

**DAILY SPEAKING ENGLISH CONVERSATION PROGRAM AT
AL-MAWADDAH MODERN ISLAMIC GIRL BOARDING SCHOOL
PONOROGO**

THESIS



By

IMA AGISTA

NIM. 210916040



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

JUNE 2022

ABSTRACT

AGISTA, IMA.2021. *Daily Speaking English Conversation Program at Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor: Dr. Dhinuk Puspita Kirana, M.Pd.

Keywords: *Speaking Program, Daily Conversation Program, and Modern Boarding School*

Daily Speaking Conversation Program to develop students speaking fluency improvement through daily communication. It aims to overcome several problems that students found in learning foreign language skill, especially in speaking. CLI (Central Language Improvement) has rules and system that the students have the obligation to use English in their daily conversation. The rules in this English week program is the students must use English in term. They must speak English in every activity both of boarding and class. However, there is has been little research on each program in implementing daily speaking English program. Thus, the researcher conducted this research.

The researcher aims are to describe the implementation of daily speaking English conversation program at Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo, the problems faced by students and teachers during this program, and strategies to overcome students' and teachers' problems.

This research was conducted in Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo. It applied qualitative research with application of case study, where the researcher's in this research is a participant observer. The researcher collected the data by using interview, observation, documentation. After completing the data collection, the researcher processed the data in written form by using three steps: data reduction, data display, and conclusion drawing/verification.

The results of the research shown that there are two kinds of language program consisted of main program and supplementary program. From the findings in the research, the main program is the programs which suitable with the skill of speaking, they produce speaking directly in the programs. Those programs are vocabulary or giving vocabulary program, conversation program, daily conversation program, correction language program, speech program, and drama program. While, in the supplementary are the programs which not directly produce the speaking skill. The problems faced by students during this program are lack of motivation, lack of vocabularies, and lack of confidence. While the teachers' problem is they could not control the students for 24 hours, especially while they are stay in their own room and around the dormitory because they had a lot of activities at the boarding school. The strategies to overcome students' problems are giving motivation through giving questions and answer session, giving new 14 vocabularies every week, and, speech delivery and daily conversation. For teachers, to overcomes the problems of students, they could arrange the schedule to control the students.



**MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

APPROVAL SHEET

This is to certify that the sarjana's thesis of

Name : Ima Agista
Student Number : 210916040
Faculty : Tarbiyah and Teachers Training
Departement : English Education
Title : "Daily Speaking Conversation Program" at Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

Dr. Dhinuk Puspita Kirana, M.Pd

NIP. 198303272011012007

Ponorogo, May 27, 2022

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Faculty
State Institute of Islamic Studies Ponorogo



Dr. Dhinuk Puspita Kirana, M.Pd

NIP. 198303272011012007



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that *Sarjana*'s thesis of:

Name : Ima Agista
Students Number : 210916040
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : Daily Speaking English Conversation Program at Al-Mawaddah Modern
Islamic Girl Boarding School Ponorogo

has been approved by the board of examiners on:

Day : Wednesday
Date : 15th June 2022

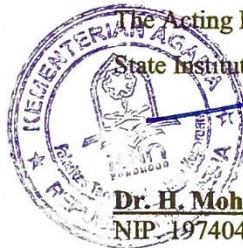
and has been accepted as the requirement for the degree the *sarjana* in English Education on:

Day : Monday
Date : 20th June 2022

Ponorogo, 20 Juni 2022

Certified by

The Acting Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo



Dr. H. Moh. Miftachul Choiri, M.A
NIP. 197404181999031002

Board of Examiners

- | | | | |
|----------------|------------------------------------|---|--|
| 1. Chairman | : Dra. Aries Fitriani, M. Pd | (| |
| 2. Examiner I | : Winantu K.S.A, S.S., M.Hum | (| |
| 3. Examiner II | : Dr. Dhinuk Puspita Kirana, M. Pd | (| |

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini:

Nama : Ima Agista
NIM : 210916040
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi/Tesis : Daily Speaking English Conversation Program at Al-Mawaddah
Modern Islamic Girl Boarding School Ponorogo

Menyatakan bahwa naskah skripsi/tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang diakses di ethesis.iainponorogo.ac.id. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya dapat gunakan sebagaimana mestinya.

Ponorogo, 24 Juni 2022



Ima Agista

210916040

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Ima Agista
NIM : 210916040
Jurusan : Tadris Bahasa Inggris
Judul : **DAILY SPEAKING ENGLISH CONVERSATION PROGRAM AT
AL-MAWADDAH MODERN ISLAMIC GIRL BOARDING
SCHOOL PONOROGO**

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pemikiran orang lain yang saya akui sebagai tulisan pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi perbuatan tersebut.

Ponorogo, 24 Juni 2022



Ima Agista

210917042

TABLE OF CONTENTS

COVER PAGE	i
COVER TITLE	ii
APPROVAL SHEET	iii
RATIFICATION	iv
MOTTO	v
DEDICATION	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	x
LIST OF APPENDICES	xiii
CHAPTER 1: INTRODUCTION	1
A. Background of the Study	1
B. Research Focus	4
C. Statements of the Problem	4
D. Objectives of the Study	4
E. Significances of the Study	5
F. Organization of Thesis	6
CHAPTER II: REVIEW OF RELATED LITERATURE	7
A. Review of Related Literature	7
1. Speaking	7
a. Definition of Speaking	9
b. Teaching Speaking	12
c. Learning speaking	12
d. Activities in Learning Speaking	18

e. Concept of Speaking.....	21
f. Elements of Speaking.....	22
g. Micro Skills of Speaking.....	26
h. Evaluation in Speaking.....	28
2. Boarding School.....	30
B. Previous Research Findings.....	32
CHAPTER III: RESEARCH METHODS.....	34
A. Research Approach.....	34
B. Research Design.....	35
C. Research Role.....	36
D. Research Location.....	36
E. Source of Data.....	37
F. Technique of Data Collection.....	39
G. Technique of Data Analysis.....	41
H. Checking of Validity.....	43
I. Research Procedure.....	44
CHAPTER IV: RESEARCH FINDING.....	46
A. General Data.....	46
B. Primary Data.....	55
1. The implementation of daily speaking English conversation program at Al-Mawaddah Modern Islamic Girl Boarding School.....	55
2. The problem faced by students and teachers during this program.....	61
3. The strategies to overcome students' and teachers' problem.....	62
CHAPTER V: RESEARCH DISCUSSION.....	65
A. The implementation of daily speaking English conversation program at Al-Mawaddah Modern Islamic Girl Boarding School.....	65

B. The problem faced by students and teachers during this program	70
C. The strategies to overcome students' and teachers' problem.....	71
CHAPTER VI: CLOSING.....	73
A. Conclusions	73
B. Recommendations	75

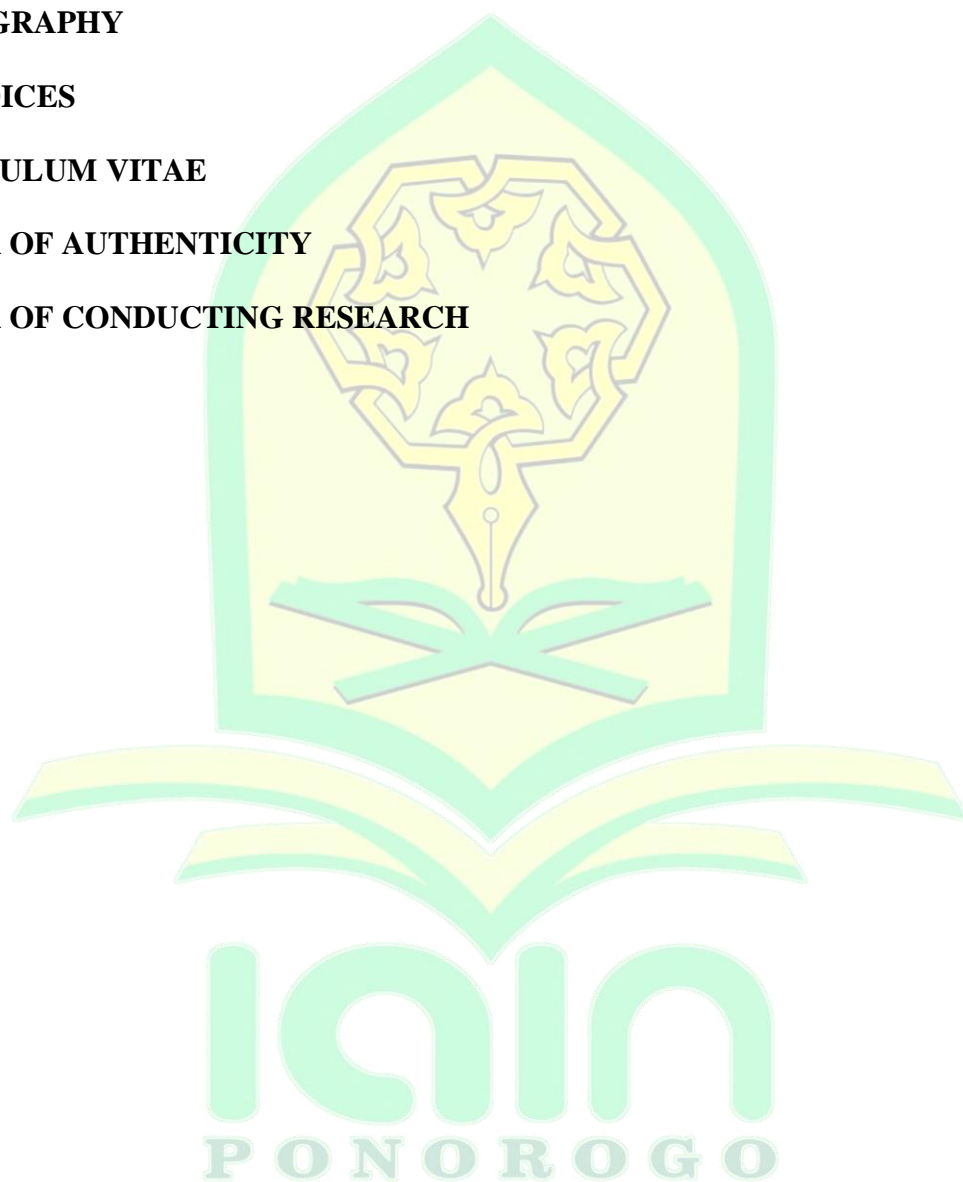
BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LETTER OF AUTHENTICITY

LETTER OF CONDUCTING RESEARCH



CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research focus, statements of the problem, objectives of the study, significances of the study and organization of the thesis.

A. Background of the Study

Speaking is one of four important skills in English learning. Speaking is the most demanding skills in the daily life. Every person needs to communicate with other through speaking. Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have good speaking skill. Speaking is one of the ways to express ideas, feelings, experiences, and knowledge to other people.¹

In modern era, speaking should become the attention of all people because English speaking become an international tool of communication. As the consequence, in Indonesia, English is taught as foreign language. Students learns all English skills including speaking in class. Actually speaking or communication is not only done in the class but also outside the class. In contrast, English learners practice their speaking outside class rarely, because practice speaking outside classroom needs a lot of time while the time in the class is very limit.² According to Hedge and Tricia actually speaking or communication outside classroom can improve their academic achievement, learning more engaging, and relevant to the students, reduce behavior problem, improve motivation and develop is the ability to deal with uncertainty.³ Indeed, outdoor learning activity is applicable for formulating speaking practice,

¹ QorinaSulistiowati, "A Descriptive Study of Speaking Activities in English Conversation Club at SMAN 1 Sragen in Academic Year 2016/2017", Journal, (2017), 1.

² Armasita , "Improving Students Speaking Skills in English Lesson with Action Learning Strategy at Eight Grade of MTs PAB 1 Helvetia "(2012), 7.

³ Ibid., 7.

such in daily conversation. It can be developed in educational institution that facilitates students in speaking practice, which is useful to train them to get familiar with English as daily conversation.

Based on the previous research study was conducted by Miftahurrohmah, she underlined that daily language program and weekly language program at Islamic boarding school Jawahirul Hikmah Besuki Tulung Agung were applied as English speaking outdoor learning activity. Daily language is program which the students learn more and practice speaking in daily activity. Second is weekly language program which students can practice speaking in certain day. There are four activities for supporting this weekly language program, such as oral test, speech, game, and singing. Both of these program focuses on teaching and learning speaking. This program has three purposes. They are to train the students in speaking by correct grammar and pronunciation, the second is to build students self confidence and the last purpose is to create good environment that make the students feel enjoy practicing speaking.⁴

Based on the previous research above, the researcher can be concluded that Islamic boarding school can adopt outdoor learning activity for speaking. It can be applied in students' dormitory since mostly the students have lived in this place for several years. Islamic boarding school is educational institutions, where the students usually stay in the lodge (dormitory). In there, they learn Islamic teaching materials and general scientific knowledge. Meanwhile, it has purposes to master the Islamic knowledge and practice along with general knowledge such as mastery of foreign language and other skills.

Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo, as one of the Islamic boarding school not only focused in Islamic subject, but also in developing English as international language. It has CLI (Central Language Improvement), an organization that manages all language activities in the boarding school. It has a program named "Daily

⁴ Miftahurrohmah "A Descriptive Study on Language Program of Speaking Conducted at Islamic Boarding School Jawahirul Hikmah Besuki Tulung Agung 2011/2012", Journal, (2012).

Conversation Program” to develop students speaking fluency improvement through daily communication. It aims to overcome several problems that students found in learning foreign language skill, especially in speaking. CLI (Central Language Improvement) has rules and system that the students have the obligation to use English in their daily conversation. The rules are if the students do not used English language in daily speaking or they came late joining the program, they will get some punishment. The punishments are memorizing vocabularies, making an essay, and screaming while go around the boarding school. The system is considered in order to make the students accustomed in practicing foreign language in their foreign language quality, especially in speaking skill.⁵

From an interview with Ms.Najah at Al-Mawaddah Modern Islamic Girl Boarding School, before joining in the boarding school the students have many problems in speaking such as low confident in speaking, limited vocabularies and less in practicing English. However, after studying in Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo, they got learning daily conversations program and they improved their confidence in speaking English, which showed in their daily communication. This progress shows that the language development program in Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo seems to be successful.⁶ The example is proven with several alumni which have been successful to study aboard in China, India, and USA with English skills they have. It was proven by one of the Al-Mawaddah Modern Islamic Girl Boarding School graduation books with tittle the *Antalogi Hikam*. This book explains about the success of Al-Mawaddah Modern Islamic Girl Boarding School graduation.⁷

According to the explanation above, daily conversation had been widely used in some Islamic Boarding Schools especially in Al-Mawaddah Modern Islamic Girl Boarding School to improve the students speaking ability. What makes this program different from the other

⁵ Observation at Al-Mawaddah Modern Islamic Girl Boarding School on, January 2020.

