability in teaching English, the indicator regarding from the competence of the teacher, competence in control the class, teaching and professional for English Comprehension.
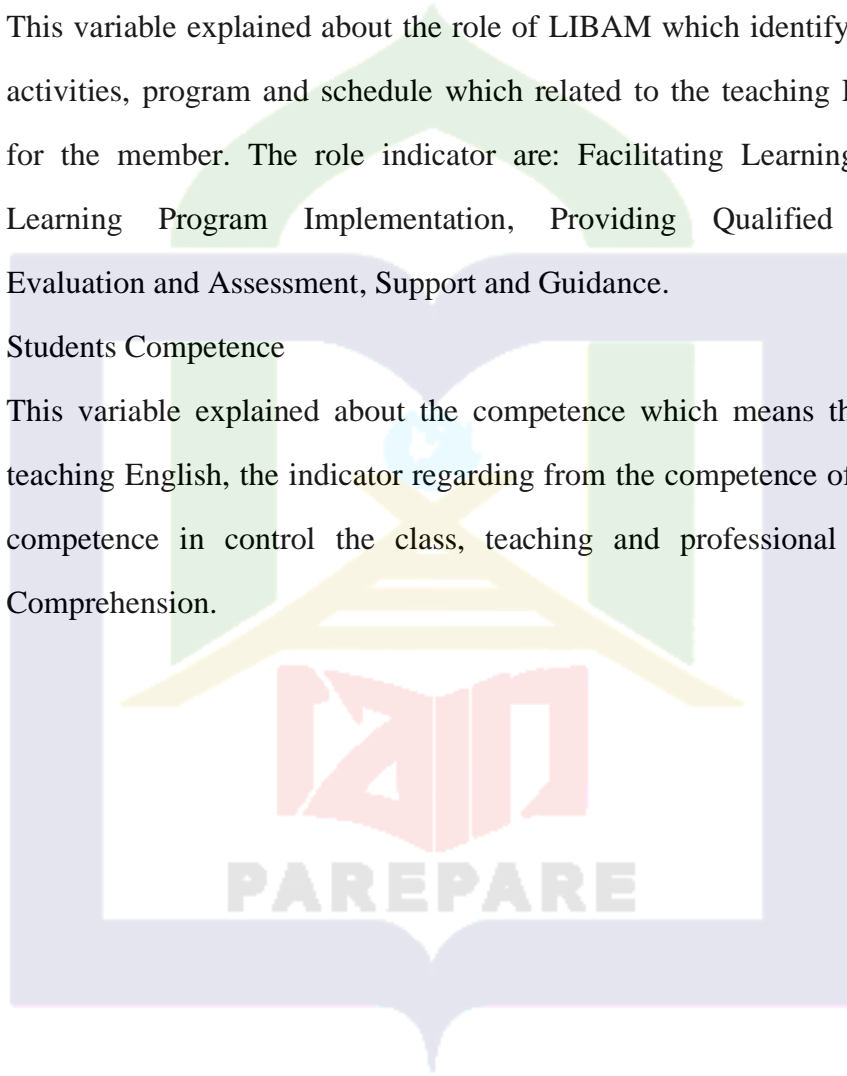
CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The researcher used descriptive qualitative. This method helped the researcher to have a deep information to have the answer of the research question. This method will be used to analyze the phenomenon by asking the questions directly to the source of information and described and explain by narration or descriptive.

Qualitative research was descriptive which means the data display in word from rather than number.[36] In addition qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual data in order to gain insight into particular phenomenon.[37] Based on explanation above, this research aimed to know the role of LIBAM to increase the students' competence in teaching English.

B. Location and Duration of the research

The location of this research was in IAIN Parepare which become the centra of LIBAM, which located in Jln. Amal Bakti, because this research was qualitative and has a several time to collect and analyze the data, the researcher did research about 45 days.

---

[36] Sugiyono, *MetodePenelitianKuantitatif, Dan R&D* (Bandung: Alfabeta, 2018).
[37] P. W Gay, L. R,. Mills, G. E,.&Airasian, *Education Research : Competencies for Analysis and Applications*, IX (Upper Saddle River: N.J.: Merril/pearson, 2019).

C. Focus of the Research

This research focused on the role of LIBAM to increase the students' competence in teaching English this focus was the main research question of this research. This focusing on students' competence in teaching English as a Subject on Curriculum. Role in this research means activities which related to the effort did by LIBAM to increase the students' competence in teaching English.

D. Types and Data Source

Data sources are all information obtained from the respondent as well as those from documents either in the form of statistics or in other forms for the purposes of the study.[38] The data interpreted as facts or information obtained from what was heard, observed, felt and thought by the researcher of the activity and place that was examined.[39] So, the data source was all data obtained directly from everything related to research. In this study, there were usually two types of data analyzed, namely primary data and secondary data. Data sources that used in this study are:

1. Primary Data

    Primary data is data obtained directly from the source, observed and recorder for the first time.[40] It is data obtained directly from the object of the research, without being mediated by other parties. In this research, the primary data was obtained directly from the field either in the form observations or from the results of the role of LIBAM to increase the students' competence in teaching English. The primary data which identify based on the concept was interview

---

[38] Joko Subagyo, *Metode Penelitian (Dalamteoripraktek)* (Jakarta: Rineka Cipta, 2006).
[39] Mulyasa, *Pengembangan Dan Implementasi Kurikulum 2013* (Jakarta: Rosda, 2019).
[40] L Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2015).

and observation term later on research field. The primary was the result interview result from several informant and the result of observation on LIBAM program activities like *Training of Trainer*, *teaching Micro* and many others program identified. The observation created as description of the activities during LIBAM role.

2. Secondary Data

It is data that includes official documents for relevant agencies, books, research results that are in the form of reports, diaries, and other.[41] It was obtained by researchers indirectly or from the other sources in the form of scientific books, journals, newspapers, magazines, and others that can support researcher to analyze the role of LIBAM to increase the students' competence in teaching English. The secondary data were journal, and other thesis related to the concept of LIBAM role in increase the students' competence in teaching English.

E. Data Collection Techniques

1. Observation

Observation is data collection technique used to collect research data through observation and sensing.[42] The researcher was observe the object by the data, not only the document, which is observed the researcher also uses interview with the students to get some information. The researcher observed students competence in teaching English which impact from the dedication of the LIBAM.

---

[41] N Putra, *Metode Penelitian Kualitatif Pendidikan* (Jakarta: PT. Grafindo Persada, 2018).
[42] Burhan Bungin, *Penelitian Kualitatif*, II (Jakarta: KencanaPrenada Media Group, 2007).

2. Interview

      Interview is data collecting technique which uses open from questions and it can use to get more information about the role of LIBAM to increase the students' competence in teaching English. The researcher interviewed the member of LIBAM and also the mentor which had correlated to the research concept.

This research will do an interview to several person namely:

a. English Tutor

LIBAM tutors are people who have been active in LIBAM who in regulations are called seniors or tutors in English Language Skills. The total number of informants was 3 tutors who met the criteria for being retired, which means that they had taught in various LIBAM programs, had become instructors for TOT LIBAM activities, and had also become LIBAM administrators, both members from the English department and those who were not from the English department.

b. Member

Members here mean students who are active members of LIBAM. The total number of informants is 10 members who meet the criteria of having participated in a series of LIBAM level programs up to the TOT stage, have participated in various LIBAM learning programs, have participated in teaching delegation activities, both members from the English department and those who are not from the English department.

3. Documentation

  Documentation was a data collection technique that is a way to obtain information from various written sources or documents that exist in respondents. In this case the document serves as a data source, because with the document can be utilized to prove, interpret and forecast about events. The use of documentation in this study is directed by research to document important matters related to nausea. Therefore, data collection techniques with documentation are very supportive of the research process. Techique of documentation was recording all the process of the research from beginning to the last process of research.

F. Technique of Data Analysis

  There are two activities in analyzing the qualitative data, such as the stage data reduction and data display.[43] The researcher presents the data after all interviews have been conducted and follows the steps below:

1. Data Reduction

  Reducing data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary. There are many data collected from the observation, and interview in this research, the researcher limited only to the description about role of LIBAM to increase the students' competence in teaching English. In this research, the data reduction will be done by summarizing the raw data that were got from observation, and interviews. Then, the next thing did by the researcher was finding the data which are related with the research objectives

---

[43] Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing; Pendekatan Kuantitatif Dan Kualitatif* (Yogyakarta: GrahaIlmu, 2013).

and finding the pattern of it. Here the data related with the research were the data from observation, and interview.

2. Displaying Data

The next step is presenting the data. This technique was used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considered what we should do. In addition, we could make the analysis or take the order action based on her understanding. The researcher displayed the data then described it. After describing the data, the researcher made analysis about the data.

3. Conclusion and Verification

Conclusion and Verification this stages show the final result of the research. It consist of conclusion and verification. The researcher draws the conclusion and interpretation related to the data. The last step is making conclusion and suggestion based on the data analysis having sum up and classified the data have been obtained, the researcher the infers the research finding into a single overall conclusion accordingly the research data.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of Research Location

This research held in LIBAM as one of language organization in IAIN Parepare. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) is an organization at the Parepare State Islamic Institute (IAIN) that focuses on the field of student language development, namely English and Arabic. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), It was founded by scholars in the field of language at the State Islamic College (STAIN) Parepare which is now the State Islamic Institute (IAIN) Parepare. They are Muhammad Gafur, Faisal Suyuti, and Jumaidi, which was originally just a meeting club which developed into a language association under the auspices of HMJ Tarbiyah.

Furthermore, it went through a process that was a bit polemical so that it legally became an intra-campus organization on June 5 2001. Lintasan Imajinasi Bahasa Mahasiswa (LIBAM), which had previously undergone several name changes from Language Institute (LB), Student Language Institute (LBM), only then became Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) on the management of Dirja Wiharja.

An organization is a collection of people who work together using certain resources to achieve their goals. In other words, the organization comprises people who work in a goal-seeking system. In achieving these goals, its members will always interact. Therefore, many students join intra-campus organizations, one of which is LIBAM. LIBAM belongs to the Student Activity

Unit (UKM). UKM is an organization for developing student interests, talents, and skills at the PTKI level. It's membership consist of students' across faculties and majors/study programs. This activity unit is a forum for PTKI students with the same orientation in developing interests, talents, and skills. In this case, LIBAM is oriented toward language development, especially in Arabic and English. The management is autonomous for each unit, following their respective AD/ART.

B. Findings

Based on the results of interviews conducted from May to June 2023, at the Students Language Community (LIBAM), researcher obtained data through direct observation and then conducted interviews with documentation. This study used a structured interview method with tutors and students who are members of LIBAM. The researcher took informants from several tutors, totaling 3 tutors and 10 members. Then the results of this study refer to research questions:

1. The role of LIBAM to increase the student's competence in teaching English.

This research referred to the first research question wqhich answered about the role of LIBAM to increase the student's competence in teaching English. The first research interview asked about the indicator of Role which showed on the pertinent ideas referred to the role of learning materilal.

LIBAM role as organization to increase the students teaching competence regarding to the indicator explaine clearly in the result of interview below:

a. LIBAM role in facilitate learning resources for students.

LIBAM plays a crucial role in facilitating learning resources for students, ensuring they have access to a wide range of educational materials and tools to support their academic growth. By providing a comprehensive collection of resources and creating a conducive learning environment, LIBAM aims to empower students and enhance their learning experiences. The first question was how LIBAM facilitate textbook for students. Some of the informant stated about their statement. The statement can be seen below:

> Regarding learning resource facilities, the first thing that LIBAM must have is textbooks, for this textbook actually there were times in every previous LIBAM management, but as far as I know, the 2018 member means I was in the 2015 class and already had books text, that's the textbook that was always used in every management until it was time for me to become an administrator, so the textbook was always updated in a more designed design that suited the needs of members of each management, because what I saw every management had different needs, so we always try to We then print the book update and then distribute it to members according to their level of English proficiency. For this textbook it is for one course especially in small classes. The textbooks here are not textbooks created by LIBAM itself but textbooks that we took from outside as a reference such as books on the basics of English. The textbook here is a source of learning if the control book is an addition for LIBAM members to hone more deeply the skills of each member such as speaking.[44]

The results of the interview above where the tutor stated that LIBAM's role as an organization to provide book to members, the textbooks used are not books published by LIBAM but are limited to providing books only. This explanation was also conveyed by other tutors that:

> To facilitate the textbooks, you don't need to buy them, but there are several seniors who donate their books and in LIBAM there is a RUMI

---

[44] Mariana, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

library and there are complete novel books and several learning books, so the books are from seniors.[45]

Based on the explanations of other tutors, that LIBAM provides books, making it easier for members to get learning resources, them no more difficulty to buy books. Specifically one of the tutors mentioned more detailed type of study book as a member's study guide. This was also conveyed by other tutors that:

> The textbook used by students at LIBAM we refer to the white book on the basics of English, we usually take material from there.[46]

The explanation above is supported by member statements related to book facilities, one member stated that:

> In LIBAM itself, the small class has its own control book, in the control book it becomes a source of material that the tutor will teach during the small class , from every meeting. And in the control book, after memorizing some vocabs , we will be signed and absent from the activity. Recently there was a new book which was made by LIBAM itself, the new administrators have an expression book but I haven't had the chance to use it because I still use the vocabulary book . For the expression book, I still haven't used it, I haven't, only the Vocab book, this Vocab book is being used in small classes now. For more details, maybe it's still not because the expression book hasn't been given to the current tutors, what's given is only the vocabulary book , so I still don't know the difference. Maybe yesterday there was a source that was asked to be the origin of the material being made, for example it was a book on the basics of the English language. Maybe as long as I'm a member I haven't gotten any reading books from libam except for the control book .[47]

---

[45] Nur Esa, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

[46] Mulyanti Rahma, English Tutor in LIBAM, Interviewed, Parepare, May 31st 2023

[47] Jumriah Nurlang. Member of LIBAM, Interviewed, Parepare, May 25th 2023

Based on the members explanation above, that on the other hand LIBAM provides a memorization control book as a member learning book. This is also supported by the statements of other members who state that:

> Yes, there is a book, a kind of pocket book and in it are the vocabs used in small classes and handed over to the tutor to be memorized.[48]

> For this year's administrators provided books especially for the Small Class there is a Vocab guidebook and it is shared with other LIBAM members, then there is also the expression class and there is also the book then there is the pronunciation class, right this year the pronunciation class, that's it too There is a book that is given as a guide. There is a Pronunciation book that looks like there is some kind of text and it is practiced, right? This is a weekly class and is used during the class and that is for each participant to hold, there are also tutors .[49]

Based on the statement from the members above, LIBAM has a role in providing control books that are used to carry out the process of memorizing vocabulary which is carried out in small class forum so that it can increase member knowledge, other members also stated that:

> The facility there is a Scientific Reading Room (RUMI), RUMI can now be used for LIBAM members. Besides that, it's a control book for memorizing vocab , but I've never taken the Small Class .[50]

While the members statement above explains that LIBAM also facilitates members with the Scientific Reading Room (RUMI) and memorization control books. This is supported by the statements of other members who state that:

---

[48] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023
[49] Aco Zulham Faridh, Member of LIBAM, Interviewed, Parepare, May 27th 2023
[50] Mega, Member of LIBAM, Interviewed, Parepare, May 27th 2023

Actually it's in the RUMI library, some readings there but that's a test of each individual's awareness to read.[51]

Based on the explanation above that LIBAM facilitates the RUMI library to members where there are reading books in it. Next question asking about how LIBAM facilitates learning materials for students:

For learning material in each program, it usually returns according to the needs of the members, because why, usually the members sometimes prepare material but it turns out that the material is for example too difficult for the members, we usually distribute questionnaires or ask the children directly about what material needs you have. needed, there is the duty of the administrator to but not all of the members of course from referrals also from friends as a result of observations from fellow administrators then a list of some of the material that can be presented from each program.[52]

Based on the results of the interview above, the tutor explained that each learning material in the LIBAM program was prepared according to the needs of the members through a questionnaire or through the observations of the LIBAM management themselves. As for another opinion by the tutor which states that:

Related to the learning material in LIBAM, the material is divided into general material and special material, the general material is usually held at the General Meeting, the material provided is not about English but general, the special material is held in small classes, if in small classes it is customary to divide each interest, for those interested in English there is a separate class.[53]

According to the tutors statement above, learning materials at LIBAM consist of two divisions, namely special material in the small class program

---

[51] Rezky Sucianty, Member of LIBAM, Interviewed, Parepare, May 27th 2023

[52] Mariana, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

[53] Mulyanti Rahma, English tutor in LIBAM, Interviewed, Parepare, May 31st 2023

while general material is in the General Meeting program. This is also

supported by the statements of the members who state that:

> LIBAM provides learning materials to members such as PowerPoint .
> When I was still a participant before becoming an administrator, I
> didn't know that at LIBAM, when I became an administrator,
> everything had to be provided for, so after becoming an administrator,
> I already knew that at LIBAM it was certain that before starting
> management, there would be a work meeting designed by a manual
> and there was already materials are arranged and what will be done
> while under management, so automatically every work program that
> will be carried out is directed there with details in the guidebook.[54]

> The learning material had been prepared long ago before the LIBAM
> activities took place, so it was as if they had arranged the material like
> a syllabus.[55]

Based on the statements of the members above, overall the learning

materials in each LIBAM program have been systematically arranged by the

management. Based on the member's explanation above, the LIBAM learning

material has been conceptualized as in Big Class, General Meeting, Language

Intern (LI), MAPABA, and Training of Trainer (TOT) activities. In addition,

the learning materials in the LIBAM English Camp program are flexible

which adjusts to the level of school demand. Another question which stated

that how LIBAM facilitates media for students:

> While I was at LIBAM, learning media was always supported, from
> many media sources that were used first such as blackboards, markers,
> erasers, all of which were provided by the administrators themselves.
> As for learning media related to the material presented in each lesson,
> LIBAM members usually always have ideas or ideas that they can
> develop in TOT. In TOT, usually there is always learning media,

---

[54] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

[55] Nurul Syafikah Hersyam, Member of LIBAM, Interviewed, Parepare, May 28th 2023

where learning media is created in addition to providing learning theory, where members will be asked to create learning media that is in accordance with the learning material that has been determined at the TOT. So automatically the learning media are not only used in TOT but are also used during the LIBAM program. For example, when teaching part of the body material at TOT , for example, I provided it like playing a video that I took as a learning medium that teaches parts of the body as well as like singing while dancing and touching the parts of their body .[56]

Based on the results of the interview with the tutor above, that the role of LIBAM in facilitating learning media for members is always supported so as to facilitate the process of transferring knowledge in class, not only various media such as blackboards, but also media that adapts to teaching materials such as audio visual media in video form. This is supported by another tutor who stated that:

> To facilitate this media, we first look at the material, what material is suitable, for example telling time and for the media facilities, sometimes the tutors make it themselves, such as from used materials, like making clocks from cardboard, like there are also some tutors who make learning media via LCD, like the teaching media that you get on YouTube, then he explains it like that.[57]

Based on the statements from the tutors above, that learning media facilities are adapted to the material to be taught. The members statement stated that:

> LIBAM facilitates the use of several media, the media facility uses LCD markers for PPT besides that for learning media in the form of games there is scrabble, other media that usually appear during TOT yesterday, some of the speakers yesterday gave flashcard media

---

[56] Mariana, English tutor in LIBAM, Interviewed, Parepare, May 30th 2023

[57] Nur Esa, English tutor in LIBAM, Interviewed, Parepare, May 30th 2023

brought by mam about family and there were several family tree picture media and flashcards while they were being distributed we were told to look for the same family. Maybe during the TOT the others don't know because during the TOT yesterday we were also asked to make media so after passing the TOT we also have media to go on camp in the last week, but didn't have time to make media because it was dropping .[58]

According to the members explanation above, LIBAM facilitates visual media and games that are found in TOT activities. This was supported by other members who stated that:

At LIBAM there is what is called an inventory division, they provide media such as whiteboards, markers, LCD, loudspeakers and microphones . Other media are also like PPT.[59]

Based on the members statements above, that LIBAM has facilitated projectors, various media and visual media at Small Class, General Meeting (GM) and Big Class LIBAM activities and has been provided by internal division LIBAM.

b. LIBAM role in Learning Program Implementation for Students

LIBAM primary roles in learning program implementation is development program, LIBAM takes a proactive approach to designing a curriculum that aligns with educational standards, incorporates current pedagogical approaches. LIBAM has developed its English class program through the implementation of scrabble, speech, debate and also public speaking programs which of course help improve the members knowledge

---

[58] Jumriah Nurlang. Member of LIBAM, Interviewed, Parepare, May 25th 2023

[59] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

and language skills. Question stated that how LIBAM develop English class program:

