

**ENGLISH CONVERSATION PROGRAM AT ISLAMIC BOARDING  
SCHOOL SUNAN GUNUNG JATI WONOGIRI**

**THESIS**

**Presented to State Islamic Institute of Ponorogo in Partial Fulfillment of the  
Requirement for the Degree of *Sarjana* in  
English Language Teaching Department**



**By**

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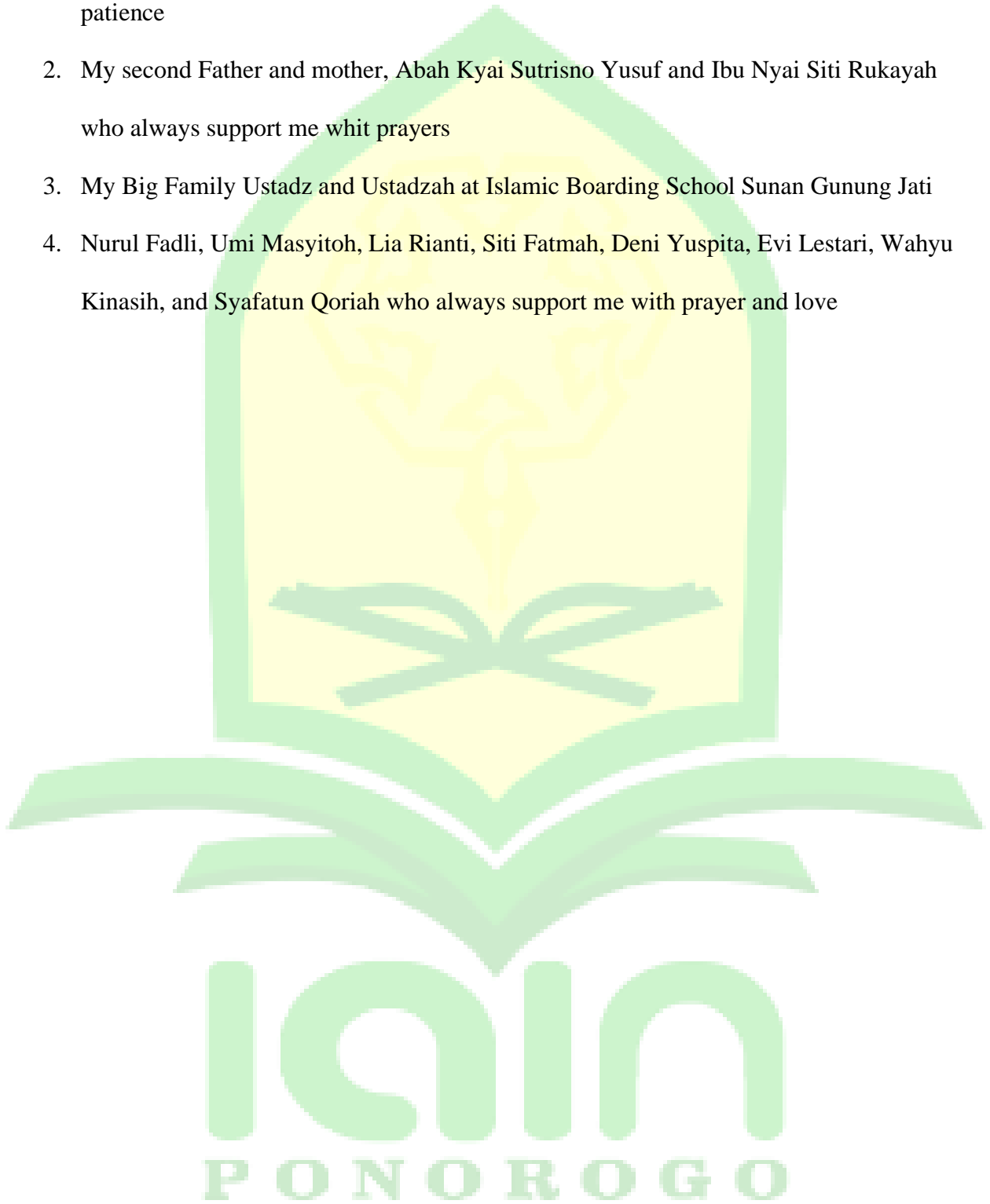
  
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## DEDICATION

I dedicate this thesis to :

1. My Father, My Mother, and My Brother who always support me with prayers, love and patience
2. My second Father and mother, Abah Kyai Sutrisno Yusuf and Ibu Nyai Siti Rukayah who always support me with prayers
3. My Big Family Ustadz and Ustadzah at Islamic Boarding School Sunan Gunung Jati
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## MOTTO

“مَنْ جَدَّ وَجَدَّ”

Man Jadda Wajada

*Translation : Better to feel how hard education is at the time rather than feel the bitterness of stupidity later<sup>1</sup>*

**(HR. Muslim)**



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<sup>1</sup> Juliyana, “The Teaching Of Writing Recount Text At The Eighth Grade Student Of Mtsn 2 Pulang Pisau,” (Thesis, IAIN Palangkaraya, 2017), 132

## ABSTRACT

**YULQOWIN, ILMA 2023.** *English Conversation Program At Islamic Boarding School Sunan Gunung Jati Wonogiri.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor Dr.Dhinuk Puspita Kirana, M,Pd.

Keywords: *Speaking, English Conversation Program, Islamic Boarding School*

The language program is an activity that can help improve students' ability in language, one of which is the English conversation program, this program aims to solve the obstacles faced by students in learning foreign languages, especially in speaking. The language department has rules and systems that require students to always use English in daily conversations. The regulation set by the management is to require Arabic or English every week in turn. In this case there is no research that discusses the implementation of the English conversation program.

This study aims(1) to describe the strategies are used in muhadlarah activities at Sunan Gunung Jati Islamic Boarding School, (2) to explain the media are used in muhadlarah activities at Sunan Gunung Jati Islamic Boarding School, (3) to describe the problems are faced by students and teachers in this program as well as solutions to overcome these problems.

This research was conducted at Islamic Boarding School Sunan Gunung Jati. This research uses qualitative research with a case study approach, where the researcher is a participant observer. Researcher collected data using data using interview, observation, and documentation methods. Then after the data was collected, the researcher processed the data in written form using three steps, namely data reduction, data display, and conclusion drawing/verification.

Based on the data analysis it was found that (1) the strategies used in muhadlarah activities are daily conversations, vocabulary addition, vocabulary memorization, speeches, and making sentences using the vocabulary that has been given. (2) The media used are a book published by Gontor and a pocket book collection of vocabulary. (3) The problems faced by students during the language program, especially in the English conversation program, are lack of vocabulary, lack of practice, lack of confidence, and the problems faced by teachers are lack of control over students, staff who cannot speak English, and problems originating from students, namely the difficulty to practice. Solutions to overcome student problems are increasing and memorizing vocabulary, motivating students, practicing speeches. For teachers, the solution used is to add administrative staff, then make a schedule, and require staff or teachers who cannot speak English to always learn.





## ACKNOWLEDGEMENT

In the name of Allah, the compassionate, and the Merciful. Shalawat and Salam for our prophet Muhammad SAW, who has given his life to be mercy and blessing. The researcher realize that without the support, cooperation, assistance, and encouragement from various parties, this thesis would not have been completed. The researcher would like to thank all parties who have helped in the process of completing this thesis, namely to :

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7. All the students of Sunan Gunung Jati Islamic Boarding School Sunan Gunung Jati Wonogiri.

Researcher realize that the result of this study are still not perfect and have deficiencies. Therefore, the researcher would really appreciate constructive criticism from readers for the perception of this research project.

Ponorogo, 29<sup>th</sup> March 2023

**Ilma Yulqowin**  
204190074

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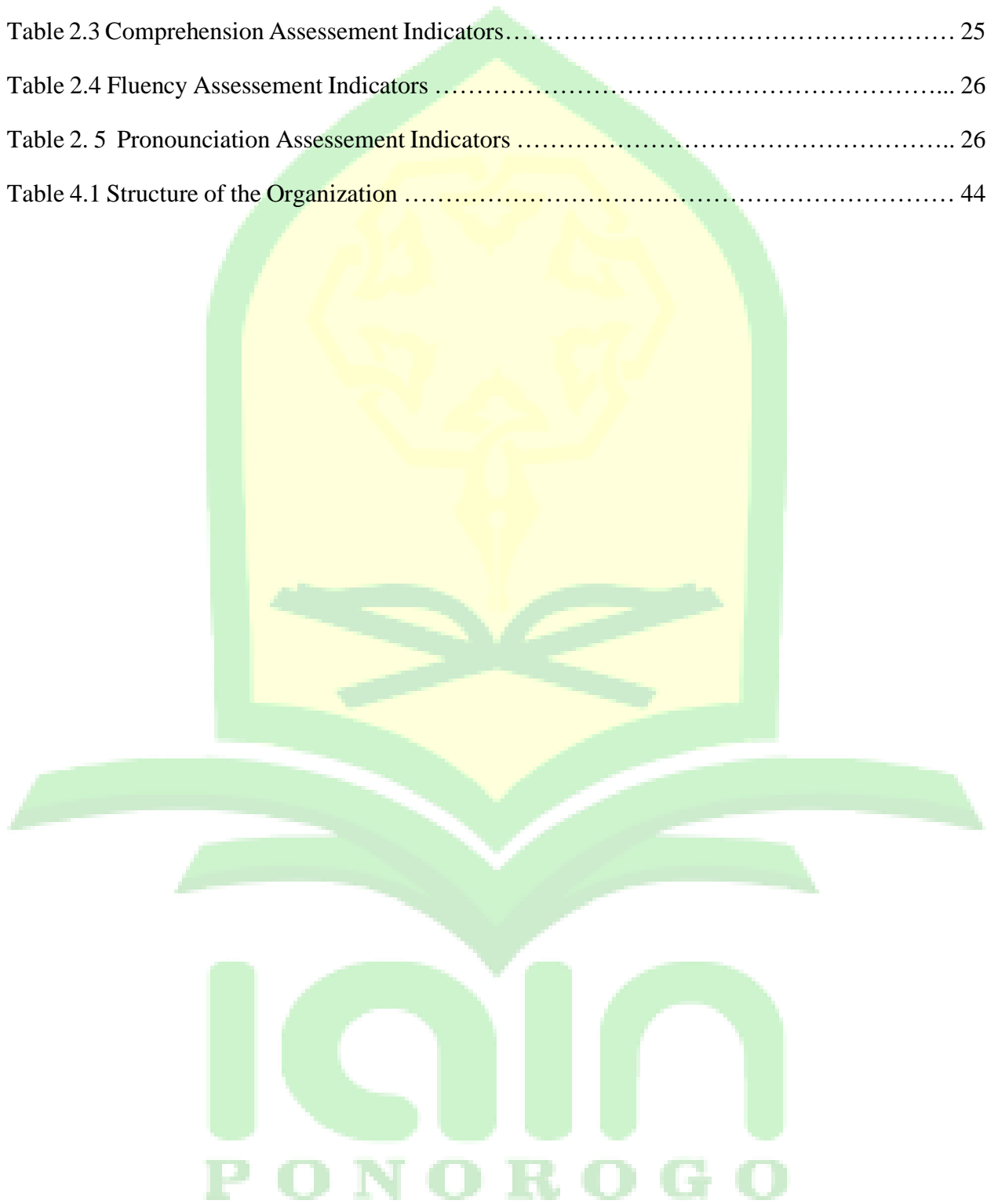
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Speaking is one of the four most important skills in learning English. Speaking is the most demanded skill in everyday life. Everyone needs to communicate with others through speaking. Conversation plays an important role in socially interacting with other people for information. Speaking is a productive language learning skill that uses words to express meaning to others. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information <sup>2</sup>.

Basically, speaking is one way to communicate with others. In this era, speaking must be a concern because English is a tool of international communication. Therefore in Indonesia English is taught as a foreign language. Students learn all English skills in class. However, apart from learning the language in class, students can practice with their friends outside of class. The success of language learning is the goal of every language learner. Richard proposed two main components related to the success of language learning, namely what happens in the classroom and what happens outside the classroom<sup>3</sup>. Learning outside the classroom will have a lot of time, while learning in class has limited time. To improve speaking ability, one can practice it by practicing speaking with other people, this can be done outside the classroom as in daily conversations. This can be done and developed in institutions that can facilitate students in speaking practice, which aims to train or develop language as a daily conversation.

In the era of globalization, learning English is very important because learning English can connect and facilitate communication between people in different countries. Most countries communicate with each other on the basis of economic, trade, educational and political

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<sup>2</sup> Buyung Novan Eka Prabowo, 'The Implementation of English Speaking Club in Junior Highschool to Enhance the Students' Speaking Ability', *Jurnal mahasiswa.UNESA*, 2020, 1.

<sup>3</sup> Rupina Holidaya and Rojab Siti Rodliyah, 'Strategi Siswa Dalam Pembelajaran Kosakata Bahasa Inggris', *Jurnal Penelitian Pendidikan*, 20.1 (2020), 113 <<https://doi.org/10.17509/jpp.v20i1.24562>>.

developments. Communication is one of the implementation of language functions in society as a tool to realize its benefits. One way to communicate is through language. Speaking is the ultimate goal of English, because speaking is the basis of communication, which is a learning task. Richard states that "mastery of spoken English is a priority for many second or foreign language learners"<sup>4</sup>. There are many techniques to improve speaking skills and one of them is to create language learning outside the classroom.

Language plays an important role in daily communication. The use of English has grown rapidly in the last few decades. Along with the progress of the times to the era of globalization, English as an international language helps us in dealing with other parts of the world. It is undeniable that apart from being a means of communication by at least a quarter of the world's population, English is also used in education and technology. Therefore, in Indonesia in particular, all students are expected to master English well.

Based on a previous research study conducted by Muhammad Holandyah and others, who explored the challenges of speaking to students in the life skills program at the Al Fahd Islamic boarding school, South Sumatra. The results of the study show that students are faced with various problems that become barriers to having English speaking skills. Al Fahd Islamic Boarding School implements a life skills program as a mandatory program for students, which includes language learning outside the classroom, one of which is speech and daily conversation in English subject. The main goal of the Life Skills program is to improve students' ability to develop spoken English, especially during oral presentations. The findings in the study indicate that the challenges faced by students during the Life Skills program are facing language barriers, comfortable using their mother tongue, overcoming psychological problems, looking for interesting topics of conversation<sup>5</sup>.

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<sup>4</sup> Jack C Richards, 'Teaching Listening and Speaking: From Theory to Practice (RELC Portfolio Series)', *Singapore: Regional Language Center*, January 2009, 2009.

<sup>5</sup> Muhamad Holandyah and others, 'Speaking Challenges in a Life Skill Program for Islamic Boarding School Students: A Case Study', *Journal of Language Teaching and Research*, 13.3 (2022), 3 <<https://doi.org/10.17507/jltr.1303.23>>.

Based on the research above, researchers can conclude that Islamic boarding schools can carry out learning activities in class and outside the classroom. The program can be implemented in Islamic boarding schools where learning does not only focus on religious studies. Islamic boarding schools are educational institutions, in which there are students where they study religious material and general knowledge, which aims to master religious knowledge and practice it and general knowledge such as being able to master foreign languages.