⁶ Interview at Al-Mawaddah Modern Islamic Girl Boarding School on, 23 January 2020.

⁷ Sadiyah Lanre Said, *Antalogi Hikam*, (Ponorogo: 2019), 10.

boarding school is the interesting way of learning and it has many activities such as training of speech, language ambassador selection, adding new vocabulary everyday, and competition among dormitory every month. However, it is still necessary to conduct a deeper research related to how this program be applied, how the responses of the students and what obstacles that faced in implementing it. Therefore, this research was done in order to reveal the implementation of **Daily Speaking English Conversation Program at Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo.**

B. Research Focus

Based on the research background above, the researcher focused on describing the implementation of daily speaking English conversation program at Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo, the problems and the strategies to overcome students' and teachers' problems.

C. Statements of the Problem

Based on the research background above, the researcher formulates some research questions as follows:

1. How is the implementation of the daily speaking English conversation program at Al-Mawaddah Modern Islamic Girl Boarding School?
2. What are the problems faced by students and teachers during this program?
3. What are the strategies to overcome students' and teachers' problems?

D. Objectives of the Study

Based on the statements of the problem, the objectives of this study are as follows:

1. To explain the process of the daily English speaking conversation program at Al-Mawaddah Modern Islamic Girl Boarding School

2. To identify the problems faced by the students and teachers during this program
3. To classified the strategies to overcome students' and teachers' problems during this program.

E. Significances of the Study

The results of this research are expected to be helpful for giving contribution both theoretically and practically.

1. Theoretically

The results of this study are expected to provide theoretical information about the implementation of Daily Speaking English Conversation Program at Al- Mawaddah Modern Islamic Girl Boarding School Ponorogo.

2. Practically

a. For the Boarding School

By findings this research the boarding school should conduct regular evaluation in order to know the development of the program and they should establish consultation section in order to serve the students who having problem in following the program.

b. For the Future Researcher

This research is able to give contribute to other researchers for doing similar or different research design to help students overcome the problems in English development program especially in speaking program.

F. Organization of Thesis

This part helps the readers in understanding the whole of the researcher. This is divided in to 6 chapters and explained in the following description:

First chapter is introduction which consists of background of the study, research focus, statements of the problem, objectives of the study, significances of the study and the organization of thesis.

Second chapter is theoretical background and previous research finding. In the theoretical background presents some materials related with speaking, teaching and learning speaking, daily conversation, and Islamic boarding school. Previous research finding, researcher concludes the results of previous study that have similar cases with this research.

Third chapter is research method. In this chapter, researcher explains the approach and design of research which is used, researcher role, research location, data source, technique of data collection, technique of data analysis, data validity and research procedure.

Fourth chapter is data description. This chapter describes the process of the daily speaking conversation program, explain the problems faced by the students while they are joining the program and explain the advantages and disadvantages of the program.

Fifth chapter is data analysis. It presents the analysis of process of the daily speaking conversation program, explains the problems faced by the students while they are joining the program and explain the advantages and disadvantages of the program.

Sixth chapter is closing which presents the result and the conclusion of the research and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE AND PREVIOUS RESEARCH FINDINGS

To make this thesis clear and easier to be understood by the reader, the researcher explains some theories and previous research findings that related to the research problem. The theory that being explained is: the definition of the speaking, learning speaking, speaking activities, and evaluation in speaking.

A. Review of Related Literature

1. Speaking

a. Definition of Speaking

Speaking is to say words orally to communicate as by talking, to make a request and to make speech. Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Indeed, speaking is defined as an interactive process of making meaning that includes producing, receiving and processing information.⁸ Meanwhile, Lwin states that speaking ability is the main aspect and mainly appears from verbal intelligence and linguistic intelligence. Speaking can be called by verbal intelligence.⁹

Speaking is a way to communicate and interact with people. Lindsay said that speaking is an interactive process of constructing meaning that involves producing and receiving processing information.¹⁰ Hornby states that speaking is defined as the production of auditory signals designed to produce differential verbal responses in a

⁸Marry Ann. Improving Adult English language Learners, (online), <http://www.ericdigest.org/2000-3/adult.html/>, (2000).

⁹Adam Khoo Lwin, and Caroline Sim, *How to Multiply Your Child's Intelligence* (Jakarta: Indeks Publisher,2008), 11.

¹⁰Andhina Putri Maharani, "The implementation of Speaking Program at Islamic Boarding School Al-Hidayah TulungAgung 2018/2019" (Thesis, UIN, Tulungagung, 2018), 9.

listener.¹¹ Speaking is one of the four language skills that are taught in the teaching English. Many experts have their own ideas in defining the meaning of speaking. Hornby also states that speaking is makes use of words in an ordinary voice.¹² When speaking to other people, speakers try to makes their communication run well. Speakers have to speak when they want to assert things to change their knowledge. They ask them questions to get them to provide information. In speaking, communication between two people should happen.

According to Brown, speaking skill is the ability to use the language in oral form to express what is on one's mind. In learning speaking, there are a number of components emphasized on: grammar, comprehension, vocabulary, pronunciation, and fluency as the indicators of speaking ability.¹³ Cameroon said that speaking is the main skill in communication in two ways process between a speaker and a listener and involved productive and receptive skills of understanding (or listening with understanding) from this definition, it can be inferred that in order to be able to speak, one should master the productive skills and receptive skills.¹⁴

Harmer states that speaking is expressive sound counterpart to aid somewhat more complex abilities. He adds oral language or speaking is the most confidential form immediate communication.¹⁵ According to Taringan, the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about.¹⁶

¹¹Ibid., p. 11

¹²Ibid., p. 14

¹³Aramasita, "Improving Students' Speaking Skill in English Lesson with Action Learning Strategy Conducted at Eight Grade of MTs PAB Helvetia 2016/2017", Thesis, (2017).

¹⁴Lyne Cameroon. *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press), 41.

¹⁵ Jeremy Harmer, *Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2006), 269.

¹⁶Henry Guntur Taringan, *Teaching and Learning Speaking from Theory to Practice*, 2010, p.21.

It means that people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society. From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy, and fluency. Students need to mastered all of those elements. Speaking, especially in a foreign language, is very necessary activity for all ages of learners because from this activity people can understood what the other said who use a foreign language too.

b. Teaching Speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other persons in any situations, and influence the others. For this reason, in teaching speaking skill, it is necessary to have understanding involved in speech.¹⁷ Harmer states that there are three reasons for teaching speaking, they are as follows:¹⁸

1. Speaking activities provide rehearsal opportunities-chances to practice real life speaking in safety of the classroom.¹⁹
2. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students.²⁰
3. The more students have opportunities to activate the various elements of the language.²¹

¹⁷Nurmawati, "The Implementation of Daily Conversation Method to Improve Students' Speaking Ability at Ma'had Al-Jami'ah UIN RadenIntan Lampung 2017/2018", Thesis,(2018), 24.

¹⁸Jeremy Harmer, op. cit, 123.

¹⁹Ibid.

²⁰Ibid.

²¹Ibid,

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feelings to other people. The goal of teaching speaking skill is to communicate efficiently. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message do to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rules that apply in each communication situation.

Teaching speaking is a very important part of second language learning. The ability of communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication take place is desired.²²

Teaching speaking is not easy, because English is not a native language in Indonesia. Basically people have many difficulties to learn it. It caused that their environments do not speak English. People only speak in English when the time of lesson. It means that the opportunity to practice not enough. Usually students' problems in speaking activity come from the difficulties in speaking activity faced by students, such as the problems of them fear making mistakes come from skill factor or difficulties faced by students. It is supported by Thornbury stating that most difficulties that learner speakers face can be categorized into two main areas²³:

- a) Knowledge factor: The learner does not yet know aspects of the language that enables production. They are lack of knowledge of the language and lack of practice interactive speaking itself, because English is complex language, so practice is as important contributing factor to improve speaking proficiency.

²²Hayrie Kayi, "Activities to Promote Speaking in Second Language", *TESL Internet Journal Archives*, Vol. XII, No. 11, (November: 2006).

²³ Scott Thornbury, op. cit, 39.

- b) Skill factors: The learner knowledge is not sufficiently automated to ensure fluency. As a result, there may also be “affective factors”, such as lack of confidence or self-consciousness which might inhibit fluency.

So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language.

Nunan also states that there are four principles for teaching speaking such as:²⁴

- a. Giving students practice with both fluency and accuracy.

Accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuations and other errors. Fluency is the smoothness of flow with which sounds, syllables, word, and phrases are joined to other when speaking. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

- b. Providing opportunities for students to talk by using group work or pair work, and limiting teacher to talk.

It is important for language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work can be used to increase the time of students’ speaking practice and to limit the teacher to talk.

- c. Planning speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

²⁴ David Nunan, op. cit, 54.

- d. Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking.

When we talk someone outside the classroom, we usually do so for interactional or transactional purposes. Transactional speech involves communicating to get something done, including the exchange of good services.²⁵

From the explanation above, the researcher concludes that a good teacher takes an important role in teaching speaking. The teacher has to know how to teach speaking easily and to make the students interest to join speaking activities.

Teaching is the way for teacher to transfer their knowledge to the students. Teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to other people. The goal of teaching speaking skill is to communicate efficiently. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural ruler that apply in each communication situation.

c. Learning Speaking

Learning activities organized by school should be aimed at equipping students with learning experiences to achieve the expected goal.²⁶ Dhakir said that these activities are commonly developed and grouped into three categories including intra-curricular, co-curricular, and intra-curricular activities.²⁷

Learning speaking is not similar with writing. Therefore, learn and practice the language through speaking also will be different. In spoken language do not only need

²⁵Anita Jati Laksana, "The Effectiveness of Using Chain Story Game for Teaching Speaking at SMP Negeri Jatilawang 2015/2016", Thesis, 2016.

²⁶Ani Dwi Wahyuni "The Effectiveness of Short Movie in Teaching Speaking at SMPN 3 Kalimanah Purbalingga 2015/2016", Thesis, 2016.

²⁷Ibid, 10.

the competence to master and understand the language, but also need to learn culture, gesture, and the expressions which give added meaning to the words or sentences. An intonation pattern can also show the feeling of the speaker. It may express some kind of expressions, like as show the anger, happiness, sadness, and etc.²⁸ Harmer states that the ability to speak fluently purposes not only knowledge of language features, but also the ability to process information and language. In learning language especially learning speaking, the learners need to have more practices and more use that language. Also in learning speaking English, the students need to have more practice in speaking English.²⁹

According to Harmer the ability of speaking needs to have a routine conversation. By practicing speaking the students will build some language features such as;

- 1) *Connected speech*: effective speakers of English need to be able to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent connected speech (as in *I'd've gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*) or weakened (through contraction and stress patterning). It is for this reason we should involve students in speaking activities designed specially to improve their connected speech.³⁰
- 2) *Expressive Device*: native speakers of English change the pitch and stress of particular parts of utterance, very volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meaning. They allow the extra expression of emotion and intensity. Students

²⁸Siti Suriah Harahap "An Analysis on Students' Speaking Skill at Second Grade SMP 8 Hilir 2014/2015" (Tesis, IAIN, Madura, 2015). 45.

²⁹ Jeremy Harmer, op. cit, 271-274.

³⁰ Glen Flucer, "Teaching Second Language Speaking", (Pearson: Longman), p 24.

should be able to deploy at least some of such segmental features and device in the same way if they are to be fully effective communicators.³¹

- 3) *Lexis and Grammar*: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stage of an interaction.³²
- 4) *Negotiation Language*: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial. Speakers also need to structure their discourse if they want to be understood, especially in more writing-like speech such as giving presentations. They use negotiation language to show the structure of their thought, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.³³

According to Nunan besides building the language features that we have discussed above, practicing speaking also will build mental or social processing. If part of speaker's productive ability involves the knowledge of language skill such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.³⁴ According to Harmer the mental or social process included:³⁵

³¹ Ibid.

³² Ibid.

³³ Ibid.

³⁴ David Nunan, op. cit, 59.

³⁵ Harmer, Jeremy, "How to Teach English", (England: Longman), 2007, p. 271.

- 1) *Language processing*: effective speakers need to be able to process language in their own heads and put into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habit or rapid language processing in English.³⁶
- 2) *Interacting with others*: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how linguistically to take turns or allow others to do so.³⁷
- 3) *(On –the-spot) information processing*: quite apart from our response to others' feelings, we also need to be able to process the information they tell us moment we get it. The longer it takes for the penny to drop the less effective we are as instants communicators. However, it should be remembered that this instants response is very culture-specific, and is not prized by speakers in many others language communities.³⁸

According to Chaney, stated there are three reasons for speaking, they are:³⁹

- 1) Speaking activities provide opportunities and chances to practice in real life.⁴⁰
- 2) Speaking task in trying to use oral language and provide feedback for both teacher and students.⁴¹
- 3) Students have opportunities to active in various element of language.⁴²

³⁶Ibid.,

³⁷Ibid, 273.

³⁸Ibid, 271.

³⁹A.L Chaney, *Teaching Oral Communication*, (Boston: Allyn and Bacon, 2003), 13.

⁴⁰Ibid.

⁴¹Ibid.

⁴²Ibid.

In order to know clearly about the problems in learning speaking that students' may have problems, Ur states that there are some problems faced by students in learning speaking, they are as follows⁴³:

1. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking. Learners have problems with finding motives to speak, formulating opinions or relevant comments;

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use

In classes where all, or number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less "exposed"

⁴³ Penny Ur, *A Course in Language Teaching*, (U.K: University Press, 2009), 121

if they are speaking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones – to keep to target language.

Therefore, language activities in the speaking class should focus on language use individually. This requires the teacher not only to create warm and humanistic classroom atmosphere, but also to provide each students to speak, therefore it is clear that language is very important. The teacher teaches speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

There are three steps of lesson methodology of speaking⁴⁴:

1. Pre Teaching

Arouse students' interest in planning task

2. While Teaching

- a) Setup the initial pair work and give the students five to ten minute to discuss, add to, or modify the list of suggestions.
- b) When the initial discussion is over, you should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete the planning task.

3. Post Teaching

Chair the report back session in which each group presents its suggestions. Make posters available to help the groups present their ideas.¹⁰ As the teacher those steps in teaching speaking is paramount importance to get the maximal goal in learning. Because in teaching and learning process consist many aimin it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speaking with others in class.

⁴⁴ Douglas Brown, Op. cit, 278.

From the explanation above, the researcher concludes that learning speaking is the most important aspect in speaking English. It is cleared that teacher must be able to encourage the students to explore themselves to develop speaking ability. It can be practice by trying to interact with others in the class. Therefore, they can be challenge to expose their ability in speaking supported by the teacher. In this case the teacher may also give the opportunity to explore the students by giving a theme and also they can communicate in the target language.