> Regarding how the learning program is actually implemented at LIBAM, here, as I explained earlier, if for example the LIBAM members have already decided on the program, they will definitely determine what the goals are, what are the benefits, who are the objects and what the impact will be, surely all of that has been prepared, right? For this particular English class, the members will be screened again at several levels according to their abilities, for example, basic, intermediate, and advanced levels . After that, we divide the groups according to their class as well as the material they are learning, so the material is for the advanced intermediate class. it's a different material. So after dividing the groups based on level, and the material based on level, can they go up again, of course they can if for example they have passed the exams at each level and are able to answer questions higher than the previous classes they will level up. While at LIBAM, there must be classes that sometimes don't go according to the expectations of the English coordinator himself at the beginning, because usually that's the problem with the tutor because sometimes the tutor lacks the confidence to teach even though they are already capable in my opinion. If, for example, you are asked how to develop the small class, for example the vocabulary , usually the tutor will look for more ideas or ideas with the help of yesterday's board members, we will provide a kind of game that can improve the vocabulary, for example, is the first person to mention vocabulary and then continue in a different person with the vocab whose initial letter corresponds to the final letter of the vocabulary that the first person mentioned earlier. So to make the classes more varied, there is feedback between tutors and their members. Apart from that, there is also scrabble which is one of the ways how we can develop our language outside of the small class itself, because in that way, without realizing it, they will know that the members have memorized the text in speech and increase their vocab knowledge when scrabble .[60]

Based on the results of the interview above, where the tutor stated that one form English class development of LIBAM was to create creative class management through games and division of class groups based on member

---

[60] Mariana, English tutor in LIBAM, Interviewed, Parepare, May 30th 2023

ability levels, as well as procuring scrabble which became a bridge for adding vocab members. Another question stated that what programs have been implemented at LIBAM:

> For whatever program is implemented or implemented there are many like what I mentioned earlier, small classes, in this small class members are divided into several teaching groups with different tutors with basic teaching materials. Then the big class here, more extensive material is taught. Then Language Intern here is the LIBAM level, actually here learning English how to memorize vocabulary , the activity takes at least 3 days but sometimes more. Then TOT, there is one month training really to become a tutor, after this TOT school facilities are provided to apply what has been learned at TOT, immediately go down to the camp to become a tutor or instructor.[61]

Based on the tutors explanation above, it was stated that the program was implemented specifically, the program was level program of LIBAM and weekly learning classes. The members statement stated that:

> At LIBAM besides Small Class and Big Class, there are also several other classes, for example speech, debate and scrabble. Scrabble but I still haven't had time to take part because the schedules always collide so I don't take part and for that the development of these classes is also useful in improving English, for example yesterday's speech improved public speaking , for me I prefer to follow Small Class and Big Class . For the additional classes like the speech debate class yesterday because of that specialization, so LIBAM members can freely choose speech or scrabble debate and in that case I chose scrabble yesterday because I wanted to try to learn scrabble and at that time I didn't think that when I If I didn't take that class, I always had collisions because I often came home because things like that made it easier for Small Class and to reduce the guilt of not taking some of those classes in Scrabble class yesterday, I was more diligent in Small Class and Big Class . And apart from that, yesterday's Phoenix Course was one of LIBAM's platforms for us to practice our way of teaching English

---

[61] Nur Esa, English tutor in LIBAM, Interviewed, Parepare, May 30th 2023

because during the last 3 days of the Phoenix Course we were trained on good teaching methods and good class management.[62]

Based on the members statement above, that as for efforts of LIBAM in developing its English class through the Scrabble, Speech, and Debate programs which are chosen according to the interests of the members. In addition, the Phoenix Course is also one of the English class development programs that can train class management skills well. As for supporting statements from other members which state that:

> The first is big class, small class, English village, Scrabble and Public Speaking, Debate, and Speech. Since becoming a member, I have seen that from each management there are differences and surely the changes are for the better to improve the language skills of the LIBAM cadres themselves. The first thing I see that has changed the most is the system for finding tutors. When you become an administrator, how do the administrators increase the interest of cadres to participate in each program provided, namely by providing interesting materials, members are divided according to their respective abilities and interests, so after that the administrators guide them to hone every choice they have made . So the management provides tutors to develop the scrabble , debate , and speech .[63]

Based on the members explanations above, This is supported by another tutor who stated that:

> The program that has been implemented at LIBAM is English Camp, Language Interen , TOT, there was also one when I used to be in a target school.[64]

According to the tutors statement above, the programs implemented were Language Intern and TOT, apart from that other programs were also

---

[62] Jumriah Nurlang. Member of LIBAM, Interviewed, Parepare, May 25th 2023

[63] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

[64] Mulyanti Rahma, English tutor in LIBAM, Interviewed, Parepare, May 31st 2023

mentioned, namely English Camp with target schools. The members

statement stated that:

> MAPABA, LI, TOT. Level programs and routine learning classes are carried out as usual from year to year.[65]

> For all the other programs every year it seems to run all the time.[66]

Based on the members' statements above, that overall the programs

designed by LIBAM have been implemented every year, one of which is the

MAPABA, LI and TOT level programs. On the other hand, other members

said that:

> In my opinion everything was implemented because from the first time here MAPABA LI TOT was like the level, adaji like the Phoenix Course which involved every student was carried out last year but because of that the program was held at that time because yesterday didn't exist indeed, last year it was implemented. Big Class Small Class is also implemented.[67]

Based on the members statements above which said that all LIBAM

programs are carried out every year including the level program and weekly

learning classes except for the Phoenix Course program which was

implemented last year but not this year. The question regarding to another

interview proces which the things that prove that the LIBAM program has

been achieved:

> Regarding the evidence that the LIBAM program has been achieved, from my view yesterday that this program has been achieved in each period when the members also feel the output of the program, and for

[65] Nurfadillah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

[66] Nurhidayanti, Member of LIBAM, Interviewed, Parepare, May 27th 2023

[67] Nurhalima Amri, Member of LIBAM, Interviewed, Parepare, May 28th 2023

me personally I really feel it. As a tutor, I really feel that the feel for this program has been achieved and can be accepted because it is impossible for me to become a tutor if I can't feel the programs implemented that have been achieved at LIBAM because being a tutor is not only good in knowledge , but broad. His insight is like his self confidence too. In LIBAM there are some like that, they are already capable but they are not confident, and I believe that if they actually can. In LIBAM there are 3 levels, there are MAPABA LI and TOT, at these three levels the members are really introduced about LIBAM then in LI we learn how to share about learn, about languages to apply in our day life and TOT the application of learning teaching, so the activity really up proves the members that after leaving the activity what will they be like, if I see LIBAM it's like a cycle, I feel like now as well after becoming a member being taught by a tutor after that I learned a lot in the Small Class Big Class was then appointed as a Small Class tutor , after passing the TOT we were able to go down to the English village. There we didn't expect that we would be appointed again to become trainers so it had a cycle, so in my opinion it was achieved and that is clear evidence.[68]

Based on the results of the tutor interview above, it can be said that the LIBAM program has been achieved because it has real evidence of teaching activities after learning from the three LIBAM level programs. LIBAM is able to give confidence for speaking so that it facilitates the presentation process during college classes.

c. LIBAM role in Providing Qualified Instructors for students

Primary roles of LIBAM is to carefully select and hire instructors who possess the necessary qualifications, expertise, and passion for teaching and creativity in making learning media that is obtained in the program makes it easy to be creative when participating in English material development

---

[68] Mariana, English tutor in LIBAM, Interviewed, Parepare, May 30th 2023

courses. Question which explained about does LIBAM have good experienced instructors:

> If for example you are asked whether LIBAM has good experienced instructors, yes. The reason why is because the instructors in the LIBAM organization themselves have been well prepared by participating in the activities and programs they take part in to develop their abilities as instructors or to become experienced instructors. The first is of course the English Camp, why do I said this because in this program I can see that the activities in the village really hone our creative ideas in terms of teaching and learning, because here we learn on a large scale in schools and also on a small scale in small classes they will later be at the English Camp and in my opinion it is there that makes our instructors' skills more experienced which is good. Second, what I mentioned earlier, for example, being speakers in large and small classes is also a form of developing our ability to be a good instructor. Third, activities at TOT, this TOT activity is the last level activity at LIBAM, where the instructors are again asked to be able to become members' learning companions for teaching and learning, so unconsciously they learn too before teaching so it's automatically like learning to teach as a member also learning to teach, so there is feedback between instructors and participants .[69]

Based on the results of the tutor interview above, it is stated that LIBAM instructors have a lot of experience gained from their learning programs. Apart from teaching materials, the creativity of classroom management in teaching has been given to the practical stage. This is supported by another tutor who stated that:

> Of course LIBAM has experienced instructors who are good, because before becoming an instructor, you need to train for 1 month, and you can't become an instructor if you haven't already participated in this TOT. And there they teach how to become an instructor, hone the material and teach them what material to bring at the camp .[70]

---

[69] Mariana, English tutor in LIBAM, Interviewed, Parepare, May 30th 2023
[70] Nur Esa, English tutor in LIBAM, Interviewed, Parepare, May 30th 2023

Based on the two explanations the tutor above said that LIBAM members had gone through three stages of the level program with material provision and teaching and learning training so that LIBAM instructors could be said to be experienced instructors. The member's statement said that:

> In my opinion this is very clear because in LIBAM itself the instructors or teachers who carry out the learning are LIBAM members themselves so and some of these LIBAM members also seem to know a lot or have experience in teaching for example my tutor yesterday too, sister fairy had a good way to teach he doesn't do tense learning, the learning is also fun so we can focus more and understand more about what is explained and some of the instructors I met like sister stilly provide some media in her learning, for example yesterday she gave video media, did groupings grouping so we can know more enthusiasm in doing learning because there are situations such as competitions that make us wish we had to win and not think about losing so that is good in giving us understanding. The proof according to my point of view is the evidence that I found for example from Sister Stilly earlier that she is more fluent and more fluent in teaching, she is not stiff or stammering in explaining so that proves that she has often done teaching besides that she has also made preparations in this case it proves that he has experience because he has prepared something in his learning.[71]

According to the members above, class management that is not rigid and uses the media when teaching is a sign that the instructor has often taught so that he can be said to be a good instructor in terms of experience. Another question which explained about does LIBAM instructors has good language competence:

> Before becoming an instructor, there must be a long process, not immediately becoming an instructor, and it takes approximately 2 years to become a cadre before becoming an instructor, LIBAM has prepared to become an instructor with various programs, so LIBAM

---

[71] Jumriah Nurlang. Member of LIBAM, Interviewed, Parepare, May 25th 2023

instructors are automatically qualified in terms of experience. because he had gone through an internal instructor at LIBAM and after just going down to English villages or schools.[72]

LIBAM does not just mandate members to become camp instructors, so training is carried out so that the instructor's language competency can be fulfilled. Apart from that, the dominant teaching material that was handed down was material that members had received at LIBAM learning forums. On the other hand, other members stated that:

> My view is that not all instructors, but we in that the material given to the instructor before going to the camp, first look at the instructor's background , can he master this material or not and there, even though he is not very clear in his language, but before the camp, he is shown to have mastered the material. will be delivered, so there will be more in-depth study so that later after going down to the maximum camp.[73]
>
> Not all of them have good language competence because there are some who know and some who are not fluent. From myself, for example, because I'm not yet fluent in covering it, I conceptualize what I want to convey, then I understand, if for example there is something that is not understood, there is *a* partner instructor who is accompanied by the discussion.[74]

Based on the two members statements above, that not all LIBAM instructors are good in terms of language competence, but preparing for a maximum performance before starting teaching is of course done so that the instructor is able to balance the lack when presenting material. Another question which explained about does LIBAM instructors are able to create a positive learning environment:

---

[72] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

[73] Nurhidayanti, Member of LIBAM, Interviewed, Parepare, May 27th 2023

[74] Surahmi Amiruddin, Member of LIBAM, Interviewed, Parepare, May 28th 2023

> In my opinion, positive because I have never seen a rude LIBAM Camp instructor, always happy because his demeanor is always fun. In between lessons, it's like making jokes, or inserting them like games.[75]

> During my observations about LIBAM when going to camp , the teaching method is like how to make the audience comfortable, how can the audience still easily understand the material, the effort is by means of learning methods that use new media images like playing but there is meaning from those games so you don't get bored.[76]

According to the members statement above, it states that a positive learning environment is obtained through the application of games when teaching so students don't feel pressured.

d. LIBAM role in Evaluation and Assessment for students

The question showed that does LIBAM evaluate students teaching competence by written tests:

> There is an evaluation of the teaching competence of members in writing at LIBAM, especially in the TOT program, it is in the form of a Pre-Test and a Post-Test actually, and for the Pre-Test activities we raise materials or questions from small class learning and then we distributed the big class, after a month of participating in the TOT we did another Post-Test so that we would know their material abilities. If in other programs there are also for example like in Small Class , the form is like Pre-Test and Post-Test as well to identify members entering at the basic or intermediate or advanced level .[77]

Based on the results of the interview with the tutor above, regarding the role of LIBAM in evaluating members in writing, it is carried out in the form of a pre-test and post-test during the TOT so that members can be

---

[75] Surahmi Amiruddin, Member of LIBAM, Interviewed, Parepare, May 28th 2023

[76] Nurul Syafikah Hersyam, Member of LIBAM, Interviewed, Parepare, May 28th 2023

[77] Mariana, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

classified according to their abilities. This was also mentioned by another

tutor who stated that:

> In my experience, the written evaluation is like holding a Pre-Test first, then the results can be known what the members want to teach , then in the Post-Test so that the final results are known, said it was successful, if what was taught was not.[78]

Based on the tutors statement above, that the written LIBAM

evaluation is carried out in the form of a Pre-Test and Post-Test so that it can

detect the success of the learning that has been given to members. This is

supported by members who said that:

> If you used the written test yesterday it was carried out in the TOT, yesterday's TOT gave a written test such as a pre-test for English at the beginning and finally there was also a post-test after learning English for 2 weeks. What I follow as far as I don't get another written test. For the written implementation, as long as the TOT starts at the beginning of the TOT, we are asked to answer a number of Pre - Test questions and during that time we are not required to be correct, but we are asked to answer according to our knowledge, so during the Post-Test , after the lessons we have done for several That week, we did the Post-Test . In the Post-Test , maybe some of the Post-Test results increased, but some were the same because the process of learning materials was different.[79]

According to the members statement above, LIBAM evaluates its

members in writing and is given in the form of a Pre-Test and Post-Test which

aims to measure members' increased understanding of the material provided

during the TOT program. This is also supported by other members who said

that:

---

[78] Nur Esa, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023
[79] Jumriah Nurlang. Member of LIBAM, Interviewed, Parepare, May 25th 2023

> There is a written test for MAPABA, TOT also has a written test related to mastery of the material, so if you are looking at the material, you will be asked to answer questions, if there isn't one for teaching, so if there is a written evaluation of the teaching material.[80]

Based on the member statements above, it states that the Pre-Test and Post-Test evaluations in the LIBAM TOT program refer to the materials that members will teach during teaching practice to schools, so that the distribution of teaching materials to instructors will be divided appropriately. Another question which explained about does LIBAM evaluate the student's teaching competence by orals:

> So far, while I was at LIBAM, if for example I was asked about evaluating the teaching competence of members, I only got it at the TOT, because there I tried to evaluate the members, for example today they have received material about numerals, from numeral material they will be trained to present this material. Of course, with prior guidance, they have been provided with lesson plans. After that, they will appear in front of their respective instructors on how to be a good teacher, how to be a good instructor.[81]

Based on the results of the tutor interview above, it is stated that LIBAM's role in evaluating members verbally is carried out during the TOT, where members are directed to present material that has been received as well as direct teaching practice. This is supported by another tutor who stated that:

> There is orally, this can be proven by the existence of micro teaching, those are all forms of evaluation held at LIBAM to see how the teaching competence of these members is .[82]

---

[80] Mega, Member of LIBAM, Interviewed, Parepare, May 27th 2023
[81] Mariana, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023
[82] Mulyanti Rahma, English tutor in LIBAM, Interviewed, Parepare, May 31st 2023

According to the tutors statement above, the evaluation of the teaching competence of members is carried out during the Micro Teaching TOT forum, to convey all the obstacles encountered, so that LIBAM is able to provide more precise with revisions in the form of directions to members. Another question which explained about does LIBAM evaluate the students teaching competence by assignments:

> LIBAM has no name to evaluate students teaching competence by giving assignments.[83]

Based on the results of the tutor interview above, stated that LIBAM does not evaluate members through giving assignments. This is supported by members who stated that:

> If it's in the form of assignments, I rarely see it.[84]

Based on the members statements above, that the evaluation of teaching competence in the form of assignments is not known, it is not obtained so they assume that this does not exist. On the other hand, other members stated that:

> As for the task, maybe the task was only during the TOT yesterday, the task was to make media. But that is not a form of evaluation.[85]

> The task is that we are usually asked to make learning media during the TOT to be used when teaching at schools or Islamic boarding schools.[86]

---

[83] Mulyanti Rahma, English tutor in LIBAM, Interviewed, Parepare, May 31st 2023
[84] Aco Zulham Faridh, Member of LIBAM, Interviewed, Parepare, May 27th 2023
[85] Jumriah Nurlang. Member of LIBAM, Interviewed, Parepare, May 25th 2023
[86] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

According to the explanation of the second members above, there is a task to make teaching media to be used when teaching at school, but that is not a form of evaluation.

e. LIBAM role in support and guidance for students

The question which explained about how LIBAM support students in increasing their teaching competence:

> In my opinion, members who are actually processing at LIBAM will definitely be able to feel LIBAM support for the development of teaching competence through the programs provided by LIBAM itself, because if we take part in the programs provided by LIBAM or the administrators themselves without realizing it that I have grown without realizing it, maybe my friends haven't felt the impact of the program that I'm participating in but a few years later, for example, I have graduated as an instructor at LIBAM because I was really taught public speaking, self-confidence, how to be a good instructor, the performances what the instructor is like, and you can feel it until now. If LIBAM is very complete, why do I said complete because at the last level, TOT, there we really prepare a good instructor. There, besides we really provide materials that can be brought to the village, we are also instructors, one of our forms of providing support is by training them to learn to teach, there we can see what are the advantages and disadvantages or things things that need to be improved again with the inputs given to prepare them to go down to the camp, then what we usually do is motivate, the motivations that we usually give them about how important this activity is for themselves, because the impact is not only on their organization but back to himself, if you are sincere to become an instructor, God willing, more good things will come to you like that.[87]

Based on the results of the tutor interview above, it is stated that LIBAM plays a role in providing support to members through suggestions and motivation that are conveyed when members carry out teaching practices, so

---

[87] Mariana, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

that they are able to restore members *self-confidence* and beliefs regarding the existence of these activities to improve themselves. This is supported by members statements which said that:

> In assisting teaching competence, for the support , like what was in the TOT yesterday, there is Micro Teaching which is a form of support provided by LIBAM, I said support because there may be LIBAM members who have never done learning or have never known how to do it. what is good and right to do learning so Micro Teaching can be our support or support, the support is that we can know more about our mistakes or our shortcomings so we can improve even more and during the TOT there is also Macro Teaching which we form there evaluation we appear in front of our friends who as students. While in Micro Teaching, the tutors are not burdensome, for example, after fitting in Micro Teaching while we are Micro Teaching , he doesn't do things that make the atmosphere tense, so it seems as if he is a student too, so we can be calm about teaching him, after teaching, then we evaluate and the evaluation is not very strict, he also explains the solutions to the mistakes we make during teaching so that's a form of support because he gives us solutions, not just showing mistakes.[88]

Based on the members statements above, that the provision of micro teaching is a form of LIBAM support, through this forum members can be provided with solutions for any mistakes while teaching so as to strengthen members' self-confidence.

