

**THE ROLE OF THE LANGUAGE IMPROVEMENT STAFF (LIS) IN
TEACHING SPEAKING SKILL**

(A Case Study at Wali Songo Islamic Boarding School for Girl)

THESIS



By

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STATE ISLAMIC INSTITUTE OF PONOROGO**

2023

PONOROGO

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**Presented to State Institution of Ponorogo in Partial Fulfilment of the Requirement for
Degree of Sarjana in
English Language Department**



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2023

PONOROGO

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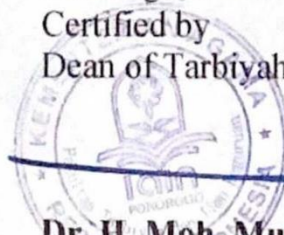
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P O N O R O G O

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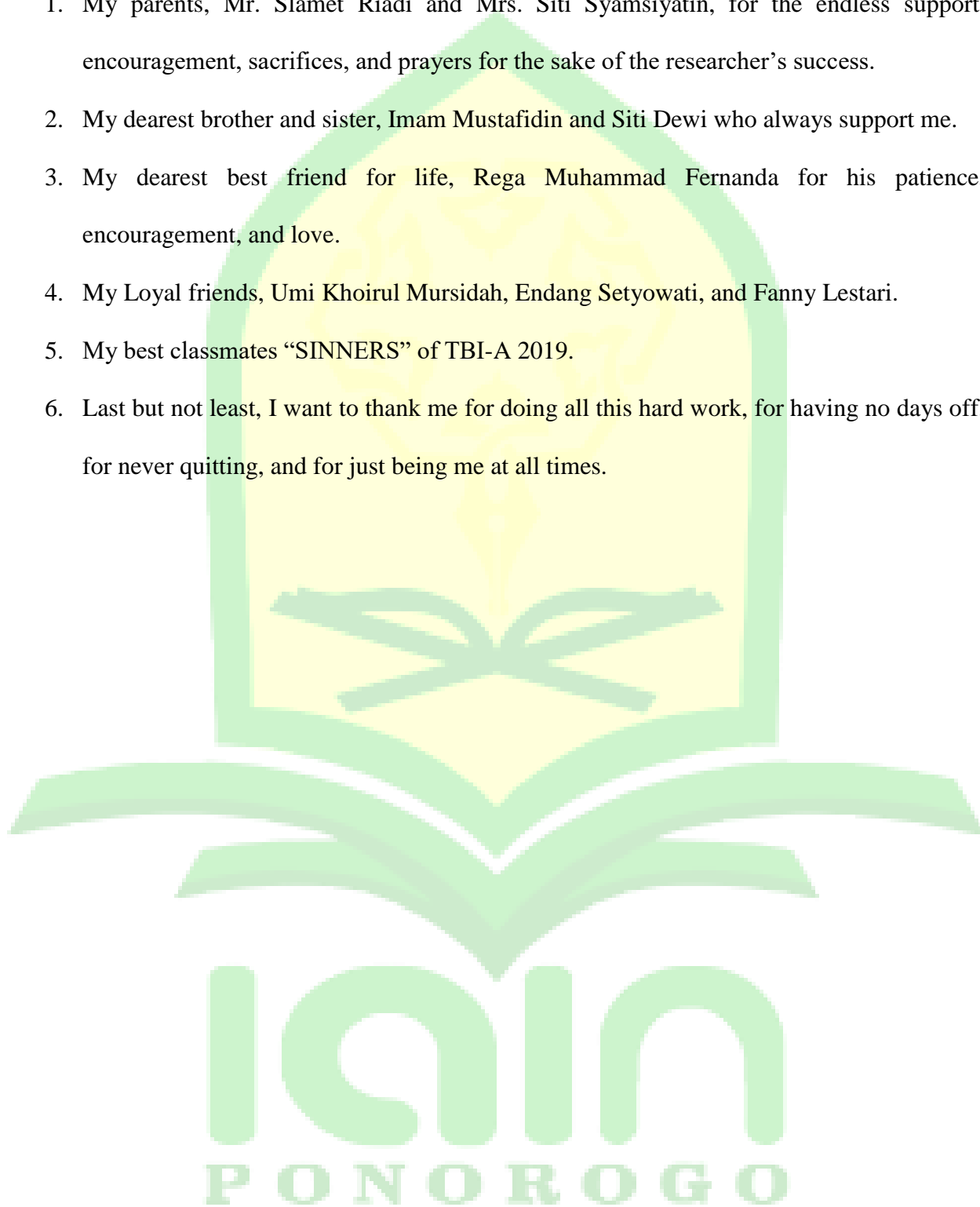
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P O N O R O G O

DEDICATION

With gratitude Alhamdulillah, all sincerity and humility I dedicate this thesis to:

1. My parents, Mr. Slamet Riadi and Mrs. Siti Syamsiyatin, for the endless support, encouragement, sacrifices, and prayers for the sake of the researcher's success.
2. My dearest brother and sister, Imam Mustafidin and Siti Dewi who always support me.
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5. My best classmates "SINNERS" of TBI-A 2019.
6. Last but not least, I want to thank me for doing all this hard work, for having no days off, for never quitting, and for just being me at all times.



MOTTO

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللُّغَاتِ وَالْوَسْمَانِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Meaning: “And among the signs of His power is the creation of the heavens and the earth and different languages of yours and the colour of your skin. Verily in that there are indeed signs for those who know.” (Ar-Rum: 22).¹



¹ Al-Qur'an, 30: 22

ABSTRACT

Saputri, Avida Pramayshela. 2023. *The Role of the Language Improvement Staff (LIS) in Teaching Speaking Skill (A Case Study at Wali Songo Islamic Boarding School for Girl).* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dra. Aries Fitriani, M.Pd.

Key Words: Role, language center, and speaking skill

The position of English as an international language (EIL) and global lingua franca (ELF) makes it an important subject at various levels of education in the world, one of which is Indonesia. The position of English in Wali Songo Islamic boarding school is as mandatory language to daily communication. This conditions require Wali Songo Islamic Boarding School to prepare efforts to support students' language learning processes. Therefore, the Wali Songo Islamic boarding school forms an organization to teach students' speaking skills directly and actively every day in the dormitory environment. Speaking skills need to be taught, because speaking is a coe skill that must be mastered by someone in learning a foreign language. Because LIS is in charge of teaching language to students, especially teaching speaking skills. Then the role carried out by the LIS is the same as the role of the teacher in teaching students.

The objectives of this study are to (1) describe the role of the Language Improvement Staff (LIS) as a tutor in teaching speaking skill at Wali Songo Islamic Boarding School for the girl; (2) describe the role of the Language Improvement Staff (LIS) as a controller in teaching speaking skill at Wali Songo Islamic Boarding School for the girl; and (3) find out strategies are taught by Language Improvement Staff (LIS) to help students learn speaking skills

This study was designed using qualitative methods with a case study design. Data collection is collected through observation, interviews, and documentation. Participation came from teachers as Language Improvement Staff (LIS)s' supervisors, members of the Ngabar Language Center (NLC), members of the Language Improvement Staff (LIS) from the education and security department, and students of the Wali Songo Islamic boarding school, for data analysis using Miles and Huberman with data reduction, data display, and conclusions.

Based on data analysis found that (1) Several duties need to be carried out by Language Improvement Staff (LIS) in carrying out its role as a tutor to teach speaking skills to its students. These duties are grouped into three main points, namely: preparing material, conducting teaching, and conducting an evaluation of learning outcomes. (2) The role of the Language Improvement Staff (LIS) as a controller is carried out by carrying out tasks as part of security. Language Improvement Staff (LIS) is responsible for controlling two disciplinary matters. The first, Language Improvement Staff (LIS) must ensure that all students are disciplined in participating in language activities organized by Language Improvement Staff (LIS) through checking attendance on the student attendance list. The second, Language Improvement Staff (LIS) must ensure that students are disciplined in using language. (3) There are four strategies are taught by Language Improvement Staff (LIS) to help students learn speaking skills. The first is memory strategy, the second is a cognitive, the third is the social strategy, and the last is the affective strategy. By collaborating these four strategies, students will have helped in the process of learning speaking skill.

P O N O R O G O

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First of all, the researcher would like to say thanks to Allah who always leads and grants her blessing and mercy so that she is able to finish her thesis. Secondly, may Sholawat and Salam praise to our prophet Muhammad SAW, who has guided us from darkness to the Islamic era.

After a long struggle, the researcher finally can finish and present her thesis. The researcher realizes her studies would be impossible to finish without other peoples' help. Therefore, in this good occasion, the researcher would like to say thanks to:

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3. Dr. Dhinuk Puspita Kirana, M.Pd., as the Head of English Education Department of State Institute of Islamic Studies Ponorogo.
4. Dra. Hj. Aries Fitriani, M.Pd., as the advisor who has been patient and sincere in guiding the researcher in the process of working on this thesis.
5. Wali Songo Islamic Boarding School, for the willingness to be the place of my thesis research.

Finally, the researcher expects that this thesis will be useful for the readers. Any criticism and valuable suggestions would be appreciated.

The researcher,

Avida Pramayshela Saputri
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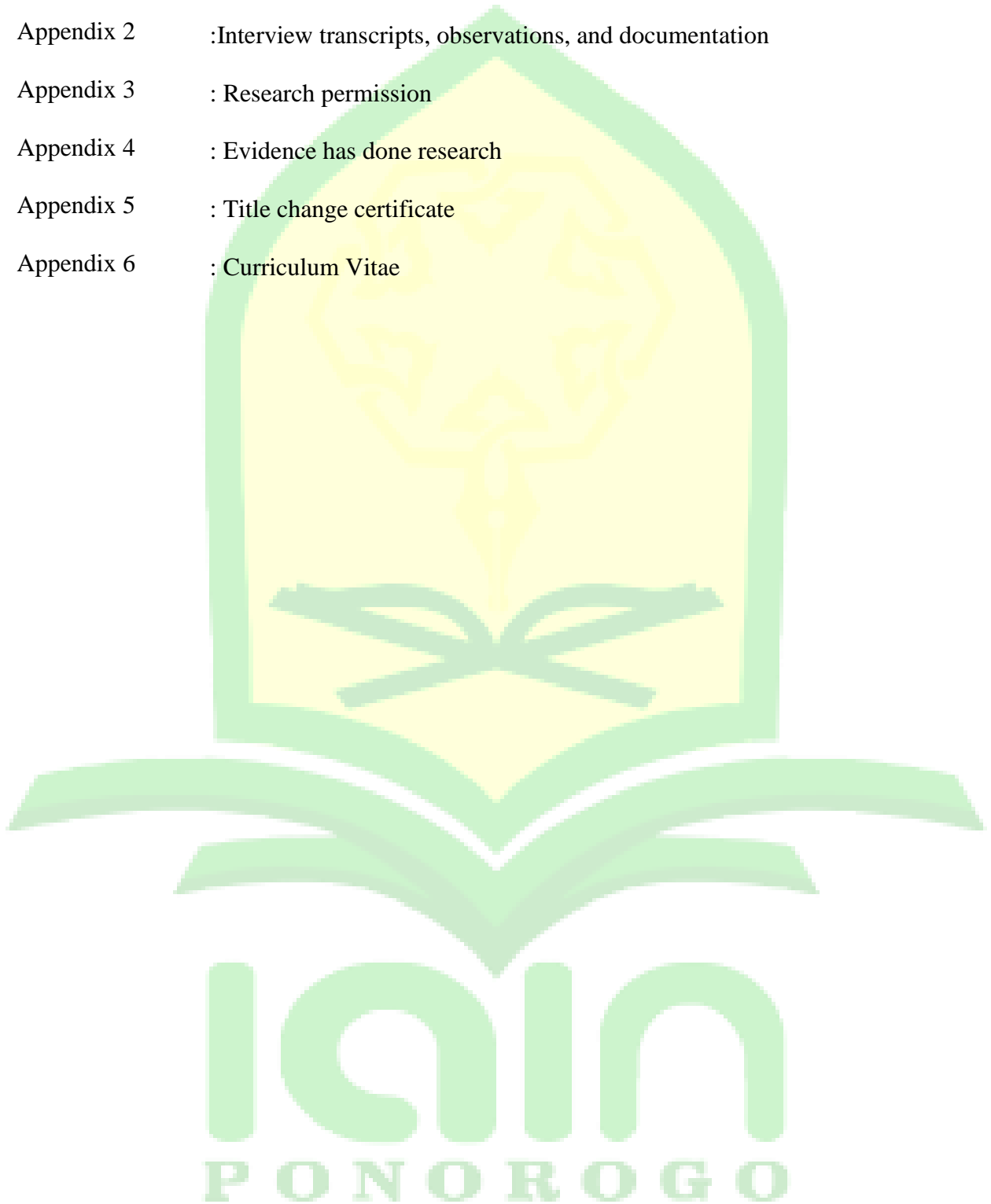
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important element in communication, English is an important foreign language to master because it is a lingua franca² The position of English as an international language (EIL) and global lingua franca (ELF) makes it an important subject at various levels of education in the world, one of which is Indonesia. When studying EFL, the most important skill to master is speaking. It is a core skill in learning a foreign language.³

When learning a foreign language, people believe they have achieved fluency when they can use the language in conversation. According to David Nunan, most people believe that mastering the art of speaking is the most crucial part of learning a foreign language. That success is determined by one's capacity to hold a conversation in that language, but to speak English effectively and fluently, one needs supporting information as well as other speaking abilities. It also requires a thorough awareness of what goes into speaking well.⁴

To develop human foreign language skills in Indonesia, the Indonesian government has sought foreign language subjects as a support subject for the level of formal education. It stated in the Law of the Republic of Indonesia number 33 of 2003 concerning the national education system that states foreign languages can be used as the language of instruction in certain educational units to support students' foreign language

² Rfan Tosuncuoğlu and * Özkan Kırmızı, "Views of University Instructors and Students on English as a Lingua Franca (ELF) and World Englishes (WES)," *Journal of Language and Linguistic Studies* 1, no. 15 (2019), 158–73.

³ parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms," *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. 2 (2019), 6–18.

⁴ David Nunan, *Practical English Language Teaching*. (Singapore: Mc Graw Hill, 1991). 39

abilities.⁵ Due to the existence of this law, almost all formal education in Indonesia applies English subjects to improve students' language skills.

Islamic Boarding School as an educational institution in Indonesia applies English as a mandatory material to develop. The dormitory environment as a place for students to live in Islamic boarding schools is made separately for girls and boys. Modern Islamic boarding school is Islamic boarding schools with a modern system that collaborate with religious and formal education.⁶ Modern Islamic boarding schools, in general, have special efforts to improve the quality of student's language ability, especially Arabic and English. Wali Songo is one of the modern Islamic boarding schools that support the improving of students' Arabic and English language skills. Within the scope of Wali Songo Islamic Boarding School, Arabic and English are taught actively in everyday life.

Based on the results of observations at the Wali Songo Islamic Boarding School for girl, it was found that the Wali Songo Islamic boarding school's dormitory environment is divided into two parts. They are the Wali Songo Islamic boarding school for girls and the Wali Songo Islamic boarding school for boys. It is one of the modern Islamic boarding schools in Ponorogo that favors the language program. As a form of language program development, the Wali Songo Islamic boarding school has a slogan about language, the slogan is "language is our crown," which means Wali Songo Islamic boarding school is decorated with a beautiful crown, namely language. With the language, ppeoples can increase more knowledge, and with the language we can also reach the world.

Based on this principle, Wali Songo Islamic Boarding School requires all students to communicate using Arabic language and English language. In implementing these rules, learning a language in the classroom is not enough to develop students' communication

⁵ Presiden Republik Indonesia, "Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional" (2003).

⁶ Abdul Tholib, "Pendidikan Pondok Pesantren Modern," *Risalah Jurnal Pendidikan Dan Studi Islam* 1, no. 1 (2015), 60–66.

skills using Arabic and English in daily life. Students need to get additional material outside the classroom and some activities that can make students accustomed to these two foreign languages. In addition to teaching and familiarizing students with foreign languages, these activities also need to be controlled. Control needs to be done to monitor student discipline in using foreign languages, students discipline in implementing rules, and so on. This control needs to be done to support the success of Islamic boarding schools to improve the language skills of their students.

Every school or educational institution has its strategy for developing English. Many schools have implemented English Days to support their students' language skills. Many have also implemented English extracurricular activities to support students' English language skills. Wali Songo Islamic Boarding School uses a unique way to improve students' foreign language ability through a language development organization namely Language Improvement Staff (LIS). This organization is responsible for the process of learning, habituating, and developing students' foreign language skills. The foreign languages are English and Arabic.

As organization, Language Improvement Staff (LIS) has an organization structure that arranged based on the main duties and functions of each base on their roles. In an effort to improve student language ability, it is necessary to have a section that teaches language to students. While in carrying out the habituation process in the dormitory environment, it is necessary to have a section in charge of controlling students. Every section in the Language Development Staff (LIS) have to carried out their respective roles. Their role as a language development organization can be categorized as same as the role of language teachers in teaching their students' speaking skill. the teacher's role is important in the learning process, especially in the language learning process the teacher needs to carry out

his role well as an effort to support the development of students' language skills in the language learning process.⁷

Based on this explanation, the researcher wants to know the role of the Language Improvement Staff (LIS) as a controller and as a tutor in teaching speaking skill at Wali Songo Islamic boarding school for girl. So, the author intends to conduct a study with the title: **THE ROLE OF THE LANGUAGE IMPROVEMENT STAFF (LIS) IN TEACHING SPEAKING SKILL (A Case Study at Wali Songo Islamic Boarding School for Girl)**

B. Research Focus

To avoid deviating from the problem and expanding the subject matter, the researcher only limited the subject matter of this study. So this research will only focus on the following:

1. The research will be conducted only at Wali Songo Islamic boarding school for girls.
2. This research will be examining the role of the Language Improvement Staff as a tutor and as a controller in teaching speaking skill.
3. This research will be analyzing strategies are taught by Language Improvement Staff (LIS) to help students learn speaking skills

C. Statements of the Problem

Based on the background stated above, the researcher wants to give a statement on the problem that will be described in the thesis as follow:

1. How is the role of the Language Improvement Staff (LIS) as a tutor in teaching speaking skill at Wali Songo Islamic Boarding School for the girl?

⁷ Amelia Niwele Ana Albartina Dasem, Beatius M. Laka, "Peranan Guru Dalam Proses Pembelajaran Bahasa Indonesia Di SD Inpres Komboi Kabupaten Biak Numfor," *Wacana Akademika* 2, no. 2 (2018), 126–36.

2. How is the role of the Language Improvement Staff (LIS) as a controller in teaching speaking skill at Wali Songo Islamic Boarding School for the girl?
3. What strategies are taught by Language Improvement Staff (LIS) to help students learn speaking skills?

D. Objective of the Study

Based on the statement of the problem, the objectives of this study are to:

1. Describe the role of the Language Improvement Staff (LIS) as a tutor in teaching speaking skill at Wali Songo Islamic Boarding School for the girl.
2. Describe the role of the Language Improvement Staff (LIS) as a controller in teaching speaking skill at Wali Songo Islamic Boarding School for the girl.
3. Find out strategies are taught by Language Improvement Staff (LIS) to help students learn speaking skills.

E. Significances of the Study

The result of the research is expected to give the contribution theoretically and practically as follows:

1. Theoretical Significance

The result of the study is expected to give the real example of strategy that can be applied to teaching speaking skill. Moreover, it will give more ideas in teaching and learning English.

2. Practical significance

a. For the students

The student will know the way how to practice their English ability through the programs provided by the Language Improvement Staff (LIS).

Then, students know how to improve their abilities in an appropriate way.

b. For the Language Improvement Staff (LIS)

The result of this study may help the Language Improvement Staff (LIS) to improve the role and the strategies in improve students' speaking skills in the Islamic Boarding School.

c. For the reader

The research expected to give a contribution to reader, particularly student of Wali Songo Islamic Boarding School to improve their motivation and language skills.

F. Systematic Discussion

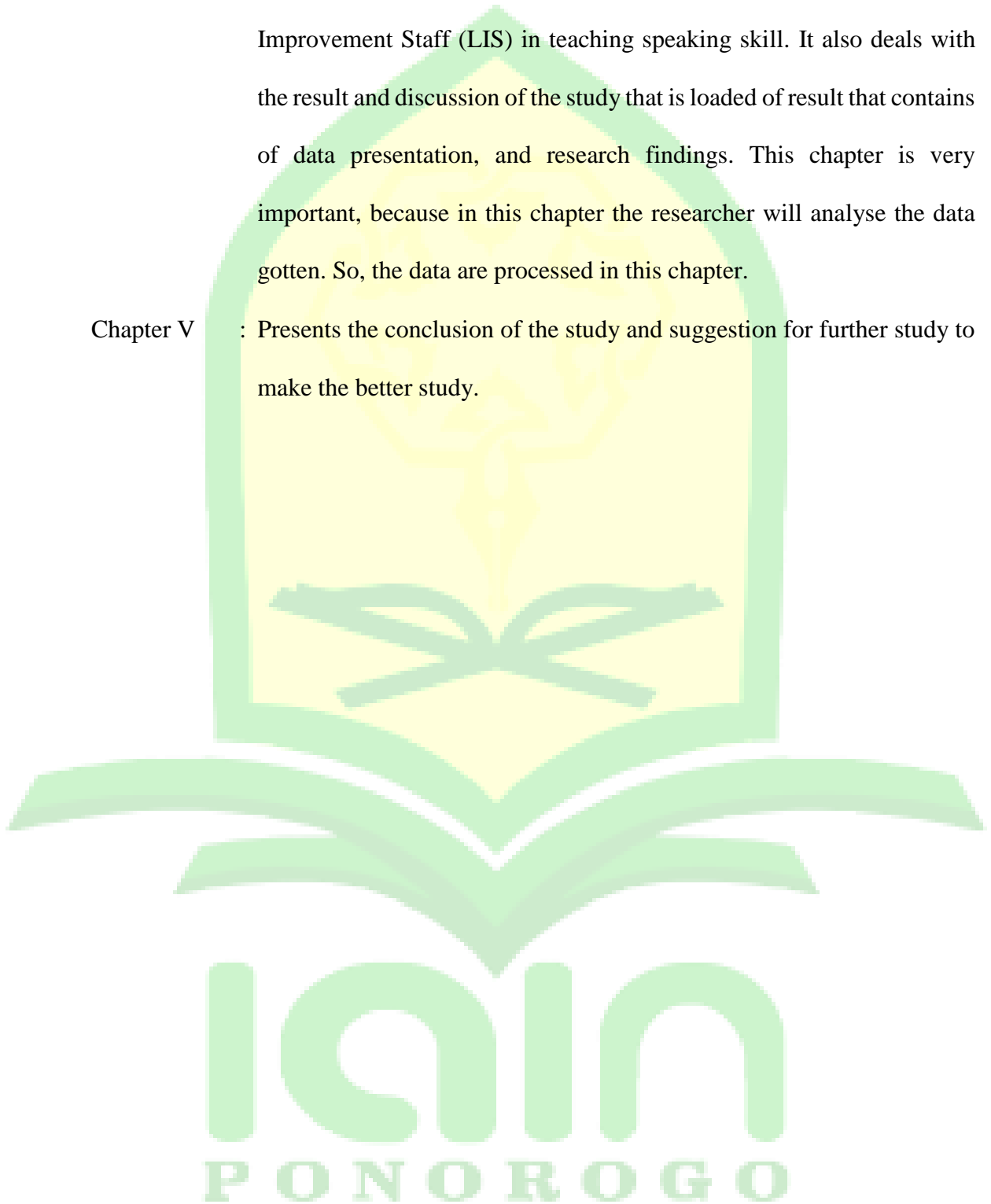
This systematic discussion made to easier for readers to know and understand the contents of the study. The systematic discussion is described as follows:

Chapter I : Contains about introduction which deals with the background of study, formulation of research problem, the purpose of the study, the significant of the study, scope and limitation of the study, definition of key terms, and organization of thesis

Chapter II : Contains the review of the literature. It consists of some explanations based on the title. It includes previous research finding and the explanation about language development centre, Language Improvement Staff (LIS), teacher role, and speaking skill

Chapter III : Contains the research method/methodology. It covers: research design, research role, research location, data source, technique of data collection, data analysis, checking of data validity, and research procedure

- Chapter IV : Contains the data description, that consist of vision, mission, : establishing history, geographical position, organization structure and data description involving analysis the role of the Language Improvement Staff (LIS) in teaching speaking skill. It also deals with the result and discussion of the study that is loaded of result that contains of data presentation, and research findings. This chapter is very important, because in this chapter the researcher will analyse the data gotten. So, the data are processed in this chapter.
- Chapter V : Presents the conclusion of the study and suggestion for further study to make the better study.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. The Role of the Language Development Center

a. Definition of Role

According to terminology, the role is a set of behaviors that are expected to be possessed by those who are located in society. The role is defined as a set of behaviors that are expected to be owned by people who live in society. While the role is an action performed by someone in an event.⁸

The word 'role' has been widely used in professional and popular literature and in the media. The Macquarie Dictionary defines role as “Proper or customary function”.⁹ Role has been used to indicate the relationship between context and ways of interacting socially in context, and a recognition of how behavior may change according to the context of the person. There has been recognition of the role as a need to adapt to others who are in the same context.

From some of the meanings above, the observer concludes that understanding role is an attitude or behavior that is expected by many people or a group of people towards someone who has a certain status or position. The concept of role in organization is a behavior expected of someone who has status/position within an organization or system. Meaningless role as individual rights and obligations but rather as the duties and authorities of the organization itself.

b. Language Development Center

⁸ Torang Syamsir, *Organisasi & Manajemen (Perilaku, Struktur, Budaya & Perubahan Organisasi)* (Bandung: Alfabeta, 2014),86.

⁹ S. J. (Eds.) Delbridge, A., Bernard, J. R. L., Blair, D., Ramson, W. S., & Butler, *The Macquarie Dictionary* (St. Leonards, NSW: Macquarie Library Pty, 1981),102.

A language center is a unit formed to gain synergy in the area of language education and applied linguistics by bringing together appropriate facilities. The language center serves an important role in the development and implementation of language policy and in supporting language teachers. The language center coordinates activities and focuses resources toward the goals the founding body has set for the center rather than disperse them. For example, a language center in a university.¹⁰

According to the regulations of the Minister of National Education of the Republic of Indonesia, Number 23 of 2005 concerning organization and work systems of centers in the Department of Education National, a language center is an element of carrying out certain tasks in the Department of Education National, such as restoration, development, coaching, and language and literature services.¹¹ In addition, almost every tertiary institution in Indonesia has a foreign language development agency. That foreign language development agency in the university is a technical implementation unit in the field of developing language learning and services under the responsibility of the chancellor and coordinated by the vice chancellor for academic affairs.¹²

From some of the theories above, it can be clearly seen that language development institutions or language development centers are institutions or organizations that are in charge of and play an important role in language development.

c. The Function of Language Center

¹⁰ David Ingram, *Language Centres* (Amsterdam: John Benjamin Publishing Company, 2001), 4.

¹¹ Minister of National Education, "Regulation Minister of National Education Republic of Indonesia Number 23 Of 2005 About Organization and Work Procedures Centers in The Department Of Education National," Pub. L. No. 56, 12 (2005).

¹² "UPT BAHASA," Universitas Pendidikan Ganesha, n.d.