In learning language especially in speaking, the learners need to have more practice in speaking English. The more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these element.

d. Activities in Learning Speaking

There are many kinds of activities that can be applied when the teacher teaches speaking plan have been supporting in the plans realize introduction to foreign language learners.⁴⁵ According to Jill the activities should be arranged in a good sequence in order to get the best result in teaching speaking. Teacher also should consider about the activities will be applied to the students. We can help learners speak by helping them to find ideas and supporting them so they feel confident enough to speak.⁴⁶

Taking the curriculum of Islamic boarding school into consideration where it puts its emphasis more on religious lessons and practices.⁴⁷ The religious lesson takes more places in the boarding school. English, one of the non-religious subjects is exceptional since students at the Islamic boarding school, particularly the modern one, are also highly

⁴⁵Hayrie Kayi, "Teaching Speaking Activities to Promote Speaking in a Second Language", *Journal of English Language Teaching*, Vol. XII No. 11 (September: 2017).

⁴⁶Shima Kameli, "The Influence of Formal Language Learning Environment on Learning Speaking Strategies", *Journal of English Language Teaching*, Vol. 3, No. 1 (2012), 25.

⁴⁷ Andhina Putri Maharani op. cit, 16.

encouraged to master English, in this case in this case speaking skills with daily conversation activity. Matsuki states students in Islamic boarding school must be able to speak in English language.⁴⁸

Learning activities organized by school should be aimed at equipping students with learning experiences to achieve the expected goal.⁴⁹ Dhakir said that these activities are commonly developed and grouped into three categories including intra-curricular, co-curricular, and intra-curricular activities.⁵⁰

According to Lackman, some activities were used in speaking are:

1) Fluency

Students practice speaking with logical flow without planning or rehearsing.⁵¹

2) Accuracy with Words and Pronunciation

Students practice using words, structures and pronunciation accurately.⁵²

3) Appropriately

Students practice using language appropriate for a situation and making decision about formality and choice of grammar or vocabulary.⁵³

4) Turn-taking Skills

Students practice ways of interjecting, electing, an interjection or preventing one.⁵⁴

5) Relevant Length

Students practice speaking at a length appropriate to a situation.⁵⁵

6) Responding and Initiating

⁴⁸Ibid, 16.

⁴⁹ Ani Dwi Wahyuni, "The Effectiveness of Short Movie in Teaching Speaking at SMPN 3 Kalimanah Purbalingga 2015/2016" (Thesis, UMP, Purwakarta, 2016), 10.

⁵⁰Ibid, 10.

⁵¹Ken Lackman, op. cit, 4.

⁵²Ibid, 7.

⁵³Ibid, 9.

⁵⁴Ibid, 10.

⁵⁵Ibid, 13.

Students practice managing a conversation by making responses, asking responses or introduce a new topic or idea.⁵⁶

7) Repair and Repetition

Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.⁵⁷

8) Range of Word and Grammar

Students practice using particular grammar or vocabulary for speaking on specific topic or for doing a specific task.⁵⁸

9) Discourse Maker

Students practice using word or phrases which organize a talk or making a conversation, speech, etc.⁵⁹

The teacher has to know about the role in the classroom. According to Harmer there are three roles of the teacher in speaking activities, they are:⁶⁰

a. Prompter

The students sometime get the difficulties to say about something fluency. The teachers can leave them to struggle out of such situation. The teachers may be able to help them and be active to progress to offering discrete suggestion.⁶¹

b. Participant

The teachers should be good animators when asking students to produce language. In order times, the teachers may want to participant in certain classroom activities.⁶²

c. Feedback Provider

⁵⁶Ibid, 14.

⁵⁷Ibid, 16.

⁵⁸Ibid, 18.

⁵⁹ Ibid, 19.

⁶⁰R. Rahmad. N, "The Effectiveness of Using Small Group Interaction at the 7thGrade of SMPN 3 Tulungagung" (Thesis, UIN, Tulungagung, 2015), 28.

⁶¹Ibid.

⁶²Ibid.

During students having activities, the teacher corrects the students' progress. After finishing the activities, the student progress and the teacher give the opinion about it.⁶³

From the explanation above, the researcher concludes that activities in Learning Speaking should be taught in attractive and communicative activities. The teacher's role is also important to motivate the students. So motivation in this aspect is needed. The students feel that the teacher believes that they have skill and talent to be improved. So, the teacher has awakened the student confidents by giving some motivations to speak English fluency.

e. Concept of Speaking

Speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important.

Cameron stated that speaking is the active use of language to express meanings so that other people can make sense of them⁶⁴. It means that speaking is very important to our life. Because of that communication in learning speaking way should be accurate. Speaking is a normal human life activities are very important, because by speaking we can communicate with other people, express the opinion, stating the purpose and message, expressing feelings in any emotional state and so on.

⁶³Ibid.

⁶⁴ Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), 40.

Speaking is one of the skills that have to be mastered by student in learning English. It is an essential tool for communicating. 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. Speaking is the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or express a sequence of ideas fluently.

The main purpose of speaking is to deliver the message to another one or to be able to communicate about something by using a language and understood by someone who becomes listener. In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sound articulation in order to inform, to persuade and entertain.

Thornbury states that speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person produces ten of thousands of words a day, although some people may produce even more than that.⁶⁵ It means that speaking is to express or communicate opinions, feelings, and ideas, and so on by or as talking. Moreover, by speaking, the students concern with the way to express what the students think and feel. For instance, we have something in mind to be expressed, we will use our oral skill to make it happens, that is by speaking in expressing opinions, feelings and ideas.

From the definition above, the researcher can conclude that 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.

⁶⁵ Scott Thornbury, op. cit, 1-2.

f. Elements of speaking

Speaking is a skill of conveying words and sounds of articulation to express or to deliver ideas, opinions, or feelings. It is to be realizing that good English speaking is influenced by mastering the speaking elements. Speaking elements are crucial things which could not be separated each other. They are unity. The ability to speak fluently presupposes not only knowledge of language features, but also depends on social processing. Brown states that the ability to speak English presupposes the elements necessary for spoken production based on the language features as follows⁶⁶:

1. Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.
2. Expressive device: native speaker of English changes the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non-verbal means how they are feeling (especially in face to face interaction).
3. Lexis and grammar: teachers should, therefore, supply a variety of phrase for different function such as agreeing to disagreeing, expressing surprise, shock or approval.
4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

There are five elements of speaking in word of education, namely⁶⁷:

⁶⁶ H. Douglas Brown, op. cit, 172-173.

⁶⁷ Ade Prima Rora. 11 Juni 2015. The Components of Speaking Skills. (online), (<https://adeprimarora.wordpress.com/2015/02/11/the-components-of-speaking-skill/>, accessed on May 27th 2022)

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation, and phrasing, and more peripherally even gesture, body language, and eye contact.

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.

c. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communication. It can be said that one key to success in communication, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feelings and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary. Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms.

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

Therefore, in speaking can be concluded that the comprehension refers to

the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaking.

Based on the explanation above, it can be seen that speaking engages complex things to do that is why students need to learn speaking.

g. Micro Skills of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Brown states that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.⁶⁸ Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.²⁰

The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs.

Learners begin with the smallest units of language, individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are

⁶⁸ H. Douglas Brown, op. cit, 267.

embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown adds in teaching oral communication, micro skills are very important⁶⁹. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore, he mentions micro skills of oral communication:

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
- d. Produce reduced forms if words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery
- g. Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- h. Use grammatical word classes (nouns, verbs, etc.), systems (e.g, tense, agreement, pluralization), word order, patterns, rules and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.²¹

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the

⁶⁹ Ibid, 237.

language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

h. Evaluation in Speaking

Phopam states that that evaluation is process through which a value judgment or decision is made from a variety of observation and from the background and training of the evaluation.⁷⁰ Besides that Djiwandano also states that evaluation as procedure or a series of activities that are used to get behavior samples of someone to give sign about their abilities certain subject.⁷¹

Heaton states that speaking assessment can be applied with listening, writing, or reading such as retelling story after reading passage or listening conversation. Meanwhile communication test was concerned primarily with how language is used in communication. So evaluation of speaking can be conducted with integrating with other skills.⁷²

The speaking English Program evaluation can be in the form or test or students' exercises. The most commonly used spoken test types are;⁷³

- 1) Games: Among informal assessment devices are variety of games that directly involve language production. According to Brown, the teachers should prepare the games that are appropriate with the lesson explained before. So, it can be used to assess students speaking ability appropriately.⁷⁴ Besides, games provide an enjoyable atmosphere, a situation

⁷⁰ Nasidah Lubis, "The Effect of Socio Drama Method in Teaching Speaking at SMPN 1 Penyabungan 2013/2014" (Thesis, 2014), 23.

⁷¹Ibid.

⁷²Fitria,Susi, "Speaking Activities in Young Learners Classroom", Journal of English and Education, Vol. 1 No.2, (2013).

⁷³Nurmawati, "The Implementation of Daily Conversation Method to Improve Students' Speaking Ability at Ma'had Al-Jami'ah UIN Raden Intan Lampung 2017/2018" (Thesis, UIN, Lampung, 2018).

⁷⁴ Doughlas Brown, op. cit, 176.

in which communication is essential, and a distraction from the study of language itself.⁷⁵

- 2) Oral presentation: Brown also states that, in the academic and professional areas, it would not be called on to present a report, a paper, a marketing plan, a sales idea, a design of new product or a method.⁷⁶
- 3) Translation: According to Brown, translation of word, phrases, or short sentences was mentioned under the category of intensive speaking. The advantage of translation is in the control of the content, vocabulary and some extent the grammatical and discourse features.⁷⁷
- 4) Reading aloud: Test involving reading aloud is generally used when it is desired to assess pronunciation as distinct from the total speaking skills. In this type of examination, the students are required to retell a story they have just read.⁷⁸
- 5) Interview: According to Thornbury, these are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task while individuals are called out one by one, for their interview. Such interviews are not without their problems, though. The rather formal nature of interviews (whether the interviewer is the learner's teacher or an outside examiner) means that the situation is hardly conducive testing more informal, conversational speaking styles. Not surprisingly, students often underperform in interview-type conditions.⁷⁹

⁷⁵Nurmawati, op. cit, 35.

⁷⁶ Douglas Brown, op. cit, 179.

⁷⁷Ibid.

⁷⁸Ibid.

⁷⁹Nazara Situjuh, "Students Perception on EFL Speaking Skill Development", International Journal of English Teaching, Vol. 1 No 1, (2011).

- 6) Role Play: Thornbury also states that most students will be used to doing at least simple role play in class, so the same format can be used for testing. The role play should not require sophisticated performance skills or a lot of imagination situations grounded in everyday reality are best they may involve using data that has provided in advance. For example, students could use the information in a travel brochure to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' need.⁸⁰

From the explanation above, the researcher concludes that Evaluation in Speaking is way or process to know students' abilities in order to know their English learning problems or their attitudes.

2. Islamic Boarding School

a. Definition of Islamic Boarding School

Boarding schools are one of Indonesia's oldest Islamic educational institutions, which became a central for pure religious activities to spread Islam⁸¹. The boarding school's education system was based, practiced, and led by the values based on the fundamentals of Islam. These Islamic values became one with contextual structure or the applied social reality in everyday lives. They also became the base of boarding schools' building concept and their role as an institution.

b. Categorized of Islamic Boarding School

The implementation of pesantren educational institutions in the form of a boarding school which is a separate community under the leadership of the kyai or ulama is assisted by

⁸⁰Ibid.

⁸¹ Edy Kusnaldi et.al, "AN ISLAMIC BOARDING SCHOOL: A Study of Al-Mubarak Al-Islam Within the Social Changes of Seberang Kota Jambi", IAIN Sulthan Thata Saifuddin Jambi, Volume 11 No.1, (February 2017), 103.

one or several ulama, and or religious teachers who live together in the midst of the students with a mosque or mosque as the center of religious worship activities.⁸² In addition, school buildings or study rooms are the center of teaching and learning activities, and the huts are places for students to live. For 24 hours, from time to time they lived collectively between clerics, religious teachers, santri and other pesantren caregivers, as one big family.

1. Boarding School Education system

Education with a boarding school system is an effective integration of Islamic boarding schools and madrasa (schools) education systems to educate intelligence, skills, character building and inculcate moral values of students, so that students have more complete and distinctive personalities. The suitability of the boarding school system lays in all students' activities that are clearly programmed, organized and scheduled. Meanwhile, the institutional rules are conditional with the content of moral values⁸³.

2. The purposes of Boarding School Education

The purposes of boarding school education are:

- a) To mold the Islamic youth generation, not only to provide general lessons, but also to be equipped with adequate religious lessons.
- b) To form discipline. In boarding schools there are written rules that regulate students starting from wake up, sleep until sleep again. All of these are regulations that must be implemented and if they are violated, they will get punishment from the cottage administrator.

⁸² Aswad Abdullah, "Islamic Boarding School: Institution of Character Education", *Studia Religia*, Vol. 4 No 1, (June 2020), 98.

⁸³ Andri Septilinda.S, Subiyantoro, "Manajemen Boarding School dan Relevansinya dengan tujuan Pendidikan Islam di Muhammadiyah Boarding School (MBS) Yogyakarta, E-Journal Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga, Vol. 2, No. 2, (November 2017), 329.

- c) To form a generation with good morals. A student, who is not only intellectually intelligent but also has noble character, always thinks before acting⁸⁴.

B. Previous Research Findings

There was some research that was conducted by the researcher by using daily speaking conversation program. The first research was conducted by Syaiful Ma'arif, entitled *Teaching and Learning Speaking in Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek*. This study served the descriptive information of the program during several time on the rules in the boarding school with the explanation of the activity, facility and the evaluation of the program.⁸⁵

The second research was done by Mitahurrohmah entitle *Language Speaking Activities at Islamic Boarding School Jawahirul Hikmah Tulung Agung*. This research focused on the speaking activities includes the description of activities of English language learning in the school and also the purpose of the program. So, the purpose of language program of speaking is expected in order the students speak confidently by correct grammar and pronunciation in good environment.⁸⁶

The third research was done by Danisa Puji Wahyuni entitle *Improving Students' Speaking Skill through Video Clips at VII grade Students of SMPN I Mlati Sleman in the Academic year 2013/2014*. The aim of the research was to improve the speaking through the video clips. The research was classified into action research which was conducted in two cycles with three meetings in the first cycle and three meetings in the second.⁸⁷

⁸⁴ Ibid, 330.

⁸⁵Ma'arif, Syaiful, "*Teaching and Learning Speaking in Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek*", Thesis, (2015).

⁸⁶Mitahurrohmah, "*Language Speaking Activities at Islamic Boarding School JawahirulHikmahTulungAgung*"Thesis , (2012).

⁸⁷Wahyuni, Danisa Puji, "*Improving Students' Speaking Skill through Video Clips at VII grade Students of SMPN I Mlati Sleman in the Academic year 2013/2014*", Thesis, (2014).