> The form of support is like motivating us to said embracing each other. If, for example, this is what we do, it is given when we go down to become instructors when we want to teach. For example, there is doubt in myself because I supportmyself, if possible, so there are also seniors who will also guide and direct covered. If for example, we don't know, we can also ask the seniors.[89]

---

[88] Jumriah Nurlang. Member of LIBAM, Interviewed, Parepare, May 25th 2023

[89] Nurhalima Amri, Member of LIBAM, Interviewed, Parepare, May 28th 2023

Based on the members statements above, it is stated that LIBAM provides support to members through motivation and encouragement so as to eliminate doubts and strengthen members self-confidence to participate in teaching English camp. Another question is about how LIBAM guidance students in increasing their teaching competence:

> What I saw before going down to the guided camp was the swearing that I focused on the most here right there at the camp site, it was as from LIBAM had not just been let go, meaning there was a representative from the tutor of followed there and for example there was a ta mistake or some mistake there, immediately evaluated there, for example that one night there was one material, before returning to rest it was evaluated for any shortcomings today, what needed to be prepared for tomorrow and moreover repaired, so it wasn't just let go, follow up as much as possible from LIBAM .[90]

Based on the results of the interviews with the members above, the LIBAM management provides direct instructions to the members during the English camp activities, so that the members feel maximally guided because the boards participation oversees teaching activities and provides evaluations to correct existing mistakes. This is supported by other members who stated that:

> Back to the English Camp, I came from the dormitory, so I was late for the TOT camp, so the English Camp was placed at SMP 6 in front of the tarbiyah. It seemed as if we didn't have anyone accompanying us, but it turned out that the instructor was there, and we were cared for. I have a friend teaching, so I feel more enthusiastic because I was asked if there were any problems during the camp here.[91]

---

[90] Aco Zulham Faridh, Member of LIBAM, Interviewed, Parepare, May 27th 2023
[91] Nurhidayanti, Member of LIBAM, Interviewed, Parepare, May 27th 2023

Based on the explanations above, it states that, LIBAM provides guidance through its participation to oversee the teaching atmosphere of instructors who have been entrusted with teaching in schools, so that members feel assisted. On the other hand, another member said that:

> Yes, if we make a mistake there is guidance, direction without just cornering us.[92]

> There were suggestions from the seniors when they left Camp they were provide instructions on what to do. [93]

According to the two members statements above, that LIBAM provided direction and advice when participating in the English camp. More specific asked that does LIBAM tutor guide personally students teaching competence:

> As a LIBAM tutor, yesterday I had a class outside of LIBAM classes, but indeed the participants came from the LIBAM members themselves.[94]

Based on the results of the tutor interview above, it is stated that personal guidance outside of the formal LIBAM learning forum exists. This is supported by another tutor who stated that:

> There are also some members who need personal guidance because many LIBAM members are introverts, and the tutors are sure to always supervise them until they can develop these competencies, guided personally. It's like me who usually supervises one member because I'm told I always consult, because I can't be active like in formal LIBAM learning classes with lots of participants.[95]

---

[92] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

[93] Surahmi Amiruddin, Member of LIBAM, Interviewed, Parepare, May 28th 2023

[94] Mariana, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

[95] Nur Esa, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

Based on the tutors statement above, member competency development outside of the formal LIBAM learning forum is a form of personal guidance given to introverted members. As for the statements of other members which state that:

> Actually there are seniors, but I think this is the initiative of the members themselves because how could the seniors call because the members need it, actually there are if the members want it.[96]

Based on the statements above, that LIBAM's personal guidance is flexible in the sense that the situation depends on the members themselves so that members will gain more knowledge when they come to seniors.

In order to evaluate it asked that does LIBAM has succeeded in becoming a role for increasing students' competence in teaching English:

> If I am of the opinion that whether the LIBAM organization is indeed successful and whether it is capable of increasing the competence of the members in teaching and learning, my answer is yes, because of the 5 aspects that we discussed earlier, these aspects are mutually needed and fulfilled by the members , because I feel the impact during the process at LIBAM because I used to be a typical person who lacked confidence, many friends said that I could but I didn't believe in that, because I haven't proven it in reality. At LIBAM itself we find out how we evaluate ourselves to see ourselves to learn more deeply about all aspects, not just aspects of language but insights in general, that's the first. Secondly, what I got at LIBAM was how to be confident, because before entering LIBAM yesterday I was also a member of an organization when I was in high school, but it's not like this organization, which we really accommodate to explore ourselves more deeply based on 5 aspects which was. So if asked whether it is able to improve competence in teaching English, yes it is very capable. The proof is that I used to be called on to become private teachers, which at first I thought would I be able to, but because LIBAM

---

[96] Nurhidayanti, Member of LIBAM, Interviewed, Parepare, May 27th 2023

provided me with these knowledge, I had the courage to take private teachers and course tutors.[97]

Based on the results of the tutor interview above, it is stated that being confident and being a private teacher and course tutor is a real thing for LIBAM to be successful in fulfilling its role to improve the teaching competence of its members. Another tutor also mentioned that:

> In my opinion this is successful because there are already a lot of classes provided, the facilities provided for teaching, for example, if you teach you definitely need guidance from LIBAM itself because it carries the name of the institution. And the proof of success is that when you go down to the camp, it impresses the school where the camp is located, and there are also schools that have even asked a delegation of instructors to teach several times and in my opinion that is the most real proof because it can create a positive teaching environment that impresses students and teachers at school.[98]

Based on the tutors statement above, that LIBAM's success in fulfilling its role can be seen from the request for delegates to return from school to send instructors, this is clear evidence for LIBAM if the instructors are competent in teaching.

The results of the interviews above are supported by the results of observations. The role which identified based on the observation explained by using table. The table conducted from the data of the observation. The procces of observation were the researcher identified some of the role related to the indicator of the role, through casual observation of daily events in LIBAM. The indicator were facilitating learning, learning program implementation,

---

[97] Mariana, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023
[98] Nur Esa, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

providing instcuctur, evaluation assessment and support and guidance for students. The table can be seen below:

Table 4.1 Observation Result

No	Indicator	Result
1	Facilitating Learning	According to the observation, there is a small room filled with books at LIBAM, members can freely use the books whenever they want. Besides that, in learning forums members use blackboards, markers and erasers as media, and use LCD projectors for PPT on certain materials delivered by presenters. Members also use scrabble media outside of formal learning forums to provide additional vocabulary, so that LIBAM members can learn in a relaxed way while playing together.
2	Learning Program Implementation	According to the observation, there is a small control book that is used by members to memorize vocabulary and expressions, the book is a reference as well as an access to assessment for them. In addition, there are study material pamphlets that are announced before the learning day in the big class program. In addition, members who become teaching delegations are given a list of material to be used as a reference when practicing and preparing.

3	Providing Instcuctur	According to the observation, every LIBAM program that requires instructor contributions will be given training first in terms of appearance, especially how the instructor manages learning forums and how far the instructor understands the material he wants to present. In addition to instructors for LIBAM's internal program, instructors who wish to teach at external institutions are also given this training with a similar process. At that time, the members looked nervous because they felt worried if they were not able to give a maximum performance, but they still participated and tried to follow the instructions given by the coach.
4	Evaluation Assessment	According to the observation, members are given a pre-test at the beginning of the TOT and evaluation at the end of the TOT through a post-test so that their understanding of the material is known, besides that members are also given micro teaching so that their ability to teach the material that has been obtained can be known. In addition, when members have already taught at outside institutions, they are asked questions about their teaching process so that an assessment can be

		given. In addition, members are directed to practice pronouncing vocabulary and expressions after being given an example so that their improvement can be evaluated and assessed.
5	Support and Guidance for Students	According to the observation, when trained to teach, members are given motivation and a sense of confidence in teaching in outside institutions, trainers try to say positive things that are constructive. Apart from that, in the TOT program, members are always guided in learning and given enthusiasm while playing to relax their minds. Apart from being in formal forums, LIBAM management or seniors are seen still providing direction and advice to members during freelance discussions when gathering.

Sources: Observation Result, 2023

2. The programs of LIBAM to increase the students English teaching competence.

The second research question referred to the programs of LIBAM to increase the students' English teaching competence, the programs of LIBAM may identify for knowing which programs may impact to the English students competence mostly. The explanation more may conducted in the result of

interview below: the first question asked that what do you learn in LIBAM Program, it stated that:

> For the small class that I got it added insight like for example yesterday we learned some basic things even though what was learned were only the basic things but the basic things are sometimes forgotten to be taught and because of that after attending several small classes , when entering lectures the basics can help. For example, in the TOT program yesterday, it helped me because in my opinion, taking the TOT level for one month has its benefits, although it also has a disadvantage for me because I don't finish it. The benefit is that I get up early, memorize every night. For learning there are also many new things, for example the media shown, the learning methods are also varied in the TOT yesterday. Examples of learning media are those that use the media using video but we are asked to follow, they use the listen and do technique which we hear and watch but we also do. During the LI yesterday it was almost the same as the one in the TOT but when LI we only spent 3 days and the learning was more about practice and introduction to levels, problem solving . All were taught during yesterday's TOT, there were several each week 2 times the first Micro Teaching we were taught by several tutors, the tutors were different for each Micro Teaching and there from several tutors we got a lot of information like yesterday's tutor sis syujaah gave suggestions to reduce using "ee", if for example we can't or it's hard to reduce it we are advised to be silent for a while and return to talking if we already know what we want to talk about, for example being silent then continuing silent again, that's better than most of us using "ee" .[99]

Based on the results of the member interviews above, it is stated that, through small class members get additional knowledge related to basic material. Through TOT activities, members gain knowledge in creating teaching media and get good self-management information when teaching. As for the statements of other members who said that:

---

[99]Jumriah Nurlang. Member of LIBAM, Interviewed, Parepare, May 25th 2023

What I got from LIBAM, for example, if someone told me to speak in public, it would be like my public speaking, because the way I told them to go up in front to speak. In the development of cadres, they are asked to go up to explain the socialization to introduce LIBAM. So what is learned is how to socialize. What I got at the stall and read it taught me to read more often so that I would have more insight, I was told to love books more. I feel my vocabulary is growing because when TOT I was told to memorize vocab , how to pronounce it and from there I started to save a little bit of it. Apart from that, in the TOT, I learned how to teach. At that time, almost every night, the instructors took turns to handle the children. There, for a big circle , they were randomly assigned to practice teaching and the method of teaching was assessed. If something went wrong, it was corrected. What I really learned was how to handle Islamic boarding school children when they went to camp, even though some were still playing around but tried to handle it in a way that was taught like the yells of Ice Breaking so that they could refocus their attention.[100]

Based on the members statement above, that through the LIBAM program members can train themselves to speak in front of many people, members are able to socialize, and learn to read a lot because it has a mini library. In addition, members get additional vocabulary and classroom management knowledge when organizing students into great learning for members. This is supported by other members who said that:

As we know that the first reason I joined the organization was that I wanted to improve self-confidence and I wanted to find it in the organization when I became a MABA, therefore I registered and became a LIBAM cadre after going through several processes as I discussed earlier, and after becoming a LIBAM cadre so many things have changed in me both from the confidence or self-confidence , how can I control myself because at LIBAM we are taught and shaped to be someone who has a leadership spirit, apart from that leadership spirit we will be formed into someone who has a self-confidence spirit, I have felt it since Becoming a LIBAM cadre I feel, especially when I give presentations in class, again, how to be a good teacher, we are

---

[100] Nurfadillah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

taught to make lesson plans so that our teaching method is structured, directed to the end.[101]

Based on the members explanation above, it states that self-confidence and being a good teacher are great lessons learned. Through the LIBAM program, members are able to put themselves in a lot of practice so they don't just rely on the theory they get in class. This is supported by other members who said that:

> From the LIBAM program, of course, from the method of presenting it, for example, from Big Class presenting the material, you will never get the same way apart from the excitement, so the teaching method is how to interact in class. So I got in Big Class with Small Class , I saw how my brothers taught how and I heard my friend said TOT and yes, TOT too, because every night I get material in the morning, afternoon and evening, and in the evening, Micro Teaching really does . For me, after being at LIBAM, I have developed from appearing in public because in my opinion, maybe if you had not joined here, you might have never had the courage to do it.[102]

According to the member's explanation above, one of the lessons learned from the LIBAM program is to get the concept of good classroom management. In addition, teaching skills can be applied to lecture forums when presentation activities so that it is more organized. Next question is do you often join in LIBAM program:

> Frequency in terms of participating in LIBAM activities amounts to around 70% because there are several activities that I am always constrained and rarely participate in every day and are diligent in some activities, for example weekly activities, I do not come more often like general meetings (GM) but for activities that such as MAPABA, LI,

---

[101] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

[102] Rezky Sucianty, Member of LIBAM, Interviewed, Parepare, May 27th 2023

TOT, MILAD and Phoenix Course are not followed by the learning process due to illness. I don't attend more often because the weekly activities are more frequent, I rarely participate because I am more concerned with lectures.[103]

Based on the results of the interviews with the tutors above, that both major LIBAM programs and levels are always attended, but routine learning programs are rare, so as a percentage, the frequency of participating in LIBAM activities is as much as 70%. as for the statements of other members who said that:

Since becoming a member of LIBAM, I have often and frequently participated in programs provided by LIBAM.[104]

Based on the four members' statements above, that the overall attendance of the program can be said to be frequent because of the entire series of LIBAM programs that have been attended, both from level programs and weekly routine activities, although not every week. Another member also mentioned that:

For the LIBAM program, do you often, especially the camp ones . The first is for the weekly program there is a General Meeting and Big Class , now they are also entrusted with being English tutors in Small Class, so that is also a weekly program that I am responsible for.[105]

According to the member's statement above, that member often takes part in English camp activities and LIBAM's weekly learning class and is entrusted with being a tutor so that members will of course often be active in

---

[103]Jumriah Nurlang. Member of LIBAM, Interviewed, Parepare, May 25th 2023

[104] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

[105] Aco Zulham Faridh, Member of LIBAM, Interviewed, Parepare, May 27th 2023

these activities. Next question explained that how many programs have you

joined since you became a member:

> The first program that is clearly MAPABA and LI after that is the
> small class which I take part in and the TOT after that Mubes, GM, for
> GM I have attended and not often there are many, big class I also take
> part, TOT I also take part, Phoenix Course MILAD I take Last year's
> MILAD, then there were activities like camp , right for yesterday's
> Phoenix the activities were ongoing, after participating in the Phoenix
> activities we were guided to do teaching such as teaching camps in
> several schools and yesterday I attended MAN Pinrang school, and
> have also attended teaching at target schools who was released.[106]

Based on the results of the member interviews above, that the number

of programs that members have participated in is 9 programs including

MAPABA, LI, TOT, GM, large class, phoenix course, MUBES, MILAD

LIBAM and English camp. As for the statements of other members which

state that:

> MAPABA, LI, TOT, Cadre development, Phoenix Course, Small
> Class, Big Class, English Camp , Scrabble, Stall and Read.[107]

Based on the member's statement above, that the LIBAM program has

been attended by 10 programs. Another member said that:

> For almost 3 years as a LIBAM member , I have attended many
> LIBAM levels, as we know, there are 3 LIBAM cadres, the first is
> MAPABA, the second is Language Intern or language village and the
> third is TOT, so I have taken all three levels. I've been through it and it
> really adds to my experience, especially in the field of English. As for
> the programs provided by LIBAM, there are many divisions at
> LIBAM, namely PBI, PBA, and SDA divisions. As for PBI, they
> provide it like Big Class , small class and when I became an ordinary
> member before attending the TOT level before taking a pretty name, I

---

[106] Jumriah Nurlang. Member of LIBAM, Interviewed, Parepare, May 25th 2023

[107] Nurfadillah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

attended a small class with several tutors provided by the PBI division, and my interest was more in PBI and for PBA I only participating in the study program only through large classes other than that for the PBA division I don't attend many small classes only in the large class, and for the SDA division they provide things like RUMI every Tuesday night, such as booktalk , sharing season about books to broaden LIBAM members' insights, not just about 2 languages. For the SDA division, as I said earlier, like the RUMI program there is also administrative training to train skills in administration and the SDA division is also not just racing or focused, they are focused on many fields such as dance which are outside of the language field. And after attending the TOT level, namely the third level, but before that I became an instructor at MAPABA, there my teaching abilities inevitably had to be improved because it was time to become an instructor but before that LIBAM provided a platform called Training of Trainers for MAPABA instructors and it lasts for approximately one week to become an instructor. And after that at the second LIBAM regeneration level I also became an instructor and for the camps at LIBAM I also attended but only attended the English village.[108]

Based on the members explanation above, as a whole the LIBAM program has been attended by 8 including MAPABA, LI, TOT, big class, small class, RUMI, administrative training and English camp, so members feel encouraged to be active, especially in teaching activities and increase member knowledge through the books you have read. Next question is what is the program that help you increase your English teaching competence:

Small Class and TOT, because in TOT teaching and learning were taught in Small Class, apart from the material, I used to be a tutor, so there I learned how to deal with these children. In addition, starting from low to high material, it's good that the material is easy to understand but it also depends on the tutor's method of teaching.[109]

---

[108] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

[109] Surahmi Amiruddin, Member of LIBAM, Interviewed, Parepare, May 28th 2023

The one month TOT, because they were given material there and also taught for Micro Teaching to teach, there after that they were given a Camp activities at Islamic boarding schools, they went on to become instructors so they dropped off teaching there. Apart from that there is also a Small Class because the method is taught too so there is a turn upwards to present.[110]

Based on the members statements above, that the TOT program prepares a micro teaching forum to provide good teaching training, small class provides teaching of teaching materials that can equip our knowledge, as well as this forum makes it easier for members to listen to the diversity of class management from different presenters. different at different times. So that these three programs have a great existence to support member teaching competencies. Another member also stated that:

As I said earlier, of the three LIBAM levels, the one that has improved and influenced my teaching skills the most is TOT. The second is english camp, when we go to english camp we automatically have to be in TOT again, how to be a good teacher, we are taught to make lesson plans so that our teaching method is structured, directed to the end. What is in this lesson plan has the most influence on how I teach, because usually when teaching without direction the lesson plan is usually disorganized and sometimes I forget what's more, and in this lesson plan I got it during the TOT, therefore before going to camp we have to prepare materials and prepare it in detail starting from material and media besides how our creativity to learn to be a teacher must be awakened because we have to make our way of teaching not boring by using media.[111]

Based on the members statement above, that the TOT LIBAM program is a program that really contributes to improving the teaching competence of members, where the learning process regulates good teaching

---

[110] Nurhalima Amri, Member of LIBAM, Interviewed, Parepare, May 28th 2023
[111] Siti Amilah, Member of LIBAM, Interviewed, Parepare, May 26th 2023

concepts through making lesson plan and presenting teaching media. It also asked that the specific steps used in the LIBAM Program to increase students competence in teaching English:

> Member competence in teaching, usually LIBAM before or after that will prepare the management RAKER (work meeting), there the board meeting discusses all the programs that will be carried out during one period management, there after determining several programs or programs to be launched in one period it will be discussed one by one in accordance with the division regarding the first is what is considered the purpose of the program itself, the second is definitely the reasons why the program should exist and who are the objects and what are the outputs and how it will impact future members . So here, if you make a program, you have to know what the short-term and long-term impacts will be.[112]

Based on the results of the interviews with the tutor above, it is stated that through work meetings, administrators deliberate to consider each program along with the goals and benefits to be generated, so that administrators can recognize what kind of program concepts are capable of supporting member teaching competencies. As for other tutors who stated that:

> For the special steps, in my opinion, each program must have different achievements, they have different themes, such as LI, before starting the program, the special steps must be taken by first determining the goals to be achieved according to the theme. the activities are like that, so for me the particular step is to determine the goals first.[113]

Based on the tutor's statement above, setting goals for each LIBAM program is a form of special steps for the board to provide programs that help

---

[112] Mariana, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

[113] Nur Esa, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

member teaching competencies. Next question is what is the LIBAM

programs for increase the students competence in teaching English:

> The LIBAM program itself includes Small Class, Big Class, Language
> Intern and Training of Trainers, but what stands out the most for
> improving teaching competence is the Training of Trainers because
> there is really training on how to become a trainer or tutor .[114]

Based on the tutors statement above that small class, big class, internal

language and training of trainers are programs that help members' teaching

abilities, but the program that has the most influence is TOT because the

concept of its activities is training members in teaching. This is also supported

by other tutors who state that:

> The LIBAM program to improve student competency in teaching
> English includes small classes, large classes and English Camp .[115]

According to the tutors statement above, the small class, large class

and English Camp LIBAM programs are programs that can help improve

member teaching. Based on the question that how many students join in every

program in LIBAM. It answered that:

> As for the number of members participating in the program at LIBAM,
> LIBAM is one of the internal organizations in IAIN Parepare which
> has quite a lot of members, if I break it down for each program,
> usually in Small Class there are usually 10 people at most. For large
> classes or programs that require a lot of members , usually 20 people
> come at most.[116]

---

[114] Nur Esa, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

[115] Mulyanti Rahma, English tutor in LIBAM, Interviewed, Parepare, May 31st 2023

[116] Mariana, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

Based on the results of the tutor interview above, it is stated that, the details of the quantity of members participating in the LIBAM program, especially small class activities, are 10 people while big class are 20 people. As for another tutors statement that saids:

> As for the number of students, I can't said enough because each program has a different number, the applicants are different, for example, the Small Class is divided into groups, each group has a different tutor, and each group has different members. The Big Class is held every week, and the students who take part cannot be determined because sometimes 10 come, sometimes 5 come, and for cadre programs such as LI, for example, in MAPABA, 100 participants take part, the second level is LIBAM, only 50, so I can't determine.[117]

Based on the tutors statement above, the MAPABA program has 100 members, LI has 50 and big class has 5 to 10 members. So that the number of members participating in LIBAM activities cannot be determined with certainty because the quantity of attendance is different for each program. Another question stated that does LIBAM program effective in increasing students competence in teaching English:

> For me, actually all LIBAM programs have their advantages in helping teaching competence, speaking as not being a LIBAM child in the past, actually LIBAM is an organization whose system has been systematized, there are AD-ARTs so it's complete, all that's left is the execution mami, the execution is in the form of procuring programs - the programs in LIBAM, if asked which program is able to improve the teaching competency of the members , actually all the programs in my opinion but if asked the most is TOT, but that doesn't mean that the other programs are not good, because it's impossible to get to TOT if you don't able to bypass all other or previous programs.[118]

[117] Nur Esa, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

[118] Mariana, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

Based on the results of the tutor interviews above, it was stated that, overall, the LIBAM program was able to improve the teaching competence of members, but the most influential program was the TOT program and the most effective was the small class program. This was also mentioned by another tutor who stated that:

> For me, all LIBAM programs are effective depending on which member you want to master. The most effective example is the TOT, which is the most effective because it really takes one month to teach how to become an instructor, it also teaches the materials, what should be taught when you go to camp, you are also taught there as if you are being trained every night teaching, but friends Ji's friends used to teach him in the sense of being the audience , then after a month he went down to the schools for camp , it was very effective because he immediately practiced it.[119]

Based on the statements above, the TOT program is able to improve member teaching competence because the concept of its activities is to provide teaching training in the micro teaching forum.