Based on the regulation of the Minister of National Education of the Republic of Indonesia number 23 of 2005 concerning the organization and work procedures of the center within the Ministry of National Education, explained that the language center has several functions as follows¹³:

- 1) Preparation of materials for the formulation of policies in the field of language and literature;
- 2) Implementation of assessment, research, development, coaching, and services in the field of language and literature;
- 3) Development of language and literature personnel; and
- 4) Implementation of central administrative affairs.

d. Language Improvement Staff (LIS)

The Language Improvement Staff (LIS) is a language development organization formed by Wali Songo Islamic Boarding School to improve students' language skill. The Language Improvement Staff consists of several students who are competent and have passed several selection stages. This organization is under the auspices of OSWAS as Central Language Improvement (CLI) and Ngabar Language Center (NLC). Students who are selected to become LIS members must pass two kinds of selection, namely written test and oral test. These test are conducted to know their proficiency in Arabic and English as well as to ensure their eligibility in terms of morals and organizational skills. The process of determining LIS membership must go through deliberations between the Ngabar Language Center (NLC) and the Central Language Improvement (CLI).

¹³ Education, Regulation Minister of National Education Republic of Indonesia Number 23 Of 2005 About Organization and Work Procedures Centers in The Department Of Education National.

James D. Mooney explains the meaning of organization as form of every human association for the attainment of common purpose.¹⁴ According to the statement, this Language Improvement Staff (LIS) was formed by Wali Songo Islamic boarding school with the aim of achieving Wali Songo Islamic boarding schools' program as modern Islamic boarding schools in general, which prioritize foreign language development programs such as Arabic and English. LIS plays an important role in controlling and teaching Arabic and English for all students at the Wali Songo Islamic Boarding School through daily active learning in the dormitory environment.

To carry out their duties properly as an organization, the Language Improvement Staff (LIS) implements compiling and dividing the responsibilities of each member based on the organizational structure. The organizational structure in an institution has an important role because it determines the tasks and responsibilities that must be carried out and carried out, groups the work and distributes it to everyone who occupies a certain position/position in an institution.¹⁵

e. Teacher Role

A 'role' is traditionally defined as a set of behavioral expectations attached to a position in an organized set of social relationships.¹⁶ According to Harmer, the teacher's role is what a teacher wants their students to learn will determine their function in the classroom. The teacher should be able to transition between jobs and be knowledgeable about how to execute each one.¹⁷ Teacher role according to Harmer can be described as follow:

¹⁴ James. D Mooney, *Konsep Pengembangan Organisasi Publik*. (Bandung: Sinar Baru Algesindo., 1996).

¹⁵ Syamsu Q.Badu & Novianty Djafri, *Kepemimpinan Dan Perilaku Organisasi* (Gorontalo: Ideas, 2017), 6.

¹⁶ Bryant Thompson David M.David M. Sluss, Rolf van Dick, *Role Theory In Organizations: A Relational Perspective* (Washington: S. Zedeck (Ed.), 2011), 2.

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching* (Longman University Press, 2001), 58.

1) Controller

Harmer stated that when teachers act as controllers, they are in charge of the class and activity within it. Teachers are often leading the activity from the front of the class even there are also times when acting as controllers for a group of students when there is a group discussion activity in the classroom. For example, the teachers can be controllers when giving explanations, organizing questions, and answering work, a little bit lecturing when the students need help, and making announcements that need to be followed or done by the students.¹⁸

A teacher is a center focus person and this role is demonstrated by his or her ability to keep a discipline in how pupils study, what and how they say something. Teacher has an option to control educational period and it needs divergent methods according to children's age, gender, character and even family condition. By all means, it continues no matter, at school, collage, or at universities. For this role, it is very essential if a teacher has communicative, problem solving skills to solve some problems with pupils and can take all responsibilities to make sure bad situation will change to good side.¹⁹

2) Promoter

The teacher offers advice on how pupils might move forward in an activity while also encouraging participation from the class only when required the teacher should assist the class.

3) Participant

¹⁸ Harmer.

¹⁹ Makhmudov Kudratbek Shavkat ugli Djumanova Barno Oglonbek kizi, "roles of teachers in education of the 21 st century," *Scientific Journal* 1, no. 3 (2016), 555.

This happens when the teacher participates in the students' activity. By participating along with students, the teacher can brighten up the atmosphere in order to make the classroom activities more engaging and interesting to the students.

4) Resource

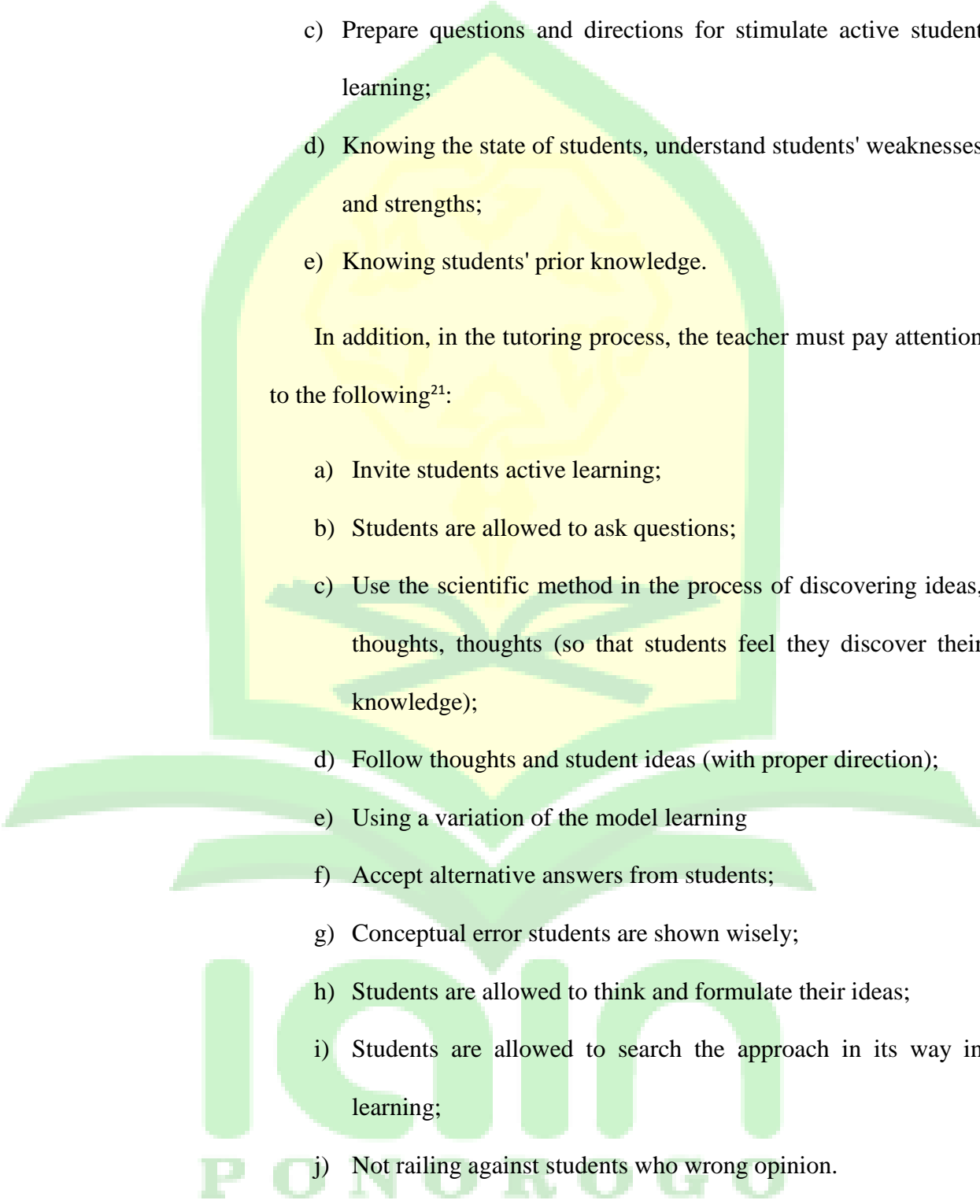
The resource role implies that the student takes the initiative to come to a teacher who is available for advice and counsel when the student seeks it. Some degree of control, planning, of managing the classroom is essential.

5) Tutor

When students are engaged in project work or self-study, the teacher serves as a coach. The teacher can serve as a tutor, working with individuals or small groups and directing them in directions they had not previously considered. As a result, a tutor is both a prompter and a resource. A teacher works with small groups as well as individuals in large groups here. This role can be an excellent way to provide individualized attention to a student. When students work in small groups, a tutor can easily go around and pay attention to each member of the group. A tutor can stand in that group, focusing his or her attention on each member of a large group.

As a good tutor, the teacher needs to ensure that all students understand the teacher's explanations and directions. To succeed in learning process, the teacher's role as a tutor needs to be carefully prepared²⁰, including the following:

²⁰ Larlen, "Persiapan Guru Bagi Proses Belajar Mengajar," *Pena* 3, no. 1 (2013), 87.

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- a) Prepare materials that want to be taught (according to the lesson plans);
 - b) Prepare teaching aids that will used if needed;
 - c) Prepare questions and directions for stimulate active student learning;
 - d) Knowing the state of students, understand students' weaknesses and strengths;
 - e) Knowing students' prior knowledge.

In addition, in the tutoring process, the teacher must pay attention to the following²¹:

- a) Invite students active learning;
- b) Students are allowed to ask questions;
- c) Use the scientific method in the process of discovering ideas, thoughts, thoughts (so that students feel they discover their knowledge);
- d) Follow thoughts and student ideas (with proper direction);
- e) Using a variation of the model learning
- f) Accept alternative answers from students;
- g) Conceptual error students are shown wisely;
- h) Students are allowed to think and formulate their ideas;
- i) Students are allowed to search the approach in its way in learning;
- j) Not railing against students who wrong opinion.

2. Speaking Skill

²¹ Larlen.

a. The Nature of Speaking

Speaking is a language ability or a method of communication that allows people to verbally communicate their thoughts or information to others. It requires complicated language skills since speakers must first gather their thoughts before speaking, then organize them into clear phrases that allow listeners to grasp what they are saying²².

According to Nunan, speaking is producing English speech sounds and patterns; using word and sentence stress, intonation pattern, and the rhythm of the proper social setting, audience, situation, and subject matter; organizing their thoughts in a meaningful and logical sequence; using language as a mean of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses, which is called as fluency²³.

It is clear from the thoughts of the experts above that speaking is a tool for interpersonal communication. People can communicate their thoughts and ideas to one another while also maintaining their social relationships through speech.

b. Component of Speaking

According to Harris, there are four components in speaking, including pronunciation, vocabulary, grammar, and fluency²⁴.

1) Pronunciation

pronunciation is included vowel, consonants, stress, and intonation of pattern. Words or vocabularies are spoken according to their pronunciation. In the English as a Foreign Language (EFL) tradition,

²² H. Douglas Brown, *Language Assessment Principles and Classroom Practices*. (California: Longman University Press, 2001), 173.

²³ Nunan, *Practical English Language Teaching*.,39.

²⁴ David Harris, *Testing English as a Second Language* (New York: Mc. Graw. Hill Book Company, 1974).

the connection between pronunciation and speaking has long been established with reference to comfortable intelligibility, the pronunciation that allows the interlocutors to communicate without exerting much effort²⁵.

To improve speaking skills, one needs to explore and master the pronunciation. Due to someone's fluency in speaking depends on the right or wrong pronunciation. The mistakes in pronunciation can affect the meaning of a word, so to create a good utterance pronunciation is needed.

2) Vocabulary

Vocabulary is a total number of words which make up a language with definition or translations²⁶. The proper diction that employs in communication is refer to as vocabulary. One cannot communicate successfully or express their ideas in writing and conversational form without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is lack of vocabulary. Without vocabularies, we can't have communicated.

3) Grammar

Grammar is a science that teach us how to speak, to read, and to write correctly. Grammar is a student's capacity to manipulate structures and the ability to recognize appropriate grammatical forms. Grammar is

²⁵ David Singleton, *Speaking and Nstructured Foreign Language Acquisition* (UK: Nicholas House, 2011), 117.

²⁶ A.S. Hornby, *Oxford Learner's Dictionary of Current English*. (Oxford: Oxford University Press., 1974), 959.

useful for learning the right approach to becoming fluent in a language orally and writing.²⁷

4) Fluency

Fluency is the ability to talk with assurance, fluidity, and at a rate that is typical of the target native speech community. Nunan defines fluency as speaking unexpectedly. The ability to speak further without pausing is required.²⁸

c. Characters of Successful Speaking

When students decide to learn a language, their goal is to become as fluent in that language as feasible. The following traits of effective speaking according by Penny Ur²⁹:

1) Learners Talk a Lot

Much of the time allotted for the activity is taken up with learner conversation. Despite the obviousness of this, teachers frequently talk or pause for long periods.

2) Participation is Even

Discussions in class are not dominated by a small number of talkative students. It entails that each student has an opportunity to speak up and take part in class.

3) Motivation in High

Because they are passionate about the subject and have something fresh to add, or because they want to help the teacher accomplish a task target, learners are ready to talk.

²⁷ Azlina Kurniati, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru Studi Tentang Kemampuan Speaking Siswa Kelas Dua Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa* 2, no. 2 (2015), 1–13.

²⁸ Nunan, *Practical English Language Teaching*.

²⁹ Penny Ur, *A Course in Language Teaching*, ed. Marion Wiliam and Tonny Wright, 17th ed. (New York: Cambridge University Press, 2009),120.

4) Language is an Acceptable Level

Learners communicate in utterances that are appropriate, simple, understandable to one another, and accurate enough in their use of the language.

d. Types of English learning strategies

Learning strategies defined as efforts to achieve various objectives of providing subject matter at various levels for different students in different contexts.³⁰ According to Dick & Carey (1996), learning strategies not only limited to activity procedures, but also include learning materials or packages. The learning strategy consists of all components of the subject matter and procedures that will be used to help students achieve certain learning goals.³¹ According to Oxford, there are two ways of utilizing two language learning strategies. The first is the direct learning strategy, and the second is the indirect learning strategy.³²

1) Direct strategy

Direct language learning strategy is a method used by students in acquiring, storing, experimenting, and utilization of the information obtained. Direct language learning strategies are divided into three types namely:

a) Memory strategy

Is a strategy used to remember and receive new information,

Oxford states that memory strategies including:

(1) Relationship of mental creation,

³⁰ H. Jerome Freiberg and Amy Driscoll, *Universal Teaching Strategies* (Boston: Allyn & Bacon, 1992).