The researcher above discusses about speaking activities, according to the result of them researches that speaking activities can improve student skill especially on students' speaking ability. The previous researchers have similarities with the present research that they involve speaking activities as a strategy in learning English speaking. So, this present research still has the difference. The first researcher focused in technique used and the explanation of the theory of teaching and learning speaking at all English learning and teaching process at Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek. So, the present research only focused on the language program that is the speaking program of students at Al-Mawaddah Modern Islamic Girl Boarding School. Then, the second researcher, even though has a similarity to the present research in term of using speaking activities as strategy in learning speaking but this research focused in English language learning in the school .in contrast, the present research focused on the language program of modern boarding school that is the speaking program of students at Al-Mawaddah Modern Islamic Girl Boarding School. The third researcher used speaking activities as strategy in learning speaking to improve their speaking ability. The difference with the present research is the present research used qualitative research and the third research used quantitative research.



CHAPTER III

RESEARCH METHOD

This chapter presents the method used to analyze the data. It includes research design, researcher role, source of the data, technique of collecting data, technique of analyze data, and research procedure.

A. Research Approach

The researcher used qualitative research design in this research, because the data was written verbally. It searched for accurate information about speaking program of students at Al-Mawaddah Modern Islamic Girl Boarding School. Qualitative method is a research which involves the use of qualitative data, such as interviews, documents and observation, in order to understand and explain social phenomenon.⁸⁸

Qualitative research is primarily explanatory research. It is also used to uncover trends in thought and opinions.⁸⁹ Qualitative research has several characteristic, which the researcher itself is the main instrument and the analyzing data was done in the natural condition.⁹⁰ Here are the characteristic of qualitative research:

- a. Natural setting: qualitative research tends to collect data in the field at the site where participants experience the issue or problem under study.⁹¹
- b. Researcher as key instrument: qualitative researchers collect data themselves, through examining documents, observing behavior, or interviewing participants.⁹²

⁸⁸ Patricia Leavy, *Research Design: qualitative mixed methods*, (The Guilford Press: United States, 2017), 164.

⁸⁹ Ibid.

⁹⁰ John W. Creswell, *Research Design Third Edition: Qualitative, Quantitative, and Mixed Methods Approaches*, (Sage: New Delhi, 2009), 175.

⁹¹ Ibid.

⁹² Ibid.

- c. Multiple sources of data: qualitative researchers typically gather multiple forms of data, such as interviews, observation and documents, rather than rely on a single data source.⁹³
- d. Participants' meaning: in the entire qualitative research process, the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers express in the literature.⁹⁴ Those are the characteristic of qualitative research, and qualitative research is known as a naturalistic research, because the research was done in the natural condition. As stated in objective study, this research was conducted at Al-Mawaddah Modern Islamic Girl Boarding School. By describing the English speaking program, activities of English speaking program, and the evaluations of the students' learning progress in English speaking program the researcher hoped that can give contribution for the development of knowledge. In order to get deep information of it, the researcher would describe as detail as possible about the subject being described.

This research was done indeed to know clearly about the English speaking programs, the activities of the English speaking program, and the evaluations of the students' learning progress in English speaking program of students at Al-Mawaddah Modern Islamic Girl Boarding School.

B. Research Design

This is a case study research. According to Thomas in Prashant, case study is an analysis of person, event, decision, period, project, policies, institution, or other system and it is studied by one or more methods.⁹⁵ Thus, cases are bounded by time and activity, and researchers

⁹³Ibid, 176.

⁹⁴John W. Cresswell, op. cit, 176.

⁹⁵Prashant Kumar Astalin, "Qualitative Research Designs: A Conceptual Framework," 122

collect detailed information using a variety of data collection procedures over a sustained period of time.⁹⁶

C. Researcher Role

In this research, the researcher's is a passive participation or a participant observer. The researcher becomes key instrument of collecting analyzing the data is the researcher.⁹⁷ As a participant observer, the researcher may interact with the subject to establish rapport; however the researcher does not really become involved in the behaviors or activity of the groups.

The role of the researcher in this research is to attempt the thoughts and feelings of study participants. It is not an easy task because it is involves asking people to talk about things that may very personal to them. Sometimes the experience being explore are fresh in the participants' mind, whereas on the other occasions reliving past experiences may be difficult.⁹⁸

The statements above indicate that in this research, the researcher stood as the key instrument of collecting analyzing the data of the research. Therefore, the researcher became the key to assessing the results of the instrument that would be obtained. From a good object and the totality of participation of researcher would bring a good impact for researcher well. It means that all of the activity related to the data collection was done by the researcher itself.

D. Research Location

Geographical position was determining of situation. Situation and location of education institution in beneficial place was as one of supported for fluency of learning and education process. It all could be got from geography location of the school that beneficial.⁹⁹

⁹⁶Cresswell, *Reseach Design: Qualitative, Quantitative, and Mixed Method Approach* (3rdedition), 12.

⁹⁷ Ibid, 234.

⁹⁸ Jane Sutton & Zubin Austin, "Qualitative Research and Data Collection, Analysis and Management". *International Journal of Educational Investigations*, Vol.3, No.68, (May: 2015).

⁹⁹ Aulia Mufida Izzatul Mahfiana, "The Influence of Weekly Vocabulary Examination on Students' English Achievement at Al-Mawaddah Academic Year 2016/2017" (Thesis, IAIN, Ponorogo, 2017), 43.

Al-mawaddah was located at Mangga Street Coper Village, Jetis, District Ponorogo. It was south east side from Ponorogo city (Trenggalek direction in 15 Km) or 5 Km from gontor south side. Communities around boarding were Moslem majority. They always supported the program in development of Al-Mawadah. Geographically Al-Mawaddah was located in strategic area, because this not near with road, the teachers and the students could get the transport easily.¹⁰⁰

The researcher chooses Al-Mawaddah Modern Islamic Girl Boarding School as the place of research because there is the uniqueness in Al-Mawaddah Modern Islamic Girl Boarding School, this boarding school not only focused in Islamic subject, but also in developing English as International Language. It has CLI (Central Language Improvement), an organization that manages all language activities in the boarding school. It has program named “Daily conversation Program” to develop students’ speaking fluency improvement through daily communication. It aims to overcome several problems that students found in learning foreign language skill, especially in speaking. CLI (Central Language Improvement) has rules and system that the students have the obligation to use English in their daily conversation. The students will get some punishment if they violate the rules of this program. There are some punishments such as memorizing vocabularies, making an essay, and screaming while go around the boarding school. This rule is considered in order to make the students accustomed in practicing foreign language quality, especially in speaking skill.¹⁰¹

E. Source of Data

According to Richard, data is information which is gathered by the researcher in order to understand the phenomenon and answer formulated problem. The data was information, evidence, or fact gathered through studies or experiment can be analyze in order to be better

¹⁰⁰ Ibid.

¹⁰¹ Interview at Al-Mawaddah Modern Islamic Girl Boarding School on, 23 January 2020.

understanding of a phenomenon or to support a theory. It means that, the collected data must be relevant with the formulated problem.¹⁰² Result measurement can be based on primary and secondary data.¹⁰³

1. Primary Data

Primary data is a type of data that is collected by researchers directly from main sources through interviews surveys, and experiments. Primary data usually collected from the source where the data originally originates from and are regarded as the best kind of data in research.¹⁰⁴ The data were descriptive qualitative data considered of information and description about language program especially the speaking English conversation program at Al-Mawaddah Modern Islamic Girl Boarding School. The data of this research is questionnaire. It is used for collecting data from the record while the daily speaking program happened, questionnaire, and document file from the institution of the boarding school.

2. Secondary Data

Secondary data is the data that has already been collected through primary sources and made readily available for researchers to use for their own research. It is type of data that has been collected in the past. A researcher may have collected the data for a particular project, then made it available to be used by another researcher. The data may also have been collected for general use with no specific research purpose like in the case of the national census. A data classified as secondary data for a particular research may be said to be primary for another research. This is the case when a data is being reused, making it a primary data for the first research and secondary data for the second research is being used for.¹⁰⁵

¹⁰² Andhina Putri Maharani, op. cit, 25.

¹⁰³ Claudiya Hanson, Collection Use and Assesement of Secondary and Primary Data for Result Measurement in Health Research, (Berlin: International Zusammenarbeit, 2010), 7.

¹⁰⁴ Ibid, 32.

¹⁰⁵ Ibid, 38.

The researcher took data from some sources such as books, journal, article, file from the institution of the boarding school and internet. With the advent of electronic media and the internet secondary data sources have become more easily accessible. In this research, the John's and Hanson's theories were used by the researcher to analyze the data.

F. Technique of Data Collection

The important steps of conducting a research is collecting data. The collecting data contains the necessary information of the problem. Instrument is used as the tool to collect data. In this research, the researcher used some instrument to collect the data.¹⁰⁶ A data source is a person, something or place provides information for a piece of research.¹⁰⁷ So, the researcher can get the data from the sources. In this study, data source was derived from interview and observation of the teacher as responsible or manager of the program and some students of Al-Mawaddah Modern Islamic Girl Boarding School.

Using data collection technique will enhance the accuracy, validity and reliability of research finding. Ultimately, using these methods will help to achieve the goal carrying out high quality research with credible results. In this research, the researcher applies a qualitative approach. Therefore, observation, interview, and documentation are used to collect the data.¹⁰⁸

1. Observation

Observation is an observational research; the current status of phenomena is determined not by asking but by observing. For certain research question, observation is clearly. Observation is an activity that knowing about the object which being observed.¹⁰⁹ In this case the researcher observed the program process, activity, and

¹⁰⁶ Rosaline S. Barbour, *The SAGE Handbook of Qualitative Data Collection*”.(London: SAGE Publications Ltd, 2018), 217.

¹⁰⁷ Ibid.

¹⁰⁸ John W. Cresswell, op. cit, 218.

¹⁰⁹Ibid, 220.

evaluation in the speaking program at Al-Mawaddah Modern Islamic Girl Boarding School by making a field note. Field note includes the note of the description of the speaking program there. The researcher joined and paid attention to the application the activity and evaluation in the speaking program of students at Al-Mawaddah Modern Islamic Girl Boarding School. In this observation, the researcher observed and followed the activity in the boarding school to observe the activity of students' Al-Mawaddah Modern Islamic Girl Boarding School to get information from the activity of speaking program in this school.

2. Interview

Interview is a meeting of people face to face, especially for consultation. Interview is a technique of data collection of the most widely used in the research, whether qualitative or quantitative research.¹¹⁰ In the daily life of almost of social relation are conducted by human beings and involves interviews or conversation. The purpose of interviewing people is to find out their mind, what they think or how they feel about something. In collecting data, the researcher conducted interview orally.¹¹¹ By doing the interview it was hoped that the researcher would know deeper about the speaking program at Al-Mawaddah Modern Islamic Girl Boarding School, the problems faced by students and teachers during this programs, the advantages and disadvantages of this program. The interviewer of this research were the teacher who were responsible or manager of the program and some students of Al-Mawaddah Modern Islamic Girl Boarding School

3. Documentation

¹¹⁰ Nurmawati, op. cit, 53.

¹¹¹ Ibid.

The researcher took the document method to complete interview and observation data. The researcher collected the documentation of students' English speaking program at Al-Mawaddah Modern Islamic Girl Boarding School.

The researcher collected the documentation of students in conversation program that used to support the data about English speaking program. The researcher also collected the picture of interview and observation, questionnaire and document file of conversation for being documentation in conversation program and observation at Al-Mawaddah Boarding School.

G. Technique of Data Analysis

According to Bogdan Data analysis is the process of systematically searching pattern and arranging data in such a way then, that the data will be understandable. Methods for analyzing are used to process all the data.¹¹² Analysis is a process of examining something in order to find out what it is and how it works. To perform an analysis, a researcher can break apart a substance into its various components then examine those components in order to identify their properties and dimensions.¹¹³ Methods for analysis data are used to process all the data.

In this research, the researcher used technique of data analysis based on Miles and Huberman which is involving three steps: data reduction, data display, and conclusion drawing or verification.

¹¹² Juliet Corbin, Anselm Strauss *“Basic of Qualitative Research 3e”*, (United States of America: Sage Publications, 2008), 63.

¹¹³ Ibid.

A. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns.¹¹⁴

Firstly, the researcher collected data, then transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

B. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action.¹¹⁵ In the process of the reducing and displaying the data, it was based on the formulation of the research problem. This step is done by presenting a set of information that is structured and possibility of drawing conclusions. After displaying the data, a conclusion is drawn.

C. Conclusion Drawing/Verification

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions.¹¹⁶

Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the roles of English volunteer in assisting English learning

¹¹⁴ Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis A Methods Sourcebook*, 2nd Edition, (Thousand Oaks, CA: SAGE Publications Inc 1994), 11.

¹¹⁵Ibid, 11.

¹¹⁶Ibid, 11.

and students' perception in learning English by involving a volunteer in guiding the process of learning.

H. Checking of Validity

Validity in qualitative research can also be checked by a technique known as respondent validation. This technique involves testing initial result with participant to see if they still ring true. Although the research has been interpreted and condensed, participants should still recognize the results as authentic and, at this stage, may even be able to refine the researcher's understanding.¹¹⁷

The researcher needs the truth value to add the section trustworthiness. To maintain the data, the researcher adds some aspect of truth value those are credibility, transferability, dependability, and conformability. Trustworthiness of data provides the researcher with the real research finding on the English speaking program at Al-Mawaddah Modern Islamic Girl Boarding School. Trustworthiness involves establishing that the results of the research are credible or believable. In this research, triangulation was needed in ensured the data. There are source, theory, and methodology triangulation. Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methods in the study of the same phenomenon.¹¹⁸ Then, the researcher used methodology of triangulation in this research. So the result of conclusion is taken from the methodology of research they are interview, observation, and documentation. From the result of those three instruments are for getting the saturated data. It is also give clearly research findings with reality to demonstrate the truth of the research study's finding.

¹¹⁷ Mohammad Adnan Latief *Research Methods on Language Learning* (Malang: UM Press,2013), 224.

¹¹⁸Johnson Honorene, "Understanding The Role of Triangulation in Research", *Scholarly Research Journal for Interdisciplinary Studies*, Vol. 4 No. 31, (2017), 91.

I. Research Procedures

In this research, the procedures were done by researcher as follows:

1. Planning

This stage is an early stage in the research, where researchers conducted observations to the object of research, plan arrangement, determining the place or the research location, organizing permission and approval from school or from the research location that it will be observed, observing, choosing and using information, preparing instrument, and something relates to research. The researcher determined the place of the research and asked the permission and approval from the boarding house or institute and the researcher chosen Al-Mawaddah Modern Islamic Girl Boarding School. Then, the researcher prepared the instruments and something related to research.

2. Application

In this research phase, the researcher collected the data by observation, questionnaire, and documentation by understanding the research preparation. Then, the researcher takes a permission or an approval to the boarding and entered to the field for observing English speaking program at Al-Mawaddah Modern Islamic Girl Boarding School.