TOT requires members to practice teaching, while Big Class has different presenters every time so that various class management can be observed by members, so it can be said that the TOT and Big Class programs are programs that have an effect on improving abilities teach members. This is also supported by other members who said that:

> For me personally it was in the Small Class because I was given the opportunity to be a tutor. If what is maximally supported is English teaching, which is the most important in TOT, it is very influential, and if, for example, in GM or Big Class , as a member , you are also

---

[119] Nur Esa, English Tutor in LIBAM, Interviewed, Parepare, May 30th 2023

seen by the older siblings who are the presenters, surely you will apply the methods that can be found in TOT, even though don't play the characters above, but there is something that can be seen from the way the presenters teach.[120]

Based on the members statements above, that the member training process in the TOT program is very effective in improving teaching abilities. In addition, small classes contribute to fulfilling teaching competencies because these activities provide provision of teaching materials that members can use, so that members confidence is even greater to teach in schools. As for the statements of other members explaining that:

> From me, for example, TOT, because there it is focused on memorizing as well as on teaching and learning. Besides that, Small Class is also because the material is inside which can be used as additional teaching material. Scrabble is also effective because it can help in terms of vocabulary which can be immediately recognized when playing swear words and can be used when teaching.[121]

According to the members explanation above, TOT focuses members on teaching and learning, small class provides materials as additional teaching materials for members, scrabble adds to members vocabulary. So members can conclude that the four programs are effective in balancing member teaching competencies.

The results of the interviews above are supported by the results of observations. The observation did by the researcher, the table below explain about the result of observation:

---

[120] Aco Zulham Faridh, Member of LIBAM, Interviewed, Parepare, May 27th 2023

[121] Nurul Syafikah Hersyam, Member of LIBAM, Interviewed, Parepare, May 28th 2023

Table 4.2 Observation Result

No	Programs	Result
1	TOT (Training of Trainer)	According to the observation that TOT program is considered highly influential in improving teaching competence. It provides comprehensive training on teaching methodologies, materials, and classroom management. Participants in TOT teaching practice and receive feedback, allowing them to develop their teaching skills effectively. This program offers comprehensive training that focuses on various aspects of teaching, including methodologies, materials, and classroom management. TOT program is its emphasis on teaching practice. Participants have the opportunity to practice their teaching skills in a supportive environment. They are encouraged to design and deliver lessons, facilitate discussions, and engage in interactive teaching activities. This practical experience allows participants to apply the theoretical knowledge gained during the training sessions and refine their teaching techniques.

		TOT (Training of Trainer) program within LIBAM is designed to enhance teaching competence by providing comprehensive training on teaching methodologies, materials, and classroom management. Through teaching practice, feedback, and exposure to various teaching resources, participants in the TOT program develop their teaching skills effectively, ultimately becoming more competent and confident trainers.
2	Small Class	According to the observation that Small Class program contributes to enhancing teaching competencies by providing additional teaching materials. It offers opportunities for members to be tutors and gain teaching experience. The focused material inside the Small Class program helps members develop their confidence and proficiency in teaching English. This small class is conducted once a week, with a number of classes that have been divided. The study time for this class is carried out according to the agreement between the tutor for each class and the members every week.

		The Small Class program within LIBAM plays a significant role in enhancing the teaching competencies of its members. It provides additional teaching materials and resources that assist members in their teaching.
		Small Class program is the opportunity it offers for members to act as tutors. By taking on the role of a tutor, members gain practical teaching experience and develop essential skills such as lesson planning, classroom management, and student interaction. This hands-on experience allows them to apply the knowledge and techniques.
		The Small Class program within LIBAM plays a vital role in enhancing teaching competencies by providing additional teaching materials and opportunities for members to gain teaching experience. The focused materials and resources offered within the program help members develop their confidence, proficiency, and creativity in teaching English, ultimately benefiting both the members and their students.
3	English Camp	According to the observation that English Camp

has specific details regarding the English Camp program and its impact on teaching competence are not provided in the given information. Therefore, English camp typically immersive language learning experiences that aim to improve participants' English language skills through various activities, exercises, and interactions conducted in an English-speaking environment. English camps include games, group discussions, role-plays, presentations, and cultural activities that encourage participants to actively use and practice their English language abilities.

This activity is a teaching process like a teacher, hands-on practice dealing with students at schools or Islamic boarding schools, so that LIBAM members seem to realize that the situation in managing a class is not an easy matter and requires good management.

English Camp program may provide opportunities for members to enhance their English language proficiency, develop their communication skills, and gain confidence in using English as a teaching language. It potentially offer a platform for

		members to apply their teaching techniques and methodologies in a practical setting while interacting with other participant.

Sources: Observation Result, 2023

C. Discussion

This discussion explained about the explanation of the research question refererred to the result findings above. The researcher may explained the discussion based on the theory of the research.

1. The role of LIBAM to increase the students competence in teaching English

The role of LIBAM define as the aspect of the research, there were some aspect which:

a. LIBAM role in facilitate learning resources for students.

According to the findings that LIBAM designs its learning materials based on the specific needs of members. These needs are identified through surveys or direct communication with the members. The organization's tutors and coordinators gather feedback and observations to compile a list of relevant topics and create learning materials accordingly.

One tutor mentioned the creation of a control book, which includes essential English language learning materials from various sources such as textbooks, vocabulary books, and expression guides. This control book serves

as a reference for the students, while other tutors also contribute to the selection and organization of the materials based on their observations.

The learning materials in LIBAM are divided into two categories: general and specific. General materials are covered in the General Meeting program, where the focus is not only on English but also on various other topics. Specific materials are provided in small classes, tailored to the interests of the members. For those interested in English, there is a dedicated English class.

According to one member, the materials covered in LIBAM are related to the contents of the control book. In the Big Class program, for example, the member mentioned learning about modals. However, the specific materials for each program are usually announced through pamphlets or other forms of communication before the program takes place. The instructors then provide detailed explanations and expand on the materials provided.

Another informant that LIBAM provides learning materials in the form of PowerPoint presentations. When becoming a member, they were not aware that as a coordinator, they would be responsible for providing materials. However, after becoming a coordinator, they learned that before the start of a new term, there is a planning meeting where a handbook is designed, outlining the materials and activities to be covered during the term.

Several members emphasized that the learning materials are prepared well in advance, with a structured approach similar to a syllabus. Pamphlets or

other notifications are shared beforehand to inform members of the upcoming programs. The materials are conceptually organized, ensuring that the learning process is systematic and not overwhelming. Lastly that LIBAM systematically prepares learning materials for each program based on the needs and interests of its members. The materials are compiled from various sources and are shared in advance through pamphlets or other means of communication. The organization strives to ensure a structured and organized learning experience for its members. LIBAM facilitates various media for student learning. The tutors and instructors in LIBAM provide a range of media resources to support the learning process. This includes basic materials such as whiteboards, markers, and erasers, which are provided by the organization itself.

In addition to these physical resources, LIBAM also emphasizes the use of media related to the specific subject matter. During the Training of Trainers (TOT) sessions, members are encouraged to generate ideas and develop learning media that align with the designated curriculum. This not only involves theoretical instruction but also practical application in creating learning materials. The media created during TOT sessions are subsequently used in various LIBAM programs.

This ensures that both tutors and members have access to the necessary resources and can adequately prepare for the sessions. The use of media, such as PowerPoint presentations, scrabble games, flashcards, and family tree

diagrams, is common during LIBAM programs. It is also worth noting that LIBAM's media facilitation extends beyond the TOT sessions. The organization provides resources such as LCD projectors, sound systems, and microphones for use during classes, General Meetings, and English camps. Additionally, LIBAM encourages members to create their own media resources, such as flashcards, which can be used during teaching sessions.

LIBAM prioritizes the provision of diverse media resources to support the learning process. These resources include both physical materials and digital media, tailored to the specific subject matter and distributed in a timely manner to enhance the effectiveness of the learning experience.

b. LIBAM role in Learning Program Implementation for Students

LIBAM has developed its English class program in several ways like Level-based Grouping which members are divided into different levels, such as basic, intermediate, and advanced, based on their language proficiency. Each group receives tailored materials and lessons appropriate for their level. Members have the opportunity to progress to higher levels by passing level-specific exams.

Creative Classroom Management: LIBAM employs creative methods, such as interactive games, to make the English learning experience more engaging and enjoyable. These methods aim to prevent monotony in the formal learning process.

Pre-Test Assessment: The program begins with a pre-test to assess the members' language skills and identify areas for improvement. This assessment helps determine the appropriate teaching methods and materials for each class, ensuring that the program meets the specific needs of the members.

Additional Classes: LIBAM offers additional classes like speech, debate, and scrabble, allowing members to choose based on their interests. These classes provide opportunities for improving public speaking, debating skills, vocabulary, and pronunciation.

Phoenix Course: LIBAM conducts a Phoenix Course, a three-day program designed to train members in effective teaching techniques and classroom management for English language instruction.

Vocabulary Development: The use of games, such as scrabble, helps members enhance their vocabulary. For example, the scrabble game involves mentioning a vocabulary word, and subsequent participants mention a new word starting with the last letter of the previous word, promoting vocabulary expansion. Overall, LIBAM's English class program focuses on creative and interactive teaching methods, level-based grouping, and the inclusion of additional classes to cater to the diverse needs and interests of its members. The program emphasizes vocabulary development, public speaking, debate skills, and effective classroom management.

c. LIBAM role in Providing Qualified Instructors for students

According to the findings conducted, LIBAM has experienced instructors. The instructors in LIBAM undergo a well-prepared training process, participating in various activities and programs to develop their instructional skills and gain experience. They go through multiple stages, including English Camp, where they have the opportunity to enhance their teaching abilities in both large-scale and small-scale settings. They also serve as presenters in big and small classes, further honing their instructional skills. The Training of Trainers (TOT) is another crucial activity that helps instructors improve their teaching skills by acting as learning companions and receiving feedback from participants.

According to the tutors statements, the instructors in LIBAM have gained considerable experience through the comprehensive training programs offered by the organization. They have undergone three stages of the program, which include extensive preparation and practical training. The tutors emphasize that instructors are carefully selected based on their participation in all the stages of LIBAM, such as MAPABA LI and TOT, ensuring their experience and competence as instructors.

Members observations also support the notion that LIBAM instructors are experienced. They mention that the instructors, who are also members of LIBAM, demonstrate effective teaching methods, creating an enjoyable and focused learning environment. The instructors ability to incorporate different teaching media, such as videos and group activities, is highlighted as evidence

of their experience. Fluent communication, confident body language, and effective classroom management strategies are other indicators of the instructors experience mentioned by the members.

Regarding the language competence of LIBAM instructors, the tutors state that the instructors have met the language competency standards required to become instructors. The instructors have completed three stages of the LIBAM program and undergone training specifically designed for English Camp instructors. The tutors also mention that the instructors are trained in using language effectively to engage learners and maintain their interest. They are expected to have good language skills before being assigned as instructors.

The members opinions further reinforce the notion that LIBAM instructors possess good language competence. The use of English during the program, the fluency in delivery, and the ability to handle classroom situations effectively are highlighted as signs of the instructors language competence. However, it is acknowledged that the level of experience may vary among instructors, as each individual instructor has their own approach and style. In conclusion, based on the interviews conducted, LIBAM instructors are considered to be experienced and have good language competence. The organization provides comprehensive training programs, including English Camp and TOT, to prepare instructors and improve their instructional skills. The instructors' ability to create engaging and effective learning environments, as observed by the members, further supports the notion of their experience.

d. LIBAM role in Evaluation and Assessment for students

According to the Findings that LIBAM does not evaluate the teaching competence of its members through written assignments. The evaluation of teaching competence is conducted through pre-test and post-test written assessments in the Training of Trainers (TOT) program to identify the level of understanding of the teaching material. Additionally, the evaluation of teaching competence also takes place through the Micro Teaching forum in the TOT program, where members are asked to present the learned material and engage in direct teaching practice.

LIBAM plays an important role in evaluation and assessment for its students. The organization provides various mechanisms to assess and evaluate the students progress and competence in teaching English. One of the key evaluation processes is conducted during the English Camp, where members have the opportunity to showcase their teaching skills and receive direct feedback from the instructors and senior members.

LIBAM emphasizes the importance of self-assessment and reflection. Through activities like lesson planning and personal development sessions, members are encouraged to critically evaluate their own teaching practices and identify areas where they can enhance their skills. This process of self-assessment helps members become more aware of their strengths and weaknesses as teachers and enables them to take proactive steps towards improvement. In addition to self-assessment, LIBAM also provides guidance

and mentorship to its members. Senior members and tutors within the organization play a crucial role in supporting and mentoring their fellow members. They offer advice, share their experiences, and provide constructive feedback to help members refine their teaching techniques. This mentorship process creates a supportive environment where members can learn from each other and benefit from the expertise and knowledge of more experienced individuals.

Furthermore, LIBAM facilitates opportunities for personal growth and development through public speaking engagements. Members are encouraged to practice public speaking and improve their communication skills by presenting lessons and moderating discussions in front of their peers and senior members. This not only helps members develop confidence in their teaching abilities but also enhances their overall presentation and communication skills.

Overall, LIBAM role in evaluation and assessment is multi-faceted, encompassing self-assessment, feedback from instructors and senior members, and mentorship opportunities. By providing a structured evaluation process and continuous support, LIBAM aims to enhance its students' teaching competence and ensure their growth as effective English language educators

LIBAM provides support in enhancing the teaching competence of its members through guidance and instruction in micro teaching. It offers

motivation, solutions to teaching deficiencies, and experiences gained from participating in LIBAM programs that aid in personal development and building self-confidence.

LIBAM guides students in increasing their teaching competence through various approaches. Firstly, during the English camp activities, the LIBAM officials provide direct guidance and evaluation to ensure that members are closely supervised and any mistakes or shortcomings are addressed promptly. Members feel supported and motivated by the presence of instructors who monitor their teaching activities and provide feedback for improvement. Additionally, the guidance includes teaching management, classroom interaction, and specific instructions given during the Training of Trainers (TOT) and briefings before the English camp. The focus is on teaching strategies, lesson planning, and public speaking skills. LIBAM also offers personalized guidance to cater to individual needs, especially for introverted members who require more one-on-one support. This personalized mentoring helps members develop their teaching competence and boosts their confidence. Furthermore, LIBAM encourages members to actively seek guidance from senior members and tutors, both within and outside formal LIBAM sessions, through face-to-face interactions and discussions.

This flexibility allows members to receive personalized guidance on specific topics or areas they wish to improve. Overall, LIBAM's guidance and support contribute to enhancing the teaching competence of its members,

enabling them to excel in teaching English and gain confidence in public speaking. The success of LIBAM in fulfilling its role can be seen through the increased competence and positive feedback from members who have been able to apply their skills outside LIBAM in private tutoring and teaching assignments. The demand for instructors from schools further validates LIBAM effectiveness in creating a positive and impactful teaching environment.

e. LIBAM role in support and guidance for students

According to the LIBAM role in support and guidance for students related to the findings that LIBAM tutors provide personal guidance to enhance students' teaching competence outside of the formal learning forum. The tutors acknowledge the need for individualized support, particularly for introverted members who may require one-on-one guidance. Some tutors mentioned that they closely monitor and guide specific members personally, as these members may be more comfortable seeking guidance outside of the formal LIBAM classes with larger participant numbers.

The development of member competence outside of the formal LIBAM learning forum takes the form of personal guidance, as stated by the tutors. Additionally, members have the opportunity to request personalized learning and guidance from tutors if they are committed to serious learning. The tutors are available to offer one-on-one guidance to those who express a genuine interest in private instruction.

According to the tutors statements, personal guidance is dependent on the initiative of the members themselves, who may approach tutors for individualized learning or mentoring. This observation is supported by members who express that the opportunity for personal guidance is open and available, and it is up to the members to take the initiative to seek it. The availability of personal guidance from seniors or tutors depends on the individual members request or need.

These findings indicate that the provision of personal guidance in LIBAM is flexible and depends on the members' own initiatives. Members have the freedom to approach senior members or tutors for face-to-face interactions, mainly focused on specific subjects or areas they wish to develop. It is emphasized that personal guidance is not limited to the formal learning forum but extends beyond it. Members find value in these personal interactions as they provide an opportunity for open discussions, sharing experiences, and strengthening their understanding of teaching methodologies.

The personal guidance in LIBAM is driven by the members' own initiative to seek support, focusing on subject matter understanding and instructional methods. Members approach senior members or tutors to seek guidance on specific teaching techniques, becoming a moderator, or maintaining student engagement. These personal interactions allow for deeper discussions and sharing of experiences outside of the formal learning setting.

Seniors in LIBAM make efforts to understand the individual needs of each member and provide guidance accordingly.

The findings highlight the flexible nature of personal guidance in LIBAM, where the initiation and content of the guidance depend on the members themselves. Personal guidance focuses on enhancing subject matter understanding and improving teaching approaches. Members have the opportunity to seek face-to-face interactions with seniors or tutors to receive guidance, ask questions, and share experiences. These personal interactions outside the formal learning forum provide an open and supportive environment for learning and mentoring, fostering individual growth and development among LIBAM members.

2. **The programs of LIBAM to increase the students English teaching competence**

Second research question explained about programs of LIBAM to increase the students English teaching competence, LIBAM program provides several valuable learning experiences. The program can be explained below:

a. Training of Trainer (TOT) Program

The first program called as TOT program offers benefits despite the potential setbacks, as it enhances public speaking skills and imparts self-discipline through morning routines and nightly memorization sessions. Furthermore, TOT introduces various teaching methods and media, such as video-based learning combined with active participation. The TOT program

focuses on practice, introducing different levels and problem-solving techniques. Micro Teaching sessions, led by various tutors, offer valuable insights and advice. For instance, one tutor suggests minimizing the use of filler words like "uh" and recommends brief pauses instead.

LIBAM program also emphasizes self-confidence, leadership skills, and effective communication. Participants learn to handle challenging situations, engage with students, and improve their vocabulary. The programs supportive environment encourages members to express their opinions without hesitation. Additionally, LIBAM provides opportunities for practical teaching experiences in schools by TOT Program which and helps participants develop structured lesson plans and effective teaching methodologies. The programs holistic approach to learning and teaching proves beneficial for participants, enabling them to become confident communicators and proficient educators.

The findings provided evident that participants in the LIBAM program by TOT Program gain valuable knowledge and skills. Through small classes, they acquire insights into basic concepts that are sometimes overlooked in traditional education. These fundamental principles serve as a strong foundation when entering higher education. Training of Trainers (TOT) program offers participants the opportunity to learn how to create instructional media and develop effective teaching methods. They are exposed to various teaching techniques by TOT Program, such as using videos and implementing

a "*listen and do*" approach, which enhances the learning experience. The LIBAM program also includes sessions on micro-teaching, where participants receive guidance and feedback from different tutors. These sessions provide valuable information, such as tips for reducing the excessive use of certain speech patterns, fostering patience, and enhancing problem-solving abilities.

b. English Camp

The second program may increase students teaching competence was English Camp, English camp implemented in LIBAM play a significant role in enhancing the English teaching competence of its members. These camps provide immersive language learning experiences in an English-speaking environment, aiming to improve participants English language skills through various activities, exercises, and interactions. The camps typically include games, group discussions, role-plays, presentations, and cultural activities, encouraging participants to actively use and practice their English language abilities.

One of the key benefits of English camps in LIBAM is the opportunity they provide for members to enhance their English language proficiency. By engaging in activities that require active communication and interaction in English, participants can improve their speaking, listening, reading, and writing skills. The immersive nature of the camp environment, where English is the primary language of communication, helps participants develop confidence in using English as a teaching language.

English camps in LIBAM also offer a platform for members to apply their teaching techniques and methodologies in a practical setting. Participants can practice their instructional strategies, classroom management techniques, and student engagement methods during the camp activities. They can experiment with different teaching approaches and receive feedback from experienced educators, which further enhances their teaching competence.

English camp provide opportunities for cultural exchange and cross-cultural learning. Participants from diverse backgrounds come together to learn and interact, fostering an environment of understanding and appreciation for different cultures. This exposure to multicultural settings helps members develop intercultural communication skills, which are essential for effective English teaching in diverse classrooms.