³¹ Dick and Carey, *The Systematic Design of Instruction* (New York: Harper Collins Publishers., 1996).

³² R Oxford, *Language Learning Strategies: What Every Teacher Should Know* (United States of America: Heinle Publisher., 1990),16-17.

- (2) Apply image and sound,
- (3) Good review, and
- (4) Carry out activities/actions.

b) Cognitive Strategy

Cognitive strategies are strategies for understanding language and produce or perform language production. Cognitive strategies are all learner behaviors in the teaching and learning process related to the use of thinking power. Use common sense with:

- (1) Do exercises,
- (2) Receive and send messages,
- (3) Analyze and give reasons, and
- (4) Creating a structure for input and output.

c) Compensation strategy

Compensation strategies are used by learners who already have sufficient skills. This study strategy usually used to overcome some limitations in language. The compensation strategy consists of

- (1) Estimates, which includes the use of linguistic cues and other cues,
- (2) Solving various obstacles in communication, which include using code-switching, asking for help, using gestures,

avoiding communication, selecting topics, modifying messages, forming new words, and using synonyms.

2) Indirect strategy

Indirectly strategy is an important role in learning a second language due to the factors associated with the learner when learning a second language. These factors are related to metacognitive, affective, and social learner factors. These factors then become second language learning strategies as follows:

a) Metacognitive Strategy

This strategy emphasizes the importance of the learner or concentrating on learning a language, compiling and planning language learning, and evaluating ways of language learning

b) Affective Strategy

This learning strategy includes emotions, attitudes, motivation, and values in the process of learning a second language.

According to Oxford, there are three ways to utilize effective strategies in learning a second language, such as:

- (1) Reduce anxiety by listening to music, laughing, and meditating after learning a second language,
- (2) Increase self-confidence by making positive statements,
- (3) Respect yourself in learning a second language

c) Social Strategy

Social strategy is any learner's behavior related to student collaboration with peers in achieving learning goals. Social strategies include:

- (1) Asking the question,
- (2) Cooperate with other people,
- (3) Have feelings for others.

e. Speaking Assessment Rubric

A rubrics are assessment instruments used by lecturers in measuring student performance based on specific descriptions that describe students' abilities at a certain level in an aspect.³³ The category put forward by Brown is that learning speaking is considered successful if students make significant improvements to their grammar, vocabulary, understanding, fluency, pronunciation, and tasks. For a clearer picture, you can see the table below³⁴:

Table 2.1 Speaking Assessment Rubric

Aspects						
S C O R E	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple

³³ Abebaw Gezie et al., "Rubrics as a Tool for Learning and Assessment: What Do Baccalaureate Students Think?," *Journal of Teaching in Social Work* 32, no. 4 (September 2012), 421–37, <https://doi.org/10.1080/08841233.2012.705240>.

³⁴ Brown, *Language Assessment Principles and Classroom Practices*, 172-173.

						directions, make purchases and tell time)
2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversation of nontechnical subjects. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information	Accent is intelligible though often quite faulty	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Can participate effectively in most formal and informal conversations on practical, social and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional	Can understand and participate in any conversation within the range of his	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately

	needs. Errors in grammar are quite rare	experience with a high degree of precision of vocabulary		participate in any conversation within the range of this experience with high degree of fluency.		ely even in unfamiliar situations. Can handle informal interpreting form and into language.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

B. Previous Research Findings

The previous research finding that can be used as a consideration theory is taken from the journal by Sana Sakale with the title “The Important Role of Teachers’ Feedback during Speaking Activities in Moroccan Classes”. To identify these areas, the current article used students’ questionnaires. The general aim is to gauge learners’ perceptions, practices and problems. Results highlight the pivotal teachers’ role in the whole process. Therefore, the specific aim of this study is to investigate the role of teachers’ feedback during speaking activities in Moroccan classes. Results show that interaction enhancement and negotiation density do indeed establish the interconnection between accuracy and fluency. Some speech strategists and specialists have already demonstrated how instruction and the way teachers provide feedback do

play a major role in learners' speaking skills including the need for a contrary evidence.³⁵

The second previous study taken journal by Faisal Razi, Asnawi Muslem, Dohra Fitriasia with the title "Teachers' strategies in teaching speaking skill to junior high school students", This research aims to describe the kind of strategies as well as the obstacles. This research used observation sheet and interview guide as the instruments. The subjects of this research were two English teachers who teach the junior high school students at SMP Inshafuddin Banda Aceh. The data were collected by observing and interviewing the teachers. Then, the procedure of data analysis for this research involved data condensation, data display and drawing the conclusion. The result of the first research question of this research described that there are five strategies used by the teachers in teaching speaking skills, namely role play, drilling, games, picture describing, and storytelling. Meanwhile, the result of the second research question described the obstacles faced by the teachers related in applying the strategies. It is suggested for the teachers to be creative in applying several strategies to improve students' speaking skill. In conclusion, in order to be succeed in applying the strategies, the teachers need to find the solution in overcoming the obstacles while applying the strategies³⁶.

The third previous research taken from journal by Lai-Mei Leong and Seyedah Masoumeh Ahmadi in their research with the title "An analysis of Factors Influencing Learners' English-Speaking Skill". This paper aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of

³⁵ Sana Sakale, "The Important Role of Teachers' Feedback during Speaking Activities in Moroccan Classes," *Arab World English Journal (AWEJ)* 10, no. 3 (2019), 344–51, <https://doi.org/10.24093/awej/vol10no3.24>.

³⁶ Faisal Razi, Asnawi Muslem, and Dohra Fitriasia, "Teachers' Strategies in Teaching Speaking Skill to Junior High School Students," *English Education Journal* 12, no. 3 (July 30, 2021), 399–415, <https://doi.org/10.24815/EEJ.V12I3.19136>.

speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. This study can be useful to teachers and researchers to consider their language learners' speaking needs in English language teaching and learning context..³⁷

The fourth previous study is by Gabriel Albino with the title "Improving Speaking Fluency in a Task-Based Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga. This study was an attempt to assess how learners of English as a foreign language (EFL) improved their speaking fluency in a

task-based language teaching (TBLT) approach used with ninth-grade learners at PUNIV-Cazenga, a high school in Luanda. In a case study design that used picture-description tasks, learners' speeches were audio recorded before and after the teaching, in which recasts and prompts were utilized as feedback tools for 8 weeks. The findings indicated that learners improved in terms of their speaking fluency by maximizing their speed of speech production, increasing grammatical accuracy, elaborating on their utterances, and developing interactional language. Furthermore, learners' opinions on being taught with the TBLT approach were sought, and the findings indicated that the learners felt encouraged to speak, believed in their potentials to use the target language, expanded their vocabulary, and recognized the relevance of the TBLT approach. The implications of the findings are discussed for teaching practice and future research.³⁸

The fifth previous study is by Karomatus Sa'idah with the title "*Lembaga Pengembangan Bahasa Asing (Lpba) Sebagai Solusi Belajar Bahasa Arab Bagi*

³⁷ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 3 (2017), 34–41, www.ijreeonline.com.

³⁸ Angola) Albino, Gabriel (Instituto Superior Politécnico Tocoísta, Luanda, "Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga," *Sage Journals*, 2017, 1–11.

Pemula Di Lingkungan Pondok Pesantren” the result of this study is Foreign Language Development Institution(LPBA) can be used as a solution to learning Arabic for beginners. The Foreign Language Development Institute or *Lembaga Pengembangan Bahasa Asing* (LPBA) is capable of producing students who are proficient in communicating in Arabic because of the *bi'ah arabiyyah* they develop and also the activities that support training Arabic language proficiency of members of the Institute for Foreign Language Development or *Lembaga Pengembangan Bahasa Asing* (LPBA).³⁹

From the five previous studies that the author has obtained there are many links to the subject matter of the research that the author will conduct. However, research that is similar to this study, which discusses the Language Improvement Staff (LIS) at the Wali Songo Islamic Boarding School, has never been done before. Therefore, researcher believe in the need to carry out this research to completion.

C. Theoretical Framework

The framework in this study starts from the background, in the form of a foreign language development program at the Wali Songo Islamic boarding school. The program requires all students to use Arabic and English as a communication tools in the dormitory environment. The most important communication support skill is speaking.⁴⁰ It is realized that there is a need for efforts to improve students' speaking skills as an effort to achieve the goals of the Wali Songo Islamic boarding school in the language development program.

In an effort to improve students' speaking skills, the Wali Songo Islamic Boarding School formed an organization whose to improve students' language skills to teach

³⁹ Karomatus Sa'idah, “Lembaga Pengembangan Bahasa Asing (Lpba) Sebagai Solusi Belajar Bahasa Arab Bagi Pemula Di Lingkungan Pondok Pesantren,” *Prosiding Semnasbama* 4, no. 1 (2020), 315–29.

⁴⁰ sadullayeva Nilufar Kadamovna, “The Importance Of Speaking Skills For Efl Learners,” *International Journal Of Innovations In Engineering Research And Technology [Ijiert]* 8, No. 1 (2021), 28–30.

students' foreign language directly and actively all the day in the dormitory area. The organization is called the Language Improvement Staff (LIS). This Language Improvement Staff (LIS) is an organization that has an important role in develop students' language skills. The Language Improvement Staff (LIS) consists of several students who are competent in terms of language. As with language development center in general, the Language Improvement Staff (LIS) has a very important role. the role carried out by LIS in teaching students' speaking skills as well as the role as controller an as tutor

Control can be defined as a management function that helps to seek planned results from subordinates, managers, and all levels of the organization.⁴¹ Controlling during the language learning process needs to be done to ensure the work system works as it should. Meanwhile, the role as a tutor has a duty in teaching students' language skill. A tutor guides an individual or a small group of students. In the meantime, students expect that such tutorials can help them make better sense of the subject matter and promote their essential academic skills. Tutoring can be interpreted as a person who is not a professional teacher helping and supporting the learning of others in an interactive, directed and systematic way⁴². The theoretical framework can be described in the following chart:



⁴¹ Nina Dědečková, "Control, Controlling and Its Objectives in the Organization," SHS Web of Conferences 83, 01009, 2020.

⁴² Keith Topping, "International Academy Of Education International Bureau Of Education Tutoring," accessed December 30, 2022, <http://www.curtin.edu.au/curtin/dept/smec/iae>.

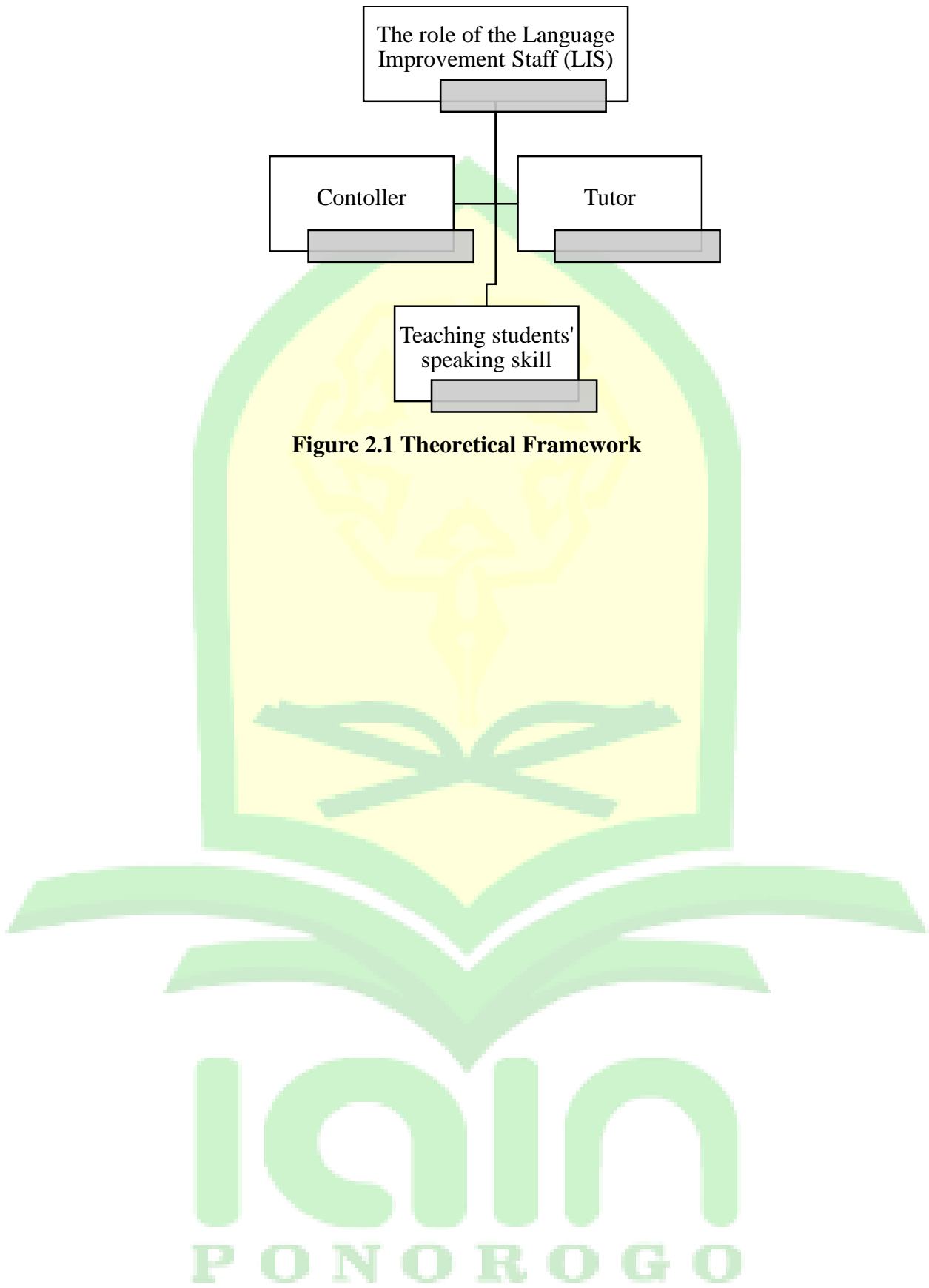


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

This research use qualitative research methods. The qualitative method is a research method based on the philosophy of positivism with artistic research process. This research method uses to examine natural objects where the researcher is the key instrument, the data collection technique uses triangulation, the analysis is inductive, and the results emphasize meaning⁴³.