3. The Procedure of Data Analysis

At this stage the researchers collected the data and were sorted into the focus of this research that is the speaking program of students at the responsible teacher or manager of the program and some students of Al-Mawaddah Modern Islamic Girl Boarding School.

4. Research Report

At this stage the researchers described all of the research conducted in written form from all the planning of the study, the data collected and the data analysis and

conclusions of research undertaken about the English speaking program at Al-Mawaddah Modern Islamic Girl Boarding School.



CHAPTER IV

RESEARCH FINDING

This chapter consists of findings and presented all the data that have been found at English speaking programs of Al-Mawaddah Islamic Boarding School. In this part of research, the data were divided into two data namely general data and specific data. The general data consist of the support program especially for English speaking programs of students at Al-Mawaddah Modern Islamic Girl Boarding School. Then, the specific data consist of findings obtained from the statements of the problems.

A. General Data

The general data of this research can be seen as follows:

1) History of Al-Mawaddah Modern Islamic Girl Boarding School

Al-Mawaddah Boarding School for Girls was established on 9 of Dzul-Qa'dah 1409 H/ 21 October 1989 M as the idea and aspiration from KH. Ahmad Sahal as the establisher of Gontor Islamic Boarding School.¹¹⁹

Since Gontor Islamic Boarding School was known in public, KH. Ahmad Sahal thought to build a boarding especially for girls. Furthermore, KH. Ahmad Sahal told that Islamic Boarding School must be established and the location was further from Gontor Islamic Boarding School or it was separated approximately 5 km from Gontor.¹²⁰

After KH. Ahmad Sahal thought that idea, this boarding school was realized and established. The establisher of this boarding school was Nyai Hj. Soetichah Sahal, the boarding was named "Ma'hadul Mawaddah Al-Islamiy Lil Banaat" realization from

¹¹⁹ www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

¹²⁰ www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

instruction establisher of Gontor Boarding School and implemented by Nyai Hj. Soetichah Sahal and their children. The name meant that the boarding was merely for girls.¹²¹

Previously, Al-Mawaddah Boarding would be established in Nglumpang Village Ponorogo, but because of family reasons and the condition Al-Mawaddah Islamic Boarding School was established in CoperJetisPonorogo. The aspiration was testament and realization by Nyai Hj. Soetichah Sahal (Mr. KH. Ahmad Sahal's wife) by founding Al-Mawaddah Barding School in 1989. In 1989 Al-Mawaddah Islamic Boarding School was established as the name of the boarding school based on QS. Asy-Syura verse 23.¹²²

ذَلِكَ الَّذِي يُبَشِّرُ اللَّهَ عِبَادَهُ الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ قُلْ لَا أَسْأَلُكُمْ عَلَيْهِ أَجْرًا إِلَّا الْمَوَدَّةَ فِي الْقُرْبَىٰ وَمَن يَقْتَرِفْ حَسَنَةً نَّزِدْ لَهُ فِيهَا حُسْنًا إِنَّ اللَّهَ غَفُورٌ شَكُورٌ

It is that of which Allah gives good tidings to His servants who believe and do righteous deeds. Say, [O Muhammad], "I do not ask you for this message any payment [but] only good will through kinship." And whoever commits a good deed - We will increase for him good therein. Indeed, Allah is Forgiving and Appreciative.¹²³ Based on the data above, it can be concluded that Al-Mawaddah Islamic Boarding House was from KH. Ahmad Sahal idea. Then, this boarding was established and realized by Nyai Hj. Soetichah Sahal in 1989.

2) Visions, Mission, and Motto of Al-Mawaddah Islamic Girl Boarding School

a) Visions

¹²¹www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

¹²²www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

¹²³Holly Qur'an QS Asyura verse 23

The vision of Al-Mawaddah to create a virtuous, knowledgeable, skilled, creative, productive and innovative muslimah based on Islamic values.¹²⁴

b) Mission

- 1) To maintain devotion of Islamic learning values and practice them confidently, patiently and responsibility.
- 2) To invest the good attitude female students in society.
- 3) To train the students to be able to communicate ideas and religious knowledge in various groups of community.
- 4) To prepare the students to continue their further education levels, both intern and extern.
- 5) To equip students with skills and expertise professionally developed.
- 6) To produce graduates who have excellence amid competition¹²⁵

c) Motto

The morality affection, intellectual authoritative, resilient in the global era and towards God bless.¹²⁶

Vision and mission that be there at Al-Mawaddah Islamic Boarding House was the wishes of the boarding in carrying out a great woman.

3) Geographical Location

Al-Mawaddah Modern Islamic Girl Boarding School located at Mangga Street Coper Village Jetis District Ponorogo Regency. It separated approximately 5 kilometers from Gontor Islamic Boarding School. Al-Mawaddah Islamic Boarding House located strategy and reachable to all people.¹²⁷

¹²⁴ www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

¹²⁵ www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

¹²⁶ www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

¹²⁷ www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

4) The structure of Organization in Al-Mawaddah Boarding School and The Formature of Al-Arham Foundation Al-Mawaddah Islamic Boarding School

a. Structure Organization

NO	DIVISION	NAMES
1.	Establisher	1. Nyai Hj. Soetichah Sahal (almh)
		2. Drs. H. Ali Saefullah Sahal (almh)
		3. KH. Hasan Abdullah Sahal
2.	The highest senate	1. Dra. Hj. Siti Roekayyah Sahal, M.Pd
		2. KH. Ustuchori, MA
		3. Moh. Bisri, MA
		4. KH. Imam Bajuri
		5. Dr. Hj. Arba'iyah Yusuf, MA
		6. Dra. Indrati Nur Arafah
		7. Dr. Salamah Noor hidayati, M.Ag
		8. Hamidah Rusmala Dewi, S.Ag
		9. Dr. Eni Purwati, M.Ag
		10. Willi Ghozi
		11. Muchlas Hamidy
		12. Munjizah Nuastika Damai
		13. Mustafid Hakim
		14. Erma Susantiani, S.H
3.	Leadership	1. Director : KH.Ustuchori, MA
		2. Guiders : Siti Inganah Islani, S.Pd.I Maryam Siti Rukhana, S.Ag Umi Saida, SH.I

b. Formature of Al-Arham Foundation Al-Mawaddah Islamic Boarding School

NO	DIVISION	NAMES
1.	Founder of Boarding	KH. Hasan Abdullah Sahal

2.	Supervisor	The highest senate
3.	Chief I	Drs. Zainal Arifin
4.	Chief II	H. Ahmad ZainuddinHamidi, M.Psi
5.	Secretary I	Chabib, M.Pd.I
6.	Secretary II	H. IrfanSuharso, BA
7.	Treasurer I	AgusSuwandi, S.Ag
8.	Treasurer II	H. Musthofa Kamal Akbar Santoso, S.H
9.	Members	1. Terry PuspitaMurti
		2. Susi Susilowati

5) Curriculum of Al-Mawaddah Islamic Boarding School and Extracurricular of Al-Mawaddah Islamic Boarding School

a. Curriculum of Al-Mawaddah Islamic Boarding School

Curriculum of Al-Mawaddah Islamic Boarding School uses a combination of curriculum between the education of Gontor Modern Islamic Boarding School and the ministry of religion (MTs / MA). For Islamic boarding school for girl Al-Mawaddah a new curriculum that is always changing along with the development of this era becomes an important momentum in order to trigger themselves and be more creative.¹²⁸

In order to be able to implement the target of the curriculum of the education of Gontor modern islamic boarding school and the Ministry of Religion systematically, the curriculum compilation team sets standard competencies for subject groups (SK-KMP) as follows:

- a. Religion and akhlakul karimah
- b. Citizenship and personality
- c. Science and technology
- d. Aesthetics

¹²⁸www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

e. Art and health

The activities of each group of subjects are divided into three programs or group namely:

1. General Program

Mawaddah Islamic boarding house has general program that obligatory to teach to all students. Those programs such as Al-Qur'an, Tauhid, Tafsir, Hadist, Tajwid, Muthola'ah, Fiqih, Usul fiqih, Adyan, Tarjamah, Faroidh, Bahasa Indonesia, PKN, Penjaskes, Sodiologi, Ekonomi and Geografi.

2. Support Program

Besides it, Al-Mawaddah Islamic Boarding House has support programs for improving and showing their skill or ability. Those programs such as Arabic language, Nahwu, Shorof, Balaghoh, Mahfudhot, Imla', Khot, English language, physics, chemistry, Biology, Mathematics, history, Grammar, Composition and art.

3. Specific Program

Besides it, Al-Mawaddah Islamic Boarding House has support programs for improving and showing their skill or ability. Those programs such as Arabic language, Nahwu, Shorof, Balaghoh, Mahfudhot, Imla', Khot, English language, physics, chemistry, Biology, Mathematics, history, Grammar, Composition and art.

b. Extracurricular of Al-Mawaddah Islamic Boarding School

There are many types of extracurricular developments in Al-Mawaddah Islamic Boarding School such as drum band or GNPA, master of ceremony training (formal and informal master of ceremony), calligraphy, training of speech three times in a week by English and Arabic language, the beauty voice of reciting the holy Qur'an, and etc.¹²⁹

¹²⁹ www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

Those are the extracurricular developments in Al-Mawaddah Islamic Boarding School. The students can choose the extracurricular depend on their selves and their choices. This program holds twice in a week every Wednesday and Sunday in afternoon.¹³⁰

Besides that, public speaking training and scout are the obligatory extracurricular that must be joined by the students of Al-Mawaddah. These program intends to make the students show their ability confidently.¹³¹ Then the researcher can concluded that, conducted the extracurricular in order to make the students can show their skills or ability.

6) The Data of Teachers and Students

Teacher is one of the main keys in educating and being good example for students. In Al-Mawaddah Boarding house, every teacher has competence and obligation for briefing and educating the organizer based on division of organization. The teachers of Al-Mawaddah Islamic Boarding School consist of female teachers that educate students to be a great woman.

1) The List of Dedication Teachers at Al-Mawaddah Boarding School

This following table is the number of dedication teachers at boarding house every year's level. As follows:

2) Number of Students

In academic year of 2019/2020, Al- Mawaddah Islamic Boarding School has 1032 students. Those consist of students from seventh grade Junior High School until twelfth grade Senior High School. There are 232 students of the seventh grade. Then, there are 157 students of the eight grade and 211 students of the ninth grade,

¹³⁰www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

¹³¹www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

totals students of Junior High School students are 600 students. And from the Senior High School are 432 students. It divided into of Science students and Social students, Vocational School Students of Health and Design.¹³²

7) Facilities and Infrastructure of Al-Mawaddah Islamic Boarding School

To support the quality of the Al-Mawaddah boarding house and increase the comfort of the students, existence a good facilities and basic facilities is being necessary for upgrading it. This table below presents facilities and basic facilities form. It is conducted to make effective data.

Dormitory Building Facility Data of Al-Mawaddah Boarding House

NO	BUILDING NAME	ROOM	BATHROOM	RESTROOM	DRYING
1	KHODIJAH 1 st FLOOR	6	6	3	2
2	SYAHROZAT 2 nd FLOOR	1	1	1	-
3	MUAWWANAH 1 st FLOOR	2	2	2	1
4	MUAWWANAH 2 nd FLOOR	4	2	5	1
5	AR-ROHMAH 1 st FLOOR	5	14	-	-
6	AR-ROHMAH 2 nd FLOOR	5	-	-	1
7	AS-SAKINAH 1 st FLOOR	3	15	9	-

¹³²www.pesantrenputrialmawaddah.sch.id (accessed on May, 25 2020 at 09.00 am)

8	AS-SAKINAH FLOOR	2 nd	3	-	-	-
9	AISYAH FLOOR	1 st	3	22	-	-
10	AISYAH FLOOR	2 nd	3	-	-	1
11	KARTINI FLOOR	1 st	6	8	-	2
12	KARTINI FLOOR	2 nd	6	-	-	2
13	KARTINI FLOOR	3 rd	7	8	-	-
14	SEWINDU FLOOR	1 st	2	2	1	1
15	SEWINDU FLOOR	2 nd	4	-	-	-
16	FIRDAUS		1	1	-	1
17	FUJIYAMA FLOOR	1 st	2	2	1	1
18	FUJIYAMA FLOOR	2 nd	2	-	-	-
19	FUJIYAMA FLOOR	3 rd	3	-	-	1
20	SDIT HOSTEL		5	5	-	1
21	KHODIJAH FLOOR	2 nd	-	2	1	-
22	MAMBA'UL QUR'AN		-	3	3	-
23	SYAHROZAT FLOOR	2 nd	-	1	1	-
24	GUEST HOUSE		-	10	10	-
25	GENERAL KITCHEN		-	1	1	-

B. Primary Data

1. The Implementation of Daily Speaking Conversation at Al-Mawaddah Modern Islamic Girl Boarding School

The researcher conducted an observation and interview at Al-Mawaddah Modern Islamic Girl Boarding School to know the Implementation of Daily Speaking Conversation Program at Al-Mawaddah Islamic Girl Boarding School. The first discussion is about the English speaking conversation program of students at Al-Mawaddah Modern Islamic Boarding School Based on the interview with Mrs. Najah as the teacher of CLI (Central Language Improvement) she said that there are speaking program in English week program.

CLI (Central Language Improvement), an organization that manages all language activities in the boarding school. It has a program named Daily Speaking Conversation Program to develop students speaking fluency improvement through daily communication. It aims to overcome several problems that students found in learning foreign language skill, especially in speaking. CLI (Central Language Improvement) has rules and system that the students have the obligation to use English in their daily conversation. The rules in this English week program is the students must use English in term. They must speak English in every activity both of boarding and class. Besides, the teacher of CLI (Central Language Improvement) as the responsible of those programs give some sustain speaking program along the English week. The English speaking programs of students at Al-Mawaddah Modern Islamic Girl Islamic Boarding School held during the term of English week in the Boarding School.¹³³

The language program in Al-Mawaddah Modern Islamic Girl Islamic Boarding School held all the time of teaching and learning. All the students, teacher, and staff used English in their interaction. English language practice there help the students improve and become

¹³³Look at Interview Trascript Number 01/W/2-8/020

the habit in this boarding school. Because of the ability of speaking needs to have a routine conversation by practicing English speaking the students will build some language features.¹³⁴

Based on interviews, observations, and documentations in this research, there are some programs of English speaking conversation at Al-Mawaddah Modern Islamic Girl Boarding School Such as vocabulary program, conversation program, daily conversation program, correction language program, speech program, drama program, making sentence program, and composition program. And there are divided into two kind of English speaking program such as: main program and supplementary program.

a. The Main Program

The main programs are the programs which suitable with the skill of speaking, they produce speaking directly in the programs. Those programs are vocabulary or giving vocabulary program, conversation program, daily conversation program, correction language program, speech program, and drama program.

b. The Supplementary Program

The supplementary are the programs which not directly produce the speaking skill. The supplementary program also sustaining and completing the main program. Those programs not only done in speaking activities but also in the evaluations of students' learning. They are making sentence program and Composition Program. All of the programs are used to improve the students' speaking skill. The programs used the English practice and also activities that sustain the speaking programs. By those programs, students are expected to master in English speaking. And in learning speaking there are a number of components emphasized on: grammar, comprehension, vocabulary pronunciation, and fluency.