Furthermore, English camp in LIBAM promote teamwork and collaboration among participants. Many camp activities require teamwork, problem-solving, and group discussions, fostering cooperation and mutual support. Participants learn to work together towards common goals, develop leadership skills, and enhance their ability to manage group dynamics in a teaching environment.

c. Small Class

The third program identified for increasing students teaching competence that small class. Small classes have gained significant recognition as an effective educational approach, and implementing small class in LIBAM

can have numerous benefits for students, teachers, and the overall learning environment. The concept of small class sizes refers to reducing the number of students per teacher in a classroom in LIBAM, allowing for more individualized attention, personalized instruction, and enhanced learning experiences. This discussion will highlight the advantages of small classes in LIBAM and their potential impact on student engagement, academic achievement, and overall educational outcomes.

One major advantage of implementing small classes in LIBAM is the increased opportunity for student engagement. By reducing class sizes, teachers can dedicate more attention to each individual, enabling personalized instruction that caters to the specific needs and learning styles of students. This personalized approach fosters a supportive learning environment where students feel valued and motivated to actively participate in their education. With smaller groups, tutor can address students' questions and concerns promptly, leading to improved understanding, increased participation, and a greater sense of belonging among students.

In addition to promoting member engagement, small classes in LIBAM can foster stronger student-teacher relationships. With fewer students to manage, teachers can develop deeper connections with each student, gaining a better understanding of their unique strengths, weaknesses, interests, and aspirations. This close rapport facilitates effective communication, trust, and mutual respect, enabling teachers to provide guidance and support more

efficiently. As a result, students feel more comfortable seeking help, sharing their ideas, and actively participating in class discussions, creating a collaborative and inclusive learning environment within LIBAM.

Small classes in LIBAM have the potential to positively impact academic achievement. Research has consistently shown that students in smaller classes tend to achieve higher grades, perform better on standardized tests, and exhibit greater mastery of subject matter. The individualized attention and tailored instruction in small classes allow teachers to identify and address learning gaps promptly, providing timely interventions and additional support as needed. Moreover, the increased interaction and participation in small classes foster a deeper understanding of the curriculum, critical thinking skills, and active engagement in the learning process. This can lead to improved academic outcomes and a more comprehensive education for students at LIBAM.

Implementing small classes in LIBAM can also benefit tutor. With a reduced number of students, teachers can devote more time to planning lessons, designing engaging activities, and providing detailed feedback on assignments. This leads to more effective instruction, improved instructional strategies, and a better overall teaching experience. Additionally, small classes enable teachers at LIBAM to implement student-centered approaches, such as project-based learning or individualized projects, which may be challenging to execute in larger class sizes. This can enhance teachers professional

development and satisfaction, contributing to a positive teaching environment within LIBAM.

According to the result of study, this research comparing to the previous research which also identified role of certain object, the different with other research conducted from Nurul on her study that the role which more specificly like kinds of roles played by the research subjects were as the lecturer, clinical or practical teacher, role model, facilitator, mentor, assessor, curriculum assessor, resource developer, and study guide producer.[122] The similarity which this research more focused on how the organization set the role to increase the students teaching competence.

Another research from Antony also stated that concept of a teacher is widely different from the traditional concept of a teacher which upholds teacher as an agent to transfer knowledge to the students. In the present role of knowledge-driven world, the educational set up demands a teacher to be a mentor, a facilitator, a guide and a friend to the students; and the primary aim of the teacher is to help the child to be what he/ she is capable of being at his / her best.[123] Different with the finding in this research which more focused on general role for the students. The role of organization different with the role of

---

[122] Nurul Arifah, "The Teacher's Roles in Teaching English for Specific Purposes to Nursing Program Students" (DOI: 10.33508/mgs.v0i36.624, 2014)

[123] Antony,"*The Role of The English Teachers: An Overview*" (Department of English, Lingaya s University, Faridabad, 2017)

certain teacher to the students, even in educational system, the common role with present knowledge-guided.

Another research conducted from Rani which found that teacher roles can be discussed with learners as a part of student preparation, along with other characteristics of curriculum. Learners can imagine about what roles they wish for their teacher, how this inclination fits in with other aspects of their learning method, and why the teacher chooses every role.[124] This result study relevant with this result which stated that role of teacher and organization can be discussed with learners as a part of student preparation to motivate the students and support for developing their ability in English or teaching English capability.

According to these research above, this study result showed that LIBAM facilitates learning materials for students based on their specific needs and interests which also supporting by the facilities either the instructor which aslo support and guidance in order to increase the studentsteaching competence.

---

[124] Archana, S., & Rani, K. "Role of A Teacher In English Language Teaching (ELT)" (https://www.semanticscholar.org/, 2017)

CHAPTER V

CLOSING

A. Conclusion

According to the research focus, the conclusion of this research can be explain that:

1. The role of LIBAM to increase the students competence in teaching English were through various means. Firstly, LIBAM facilitates learning materials for students based on their specific needs and interests, provides diverse media resources to support the learning process, focuses on effective implementation of learning programs, ensures the provision of qualified instructors comprehensive training programs through activities such as English Camp and Training of Trainers (TOT) and did evaluation and assessment processes to measure students' progress and teaching competence. And also of course LIBAM provides support and guidance so as to be able to give members a sense of enthusiasm and confidence to teach English.

2. The programs of LIBAM which increase the students English teaching competence were general class such as small class, Training of Trainers (TOT) and English camp as dominant program to gain valuable knowledge and teaching skills, including basic teaching concepts, and instructional

media creation, effective teaching methods supported instructur competence which effect the students English teaching competence.

B. Suggestion

1. For LIBAM, Continuously assess and update the learning materials based on students' needs and interests to ensure relevance and effectiveness, while integrate new media resources and technology tools to enhance the learning process and engage students. Apart from that, it is hoped that LIBAM will actually issue a delegation of qualified instructors who are in accordance with the specifications of their capabilities, including English or Arabic.

2. For Member, Engage in professional development opportunities offered by LIBAM, such as TOT and English Camp, to enhance teaching skills and stay updated with effective instructional strategies.

3. For Next Researcher, Investigate the effectiveness of different media resources and instructional methods employed by LIBAM in enhancing students' learning experience and teaching skills.

BIBLIOGRAPHY

Al-Qur'an Al-Karim

Administrator. *LIBAM'S Data Administration*, n.d.

Arrend, Richards. *Learning to Teach*. IV. Singapore: McGraw Hill Companies, 2014.

Arrend, Richards I. *Learning to Teach*. IV. Singapore: McGraw Hill Companies, 2011.

Antony,"*The Role of The English Teachers: An Overview*" .Department of English, Lingaya s University, Faridabad, 2017.

Archana, S., & Rani, K. "Role of A Teacher In English Language Teaching (ELT)" 2017.

Bozorgian, Hossein. *Listening Skill Requires a Further Look into Second/Foreign Language Learning*. International Scholarly Research Network, 2012.

Brewster, Jean and Elves, Gail. *The Primary English Teaching Guide*. Oxford: Oxford University Press, 2013.

Brown, H. Douglas. *Language Assessment Principle and Classroom Practices*. New York: Pearson Education, 2014.

Brown, H. Douglas. *Principle of Language Teaching and Learning*. Sanfransisco: Practice Hall Regents, 2014.

Bungin, Burhan. *Penelitian Kualitatif*. II. Jakarta: KencanaPrenada Media Group, 2007.

Burns, Robert B. *Introduction to Research Method*. 4 th. London: Huge Publications, 2016.

Burton, K. "A Framework for Determining The Authenticity of Assessment Tasks: Applied to an Example In Law." *Journal of Learning Design*, 2019, 1–9.

Bygate, Martin. *Speaking: Language Teaching*. Oxford: oxford University Press, n.d.

Calhoun. *Models of Teaching*. IX. New Jersey: Pearson Education, 2015.

Celce-Murcia, M. *An Overview of Language Teaching Methods and Approaches*, 2014.

Cohen Bruce J. *Peranan, Sosiologi Suatu Pengantar*. Rineka Cipta, 2019.

David Nunan. *Language Teaching Methodology A Textbook for Teacher*. New Jersey: Prentice Hall International, 2014.

Departemen Pendidikan Nasional. *Kamus Besar Bahasa Indonesia*. IV. Jakarta: PT. Gramedia Pustaka Utama, 2014.

Elliot, John. *Action Research for Educational Change*. Philadelpia: Open University Press, 2018.

Elsjelyn, E. R. *English Made Easy: Kunci Sukses Belajar Bahasa Inggris*. Jakarta: Kesaint Blanc, 2014.

Gay, L. R,. Mills, G. E,.&Airasian, P. W. *Education Research : Competencies for Analysis and Applications*. IX. Upper Saddle River: N.J.: Merril/pearson, 2019.

Hooda, M., & Devi, R. "Problem Solving Ability: Significance for Adolescents." *Journal For Interdiciplinary Studies*, 2014.

Hwang, Wu-Yin. *Evaluating Listening and Speaking Skills in a Mobile Game-Based Learning Environment with Situational Contexts*. Computer assisted language learning, 2015.

Koentjaraningrat. *Pengantar Ilmu Antropologi*. Jakarta: Aksara Baru, 2014.

Lado, R. *Language Teaching a Specific Approach*. New Delhi: Grow Hill Publishing, 2012.

M. Brinton, & M. A. Snow. *Teaching English as a Second or Foreign Language*. Vol. 4 th, n.d.

Mackey, W.F. *Analisis Bahasa*. Surabaya: Usaha Nasional, 2010.

Mei Fita Asri Untari dan Aprilianta Adi Saputra. "Keefektifan Media Komik Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas IV SD." *Universitas PGRI Semarang*, 2016, 32.

Moleong, L. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya, 2015.

Mulyasa. *Pengembangan Dan Implementasi Kurikulum 2013*. Jakarta: Rosda, 2019.

Nurul Arifah, "The Teacher's Roles in Teaching English for Specific Purposes to Nursing Program Students".DOI: 10.33508/mgs.v0i36.624, 2014.

Palmer, Sue. *How to Teach Writing Across the Curiculum*. Second. London: Routledge, 2016.

Papalia, Olds, Feldman. *Human Development*. McGraw-Hill, 2019.

Putra, N. *Metode Penelitian Kualitatif Pendidikan*. Jakarta: PT. Grafindo Persada, 2018.

Richards. *Curriculum Development in Language Teaching*. Cambridge University Press, n.d.

Rogers, Everett. Flaoyd. *Communication of Inovation*. Free Press Macmillan Publishing, 2010.

Setiyadi. *Metode Penelitian Untuk Pengajaran Bahasa Asing; Pendekatan Kuantitatif Dan Kualitatif*. Yogyakarta: GrahaIlmu, 2013.

Soekanto, Soerjono. *Sosiologi Suatu Pengantar*. Jakarta: Rajawali Pers, 2017.

Subagyo, Joko. *Metode Penelitian (Dalamteoripraktek)*. Jakarta: Rineka Cipta, 2006.

Sugiyono. *MetodePenelitianKuantitatif, Dan R&D*. Bandung: Alfabeta, 2018.

Syamsir, Torang. *Organisasi & Manajemen (Perilaku, Struktur, Budaya & Perubahan Organisasi)*. Bandung: Alfabeta, 2014.

Thornbury, Scott. *How to Teach Speaking II*. London: Longman, 2015.

Turk, Christopher. *Effective Speaking Communicating in Speech*. Francis: Spoon Press, 2013.

Wahyu Sukartiningsih. "Penggunaan Media Komik Untuk Meningkatkan Keterampilan Membaca Cerita Di Kelas V Sekolah Dasar." *PGSD Univeritas Negeri Surabaya*, 2013, 2.

Zubair, Muhammad Kamal, *et al*.,*ends*. . "Penulisan Karya Ilmiah Berbasis Teknologi Informasi". Parepare: IAIN Parepare. 2020.

APPENDICES

Appendix 1: Research Instrument

The Title of the Research	:	The Role of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) to Increase the Students Competence in Teaching English
Name of Student	:	Humaerah
Student Reg. Number	:	19.1300.031
Study Program	:	English Education
Faculty	:	Tarbiyah
By Virtue of Consultant Degree	:	The Dean of Tarbiyah Faculty Nomor 3506 Tahun 2022

INTERVIEW GUIDED

Informant Identity

Name   :
Faculty/Study Program   :
Student Reg. Number   :
Year of Study in LIBAM   :

A. Interview to Tutor
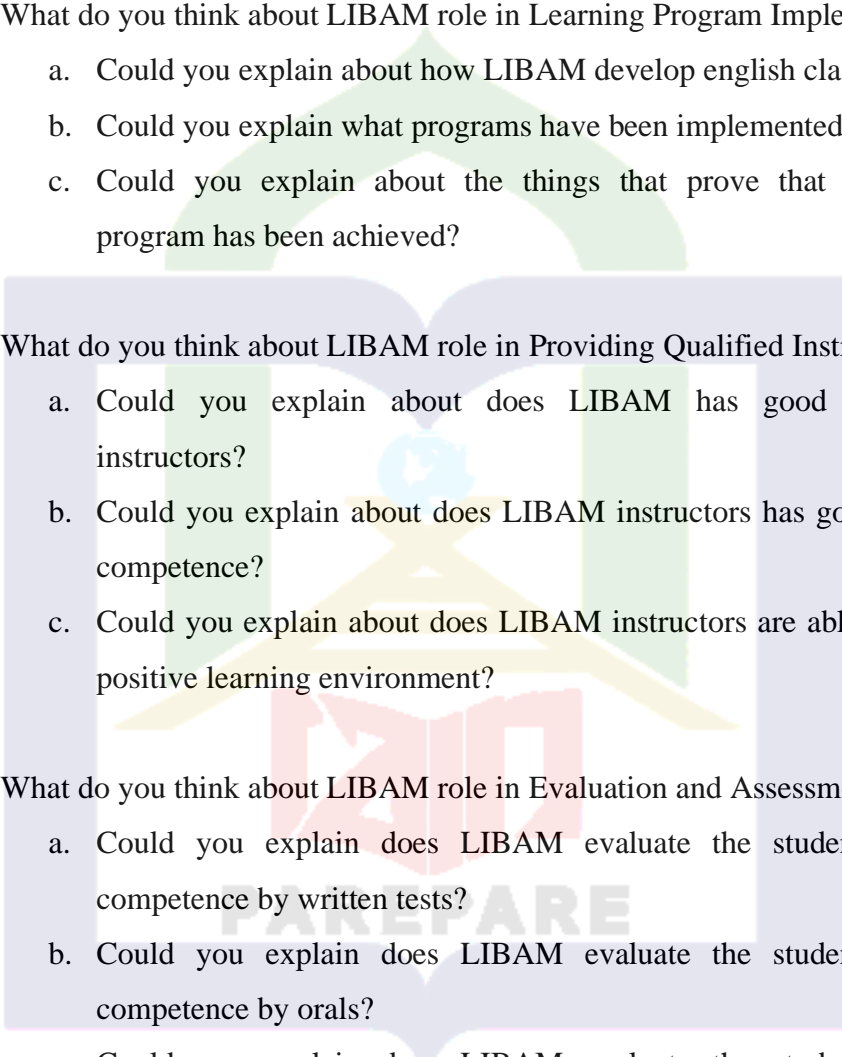
1. What is the LIBAM Programs for increase the students competence in teaching English?

V

2. How is the specific step used in LIBAM Program to increase students competence in teaching English?

3. How many students join in every program in LIBAM?

4. Can you explain about LIBAM role in Facilitating Learning Resources for students?

    a. Could you explain about how LIBAM facilitate textbook for students?

    b. Could you explain about how LIBAM facilitate learning materials for students?

    c. Could you explain about how LIBAM facilitate media for students?

5. Can you explain about LIBAM role in Learning Program Implementation for students?

    a. Could you explain about how LIBAM develop english class program?

    b. Could you explain what programs have been implemented at LIBAM?

    c. Could you explain about the things that prove that the LIBAM program has been achieved?

6. Can you explain about LIBAM role in Providing Qualified Instructors for students?

    a. Could you explain about does LIBAM has good experienced instructors?

    b. Could you explain about does LIBAM instructors has good language competence?

    c. Could you explain about does LIBAM instructors are able to create a positive learning environment?

7. Can you explain about LIBAM role in Evaluation and Assessment for students?

a. Could you explain does LIBAM evaluate the students teaching competence by written tests?

b. Could you explain does LIBAM evaluate the students teaching competence by orals?

c. Could you explain does LIBAM evaluate the students teaching competence by assignments?

8. Can you explain about LIBAM role in Support and Guidance for students?

   a. Could you explain about how LIBAM support students in increasing their teaching competence?

   b. Could you explain about how LIBAM guidance students in increasing their teaching competence?

   c. Does LIBAM tutor guide personally students teaching competence?

9. Do you think, LIBAM has success to be role for increase students competence in teaching English?

10. Does LIBAM program effective in increasing students competence in teaching English? Give some example?
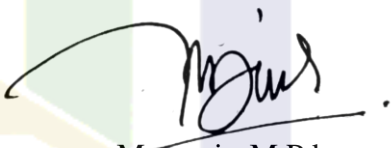
B. Interview for Member

1. Do you often join in LIBAM Program?

2. How many programs have you join since you become member?

3. What do you learn in LIBAM Program?

4. What is the program that help you to increase your English teaching competence?

5. What do you think about LIBAM role in Facilitating Learning Resources?

   a. Could you explain about how LIBAM facilitate textbook for students?

b. Could you explain about how LIBAM facilitate learning materials for students?

c. Could you explain about how LIBAM facilitate media for students?

6. What do you think about LIBAM role in Learning Program Implementation?

a. Could you explain about how LIBAM develop english class program?

b. Could you explain what programs have been implemented at LIBAM?

c. Could you explain about the things that prove that the LIBAM program has been achieved?

7. What do you think about LIBAM role in Providing Qualified Instructors?

a. Could you explain about does LIBAM has good experienced instructors?

b. Could you explain about does LIBAM instructors has good language competence?

c. Could you explain about does LIBAM instructors are able to create a positive learning environment?

8. What do you think about LIBAM role in Evaluation and Assessment?

a. Could you explain does LIBAM evaluate the students teaching competence by written tests?

b. Could you explain does LIBAM evaluate the students teaching competence by orals?

c. Could you explain does LIBAM evaluate the students teaching competence by assignments?

9. What do you think about LIBAM role in Support and Guidance?

a. Could you explain about how LIBAM support students in increasing their teaching competence?

b. Could you explain about how LIBAM guidance students in increasing their teaching competence?

c. Does LIBAM tutor guide personally students teaching competence?

10. Do you think, LIBAM has success to be role for increase students competence in teaching English?

11. Does LIBAM program effective in increasing students competence in teaching English? Give some example?

Parepare, 09th February 2023

Cognizant of,

Consultant ` Co-Consultant

Hj. Nurhamdah, S. Ag.,M.Pd   Munawir, M.Pd.
NIP 197311161998032007   2030098801

Appendix 2: Result of Interviews

FROM TUTOR

Name	**: Mariana**
Faculty/Study Program	**: Tarbiyah/Pendidikan Bahasa Inggris**
Student Reg. Number	**: 18.1300.051**
Year of Study in LIBAM	**: 2018**

1. What is the LIBAM Programs for increase the students competence in teaching English?

   ⇨ Jadi kalau ditanya program apa saja yang ada di LIBAM yang mampu meningkatkan kompetensi member dalam mengajar, sebenarnya ada banyak program di LIBAM cuman kalau untuk khusus dalam hal meningkatkan kompetensi mengajar itu ada dua, yang pertama itu ada program kelas kecil dan *Training of Trainer*, kenapa saida memilih dua program itu karena disana benar-benar kita dilatih untuk *how to learn how to teach well*.

2. How is the specific step used in LIBAM Program to increase students competence in teaching English?

   ⇨ Jika ditanya apa langkah khusus yang digunakan oleh LIBAM untuk membantu kompetensi *member* dalam mengajar itu biasanya LIBAM sebelum atau setelah itu akan mempersiapkan yang namanya RAKER (rapat kerja) pengurus, disana itu rapat kerja pengurus membahas semua tentang program-program yang akan dilaksanakan selama satu periode kepengurusan, disana setelah menentukan beberapa program atau program yang dicanangkan dalam satu periode itu akan dibahas satu persatu sesuai dengan devisi tentang pertama itu adalah yang dipertimbangkan tujuan dari program itu sendiri, yang kedua pasti alasan kenapa harus program itu ada dan siapa saja objeknya dan apa output nya dan bagaimana dampaknya

untuk *member* kedepannya. Jadi disini kalau buatki program itu haruski tahu apa dampak jangka pendeknya maupun jangka panjangnya.

3. How many students join in every program in LIBAM?

⇨ Untuk jumlah *member* yang mengikuti program di LIBAM, kan LIBAM adalah salah satu organisasi internal yang ada di IAIN Parepare yang memiliki *member* yang lumayan banyak, kalau untuk setiap program itu kalau saida rincikan biasanya kalau di *Small Class* itu paling banyak biasanya 10 orang. Kalau untuk kelas besar atau program yang membutuhkan banyak *member* biasanya paling banyak itu yang datang 20 orang.

4. Can you explain about LIBAM role in Facilitating Learning Resources for students?

a. Could you explain about how LIBAM facilitate textbook for students?