In this study, the researcher used a case study design. The case study is a research strategy focused on understanding the dynamics present within a single setting⁴⁴. Case study shows that in the study explain more about the subject and object of the study. The subject of this study was the student of Wali Songo Islamic Boarding School and the object of the study is Language Improvement Staff (LIS).

B. Researcher's Role

According to Miles and Huberman, the defining characteristics of qualitative research include intense and prolonged researcher contact with a field or situation. Its role or purpose gains a systematic and integrated overview of the data under study, the researcher's role as the primary research instrument, and its analysis verbatim⁴⁵. As the primary instrument, full participant, and data collector in this study, the researcher also serves as a supporter.

C. Research Setting

⁴³ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, 26th ed. (Bandung: alfabeta, 2017).

⁴⁴ Abdul Manab, *Penelitian Pendidikan Pendekatan Kualitatif* (Yogyakarta: Kalimedia, 2015).

⁴⁵ Michael Miles, B., Mathew. and huberman, *Qualitative Data Analysis* (California: Sage Publication, 1994).

This research will be conducted at the Wali Songo Islamic boarding school which is located at Sunan Kalijaga street, Ngabar, Siman, Ponorogo, East Java. The Reasons for selecting this location are as follows:

1. Wali Songo Islamic Boarding School is one of the modern Islamic boarding schools in Ponorogo, which develops language programs.
2. Wali Songo Islamic Boarding School has a language development institution that has an important role in language development efforts.
3. Wali Songo Islamic Boarding School applies the position of foreign languages as the language of students' daily active interactions.

D. Data Source

According to Moleong, words and actions are the most important data sources in this study. Other sources of information include documents and other input⁴⁶. Data are used to answer the research question; it's can be collected from people or things. The data source in this research are human and non-human. Human data sources in this study include LIS supervisors who are members of the Ngabar Language Center (NLC), Language Improvement Staff (LIS) members who act as controllers and tutors, and students. While for non-human data sources, we obtained from activity documentation, vision, mission, organization structured, lesson plans, SOPs, and other data related to the Language Improvement Staff (LIS).

E. Technique of Data Collection

Data collection enables the researcher to accurately examine the outcomes of all actions using his study design and methodology. Data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures⁴⁷. There are many ways to collect data,

⁴⁶ Lexy Moleong, *Methodology Penelitian Kualitative* (Bandung: PT. Rosda Karya, 2000).

⁴⁷ Kumar Singh Yogest, *Fundamental of Research of Methodology and Statistic* (New Delhi: New Age International, 2006).

such as observations, questionnaires, and interviews. In this study researchers will use interviews, observations, and documentation as data collection techniques.

1. Observation

According to Sutrisno Hadi, observation is a complex process consisting of various biological and psychological processes⁴⁸. This observation technique is used when the research is related to human behavior, work processes, natural phenomena, and in conditions where the respondents are not too large. Based on the method of observation, observation divided into two kinds, structured observation and unstructured observation. In structured observation, research is directed at focusing attention on the certain behavior. While in unstructured observation, researchers do not prepare notes on behavior whatever are being observed. Structured observation is usually related to participant observation.⁴⁹

In this research observation, the researcher used related observation by observed school conditions including student speaking practice in daily life, implementation of English learning process by Language Improvement Staff (LIS), implementation of controlling by Language Improvement Staff (LIS), and observes the strategies are taught by Language Improvement Staff (LIS) to help students learn speaking skills.

2. Interview

Presentation of oral-verbal data is part of the interview method of data collection. In terms of oral-verbal responses, stimulation, and replay. Personal interviews and if practical, telephone interviews can be employed to implement

⁴⁸ Hadi Sutrisno, *Metodologi Research*, 1st ed. (Yogyakarta: UGM, 1986).

⁴⁹ Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian* (Yogyakarta: Ar-Ruzz Media, 2011).

this strategy⁵⁰. To gather accurate information and reliable data for this study, the researcher must prepare the question and engage in engaging discourse.

In this study, researchers used in-depth interviews or semi-structured interviews. According to Sugiyono, this interview was carried out without using a systematic and complete interview guide, but only using an interview guide in the form of an outline so that it took place freely and in-depth in questions and answers⁵¹. The researcher must to prepare the question and take the conversation to get clear information and valid data. In this study, the researcher conducted interviews with several relevant informants, including Ngabar Language Center (NLC), Language Improvement Staff (LIS) from the controlling and tutoring section, and the student that gets the impact of the Language Improvement Staff's role.

3. Documentation

For data to be used intelligently, documentation must be complete and correct. Documents generated for personal rather than official purposes include diaries, memoranda, letters, and field notes. The substance of each file, such as an interview, should be well documented and should include information about who was being interviewed, when, when, and so on⁵². In this technique, the data taken from record and written such as book, Language Improvement Staff (LIS) document such as vision, mission, SOP, syllabus, photos, etc which is related to the research as the supported of interview and observation.

F. Data Analysis

⁵⁰ Kothari C. R., *Research Methodology Methods&Technique* (New Delhi: New Age International, 2004).

⁵¹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*.

⁵² Denzin K Norman and and Yonna S Lincoh, *Handbook of Qualitative Research* (USA: Sage Publication, 1994).

In qualitative research, the data are obtained from various sources, which are conducted continuously until the data is saturated. As a result of continuous observations, it will result in very high data variations. The data obtained are generally qualitative, so the data analysis technique does not have a clear pattern⁵³. Spradley stated that analysis in any type of research is a way of thinking that is related to the systematic examination of something to determine the parts, the relationship between parts, and their relationship to the whole⁵⁴.

In this study, the author will use the data analysis technique of the Miles and Huberman model which consists of three stages, namely:

1. Data Reduction

Data reduction is the process of choosing, concentrating, and abstracting and manipulating the data that exist in written-up field notes or transcription. Any project with a qualitative focus undergoes ongoing data reduction. Anticipatory data reduction occurs as the researcher decides the conceptual framework, cases, research topic, and data collection procedures to use before the data are collected. Additional occurrences of data reduction appear as data collection continues (writing summaries, coding, teasing out themes, making clusters, making partitions, and writing memos). After the fieldwork is finished, the data reduction and transformation process continue until a final report is ready.

2. Data Display

Data display is included in the second main flow of analysis activity. The example of a structured, well-composed collection of data that enables

⁵³ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*.

⁵⁴ Spradly James, *Participant Observation* (Holt: Rinehart and Winston, 1980).

conclusion activity and sketching. In the past, the expanded text has been the most popular format for displaying qualitative data.

3. Conclusion drawing/verification

As the analyst moves forward, conclusions are confirmed. Verification may be as quick as a fleeting thought that crosses the analyst's mind while writing with a quick trip back to the field notes, or it may be thorough and elaborate with extensive efforts to replicate a finding in another data set or with lengthy argumentation and review among colleagues to develop "inter subjective-consensus."⁵⁵

G. Checking of Data Validity

The researcher made the improvements to the data's legality as soon as the qualitative study project got underway. It is used to address the question of whether the data's results are scientific. From the validities and reliabilities concept, data validity is an urgent idea that is renewed⁵⁶. The data validity stage consists of the following two things:

1. The strenuously observation

In this case, the researcher will find characteristics and elements in the situation that are relevant to the chosen one problem⁵⁷. This persistent observation will be carried out in two ways, namely:

- a. Observing the activities carried out by the Language Improvement Staff (LIS) to improve speaking skills at the Wali Songo Islamic Boarding School accurately and continuously.
- b. Study it specifically until the researcher finds the desired data.

2. Triangulation

⁵⁵ Miles and Michael Huberman Matthew B, *Qualitative Data Analysis*, 3rd ed. (USA: Sage Publication, 1994), 10.

⁵⁶ Moleong Lexy, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2000), 4.

⁵⁷ Bogdan Robert c, *Research for Education an Introduction to Theories and Methods Fifth Editon*, 5th ed. (USA: Sari Knop Bkln, 2007), 115.

Triangulation was initially used in the social sciences to illustrate the requirement for multiple sources of data to establish a fact⁵⁸. In this research, the researcher will use the triangulation technique to investigate the data about the role of Language Improvement Staff (LIS) at the Wali Songo Islamic Boarding School. It means that researchers compare the results of observations, interviews, and documentation of the role of the Language Improvement Staff (LIS) in teaching speaking skills at the Wali Songo Islamic Boarding School.

H. Research Procedure

There are four procedures in this research including:

1. Planning

Covering the preparation of research plans, selection, field of research location data, operating permits, observations, preparation of instruments, and matters related to ethical research.

2. Application

Involves preparatory research, entering the field, and interacting with subjects as data is collected.

3. The Procedure of Data Analysis

This involves data analysis, observing students and teachers during the learning process, and conducting hypothesis testing.

4. Research Report

The researcher writes a research report in the form of a thesis on the role of Language Improvement Staff (LIS) teaching speaking skills at Wali Songo Islamic Boarding School.

⁵⁸ Robert c.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

In this chapter, the researcher provides a systematic description of the situation based on the research background research subject's character. The character of the subject of this study explains the history of the establishment of the Language Improvement Staff (LIS), its vision, mission and objectives, organizational structure, and SOPs that apply within the scope of the Language Improvement Staff (LIS).

1. The Background to The Formation the Language Improvement Staff (LIS)

The background for the formation of the Language Improvement Staff (LIS) at the Wali Songo Islamic Boarding School is that the Wali Songo Islamic Boarding School has a mandatory language program (Arabic and English) in a temporary dormitory environment, the Wali Songo Islamic Boarding School has many students in this dormitory so that the Wali Songo Islamic Boarding School requires an organization engaged in developing students' language skills at this Islamic boarding school by controlling and teaching students directly daily, this is not possible if it implemented directly by the language development center (NLC), so a Language Improvement Staff (LIS) is needed as an organization to improve the language of students consisting of students in grades 4 and 3 intensive. Making it easy to supervise and teach everyday language to students. Because students who are members of the Language Improvement Staff (LIS) will later find it easier to carry out their roles with fellow students because there are too many of them, whereas if only the Center (NLC) plays a role in improving students' language skills, the results will be less than optimal so, the existence of the Language Improvement Section (LIS) is very important for us in controlling and teaching students directly and intensively.

Initially the language division at the Wali Songo Islamic boarding school was not named Language Improvement Staff (LIS). The number of members was only about ten people divided into the positions of chairman, secretary, treasurer, security section and education section. Along with the development of the times, the name of this language section was changed to the Language Movement Section (LMS), the number of LMS members at that time also increased by around a dozen people. Then in 2016, Language Movement Section (LMS) was changed to the Language Improvement Staff (LIS) with around 20 members. The name Language Improvement Staff (LIS) only lasted until 2018, and was then changed to Language Improvement Staff (LIS) with 20 members. In the following year until now, the number of Language Improvement Staff (LIS) members is around 40 members because of the large number of students. The history of the school is only the name that has changed. For permanent, we take membership from class 4 and class 3 intensive.⁵⁹

2. Vision, Mission, and Objectives of the Language Improvement Staff (LIS)

a. Vision

Forming Ngabar students who are competent in Arabic and English in the global era.

b. Mission

- a. Improve the quality of teachers in Arabic and English
- b. Exploring and honing the potential of students in Arabic and English
- c. Creating a language area at the Wali Songo Islamic boarding school

c. Objective

- a. Helping to create a language area (English and Arabic) in the Wali Songo boarding school dormitory environment.

⁵⁹ See Transcript of Interview Number 01/I/20-01/2023

- b. Provide material about English and Arabic to all students.
- c. Train students' skills in the organization.⁶⁰

3. Organization Structure of Language Improvement Staff (LIS)

The organizational structure is a form of chart/order in a certain institution or association that runs an active process and management function in the organization. The organizational structure in an institution has an important role because it determines the duties and responsibilities that must be done and implemented, the grouping of jobs and distribute it to each person occupying it a certain title/position in an institution.⁶¹ The Language Improvement Staff (LIS) is a language driving organization that is directly involved in managing students has a management structure that is formed to succeed in the vision, mission and goals that have been determined according to their respective duties and functions. There are several sections of the organizational structure in the Language Improvement Staff (LIS). This organization is led by a chief and a core section consisting of a secretary and treasurer. Then in carrying out the role as a Language Improvement Staff, it formed two section namely the education section for teaching material about language and the security section in charge of controlling students' language activities and the Language Improvement Staff (LIS) itself.⁶²

In terms of institutional structure, this Language Improvement Staff (LIS) is under the auspices of the CLI (Central Language Improvement) which is part of the board of the Wali Songo Islamic Boarding School student organization board, while the CLI (Central Language Improvement) is under the auspices of the Ngabar

⁶⁰ See Documentation Results Number 01/D/20-01/2023.

⁶¹ Djafri, *Kepemimpinan Dan Perilaku Organisasi*.