Sunan Gunung Jati Islamic boarding school Wonogiri is one of the pesantren that does not focus on religious studies, but also on language development, such as English and Arabic. The boarding school has a language administrator who manages all the language activities of the pesantren, with a program called "English Conversation Program" to develop students' speaking skills and fluency in daily communication using language, in addition, muhadlarah activities whose activities include speech practice, namely Arabic speech, English speech, and Indonesian speech which will help students develop speaking skills. The real thing that has happened with the muhadlarah activities with students who do the activities seriously is that many students graduate and then continue their studies abroad, because with their language skills they can continue their studies to their dream schools. This program aims to overcome problems found by students in learning languages, especially in speaking skills. Language administrators have rules and systems, that students have an obligation to use English and Arabic in daily conversations. If students do not use language in their conversation, they will get a penalty determined by the administrator. Some of the punishments are memorizing vocabulary, writing essays, using language offenders' boards, and wearing the offender's headscarf. This is done so that students are accustomed to practicing using language in everyday conversations<sup>6</sup>.

From an interview with Ms Irma at the Sunan Gunung Jati Islamic boarding school, new students who incidentally are still far from language activities find many obstacles in speaking such as low confidence in speaking using language, limited vocabulary, and lack of practice with

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<sup>6</sup> Observation at Sunan Gunung Jati Islamic Boarding School on, January 2020



friends. However, with the existence of a language program at the Islamic boarding school, the students can learn daily conversations and are able to increase their confidence in communicating<sup>7</sup>.

From the explanation above, the use of language in Islamic boarding schools has been used in several Islamic boarding schools, especially at the Sunan Gunung Jati Islamic boarding school to develop students' speaking skills. What distinguishes the Sunan Gunung Jati boarding school program is that the learning methods vary and have many supporting activities to develop language, such as speeches, adding vocabulary, memorizing vocabulary every night, practicing conversations, selecting language ambassadors. In this case, there is still a need to carry out in-depth research related to how this program is implemented, how students respond and what obstacles are faced in implementing the program. Therefore, this research was conducted to find out the implementation of *“English Conversation Program At Islamic Boarding School Sunan Gunung Jati Wonogiri ”*

## B. Research Focus

There are several language activities at the Sunan Gunung Jati Islamic Boarding School to motivate students to master English and improve their speaking skills in programs that support English conversation such as memorizing vocabulary, speaking in public, memorizing vocabulary while taking health walks every week. So it is not possible to do research for all activities in the English conversation program. In this study, researcher focused on describing the implementation of the English conversation program in weekly activities, namely muhadlarah at the Sunan Gunung Jati Islamic Boarding School and strategies to overcome the problems faced by students. This research was conducted on the students of Sunan Gunung Jati Islamic Boarding School. The researcher hopes that the results of this study can be used by writers, administrators, teachers, and students of the Sunan Gunung Jati Islamic Boarding School.

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<sup>7</sup> Interview at Sunan Gunung Jati Islamic Boarding School on, 3 January 2023

### **C. Statement of the Problem**

Based on the identification of the phenomenon on the background of study above, the researcher has formulated the following questions:

1. What are the strategies used in muhadlarah activities at Sunan Gunung Jati Islamic Boarding School?
2. What are the media used in muhadlarah activities at Sunan Gunung Jati Islamic Boarding School?
3. What are the problems faced by students and teachers in this program additionally the solutions to overcome these problems?

### **D. Objectives of the Study**

According to the statement of the problem, the objectives of the research are described by the researcher as follow:

1. To describe the strategies are used in muhadlarah activities at Sunan Gunung Jati Islamic Boarding School.
2. To explain the media are used in muhadlarah activities at Sunan Gunung Jati Islamic Boarding School
3. To describe the problems faced by students and teachers in this program as well as solutions to overcome these problems.

### **E. Significances of the Study**

The result of this research is an expected contribution given both theoretical and practically, those are;

#### **1. Theoretical Significance**

The results of this study are useful for the education office as a reference and feedback in teaching English, especially for Islamic boarding schools that use English as a communication tool to create a language environment.

## 2. Practically

### a. For the teacher

The results of this study are useful for English teachers or tutors to find out the problems students face in learning language.

### b. For the Boarding School

From this research, Islamic boarding schools should be able to evaluate the development of the program and find out the students who experience problems in participating in the program.

### c. For the researcher

This research is one way to develop the knowledge and experience of researchers and this research can provide insights to other researchers to conduct research.

## F. Organization of Thesis

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

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

Second chapter is theoretical background, Previous research, and theoretical framework. In the theoretical background present some materials related with definition of speaking, characteristics of speaking, teaching speaking, the functions of speaking, learning speaking activities, problem in speaking, islamic boarding school, definition of islamic boarding school, islamic boarding school curriculum, english conversation programs.

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

This fourth chapter contains the findings, which explain the implementation of the English conversation program, the problems faced by teachers and students and the solutions in overcoming these problems.

Chapter five is the last chapter in this thesis which contains conclusions and suggestions.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Review

##### 1. English Foreign Language (EFL)

EFL, English as a foreign language, indicates the use of English in a non-English-speaking region.<sup>8</sup> TEFL is learning English as a foreign language. English as a foreign language (EFL) adheres to the use and learning of English by speakers of very different native languages. In this case it means that someone who learns English in a non-English speaking country is called an EFL learner. For Indonesian students, English is taught as a compulsory subject in junior and senior high schools, including in vocational schools. English is also taught in many elementary schools as local content.

##### a. Teaching English as Foreign Language

TEFL stands for Teaching English as a Foreign Language. Talking about "TEFL" generally refers to learning or teaching, in which both the learner and the teacher may not be native English speakers. TEFL exists almost all over the world, because the demand for learning English is high. English is an international language that causes someone to learn it. TEFL teachers are divided into two groups:

1. Native English teacher who teaches children of their own nationality.
2. Native English speakers with English teaching qualifications, who teach in their own country or abroad.

More or less people who teach English as a foreign language are very broad. The largest number of TEFL teachers are native or indigenous teachers working in local schools.

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<sup>8</sup> Ahmed Maher, " Mahmoud, and Ahmed Al-Nakhalah, 'The Effect of Using English Language Only and Not Using the Mother Tongue in Teaching English Language for the Students of Primary Schools', 6.6 (2017), 51–61 <[www.ijhssi.org](http://www.ijhssi.org)>.

## b. English Foreign Language Classroom

English Class is a class that teaches English as a foreign language. In Indonesia, many school children from all over the world learn English as additional lessons. However, TEFL learning can be learned in various situations:

1. Private language school
2. Kindergarten
3. University
4. private tutoring


## 2. Speaking

### a. Definition of Speaking

Speaking comes from the word "Speak". According to the Oxford dictionary, "Speak" means to say something; speaking can use language, make a speech, express thoughts, feelings.<sup>9</sup> Speaking is also explained in the Qur'an which is in Q.S Ar Rahman verses 3-4

"He hath created man, He hath taught him utterance"

Many experts explain the meaning of speaking. Speaking is a productive language skill. in other words speaking is

a person's skill to produce sounds that can  be understood by others so as to create effective communication. There are many experts who define speaking. Speaking is an effective and productive language skill. In other words speaking is the skill of a person speaking to be able to communicate with others. Matsumo's theory defines the speech component as a social unit, and I

<sup>9</sup> A P Cowie, *Oxford Learner's Pocket Dictionary*, Oxford University Press, 1987. P. 359

interaction which explains when someone interacts means they carry out the communication process.

According to Brown, speaking is a productive skill that can be observed directly and empirically. This observation is always influenced by the accuracy and efficiency of the test takers' listening comprehension, which of course affects the reliability and validity of the speaking test. production test<sup>10</sup>. Brown defines speaking as an interactive process of forming meaning which involves the production, reception and processing of speech sounds as the main instrument<sup>11</sup>. Thornbury emphasizes that speech is so much a part of everyday life that we take it for granted<sup>12</sup>. From the explanation of speaking skills above, it can be concluded that speaking skills are productive skills that become part of our lives and are difficult to assess with certainty.

Speaking as a productive skill is very complex and requires the use of several skills simultaneously which often develop at different rates. According to Harris speaking skills consist of five interconnected components, namely grammar, vocabulary, pronunciation, fluency and understanding. These components are based on two main aspects of speaking ability: accuracy and fluency. The ability to converse through the ability to speak a language is almost always defined as a measure of success in mastering a particular language. According to Richards, this strengthens the reasons why speaking skills are prioritized in the context of ESL and EFL<sup>13</sup>.

There are different types of aspects of speech. Brown mentions seven types of language phenomena; namely imitative, the ability to imitate words, phrases or

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<sup>10</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices.*, 2005 <<https://www.ptonline.com/articles/how-to-get-better-mfi-results>>.

<sup>11</sup> H. Douglas Brown, *PRINCIPLES of LANGUAGE LEARNING AND TEACHING, Encyclopedia of the Sciences of Learning*, 2012 <[https://doi.org/10.1007/978-1-4419-1428-6\\_347](https://doi.org/10.1007/978-1-4419-1428-6_347)>.

<sup>12</sup> Scott Thornbury, 'How to Teach Speaking', 2005, p. 56.

<sup>13</sup> Thirumangai Rajendran and Melor Md Yunus, 'A Systematic Literature Review on the Use of Mobile-Assisted Language Learning (MALL) for Enhancing Speaking Skills among ESL and EFL Learners', *International Journal of Academic Research in Progressive Education and Development*, 10.1 (2021), 4 <<https://doi.org/10.6007/ijarped/v10-i1/8939>>.

sentences. intensive, producing short sequences of spoken language for emphasis, intersection, intonation and rhythm. Responsive, including tests of interaction and comprehension, but sometimes in very short conversational forms such as standard greetings, small talk, simple requests and comments. Interactive, the length and complexity of an interaction as a longer habit, sometimes with many participants or many exchanges. Extensive, monologue, including telling, presenting, or speaking. Certain transactions, exchanges or transmissions of information in enhanced responsive language forms. Interpersonal, maintaining social relations to convey information and facts<sup>14</sup>.

Brown explained that there are five stages of speech performance, namely imitative, intensive, responsive, interactive, and extension. An explanation of this is as follows <sup>15</sup>:

- a. Imitative: the ability to imitate words or phrases. In this case the teacher only focuses on students' pronunciation rather than the ability to understand or convey meaning.
- b. Intensive: the production of short sequences of spoken language designed to demonstrate competence in a narrow group of grammatical, phrasal, lexical, or phonological relationships. The speaker must know the nature of the semantics in order to respond.
- c. Responsiveness: this includes interaction and comprehension tests, but is limited to very short conversations, standard greetings, small talk, and comments.
- d. Interactive: This stage, the length, and complexity of the conversation is more than the responsive stage, which sometimes includes many exchanges and/or many participants.

<sup>14</sup> Holandyah and others.

<sup>15</sup> Julfikar Nurdin, 'Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa', *JADEs Journal of Academia in English Education*, 2.1 (2021), 49 <<https://doi.org/10.32505/jades.v2i1.3220>>.



- e. Extensive: extensive oral production includes speeches, oral presentations, and storytelling. At this stage, students are able to produce their own language and with their own ideas.

that humans in the world have the ability to speak, because speaking is an activity that is carried out every day and becomes a habit. From some of the explanations above, the researcher concludes that speaking is a process of conveying ideas orally. Speaking involves several skills of vocabulary, pronunciation and fluency. One must master the elements in speaking. Speaking, especially in a foreign language is a very important activity for students and someone from various walks of life.

#### **b. Characteristics of Speaking**

Speaking skill is the ability to convey ideas and thoughts using spoken language. This does not only involve knowledge of the language but also the context of speaking. Thus, speaking skills have their own characteristics. Characteristics of speaking skills will be different from other language skills. The first reason is about process or time. At the same time, people need to talk and other people want to listen. The second reason is that people don't have the opportunity to change what they want to say. In essence, speaking skills must be done in real time without any changes.

Fluency and accuracy are key elements of a communicative approach. Classroom exercises help develop students' communication skills. Therefore, we need to know exactly how the language system works. The first characteristic of speaking performance is fluency, which is the teacher's main goal when teaching speaking skills. According to Hughes, fluency is the learner's ability to speak in a way that can be understood so that communication is not interrupted because listeners can lose interest.

The second feature of the appearance of speech is accuracy<sup>16</sup>. Learners must be fluent in a foreign language. Therefore, teachers must emphasize rigor in the educational process. When speaking, the learner must pay attention to the accuracy and completeness of linguistic forms. For example, you should focus on grammatical structure, vocabulary and pronunciation<sup>17</sup>.

Clear and correct pronunciation is very important because what is learned in the early stages is difficult to change later on. With the help of mixed activities, such as dialogues, songs, poems and rhymes, students' speaking skills grow, their pronunciation improves and their language awareness increases. Increased verbal emphasis is mandatory in our teaching to give students as much talking time as possible<sup>18</sup>. In the current teaching context, much attention has been paid to designing activities that place more emphasis on balancing tasks between needs, to achieve fluency and accuracy. This criterion is also based on an evaluation of oral skills.

#### 1. Fluency

The main plan that the teacher will achieve in teaching productive speaking skills is oral fluency, which is the main characteristic of learning speaking skills. In communicating express yourself in a way that is easy to understand, make sense, otherwise the listener is not interested in the conversation. Many foreign language speakers consider fluency to be the ability to speak quickly. Thornbury argues that speed is an important factor in fluency, because the speaker needs to take a breath<sup>19</sup>.

#### 2. Accuracy

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<sup>16</sup> Hughes Rebecca, *Teaching and Researching Speaking, Research-Driven Pedagogy*, 2011 <<https://doi.org/10.4324/9781351043281-4>>.

<sup>17</sup> Salima Mazouzi, 'Analysis of Some Factors Affecting Learners' Oral Performance a Case Study: 3 Rd Year Pupils of Menaa's Middle Schools', *International Journal of Research in English Education (IJREE)*, 4, 2013, 5 <<http://archives.univ-biskra.dz/handle/123456789/4772>>.

<sup>18</sup> Jeremy Harmer, 'How to Teach English', 2007, p. 12.

<sup>19</sup> Thornbury.

Currently most foreign language teachers emphasize the word accuracy in their teaching because students tend to be fluent and they forget about accuracy. Without accurate speech structuring, the speaker will not be understood and the other person will lose interest if they make the wrong utterance every time. therefore, paying attention to correctness and completeness of language forms is more crucial for oral proficiency. Therefore, learners must focus on several things in their spoken language production, especially grammatical structure, vocabulary, and pronunciation.

### 3. Grammar

Grammatical accuracy refers to the range and proper use of the learner's grammatical structures which involve the length and complexity of utterances as well as the ability to use subordinate clauses. Speech grammar is not the same as written grammar.

### 4. Vocabulary

To achieve vocabulary accuracy refers to the right words during speaking. students often have difficulty when trying to express what they want to say, and lack of vocabulary can be a barrier. English pronunciation has long been considered by native speakers and non-native speakers as a difficult language, due to its pronunciation<sup>20</sup>. From the problems encountered will provide information to students about how to speak the language effectively.

From the explanation above, the researcher can conclude that the characteristics in learning speaking skills are the need to achieve fluency and accuracy in evaluating speaking skills. characteristics in speaking skills include fluency, accuracy, grammar, and vocabulary.

### c. Teaching Speaking

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<sup>20</sup> U N Abdullaeva, 'Characteristics of Speaking Performance', 2019, 1.

Basically, teaching is not an easy thing for anyone. In-depth training is needed in order to become a reliable and professional educator who can understand and be able to adapt to any dynamic changes which might affect a teaching-learning process. Ambrose, Bridges, Lovett, DiPietro, & Norman interpret that teaching is a complex series of activities, but most educators have not received specific training in pedagogy. Furthermore, teaching is a contextual activity, because it is shaped by students, progress in our respective fields, changes in technology. Therefore, teaching must continue to adapt to changes in existing parameters<sup>21</sup>.