⇨ Tentang fasilitas sumber belajar, yang paling pertama itu pasti di LIBAM ada yang namanya buku teks, untuk buku teks ini sebenarnya sudah ada dizaman-zaman setiap kepengurusan LIBAM sebelum-sebelumnya tapi yang sepengetahuan saida member 2018 berarti saida tahun itu diangkatannya 2015 sudah adami buku teks, itumi buku teks yang selalu dipergunakan disetiap kepengurusan sampai tiba masanya saida yang jadi pengurus, jadi buku teks nya selalu di *update* di desain lebih yang sesuai kebutuhan *member* setiap kepengurusan, karena yang saida lihat setiap kepengurusan berbeda-beda kebutuhannya jadi kami selalu mengusahakan untuk update buku itu kemudian kami cetak lalu dibagikan ke *member* sesuai level kemampuan bahasa Inggris nya mereka. Untuk buku teks ini untuk satu program saja khususnya itu di kelas kecil. Buku teks disini bukan buku teks yang diciptakan oleh LIBAM itu sendiri tapi buku teks yang kami ambil dari luar untuk sebagai rujukan kayak buku dasar-dasar bahasa Inggris. Buku teks disini sebagai sumber belajar kalau buku kontrol itu sebagai tambahan untuk

member LIBAM untuk mengasah lebih dalam lagi *skill* setiap *member* nya seperti *speaking* berbicara.

b. Could you explain about how LIBAM facilitate learning materials for students?

⇨ Untuk materi pembelajaran disetiap program itu biasanya kembali lagi sesuai kebutuhan *member*, karena kenapa, biasanya *member* kadang biasanya disiapkan materi tapi ternyata materi itu misalnya terlalu susah bagi *member*, biasa kami bagikan angket atau tanya langsung sama anak-anak tentang kebutuhan materi seperti apa yang kamu butuhkan, disitu tugasnya pengurus untuk tapi tidak semua dari *member of course* dari tentu rujukan juga dari teman-teman hasil pengamatan dari teman-teman pengurus kemudian di list beberapa materi yang bisa disajikan dari setiap program.

c. Could you explain about how LIBAM facilitate media for students?

⇨ Selama saida di LIBAM itu untuk media pembelajaran itu selalu didukung, dari banyak sumber media yang digunakan pertama seperti papan tulis, *marker, eraser* itu semua disediakan dari pengurus itu sendiri. Kalau untuk media pembelajaran yang berhubungan dengan materi yang disampaikan disetiap pembelajaran itu biasanya *member* LIBAM selalu punya ide atau gagasan yang bisa mereka kembangkan di TOT. Di TOT biasanya itu selalu ada media pembelajaran, disitu media pembelajaran tercipta selain memberikan teori pembelajaran, disitu *member* akan diminta untuk menciptakan media pembelajaran yang sesuai dengan materi pembelajaran yang sudah ditentukan pada saat TOT. Jadi otomatis media pembelajaran itu tidak dipakai di TOT saja tapi dipakai juga pas program LIBAM. Contohnya itu pada saat mengajar di TOT materi *part of body* misalnya saida sediakan kayak putar video yang saida ambil sebagai media pembelajaran yang mengajarkan *part of body* juga seperti kayak mereka menyanyi sambil *dance* dan menyentuh bagian-bagian tubuhnya.

XII

5. Can you explain about LIBAM role in Learning Program Implementation for students?

    a. Could you explain about how LIBAM develop english class program?

    ⇨ Kalau mengenai bagaimana sebenarnya pelaksaannya program pembelajaran di LIBAM, disini seperti yang saida jelaskan sebelumnya kalau misalnya *member* LIBAM itu pengurus sudah menentukan program pasti akan menentukan apa tujuan apa manfaat kira-kira siapa objek dan dampaknya nanti, pasti semua itu sudah di *prepare* kan, dan untuk khusus kelas bahasa Inggris ini sendiri *member* akan di saring lagi dalam beberapa level sesuai dengan kemampuannya mereka, misal level *basic, intermediate,* dan *advance*, setelah itu kami bagi kelompok sesuai dengan kelasnya begitupun dengan materi yang mereka pelajari, jadi materi untuk kelas *advance intermediate* itu beda-beda materinya. Jadi setelah pembagian kelompok berdasarkan level, dan materinya berdasarkan level, apakah mereka bisa naik lagi tentunya bisa kalau misalnya mereka sudah melewati ujian setiap level dan mampu menjawab soal-soal lebih tinggi dari kelas-kelas sebelumnya mereka akan naik level. Selama di LIBAM pasti ada kelasnya yang kadang jalan kadang tidak berjalan tidak sesuai dengan ekspektasi kordinator bahasa Inggris itu sendiri waktu diawal, karena biasanya itu permasalahannya ada di tutor karena kadang tutornya kurang percaya diri untuk mengajar padahal mereka sudah mampu kalau menurut pandanganku. Kalau misal ditanyakan bagaimana caranya kembangkan kelas kecilnya itu, misalnya *vocabulary* nya itu biasanya tutor akan cari ide atau gagasan yang lebih dengan bantuan juga dari teman-teman pengurus kemarin itu, kita kasi semacam *games* yang mampu meng *improve vocabulary* nya misalnya contohnya orang pertama yang *mention vocabulary* dan kemudian dilanjutkan di orang berbeda dengan *vocab* yang huruf awalnya itu sesuai dengan huruf akhir dari *vocabulary* yang telah disebutkan orang pertama tadi. Jadi supaya lebih bervariasi juga kelasnya, jadi ada *feedback* antara tutor dengan anggotanya. Selain itu juga

XIII

ada *scrabble* yang menjadi salah satu cara bagaiamana bisaki kembangkan bahasata diluar dari kelas kecil itu sendiri, karena dengan cara itu tanpa nasadari mereka akan tahu kalau member sudah menghafal teks kalau di *speech* dan menambah pengetahuan *vocab* saat *scrabble*.

b. Could you explain what programs have been implemented at LIBAM?

⇨ Kalau pandangan saida selama di LIBAM mengenai semua programnya itu selalu ada peningkatan dan penambahan, mengenai validasi terlaksana atau tidaknya itu pasti ada, tapi kalau misalnya setiap kepengurusan atau periode itu alhamdulillah selalu ada penambahan, bahkan lebih banyakji yang terlaksana daripda tidak terlaksana. Yang tidak terlaksana itu contohnya yang di kepengurusanku sendiri yang *English Moon*, tapi program ini memang tidak ada dari sebelum masa kepengurusanku, jadi rancangan baru yang kami buat pada tahun itu tapi tidak terlaksana.

c. Could you explain about the things that prove that the LIBAM program has been achieved?

⇨ Mengenai bukti bahwa program LIBAM itu telah tercapai, kalau pandangan saida kemarin kalau program ini sudah tercapai disetiap periode itu ketika *member* nya juga merasakan *output* dari program itu, dan untuk saida pribadi sangat merasakan sekali. Sebagai tutor saida rasa sekali *feel* nya di program ini sudah tercapai dan bisa diterima karena tidak mungkin saida bisa jadi tutor kalau saida tidak bisa rasakan program-program yang dilaksanakan yang sudah tercapai di LIBAM karena sebagai tutor itu bukan hanya *good in knowledge* sebenarnya, tapi luas *insight* nya kayak *self confidence* nya juga. Di LIBAM ada beberapa yang seperti itu, mereka sebenarnya sudah mampu tapi mereka tidak percaya diri, dan saida percaya itu kalau sebenarnya dia bisa. Kan di LIBAM itu memiliki 3 jenjang, ada MAPABA LI dan TOT, di tiga jenjang ini member benar-benar di perkenalkan tentang seputar LIBAM kemudian di LI kita belajar *how to share about learn, about languages to apply in our day life* and TOT pengaplikasiannya belajar mengajar, jadi di

XIV

kegiatan tersebut benar-benar meng *up prove* member bahwa setelah keluar dari kegiatan itu mereka akan kayak apa ya, kalau saida lihat LIBAM kayak bersiklus, saida rasakan juga kayak sekarang setelah jadi member diajar sama tutor setelah itu banyak belajar di *Small Class Big Class* lalu diangkat menjadi tutor *Small Class*, setelah melewati TOT kita sudah bisami turun perkampungan bahasa Inggris maupun bahasa Arab. Disitu kita tidak menyangka lagi bakal di angkat lagi untuk jadi trainer jadi punya siklus, jadi menurut saida itu tercapai dan itu bukti yang nyata.

6. Can you explain about LIBAM role in Providing Qualified Instructors for students?

   a. Could you explain about does LIBAM has good experienced instructors?

   ⇨ Kalau misalnya ditanya apakah LIBAM memiliki instruktur yang berpengalaman yang baik, iya. Alasannya kenapa, karena instruktur yang ada di organisasi LIBAM itu sendiri sudah dipersiapkan dengan baik dengan mengikuti kegiatan-kegiatan dan program-program yang mereka ikuti untuk mengembangkan kemampuan mereka dalam hal berinstruktur atau menjadi instruktur yang berpengalaman. Yang pertama itu *of course* turun *English Camp*, kenapa saida katakan ini karena di program ini saida bisa melihat bahwa kegiatan di perkampungan itu kita benar-benar diasah kemampuan ide kreatifitas kita dalam hal belajar mengajar, karena disini kita belajar dalam skala besar di sekolah-sekolah dan maupun diskala kecil di kelas kecilnya mereka nanti di *English Camp* dan menurut saida disitu yang membuat kemampuan instruktur kita menjadi lebih berpengalaman yang baik. Yang kedua, yang saida sebutkan tadi juga misalnya menjadi pemateri-pemateri di kelas besar maupun kelas kecil, itu juga merupakan salah satu bentuk untuk mengembangkan kemampuan kita dalam berinstruktur dengan baik. Yang ketiga, kegiatan di TOT, kegiatan TOT ini merupakan kegiatan jenjang terakhir di LIBAM, disitu instrukturnya lagi-lagi diminta untuk bisa menjadi pendamping belajar *member* untuk belajar mengajar, jadi secara

XV

tidak sadar meraka itu belajar juga sebelum mengajar jadi otomatis kayak belajar mengajar jadi member juga belajar mengajar, jadi ada umpan balik ada *feedback* antara instruktur dengan *participants*.

b. Could you explain about does LIBAM instructors has good language competence?

⇨ Kalau ditanya apakah instruktur camp yang turun itu memiliki kompetensi bahasa yang baik. Kalau dari melihat standar apakah dia layak untuk jadi instruktur turun *of course* kalau pertama itu mereka sudah melewati 3 jenjang di LIBAM valid mi itu, itu yang pertama. Yang kedua ada dibilang TOT instruktur *English Camp* ataupun *Arabic Camp* sebelum mereka turun, kita *training* dulu dari persiapan materinya, *performance* nya dalam mengajar, dan bagaimana sistem pembelajarannya disana, jadi benar-benar tersaring dan dilihat sebagaimana kompotensi mereka bisa turun *English Camp* itu, jadi tidak langsung turun, pasti ada kriteria dan *prepare* sebelumnya.

c. Could you explain about does LIBAM instructors are able to create a positive learning environment?

⇨ Iya mampu, karena saida tidak tahu ya selama berproses di LIBAM itu misalnya saida posisikan dulu saida sebagai peserta waktu hari itu sebelum saida masuk jadi instruktur, karena saida juga alumni SEC 2, itu saida melihat LIBAM itu *vibes* nya kayak bahagia, mungkin dari tindakan-tindakan atau selama berproses di LIBAM itu dan itu keluar melalui aura, dan itu pertama. Sekarang saida berbicara sebagai instruktur, kalau saida ditanya apakah kami sudah memiliki lingkungan belajar yang positif, bukannya saida mau bilang kalau saida sudah bisa menilai diri saida kalau saida sudah melakukan atau menciptakan lingkungan belajar yang positif, tapi selama di LIBAM itu kami selalu dibimbing untuk menciptakan momen belajar yang menyenangkan yang *fun*, karena dari proses belajar yang fun itu akan mengeluarkan lingkungan atau energi positif, itu akan

XVI

mengalir dan itu akan membuat peserta kayak kalau mereka sudah fun senangmi diduninya instruktur, sudah bisami ambil hatinya *automatically* mereka sudah ikutmi rasakan dampak positif dari proses belajar mereka di perkampungan. Di LIBAM itu terkenal sekali dengan namanya *Ice Breaking* yel-yel yang terbekali semangat, biasanya itu disela-sela kelas dalam proses belajar itu, pasti LIBAM itu tidak pernah ketinggalan atau menyisihkan *Ice Breaking* yel-yel, karena itu menurut saida sangat berpengaruh di dalam kelas, apalagi kalau kelas besar dan biasa kelas besarnya itu jumlah siswanya biasa sampai 100, jadi bagaimana caranya kita untuk atur dalam satu ruangan itu, membuat mereka fokus kesatu instruktur, dan biasa itu LIBAM terkenal sekali dengan yel-yelnya, seperti hanya beberapa kata dikasi keluar dan siswa akan mengikuti dan mereka akan berusaha untuk diam, dan dari situ juga siswa biasa bilang ternyata kita kayak terdeteksi dan bukan hanya belajar.

7. Can you explain about LIBAM role in Evaluation and Assessment for students?

   a. Could you explain does LIBAM evaluate the students teaching competence by written tests?

      ⇨ Kalau misalnya mengevaluasi kompetensi mengajar *member* secara tertulis di LIBAM khususnya di program TOT itu ada, itu dalam bentuk *Pre-Test* dan *Post-Test* sebenarnya, dan untuk kegiatan *Pre-Test* nya itu kami angkat mater-materi atau soal-soal dari pembelajaran kelas kecil dan kelas besarnya kemudian kami bagikan, setelah sebulan mengikuti TOT kami melakukan *Post-Test* lagi supaya kita tahu kemampuan materi mereka. Kalau di program lain ada juga misalnya kayak di *Small Class*, bentuknya kayak *Pre-Test* dan *Post-Test* juga untuk mengidentifikasi *member* masuk di *level basic* atau *intermediate* atau *advance*.

   b. Could you explain does LIBAM evaluate the students teaching competence by orals?

⇨ *So far* selama saida di LIBAM kalau misalnya ditanya tentang evaluasi kompetensi mengajar member itu hanya saida dapat di TOT, karena disitu saida berusaha untuk mengevaluasi *member* dengan misalnya hari ini mereka sudah mendapatkan materi tentang *numeral*, dari materi *numeral* meraka akan dilatih untuk membawakan materi tersebut, *of course* dengan bimbingan sebelum itu mereka sudah dibekali pembelajaran dengan *lesson plan* setelah itu mereka akan tampil di depan instrukturnya masing-masing untuk *how to be a good teacher, how to be a good instructor.*

c. Could you explain does LIBAM evaluate the students teaching competence by assignments?

⇨ Untuk diprogram *Small Class* itu ada saida ingat selama ada di LIBAM, kadang diberi tugas, bukannya untuk menambah beban mereka setelah dapat tugas dari kampus, cuman kadang mereka dikasi tugas pada hari itu juga, misalnya dikerjakan pada saat itu juga jadi mereka tidak bawa pulang. Tugasnya itu berkaitan dengan kompetensi mengajar seperti contohnya pembelajaran tentang *self introduction speaking*, jadi *automatically* mereka dikasi dulu teori-teori yang biasa digunakan untuk memperkenalkan diri kemudian mereka tulis setelah itu mereka praktekkan secara lisan di depannya teman-temannya.

8. Can you explain about LIBAM role in Support and Guidance for students?

a. Could you explain about how LIBAM support students in increasing their teaching competence?

⇨ Kalau menurut saida kalau *member* yang benar-benar berproses di LIBAM pasti mampu merasakan dukungan LIBAM terhadap pengembangan kompetensi mengajar dengan melalui program-program yang disediakan LIBAM itu sendiri, karena kalau kita turut andil dalam hal program yang disediakan oleh LIBAM atau pengurus itu sendiri tanpa disadari bahwa saida sudah tumbuh tanpa saida sadari, mungkin teman-teman kalau belum merasakan sekarang dampak program yang diikuti tapi beberapa tahun

kemudian misalnya sudah tamatmiga sebagai instruktur di LIBAM karena benar-benar diajar *public speaking self confidence*, *how to be a good instructor, performances* nya instruktur kayak bagaimana, dan bisaka rasakan sampai sekarang. Kalau di LIBAM itu lengkap sekalimi, kenapa saida bilang lengkap karena di jenjang terakhir itu TOT, disitu kita benar-benar mempersiapkan seorang instruktur yang baik. Disitu selain kita benar-benar memberikan materi-materi yang bisa dibawakan untuk perkampungan, kami juga sebagai instruktur salah satu bentuk kami untuk memberikan mereka dukungan adalah dengan melatih mereka untuk belajar mengajar, disitumi kami bisa melihat kira-kira apa kelebihn dan kekurangan atau hal-hal yang perlu diperbaiki lagi dengan masukan-masukan yang diberikan untuk persiapan mereka turun ke camp, selanjutnya yang biasa kita lakukan itu ada memotivasi, motivasi-motivasi yang kami biasa berikan kepada mereka tentang betapa pentingnya kegiatan tersebut untuk mereka sendiri, karena dampaknya bukan hanya di organisasi tapi kembali lagi ke diri nya sendiri, kalau ikhlas menjadi instruktur insyaallah hal baik akan lebih banyak lagi datang kepada kalian begitu.

b. Could you explain about how LIBAM guidance students in increasing their teaching competence?

⇨ Spesifik membimbingku itu misalnya dalam penghafalan kosakata, di penghafalan kosakata itu biasanya kami itu kasi metode menghafal yang cara lain yang lebih bervariatif karena biasanya itu kalau sebut kosakata baru dikasi dengar tutornya itu terlalu familiarmi, jadi biasa kami kasi ber *pairs* kami kasi berpasangan, terus mereka hafal masing-masing kosakata yang sudah ditentukan, kemudian mereka dalam satu kelompok misalnya baris A itu sebagai penulis dan barisan B sebagai yang *mention*, jadi mereka tidak sadar kalau mereka belajar membaca, belajar mengingat, belajar *pronunciation*.

c. Does LIBAM tutor guide personally students teaching competence?

⇨ Saida sebagai tutor LIBAM kemarin saida punya kelas diluar kelas-kelasnya LIBAM, tapi memang *participants* nya dari *member* LIBAM itu sendiri.

9. Do you think, LIBAM has success to be role for increase students competence in teaching English?

⇨ Kalau saida berpendapat bahwa mengenai apakah memang organisasi LIBAM ini berhasil dan apakah mampu dalam hal meningkatkan kompetensi nya *member* dalam belajar mengajar itu jawaban saida iya, karena dari 5 aspek yang kita diskusikan tadi, aspek itu saling dibutuhkan dan terpenuhi di *member*, karena saida merasakan dampak dari selama berproses di LIBAM karena saida orangnya dulu *typical* yang kurang sekali percaya diri, banyak teman yang bilang kalau saida bisa tapi saida tidak percaya akan itu, karena belum saida buktikan secara nyata. Di LIBAM itu sendiri kita dapatkan bagaimana caranya kita nilai sendiri dirita untuk lihat diri kita untuk belajar lebih dalam lagi tentang segala aspek, bukan aspek bahasa saja tapi *insight-insight* secara umum, itu yang pertama. Yang kedua, yang saida dapat di LIBAM itu bagaimana caranya percaya diri, karena sebelum masuk di LIBAM itu saida kemarin anak organisasi juga pas masa SMA cuman tidak seperti organisasi ini, yang kita benar-benar diwadahi untuk mengeksplor diri kita lebih dalam lagi berdasarkan 5 aspek yang tadi. Jadi kalau ditanya apakah mampu meningkatkan kompetensi mengajar bahasa Inggris iya sangat mampu. Buktinya juga itu saida bias dipanggil untuk menjadi guru-guru *private*, yang awalnya saida berpkir apakah saida bisa, tapi karena di LIBAM membekali ilmu-ilmu tersebut jadi saida sudah beranikan diri untuk ambil guru-guru *private* dan tutor kursusan.

10. Does LIBAM program effective in increasing students competence in teaching English? Give some example?

⇨ Kalau saida sebenarnya semua program LIBAM itu punya kelebihan nya untuk bantu kompetensi mengajar, bicara sebagai bukan anak LIBAM ka dulu, sebenarnya LIBAM itu adalah organisasi yang sistemnya sudah tersistematismi, ada AD-ART nya jadi lengkapmi, tinggal eksekusinya mami, eksekusinya itu berupa pengadaan program-program yang ada di LIBAM, kalau ditanya program mana yang mampu meningkatkan kompetensi mengajarnya *member* itu sebenarnya semua program kalau menurut saida tapi kalau ditanya yang paling itu TOT, tapi bukan berarti di program lain itu tidak bagus, karena tidak mungkin sampai ke TOT kalau tidak mampu melewati semua program yang lain atau sebelumnya. Walaupun kalau TOT saja atau itu yang paling di depan tidak cocok juga karena TOT memang sudah bagus sekalimi posisinya, karena *member* LIBAM akan merasakan sedikit demi sedikit proses pembelajaran secara bertahap di LIBAM tidak langsung *level* yang tinggi, pasti *step by step*, jadi semua program LIBAM itu baik, jadi kalau ditanya program yang mana yang paling mampu tingkatkan kompetensi mengajar nya *member* itu TOT karena satu bulan *full* belajar mengajarnya. Selain itu paling efektif juga *Small Class*, tidak bisa dihilangkan itu karena saida memposisikan diri saida selama di LIBAM, belajar maupun mengajar, walaupun *member* belajar dalam kelas kayak *Big Class* begitu kurang intensif kalau tidak ada kelas kecilnya, jadi tutor mudah memahami kebutuhan dan kemampuan *member* mau diapakan ini anak dan apa nabutuhkan, karena namanya juga LIBAM mau mewadahi *member* apa yang mereka butuhkan untuk meng *improve* kompetensi nya mereka khususnya dalam belajar mengajar.