¹³⁴Look at Interview Trascript Number 01/W/2-8/020

So, from the programs used for students' learning speaking in Al-Mawaddah can improve students speaking skill and practice in their daily. And speaking is the main skill in communication in two ways of process between a speaker and a listener and involved productive and receptive skills of understanding (listening with understanding) from this definition, it can be inferred that in order to be able to speak, one should master productive skills and receptive skills. Al-Mawaddah held the speaking program and not only include the speaking practice but also on the way of listening, reading, and writing. Therefore, they are the supplementary program which complete the main program in English speaking program at Al-Mawaddah Modern Islamic Girl Boarding School.¹³⁵

Based on the findings of the study during the interviews, observations, and documentations that held on January up to February 2020 at Al-Mawaddah Modern Islamic Girl Boarding School about the activities of the English speaking program of the students at this boarding. The activities in learning English speaking at Al-Mawaddah Modern Islamic Girl Boarding School is one of the implementation of the curriculum in modern Islamic boarding school which used English and Arabic language in the daily activity. Al-Mawaddah is one of the modern boarding schools in Indonesia that used the curriculum of modern boarding school.

Those activities used in Al-Mawaddah Modern Islamic Girl Boarding school are fluency, accuracy with words and pronunciation, appropriately, responding and initiating, repair and repetition, discourse maker are including in the activities of main program. Besides, there is one of the activity ranges of words and grammar is included in the supplementary program. Here are the activities of the students: The first activity is conversation program it is refer to the point of fluency. The activities in conversation and speech program make students fluent in English speaking by practice in conversation and

¹³⁵Look at Interview Trascript Number 01/W/2-8/020

speech delivery programs. So, when the students of Al-Mawaddah held the conversation there are a discussion between one and the other students in building interaction for improving their speaking skill. The conversation program is the daily program which used in English speaking program of Al-Mawaddah Modern Islamic Girl Boarding School. This program contained the daily conversation with the certain theme given by the teacher or language department. The students have conversation program everyday it was held at 06.30 – 07.00 a.m. In this program they did discussion on the certain topics given and guided by the teacher or sometime they discussed by their own topic in a rule. This activity was held in front of the dormitory building, before they entered their class. All of the students made a line and worked in pair for doing conversation. They spoke and made conversation with their partner in English. Second is Daily Conversation Program This program was held on Tuesday morning after the vocabulary program. The differences between daily conversation and conversation were in conversation program students were asked to make conversation from the teacher's theme or by their own topic, while in daily conversation program they got the theme from the daily conversation book. In this book there were some themes of conversation. Before giving the material the teacher read in front of the students. The students would read together, practice with their partner and one or two of them were asked to read in front of their friends. After that, this theme and the daily conversation would be memorized by all students. Memorizing this conversation would be done in the afternoon, the third is Vocabulary Program / Giving Vocabulary Program, the vocabulary program was one of the English speaking programs at Al-Mawaddah Modern Islamic Girl Boarding School. The vocabulary program was included in the daily program in Al-Mawaddah Modern Islamic Girl Boarding School. The students have vocabulary program every day. The program was held after subuh prayer at 05.00–05.15 a.m. The teacher delivered two vocabularies every morning. After the teacher delivered the vocabulary the students would repeat the word together. Then the students

were asked to memorize those vocabularies. In a week they would get 14 vocabularies and they were asked to make sentences from those vocabularies. The teacher would collect and check the sentence. The next program is Sentence Correction Program this program is the program which facilitates the students in repairing their mistakes. From this program the students could correct their mistakes. This program was held in Tuesday morning after the daily conversation program finished. It contained the correct sentence of some wrong sentence. The materials were printed in a book. The book was taken from Darussalam Press (Darussalam Modern Islamic Boarding School). The teacher read and delivered the wrong sentences followed by the correct sentence for explanation to the students and the students would repeat the sentence. In the afternoon all of students had to memorize what they had memorized today which are the daily conversation and correction language sentence.

The fifth program is Training Speech Program this program was one of the main programs of English speaking program at Al-Mawaddah Modern Islamic Girl Boarding School. Speech program was held twice a week at Thursday night and Sunday night. In this program students were asked to make an event or program which completed by mc or master of ceremony, holy Quran reader, singing leader, and also the speaker, etc. The contestant or speaker was also from some grades. They were divided into schedules. All of students in every group would get the speech time. In additions all the students from every group would be the officer in every duty. From here we could know the progress of the students' speaking skill, the sixth program is Drama Program this was one of the main and weekly programs of English speaking program at Al-Mawaddah Modern Islamic Girl Boarding School. This program was held on Wednesday morning before the students entered the class. The program was held once in a week. The students were divided into some group from every room or dormitory to present their drama or role play. The theme of drama program performance was depended on their creativity. The next program is Making Sentence Program, actually this program was considered in English program of

Al-Mawaddah Modern Islamic Boarding School. But, according to the researcher this program was not considered into the English speaking program. However, this program was also sustaining the English speaking program at Al-Mawaddah.

Modern Islamic Girl Boarding School. Therefore, this program was included into the supplementary programs on English speaking program of Al-Mawaddah Modern Islamic Girl Boarding School for sustaining and completing the main program of English speaking program. The activities in these programs were assigning the students to make sentences from the vocabularies in a week. The sentences were collected on Thursday night and be checked by the teacher in charge of the program. But, by the observation of researcher this program was not suitable in learning speaking. This program was included in English program in English week schedule. And the last program is Composition Program this program was considered into English program of AL-Mawaddah Modern Islamic Girl Boarding School. But, according to the researcher this program was not considered into the English speaking program. However, this program also sustaining the English speaking program. Therefore, this program was included in the supplementary program on English speaking program of Al-Mawaddah Modern Islamic Girl Boarding School for sustaining and completing the main program of English speaking program. This program was held once in a week. The theme would be given for every grade according to their ability. The teacher gave the theme or title and the students would start to compose. The students made their papers with some rules from every grade. But, according to the observation of researcher this program was not suitable to learn speaking. This program was included in English program in English weekly schedule.¹³⁶ Then the researcher concluded that those all the activities can improve students speaking skills and ability.

¹³⁶Look at Interview Trascript Number 02/W/19-8/020

2. The problems faced by students and teachers during this program

The second question of this research is: ‘What are the problem faced by students and teachers during this program?’ this questions is designed to know the students’ and teachers’ problems during this program. To answer this questions, the researcher conducted the interview with some students of fifth grade Islamic Girl Boarding School, and the teacher of CLI (Central Language Improvement).

Based on the interview, there are several problems faced by students and teachers:

a. Students’ Problem

There are several problems faced by students:

1. Lack of Motivation

Motivation is one of the important factors that play vital role in learning English at all levels.¹³⁷ Without high motivation, students could not achieve a good result in learning English.

Based on the interview of student 1, she stated that: She was confused when she practiced the speaking English conversation program because she was lack of practice before entering to the boarding school. It happened because of her low motivation in learning English. Therefore, she felt that learning English was difficult.¹³⁸

Based on the interview above, I can be concluded that students have a lack of motivation because she was lack of practice before entering to the boarding school.

2. Lack of Vocabulary

Vocabulary knowledge is viewed as an essential tool for mastering English skills, it also contributes to the practice of speaking English conversation. Therefore, students should have a good vocabulary mastery.

¹³⁷ Muhammad Dilshad, et al, “Impact of Students Motivation for Learning English on their Achievement at Secondary level”, Pakistan Journal of Social Science (PJSS) Vol. 39, No. 2 (2019), 690.

¹³⁸ Look at Interview Trascript Number 02/W/19-8/020

Based on interview of student number 1 she stated that: She felt lack of vocabularies because there is no English material in the curriculum 2013 especially in elementary school. Therefore, her vocabulary is limit.¹³⁹

Based on the interview above, I can be concluded that students have a lack of vocabulary because there is no English material in the curriculum 2013 especially in elementary school.

3. Low of Confidence

Self-confidence is the most important thing in speaking English. Many things are a background of self-doubt such as insecurity, worries of making mistakes, and worries are difficult for the opponent to understand speaking.

Student 3 stated that she felt afraid of making mistakes and break the rules of CLI and she will get the punishment from CLI. This rule make her uncomfortable to stay at the boarding school.¹⁴⁰

Based on the interview above, I can be concluded that students have a low of confidence because she felt afraid of making mistakes and break the rules of CLI

Based on the interview the researcher concluded that the problems of the students such as: lack of motivation, it happened because the students needed to more adaptation in their new environment. Then, lack of vocabularies, lack of confident, and fluency, sometimes they are confused because English were not their first language, lack of grammar and they are afraid to make mistakes because the students who break the rules of CLI (Central Language Improvement) will get some punishments as follow: memorizing vocabularies, making an essay, making composition, and screaming while go around the boarding school. The system is considered in order to make the students

¹³⁹ Look at Interview Trascript Number 02/W/19-8/020

¹⁴⁰ Look at Interview Trascript Number 02/W/19-8/020

accustomed in practicing foreign language in their foreign language quality, especially in speaking skill.¹⁴¹

b. Teachers' Problem

Based on interview with the teacher stated that this boarding is one of the Islamic boarding schools not only focused in Islamic subject, but also in developing English as an international language. In the implementation of this program some of the teachers are still found some problems such as: the teacher could not control the students for 24 hours, especially while they are stay in their own room, and around the dormitory because they had a lot of activities at the boarding school.

The teacher of this program stated that some of teacher have to study at college, and some of them have to control another program and control all the activities at the Boarding School. Therefore, the students used Indonesian language quietly without known by the teacher.¹⁴²

The researcher concluded that almost of the problems are came from the students such as lack of vocabularies and they are afraid to make mistakes because they will get some punishments from the CLI (Central Language Improvement) and the teacher if they were break the rules of the English Conversation Program.

3. The Strategies to Overcomes Students' and Teachers' Problems.

The third questions of this research is: 'What are the strategies to overcome students' and teachers' problem?' This question is designed to find out the strategies to overcomes students' and teachers' problems.

¹⁴¹Look at Interview Trascript Number 02/W/19-8/020

¹⁴² An interview with teacher of CLI August 2020

a. The Strategies to Overcomes Students' Problems

Based on the interview with the teachers of CLI (Central Language Improvement), there are some strategies that use to overcomes the problems of students, such as:

1. The Strategies to Overcomes Students' on Lack of Motivation

The first strategies are giving questions and answers to the students after sport session every Friday morning.

According to students 1, that every Friday morning after sport session the teachers of CLI (Central Language Improvement) gave some motivation through a meeting. All students are divided into some groups, usually the group are divided based on their class. The students 2 stated that the teacher's open questions and answers session. after that the teacher ask to students what are the problem faced by them. After the teacher know the problem faced by students, the teachers would give some advice, motivate them, and engaged them to learn English trough daily speaking in interesting way such as: speech delivery, daily conversation, and drama performance. Students 3 said that the teacher would gave motivation and open question and answer everyday to know the result of this strategy. Students 4 said that after getting the advice and motivation through question and answer session, the students could interest to learn and practice speaking English conversation program.¹⁴³

Based on the interview above, the researcher concluded that this strategy seems to be successful to improve students lack of motivation in implementing daily speaking English conversation program at Al-Mawaddah Islamic Girl Boarding School Ponorogo.

¹⁴³ Look at Interview Trascript Number 02/W/19-8/020

2. The Strategies to Overcomes Students' Lack of Vocabulary

Second problem is lack of vocabulary. There are the results of interview with students:

According to student 1, the teacher gave the strategy through vocabulary program. This program was including in Al-Mawaddah Islamic Girl Boarding School Ponorogo. Students 2 stated that the students have vocabulary program everyday in the daily program. The program was held after subuh prayer at 05.00– 05.15 a.m. The teacher delivered two vocabularies every morning. After the teacher delivered the vocabulary the students would repeat the word together. Based on student 3, students were asked to memorize 14 vocabularies in a week, and they were asked to make sentences from those vocabularies. The teacher would collect and check the sentence. Students 4 stated that after getting the strategy, they could memorize a lot of vocabularies. All the students stated that they could master the vocabulary after getting this strategy¹⁴⁴

Based on the interview above, the researcher concluded that this strategy was appropriate to overcomes students' problem in the lack of vocabulary.

3. The Strategies to Overcomes Students' Low of Confidence

Last problem is low of confidence. There are the results of interview with students:

Based on student 1, she stated that he teachers applied some strategies to overcome this problem, such as: speech delivery, daily conversation practice, and drama performance. Student 2 stated that in speech delivery, the students will deliver their concept of speech, and perform in front of the audience based on the schedule. She said that she should mastered the topic of speech concept. After that, the students present the topic. Student 3 stated that students who are not become the speaker will read the conclusion. It means that all participant of group will following the evaluation. Student 4 stated that the other program was daily conversation practice. In this session,

¹⁴⁴ Look at Interview Trascript Number 02/W/19-8/020

the teacher will evaluate the students through conversation practice. Teacher would give some topic and give the example. After that, the students will follow by practicing the conversation in front of audience. All of students stated that after getting those strategies, they will be more confidence in practicing speaking in their daily activities both in the boarding school and school.

Based on the interview above, the researcher concluded that this strategy was appropriate to overcomes students' problem in the low of confidence.

b. The Strategy to Overcome Teachers' Problem

Based on the interview with the teachers of CLI (Central Language Improvement), there is strategy that use to overcomes the problems of students, that is arrange the schedule to control the students.

The teacher of this program stated that some of teacher have to study at college, and some of them have to control another program and control all the activities at the Boarding School. Therefore, the students used Indonesian language quietly without known by the teacher.¹⁴⁵ Miss. Najah (the teacher of CLI) has arranged that the schedule in order to control all the students while they were stayed at their own room, the teacher go around the boarding school every morning before the students are gone to school to make sure that students were obey the rules well. The teacher will punish the students who break the rules. The teacher also controls the room every night after all activities are done, after the sleeping bells was ringing usually all the students are back to their own rooms and having praying together and memorizing and practicing vocabularies together with the manager of the room. Beside that some of students usually having a joke with their roommate and sometimes they are used Indonesian language in their conversations. But after the teacher made this schedule, the students more discipline than before and could obey the rules well. This strategy made in order to accustomed the students to speak English in their daily conversation both in the dormitory or school.

¹⁴⁵ An interview with teacher of CLI August 2020

Based on the explanation above it can be concluded that this strategy seems to be successful in order to accustom the students to speak English in their daily conversation. Because the students could be more disciplined after the teacher applied this strategy.