Teaching speaking is a way for students to express emotions, communicative needs, interact with others in any situation, and influence others. So in teaching speaking skills, it is necessary to involve understanding in speaking. Harmer says that there are three reasons for teaching speaking, which are as follows:<sup>22</sup>

1. The speaking activity provides an opportunity to practice real-life speaking practice in the safety of the classroom.
2. Speaking assignments where students can try to use any or all of the language they know and provide feedback for teachers and students.
3. There are more opportunities for students to activate various elements of language.

Teaching speaking means teaching using language in communicating, conveying ideas, thoughts or even feelings to others. The purpose of teaching speaking skills is effective communication. Students must be able to make themselves understood, to take full advantage of their current abilities. They should try to avoid confusion in the message caused by errors in pronunciation, grammar or vocabulary and follow the social and cultural rules that apply in every situation.

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<sup>21</sup> Marsha C. Lovett Susan A. Ambrose, Michael W. Bridges, Michele DiPietro and Marie K. Norman, 'How Learning Works', *Microwave and Optical Technology Letters*, 48.4 (2010), 218 <<https://doi.org/10.1002/mop.21454>>.

<sup>22</sup> NURMAWATI, 'THE IMPLEMENTATION OF DAILY CONVERSATION METHOD (DCM) TO IMPROVE STUDENTS' SPEAKING ABILITY at MA'HAD AL JAMI'AH UIN RADEN INTAN LAMPUNG A Thesis Submitted as a Partial Fulfillment of the Requirements for S1-Degree', Dcm, 2018, 29.

Teaching speaking is teaching students how to communicate. Therefore, language activities in speaking lessons should focus on the use of language individually. This requires teachers not only to create a warm and humanist classroom atmosphere, but also to be able to speak for each student, so that it is clear that language is very important. The teacher teaches speaking by placing students in certain situations where ideas dominate the language needed to verbally describe a topic.<sup>23</sup>

Rajagopalan said that teaching is an interactive process that mainly involves class discussions that take place between the teacher and students and take place during certain predetermined activities. The international encyclopedia of teaching and teacher education has divided the concept of teaching into three categories<sup>24</sup>:

- a. Successful teaching means learning related to teaching. Teaching requires learning and can be defined as activities that definitely influence learning.
- b. Teaching as a goal-oriented activity means that teaching does not have to mean learning logically, but leads to learning in a predictable way.
- c. Teaching as normative behavior refers to actions taken to produce other learning.

Related to the explanation above, the researcher concluded that it is clear that a teacher takes an important role in teaching speaking, and the teacher must be able to bring students to explore in order to develop their speaking skills. Teaching is a way for a teacher to impart knowledge. Speaking teaching is to train students to be able to communicate with someone using the target language. The purpose of teaching speaking skills is to communicate with someone efficiently.

#### **d. The Functions of Speaking**

Speaking is a language skill to be able to communicate with other people. Speaking skills function in expressing ideas, feelings, thoughts, and can also be

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<sup>23</sup> NURMAWATI.

<sup>24</sup> Isola Rajagopalan, 'The Concept of Teaching', *Journal of Philosophy of Education*, 7.2 (2019), 7–38  
<<https://doi.org/10.1111/j.1467-9752.1973.tb00470.x>>.

expressed spontaneously orally. Celce and Murcia argue that for most people having the ability to speak a language is synonymous with knowing that with the language they can communicate well<sup>25</sup>. Speaking also helps to get information in all fields such as economics, social politics, education, where English is currently used as a global language.

Various ways have been done to interpret the function of speech in human interaction. The function of speaking by Brown and Yule cite in (Richards 2008) speech functions are classified into three types; talk as interaction, talk as transaction, and talk as shown. It has different functions and forms, so it requires a specific approach<sup>26</sup>. Furthermore, Richards makes three speech functions in human interaction as follows:<sup>27</sup>

1. As Interaction, in daily communication that is interactional in nature, it is an interactive communication that is carried out accidentally. It is about a person's efforts to convey his message to others. Therefore, one must use speaking skills in communicating. This main goal is about social relations.
2. As a transaction, the intention is to focus more on the message conveyed and make other people understand what is conveyed. In this case, teachers and students usually focus on meaning or on their way of understanding.
3. As a performance, which is where activities focus more on monologues than dialogues, as happens in speeches, public lectures, retelling stories, telling stories and so on. So that things like that can help a learner to express feelings, opinions, or can inform and explain

#### **e. Learning Speaking Activities**

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<sup>25</sup> Marianne Celce and Murcia, 'Teaching English as a Second or Foreign Language', *Printed in the United State of America*, 2001, p. 21.

<sup>26</sup> Jack C Richards, *Teaching Listening and Speaking From Theory to Practice*, 2008.p. 21

<sup>27</sup> Henry Elisa, 'THE STUDY OF THE STUDENTS ' SPEAKING PERFORMANCE IN DEMONSTRATING PRODUCT ADVERTISING', *Journal of English Education Literature and Linguistics*, 4.1, 64.

According to Bailey "If you are teaching speaking, it is important to plan activities for small groups or in pairs in a language class so that learners have the opportunity to practice this conversational skill without the teacher dominating the discussion."<sup>28</sup> So if teachers make a plan to make speaking activities, they should consider students' opportunities to speak. Should be able to make students participate to participate more and be more active in speaking activities. Harmer classifies several activities that can encourage students to speak <sup>29</sup>:

### 1. Acting from a script

There are two activities covered: play script and acting out dialogues. The playscript activity requires the students to act out scenes from plays and or their course book, sometimes filming the results. While acting out dialogues, students will often act out dialogues from which they have written themselves.

### 2. Communication games

The aim of this activity is to get students talking as quickly and fluently as possible. An information gap game is an activity in which one student has to work in pairs and talk to a partner in order to solve a puzzle. Then, television and radio game refers to guessing game in which a student is given an object or thinks about an object and the team member have to find out what the object is by only asking yes no questions.

### 3. Discussion

This activity gives students the opportunity to speak more freely and express themselves. It is helpful to structure a discussion activity by giving learners enough information about what they will be talking about and giving them enough time to think about what they want to say. The activity of discussion can be in the form of

<sup>28</sup> Nunan David, *Practical English Language Teaching, Singapore*, 2003, LVII. P. 64

<sup>29</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 2021

<[https://www.academia.edu/25472823/The\\_Practice\\_of\\_English\\_Language\\_Teaching\\_4th\\_Edition\\_Jeremy\\_Harmer](https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer)>. P.348-352

survey or questionnaire, instant comment, debates, unplanned discussion and reaching a consensus.

#### 4. Prepared Talk

The teachers have told the students about the next activity and tell them to prepare a performance such as a presentation, reporting news, storytelling, and speech which have to be performed or presented in front of the class. Those activities involve individual work and take a lot of time, while the others listen to their friend's show.

#### 5. Simulation and Role Play

When the students do the simulation and role-play (such as a real life encounter business meeting or interview), they need to know exactly what the situation is, and they need to be given enough information about the background but limited because we allow them to be as creative as possible. To add, drama can be considered as the speaking activity which can motivate students to speak. The activity refers to the set up of the play which includes the theater, the hall, the accessories, costumes, music etc. However, this activity need long time of preparation and be performed in high level of learning.

#### **f. Problems in Teaching Speaking**

Speaking is the active use of language in order to produce information. Talking is the key to communication. Speaking activities involve speakers or someone who has information and receiving information that is influenced by participants, experience, physical environment or goals. In learning to speak English, some students will have problems and get some difficulties or errors when they try words, phrases, or sentences. So that problems in speaking cannot be repaired by themselves.

Speaking problems are some problems that make someone lacks of speaking ability. According to Doris and Jessica, language problems actually serve as one of the



important reasons behind the poor academic performance. These problems may become obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems belong to linguistics problems.<sup>30</sup>

Problems in speaking can be divided into two aspects. They are psychological and language aspects<sup>31</sup>.

#### a. Psychological Problems

Psychological problems are problems related to emotional and physical health. These psychological problems can negatively affect students' speaking ability. According to Juhana (cited from Andi Nursyams), there are various psychological problems that students often face when they are speaking in class:

##### a) Fear of Mistakes

Many theories suggest that the fear of making mistakes is the main reason for students' hesitation to speak English in the classroom. Aftat added that this fear is related to the issue of correction and negative evaluation. In addition, it is also heavily influenced by students' fear of being laughed at by other students or blamed by the teacher. Thus, students' motivation is low and their participation in speaking activities is low. Therefore, it is important for teachers to give students confidence that making mistakes is not a wrong or bad thing, because students can take lessons from the mistakes they make.

##### b) Shyness

Shyness is an emotional thing that many students feel in situations where they have to speak in an English class. Shyness is one of the current problems

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<sup>30</sup> Dea Aries Fitriani, Rahayu. Apriliaswati, and Wardah., 'A Study on Student's English Speaking Problems in Speaking Performance', *Jurnal Pendidikan Dan Pembelajaran Untan*, 4.9 (2015), 4 <<https://tinyurl.com/3f5dftab>>.

<sup>31</sup> Andi Nuryam, Thesis: *A STUDY OF STUDENTS' PROBLEMS IN DAILY ENGLISH SPEAKING ACTIVITY* (Makasar:UMM:2018)

in students' speaking performance. Shyness is also a problem in learning speaking in the classroom, therefore, awareness of this is also important to help students in performing speaking in the classroom. According to Baldwin in Juhana, public speaking is one of the fears that students often encounter and the shyness that arises makes their minds go blank.

c) Anxiety

Anxiety is a feeling of nervousness, worry and anxiety about the situation of learning a foreign language, Horwitz et al in Juhana. Anxiety is also one of the problems that can cause students to feel less comfortable when they do speaking performance. According to Horwitz, anxiety in foreign language can affect students' performance. This can affect the quality of spoken language skills and make someone appear less fluent than they actually are. With the above explanation, a teacher should strive to build learning conditions that make students more comfortable in conducting learning activities.

d) Lack of Confidence

Lack of confidence generally arises when students realize that their interlocutors do not understand them or when they do not understand their interlocutors. Under these conditions, they tend to choose to be silent when others speak, which indicates that they lack the confidence to communicate. Tsui quoted Nunan as saying that students who lack confidence about themselves and their English will cause them to experience communication anxiety. With the above explanation, teachers should pay more attention in building students' confidence when they speak.

e) Lack of Motivation

In speaking performance, motivation greatly influences the success of the speaking performance. Motivation will also affect the speaking performance

score. Zua adds by saying that motivation is an inner energy. She states that whatever type of motivation a learner feels, it will drive them to learn. So, students need to be motivated for their speaking performance to be successful.

Nakhalah stated in his research on speaking problems that include student barriers, nothing to say, low participation and mother tongue.<sup>32</sup>

#### 1. Inhibition

Students usually get stuck trying to say a few words in speaking activities. Because they are worried that they will make a mistake so they are embarrassed to speak English.<sup>33</sup>

#### 2. Nothing to say

The students couldn't think of anything to say, because they didn't have the motivation to express themselves in speaking. In fact, students often lack confidence and vocabulary in their speaking skills. And they feel inadequate in their language skills to express exactly what they want to say even though making mistakes in the learning process is a natural thing.<sup>34</sup>

#### 3. Low Participation

Learners have low engagement when speaking, meaning they speak for very little time. This problem is exacerbated by the tendency of some learners to dominate while others speak little or nothing.<sup>35</sup>

#### 4. Use of mother tongue

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<sup>32</sup> Ahmed Maher and Mahmoud Al Nakhalah, 'Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University', *International Journal of Humanities and Social Science Invention*, 5.12 (2016), PP.96 <[www.ijhssi.org](http://www.ijhssi.org)>.

<sup>33</sup> Mayang Sari, 'An Analysis of Students' Speaking Skill in Daily Activity at Darul Azhar Islamic Boarding School', 2021. P. 12

<sup>34</sup> Sari. Ibid. P. 12

<sup>35</sup> Sari. Ibid. P.13

Students usually use their mother tongue in speaking activities, because it is easier, and also they feel less exposed if they speak their mother tongue. If they talk in small groups.<sup>36</sup>

There are several speaking skill problems that teachers often encounter in helping students speak in class. This is inhibition, low participation, and frequent use of the mother tongue. Obstacles are the first problem faced by students. When they want to say something in class, they sometimes get stuck. They worry about making mistakes and fear criticism. They are also ashamed of their friends.

Ur mentioned several problems in teaching speech including barriers fear of making mistakes, losing face, criticism, embarrassment; nothing to say students have problems finding motives to speak, formulate relevant opinions or comments; low or uneven participation is often caused by the tendency of some students to dominate the group; use of the mother tongue is especially common in less disciplined or motivated classes, where learners find it easier or more natural to express themselves in their native language.<sup>37</sup>

Harmer, says there are three main kinds of English teaching. It has been suggested that students of EFL (English as Foreign Language) tend to be learning so that they can use English when traveling or to communicate with other people, from whatever country, who also speak English. ESL (English as a Second Language) students, on the other hand, are usually living in the largest-language community. The latter may need to learn the particular language variety of that community (Scottish English, Shouter English, from England, Australian English, and Texan English). ESOL (English for Speakers of Other Languages) to describe both situations.<sup>38</sup>

#### **g. Assessing Speaking**

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<sup>36</sup> Sari. Idid. P13

<sup>37</sup> Penny Ur, 'A Course in Language Teaching', *IOSR Journal of Humanities and Social Science*, 2014 <<https://doi.org/10.9790/0837-19664456>>. P.121

<sup>38</sup> Harmer, 'How to Teach English'. P. 12

Assessment of speaking ability is one way to measure students' speaking ability. Louma is quoted in Rahmawati and Ertin saying that language evaluation can be a very critical issue when people tend to refer to native speakers/foreign speakers based on pronunciation. In addition, Nunan believes that speaking requires someone who is linguistically competent to articulate sounds well, have sufficient vocabulary, and master elements of structure or grammar. Speaking also requires functional competence, which means giving complete and logical answers to questions. Another skill is strategic skill, in which the speaker can use corrective strategies when the conversation is interrupted. The last one is sociolinguistic/cultural competence. This forces speakers to use language appropriate to the context.

This theory then developed into an oral exam assessment criteria. However, the structure of the oral exam may vary; depending on the type of statement being evaluated. So what to test ?<sup>39</sup>.

a. Grammar

Test takers are tested to control their use in sentences, structure them, use them precisely and accurately, and avoid grammatical errors when speaking. The indicators and scores to assess grammar of student can be seen at the following table:

**Table 2.1 Grammar Assessment Indicators**

ASPECY	INDICATORS	SCORES
GRAMMAR	Errors in grammar are frequent	1
	Can usually handle elementary construction quite accurate but does not confident control of grammar	2
	Control grammar is good	3
	There are some grammatical errors but still intelligible	4

<sup>39</sup> Sahyoni Sahyoni and M Zaim, 'Authentic Assessment of Speaking Skill for Grade I Junior High School', *Komposisi: Jurnal Pendidikan Bahasa, Sastra, Dan Seni*, 18.1 (2017), 15  
<<https://doi.org/10.24036/komposisi.v18i1.6509>>.