⁶² See Documentation Result Number 03/D/20-01/2023

Language Center (NLC) which is right under the leadership of the Wali Songo Islamic Boarding School.⁶³

4. The Language Improvement Staff (LIS)'s SOP

The Language Improvement Staff (LIS) has a Standard Operating Procedure (SOP) as a guide used to ensure the organization's operational activities. The SOPs owned by LIS including:

- a. SOP for Morning Vocab Retrieval (One Day One Vocab)
 - 1) Take vocabulary and learning media to CLI at 20.00 accompanied by a signature.
 - 2) Vocabulary taken must be in printed form and CLI stamped
 - 3) Show vocabulary to NLC at 9:30 p.m.
- b. SOP for giving Vocab every morning (One Day One Vocab)
 - 1) Say *Assalamu'alaikum Wr. Wb*
 - 2) Greeting
 - 3) Recite the vocabulary clearly 3 times and ask one or all members to repeat it.
 - 4) Ask students' understanding of the meaning of the vocabulary
 - 5) If there are those who don't understand, ask students who already understand the meaning to explain and if not, then,
 - 6) By using media
 - 7) By using gestures
 - 8) By putting in an example sentence
 - 9) After everyone understands, ask some members to put it in a sentence
 - 10) Provide advice for language discipline
 - 11) Closing

⁶³ See Documentation Result Number 02/D/20-01/2023

c. SOP for providing conversation practice text

- 1) Say *Assalamu'alaikum Wr. Wb*
- 2) Greeting
- 3) Read the entire text of the conversation
- 4) Questions about vocabulary that is not understood
- 5) Members are divided into two ranks
- 6) Conversation practice
- 7) Closing

d. SOP for student language correction

- 1) greet students who violate language
- 2) justify the use of the wrong language of students
- 3) advise not to repeat the fault

e. SOP provides consequences for violation of language rules.

- 1) Write the type of violation in a paper or violation log book
- 2) Ask for name and class
- 3) Asked what kind of offense he had committed
- 4) If you forget, you must be told the mistake then corrected with the correct sentence
- 5) Asked to repeat 3 times
- 6) Give consequences according to the existing agreement
- 7) Advised not to repeat the fault.⁶⁴

B. Data Description

Data description is a description of the results and the findings of researchers obtained through observation, interviews, and documentation. Observation is done by the direct observation of teaching speaking skill activities carried out by the Language

⁶⁴ See Documentation Results Number 06/D/20-01/2023

Improvement Staff (LIS). Next, the researcher interviewed by asking questions directly with several informants who were directly related, namely the supervising teacher from the Ngabar Language Center (NLC), the students' organization from the Central Language Improvement (CLI), and Language Improvement Staff (LIS) members from the education section and security sections, then the researcher Documenting speaking learning activities carried out by Language Improvement Staff (LIS).

1. Findings on the role of Language Improvement Staff (LIS) as Tutors in Teaching Speaking Skills

The described data were collected through observation and interview in January 2022. Observations were carried out in the Wali Songo Islamic boarding school dormitory area, and interviews were conducted directly with the education section of Language Improvement Staff (LIS) and student. The findings of this data are related to the role of Language Improvement Staff (LIS) as a tutor in teaching speaking skills. Based on observations and interviews with the research subject, the researcher found the role played by the Language Improvement Staff (LIS) education section as a tutor.

From the results of interview with Language Improvement Staff (LIS) members from the education section, she said that the role of Language Improvement Staff (LIS) as tutors was carried out based on their duties and functions, such as preparing materials, leading language learning activities, correcting work on student books, and conducting evaluations. As Kafka said:

The duties and functions of Language Improvement Staff (LIS) members in the education section in carrying out their role as tutors are quite numerous. The Language Improvement Staff (LIS) is responsible for teaching the language of each room in the dormitory, compiling materials, correcting student vocabulary notebooks and assignments, leading conversation practice activities, leading one-day vocabulary activities, conducting mid-term and end-term evaluations, and issuing exam results.⁶⁵

⁶⁵ See transcript of interview number 02/I/20-01/2023

Based on the statement above, Language Improvement Staff (LIS) needs to prepare materials to teach speaking to students. The material presented must be related to speaking skills. The material taught is vocabulary, grammar, pronunciation, and fluency through conversation practice. Kafka state that:

LIS focuses on training students' speaking skills. For the material, Language Improvement Staff (LIS) teaches vocabulary, grammar, pronunciation, and conversation practice.⁶⁶

Apart from Kafka, a student also acknowledged that there was speaking support material taught by Language Improvement Staff (LIS), such as vocabulary, grammar, pronunciation, and conversation practice. Muslimah said:

The materials provided by the Language Improvement Staff (LIS) are supporting material for the compulsory language program, such as vocabulary, pronunciation, grammar, and conversation practice.⁶⁷

These materials are taken from relevant sources such as the Oxford dictionary, the English-Indonesian dictionary, grammar by Betty, and grammar by Gontor.⁶⁸ Then, Language Improvement Staff (LIS) arranges material based on needs and arranges it into the syllabus.⁶⁹

LIS helps new students get used to speaking by teaching them the basic material and giving them freedom during a three-month quarantine period. as Kafka puts it:

For new students to get used to communicating in everyday English, LIS needs to put a lot of effort into improving their speaking skills. Therefore, LIS starts with basic things like vocabulary and pronunciation. LIS routinely holds conversation practice activities, so they get used to it. Especially for students in intensive grades 1 and 1 as new students, LIS provides leeway for three months not having to carry out a mandatory foreign language program in a dormitory environment. But after three months, students must follow the mandatory foreign language rules.⁷⁰

⁶⁶ See transcript of interview number 02/I/20-01/2023

⁶⁷ See transcript of interview number 04/I/20-01/2023

⁶⁸ See Documentation Result Number 07/D/20-01-2023

⁶⁹ See Documentation Result Number 05/D/20-01-2023

⁷⁰ See transcript of interview number 02/I/20-01/2023

Based on the results of observations made by researchers on 16th of January 2022, In the implementation of learning to speak in a dormitory environment by the Language Improvement Staff (LIS) was carried out in various ways. The process of teaching speaking skills carried out by Language Improvement Staff (LIS) occurred outside of formal class. Learning activities for supporting speaking materials, such as vocabulary and pronunciation, are carried out in the morning after dawn. After the morning prayer and reading the holy Qur'an, students form 2 lines in front of the room, one member of the Language Improvement Staff (LIS) stands in front of conveying new vocabulary orally in English and Arabic. Students are asked to imitate three times and translate the meaning into Indonesia. If students can't translate the new vocabulary, the Language Improvement Staff (LIS) makes an example sentence that contains the new vocabulary. If students still can't guess the meaning, Language Improvement Staff (LIS) demonstrates it until the students can guess the meaning correctly. The same activity will be held again at night before going to bed in front of the room. While for conversation practice, Language Improvement Staff (LIS) held it on Friday morning after one day one vocab. The conversation themes given are always up-to-date and different. The Language Improvement Staff (LIS) provides material on paper that is given in the evening. Students are asked to record the text of the conversation in their books. Then during conversation practice, they have to bring the book with them. During implementation, students form two lines facing each other, and a Language Improvement Staff (LIS) stands at the end and leads the activity. Language Improvement Staff (LIS) read the text of the conversation and was followed by all students. Language Improvement Staff (LIS) asked two students to practice. After that, all students were asked to practice independently with a partner facing them. If there is a student who does not get a partner, then the student will pair up with

the Language Improvement Staff (LIS) when practicing the conversation. After all, students have finished practicing independent conversations, Language Improvement Staff (LIS) invites all students to jointly search for the meaning of vocabulary from the conversational text while analyzing the position of each word in the grammar.⁷¹ This is in accordance with what was conveyed by Kafka in the interview as follows:

Language Improvement Staff (LIS) implements the process of learning to speak to students actively and routinely every day. Language Improvement Staff (LIS) compiles an agenda for students' daily language activities, which are carried out throughout the day from the morning after dawn until the night before going to sleep. When teaching grammar, Language Improvement Staff (LIS) applies the teaching process inside or outside the classroom in English Club activities. To teach new vocabulary, Language Improvement Staff (LIS) applies in one day one vocabulary activities which are taught every morning and night before going to bed. Language Improvement Staff (LIS) provides vocabulary orally while teaching pronunciation through face-to-face meetings in each room group. Then when they go to school, Language Improvement Staff (LIS) attaches a blackboard with new vocabulary for students to write on. In the evening, students repeat the vocabulary that the Language Improvement Staff (LIS) conveyed in the morning. To learn conversational practice, Language Improvement Staff (LIS) provides every Friday morning. In addition, Language Improvement Staff (LIS) held games while learning in English for fun (EFF) activities so that students would not get bored while learning to speak.⁷²

The statement above is supported by the results of interviews with a student, Muslimah said:

The teaching process carried out by Language Improvement Staff (LIS) is precise and suitable to be applied in a dormitory environment because of the concept of teaching and learning that applied in daily learning. So, every day students are invited to always learn and improve their language skills to support our better speaking skills.⁷³

Based on the data presented above, the speaking learning process carried out by Language Improvement Staff (LIS) is carried out actively and regularly scheduled. Scheduling activities is formed on an annual, monthly, weekly and

⁷¹ See Observation Result Number 02/O/13-1/2022

⁷² See transcript of interview number 02/I/20-01/2023

⁷³ See transcript of interview number 04/I/20-01/2023

daily.⁷⁴ To carry out teaching practice properly, Language Improvement Staff (LIS) uses supporting learning media such as whiteboards, paper to circulate conversation practice materials, and supporting media to play while learning. As conveyed by Kafka as follows:

To teach speaking, Language Improvement Staff (LIS) uses media according to the material and needs. To be sure, Language Improvement Staff (LIS) always uses the blackboard to write down vocabulary material. As for conversation practice material, Language Improvement Staff (LIS) provides material on paper, and students copy it into their respective books. If you study while playing at EFF, the Language Improvement Staff (LIS) media adapts to the game.⁷⁵

Based on the data above, it is known that Language Improvement Staff (LIS) uses media that is tailored to its needs in teaching. Based on the data above, it is known that Language Improvement Staff (LIS) uses media that is tailored to its needs in teaching. In applying the speaking teaching method, Language Improvement Staff (LIS) adapts the method to student learning materials. to teach grammar and vocabulary material, Language Improvement Staff (LIS) uses discussion and lecture methods for conversation practice material, Language Improvement Staff (LIS) uses the role playing method, as well as the playing while learning method which is used as entertainment. As said by Kafka:

The methods used by Language Improvement Staff (LIS) in teaching speaking so far have varied. Language Improvement Staff (LIS) invites discussion in the one-day vocabulary one-day course. Language Improvement Staff (LIS) uses the role-play method when practicing conversation, and Language Improvement Staff (LIS) also uses storytelling and games as entertainment.⁷⁶

⁷⁴ See Documentation Result Number 08/D/01-02-2023

⁷⁵ See transcript of interview number 02/I/20-01/2023

⁷⁶ See transcript of interview number 02/I/20-01/2023

The researcher also conducted interviews with students named Muslimah. She said that the teaching methods used were discussion methods, games, and sometimes students only paid enough attention to the Language Improvement Staff (LIS) explanations. This is stated as follows:

The method used by Language Improvement Staff (LIS) in teaching speaking is a suitable method. Sometimes students are invited to discuss. Sometimes, students get games, and sometimes students pay enough attention. Basically, the method used by Language Improvement Staff (LIS) is a fun method. Students are always involved in the learning process, so that students can increase their confidence and speaking skills through a learning process with good methods.⁷⁷

In addition, to preparing materials and teaching, Language Improvement Staff (LIS) is also responsible for evaluating student learning outcomes. Language Improvement Staff (LIS) organizes an evaluation of student learning outcomes in the middle and at the end of the semester as a result of an interview with Kafka:

Language Improvement Staff (LIS) evaluates students' speaking learning outcomes twice, namely midterm tests in the middle of the semester and final semester tests at the end of the semester. The evaluation that Language Improvement Staff (LIS) does is by giving written test questions that contain the material that Language Improvement Staff (LIS) has taught, and Language Improvement Staff (LIS) assesses students' daily speaking practice. A student, who has the highest test scores and little or no record of language violations, the Language Improvement Staff (LIS) will crown as the language queen at the Wali Songo Islamic boarding school. In addition, Language Improvement Staff (LIS) also conducts daily evaluations in speaking practice every day. If there is a mistake, the Language Improvement Staff (LIS) will immediately evaluate it as a form of reciprocal Language Improvement Staff (LIS) to the student.⁷⁸

Kafka's statement is supported by a student's statement, Muslimah said:

Language Improvement Staff (LIS) always conducts daily evaluations when students practice speaking in everyday communication. If the language used by students is wrong, Language Improvement Staff (LIS) will warn and provide corrections. Evaluation is also carried out in the middle and end of the semester, namely midterm exams and final semester exams. From the results of the evaluation, Language Improvement Staff (LIS) usually publishes student grades in wall magazines.⁷⁹

⁷⁷ See transcript of interview number 04/I/20-01/2023

⁷⁸ See transcript of interview number 02/I/20-01/2023

⁷⁹ See transcript of interview number 04/I/20-01/2023

By conducting an evaluation of students' speaking learning outcomes, Language Improvement Staff (LIS) can find out how successful their speaking teaching practice is in carrying out their role as a tutor. The results of the evaluation are always published in a wall magazine. The average test results always show the success of learning and teaching speaking conducted by the Language Improvement Staff (LIS). This is evidenced by the evaluation results diagram in the very good category.⁸⁰ Meanwhile, a student named Muslimah also conveyed that her speaking ability had improved after being at the Wali Songo Islamic boarding school. She conveyed the following:

Muslimah feels that since she was at the Wali Songo Islamic Boarding School, her speaking skills have improved because of the mandatory English and Arabic language programs at this Islamic Boarding School. Initially, Muslim women did not have the confidence to practice speaking in daily communication. I was worried that I couldn't because she has lack of vocabularies, and she was afraid of mispronunciation. This Islamic boarding school does not only set rules but also provides solutions. Students are taught about foreign languages intensively every day, so students are accustomed to these foreign languages.⁸¹

Based on the finding of observation at Wali Songo Islamic Boarding School for girls. The regulation of mandatory English language that day well organized. All students interact with each other using English confidently. Although, it is not uncommon to find some inappropriate use of linguistic structures. However, they have a good confidence in using foreign languages. Besides that, they are also often caught using accent affixes, such as *tho*, *kah*, *lahetc*. The practice of interaction with English is carried out routinely, so they are really used to using foreign languages in their daily lives. In the daily practice of interacting with the English language, Language Improvement Staff (LIS) supervises them intensively and makes corrections to the use of the wrong language whenever Language

⁸⁰ See Documentation Result Number 9/D/01-02/2023

⁸¹ See transcript of interview number 04/I/20-01/2023

Improvement Staff (LIS) encounters it. In addition to trying to justify as feedback, Language Improvement Staff (LIS) also provides conveying the consequences that will have been agreed upon. because of such efforts, students become reluctant if they want to violate the mandatory rules of the language.⁸²

2. Findings on the Role of the Language Improvement Staff (LIS) as a Controller in Teaching Speaking Skill

Another role of the Language Improvement Staff (LIS) being a tutor is the role of a controller. Language Improvement Staff (LIS) controls the language activities of students at the Wali Songo Islamic boarding school. In carrying out its role as a controller, the Language Improvement Staff (LIS) security section has several duties and functions, such as Zaskia statements:

The main duty and function of the security section are to control language activities, especially speaking skills, which are used as a means of communication daily. In controlling students' language discipline in daily speaking, the security section needs to provide evaluation and correction to students who break the rules and wrong in word use or pronunciation. After the security section made corrections and evaluations, the students will get a punished that was to train their speaking skills. Not only controlling and giving punishments, but the task of the security section is also to ensure that the discipline of language activities at the Wali Songo Islamic boarding school runs optimally. Like the education section, this security section is also responsible for controlling each student's room, so they divided into several room. This method is applied to maximize control of students.⁸³

In carrying out its duties as a controller, the scope of control or aspects of controlled carried out by the Language Improvement Staff (LIS) are still limited. This was stated by Zaskia during the interview. She said the following:

Aspects controlled by Language Improvement Staff (LIS) include student discipline in participating in each activity, such as student attendance by checking the attendance list. In the Vocab One Day Course activities, Language Improvement Staff (LIS) ensures that all students take part in the activity, and Language Improvement Staff (LIS) must control whether students write material. Then practice conversation activities students must be sure to write conversational material, write down vocabulary they don't understand, and take part in the activity. In addition, Language Improvement

⁸² See Observation Result Number 01/O/13-1/2022

⁸³ See Transcript of Interview Number 03/I/20-01/2023.