CHAPTER V

DISSCUSION

In this part of research, the researcher analyzed data that has been collected from the observation in the research. Besides that, the researcher represents the analysis result by answering of three problem statements that had been observed and collected. The first question that analyzed by researcher is the implementation of the daily speaking conversation program at Al-Mawaddah Modern Islamic Girl Boarding School. The second question are the problems faced by students and teachers during this program. The third question are alternative solutions of the problem.

A. The Implementation of the Daily Speaking Conversation Program at Al-Mawaddah Modern Islamic Girl Boarding School

CLI (Central Language Improvement), an organization that manages all language activities in the boarding school. It has a program named “Daily Speaking Conversation Program” to develop students speaking fluency improvement through daily communication. It aims to overcome several problems that students found in learning foreign language skill, especially in speaking. CLI (Central Language Improvement) has rules and system that the students have the obligation to use English in their daily conversation. The rules in this English week program is the students must use English in term. They must speak English in every activity both of boarding and class. Besides, the teacher of CLI (Central Language Improvement) as the responsible of those programs give some sustain speaking program along the English week. They must speak English in every activity both of boarding and class. Besides, the teacher of CLI (Central Language Improvement) as the responsible of those programs give some sustain speaking program along the English week. The English speaking programs of students at Al-Mawaddah Modern Islamic Girl Islamic Boarding School held during the term of English week in the Boarding School.

The language program in Al-Mawaddah Modern Islamic Girl Islamic Boarding School held all the time of teaching and learning. All the students, teacher, and staff used English in their interaction. English language practice there help the students improve and become the habit in this boarding school. Because of the ability of speaking needs to have a routine conversation. By practicing English speaking the students will build some language features. Based on interviews, observations, and documentations in this research, there are some programs of English speaking conversation at Al-Mawaddah Modern Islamic Girl Boarding School Such as vocabulary program, conversation program, daily conversation program, correction language program, speech program, drama program, making sentence program, and composition program. And there are divided into two kind of English speaking program such as: main program and supplementary program. The main programs are the programs which suitable with the skill of speaking, they produce speaking directly in the programs. Those programs are vocabulary or giving vocabulary program, conversation program, daily conversation program, correction language program, speech program, and drama program. While, in the supplementary are the programs which not directly produce the speaking skill. The supplementary program also sustaining and completing the main program. Those programs not only done in speaking activities but also in the evaluations of students' learning. They are making sentence program and Composition Program. All of the programs are used to improve the students' speaking skill. The programs used the English practice and also activities that sustain the speaking programs. By those programs, students are expected to master in English speaking. And in learning speaking there are a number of components emphasized on: grammar, comprehension, vocabulary pronunciation, and fluency. So, from the programs used for students' learning speaking in Al-Mawaddah can improve students speaking skill and practice in their daily. And speaking is the main skill in communication in two ways of process between a speaker and a listener and involved productive and receptive skills of understanding (listening with understanding) from this definition, it can be inferred that in order to be able to

speak, one should master productive skills and receptive skills. Al-Mawaddah held the speaking program and not only include the speaking practice but also on the way of listening, reading, and writing. Therefore, they are the supplementary program which complete the main program in English speaking program at Al-Mawaddah Modern Islamic Girl Boarding School.

Based on the findings of the study during the interviews, observations, and documentations that held on January up to February 2020 at Al-Mawaddah Modern Islamic Girl Boarding School about the activities of the English speaking program of the students at this boarding. The activities in learning English speaking at Al-Mawaddah Modern Islamic Girl Boarding School is one of the implementation of the curriculum in modern Islamic boarding school which used English and Arabic language in the daily activity. Al-Mawaddah is one of the modern boarding schools in Indonesia that used the curriculum of modern boarding school.

Those activities used in Al-Mawaddah Modern Islamic Girl Boarding school are fluency, accuracy with words and pronunciation, appropriately, responding and initiating, repair and repetition, discourse maker are including in the activities of main program. Besides, there is one of the activity ranges of words and grammar is included in the supplementary program. Here are the activities of the students: The first activity is conversation program it is refer to the point of fluency. The activities in conversation and speech program make students fluent in English speaking by practice in conversation and speech delivery programs. So, when the students of Al-Mawaddah held the conversation there are a discussion between one and the other students in building interaction for improving their speaking skill. The conversation program is the daily program which used in English speaking program of Al-Mawaddah Modern Islamic Girl Boarding School. This program contained the daily conversation with the certain theme given by the teacher or language department. The students have conversation program everyday it was held at 06.30 – 07.00 a.m. In this program they did discussion on the certain topics given and guided by the teacher or sometime they discussed by their own topic in a rule. This activity was held in front of the dormitory building, before they entered their

class. All of the students made a line and worked in pair for doing conversation. They spoke and made conversation with their partner in English. Second is Daily Conversation Program This program was held on Tuesday morning after the vocabulary program. The differences between daily conversation and conversation were in conversation program students were asked to make conversation from the teacher's theme or by their own topic, while in daily conversation program they got the theme from the daily conversation book. In this book there were some themes of conversation. Before giving the material the teacher read in front of the students. The students would read together, practice with their partner and one or two of them were asked to read in front of their friends. After that, this theme and the daily conversation would be memorized by all students. Memorizing this conversation would be done in the afternoon, the third is Vocabulary Program / Giving Vocabulary Program, the vocabulary program was one of the English speaking programs at Al-Mawaddah Modern Islamic Girl Boarding School. The vocabulary program was included in the daily program in Al-Mawddah Modern Islamic Girl Boarding School. The students have vocabulary program every day. The program was held after subuh prayer at 05.00– 05.15 a.m. The teacher delivered two vocabularies every morning. After the teacher delivered the vocabulary the students would repeat the word together. Then the students were asked to memorize those vocabularies. In a week they would get 14 vocabularies and they were asked to make sentences from those vocabularies. The teacher would collect and check the sentence. The next program is Sentence Correction Program this program is the program which facilitates the students in repairing their mistakes. From this program the students could correct their mistakes. This program was held in Tuesday morning after the daily conversation program finished. It contained the correct sentence of some wrong sentence. The materials were printed in a book. The book was taken from Darussalam Press (Darussalam Modern Islamic Boarding School). The teacher read and delivered the wrong sentences followed by the correct sentence for explanation to the students and the students would repeat the sentence. In the afternoon all of students had to memorize

what they had memorized today which are the daily conversation and correction language sentence.

The fifth program is Training Speech Program this program was one of the main programs of English speaking program at Al-Mawaddah Modern Islamic Girl Boarding School. Speech program was held twice a week at Thursday night and Sunday night. In this program students were asked to make an event or program which completed by mc or master of ceremony, holy Quran reader, singing leader, and also the speaker, etc. The contestant or speaker was also from some grades. They were divided into schedules. All of students in every group would get the speech time. In additions all the students from every group would be the officer in every duty. From here we could know the progress of the students' speaking skill, the sixth program is Drama Program this was one of the main and weekly programs of English speaking program at Al-Mawaddah Modern Islamic Girl Boarding School. This program was held on Wednesday morning before the students entered the class. The program was held once in a week. The students were divided into some group from every room or dormitory to present their drama or role play. The theme of drama program performance was depended on their creativity. The next program is Making Sentence Program, actually this program was considered in English program of Al-Mawaddah Modern Islamic Boarding School. But, according to the researcher this program was not considered into the English speaking program. However, this program was also sustaining the English speaking program at Al-Mawaddah

Modern Islamic Girl Boarding School. Therefore, this program was included into the supplementary programs on English speaking program of Al-Mawaddah Modern Islamic Girl Boarding School for sustaining and completing the main program of English speaking program. The activities in these programs were assigning the students to make sentences from the vocabularies in a week. The sentences were collected on Thursday night and be checked by the teacher in charge of the program. But, by the observation of researcher this program was not suitable in learning speaking. This program was included in English program in English week

schedule. And the last program is Composition Program this program was considered into English program of AL-Mawaddah Modern Islamic Girl Boarding School. But, according to the researcher this program was not considered into the English speaking program. However, this program also sustaining the English speaking program. Therefore, this program was included in the supplementary program on English speaking program of Al-Mawaddah Modern Islamic Girl Boarding School for sustaining and completing the main program of English speaking program. This program was held once in a week. The theme would be given for every grade according to their ability. The teacher gave the theme or title and the students would start to compose. The students made their papers with some rules from every grade. But, according to the observation of researcher this program was not suitable to learn speaking. This program was included in English program in English weekly schedule. Then the researcher conclude that those all the activities can improve students speaking skills and ability.

B. The Problems Faced by Students and Teachers During This Program

The second questions of this research is: ‘What are the problems faced by students and teachers during this program?’ this question is designed to know the students’ and teachers’ problems during this program.

To answer this questions, the researcher conducted the interview with some students of fifth grade Islamic Girl Boarding School, and the teacher of CLI (Central Language Improvement). There are some problems faced by students and teachers:

1. The Problems Faced by Students

At the school, speaking English is the problem for the students. According to Zhang, speaking remains the most difficult skill to master for the majority of English learners, and

they are still incompetent in communicating orally in English.¹⁴⁶ Heriansyah stated that the problems that students faced in speaking English are their less of confidence to speak and they are afraid of making errors or inaccuracy while speaking besides other problems like their lack of vocabulary and poor pronunciation.¹⁴⁷

Based on interview with Students at Al-Mawaddah Modern Islamic Girl Boarding School the researcher knew that almost all of the students has similar problems such as: lack of motivation, lack of vocabularies, and low of confident.

1. Lack of Motivation

Based on the interview, students stated that they were confused when they practiced the speaking English conversation program because they were lack of practice before entering to the boarding school. It happened because of their low motivation in learning English. Therefore, they felt that learning English was difficult.

2. Lack of Vocabularies

Based on the interview, students felt lack of vocabularies because there is no English material in the curriculum 2013 especially in elementary school. Therefore, her vocabulary is limit.

3. Low of Confident

Based on the interview, students felt afraid of making mistakes and break the rules of CLI and they will get the punishment from CLI. This rule makes their uncomfortable to stay at the boarding school.

¹⁴⁶ Andi Annisaa Hanifah Nursyams, "A Study of Students Problems in Daily English Speaking Activity of the Eleventh Grade Science IPA Students of SMAN 10 Makassar" (Thesis, UNMUH, Makassar, 2018), 2.

¹⁴⁷ Hendra Heriansyah, "Speaking Problems faced by English Department Students of Syiah Kuala University", *Lingua Didaktika*, Vol.6, No.1, 2012, 3.

2. The Problems Faced by Teachers

In learning speaking, a teachers' strategies affect the progress of students understanding in language learning in terms of teaching. According to Sriharto, a strategy in teaching is one of the ways to make teaching and learning process effective, strategies are some peculiar undertaking that we make to faced problem.¹⁴⁸ The effective strategies from teachers can remind the students' ability to sharpen their knowledge of speaking in language learning, therefore teachers are required to have capability that is creative in developing strategies for teaching speaking¹⁴⁹.

According to the interview with the teacher stated that teacher also has some problems too such as could not control the students for 24 hours because of the teacher also has their own activities. But the manager of the room and dormitory would help the teacher to control the students and make sure that all of the students could obey the rules well.

The researcher concluded that almost of the problems are came from the students but those problem still can to be solved with the teacher.

C. The Strategies to Overcome Students' and Teachers' Problems

The third questions of this research is: 'What are the strategies to overcome students' and teachers' problems?'. This question is designed to find out the strategies to overcome students' and teachers' problems. To answer this questions, the researcher conducted interview with the teacher of CLI (Central Language Improvement) of Al-Mawaddah Modern Islamic Boarding School. Based on the researcher's interview, most of the interviewees gave positive responses from the respondent.

Strategy means a plan for achieving something. In teaching and learning process, strategy is an activity that should be done both teachers and learners in order to get earning

¹⁴⁸ Andika Tomi Sriharto, "Problem Faced by Teacher in Teaching Speaking at Seventh Grade of SMPN 5 Sukoharjo", (Thesis, UNMUH, Surakarta, 2017), 3.

¹⁴⁹ Ibid, 3.

activity become effective and efficient.¹⁵⁰ The teachers who has first obligation for designing strategy and it followed the students in learning activities.¹⁵¹ There are strategies that applied to overcomes students' and teachers' problems:

1. The Strategies to Overcome Students' Problems

Based on the interview with the teachers of CLI (Central Language Improvement), there are some strategies that use to overcomes the problems of students.

The first strategies are to overcome students' problem in solve the lack of motivation, are giving questions and answers to the students after sport session every Friday morning.

The second strategies are to overcome students' problem in the lack of vocabulary. First, the teacher gave the strategy through vocabulary program. This program was including in Al-Mawaddah Islamic Girl Boarding School Ponorogo. Second, students have vocabulary program everyday in the daily program. The program was held after subuh prayer at 05.00–05.15 a.m. Third, students were asked to memorize 14 vocabularies in a week, and they were asked to make sentences from those vocabularies.

The third strategies are to overcome the students' overcome students' problem in the low of confidence. The strategy is daily conversation practice. In this session, the teacher will evaluate the students through conversation practice. Teacher would give some topic and give the example. After that, the students will follow by practicing the conversation in front of audience. All of students stated that after getting those strategies, they will be more confidence in practicing speaking in their daily activities both in the boarding school and school.

¹⁵⁰ Ririn Rianingsih, "The Teacher Strategies in Overcoming Students' Difficulties in Speaking at English Intensive Program of MA An-Nur Cirebon, (Thesis, IAIN, Cirebon, 2015), 15.

¹⁵¹ Ibid, 15.

Based on the explanation above, it can be concluded that the strategies to overcome the students' problems are appropriate and shows a good result. It proved by the improvement of students' ability in speaking English in their activities at the boarding schools.

2. The Strategies to Overcome Teachers' Problems

Based on the interview with the teachers of CLI (Central Language Improvement), there is strategy that use to overcomes the problems of students, that is arrange the schedule to control the students.

Therefore, the teacher of CLI (Central Language Improvement) has arranged the schedule in order to control all the students while they were stayed at their own room, the teacher go around the boarding school every morning before the students are gone to school to make sure that students were obey the rules well. The teacher will punish the students who break the rules. The teacher also controls the room every night after all activities are done, after the sleeping bells was ringing usually all the students are back to their own rooms and having praying together and memorizing and practicing vocabularies together with the manager of the room. Beside that some of students usually having a joke with their roommate and sometimes they are used Indonesian language in their conversations. But after the teacher made this schedule, the students more discipline than before and could obey the rules well. This strategy made in order to accustomed the students to speak English in their daily conversation both in the dormitory or school.

Based on the explanation above it can be concluded that this strategy seems to be successful in order to accustomed the students to speak English in their daily conversation. Because the students could be more disciplined after the teacher applied this strategy.

CHAPTER VI

CLOSING

In this chapter, the researcher presents the conclusion and suggestion following the finding of the study. The first section is the conclusions of the research finding, and the second is the suggestion dealing with objectives of teaching and learning process.