	Errors in grammar are quite rare	5
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b. Vocabulary

Vocabulary is an essential component in language, especially in English because it is very important in resulting speech. The range, accuracy, and use of the vocabulary features in the conversation used by the test takers demonstrated their abilities. The indicators and scores to assess grammar of student can be seen at the following table:

**Table 2.2 Vocabulary Assesment Indicators**

ASPECT	INDICATORS	SCORES
VOCABULARY	Speaking vocabulary inadequate to express anything	1
	Has vocabulary sufficient to express	2
	Often use the wrong word, the conversation is somewhat limited because vocabulary is inadequate	3
	Can understand in any conversation within the range of experience	4
	Almost all of the vocabulary is used correctly	5

c. Comprehension

Can understand the context of conversation and be able to answer questions appropriately. The indicators and scores to assess grammar of student can be seen at the following table:

**Table 2.3 Comprehension Assesment Indicators**

ASPECT	INDICATORS	SCORES
COMPREHENSION	Can not understand even simple conversiaonal English, requires repeated repetitions	1
	Can understand speech if delivered with slowed speech and repetition	2
	Can understand what is said but speech a little slower	3
	Can understand any conversation but occasional repition is required	4
	Can understand almost all what is said at normal speed	5

b. Fluency

Language competence shows that language production is well conveyed in conversation. Have the confidence to give a speech and be able to address a given topic without being too hesitant about your choice of words. The indicators and scores to assess grammar of student can be seen at the following table:

**Table 2.4 Fluency Assesment Indicators**

ASPECT	INDICATORS	SCORES
FLUENCY	Speech very halting and fragmentaru t make conversation	1
	Often silent because language limitationom	2
	Speed and fluency are greatly affected by language problems	3
	Language problems slightly affect speech rate	4
	Can use the language fluently and speed of speech is normal	5

c. Pronunciation

Pronunciation relates to how often errors occur in pronunciation and how aspects of pronunciation interfere with communication are the assessment criteria. The indicators and scores to assess grammar of student can be seen at the following table:

**Table 2.5 Pronunciation Assesment Indicators**

ASPECT	INDICATORS	SCORES
PRONUNCIATION	Pronunciation problems are extremely sever to make speech difficult to understand	1
	Errors in pronunciation are frequent must to repeat often	2
	Pronunciation errors often interfere with understanding	3
	Errors in pronunciation are quite rare	4
	Pronunciation is clear, accepted and under stable	5

### 3. Islamic Boarding School Sunan Gunung Jati

Boarding School is defined as a boarding school. In the Grand Dictionary of the Indonesian, a dormitory is a residential building for a group of people for a while,

consisting of a number of rooms, and led by a dormitory principal.<sup>40</sup> Islamic boarding schools are religious institutions, which provide education and teaching as well as develop and spread Islam. Islamic boarding school is basically a traditional Islamic education hostel where students live together and study under the guidance of one or more teachers known as a Kyai.

From the above understanding it can be seen that Boarding School is a designation for an institution where educational activities take place involving students and their educators who combine religious education and general education. The term Boarding School itself is not a new educational institution in Indonesia, because the pesantren model of education has long been applied in this country, namely pesantren education.

Sunan Gunung Jati Islamic boarding school is an educational institution under the auspices of Sunan Gunung Jati Kismantoro Wonogiri Foundation which focuses on education, social and religious activities in the Wonogiri district. This Islamic boarding school combines the scientific education system of the Salaf Islamic boarding school with the formal education system, by having two systems of educational institutions that are mutually integrated and complete. The implementation of educational activities for santri is to combine an integrated education system between typical pesantren education and formal education. So that until now Sunan Gunung Jati Islamic Boarding School has graduated thousands of alumni students from several educational institutions they have. There are many graduates who continue their education both domestically and abroad.

#### **a. Islamic Boarding School Curriculum**

##### **1. Teaching of classical Islamic books**

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<sup>40</sup> Suraijah and Madani Akhmad, 'BOARDING SCHOOL MANAGEMENT IN QUALITY IMPROVEMENT AT ISLAMIC STATE HIGH SCHOOL BANJARMASIN INDONESIA', *International Research-Based Education Journal*, 4.2 (2022), 124.



At that time the teaching of classical Islamic books, especially the essays of scholars who adhered to Shafi'i such as Fathul Qarib, Fathul Mu'in and so on, was the only formal teaching given in the pesantren environment. The main objective is to educate prospective Ulama. The students who stay at the pesantren for the short term (for example, less than one year) do not aspire to become clerics, but aim to gain experience and deepen religious feelings. Habits like this are generally carried out before and during the month of Ramadan. Muslims generally fast this month and feel the need to add to their acts of worship, including sunnah prayers, reading the Qur'an and attending recitations.

## 2. General subject matter and skills

The skills that have been introduced by pesantren as extracurricular activities include various fields that can be reached by pesantren capacities and government assistance. Moreover, the type of skills adapted to the conditions of the surrounding community.

### b. English Conversation Programs

English Conversation program is a program that was formed to serve as a forum for students to practice speaking in foreign languages through several language activities in daily communication. Sunan Gunung Jati Islamic Boarding School has regulations that use English and Arabic as their daily communication. There are several activities implemented in the program which are controlled by teachers and language administrators.

#### 1. Weekly Language

Sunan Gunung Jati Islamic boarding school applies language week, one week Arabic and one week English, but on Sundays it is permitted to use Indonesian. The students must communicate in their daily activities in accordance

with the applicable language, if they violate there will be a penalty set by the management.

## 2. Memorizing Vocabulary

Memorizing vocabulary is a vocabulary and pronunciation learning activity that is guided by the language section. The students are given five new vocabularies directly every night and they have to memorize them and can make example sentences from the given vocabulary.

## 3. Conversation Practice

This conversation practice is an activity that is carried out once a week on Saturday morning before formal school starts. The students must have a partner to communicate according to the theme given by the language section. It aims to train and familiarize students with language.

## 4. Public Speaking (Muhadloroh)

Public speaking to shape the mentality of students to speak in public. This activity is carried out once a week. Each student has a schedule to give speeches in Arabic and English.

## **B. Previous Research Findings**

This research study requires several previous studies as material for theoretical considerations. Previous studies can be taken from Asvinia Fauziyah in her thesis entitled *The Implementation Of English Conversation At Islamic Boarding School (Al Mawaddah 2)*. This study uses qualitative research methods, qualitative data collection techniques in this study such as interviews, and documentation. This research focuses on investigating the preparation, implementation, and evaluation of the English conversation program at Al Mawaddah 2 Islamic boarding school.<sup>41</sup>

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<sup>41</sup> ASVINIA FAUZIYAH, 'THE IMPLEMENTATION OF ENGLISH CONVERSATION AT ISLAMIC BOARDING SCHOOL (AL MAWADDAH 2)', 2020 <file:///Users/andreataquez/Downloads/guia-plan-de-mejora-

The second research was conducted by Rosiana entitled "*Public Speaking Program At Daar El Qolam Islamic Boarding School*". The research used the case study method which was obtained through observation, interviews, and file analysis. The focus of the research is class XI students. This study aims to describe the implementation of the public speaking program at Islamic boarding school Daar El-Qolam and obtain opinions from members, instructors and English teachers regarding the implementation of the program.<sup>42</sup>

As a consideration the third research was conducted by Mayang Sari, entitled "*An Analysis Of Students' Speaking Skill In Daily Activity At Darul Azhar Islamic Boarding School*". This study describes the analysis of students' speaking skills in daily activities at the Darul Azhar Islamic Boarding School. This study used qualitative research methods. The researcher chose 10 students in the eighth grade which consisted of 20 students in total. In collecting data, researchers used observation, interviews and documentation. Researchers used three main stages in data analysis, namely; data reduction, data presentation, and drawing conclusions. From the data analysis, the researcher found that the students' speaking skills were at an average level based on research assessments in observation and the researcher found that there were several reasons students were lazy to use English in interviews as follows: lack of vocabulary, lack of confidence, lack of motivation, fear of making mistakes, use of mother tongue, nothing to say, anxious, afraid listeners don't understand what they are saying and are embarrassed to speak.<sup>43</sup>

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<sup>42</sup> Rosiana, "PUBLIC SPEAKING" PROGRAM AT DAAR EL-QOLAM ISLAMIC BOARDING SCHOOL', 2011.

<sup>43</sup> M.Sari. "An Analysis Of Students' Speaking Skill In Daily Activity At Darul Azhar Islamic Boarding School. Thesis (2021)

The fourth research was conducted by Firda Maharani in her journal entitled "*The Implementation of English Speaking Activities on Students At Modern Al-Furqon Islamic Boarding School, Panaragan, Tulang Bawang Bara*". The purpose of the research was to find out and explain the implementation of speaking and the improvement of students in learning English. The study used descriptive qualitative research, by selecting 15 students as a sample. In collecting data, researchers used field notes, interviews, documentation, and questionnaires.<sup>44</sup>

The fifth research conducted by Wirda Maulia in her journal entitled "The Influences of Conversation Program at Madrasah Aliyah Babul Huda Tualang Cut in Improving The Students' Speaking Skill" aims to determine the effect of the conversation program in improving the speaking skills of students at the Babul Huda Islamic Boarding School. This study uses qualitative methods by using observation techniques, questionnaires, and interviews in collecting data. The study population was only female students of MA Babul Huda. The result of this study is that the conversation program improves students' speaking skills based on the data obtained.<sup>45</sup>

### C. Theoretical Framework

The framework is a design or outline that has been initiated by researchers in planning the research process. The framework of thought is a temporary explanation of the symptoms that are the object of the problem. This framework is prepared based on a literature review of relevant or related research results. The main criterion for a frame of mind to be convincing is a logical flow of thought in building a thought that results in a conclusion in the form of a hypothesis. So, it can be concluded that the framework of

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<sup>44</sup> Firda Maharani Aneski, 'The Implementation of English Speaking Activities on Students At Modern Al-Furqon Islamic Boarding School, Panaragan Jaya, Tulang Bawang Barat', 02.02 (2022), 109–16.

<sup>45</sup> Wirda Maulia, 'The Influences of Conversation Program at Madrasah Aliyah Babul Huda Tualang Cut in Improving The Students' Speaking Skill', *JL3T (Journal of Linguistics, Literature and Language Teaching)*, 7.1 (2021), 62–72 <<https://doi.org/10.32505/jl3t.v7i1.3131>>.

thought is a design or mindset that explains the relationship between variables or problems compiled from various theories that have been described to be analyzed and solved so that a hypothesis can be formulated. This study uses theories about learning strategies, various kinds of learning strategies, vocabulary mastery. This study aims at learning strategies and students' vocabulary mastery in the English conversation program.



## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

In this study, researchers used qualitative research methods. Qualitative research seeks to probe deeply into the research setting to obtain in-depth understandings about the way things are, why they are that way, and how the participants in the context perceive them<sup>46</sup>. Qualitative research aims to obtain a complete picture of something from the human point of view being studied. Qualitative research is concerned with the ideas, perceptions, opinions or beliefs of the people being studied. According to Creswell, qualitative approach is a research for exploring and understanding the meaning individual or group to a social or human problems<sup>47</sup>.

According to Creswell also, qualitative methods are divided into five types, namely phenomenological research, grounded theory, ethnography, case studies, and narrative research<sup>48</sup>. Researchers conclude qualitative research to understand and obtain in-depth information about how to analyze individuals or phenomena of people in natural settings. Case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals<sup>49</sup>. Case studies are not only used to collect data, but can also be used to analyze data. This means that case studies are a flexible method. So that researchers will easily collect data.

In this study, researchers conducted qualitative research in case studies of students' learning strategies in English conversation program at the Sunan Gunung Jati Islamic boarding school by observing teachers and students in several language activities, as well as obtaining information from interviews from teachers, tutors, and language administrators, as well as data analysis primary and secondary.

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<sup>46</sup> L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed (Boston: Pearson, 2012).

<sup>47</sup> "John W. Creswell's Research Design 3rd Ed.Pdf"(USA:SagePublications,Inc.,2009),4

<sup>48</sup> Ibid.,14

<sup>49</sup> Ibid.,14.

## B. Research Setting

This research was conducted at the Sunan Gunung Jati Islamic Boarding School which is located at Jl. Raya Kismantoro-Pakis Baru Cingklok Gesing Kismantoro Wonogiri. In this boarding school, students are required to use two mandatory languages, namely Arabic and English, for Sundays they use Indonesian. Because the Sunan Gunung Jati Islamic Boarding School has a motto that is always pledged "language is the crown of the cottage". This research was held on 1-7<sup>th</sup> November 2022.

The reason the researchers chose the Sunan Gunung Jati Islamic Boarding School to conduct research is because the students always use language, so as to create an everyday language environment. Researchers want to know and understand good student learning strategies in the English conversation program.

## C. Data and Data Source

Source data referred to in study is the subject from which the data can be obtained and has clear information about retrieving and processing the data. The definition of data source according to Suharsimi Arikunto is the source of the data referred to in the study is the subject from which the data can be obtained<sup>50</sup>.

It can be concluded that the data source is the most important factor in determining the data collection method to find out where the data subject is obtained. Data sources consist of:

### 1. Primary data

Primary data is a type of data that is collected by researchers directly from main sources through interviews surveys, and experiments. Primary data usually collected from the source where the data originally originates from and are regarded as the best kind of data in research<sup>51</sup>. In this study, primary data were obtained from observations

<sup>50</sup> Arikunto, Suharsimi, *Dasar-dasar Pendidikan*, (Jakarta:Bumi Aksara, 2003)p.172

<sup>51</sup> Claudiya Hanson, *Collection Use and Assesement of Secondary and Primary Data for Result measurement in Health Research*, (Berlin: International Zusammenarbeit, 2010), 32.

of language activities in Islamic boarding schools, several interviews with English teachers, language administrators at Islamic boarding schools and student questionnaires.

## 2. Secondary Data

Secondary data is the data that has already been collected through primary sources and made readily available for researchers to use for their own research. It is type of data that has been collected in the past. A researcher may have collected the data for a particular project, then made it available to be used by another researcher. The data may also have been collected for general use with no specific research purpose like in the case of the national census. A data classified as secondary data for a particular research may be said to be primary for another research. This is the case when a data is being reused, making it a primary data for the first research and secondary data for the second research is being used for<sup>52</sup>. Data can be taken from several books, document references etc. In this study, secondary data were collected from books, and students' language test results.

Sources of data can be obtained from people, places, or things that can provide information for a research. In this study, data from several sources of observations on student activities during language week, interviews with English teachers, language administrators, and student test results documents as well as documentation of several language activities at Sunan Gunung Jati Islamic Boarding School.

Based on the description above, the research subjects were the fourth grade students of Sunan Gunung Jati Islamic Boarding School, totaling 27 students. The phenomenon in this study is the analysis of learning strategies used by students in the English conversation program at Sunan Gunung Jati Islamic Boarding School.

## D. Data Collection Procedure

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<sup>52</sup> Ibid, 38.



In this study the steps taken by researchers are The researcher observed the students of the Sunan Gunung Jati Islamic boarding school when the English conversation program was carried out. Researchers analyzed the learning strategies used. Researchers conducted interviews with teachers and fourth grade students. Interview data were processed and analyzed by researchers. The researcher started by reading the interview transcripts one by one which were re-read several times. The researcher then interpreted the analysis of student and teacher interviews.

### **E. Data Collection Technique**

In qualitative study, Observation, interviewing, and examination of artifacts (including documents) are the most common methods of qualitative research<sup>53</sup>. In qualitative studies, the researcher is the key to the instrument<sup>54</sup>. So researchers have to validate themselves about their skills in conducting data. Marshall and Rossman in Sugiyono say that the main methods used by qualitative researchers to collect information are participation in settings, direct observation, interviews, and documentation<sup>55</sup>. Qualitative researchers use all kinds of data: numerical measurements, photographs, indirect observation, texting, for example; whatever clarifies the picture of what is going on. They review documents and gather artifacts. Clearly, many qualitative data do not fit easily into statistical analysis, although the researcher could classify each datum according to a categorical scheme such as “youth initiated, coach initiated, and college official initiated”<sup>56</sup>.