Staff (LIS) also masters aspects of the use of words and language in daily speaking skills. Language Improvement Staff (LIS) security ensures students use the language correctly.⁸⁴

The implementation of control carried out by Language Improvement Staff (LIS) during the learning process of speaking skills was carried out very strictly. Because the process of learning speaking takes place all day long through daily interactions using English, the control by Language Improvement Staff (LIS) also occurs without stopping. Language Improvement Staff (LIS) always supervises the use of the language used by students. When encountering language errors, Language Improvement Staff (LIS) immediately warns and provides corrections. After that, as an affirmation of mandatory language rules, Language Improvement Staff (LIS) will provide consequences as mutually agreed. In addition to controlling the use of daily language, Language Improvement Staff (LIS) also controls the learning process in one day-one-vocab in the morning and night, even in the morning as well as during conversation practice. In fact, at every event, Language Improvement Staff (LIS) always controls the discipline of students in participating in each event. If there are students who are not orderly and disciplined in the event, then Language Improvement Staff (LIS) will reprimand and give consequences to these students. Language Improvement Staff (LIS) also collaborates with the room manager, so that when students are in their rooms, they are under the control of the room manager. They are reluctant to violate language. Room manager also help supervise Language Improvement Staff (LIS) over students because the room manager is in the same room with students, while Language Improvement Staff (LIS) is in a special Language Improvement Staff (LIS) room, so control is not optimal if Language Improvement Staff (LIS) does not cooperate with room manager. The room manager will reprimand and record the names of students who

⁸⁴ See Transcript of Interview Number 03/I/20-01/2023.

violate language, then hand them over to Language Improvement Staff (LIS) so that Language Improvement Staff (LIS) gives consequences.⁸⁵ This was stated by Zaskia during the interview. She said the following:

The enforcement that Language Improvement Staff (LIS) applies is policing throughout the day, so wherever and whenever students are, as long as they are still in the dormitory, they are still under the control of the Language Improvement Staff (LIS). Therefore, Language Improvement Staff (LIS) works closely with the room manager (grade 5 students) to help control students' speaking skills in interaction. With this collaboration, Language Improvement Staff (LIS) finds it easier to carry out its duties. However, the authority of the room manager is still different from that of the Language Improvement Staff (LIS). The room manager only reprimands and records the name and type of violation, while the punishment remains from the Language Improvement Staff (LIS).⁸⁶

The researcher also interviewed a female student named Muslimah. She said that the control carried out by Language Improvement Staff (LIS) was very strict, so students were reluctant to commit language violations. as she stated as follows:

The language controlled by Language Improvement Staff (LIS) is very strict. In addition, Language Improvement Staff (LIS) also cooperates with the room manager, so that even though they are in the room, students are still reluctant not to speak according to the rules. Due to the strictness of these rules, students also feel that there is no chance to violating language rules. So in every situation, students will continue to practice speaking skill every day.⁸⁷

As an effort to control students' speaking skills in the dormitory, Language Improvement Staff (LIS) enforces rules that can regulate the running of the language program at the Wali Songo Islamic boarding school. This was stated by Zaskia during the interview. She said the following:

Rules that the Language Improvement Staff (LIS) stipulates, such as being required to use Arabic and English at certain times, namely two weeks of English and two weeks of Arabic, being required to take part in language activities, being required to take notes on the material, being required to take language tests or evaluations in the middle and end of the semester, being required to use the language Arabic and English according to their respective language norms, and avoid using regional accents.⁸⁸

⁸⁵ "See Observation Results Number 04/O/09-1/2022."

⁸⁶ See Transcript of Interview Number 03/I/20-01/2023

⁸⁷ See Transcript of Interview Number 03/I/20-01/2023

⁸⁸ See Transcript of Interview Number 03/I/20-01/2023

Zaskia's statement is supported by a student's statement, Muslimah said:

The rules seem onerous at first, but once followed, Muslim women feel fine and don't mind. After all, these rules are also mutually agreed upon by all students, so they are not just one-sided rules.⁸⁹

In an effort to control new students, Language Improvement Staff (LIS) gives them freedom from mandatory language regulations for three months. After three months at the Wali Songo Islamic boarding school, Language Improvement Staff (LIS) controlled the students' language discipline like other students. This is what Zaskia conveyed during the interview as follows:

Especially for new students, Language Improvement Staff (LIS) provides freedom from rules for three months as a period of adaptation and preparation. After going through this three-month adaptation period, students must follow all the mandatory language rules that we have set.⁹⁰

Overall, the specific strategy for maximizing the role of the controller implemented by LIS is carried out by collaborating on control with the room manager. This is what Zaskia conveyed as follows:

As an effort to maximize the role of controller when teaching speaking, Language Improvement Staff (LIS) uses a strategy of even distribution of tasks. Language Improvement Staff (LIS), as part of security is divided equally to be responsible for each hostel and cooperates with each room manager to control students' language activities. This was stated by Zaskia during the interview as follows: The strategy that Language Improvement Staff (LIS) uses for controlling is by dividing the members of the security section into several sections, where each security section is responsible for controlling one dormitory in this dormitory. In addition, Language Improvement Staff (LIS) also works closely with room managers who interact more often with students and are in the same room with them. According to Language Improvement Staff (LIS), these strategies are suitable for controlling the number of students in this Islamic boarding school.⁹¹

3. Findings on Strategies Are Taught by Language Improvement Staff (LIS) to Help Students Learn Speaking Skills

⁸⁹ See Transcript of Interview Number 04/I/20-01/2023

⁹⁰ See Transcript of Interview Number 03/I/20-01/2023

⁹¹ See Transcript of Interview Number 03/I/20-01/2023

As an effort to support the achievement of the goal of teaching good speaking, Language Improvement Staff (LIS) teaches several strategies that students can use to help facilitate their speaking learning process. In teaching speaking practice, Language Improvement Staff (LIS) invites students to remember the material they have learned, memorize new material by associating it with old material which always used as an ice breaking before starting learning activities. Before going to sleep, students are accustomed to repeating new vocabulary together to strengthen their memory. As one of the strategies to practice the material that has been obtained, students are encouraged to use it in daily interactions. Therefore, the mandatory Arabic and English language regulations in the Wali Songo boarding school dormitory area really help the students' speaking learning process. In carrying out these rules, students will establish communication with all residents in the hostel using the Arabic / English language skills they have. This strategy helps students to be more confident in carrying out the process of learning speaking. All forms of support such as motivation, maximum control, and maximizing the role of Language Improvement Staff (LIS) as a tutor, are forms of strategy carried out by Language Improvement Staff (LIS) to help students in the process of learning their speaking skills.⁹²This is as conveyed by Kafka that:

As part of the teaching objectives, students' success in learning speaking is also the responsibility of the Language Improvement Staff (LIS). Language Improvement Staff (LIS) facilitates students to be able to learn speaking easily through various ways that Language Improvement Staff (LIS) combines. Language Improvement Staff (LIS) holds one day one vocabulary activities in the morning after dawn and at night before going to bed so that students always remember the material. Besides that, Language Improvement Staff (LIS) provides punishment for language offenders with educational punishments such as memorizing vocabulary, which is also an effort to help the student learning process. More than that, the application of mandatory language regulations at the Wali Soongo Islamic boarding school also aims to train and improve students' speaking skills, so basically, all the

⁹² See Observation Results Number 04/O/09-1/2022

activities that the Language Improvement Staff (LIS) arranges for students are activities that aim to help the students' speaking learning process.⁹³

As conveyed by a student named Muslimah, who we interviewed by researcher.

She said that the teaching strategy used was to use learning strategies in a disciplined manner and learning while playing. Muslimah said the following:

The ease in learning speaking skills has been felt by Muslimah. Muslimah feels that the process of learning speaking is no longer a scary or boring thing. Lots of exciting activities are held by Language Improvement Staff (LIS) with the aim of teaching speaking. With these exciting activities, learning speaking is no longer a scary thing. Students are always invited to dare to practice the material that has been obtained through daily communication. By having the courage to use English/Arabic as a means of communication, self-confidence and speaking skills can increase unnoticed. Apart from that, because it is continuously practiced, the material that has been studied will not be lost in memory.⁹⁴

Meanwhile, Zaskia conveyed about the strategies taught to students to easily learn speaking from the point of view of controlling student discipline. As she said:

The strategy taught so that students can easily learn speaking is to train student discipline. Discipline in learning is something that needs to be upheld. Students may feel forced, but if they are used to discipline, students will feel normal. Learning speaking will feel easy, normal, and even fun because they are used to the discipline of obeying the rules that have been set. With the enforcement of discipline, students will be easy and accustomed to controlling their emotions during the learning process. Students will enjoy every learning process calmly, patiently, and sincerely.⁹⁵

C. Discussion

1. An Analysis of the Role of the Language Improvement Staff (LIS) as a Tutor in Teaching Speaking Skill

Based on the data presented about Language Improvement Staff (LIS), Language Improvement Staff (LIS) is an organization formed by the Wali Songo Islamic Boarding School, which aims to create an environment for Arabic and English by improving students' language skills.⁹⁶ For this purpose, the Language

⁹³ See Transcript of Interview Number 02/I/20-01/2023

⁹⁴ See Transcript of Interview Number 04/I/20-01/2023

⁹⁵ See Transcript of Interview Number 03/I/20-01/2023

⁹⁶ See Transcript of Interview Number 01/I/20-01/2023.

Improvement Staff (LIS) has two sections. One of the sections is the education section which has the role of a tutor.⁹⁷ According to Harmer's theory, the role of the teacher as a tutor is like a teacher being a coach for his students. Teachers work with large groups of individuals as well as small groups. This role is a great way to give students individualized attention. When students work in small groups, tutors can easily walk around and pay attention to each member of the group. A tutor can stand in this group and pay attention to each member of the larger group.⁹⁸

To carry out its role properly, Language Improvement Staff (LIS) carries out its duties as a tutor by doing the following and carrying it out according to the SOP. These duties include preparing learning material, conducting teaching practice by prepare important things, such as learning media and appropriate learning methods, and conducting evaluation. According to the data presentation, in the process of teaching speaking skills to students, Language Improvement Staff (LIS) delivers material according to the needs that supports the improvement of students' speaking skills, such as vocabulary, pronunciation, fluency, and grammar as a component of speaking. These materials are compiled based on accurate reference sources and then recorded in the form of a syllabus. Before submitting material to Language Improvement Staff (LIS), it is necessary to first test the quality of the material to the Ngabar Language Center (NLC). The feasibility of the material is checked and approved. After going through this stage, the material can be conveyed to students through several learning activities. New vocabulary and pronunciation, which are delivered every day orally and writing on the one day one vocabulary agenda, grammar material which is presented at English Club activities using discussion and lecture methods, fluency material is delivered in conversation

⁹⁷ See Transcript of Interview Number 01/I/20-01/2023.

⁹⁸ Harmer, *The Practice of English Language Teaching*.

practice activities using the role playing method. The derived of these materials accompanied by the supporting media that the Language Improvement Staff (LIS) has provided. With the use of learning media that are suitable with the material needs, Language Improvement Staff (LIS) hopes that the teaching process they apply will be successfully accepted by students. As an effort to improve speaking skills and develop the material that has been delivered, all students require to interact in English for two weeks every month as stipulated in the agenda. That speaking materials is according to component of speaking on David Harris's theory, the materials needed to support speaking skills are vocabulary, pronunciation, grammar, and fluency.⁹⁹

Teaching practice carried out by Language Improvement Staff (LIS) in the Wali Songo Islamic boarding school dormitory is teaching actively in the dormitory by disciplined and while playing. The implementation of teaching process carried out by Language Improvement Staff (LIS) is implemented in a series of activities that have been prepared daily, weekly, monthly, and yearly. Disciplined teaching practice activities applied in daily learning agendas, and teaching through playing carry out by inviting students to play while learning through English for Fun (EFF) activities. In every teaching practice activity, Language Improvement Staff (LIS) always applies teaching methods and media that are in accordance with speaking teaching methods, such as role play which is applied when learning conversation practice every Friday morning. In order to attract students' attention and make them active in the learning process, Language Improvement Staff (LIS) use the discussion method when teaching vocabulary and grammar. The teaching process will run optimally, if applied in a good way. Therefore, that students don't get bored in the learning process, Language Improvement Staff (LIS) chooses the best way

⁹⁹ Harris, *Testing English as a Second Language*.

in teaching practice by collaborating on disciplined learning and learning while playing.