A. Conclusion

1. The implementation of the daily speaking conversation program at Al-Mawaddah Modern Islamic Girl Boarding School

From the result of the interview, the researcher concludes that the implementation of daily speaking English conversation program Al-Mawaddah Modern Islamic Girl Boarding School seems to be successful. It was proven by the improvisation of students' ability before and after the implementation of this strategy.

2. The problems faced by students and teachers during this program

There are some problems found at students in speaking English at Al-Mawaddah Modern Islamic Girl Boarding School, that are lack of motivation, lack of vocabularies, and lack of confidence.

Besides that, the problem that faced by the teachers is they could not control the students for 24 hours, especially while they are stay in their own room and around the dormitory because they had a lot of activities at the boarding school.

3. The strategies to overcomes students' and teachers' problems

There are some strategies used by students and teachers to overcome the problems in daily speaking English conversation program at Al-Mawaddah Modern Islamic Girl Boarding School. For students, such as giving motivation through question and answer every Friday morning after sport session to overcome students' lack of motivation, giving

vocabularies program (students will get 14 new vocabularies every week) to overcome students' low of vocabulary, and speech delivery and daily conversation to overcome students' low of confidence.

B. Suggestions

Based on the result of the study, the researcher puts some suggestions to the following parties:

1. For the students

a. The general students

The researcher expects to students to practice more especially in speaking English, and minimize the mistakes in practicing speaking.

b. The students of Al-Mawaddah Islamic Boarding House

The result of this research can be used by students of Al-Mawaddah to improve the language program more. The existence of this program is to train the students of Al-Mawaddah to speak English well and confidently.

2. For further researcher

The result of this research could be developed more by further researcher. Then, the researcher expects to further researcher to develop this research better.



BIBLIOGRAPHY

- Abdullah, Aswad, "Islamic Boarding School: Institution of Character Education", *Studia Religia*, Vol. 4 No 1, (June 2020). (https://www.google.com/url?sa=t&source=web&rct=j&url=http://journal.um-surabaya.ac.id/index.php/Studia/search/authors/view%3FfirstName%3DAswad%26middleName%3D%26lastName%3DAbdullah%26affiliation%3D%26country%3DID&ved=2ahUKEwjWi87dx7_4AhWyTmwGHXQWAF4QFnoECAoQAQ&usg=AOvVaw3Is3ZCPPpgqg6bJ-jGymQV)
- Ani Dwi Wahyuni "The Effectiveness of Short Movie in Teaching Speaking at SMPN 3 Kalimantan Purbalingga 2015/2016", Thesis, (2016).
- Anita Jati Laksana, "The Effectiveness of Using Chain Story Game for Teaching Speaking at SMP Negeri Jatilawang 2015/2016", Thesis, (2016).
- Aramasita, "Improving Students' Speaking Skill in English Lesson with Action Learning Strategy Conducted at Eight Grade of MTs PAB Helvetia 2016/2017", Thesis, (2017).
- Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 2010.
- Armasita, "Improving Students Speaking Skills in English Lesson with Action Learning Strategy at Eight Grade of MTs PAB 1 Helvetia", Thesis, (2012).
- Broughton, et. al, *Teaching English as a Foreign Language*. London and New York: Taylor & Francis e-Library, 2003.
- Brown, H. Douglas, "Language Assessment Principle and Classroom Practice 1st Edition", (Longman, 2004).
- Cameroon, Lyne. *Teaching Language to Young Learners*, Cambridge: Cambridge University Press, 2010.
- Chaney, A.L, *Teaching Oral Communication*, Boston: Allyn and Bacon, 2003.
- Cresswell W. John, *Research Design Third Edition: Qualitative, Quantitative, and Mixed Methods Approaches*, Sage: New Delhi, 2009.
- David Colton and Robert W. Covert, *Designing and constructing instruments for social research and evaluation* (San Francisco: Published by Jossey-Bass, 2007).
- Dilshad, Muhammad, et al, "Impact of Students Motivation for Learning English on their Achievement at Secondary level", *Pakistan Journal of Social Science (PJSS)* Vol. 39, No. 2 (2019). (https://www.researchgate.net/publication/338775823_Impact_of_Students%27_Motivation_for_Learning_English_on_their_Achievement_at_Secondary_Level)
- Fitria, Susi, "Speaking Activities in Young Learners Classroom", *Journal of English and Education*, Vol. 1 No.2, (2013). (https://www.google.com/url?sa=t&source=web&rct=j&url=https://media.neliti.com/media/publications/192434-EN-speaking-activities-in-young-learners-cl.pdf&ved=2ahUKEwjzzI37yb_4AhXiR2wGHQvzDjcQFnoECAUQAQ&usg=AOvVaw0MWLeSdWjRp7ZFUAY0ZT_u)
- Gilakjani, Abbas Pourhosein, "The significance of Pronunciation in English Language Teaching", *International Journal of Research in English Education*, 2012.
- Hanson, Claudiya, *Collection Use and Assesment of Secondary and Primary Data for Result Measurement in Health Research*, Berlin: International Zusammenarbeit, 2010.
- Harahap, Siti Suriah, "An Analysis on Students' Speaking Skill at Second Grade SMP 8 Hilir 2014/2015", accessed on 15th January 2020, (2015).
- Heriansyah, Hendra, "Speaking Problems faced by English Department Students of Syiah Kuala University", *Lingua Didaktika*, Vol.6, No.1, 2012. (https://www.researchgate.net/publication/324195076_SPEAKING_PROBLEMS_F

ACED_BY_THE_ENGLISH_DEPARTMENT_STUDENTS_OF_SYIAH_KUALA_UNIVERSITY)

- Honorene, Johnson, "Understanding The Role of Triangulation in Research", *Scholarly Research Journal for Interdisciplinary Studies*, Vol. 4 No. 31, (2017). (https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.srjis.com/pages/pdfFiles/149544238718.%2520HONORENO%2520JOHNSON.pdf&ved=2ahUKewjiuL71yr_4AhUB7TgGHVEhAAgQFnoECAsQAQ&usg=AOvVaw2InX54sT8KjgnAA8HC7HEt)
- <https://seetfl.com/how-to-teach-grammar-lessons-tefl/> accessed on 21:21, May 27th 2022.
- Imania, et. al, *Teaching English as a Foreign Language (TEFL)*. Tangerang: UMPRESS, 2017.
- John Eastwood, *Oxford Guide to English Grammar*, (Oxford: Oxford University Press, 2002.
- John W. Cresswell, *Research Design Third Edition: Qualitative, Quantitative, and Mixed Methods Approaches*, Sage: New Delhi, 2009.
- Juliati, Rohmah, "*TEACHING ENGLISH AS A FOREIGN LANGUAGE*", Thesis, UIN Sunan Ampel Surabaya, 2013.
- Juliet, Corbin, Anslem Strauss "*Basic of Qualitative Research 3e*", United States of America: Sage Publications, 2008.
- Kayi, Hayries, "Activities to Promote Speaking in Second Language", *TESL Internet Journal Archives*, Vol. XII, No. 11, (November: 2006). ([https://www.scirp.org/\(S\(i43dyn45teexjx455qlt3d2q\)\)/reference/referencespapers.aspx?referenceid=2633464](https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/referencespapers.aspx?referenceid=2633464))
- Kayi, Hayries, "Teaching Speaking Activities to Promote Speaking in a Second Language", *Journal of English Language Teaching*, Vol. XII No. 11 (September: 2017). (https://www.researchgate.net/publication/333990842_TEACHING_SPEAKING_DEVELOPING_SPEAKING_ACTIVITIES)
- Kurniasih, Eka, "Teaching the Four Language Skills in Primary EFL Classroom: Some Consideration". *JET*, Vol. 1, No. 1, February 2011. (<http://ejournal.uki.ac.id/index.php/jet/article/view/53>)
- Kusnaldi, Edi et.al, "AN ISLAMIC BOARDING SCHOOL: A Study of Al-Mubarak Al-Islam Within the Social Changes of Seberang Kota Jambi", *IAIN Sulthan Thata Saifuddin Jambi*, Volume 11 No.1, (February 2017). (https://www.google.com/url?sa=t&source=web&rct=j&url=https://core.ac.uk/download/pdf/190320505.pdf&ved=2ahUKewi3kvOuzL_4AhV5RmwGHcSWCe8QFnoECAYQAQ&usg=AOvVaw2Fbblq3aSdnkf59HJQjmVN)
- Lackman, Ken, *Teaching Speaking Sub-skills Activities for Improving Speaking*, United States: Educational Consultant.
- Lubis, Nasidah, "*The Effect of Socio Drama Method in Teaching Speaking at SMPN 1 Penyabungan 2013/2014*", Thesis, (2014), 23.
- Lwin, Adam Khoo, and Caroline Sim, "*How to Multiply Your Child's Intelligence*", (Jakarta: Indeks Publisher, 2008).
- Ma'arif, Syaiful, "*Teaching and Learning Speaking in Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek*", Thesis, (2015).
- Maharani, Andhina Putri, "*The implementation of Speaking Program at Islamic Boarding School Al-Hidayah Tulung Agung*" 2018/2019", Thesis, 2018.
- Mahfiana, Aulia Mufida Izzatul, "The Influence of Weekly Vocabulary Examination on Students' English Achievement at Al-Mawaddah Academic Year 2016/2017". *Thesis* 2017 , [http:// etheses.iainponorogo.ac.id](http://etheses.iainponorogo.ac.id)

- Marry Ann “*Improving Adult English language Learners*”, accessed on 20th September 2019, <http://www.ericdigest.org/2000-3/adult.html/>, (2000).
- Michael Lessard Clouston, *Teaching Vocabulary*, tesolpress 2021.
- Miftahurrohmah “*A Descriptive Study on Language Program of Speaking Conducted at Islamic Boarding School Jawahirul Hikmah Besuk Tulungagung 2011/2012*”, Thesis, (2012).
- Mofareh Alqahtani, “The Importance of Vocabulary in Language learning and How to be Taught”, *International Journal of Teaching and Education*, vol. 3 (2015).
- Mohammad Adnan Latief, *Research Methods on Language Learning*, Malang: UM Press, 2013.
- Nazara, Situjuh, “Students Perception on EFL Speaking Skill Development”, *International Journal of English Teaching*, Vol. 1 No 1, (2011).
(https://www.researchgate.net/publication/330831438_Students'_Perception_on_EFL_Speaking_Skill_Development)
- Nurmawati, “*The Implementation of Daily Conversation Method to Improve Students’ Speaking Ability at Ma’had Al-Jami’ah UIN Raden Intan Lampung 2017/2018*”, Thesis, (2018).
- Nursyams, Andi Annisaa Hanifah, “*A Study of Students Problems in Daily English Speaking Activity of the Eleventh Grade Science IPA Students of SMAN 10 Makassar*” Thesis, UNMUH, Makassar.
- Patricia Leavy, *Research Design: qualitative mixed methods*, United States: The Guilford Press, 2017.
- Paul Nation, “Teaching Vocabulary”, *Asian EFL Journal*.
(https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.asian-efl-journal.com/sept_05_pn.pdf&ved=2ahUKEwivy9SrZr_4AhX4UGwGHV27BQIQFn_oECAMQAQ&usg=AOvVaw0ChXZAZW9a1igoEdFLGJWp)
- R. Rahmad. N, “*The Effectiveness of Using Small Group Interaction at the 7th Grade of SMPN 3 Tulungagung*”, Thesis, (2015).
- Rianingsih, Ririn, “*The Teacher Strategies in Overcoming Students’ Difficulties in Speaking at English Intensive Program of MA An-Nur Cirebon*, (Thesis, IAIN, Cirebon, 2015).
- Rora, Ade Prima. 11 Juni 2015. The Components of Speaking Skills. (online), (<https://adeprimarora.wordpress.com/2015/02/11/the-components-of-speaking-skill/>, diakses 29 Mei 2022)
- S.Barbour, Rosaline, *The SAGE Handbook of Qualitative Data Collection*, London: SAGE Publications Ltd, 2018.
- Sadiyah Lanre Said, *Antalogi Hikam*, (Ponorogo: 2019).
- Shima Kameli, “*The Influence of Formal Language Learning Environment on Learning Speaking Strategies*”, *Journal of English Language Teaching*, Vol. 3, No. 1 (2012).
(https://www.researchgate.net/publication/265891819_The_Influence_of_Formal_Language_Learning_Environment_on_Vocabulary_Learning_Strategies)
- Sriharto, Andika Tomi, “Problem Faced by Teacher in Teaching Speaking at Seventh Grade of SMPN 5 Sukoharjo”, (Thesis, UNMUH, Surakarta, 2017).
- Subiyantoro, Andri Septilinda.S, “Manajemen Boarding School dan Relevansinya dengan tujuan Pendidikan Islam di Muhammadiyah Boarding School (MBS) Yogyakarta, E-Journal Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga, Vol. 2, No. 2, (November 2017).
(https://www.google.com/url?sa=t&source=web&rct=j&url=https://core.ac.uk/download/pdf/230726323.pdf&ved=2ahUKEwieIYaNz7_4AhUdSGwGHVhcCNAQFnoE_CAYQAQ&usg=AOvVaw0btnZkcb-L4sm8lpVdJapN)
- Sulistiwati, Qorin, “A Descriptive Study of Speaking Activities in English Conversation Club at SMAN 1 Sragen in Academic Year 2016/2017”, *Journal*, (2017).

- Susanto, Alpino, "The Teaching of vocabulary: A Perspective". *Journal Universitas Putera Batam*.
- Sutton, Jane & Zubin Austin, "Qualitative Research and Data Collection, Analysis and Management", *International Journal of Educational Investigations*, Vol.3, No.68, (May: 2015). (<https://www.google.com/amp/s/docplayer.info/amp/58582374-A-descriptive-study-of-speaking-activities-in-english-conversation-club-at-sma-n-1-sragen-in-accademic-year-2016-2017-thesis.html>)
- Taringan, Henry Guntur, *Teaching and Learning Speaking from Theory to Practice*, 2010.
- Tira Nur Fitria, *Mastering English Grammar for Learners*, (Purbalingga: Eureka Media Aksara, 2022).
- Ur, Penny, *A Course in Language Teaching*, U.K: University Press, 2009.
- Wahyuni, Ani Dwi, "The Effectiveness of Short Movie in Teaching Speaking at SMPN 3 Kalimantan Purbalingga 2015/2016", Thesis, 2016.
- Wahyuni, Danisa Puji, "Improving Students' Speaking Skill through Video Clips at VII grade Students of SMPN I Mlati Sleman in the Academic year 2013/2014", Thesis, (2014).
www.pesantrenputrialmawaddah.sch.id
- Yulia, Wilma, GeneratePress, *Kata Mutira Bahasa Inggris Tentang Komunikasi*,
<http://www.wordsmile.com/kata-mutiara-bahasa-inggris-komunikasi-communication-artinya/>, accessed on 15th June 2022.