There are many kinds of technique of collecting data such as observation, interview, questionnaire, documentation and test. In this research, the researcher will use observation, interview and documentation as technique of collecting data. In this study, researchers will use observation, interview, and documentation.

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<sup>53</sup> Robert E Stake, *Qualitative Research Studying How Things*, (New York: The Guilford Press, 2010),20

<sup>54</sup> Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, 2018. P.223

<sup>55</sup> Prof. Dr. Sugiyono. *Ibid*, p. 225

<sup>56</sup> *Ibid.*, 89.

## 1. Observation

Observation is a gathering data by visiting the research location and observing the location, subject, action, place, time, purpose, and all the activities related to the indispensable data by the researcher.<sup>57</sup> The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspectives of the participants. Observers attempt to see the world through the eyes of those they are studying. They observe carefully in an effort to acquire “members’ knowledge and consequently understand from the participants’ point of view what motivated the participants to do what the researcher has observed them doing and what these acts meant at the time.”<sup>58</sup>

To get valid information the researcher made field notes about everything that happened to the students' activities in the classroom, in the dormitory and other places during the English week. The researcher observed learning strategies in providing vocabulary, students' performance in memorizing English vocabulary, and their responses to their vocabulary mastery. So focus on the learning strategies used.

## 2. Interview

Interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic<sup>59</sup>. In this study, the researcher conducted several interviews with the English teacher and the language department. Through this interview, the researcher collected data from the teachers and the language department about the strategies used in the English conversation program. The interviews were intended to

<sup>57</sup> M Junaidi Ghony, et all, *metodepenelitiankualitatif*, (Jogja : ar-ruzz media, 2012), 165

<sup>58</sup> J Amos Hatch, *Doing Qualitative Research in EducationSetting*, (New York: Albany, 2002),72

<sup>59</sup> Jhonatan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p. 224

gain a deeper understanding from the teachers and the opinion of the language section on the strategies used and students' mastery of vocabulary.

### 3. Documentation

According to Ary et al., "Qualitative research can use written documents or other objects to gain insight into the phenomenon under study<sup>60</sup>. There are many reasons why documentation is used in research, including: documentation is stable, contextual and nature-based, data is relatively cheap and easy to collect Information in the form of pictures.

## F. Data Analysis Technique

### 2. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Data reduction occurs continuously throughout the life of any qualitatively oriented project. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified. As Techs, points out, it also can be seen as "data condensation"<sup>61</sup>

With this process, researchers can focus on the data to be reduced, namely data related to the learning strategies used by students and the memorization strategies used in English conversation program.

#### a. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action<sup>62</sup>. At this stage the researcher organizes the data into

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<sup>60</sup> Asghar Razavieh Donal Ari, Lucy Cheser Jacobs, Chris Sorensen, *Introduction to Researcher in Education*, 2010. P. 442.

<sup>61</sup> Matthew B Miles, et al., *An Expanded Sourcebook Qualitative Data Analysis*, (London: Sage Publications, 1994), 10.

<sup>62</sup> *ibid.*, 11

patterns, explanations, configurations, and relationships, all data is at stake to combine information that is arranged in a pattern and is easier to understand.

#### b. Data Verification

Data verification is as brief as the second thought that crossed the analyst's mind during writing, with brief return visits to field notes, or perhaps thorough among colleagues to develop replicas of the data findings in other data sets. By using the data here, the research will find conclusions in the form of statements related to student learning strategies and strategies for solving audiobook problems and the reasons blind students use audiobooks as their learning media.

### G. Checking Validity of Finding

The validity of qualitative research can also be tested using a technique called respondent validation. This technique, the original results were tested with participants to see if they still sounded right. Even though research has been scaled up and summarized, participants still need to acknowledge the original results and may even refine the researcher's understanding at this stage. To ensure the validity of the data, the researcher used triangulation to check the data. The concept of triangulation means that a research issue is considered in a constructivist formulation. The process of turning these concepts into methodological principles in qualitative research. It was substantially proposed by Denzin in the 1970s by formulating the concept of triangulation as a more systematic approach to social research, especially qualitative research.

To get more accurate conclusions and maintain the validity of the data, researchers will use triangulation techniques. There are six kinds of triangulation techniques; time triangulation, place triangulation, theory triangulation, method triangulation, research triangulation, and methodological triangulation. In this qualitative study, researchers will use a triangulation method that uses data collection techniques of observation,

documentation, and interviews about student learning strategies used by students in the English conversation program at the Sunan Gunung Jati Islamic Boarding School.

## H. Research Procedure

There are some procedure should the researcher do. They are planning, applying, and reporting, as follow :

### 1. Planning

This stage is the first stage in the research, where the researcher observes the research object, prepares plans, determines the place or research location, arranges permits and approvals from the Islamic boarding school or from the research location to be observed, observes, selects and uses information, prepares instruments, and something related to research. The researcher determined the research location and asked for permission and approval from the Islamic boarding school or institution and the researcher chose the Sunan Gunung Jati Islamic Boarding School. Then, the researcher prepared the instruments and matters related to the research.

### 2. Applying

At this stage of the study, researchers collected data by means of observation, interviews, and documentation by understanding the research preparation. Then, the researcher took permission or approval from the Islamic boarding school and went straight to the field to observe the English program at the Sunan Gunung Jati Islamic Boarding School. The procedur includes :

- a. Understanding the researcer preparation
- b. Ask permission from the boarding school concerned.
- c. Entering to the field.
- d. observing students learning by using memorization strategies.

### 3. The Procedure of Data Analysis

At this stage the researcher collected data and chose to make the research focus on the English conversation program for the teacher in charge or program manager and several students of the Sunan Gunung Jati Islamic Boarding School.

#### 4. Reporting

In the last activity, the researcher reported the results in the form of writing a thesis about student learning strategies using the memorization strategy used in the students of the Sunan Gunung Jati Islamic Boarding School.



## CHAPTER IV

### RESEARCH FINDING

#### A. General Data

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

##### a) **History of Sunan Gunung Jati Islamic Boarding School**

Sunan Gunung Jati Islamic Boarding School is an educational institution engaged in education, social and religious affairs in Wonogiri Regency. Managed by K.H. Drs. Sutrisno Yusuf, M.S.I., as the leader and caretaker of the Islamic boarding school. Sunan Gunung Jati Islamic Boarding School was founded in 1988. This Islamic boarding school is one of the pioneers of Islamic da'wah in Wonogiri Regency, as well as being a very important and active center of education and da'wah. for the people of Wonogiri and its surroundings.

Sunan Gunung Jati Islamic Boarding School is a boarding school that combines the scientific education system typical of Islamic boarding schools with the formal education system. Sunan Gunung Jati Islamic Boarding School has two systems of integrated and complete educational institutions. Islamic boarding school owned by Sunan Gunung Jati Islamic Boarding School is in the form of the Madrasah Diniyah Takmiliyah Izzul Ummah which teaches Islamic boarding school-style education with a focus on studying Islamic boarding school references. These formal institutions are in the form of formal schools under the Ministry of Religion starting from Raudhatul Atfhal (RA) Izzul Ummah, Madrasah Tsanawiyah (MTs) Sunan Gunung Jati, to Madrasa Aliyah (MA) Sunan Gunung Jati.

Sunan Gunung Jati Islamic Boarding School also has an assisted madrasah institution in the form of the Madrasah Ibtidaiyah Muhammadiyah Gesing (MIM Gesing) which has actually been managed for a long time by the founders of Islamic Boarding School and has a long history as the forerunner to the establishment of educational

institutions at Sunan Gunung Jati Islamic Boarding School. In terms of management, it is indeed registered with the Muhammadiyah educational institution, but in terms of endowments, assets, and teachers it is managed by Sunan Gunung Jati Islamic boarding school. Thus, since its establishment until now, MIM Gesing has become an MI assisted by Sunan Gunung Jati Islamic Boarding School.

The implementation of educational activities for students at Sunan Gunung Jati Islamic Boarding School combines an integrated education system between informal education typical of Islamic boarding schools and formal education, and students are placed in dormitories. For the typical Islamic boarding school education system, it is held in class with the model of Izzul Ummah Madrasah Diniyah institution in the afternoon, and is supplemented with book recitation by leaders and teachers in the morning and evening. While the implementation of formal school activities is held in the morning for RA, MTs and MA, including for students who are currently studying at MI.

Until now, Sunan Gunung Jati Islamic Boarding School has graduated thousands of alumni students from several of its educational institutions. There are many graduates who continue their education both domestically and abroad. Many alumni who graduated from Sunan Gunung Jati Islamic Boarding School have become preachers, kyai, pioneers and caretakers of Islamic boarding schools, lecturers, researchers, teachers, and other professionals in various government and private agencies. In addition, many alumni have become successful entrepreneurs and practitioners working in various sectors. This is an advantage of Sunan Gunung Jati Islamic Boarding School as an educational institution that produces quality generations of people who are much needed in society.<sup>63</sup>

## **b) Visions and Mission of Sunan Gunung Jati Islamic Boarding School**

### **➤ Vision**

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<sup>63</sup> Look at Documentation Transcript Number 01/D/2023



To form a generation of students who are intelligent, knowledgeable, have noble character 'Ala Ahlus Sunnah Wal Jama'ah An Nahdiyah, and have high competitiveness as provisions for a happy life in this world and the hereafter.

➤ **Mission**

1. Form students who are devoted to Allah SWT., Follow the sunnah of the Prophet Muhammad SAW in earnest based on knowledge.
2. Educate students so that they have a noble personality, have good character, are intelligent, and knowledgeable.
3. Educate students to become independent, disciplined individuals, and have great responsibility in maintaining Ahlu as-Sunnah Wa al-Jama'ah an-Nahdliyah.
4. Develop students' talent interests so that they have good skills with soft skills and hard skills.
5. Shaping the soul of students who are ready and responsive to face future challenges in society<sup>64</sup>.

**c) Organizational Structure At Sunan Gunung Jati Islamic Boarding School**

**Table 4.1 Structure of the Organization**

NO	DIVISION	NAMES
1	Establisher	1. KH. Drs. Sutrinno Yusuf, MSI 2. Hj. Dra. Siti Rukayah, MSI
2.	Leadership	1. Ahmad Fawaidul Izi 2. Moh. Bana, S.Pd.I
3.	Chief	1. Izzudin Soekarno, S.Pd.I 2. Umar Rosid, S.Pd 3. Hj. Izzah Al Fawaidah, S.St 4. Putri Lestari, S.Pd

<sup>64</sup> Look at Documentation Transcript Number 01/D/2023

4.	Secretary	1. Ilma Yulqowin 2. Deni Yuspitasari
5.	Treasure	1. Ummu Nafsul Afifah, S.Pd.I 2. Umi Masitoh, S.Pd
6.	Scurity Section	1. Arif Widayat, S.Pd 2. Nurul Fadli
7.	Education Section	1. Khoirul Niam, S.Pd.I 2. Siti Fatmah
8.	Religious Section	1. Mahardika Gandrung 2. Evi Lestari
9.	Language Section	1. Adik Irma Nurrohmi 2. Imam Ibnu Mahmudi

#### **d. The data of Teachers and Students Of Sunan Gunung Jati Islamic Boarding School**

The teacher is one of the main keys in educating and being a role model for students. At the Sunan Gunung Jati Islamic Boarding School, each teacher has the competence and obligation to provide direction and educate administrators based on organizational divisions. The number of teachers teaching at the Sunan Gunung Jati Islamic boarding school is 72 teachers, of which there are teachers who live in the boarding school or serve in the boarding school, there are also teachers from outside the boarding school. Meanwhile, the number of students in the 2022/2023 school year is 450 students. There are 221 high school students and 229 junior high school students<sup>65</sup>.

### **B. Primary Data**

#### **1. Strategies and media used in muhadlarah activities at Sunan Gunung Jati Islamic Boarding School.**

<sup>65</sup> Look at Documentation Transcript Number 01/D/2023

In this section, researchers conducted observations and interviews at Sunan Gunung Jati Islamic Boarding School to identify the implementation of the English conversation program at Sunan Gunung Jati Islamic Boarding School. The first discussion is about classroom learning, in one week there are three meetings consisting of sixty minutes for each session. In learning, the teacher provides themed conversation materials and writes down the vocabulary in the conversation. Students are then given time to memorize, then practice in front of the class. The description of the teaching and learning process is as follows<sup>66</sup>. In the observation of this meeting, the observation was carried out on Thursday, March 2, 2023. Before teaching and learning activities the teacher prepares the material first.

a. Pre-activity (Introduction)

The teacher opens the class by greeting the students and checking the students' attendance.<sup>67</sup>

b. Main-activity

In the core activity, the teacher reviews the previous lesson material. Then the teacher starts the learning. After that, the teacher introduces the material that will be delivered. The teacher conveys the material in learning daily conversations in class and gives examples of short conversations. Then the teacher asked the students to come forward by calling their names one by one.

Then the teacher evaluates the students' response in learning conversation. Then the tutor reviews what mistakes the students made when practicing the conversation, by saying "don't be nervous!" then "please speak in a loud voice!" or "you have to say the word with good pronunciation". The teacher models how to say it with the correct pronunciation and so on. The teacher does this so that other students do not repeat it

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<sup>66</sup> Loka at Observation Transcript Number 02/O/2023

<sup>67</sup> Observation on Wednesday, 8 February 2023

again in the next meeting. Finally, the teacher motivates the students to study hard because they will learn it again in the next meeting.<sup>68</sup>

c. Close-activity (Closing)

In the closing activity, the tutor closes the lesson observation consists of three points. The first point is the process which consists of three parts. The first point is pre-activity which consists of two observation points to see how far the teacher starts and prepares the class. The second point is the core activities, the researcher also recorded the experimental activities or examples of how to start everyday conversations in the process of teaching and learning speaking. The last part of the observation points is the closing activity, where the teacher closes the lesson.<sup>69</sup>

Based on an interview with Ms. Irma, she said that there is a conversation program every week. The Language Section is an organization that organizes language activities in Sunan Gunung Jati boarding school. The Language Section has many programs, one of which is a conversation program to develop the fluency of santri in speaking. This program aims to help overcome various problems faced by students, especially speaking. The provisions in the conversation program in each week are different, there are Arabic weeks, English weeks, and on Sundays can use Indonesian. The students are required to use according to the language week<sup>70</sup>.

The language program at Sunan Gunung Jati boarding school is attended by all students. When the language week runs all students, teachers, and staff at the islamic boarding school are also required to use the language to communicate. Practice using the language every day will help students improve their skills and make it a habit in the pesantren. Speaking skills need to be trained regularly by practicing or practicing speaking, so that students will develop their language skills<sup>71</sup>.

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<sup>68</sup> Observation on Wednesday, 8 February 2023

<sup>69</sup> Observation on Wednesday, 8 February 2023

<sup>70</sup> Look at Interview Transcript Number 03/W/08-2/2023

<sup>71</sup> Look at Interview Transcript Number 03/W/08-2/2023

According to the results of interviews, observations, and documentation in this research, English conversation programs at Sunan Gunung Jati Islamic Boarding School include vocabulary programs, conversation programs, daily conversation programs, speech programs, and programs to make sentences. English conversation programs are divided into two types, namely the main program and the supporting program<sup>72</sup>.

a. The Main Program

The main programs are programs that are adapted to train speaking skills, which produce speaking skills directly. The programs in this case are vocabulary programs, vocabulary memorization programs, conversation programs, daily conversation programs, and speech programs in *muhadloroh* activities<sup>73</sup>.