Specifically, to teach speaking to new students, Language Improvement Staff (LIS) uses three months as a quarantine period. New students will be equipped with materials to support speaking from the basics, namely as much vocabulary as possible. New students are also required to comply with the rules to follow each existing agenda. However, during the three-months quarantine period, new students were given the leeway to use Indonesian. After the quarantine has been running for three months, new students will be treated the same as other students, namely that they must speak Arabic or English in their daily interactions.

In carrying out a series of processes for teaching speaking skills, Language Improvement Staff (LIS) provides an opportunity to discuss with students on each learning activity agenda. Language Improvement Staff (LIS) invites students to ask questions about students' confusion about the material or just to have a discussion to practice students' speaking skills. Discussion when finding the meaning of new vocabulary in the one day one vocabulary agenda is a form of active involvement of students in learning. In addition, the activeness of students in communicating daily in English shows that there is an effort by students to improve their speaking skills. From the results of good speaking practice can show the success of the process of teaching good speaking. In this research analysis, the researcher uses Larlen theory. Larlen suggested that in the tutoring process, the teacher must pay attention to the following, Invite students active learning students are allowed to ask questions, use the scientific method in the process of discovering ideas, thoughts, thoughts (so that students feel they discover their knowledge), follow thoughts and student ideas (with proper direction), using a variation of the model learning, accept alternative answers from students, conceptual error students are

shown wisely, students are allowed to think and formulate their ideas, students are allowed to search the approach in its way in learning, not railing against students who wrong opinion.¹⁰⁰

A tutor needs to know the success of the teaching and learning process applied. Evaluation is an effort that needs to do in teaching and learning activities to measure the success of teaching and learning activities. As an effort to find out the success of the teaching process and students' speaking skills, Language Improvement Staff (LIS) conducts semester evaluations which are conducted twice in the middle and the end of the semester in writing. These evaluations are called midterm exams and final exams. While in daily speaking activities, Language Improvement Staff (LIS) evaluates the use of wrong words or language. The evaluation given is in the form of direct justification for the wrong use of words or language as a feedback from the tutor to the student.

The Language Improvement Staff (LIS) evaluates both written and oral to know students' vocabulary mastery, grammatical analysis skills, and pronunciation fluency. Based on the evaluation results for each class conducted by Language Improvement Staff (LIS), the results are elaborated in a bar chart with very good, good, and enough categories. The evaluation results diagram shows that there is a successful process of learning speaking skills because the majority of the categories show very good and good evaluation results. This analysis of the success of learning to speak is based on Ur's theory of the characteristics of successful speaking. Ur stated that the success of learning to speak is evidenced by the appearance that learners talk a lot, participants are events, motivation is high, and language is an acceptable level.¹⁰¹ In this research analysis, the researcher uses Brown Theory

¹⁰⁰ Larlen, "Persiapan Guru Bagi Proses Belajar Mengajar," *Pena* 3, no. 1 (2013): 87.

¹⁰¹ Ur, *A Course in Language Teaching*.

about language assessment. Brown suggested the aspects that must be assessed in the aspects that must be assessed in the speaking evaluation are vocabulary, grammar, pronunciation, and fluency.¹⁰²

2. An Analysis of the Language Improvement Staff (LIS) as a Controller in Teaching Speaking Skill

Controlling the student learning process is an important thing that needs to be done to ensure the student learning process goes well as it should. Based on the exposure to data description, students' speaking learning activities at the Wali Songo Islamic boarding school do not only occur in the classroom, but also students' speaking learning activities occur throughout the day through a series of activities and mandatory regulations in speaking English and Arabic according to the time. Because of this condition, the control carried out by Language Improvement Staff (LIS) was carried out throughout the day during the speaking activity. In carrying out this role control, Language Improvement Staff (LIS) does so by controlling two aspects, these aspects include discipline in participating in activities and Discipline in using language

The process of teaching speaking skills by Language Improvement Staff (LIS) is carried out with several agendas. The agenda made includes annual, monthly, weekly, and daily. To ensure student discipline in activities, Language Improvement Staff (LIS) checks attendance through the student attendance list and ensures that students carry out their duties in each agenda properly and correctly. This as the role of Language Improvement Staff (LIS) control to make teaching and learning activities run well and smoothly. As a response to student behavior, Language Improvement Staff (LIS) will give warnings and even punishment to

¹⁰² Brown, *Language Assessment Principles and Classroom Practices*.

students who are not discipline in activities, such as not attending events, not participating in activities in an orderly manner, and not doing their assignments.

In addition, student discipline in using language is an aspect that needs to be controlled by Language Improvement Staff (LIS). The Language Improvement Staff (LIS) must oversee the use of language that students apply. The Language Improvement Staff (LIS) must ensure that in the Wali Songo Islamic boarding school dormitory no students use Indonesian or blood languages, no students use additional words that are not included in aspects of English or Arabic language, use incorrect pronunciation, and use grammatical errors. If Language Improvement Staff (LIS) encounters or hears students who are not disciplined in using language, then Language Improvement Staff (LIS) will give a warning, correction, and punishment. This is applied so that students are reluctant to violate the mandatory rules of Arabic and English at the Wali Songo Islamic boarding school in order to achieve its goal of creating a Language (English and Arabic) area. In this research analysis, the researcher uses Harmer's theory about sole as controller. Harmer stated that when teachers act as controllers, they are responsible for the class and the activities in it. A teacher is a center focus person and this role is demonstrated by his or her ability to keep a discipline in how pupils study, what and how they say something.¹⁰³

As part of the Language Improvement Staff (LIS) reciprocity towards students, any disciplinary violators will immediately receive a warning from the Language Improvement Staff (LIS) and even receive punishment. The punishment given by Language Improvement Staff (LIS) to students is not a torturous punishment but a remedial punishment in the form of additional assignments related

¹⁰³ Harmer, *The Practice of English Language Teaching*.

to language. The types of punishments given are as well as memorizing several vocabulary words, making examples of perfect sentences, and analyzing grammatical sentences in certain sentences. Meanwhile, students who have the highest test scores, disciplined in using language, disciplined in participating in activities, and always obey the rules will be awarded the honor of being queen language at the Wali Songo Islamic boarding school. With such existence of evaluation and motivating punishments, the Language Improvement Staff (LIS) hopes that student discipline in the process of learning to speak will increase. These efforts, are expected to provide great benefits for students to realize the importance of discipline and get good lessons from every mistake they make. It's all as in theory Makhmudov Kudratbek that a teacher has communicative, problem solving skills to solve some problems with pupils and can take all responsibilities to make sure bad situation will change to good side.¹⁰⁴

3. An Analysis of the Strategies Are Taught by Language Improvement Staff (LIS) to Help Students Learn Speaking Skill

Learning strategies defined as efforts to achieve various objectives of providing subject matter at various levels for different students in different contexts.¹⁰⁵ In realizing the goal of establishing Language Improvement Staff (LIS) as an organization, Language Improvement Staff (LIS) implements a strategy that realized by maximizing its duties and functions. In teaching Language Improvement Staff (LIS) using several strategies as memory strategy, cognitive strategy, social strategy, and affective strategy.

Memory strategy is applied by Language Improvement Staff (LIS) to students in providing new material. students are invited to implement this strategy

¹⁰⁴ djumanova Barno Oglonbek Kizi, "Roles Of Teachers In Education Of The 21 St Century."

¹⁰⁵ Freiberg and Driscoll, *Universal Teaching Strategies*.

in receiving and managing new material that the Language Improvement Staff (LIS) conveys. its application in the learning process such as when Language Improvement Staff (LIS) asks students to repeat new vocabulary and make sentences containing the new vocabulary. this also applies to all the material that Language Improvement Staff (LIS) conveys, Language Improvement Staff (LIS) always invites students to always remember the material that has been delivered. In addition, as an effort to control student discipline in learning speaking, Language Improvement Staff (LIS) provides punishment for students who violate the rules by asking them to memorize some vocabulary. In that case, it aims to improve students' memory skills on the material that has been studied. These strategies are part of implementing memory strategies. This analysis is based on Oxford's theory of social strategy which states that social strategy is a strategy used to remember and receive new information including relationship of mental creation, apply image and sound, good review, and carry out activities/actions. Social strategies include asking the question, cooperate with other people, have feelings for others.¹⁰⁶

By cognitive strategy, Language Improvement Staff (LIS) invites students to implement this strategy through daily speaking practice. the results of the materials presented by the Language Improvement Staff (LIS) will be applied and produce language production in the form of good student speaking skills in the application of mandatory language regulations in the Wali Songo Islamic boarding school dormitory area. With the practice of students English speaking in daily communication showing that there is the product of speaking components taught through materials. Students' daily speaking practice can run smoothly, which is evidence of the successful application of cognitive strategies in teaching speaking skills. This analysis is based on Oxford's theory of cognitive strategy which state

¹⁰⁶ Oxford, *Language Learning Strategies: What Every Teacher Should Know*, 16-17.

that Cognitive strategies are strategies for understanding language and produce or perform language production.¹⁰⁷

In addition, by using social strategy, Language Improvement Staff (LIS) invites students to apply these social strategies in applying their speaking skills. through the practice of using language by speaking, a person will interact with other people such as Language Improvement Staff (LIS) establishing communication with students or students establishing communication with other students. the application of mandatory rules for interacting with Arabic and English at the Wali Songo Islamic Boarding School, encourages students to practice their speaking skills through this social strategy. This analysis is according to the Oxford's theory about social strategy, he stated that Social strategy is any learner's behavior related to student collaboration with peers in achieving learning goals. Social strategies include asking the question, cooperate with other people, have feelings for others.¹⁰⁸

The security section is responsible for controlling student discipline as a students' attitude and emotional in the learning process, both in participating in activities and language. In carrying out the learning process, Language Improvement Staff (LIS) always motivate students in carrying out their learning process in one way through activities held in a monthly program. With the control of student discipline in learning and the existence of motivational support, it is hoped that students can control themselves, their emotions, and their feelings in the learning process. Giving motivation is used as an effective weapon to increase students' enthusiasm for learning speaking skills, fostering self-confidence, and understanding the importance of speaking skills for themselves. This analysis is based on the oxford's theory, he said that affective strategy includes emotions,

¹⁰⁷ Oxford.

¹⁰⁸ Oxford.

attitudes, motivation, and values in the process of learning a second language.¹⁰⁹

This analysis is different from the findings of relevant previous research, namely in his journal Faisal Razi, Asnawi Muslem, Dohra Fitrisia with the title “Teachers' strategies in teaching speaking skills to junior high school students”, the results of this study state that there are five strategies used by the teacher in teaching speaking skills, namely role play, drilling, games, picture describing, and storytelling. Meanwhile, the results of the second research question described the obstacles faced by the teachers related to applying the strategies.¹¹⁰



¹⁰⁹ Oxford.

¹¹⁰ Razi, Muslem, and Fitrisia, “Teachers’ Strategies in Teaching Speaking Skill to Junior High School Students.”

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the results of the research and discussion in the previous chapter, the researcher can conclude that:

1. Several duties need to be carried out by Language Improvement Staff (LIS) in carrying out its role as a tutor to teach speaking skills in Wali Songo Islamic boarding school. These duties are grouped into three main points, namely: preparing material, conducting teaching, and conducting an evaluation of learning outcomes. In preparing the material, Language Improvement Staff (LIS) make some syllabus that consist of several materials based on the needs of the speaking components, such as vocabulary, grammar, pronunciation, and fluency. The teaching process is carried out through daily, weekly, monthly, and annual activities that have been prepared with appropriate methods and media. To evaluate student learning outcomes, Language Improvement Staff (LIS) conducted evaluation on student daily language use and written evaluations at the middle and the end of the semester.
2. The role of the Language Improvement Staff (LIS) as a controller is carried out by carrying out tasks as part of security. Language Improvement Staff (LIS) is responsible for controlling two disciplinary matters. The first, Language Improvement Staff (LIS) must ensure that all students are disciplined in participating in language activities organized by Language Improvement Staff (LIS) through checking attendance on the student attendance list. The second, Language Improvement Staff (LIS) must ensure that students are disciplined in using language. The use of language at the Wali Songo Islamic boarding school is scheduled for two weeks in Arabic and two weeks in English. The Language Improvement Staff (LIS) should pay attention to students' language use according to the schedule. Language

Improvement Staff (LIS) must control and ensure students use the language properly and correctly. Not only controls student's discipline, but Language Improvement Staff (LIS) also provides feedback if it encounters students who violate it, feedback in the form of correcting mistakes and giving punishments that improve students' speaking skills and reward disciplined students.

3. There are four learning strategies taught by Language Improvement Staff (LIS) to help students in learn speaking skills. The first is memory strategy that is applied by inviting students to memorize vocabulary every day. The second is a cognitive strategy that is applied by inviting students to interact with English as a form of language production. The third is the social strategy, that is applied by inviting students to actively interact in English with the dormitory residents, so that their speaking skills and self-confidence increases. The last is the affective strategy that is applied in controlling student discipline, emotional attitudes, and student motivation. By collaborating these four strategies, Language Improvement Staff (LIS) hopes that students can make the process of learning speaking easily

B. Suggestion

After getting the research results in this study, the researcher wants to provide some suggestions as follows:

1. For Language Improvement Staff (LIS)

The researcher recommends Language Improvement Staff (LIS) always be creative in teaching speaking skills so that students are always interested in continuing to learn.

2. For Students

The researchers suggest students to be more confident, diligent, and disciplined while learning speaking skills, so they can improve their speaking skill.

3. For readers

The researcher hopes that this research can be beneficial for the readers to increase their knowledge of the teacher's role in teaching speaking skills.



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