FROM MEMBER

Name	**: Aco Zulham Faridh**
Faculty/Study Program	**: Tarbiyah/Pendidikan Bahasa Inggris**
Student Reg. Number	**: 2120203888203011**
Year of Study in LIBAM	**: 2021**

1. Do you often join in LIBAM Program?
   ⇨ Untuk programnya LIBAM seringji kak terutama yang *camp*. Yang pertama itu untuk program perpekannya ada *General Meeting* sama *Big Class*, spesifik lagi Arab sama bahasa Inggris juga lumayan seringji, sekarang juga diamanahkan untuk menjadi *english* tutor di *Small Class,* jadi itu juga jadi program pekanan yang kutanggung jawapi.

2. How many programs have you join since you become member?
   ⇨ Kalau yang pernah itu ditaulah kalau programnya LIBAM, tapi kalau yang jarang kuikuti itu kak kajiannya RUMI. Semua program LIBAM sudah diikuti cuman RUMI yang tidak sering tapi pernah.

3. What do you learn in LIBAM Program?
   ⇨ Kalau yang paling berkesan sampai sekarang karena setelah programnya LIBAM itu saida tindak lanjuti sendiri itu, kan kalau secara keseluruhan yang GM, *Small Class, Big Class* itu hanya dikasiki materi tapi *how to teach the material* belumpi dipelajari bagaimana caranya menyampaikan itu materi bagaimana caranya mengajar itu belum, kan kalau di *Small Class Big Class* hanya jadi pesertaka dulu itu jadi cuma dapatka materi, nah setelah mengikuti kan kalau di LI pengenalan *camp* ji dulu pengenalan Campnya LIBAM bagaimana, nah setelah TOT itu langsung ada prakteknya jadi berkesan sekali disitu karena diajarmi dari sebelum opening nya kelas sampai mengakhiri kelas itu diajar itu dan hampir setiap malam itu dipraktekkan di *Small Clas*s nya TOT, dan diakhir program TOT itu dikasiki

kesempatan untuk turun langsung atau disekolah-sekolah dan di pesantren-pesantren sebagai instruktur jadi berkesan sekali itu. Kalau yang paling berkesan itu dan berterima kasih ka sama LIBAM karena kan sebelumnya diajar meka cara mengajar, nah kan juga seringmi yaa lumayanlah ikutka *camp-camp*, nah setelah itu *camp* kan dapat peki kesempatan baru bisa turun jadi ada beberapa temanku yang berinisiatif bagaimana kalau kita inisiatif langsung cari sekolah yang memang kekurangan guru dan siswanya itu kurang dapat pembelajaran bahasa Inggris disana, bagaimana kalau kita langsung saja turun dan cari sekolahnya. Itu berkesan sekali karena bukan hanya mengajarnya tapi dapatki juga respon dari anak-anak, ditau karakternya bagaimana. Kan kalau turun *camp* hanya diajarki cara mengajar tapi ada beberapa programnya LIBAM yang lain kayak GM, *Big Class*, *Small Class*, disitu meki di isi pengetahuanta, kan nda asal ki juga, kan LIBAM juga kalau mauki turun *camp* pasti di TOT ki lagi, TOT 2-3 hari jadi secara keseluruhan *I mean* berkesinambungan ji semua programnya LIBAM dan banyakji *benefit* nya untuk kita, apalagi saida yang *background* nya dari Tarbiyah.

4. What is the program that help you to increase your English teaching competence?

   ⇨ Selain yang saida mention sebelumnya kayak *English Camp* dan lain-lain TOT juga, kan tahun ini diamanahkan jadi tutor di *Small Class English* jadi disitumi juga menunjang di aplikasikan ilmu yang didapat di TOT, diaplikasikanmi di *Small Class* dipercayakan tahun ini, itu perpekanji juga.

5. What do you think about LIBAM role in Facilitating Learning Resources?

   a. Could you explain about how LIBAM facilitate textbook for students?

      ⇨ Untuk pengurus tahun ini menyediakan buku apalagi untuk di *Small Class* ada buku pedoman *vocab* nya dan itu dibagikan juga sama anggota LIBAM lainnya, kemudian ada juga kelas *Expression* dan itu juga ada bukunya kemudian ada di kelas *Pronunciation*, kan tahun ini kelas *Pronunciation*,

XXIII

nah itu juga ada buku yang dikasiki sebagai pedoman dan tidak hanya bahasa inggris, di bahasa arab pun juga ada. Ada buku *Pronunciation* yang kayak ada semacam teks dan itu di *practice* kan, ini kelas pekanan dan digunakan pada saat kelasnya berlangsung dan itu masing-masing peserta ada yang napegang, tutor pun juga ada.

b. Could you explain about how LIBAM facilitate learning materials for students?

⇨ Kalau sependek pengetahuan saida kak itu sudah difasilitasi karena kan bisa kita lihat misal *Big Class* atau *General Meeting* itu pasti pamfletnya di *share* sebelum harinya, misal 2 hari, kan misalnya *Big Class* itu malam jumat, biasanya itu pamfletnya itu dikirim ke *group* di kamis atau rabu, jadikan disitu sudah termuatmi materinya dengan kata lain materinya itu sudah terkonsep dan beberapa kegiatan di LIBAM itu kayak program besarnya kayak LI, MAPABA, ataupun TOT itu pasti sudah terkonsepmi dari jauh-jauh hari materinya dan tersusun, kecuali kalau misal turunki *camp*, itu haruski juga lihat disana sekolahnya, *I mean level* nya disana bagaimana. Kan pertama dicari dulu levelnya sekolah apakah *basic, intermediate* atau *advance*, nah di LIBAM itu sudah adami list materinya, misal untuk *basic* ini diajar, *Intermediate* ini, kalau yang *advance* ini, jadi sistematismi begitu jadi nda kesusahanmi juga.

c. Could you explain about how LIBAM facilitate media for students?

⇨ Kalau secara general kayak *General Meeting* sama *Big Class* itu palingan yang disediakan itu yang paling penting itu yang biasanya dibutuhkan sama pemateri itu LCD, proyektor sama Laptop dan observasiku selama ini selaluji terfasilitasi pemateri kayak papan tulis juga, spidol dan penghapus itu kecuali beda lagi katanya kalau turun *camp*, biasanya itu ada beberapa ada media pembelajaran yang memang tersedia atau kita dari instruktur yang inisiatif untuk memperbarui buat lagi. Kalau *flashcard* ada juga

disediakan dan biasanya jarang digunakan di *Big Class* kalau saida lihat, biasanya itu di *Small Class* ji kan berinteraksi langsung.

6. What do you think about LIBAM role in Learning Program Implementation?

   a. Could you explain about how LIBAM develop english class program?

   ⇨ Kalau yang saida lihat ini untuk tahun ini *I mean* ada pembaharuan begitu dari sebelumnya, misal disediakannya kelas *pronunciation* dan kayak kelas *pronunciation* sebaya ada juga misal ada yang ditunjuk dari angkatan ini untuk jadi *partner* sebaya untuk teman-teman diangkatannya yang bisa lebih memperbaiki *pronunciation* nya dan kalau yang terbaru itu saida lihat pas penyampaian proker itu ada nanti ada evaluasi besar dan itu akan dilakukan dekat-dekat ini, dan itu hasil dari evaluasi yang didapat dari kelas kecilnya *member*. Kalau pengembangannya itu untuk kelas *speech, scrabble* dan *debate* itu masih berlanjut sampai sekarang dan yang paling masif sampai sekarang itu kelas *scrabble* untuk, biar tidak jalan kelasnya kalau lagi tidak ada nabikin anak-anak diluar palingan isi waktunya itu dengan main *scrabble* dan *speech* juga lumayan intensif, apalagi kemarin ada isu ada mau lomba.

   b. Could you explain what programs have been implemented at LIBAM?

   ⇨ Kalau yang kuamati selama 2 tahun di LIBAM, misal tahun lalu itu ada yang namanya muaskarun shagirun tapi SEC itu tidak ada kalau ditahun ini yang saida dengar itu mungkin tidak ada muaskarun shagirun tapi yang direncanakan dekat-dekat ini itu ada yang namanya *Super Language Camp maybe*, semacam SEC tapi lebih luas, setauku seperti itu. Kalau yang saida dengar itu bulan-bulan 10. Dan adapun program lainnya semua terlaksana secara terus-menerus tiap tahunnya.

   c. Could you explain about the things that prove that the LIBAM program has been achieved?

   ⇨ Misal dampaknya untuk di diriku sendiri, misal kan di TOT dan kelas-kelas lainnya itu yang paling bisa saida dapat itu buat media, di kampus itu ada

yang mata kuliahku *english material development*, disitu disuruhki buat media pembelajaran dan adami pengalamanku di LIBAM buat begitu jadi mungkin agak tidak kesusahan meka disana, ada juga *english teaching methodology* dan itu kayak pernahmi kualami di LIBAM yang najelaskan dosenku, apalagi dosenku itu yang pernah bilang kalau mau jadi guru jangan masuk kelas kalau tidak bawa media, jadi kayak berdampak sekali di diriku untuk kampus begitu. Yang paling *simple* itu yang tidak bisa diremkan juga itu, kan di LIBAM itu dilatihki juga *speaking* ta apalagi hampir tiap hari latihan mengajar, itu berdampak sekali didiriku pas presentasika dikelas, dari caranya buka presentasi sampai tutup itu kayak tidak terlalu kesusahan meka.

7. What do you think about LIBAM role in Providing Qualified Instructors?

   a. Could you explain about does LIBAM has good experienced instructors?

      ⇨ Pasti LIBAM itu sebelum menujuk memilih intruktur pasti dipertimbangkan dulu dan sebelum turun *camp* kelapangan pasti ada yang namanya di *training* dulu sebelum turun, kalau dipengalaman ku di *training* mulai dari, kan dari instruktur juga adami bahan mentahnya untuk dibawa ke TOT nya, jadi misal dari materinya di TOT itu sudah dievaluasi mi, dan disitu di TOT ditunjukmi ini yang bawakan materi ini, langsung praktek mengajar disaat itu juga jadi dikoreksi mi disitu karena jangan sampai disana malah ngebleng, jadi di *training* mi memang sebelum turun, dituntaskan mi memang, misal ini pemateri langsung praktek, dan kalau kulihat *impact* nya anak-anak disana, bahkan saida dulu pernahkan *camp* di talawe, itu pas penutupan anak-anak itu teriak untuk dibuka lagi, jadi ada kesan baiknya anak-anak di LIBAM.

   b. Could you explain about does LIBAM instructors has good language competence?

      ⇨ Kalau yang saida lihat itu karena rata-rata itu materinya yang diturunkan *camp* itu pernah mi didapat di *Big Class Small Class* atau d TOT jadi *I*

mean LIBAM juga tidak asal tunjuk, pasti dilihat juga dari background nya ini memang apakah nakuasai mi materi ini, jadi kan tidak asal tunjuk, itupun perluki lagi *training* di dalam sebelum turun, jadi kalau saida lihat nda asal pilihji LIBAM untuk pilih instruktur, dan saida lihat berkompetensi.

c. Could you explain about does LIBAM instructors are able to create a positive learning environment?

⇨ Kalau yang saida dapat di LIBAM itu diajar maki juga bagaimana caranya *manage* kelasnya, kayak tidak hanya sampaikanki materi ke anak-anak pasti kan anak-anak juga merasa *boring* juga dikelas jadi yang pertama itu yang paling ditekankan sama LIBAM yang pertama sebelum mengajar ada media yang bisa buat *interest* anak-anak yang buat i tertarik, kemudian na ajarki misal di dalam pembelajaran harus ada *Ice Breaking* nya ataupun yel-yel nya, jadi anak-anak itu tidak mengantukmi belajar jadi perasaannya itu tidak belajar ji tapi bermain tapi mainnya itu ada nilai edukatifnya di dalam, jadi tidak hanya belajar.

8. What do you think about LIBAM role in Evaluation and Assessment?

a. Could you explain does LIBAM evaluate the students teaching competence by written tests?

⇨ Yang kuamati itu pasti setiap *camp* itu ada *Pre-Test* dan *Post-Test* nya sebelum *camp* jadi dan beberapa juga di materinya pasti ada kayak soal-soal nakasi jadi kayak tercapai itu tes tertulis. Kayaknya setelah diturunkanki *camp* kan akhir TOT itu diturunkanki *camp*, setelah 3 hari itu kembali dan disitu dikumpulkan maki dan ditanya-tanya bagaimana disana, masing-masing perwakilan, kan pas TOT itu dibagi-bagi sama teman-temanku ada yang kesidrap ada yang ke pinrang. Dan pas malamnya dikumpulkanki dan masing-masing perwakilan *camp* naik na paparkan apa saja kendala dan kesan pesan pada saat *camp*, apakah berhasil ji atau tidak.

Kalau sepengamatanku di pre-test dan post-test itu materinya itu berpacu pada materi yang akan diangkat di TOT.

b. Could you explain does LIBAM evaluate the students teaching competence by orals?

⇨ Di *Small Class* ada nanti evaluasi besar-besaran disetiap bidang, kalau di bahasa Inggris itu ada nanti masanya dievaluasi secara keseluruhan, dan *I dont know* tertulis atau lisan.

c. Could you explain does LIBAM evaluate the students teaching competence by assignments?

⇨ Kalau dalam bentuk tugas semacam video jarang saida lihat.

9. What do you think about LIBAM role in Support and Guidance?

a. Could you explain about how LIBAM support students in increasing their teaching competence?

⇨ Kalau menurutku LIBAM sangat support membernya apalagi dalam *English Teaching*, yang saida lihat dikasi kesempatan untuk turun, sebelum turun itu biasanya kebanyakan member itu ragu untuk turun, takut dan kebanyakan yang saida dapat itu mengatakan janganmi saida, dan kebanyakan adaji yang lain kenapa harus saida, kebanyakan member itu begitu dan biasanya LIBAM itu support dengan bilang saida percaya tidak usah ragu, dari pengurus biasanya bilang janganmi ragu, ambil sebagai pengalaman dan akan berdampak positif untuk dirita sendiri.

b. Could you explain about how LIBAM guidance students in increasing their teaching competence?

⇨ Kalau yang saida lihat sebelum turunki *camp* dibimbing memang maki yang paling kufokuskan disini pas disananya di tempat *camp* nya, itu kayak tidak dilepaskan begitu saja jeki dari LIBAM, maksudnya ada perwakilan dari pengurus temaniki disana dan itu misal ada kesalahan ta atau beberapa kekeliruan disana, langsung di evaluasi disana, misalkan disatu malam itu ada satu materi, sebelumki kembali istirahat itu dievaluasiki apa-apa

kekurangan hari ini apa saja yang perlu dipersiapkan untuk besok dan apalagi diperbaiki, jadi tidak dilepas begitu saja, di *fol up* jaki secara maksimal dari LIBAM.

c. Does LIBAM tutor guide personally students teaching competence?

⇨ Biasanya itu inisiatifnya pi member datangi seniornya. Kalau saida lebih ke materinya, *I mean* apalagi yang mau kukembangkan, masa begini-beginiji materinya, jadi secara *face to face* atau personal bimbinganku itu lebih kepada materinya yang biasa dibawakan atau diajar. Kan kalau mengajar bukan semata-mata cara menyampaikannya tapi kan isinya juga perlu diperkuat.

10. Do you think, LIBAM has success to be role for increase students competence in teaching English?

⇨ Bisa di bilang berhasil karena misalnya kalau turunki *camp* biasanya ada yang bilang ulang dari sekolah itu, dan itu menandakan kalau berhasil maki di *camp* sebelumnya karena dipanggil ulang lagi. Itu juga kalau mungkin bisa dilihat secara personalnya *member*, maksudnya berhasil misal dibawa ke akademik atau presentasi atau public speaking tidak kakumi begitu.

11. Does LIBAM program effective in increasing students competence in teaching English? Give some example?

⇨ Kalau yang saida pribadi itu di *Small Class* karena dikasika kesempatan untuk jadi tutor. Kalau yang di *support* secara maksimal itu *english teaching* nya itu palingan di TOT itu sangat berpengaruh, dan kalau misal di GM atau *Big Class* kan itu sebagai *member* juga dilihatmi kakak-kakak yang sebagai pemateri, pasti itu kakak terapkan metode yang nadapat di TOT, walaupun tidak jadi main karakterki diatas tapi ada yang dilihat dari pemateri caranya mengajar.

Appendix 3: Interview Evidence

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini :

Nama   : Aco Zulham faridh

Alamat   : Desa kenje, kec. Campalagian, kab. Pol-Man

Semester   : 4
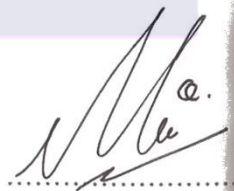
Status   : Mahasiswa

Menerangkan bahwa :

Nama   : Humaerah

Nim   : 19.1300.031

Perguruan Tinggi : IAIN Parepare

Fakultas/   : Tarbiyah/Pendidikan Bahasa Inggris

Benar-benar telah melakukan wawancara dengan yang bersangkutan dalam rangka penyusunan skripsi yang berjudul **"The Role of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) to Increase the Students Competence in Teaching English"**.

Demikian keterangan wawancara ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, 27 Mei 2023

Aco Zulham faridh

XXX

KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini :

Nama	:	Mariana
Alamat	:	BTN Taman Palem Blok H1
Semester	:	Alumni IAIN Parepare
Status	:	

Menerangkan bahwa :

Nama	: Humaerah
Nim	: 19.1300.031
Perguruan Tinggi	: IAIN Parepare
Fakultas/	: Tarbiyah/Pendidikan Bahasa Inggris

Benar-benar telah melakukan wawancara dengan yang bersangkutan dalam rangka penyusunan skripsi yang berjudul **"The Role of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) to Increase the Students Competence in Teaching English"**.

Demikian keterangan wawancara ini saya berikan untuk dipergunakan sebagaimana mestinya.

Parepare, .30..Mei 2023

Mariana, S.Pd.