Thus, the program implemented in conversation learning can improve students' speaking skills and can become a habit to apply in their daily lives. Speaking is a basic skill in communication that takes place in two directions between the listener and the speaker. From this understanding, it can be concluded that in order to be able to speak, one should be able to master skills that are productive and skills that are receptive. So from the conversation program at the Sunan Gunung Jati boarding school not only practice speaking but also learn about correct grammar, and reading with the correct pronunciation. Therefore, this program becomes a supporting program that complements the main program in language learning at the Sunan Gunung Jati boarding school<sup>74</sup>.

Based on the findings of researcher, while conducting interviews, observations, and documentation at the Sunan Gunung Jati Islamic boarding school from January to

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<sup>72</sup> Look at Interview Transcript Number 03/W/08-2/2023

<sup>73</sup> Look at Interview Transcript Number 03/W/08-02/2023

<sup>74</sup> Look at Interview Transcript Number 03/W/08-2/2023

March 2023 regarding the language program, the language program at Sunan Gunung Jati is an application that is based on the modern Islamic boarding school curriculum which makes English and Arabic a daily language. Sunan Gunung Jati Islamic Boarding School has a motto in the language program, namely "*Language is the crown of the cottage*", if the language in the boarding school develops, it will be a measure of the success of the islamic boarding school in its language program<sup>75</sup>.

The language activities conducted by the students of Sunan Gunung Jati Islamic boarding school will be able to support them in order to speak the language properly and correctly, the teacher will pay attention to several points, namely fluency, the accuracy of words, and pronunciation, besides learning about grammar which includes additional programs. As for the student activities programd by the language section;

First, the conversation program which refers to the fluency aspect of language. With this activity, students will make speaking the language a habit. The data is obtained from interviews with teachers, She said:

“program conversation dilaksanakan tiga kali dalam satu minggu, dengan guru memberikan tema lalu santri membuat percakapan dengan tema yang kami tentukan”<sup>76</sup>.

"The conversation program is held three times a week, with the teacher providing daily conversations with a theme that we determine"

Based on interview of teacher, she stated that with the activities of the Conversation Program and practicing speeches in *muhadloroh* activities will make students fluent in speaking English and Arabic and will form the mentality of students from making speeches in front of.<sup>77</sup> When one of the Sunan Gunung Jati students gave

<sup>75</sup> Look at Interview Transcript Number 03/08-2.2023

<sup>76</sup> Interview on Wednesday, 8 Ferbruary 2023

<sup>77</sup> Look at Interview Transcript Number 03/W/08-02/2023

a speech in front of, the other students listened and recorded the essence of the speech delivered, so that this could increase understanding and improve speaking skills. The conversation program is a daily program formed by the language section, this program contains the provision of daily conversations with themes that have been determined by the teacher or language administrator. The conversation program is held every Monday, Thursday, and Saturday from 05.30 to 06.00. In this activity, students discuss in advance about themed conversations that have been determined by language administrators, this activity is carried out in front of their rooms before leaving for formal school, students in pairs carry out conversations, they carry out conversations according to the language schedule determined by language administrators<sup>78</sup>.

From the results of observations at the Sunan Gunung Jati boarding school English conversation program, students participated in the activities well and were very excited, and the teacher provided conversation material in accordance with the students' daily lives<sup>79</sup>. So that the activities of this English conversation program are going well and with the existence of these activities it will help students to always make the habit of speaking.

The second is the daily conversation program. This program is conducted on Sunday mornings and is followed by morning sports. Researcher obtained data from interview with the teacher A, She said :

“Program selanjutnya ada daily conversation, program ini berbeda dengan program percakapan. Program ini kami memberikan materi percakapan sehari lalu dihafalkan”<sup>80</sup>

"The next program is daily conversation, which is different from the conversation program. In this program we give a day's conversation material and then memorise it"

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<sup>78</sup> Look at Interview Transcript Number 03/W/08-2/2023

<sup>79</sup> Observation on Wednesday, 8 February 2023

<sup>80</sup> Interview on Wednesday, 8 February 2023

Based on interview of teacher A, she stated that the difference between the daily conversation program and the conversation program. In the daily conversation program, namely, the teacher provides daily conversations commonly used by students in their daily lives and must be memorized by students, and every Monday night student are required to memorize their memorization to language administrators, while the conversation program, namely students are given themes to make conversations and practice with their friends<sup>81</sup>.

The researcher also obtained data from observations when the activity was carried out that after the teacher provided the material then the students memorised the conversation that had been given, then the teacher gave an assessment of students who had memorised the conversation with their friends.<sup>82</sup>

The third program is the giving of vocabulary and memorization of vocabulary. This program is very important because with this program students will add vocabulary so that students are able to increase their vocabulary. Researcher obtained data from interviews with the teacher, She said:

“Program ke tiga adalah pemberian vocab dan menghafalkan vocab, ini merupakan program untuk membantu siswa memperkaya kosa kata”<sup>83</sup>

"The third program is to provide vocabulary and memorise vocabulary, this is a program to help students enrich their vocabulary"

Based on interview of teacher giving vocabulary is carried out at night for three meetings. The teacher gives five vocabulary words every day and memorizes vocabulary words every day before entering the room at night with the language board as many as five vocabulary words. Then the students were asked to memorize those

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<sup>81</sup> Look at Interview Transcript Number 03/W/08-2/2023

<sup>82</sup> Observation on Wednesday, 8 February 2023

<sup>83</sup> Interview on Wednesday, 8 February 2023



vocabularies, and then they were asked to make sentences from those vocabularies<sup>84</sup>. From the results of the researcher's observation that this activity is carried out by students by depositing memorization to the language board properly, and the board records each student depositing how many vocabulary words are deposited.<sup>85</sup>

The next program is speech in muhadloroh activities, this program is the most important program, said to be important because every year there must be a competition between boarding schools at the district or national level. This activity is a familiar program for boarding schools, because this activity will be a place for students to know their abilities and train students mentally. So this program must be held so that the students are trained. Speech training is held once a week in the evening, Saturday. In this case, researchers obtained data from interviews with teachers related to this program, She said :

“Program selanjutnya muhadloroh, didalam muhadloroh ada kegiatan pidato guna untuk melatih santri berbicara didepan umum”<sup>86</sup>

“Program selanjutnya muhadloroh, didalam muhadloroh ada kegiatan pidato guna untuk melatih santri berbicara didepan umum”

Based on interview of teacher in this program, the students are divided into several groups, which in each week each group becomes an officer, there is a three-language speech, MC or three-language host, recitation of the holy verse of the *Qur'an*. From here we can find out the students' ability to speak and know the students' mentality when speaking in front<sup>87</sup>.

In short, from the various programs held by the language board from the main program to the supporting program, all of them have been able to improve students'

<sup>84</sup> Look at Interview Transcript Number 03/W/08-2/2023

<sup>85</sup> Observation on Wednesday, 8 February 2023

<sup>86</sup> Interview, on Wednesday, 8 February 2023

<sup>87</sup> Look at Interview Transcript Number 01/W/08-02/2023

speaking skills and abilities. It's just that in the speech program students have not been trained fundamentally and teachers have not paid too much attention to the text used incorrectly or correctly. The teacher should make a schedule for language administrators to become trainers in each group, so that students can correct their mistakes.

#### b. The Supporting Program

Supporting programs are programs that help the main program to be carried out properly. Supporting programs also support and complement the main program. These programs are not only carried out in speaking activities but also in evaluating student learning. Researcher obtained data from interview with the teacher, she said :

“Selain program utama ada juga program pendukung, guna mendukung kegiatan inti dari bahasa”<sup>88</sup>

"In addition to the main program, there are also supporting programs, to support the core activities of the language"

The teacher stated that the program includes a program to make sentences using the vocabulary that has been given, by creating sentences that are often used daily, so that when you want to have a conversation using the language it will be easier, and with this it will help students in the English conversation program. deposit vocabulary memorization every night is useful so that students do not forget the vocabulary given, the management gives freedom of any vocabulary as long as they memorise, and reciting vocabulary during the morning exercise to remember the previous vocabulary<sup>89</sup>. All of these programs are used to improve students' speaking skills. With the existence of supporting programs, students are expected to be able to master English and Arabic

<sup>88</sup> Interview on Wednesday, 8 February 2023

<sup>89</sup> Look at interview transcript Number 03/W/08-02/2023

language skills. And in learning speaking there are several things that must be emphasized, namely; grammar, comprehension, vocabulary pronunciation, and fluency.

## **2. The Problems Faced by Student and Teachers In This Program Additionally The Solutions to Overcome These Problems**

The second question of this research is “What are the problems faced by students and teachers in this program additionally the solutions to overcome these problems?” This formulation is intended to find the problems faced by students and teachers and can find solutions to the problems found. To find the answer to this question formulation, the researcher conducted interviews with several grade 10 and grade 11 students. Based on the results of the interviews, there are several problems faced by students and teachers, as well as solutions that can solve these problems:

### **a. Students’ Problem**

#### **1. Lack of Vocabulary**

Vocabulary knowledge is considered as one of the main capital to master English proficiency, and supports speaking ability in English conversation. Therefore, students must have a good command of vocabulary. One of the factors of speaking difficulties faced by students that cause a lack of vocabulary is a lack of vocabulary, as well as interviews that have been conducted by researchers show that students experience problems in their lack of vocabulary.

Interview with the student A, she said :

“Tidak tahu bahasa inggrisnya, kadang kalau waktunya menggunakan bahasa inggris saya lebih baik diam”<sup>90</sup>.

“I don't know the English, sometimes when it's time to use English I'd rather be quiet”.

Furthermore, the interview with the student B, she said:

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<sup>90</sup> Look at Interview Transcript, Student A Number 03/W/08-02/2023

“Saya tidak tahu bahasa inggrisnya jadi kalau mau berbicara dengan teman bingung”<sup>91</sup>.

“I don't know English so I'm confused when I want to talk to my friends”.

Interview with the student C, she said:

“Saya tidak tau bahasa inggrisnya kata yang mau diucapkan, dan bahasa yang digunakan kadang campur campur”<sup>92</sup>.

“I don't know the English words to say, and the language is sometimes mixed”.

Interview with the student D, she said:

“Saya kesulitan saat mengartikan kata bahasa inggris, yang diucapkan teman teman yang sudah pandai menggunakan bahasa”<sup>93</sup>.

“I had trouble deciphering English words spoken by friends who were already good at using the language”.

Interview with the student E, she said:

“Rasanya sulit sekali, pas memahami kata, tidak tahu bahasa inggrisnya dan saya lebih suka pake bahasa arab”<sup>94</sup>.

“It's very difficult to understand the words, I don't know the English and I prefer to use Arabic”.

Interview with the student F, she said:

“Saya kesulitan membaca kata katanya, mengartikan kata katanya dan kalau jadwal menggunakan bahasa inggris sering diamnya”<sup>95</sup>.

“I have difficulty reading the words, deciphering the words and when the schedule uses English, I am often silent”.

Interview with the student G, she said:

“Kesulitan saya kalau terjemahin bahasa inggris, dan kadang saya malas meghafal, dikarenakan banyak hafalan”<sup>96</sup>.

<sup>91</sup> Look at Interview Transcript, Student B Number 03/W/08-02/2023

<sup>92</sup> Look at Interview Transcript, Student C Number 03/W/08-02/2023

<sup>93</sup> Look at Interview Transcript, Student D Number 03/W/08-02/2023

<sup>94</sup> Look at Interview Transcript, Student E Number 03/W/08-02/2023

<sup>95</sup> Look at Interview Transcript, Student F Number 03/W/8-02/2023

<sup>96</sup> Look at Interview Transcript, Student G Number 03/W/08-02/2023

“It’s difficult for me to translate English and sometimes I’m lazy to memorize, because I memorize a lot”.

This is also reinforced by the results of interviews with teachers regarding the difficulties that make students difficult in the conversation program. The teacher stated that:

*“Jadi pada intinya yang menjadi Faktor utama dari kesulitan siswa adalah yang utama adalah dikarenakan mereka kurang mengetahui kosakata, yang kedua adalah siswa malas dalam menghafalkan kosa kata yang diberikan, dan para siswa juga diharapkan mampu untuk sering melakukan komunikasi dengan temannya<sup>97</sup>”.*

"So in essence, the main factors of students' difficulties are primarily due to their lack of vocabulary, the second is that students are lazy in memorising the vocabulary given, and students are also expected to be able to communicate frequently with their friends".

In addition, all of this information is reinforced by the results of interviews with English teachers about the difficulties faced, the English teacher said that:

*"Siswa di sini masih kurang dalam hal kosakata, dan juga kamus bahasa Inggris, karena setiap kali belajar membuat kalimat siswa kebanyakan bertanya kepada saya sebagai guru saat itu<sup>98</sup>”.*

In addition to interviews with students and teacher, the researcher also conducted observations during students' daily activities in the dormitory and at school, that students sometimes use mixed language, because students do not know the English word in question<sup>99</sup>. So it can be concluded from the interviews and observations above that students have limitations or deficiencies in speaking English, namely the lack of vocabulary they have, due to laziness in memorising vocabulary.

<sup>97</sup> Look at Interview Transcript Teacher Number 03/W/08-2/2023

<sup>98</sup> Look at Interview Transcript Teacher Number 03/W/08-2/2023

<sup>99</sup> Observation on Wednesday 8 February 2023

## 2. Lack of Practice

Lack of practice is a difficult problem that must be eliminated, because when someone who learns a language and they are not willing to practice it will become unfamiliar, and it is difficult to say conversations using the language. The researcher has conducted interviews with several students, as follows:

Interview with the student A :

”Tidak ada lawan bicara, sehingga jika mau bicara dengan menggunakan bahasa inggris sendiri canggung”<sup>100</sup>.

“There is no one to talk to, so talking in English is very awkward”

Interview with the student C :

Tidak ada dorongan dari diri sendiri, sehingga untuk menerapkan itu mempunyai rasa malas<sup>101</sup>.

“There is no drive from oneself, so to apply it has a sense of laziness”

Interview with the student D :

“Teman sekitar atau teman dekat jarang menggunakan bahasa, sehingga tidak ada teman untuk praktik”<sup>102</sup>.

“Surrounding friends or close friends rarely use the language, so there is no one to practice with”

Interview with the student E :

“Dikarenakan malu, karena ketika ingin mempraktikkan takut dikira “sok” atau pintar sendiri<sup>103</sup>.

“Due to embarrassment, because when you want to practice you are afraid of being thought " arrogant" or smart yourself”

Interview with the student F:

<sup>100</sup> Look at Interview Transcript, Student A Number 3/W/08-02/2023

<sup>101</sup> Look at Interview Transcript, Student C Number 3/W/08-02/2023

<sup>102</sup> Look at Interview Transcript, Student D Number 3/W/08-02/2023

<sup>103</sup> Look at Interview Transcript Student E Number 3/W/08-02/2023

“Saya tidak tau bahasa inggrisnya, dan menurut saya kalau waktunya bahasa inggris lebih baik diam”<sup>104</sup>

“I don't know English, and I think if it's English time it's better to be quiet”

In connection with the lack of practicing English in terms of personality, the causes of students' difficulties in speaking English faced by students as subjects A, C, D, E, and F. This is also supported by the results of interviews with English teachers about the difficulty factors that cause students to experience difficulties in speaking English during language programs. The teacher stated that:

“Intinya gini mbak, faktor penyebab utamanya hafalan kosa katanya kurang, walaupun sudah ada intruksi untuk menghafal akan tetapi tidak di amalkan, dan santri itu harus mengamalkan kosa kata yang sudah dihafalkan walaupun campur campur, lalu santri juga diharapkan agar santri bisa sering sering berkomunikasi dengan teman se circle nya, tapi sukanya itu puasa ngomong<sup>105</sup>”

“The point is like this sis, the main cause of memorizing vocabulary is lacking, even though there are instructions for memorizing but they are not practiced, and students must practice the vocabulary that has been memorized even though it is mixed up, then students are also expected so that students can often communicate with his circle of friends, but he likes fasting to talk”

Apart from the results of interviews with students and teachers, researchers also made observations of students' daily activities, in the daily activities of students using language when speaking is mandatory, however I often hear and know that there are some students who do not use language<sup>106</sup>. So that it can be concluded from the results of interviews and observations of researcher that students really have problems in terms of getting used to speaking using the language so you can say this problem is a lack of practice.

<sup>104</sup> Look at Interview Transcriot Student F Number 3/W/08-02/2023

<sup>105</sup> Look at Interview Transcript Teacher number 03/W/08-02/2023

<sup>106</sup> Observation on wednesday, 8 February 2023

### 3. Low of Confidence

Confidence is one of the most important things in having an English conversation. There are many reasons for lack of confidence such as feeling insecure, fear of making mistakes, and fear of the other person having difficulty understanding what we are saying. As the researcher conducted an interview with one of the student, she said :

“Saya kurang percaya diri jika mau berbicara menggunakan bahasa inggris, takut salah, takut di kira sok gaya”<sup>107</sup>

"I lack confidence if I want to speak in English, afraid of being wrong, afraid of being thought pretentious"

Student B stated that he felt less confident, afraid if he made mistakes when speaking English, afraid of being thought of as stylish, lacking confidence when speaking using the language because he was afraid of being wrong and breaking the rules in the language section so that he would get punished, it made students less confident when they wanted to speak English. Sometimes students feel uncomfortable with the existing rules made by the language section.<sup>108</sup>

It can be concluded based on the interview above that the student has weak self-confidence because he feels afraid of making mistakes and breaking language rules, besides that he is also afraid of being thought to be stylish. From the results of these interviews, the researcher can conclude that the problems experienced by the students are lack of motivation, this is because they need to adapt more in a new place. Then, lack of vocabulary, lack of confidence, and fluency, sometimes they feel confused because English is not their native language, lack of knowledge about grammar and they are afraid of making mistakes because students who violate the rules of the language will get some punishments such as: memorizing vocabulary,

<sup>107</sup> Interview On wednesday 8 February 2023

<sup>108</sup> Look at Interview Transcript Student B Number 03/W/08-2/2023



making essays, wearing the violator's headscarf, and shouting while walking around the dormitory. This regulation is considered to make the students accustomed to practicing foreign languages well, especially in terms of foreign language skills, especially especially in speaking skills.

#### **b. Problems Faced by Teachers**

From the results of interviews with teachers, it is stated that this boarding school is one of the boarding schools that does not focus on religious subjects but also develops languages, there are English and Arabic. English as an international language. In the implementation of this program there are still some obstacles such as: teachers are less able to control students for 24 hours, especially when they are in their respective rooms or around the dormitory because many teachers also have many activities in the boarding school, The data was obtained from observations made during language class activities<sup>109</sup>. In addition, researcher also interviewed several teacher, they said:

##### **Interview with the teacher A :**

“Kendala yang dihadapi oleh guru salah satunya adalah kurangnya kami dalam mengontrol siswa dalam beberapa kegiatan”<sup>110</sup>

"One of the obstacles faced by teachers is our lack of control over students in some activities"

##### **Interview with teacher B :**

“Selain kedala yang telah disampaikan tadi, kendala guru dari siswa yaitu susah untuk praktik”<sup>111</sup>

"In addition to the problems that have been mentioned earlier, the teacher's obstacle from students is that it is difficult to practice"

<sup>109</sup> Observation on wednesday 8 February 2023

<sup>110</sup> Interview on Wednesday 8 February 2023

<sup>111</sup> Interview on Wednesday 8 February 2023

Teacher A said that essentially the teachers have problems in this program, namely that there are some teachers who have families, are still studying in college, and there are some who have outside assignments, and some other teachers monitor other programs, then control all activities in the boarding school. Therefore, students use Indonesian or their local language silently without being noticed by the teachers<sup>112</sup>.

Then the results of the interview with teacher B, in essence, the lack of teachers in monitoring santri language activities, so that students when there is no teacher use Indonesian. So that when there is a lack of monitoring from teachers or language administrators, students will forget to use the language. In addition, the teacher's constraints are also found in students who are difficult to use language for practice and there are staff or teachers who cannot speak English.<sup>113</sup>

So from the explanation above the researcher can draw the conclusion that most of the problems come from students, such as lack of vocabulary, lack of students in practice, and they are afraid of making mistakes because they will get punishment from the language department if they break the rules in the English Conversation Program.

### **c. The Strategies to Overcomes Students' Problems**

#### **1. The strategies to Overcome Students's in lack of Vocabulary**

Lack of vocabulary is an important problem, so there must be a solution. Based on the results of interviews with teachers and language administrators, there are several strategies to overcome the problems faced by students, especially the lack of vocabulary. This data was obtained from interviews with several students, they said:

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<sup>112</sup> Look at Interview Transcript Teacher Number 03/W/08-2/2023

<sup>113</sup> Look at Interview Trancript Teacher Number 03/W/08-02/2023

Interview with the student D :

*“Menurut saya ada beberapa kegiatan yang merupakan salah satu strategi untuk mengatasi masalah kurangnya kosa kata, yaitu hafalan dan setoran kosa kata”<sup>114</sup>*

"I think there are some activities that are one of the strategies to overcome the problem of lack of vocabulary, namely memorisation and vocabulary deposit"

Interview with the student B :

*“Dengan adanya kegiatan kegiatan tersebut kami mampu menghafalkan koskata”<sup>115</sup>*

"With these activities, we are able to memorise words"

From the results of interviews with student D, that teachers and administrators also provide strategies so that students' vocabulary always increases; the first strategy is that every time they enter the student's room at night the students are required to deposit the vocabulary that has been memorized, secondly, every Sunday the students recite vocabulary in turn before exercising in the morning, thirdly there is additional vocabulary every Thursday and Monday night, the teacher conveys 4 vocabulary words, then the teacher gives an example of how to read it and after that the students imitate. So that students every day will increase by approximately 5 vocabulary words. Students are asked to memorize the vocabulary and then make sentences and collect them and the teacher checks the results of the students<sup>116</sup>. Then the results of the interview with student B, stated that with the existence of the strategy, the students were able to memorize the vocabulary<sup>117</sup>.

<sup>114</sup> Interview on Wednesday 8 February 2023

<sup>115</sup> Interview on Wednesday 8 February 2023

<sup>116</sup> Look at Interview Transcript Student D, Number 03/W/08-02/2023

<sup>117</sup> Look at Interview Transcript Student B, Number 03/W/08-02/2023

Apart from interviews, researchers also made observations of student activities such as memorising and depositing their memorising at night, that students carried out well, and seriously<sup>118</sup>. Based on the results of these interviews, the researcher can conclude that with strategies to enrich vocabulary with this, it is the right action to overcome students' problems in terms of lack of vocabulary.

## 2. The strategies to Overcome Students's in lack of Practice

The second problem is students' lack of practice in speaking English. The solution to the second problem according to the results of interviews with students is as follows;

The student B said :

“Guru dalam program bahasa selalu memberikan motivasi kepada kami agar selalu menggunakan bahasa inggris dalam percakapan”<sup>119</sup>

"Teachers in the language program always motivate us to use English in conversation"

The student C said:

“Agar dapat membiasakan untuk selalu berbicara menggunakan bahasa inggris, pengurus mengadakan muhasadah atau conversation disetiap minggu pagi”<sup>120</sup>

"In order to get used to always speaking English, the management holds muhasadah or conversation every Sunday morning"

Student B stated that the first strategy carried out by the administrator is that he is not bored to provide motivation or advice to students who often violate and always remind them when students violate language regulations. Motivation or advice is usually given by the teacher or administrator after gathering at night, and the teacher directly gives a warning to the students when he knows directly

<sup>118</sup> Observation on Wednesday 8 february 2023

<sup>119</sup> Interview on Wednesday 8 february 2023

<sup>120</sup> Interview on Wednesday 8 February 2023

that the students are violating the language<sup>121</sup>. Apart from student B, that student C stated that to overcome the problem of the lack of students to practice language is every Saturday and Sunday morning routinely holding daily conversation activities for 15 to 30 minutes. With these activities, according to the students, it will help students to practice daily conversations using English<sup>122</sup>.

Apart from the interview, the result of the researcher's observation when participating in the activity is that it is true that students have Sunday morning conversations with great enthusiasm and this will make students become accustomed to speaking English<sup>123</sup>. From the results of interviews conducted by researchers and observations, according to researchers, this is the right solution for students to improve their conversation using language, and can familiarize themselves in their daily lives to use language.

### 3. The strategies to Overcome Students's in low of Confidence

The last problem is low self-confidence. From the results of interviews with several students and teachers, strategies or activities that are able to grow students' confidence are as follows:

Interview with student F, she said:

“Beberapa hal yang dilakukan pengurus adalah memberikan jadwal pidato agar mental kami terlatih”<sup>124</sup>

"Some of the things that the management does is to give us a speech schedule so that we are mentally trained"

Interview with student F, she said:

“Dihari sabtu pagi melakukan percakapan dengan teman yang sudah dipikirkan oleh pengurus”<sup>125</sup>

<sup>121</sup> Look at Interview Transcript Student B Number 03/W/08-02/2023

<sup>122</sup> Look at Interview Transcript Student C Number 03/W/08-02/2023

<sup>123</sup> Observation on Sunday, 5 february 2023

<sup>124</sup> Interview on Wednesday 8 February 2023

<sup>125</sup> Interview on Wednesday 8 February 2023

"On Saturday morning have a conversation with a friend who has been chosen by the caretaker"

The following is the result of an interview with the student F, stating that the administrators and teachers did several ways to overcome the problem; such as making speeches in front of his friends, practicing conversations with his friends in the morning on Saturday<sup>126</sup>. Furthermore, an interview with student B revealed that if in a conversation on Saturday morning with a friend who has been chosen by the administrator or teacher, so that the lack of confidence will disappear, it will train to believe that speaking using language is easy. In this activity the teacher will also assess and evaluate students through conversation<sup>127</sup>. Student C revealed that in delivering speeches, students will present their speech themes according to the concept, by performing according to the schedule made. After one of the students performs a speech, there will be a student appointed to take the essence of the speech delivered. All students said that after getting the strategy carried out by the board, they would be more confident to practice speaking in their daily activities in the dormitory or at school.

Based on the results of the interviews above, the researcher can conclude that the strategies carried out by administrators and teachers are very appropriate to foster students' self-confidence.

#### **d. The Strategies to Overcome Teachers' Problems**

The problems faced by teachers must be resolved immediately, because it will greatly hinder the improvement of santri language. In that case, researcher conducted interviews with teachers in order to find solutions to overcome these problems. The following is the result of an interview with one of the teachers:

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<sup>126</sup> Look at Interview Transcript Student F Number 03/W/08-02/2023

<sup>127</sup> Look at Interview Transcript Student B Number 03/W/08-02/2023

### Interview with the teachers:

“Kita harus menambahkan pengurus baru agar dapat mengondisikan santri santri”<sup>128</sup>

"We have to add new administrators in order to condition the students"

Based on the results of interviews with language administrators and teachers, it is stated that there are several strategies to overcome the problems faced by teachers, namely by adding language administrators, these administrators are from new service who have not served for one year. So it means that according to Teacher A, we have to add language spoyyers in various places, and it must be kept secret who the subjects are. The second strategy presented by the language administrator is to set a schedule to control or control students when in the dormitory room and at school. So there will be a schedule for the service to control in the morning before leaving for school and at night when the activity is finished. With this scheduling, which is usually the students before going to bed joking with their friends using Indonesian, the students are more disciplined and start to obey the rules better. This strategy is made so that students have the habit of conversing using language in the dormitory and at school. Furthermore for staff or teacher who are difficult in english are required to keep learning<sup>129</sup>.

Based on the explanation above, it can be concluded that by implementing this strategy, it seems quite effective to make students accustomed to speaking using languages, especially English. Because students can be more disciplined after the teacher uses this strategy.

## C. Discussion

### a. Strategies and media used in muhadlarah activities at Sunan Gunung Jati Islamic Boarding School.

<sup>128</sup> Interview on Wednesday 8 February 2023

<sup>129</sup> Look at Interview Transcript Teacher A Number 03/W/08-02/2023

The boarding school has a management structure, one of which is the language board, the language board is an organisation that manages language activities in the boarding school. The language board has a program called "English Conversation Program" which aims to improve fluency in speaking for students through daily communication. This program is expected to overcome various problems faced by students in learning foreign languages, especially English. Language administrators have provisions and systems that require students to use foreign languages in daily conversations, one of which uses English. The rules for using language in daily conversations in each week are different, because not only English is used in conversation in the boarding school, but Arabic. So each week uses a scheduled language schedule. They are required to speak using language in every activity both in the dormitory and in class. In addition, the language board as the person in charge of the language program also provides a continuous conversation program during English week. The English language program is carried out during the English week schedule.

The language program at Pondok Pesantren Sunan Gunung Jati is implemented during the teaching and learning process. All students and teachers also implement the program by using English in interaction. With this program, it will help students to improve their language skills, especially English and will become a habit in the pesantren, and because speaking skills really need to be done regularly. Based on the results of interviews, observations, and documentation in this study, there are several language programs at the Sunan Gunung Jati Islamic boarding school, namely vocabulary memorization programs, vocabulary provision or addition, conversation programs, daily conversation programs, and speeches in muhadloroh activities. There are two types of programs formed by language administrators, namely the main program and supporting programs. The main program is a program that is in accordance with how to improve the students' speaking skills. The program is a



vocabulary memorisation program, vocabulary addition, conversation program, daily conversation and speech practice. While the supporting program is a program that will support the main program in order to achieve the desired target. Additional programs are not only carried out in conversation program activities, but also in evaluating student learning of language. The supporting programs are making sentences with the vocabulary that has been given, depositing vocabulary memorisation, reciting vocabulary. All of these programs are carried out to improve the students' speaking skills. With this program, students are expected to be able to master speaking skills, especially using English. In learning to speak, there are several components that must be considered, namely grammar, understanding, vocabulary pronunciation, and fluency. So, from the program implemented in speaking learning at Sunan Gunung Jati, it will be able to improve the speaking ability of students and will become a habit to practice in their daily lives.

Based on the findings of researchers during interviews, observations, and documentation conducted from January to February 2023 at the Sunan Gunung Jati Islamic boarding school regarding language program activities. Language learning activities at the Sunan Gunung Jati boarding school are an application of pesantren regulations that use languages, namely Arabic and English in daily activities. The Sunan Gunung Jati boarding school is a boarding school that applies the curriculum of modern boarding schools and salaf schools.

The activities carried out at the Sunan Gunung Jati Islamic Boarding School include fluency, accuracy of words and pronunciation, responding to the start, and improvement are included in the main program activities. The following are santri activities in the language program, the first activity is a conversation program that refers to fluency. The activities in the conversation and speech programs carried out will make students fluent in speaking English because of the practice in the program.