Appendix 4: Programs of LIBAM

PROGRAM KERJA
LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
PERIODE 2023

DEPARTEMEN	NO	PROGRAM KERJA	SASARAN	MEDIA MUATAN	CAPAIAN	JENIS	TEMPAT	WAKTU	TARGET PERTEMUAN	PENANGGUNGJAWAB	DANA
INTI	1	LANGUAGE INTEREN (LI)	ANGKATAN 22 & 21 YG BELUM IKUT LI	PENGENALAN BUDAYA CAMP	JENJANG & MOTIVASI ANGGOTA BELAJAR BAHASA	TAHUNAN	DILUAR KAMPUS IAIN PAREPARE	1X SELAMA PERIODE KEPENGURUSAN	3 HARI (17-19 MARET 2023)	INTI & PENGURUS	Rp 7.000.000
	2	MILAD LIBAM	SEMUA ANGGOTA LIBAM	PERAYAAN, PENGUMUMAN LOMBA, ILC & PENAMPILAN	SILATURAHMI ANTAR SESAMA ANGGOTA AKTIF & ALUMINI LIBAM	TAHUNAN	KAMPUS IAIN PAREPARE	1X SELAMA PERIODE KEPENGURUSAN	2 HARI (4-5 JUNI 2023)	ANGGOTA LIBAM	Rp 5.000.000
	3	QUARANTINE & TRAINING OF TRAINER (TOT)	ANGKATAN 22 & 21 YG BELUM IKUT TOT	PERSIAPAN MENJADI INSTRUKTUR	JENJANG: MELAHIRKAN INSTRUKTUR BARU & PENGUATAN SOLIDARITAS	TAHUNAN	KAMPUS IAIN PAREPARE	1X SELAMA PERIODE KEPENGURUSAN	1 BULAN (17 JULI-18 AGUSTUS 2023)	INTI & PENGURUS	
	4	MASA PENERIMAAN ANGGOTA BARU (MAPABA)	MAHASISWA ANGKATAN 23 & 22 YG BELUM PUNYA ORMAWA	PENGENALAN KULIT LUAR LIBAM	MELAHIRKAN ANGGOTA LIBAM BARU ANGKATAN 23	TAHUNAN	KAMPUS IAIN PAREPARE	1X SELAMA PERIODE KEPENGURUSAN	1 MINGGU (9-15 OKTOBER 2023)	INTI & PENGURUS	
	5	MUSYAWARAH BESAR (MUBES)	SEMUA ANGGOTA LIBAM	LPJ PENGURUS & PERKEMBANGAN MEMBER	KETUA LIBAM BARU SESUAI KEPUTUSAN MUBES	TAHUNAN	KAMPUS IAIN PAREPARE	1X SELAMA PERIODE KEPENGURUSAN	MENYESUAIKAN (DESEMBER 2023)	ANGGOTA LIBAM	
	6	FESTIVAL BAHASA	ANGGOTA LIBAM, MAHASISWA & SISWA	JUKNIS LOMBA	SOSIALISASI KAMPUS & LIBAM	PRIORITAS	KAMPUS IAIN PAREPARE	1X SELAMA PERIODE KEPENGURUSAN	MENYESUAIKAN (OKTOBER-NOVEMBER 2023)	INTI & PENGURUS	
PENGEMBANGAN BAHASA INGGRIS	7	SMALL CLASS — WORD OF WISDOM	ANGKATAN 22	BUKU KONTROL SILABUS	PENAMBAHAN KOSA KATA	PRIORITAS	SENTRA/GOOGLE MEET/ WA ZOOM	2x PER PEKAN	10 PERTEMUAN	PBI	
	8	SMALL CLASS — BOOK OF EXPRESSION	ANGKATAN 21	BUKU KONTROL SILABUS	PENAMBAHAN EXPRESSION	PRIORITAS	SENTRA/GOOGLE MEET WA ZOOM	2x PER PEKAN	10 PERTEMUAN	PBI	
	9	SMALL CLASS — SPEAKING & PRONOUNCATION	ANGKATAN 21 & 22	NASKAH BUKU KONTROL	SPEAKING & PRONOUNCIATION	PRIORITAS	SENTRA/GOOGLE MEET/ WA ZOOM	2x PER PEKAN	10 PERTEMUAN	PBI	
	10	BIG CLASS	ANGKATAN 21 & 22	PPT PAPAN TULIS	MENAMBAH ILMU BAHASA INGGRIS	PRIORITAS	SENTRA	2X PER BULAN	14 PERTEMUAN	PBI	
	11	FUN WITH MEMBER	ANGKATAN 21 & 22		CHEMISTRY TERBANGUN	NON PRIORITAS	DI LUAR SENTRA	1X SELAMA PERIODE KEPENGURUSAN	2 HARI	PBI & PBA	
PENGEMBANGAN BAHASA ARAB	12	KELAS KECIL — MUFRADAT & TABIR	ANGKATAN 21 & 22	BUKU KONTROL	KALAM	PRIORITAS	SENTRA/GOOGLE MEET/ WA ZOOM	1X PER PEKAN	9 PERTEMUAN	PBA	
	13	KELAS BESAR	ANGKATAN 21 & 22	SILABUS RPP	KAIDAH BAHASA ARAB	PRIORITAS	SENTRA MENYESUAIKAN	2X PER BULAN	9 PERTEMUAN	PBA	
	14	FUN WITH MEMBER	ANGKATAN 21 & 22	SILABUS	CHEMISTRY TERBANGUN	NON PRIORITAS	DI LUAR SENTRA	1X SELAMA PERIODE KEPENGURUSAN	2 HARI	PBI & PBA	
HUMAS & INFOKOM	15	ENGLISH & ARABIC CAMP	SMP, MTS, SMA/MA	SILABUS	KOSA KATA BARU (BASIC) BASIC CONVERSATION (ELEMENTARY) DESCRIPTION (INTERMEDIATE)	PRIORITAS	SEKOLAH/ PESANTREN	MIN. 3 HARI-MAX 1 MINGGU		PBI & PBA	
	16	SEKOLAH BINAAN	SD 47 & LAPAS	SILABUS BUKU KONTROL	KOSA KATA BARU (BASIC) BASIC CONVERSATION (ELEMENTARY) DESCRIPTION (INTERMEDIATE)	PRIORITAS	SD 47 & LAPAS	2X SEMINGGU (SD 47) 1X SEMINGGU (LAPAS)		PBI & PBA	
	17	DESA BINAAN	ANAK-ANAK DESA PESISIR	SILABUS	VOCABS & EXPRESSION BASIC CONVERSATION	PRIORITAS	DESA PESISIR LAPAKAKA	1X SEMINGGU		PBI	
	18	PENGEMBANGAN MEDIA SOSIAL	PENGIKUT MEDIA SOSIAL ANGGOTA LIBAM	CONTENT PLAN	TERWUJUDNYA MEDIA SOSIAL EXPRESSION OF THE WEEK (REEL) QUIZ OF THE WEEK (STORY IG) CONTENT CHALLENGE (TIKTOK) VIDOE PEMBELAJARAN (YOUTUBE)	PRIORITAS	YOUTUBE, TIKTOK, INSTAGRAM	YOUTUBE: 1 VIDEO/BULAN TIKTOK: 1 CONTENT/BULAN REELS: 1 CONTENT/MINGGU STORY: 1 CONTENT/MINGGU		PBA, PBI & MEMBER LIBAM	
	19	PERANCANGAN SILABUS STUDY CLUB			DI PERSIAPKAN UNTUK KEPENGURUSAN SELANJUTNYA	NON PRIORITAS					
SUMBER DAYA ANGGOTA	20	RUANG INTELEKTUAL (GM UMUM DAN GM SERIES)	ANGGOTA LIBAM	LCD DAN SILABUS	MENGEMBANGKAN PENGETAHUAN UMUM	PRIORITAS	SENTRA	1 X SEMINGGU	12 PERTEMUAN	SEKOLAH	
		KELAS PEMINATAN	ANGKATAN 21 & 22	SILABUS & SCRABBLE	MEMFASILITASI MINAT DAN BAKAT MEMBER	PRIORITAS	SENTRA	1 X SEMINGGU			
	21	PENGEMBANGAN KADER	ANGKATAN 21 & 22	LCD, LP PAPAN TULIS	MEMAHAMI PERSIDANGAN DAN ADMINITRASI	PRIORITAS	KAMPUS IAIN PAREPARE	1X SELAMA PERIODE KEPENGURUSAN	MENYESUAIKAN (SEPTEMBER 2023)		
	22	ILC (INTERNAL LIBAM COMPETITION)	ANGKATAN 21 & 22	JUKNIS		NON PRIORITAS	SENTRA	1X SELAMA PERIODE KEPENGURUSAN			
	23	PENGEMBANGAN RUMI	ANGKATAN 21 & 22	BUKU	MENGEMBANGKAN PENGELOLAAN RUMI	PRIORITAS	SENTRA	1 X SEMINGGU		ALL OF MEMBER LIBAM	
	24	KERJA SAMA UPT BAHASA — KELAS TOEFL/IELTS	ANGKATAN 19,20,21,22		MEMPUNYAI NILAI TAMBAH DAN DAYA SAING YANG BERKUALITAS	NON PRIORITAS				ALL OF MEMBER LIBAM	
INVENTARIS	25	PENGADAAN SAPRAS — PENAMPUNGAN AIR / KAMUS (ARAB/INGGRIS)	SEMUA ANGGOTA LIBAM			PRIORITAS	SENTRA	3X PENGADAAN		INVENTARIS	
	26	PENGADAAN MEDIA PEMBELAJARAN				PRIORITAS	SENTRA	DISESUAIKAN DENGAN KEBUTUHAN KELAS		INVENTARIS	
	27	PEMBUATAN PEDOMAN PEMINJAMAN				PRIORITAS	SENTRA	1X PENGADAAN		INVENTARIS	

Appendix 5: Administrator Names of LIBAM

LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Sekretariat: Jl. Amal Bakti No. 08 Soreang Kota Parepare, Hp: 082 396 059 245, *email:libam.iainpp@gmail.com*

Lampiran Nomor: 01/LIBAM/In.39/PR/I/2023

SUSUNAN KEPENGURUSAN
LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE

Pembina Harian	: Hj. Nurhamdah, S.Ag., M.Pd.	
	Dr. Kaharuddin Ramli, S.Ag., M.Pd.	
Dewan Pertimbangan Organisasi	: Rinaldi	(19.1100.016)
	Salmi	(19.2400.091)
	Salfiah Fitma	(19.1100.076)

Badan Pengurus Harian

Ketua	: Ramla	(2020203862201051)
Wakil Ketua	: Nur Atasya	(19.1600.064)
Sekretaris	: Muh. Yusuf Rustam	(19.2800.001)
Wakil Sekretaris	: Desi Safitri	(2020203870232015)
Bendahara	: Sabahan Nurrahmah	(2020203886207011)
Wakil Bendahara	: Sukmawati	(2020203862201002)

DEPARTEMEN-DEPARTEMEN

Departemen Pengembangan Bahasa Arab

Koordinator	:	Wahyuni	(2020203888204008)
Anggota	:	1. Eva Junianti	(2020203886231007)
		2. Hasriandi	(2020203879203004)
		3. Nurul Afizah	(2020203886208027)

Departemen Pengembangan Bahasa Inggris

Koordinator	:	Nur Amalia	(2020203888203057)
Anggota	:	1. Patmawati	(2020203888203012)
		2. Siti Amilah	(2020203888203031)
		3. Surahmi Amiruddin	(2020203888203074)

Departemen Humas & Infokom

Koordinator	:	Putri Hidayani	(19.3100.061)
Anggota	:	1. Sri Bulan	(2020203862202025)
		2. Rahmatullah Hasruddin	(2020203862201016)
		3. Armi	(2020203874236006)
		4. Nurul Safitri	(2020203886208075)
		5. Resky Karty Kahar	(2120203874231008)

Departemen Inventaris

Koordinator	:	Ahmad Zauqi Sunusi	(2020203886208022)
Anggota	:	1. Nuriati	(2020203862201048)
		2. Jusmiati	(2020203886208003)
		3. Jumardi	(2020203884202007)
		4. Nurul Syafikah Hersyam	(2120203893202018)
		5. Sari Azhari Annas	(2120203888203029)

Departemen Sumber Daya Anggota

Koordinator	:	Putri Zaskiawati	(19.2800.030)
Anggota	:	1. Muh. Fahri Muslimin	(19.2800.077)
		2. Nur Padilah Khaerani	(19.3100.007)
		3. Nurul Hikmah	(2020203874234001)
		4. Umi Amaliah Rustam L	(2020203862202016)
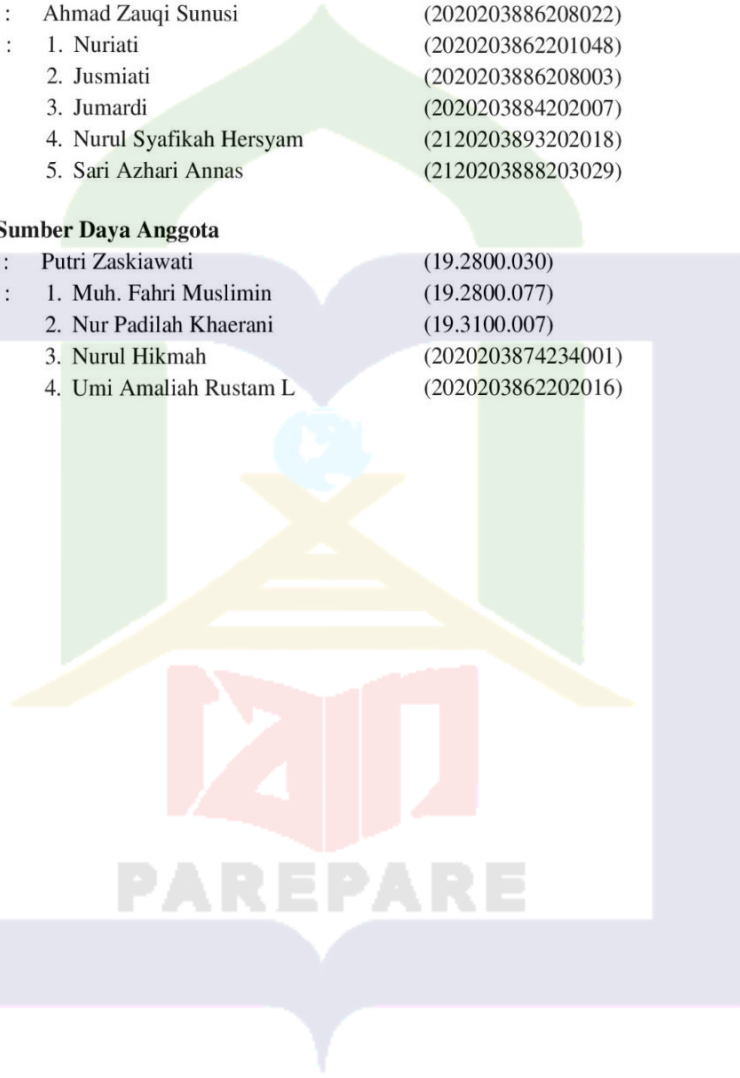
Appendix 6: TOT Program Material

PANITIA PELAKSANA QUARANTINE & TRAINING OF TRAINER
LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM)
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Sekretariat: Jl. Amal Bakti No. 08 Soreang Kota Parepare, Hp: 081 340 511 766, *email: libam.iainpp@gmail.com*

Quarantine & Training of Trainer
Lintasan Imajinasi Bahasa Mahasiswa (LIBAM)
Institut Agama Islam Negeri (IAIN) Parepare
TAHUN 2023

No.	Activities/Material List	Penanggung Jawab	Narasumber
1.	*Pre-Test Writing*	Tim Instruktur	
2.	*Pre-Test Speaking*	Tim Instruktur	
3.	*Giving Irregular Verb, Expression and Vocabulary*	Tim Instruktur	
4.	*More About Camp*	Sist. Typo	
5.	*Lesson Plan*	Sist. Measure	
6.	*Making Lesson Plan*	Tim Instruktur	
7.	Adab Menuntut Ilmu	Sist. Audio	Dirja Wiharja, M.Pd.
8.	*Memorizing*	Tim Instruktur	
9.	*What Time is It ??*	Sist. Shock	
10.	*Micro Teaching*	Tim Instruktur	
11.	*Watch Me!*	Tim Instruktur	
12.	*Show Me the Way!*	Sist. Shock	
13.	*My Routine Check*	Sist. Idi	
14.	*Build Up*	Tim Instruktur	
15.	*Turn Back Time*	Bro. KUA	
16.	*Its My Dream*	Sist. Typo	
17.	*Present Continuous and Gerunds*	Bro. KUA	
18.	*7 Keys*	Sist. Idi	
19.	*Finding Word*	Tim Instruktur	
20.	*Welcoming Speech*	Tim Instruktur	
21.	*Reading*	Bro. Sharp	
22.	*Tips and Tricks* **TOEFL**	Tim Instruktur	
23.	**TOEFL** *Prediction*	Tim Instruktur	
24.	*Speaking Practice*	Tim Instruktur	
25.	*Reflection*	Tim Instruktur	
26.	*Problem Solving*	Ukhtii Favorable	
27.	*Critical Thingking*	Tim Instruktur	
28.	*Self Awareness*	Ukhtii Realize	Yunita Wahyuni, S.Pd., M.Psi.
29.	*Methodology of Teaching*	Bro. KUA	Hj. Nurhamdah, S.Pd.I., M.Pd.
30.	Praktik *Lobbying*	Tim Instruktur	
31.	*Irregular 1*	Tim Instruktur	
32.	*Irregular 2*	Tim Instruktur	
33.	*Post Test*	Tim Instruktur	
34.	*Irregular 3*	Tim Instruktur	
35.	*Evaluasi Expression and Vocabulary*	Tim Instruktur	
36.	Teknik *Lobbying*	Sist. Piaggio	Riecardy

37.	*Making Schedule and Lesson Plan*	Tim Instruktur	
38.	*Management Camp*	Bro. Blaster	Kiki Rezky, S.Pd.
39.	Pembuatan Media *Camp*	Tim Instruktur	
40.	*Macro Teaching*	Tim Instruktur	

Appendix 7: English Camp Program Materials

Klasifikasi Materi English Camp

a. **Easy**

1. Alphabet
2. Numerals
   - Cardinal Numbers
   - Ordinal Numbers
3. Days, Months, Years
4. Part of Body
5. Family Tree
6. Weather and Season
7. Shapes and Colors
8. Greetings & Introduction
   - How to greet people
   - Formal and Informal Greeting
   - Introducing Ourself
   - Introducing Others

b. **High**

1. Telling Time
   - American Style
   - British Style
2. Part of Speech
   - Fungsi Kelas Kata
   - Pronoun, Adjective, Noun, Conjunction, Adverb, Verb, Interjection, dan Preposition
3. Tenses
   - Fungsi Basic Tense (Past, Present, Future)
4. Degrees of Comparison
   - Fungsi Comparison

- Positif Comparison
- Comparative Comparison
- Superlative Comparison

5. Words

  - Syllable
  - Synonym
  - Antonym

6. Affixes

  - Prefix
  - Suffixes
  - Fungsi dari Prefix dan Suffix
  - Word transformation by affixes

7. To Be & Modal

  - Be, Been, Being
  - Was dan Were
  - Probability Modal
  - Fix Modal
  - Ability Modal

Appendix 8: Small Class Program Materials

Vocabulary for Small Class

A. GENERAL VOCABULARY

1. Kosakata wajib
   - *Question words*
   - *Pronouns* (kata ganti benda)
   - *Verbs* (kata kerja)
   - *Modals* (kata kerja bantu)
2. *Adverb*
3. *Noun*
4. *Conjuction*
5. *Vocabulary* (A-Z)
6. *Difficult Vocabulary*

B. SPECIFIC VOCABULARY

1. *Weather Related Words*
2. *Day & Month Related Words*
3. *Colour Related Words*
4. *Shape Related Words*
5. *Public Places Related Words*
6. *Health Related Words*
7. *Law Related Words*
8. *Synonym & Antonym*
9. *Rare Related Words*
10. *Term of School Related Words*
11. *Food Related Words*

Appendix 9: Advisor Letter (SK)

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3506 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
Kesatu	:	Menunjuk saudara; 1. Hj. Nurhamdah, S.Ag., M.Pd.
		2. Munawir, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Humaerah
NIM	:	19.1300.031
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Role of LIBAM to Increase The Students Competence In Teaching English

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 12 September 2022

Dekan,

Zulfah

Appendix 10: Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

Appendix 11: Recommendation Letter from IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2058/In.39/FTAR.01/PP.00.9/05/2023	23 Mei 2023
Lampiran : 1 Bundel Proposal Penelitian	
H a l : Permohonan Rekomendasi Izin Penelitian	

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di.-

     Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	Humaerah
Tempat/Tgl. Lahir	:	Parepare, 13 Januari 2001
NIM	:	19.1300.031
Fakultas / Program Studi	:	Tarbiyah/ Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	Jl. Gelora Mandiri Wekke'e, Kel. Lompoe, Kec. Bacukiki, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"The Role Of Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) To Increase The Students Competence In Teaching English"**. Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan

Dr. Zulfah, M.Pd.
NIP.19830420 200801 2 010

Tembusan:

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

XLII

Appendix 12: Research Letter from LIBAM

SURAT KETERANGAN PENELITIAN
Nomor : 58/LIBAM/In.39/PR/V/2023

Yang bertanda tangan dibawah ini adalah Ketua Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare menerangkan bahwa:

Nama   : Humaerah
NIM   : 19.1300.031
Program Studi   : Pendidikan Bahasa Inggris
Jenis Kelamin   : Perempuan
Tempat/TanggalLahir   : Parepare/13 Januari 2001
Pekerjaan   : Mahasiswa
Alamat   : Jl. Gelora Mandiri Wekke'e Kota Parepare

Benar-benar telah melakukan penelitian dengan judul **"THE ROLE OF LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) TO INCREASE THE STUDENTS COMPETENCE IN TEACHING ENGLISH"** pada tanggal 29 Mei-29 Juni 2023 di Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) Institut Agama Islam Negeri (IAIN) Parepare.

Demikian surat ini kami buat untuk diberikan kepada yang bersangkutan agar digunakan sebagaimana mestinya.

Parepare, 28 Mei 2023

Mengetahui,-
Ketua LIBAM IAIN Parepare,-

RAMLA
NRA. 20.21.29

XLIII

Appendix 13: Documentation

XLVIII

Appendix 14:

CURRICULUM VITAE

The Researcher, whose full name is HUMAERAH, was born on January 13th, 2001, the first of four children from Ahmadi and Hj. Sufriani. The Researcher now resides in Perumnas Wekke'e, Kota Parepare. The Researcher started her education at SDN 37 Parepare in 2008 and continued her Junior High School education at SMP 2 Negeri Parepare, and finished in 2016 then continued her Senior High School education at SMA 2 Negeri Parepare and completed it in 2019.

Furthermore, the researcher continued her education at the IAIN Parepare college in 2019 until now, majoring in Tarbiyah, an English Education study program.

The Researcher completed this thesis with the provisions and high motivation to continue learning and trying. Hopefully, this thesis can positively contribute to the world and education.

Finally, The Researcher express his deepest gratitude for completing this task. And thank you very much for all elements involved in the work of this task.

The Researcher proposes the title of the thesis as a final project, namely **"THE ROLE OF LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) TO INCREASE THE STUDENTS COMPETENCE IN TEACHING ENGLISH"**.