This conversation program is held three times a week, in this program the students receive material or themes to make conversations, this activity is carried out in class at 06.15-07.00. The second is the daily conversation program which is held on Sunday mornings after or after sports. The program is carried out by students who have lined up neatly and already have friends to talk to. They are free to choose topics as long as they are daily conversation topics, so in this program students are free to talk to their friends as they please. The third activity is the vocabulary provision program or the addition of vocabulary and the vocabulary memorization program, the students in the vocabulary addition activity are carried out at night before night study and memorize vocabulary or vocabulary memorization deposit when going to enter their respective rooms at night if all activities have been completed. In delivering vocabulary, the board gives a maximum of five vocabulary words and usually the board gives three vocabulary words to the students. The next program is a speech using languages, namely Arabic, English and Indonesian. This program is one of the main programs in language activities. Speech practice is held every Sunday night in muhadloroh activities. In this muhadloroh activity, students will have tasks that have been divided or scheduled in advance, officers including MC or host, recitation of the holy verse of the Quran, song leader, and also speakers and others. Each student in each group will get the opportunity to be in charge, especially making speeches. From this activity, it will be known how far the development of the students' speaking skills. The next program is to make sentences from the vocabulary obtained, this program is a supporting program so that students can apply the vocabulary that has been obtained, and can find out the students' points of error. The activity carried out in this program is to assign students to make sentences from the vocabulary that has been given. After completion, students are required to submit to the administrator for checking. Then the

researcher concluded that all of these activities can improve students' speaking abilities and skills.

## **b. The Problems Faced by Student and Teachers In This Program Additionally The Solutions to Overcome These Problems**

The second question is "What are The Problems Faced by Students and Teachers In This Program Additionally The Solutions to Overcome These Problems?" this question was created to find out the problems faced by teachers and students and how to overcome these problems. There are several problems and solutions faced by teachers and students in the language program.

### **a. Students' Problems**

#### **1. Lack of Vocabulary**

Vocabulary knowledge is considered as one of the main capital to master English proficiency, and supports speaking ability in English conversation. Therefore, students must have a good command of vocabulary. One of the factors of speaking difficulties faced by students that cause a lack of vocabulary is a lack of vocabulary, as well as interviews that have been conducted by researchers show that students experience problems in their lack of vocabulary. In addition to interviews with students and teacher, the researcher also conducted observations during students' daily activities in the dormitory and at school, that students sometimes use mixed language, because students do not know the English word in question<sup>130</sup>. So it can be concluded from the interviews and observations above that students have limitations or deficiencies in speaking English, namely the lack of vocabulary they have, due to laziness in memorising vocabulary.

#### **2. Lack of Practice**

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<sup>130</sup> Observation on Wednesday 8 February 2023

Lack of practice is a difficult problem that must be eliminated, because when someone who learns a language and they are not willing to practice it will become unfamiliar, and it is difficult to say conversations using the language. So that it can be concluded from the results of interviews and observations of researcher that students really have problems in terms of getting used to speaking using the language so you can say this problem is a lack of practice.

### **3. Low of Confidence**

Confidence is one of the most important things in having an English conversation. There are many reasons for lack of confidence such as feeling insecure, fear of making mistakes, and fear of the other person having difficulty understanding what we are saying. It can be concluded that the student has weak self-confidence because he feels afraid of making mistakes and breaking language rules, besides that he is also afraid of being thought to be stylish. From the results of these interviews, the researcher can conclude that the problems experienced by the students are lack of motivation, this is because they need to adapt more in a new place. Then, lack of vocabulary, lack of confidence, and fluency, sometimes they feel confused because English is not their native language, lack of knowledge about grammar and they are afraid of making mistakes because students who violate the rules of the language will get some punishments such as: memorizing vocabulary, making essays, wearing the violator's headscarf, and shouting while walking around the dormitory. This regulation is considered to make the students accustomed to practicing foreign languages well, especially in terms of foreign language skills, especially especially in speaking skills.

#### **b. Problems Faced by Teachers**

From the results of interviews with teachers, it is stated that this boarding school is one of the boarding schools that does not focus on religious subjects but also develops languages, there are English and Arabic. English as an international language. In the implementation of this program there are still some obstacles such as: teachers are less able to control students for 24 hours, especially when they are in their respective rooms or around the dormitory because many teachers also have many activities in the boarding school, The data was obtained from observations made during language class activities<sup>131</sup>. Teacher A said that essentially the teachers have problems in this program, namely that there are some teachers who have families, are still studying in college, and there are some who have outside assignments, and some other teachers monitor other programs, then control all activities in the boarding school. Therefore, students use Indonesian or their local language silently without being noticed by the teachers<sup>132</sup>.

Then the results of the interview with teacher B, in essence, the lack of teacher teachers in monitoring santri language activities, so that students when there is no teacher use Indonesian. So that when there is a lack of monitoring from teachers or language administrators, students will forget to use the language. In addition, the teacher's constraints are also found in students who are difficult to use language for practice and there are staff or teachers who cannot speak English.<sup>133</sup> So from the explanation above the researcher can draw the conclusion that most of the problems come from students, such as lack of vocabulary, lack of students in practice, and they are afraid of making mistakes because they will get punishment from the language department if they break the rules in the English Conversation Program.

### c. The Strategies to Overcomes Students's Problems

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<sup>131</sup> Observation on wednesday 8 February 2023

<sup>132</sup> Look at Interview Transcript Teacher Number 03/W/08-2/2023

<sup>133</sup> Look at Interview Trancript Teacher Number 03/W/08-02/2023

## 1. The strategies to Overcome Students's in lack of Vocabulary

Lack of vocabulary is an important problem, so there must be a solution. Based on the results of interviews with teachers and language administrators, there are several strategies to overcome the problems faced by students, especially the lack of vocabulary. From the results of interviews with student D, that teachers and administrators also provide strategies so that students' vocabulary always increases; the first strategy is that every time they enter the student's room at night the students are required to deposit the vocabulary that has been memorized, secondly, every Sunday the students recite vocabulary in turn before exercising in the morning, thirdly there is additional vocabulary every Thursday and Monday night, the teacher conveys 4 vocabulary words, then the teacher gives an example of how to read it and after that the students imitate. So that students every day will increase by approximately 5 vocabulary words. Students are asked to memorize the vocabulary and then make sentences and collect them and the teacher checks the results of the students<sup>134</sup>. Then the results of the interview with student B, stated that with the existence of the strategy, the students were able to memorize the vocabulary<sup>135</sup>.

Apart from interviews, researchers also made observations of student activities such as memorising and depositing their memorising at night, that students carried out well, and seriously<sup>136</sup>. Based on the results of these interviews, the researcher can conclude that with strategies to enrich vocabulary with this, it is the right action to overcome students' problems in terms of lack of vocabulary.

## 2. The strategies to Overcome Students's in lack of Practice

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<sup>134</sup> Look at Interview Transcript Student D, Number 03/W/08-02/2023

<sup>135</sup> Look at Interview Transcript Student B, Number 03/W/08-02/2023

<sup>136</sup> Observation on Wednesday 8 february 2023

The second problem is students' lack of practice in speaking English. Student B stated that the first strategy carried out by the administrator is that he is not bored to provide motivation or advice to students who often violate and always remind them when students violate language regulations. Motivation or advice is usually given by the teacher or administrator after gathering at night, and the teacher directly gives a warning to the students when he knows directly that the students are violating the language<sup>137</sup>. Apart from student B, that student C stated that to overcome the problem of the lack of students to practice language is every Saturday and Sunday morning routinely holding daily conversation activities for 15 to 30 minutes. With these activities, according to the students, it will help students to practice daily conversations using English<sup>138</sup>.

Apart from the interview, the result of the researcher's observation when participating in the activity is that it is true that students have Sunday morning conversations with great enthusiasm and this will make students become accustomed to speaking English<sup>139</sup>. From the results of interviews conducted by researchers and observations, according to researchers, this is the right solution for students to improve their conversation using language, and can familiarize themselves in their daily lives to use language.

### **3. The strategies to Overcome Students's in low of Confidence**

The last problem is low self-confidence. The following is the result of an interview with the student F, stating that the administrators and teachers did several ways to overcome the problem; such as making speeches in front of his friends, practicing conversations with his friends in the morning on Saturday<sup>140</sup>. Furthermore, an interview with student B revealed that in a conversation on

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<sup>137</sup> Look at Interview Transcript Student B Number 03/W/08-02/2023

<sup>138</sup> Look at Interview Transcript Student C Number 03/W/08-02/2023

<sup>139</sup> Observation on Sunday, 5 february 2023

<sup>140</sup> Look at Interview Transcript Student F Number 03/W/08-02/2023

Saturday morning with a friend who has been chosen by the administrator or teacher, so that the lack of confidence will disappear, it will train to believe that speaking using language is easy. In this activity the teacher will also assess and evaluate students through conversation<sup>141</sup>. Student C revealed that in delivering speeches, students will present their speech themes according to the concept, by performing according to the schedule made. After one of the students performs a speech, there will be a student appointed to take the essence of the speech delivered. All students said that after getting the strategy carried out by the board, they would be more confident to practice speaking in their daily activities in the dormitory or at school.

Based on the results of the interviews above, the researcher can conclude that the strategies carried out by administrators and teachers are very appropriate to foster students' self-confidence.

#### **d. The Strategies to Overcomes Teachers' Problems**

The problems faced by teachers must be resolved immediately, because it will greatly hinder the improvement of santri language. In that case, researcher conducted interviews with teachers in order to find solutions to overcome these problems. Based on the results of interviews with language administrators and teachers, it is stated that there are several strategies to overcome the problems faced by teachers, namely by adding language administrators, these administrators are from new service who have not served for one year. So it means that according to Teacher A, we have to add language spoyyers in various places, and it must be kept secret who the subjects are. The second strategy presented by the language administrator is to set a schedule to control or control students when in the dormitory room and at school. So there will be a schedule for the service to control

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<sup>141</sup> Look at Interview Transcript Student B Number 03/W/08-02/2023



in the morning before leaving for school and at night when the activity is finished. With this scheduling, which is usually the students before going to bed joking with their friends using Indonesian, the students are more disciplined and start to obey the rules better. This strategy is made so that students have the habit of conversing using language in the dormitory and at school. Based on the explanation above, it can be concluded that by implementing this strategy, it seems quite effective to make students accustomed to speaking using languages, especially English. Because students can be more disciplined after the teacher uses this strategy.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATION

#### A. Conclusion

1. The strategies used in muhdlarah activities are daily conversations, adding vocabulary, memorizing vocabulary, giving speeches, and making sentences using the vocabulary that has been given.
2. The media used in muhadlarah activities are books published by Gontor and pocket books of vocabulary collections.
3. There are several problems faced by students in conversation, namely lack of vocabulary, lack of practice speaking the language, and lack of confidence when they want to speak English. In addition to the problems faced by students, there are also some problems faced by teachers, namely teachers cannot supervise students in every activity due to the many interests of teachers, besides that staff or teachers lack mastery of English. The solution to solve the problems faced by students is to increase vocabulary by reciting vocabulary every Sunday morning, adding vocabulary every night, memorization deposits, always motivating students to always apply English, having conversations on Sunday mornings, and administrators or teachers also provide speech programs in muhadloroh activities in order to increase student confidence. Furthermore, the solution to the problems faced by teachers is to add spies or language administrators, make a schedule to control students in their activities, and require staff or teachers who are lacking in English to always learn.

#### B. Recommendations

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

1. For students
  - a. The students in general

The researcher expects for all students that learning a language is possible anywhere, so therefore practice more English conversations, so that it will reduce errors in practicing speaking.

b. The students of Sunan Gunung Jati Islamic Boarding School Wonogiri

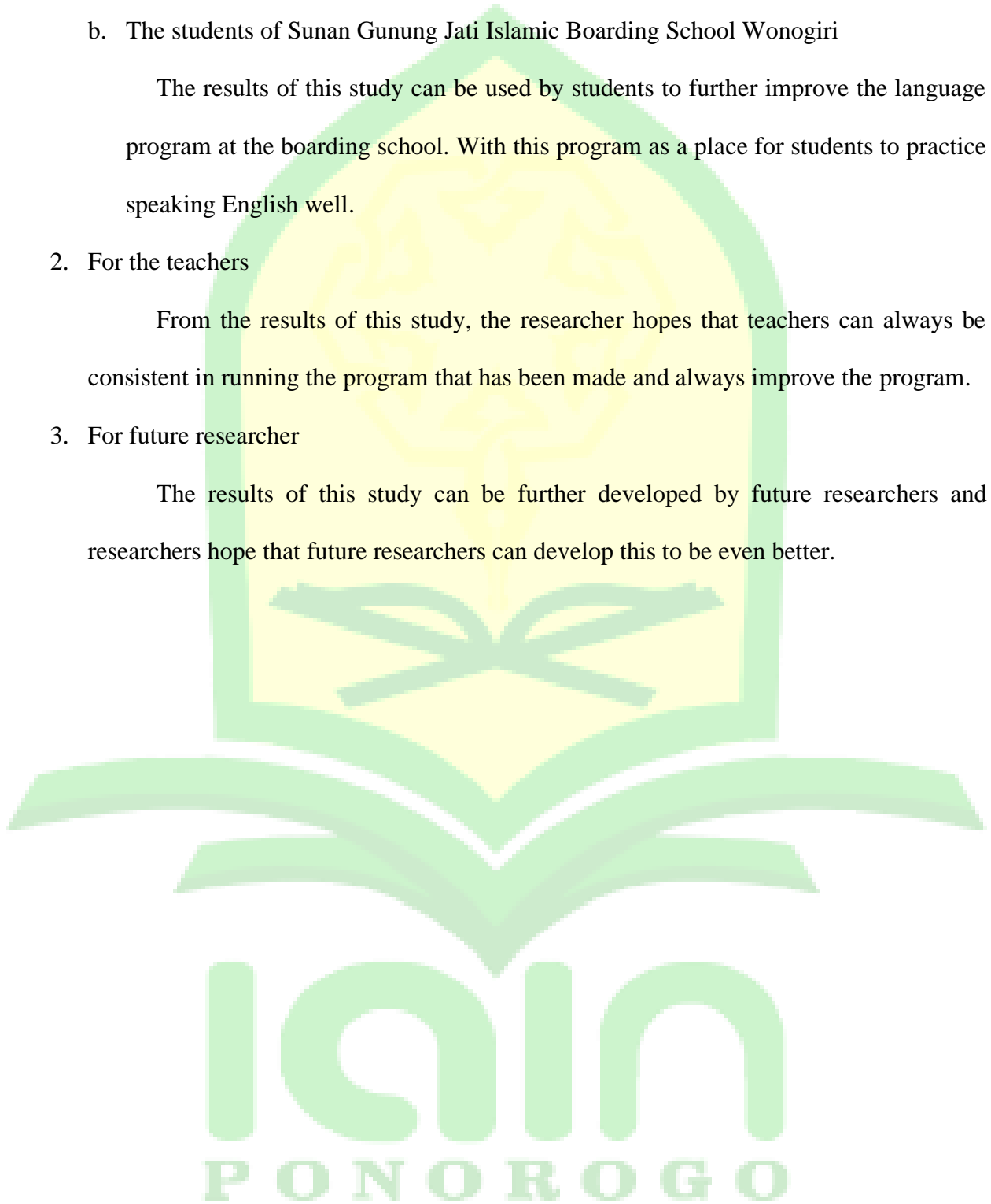
The results of this study can be used by students to further improve the language program at the boarding school. With this program as a place for students to practice speaking English well.

2. For the teachers

From the results of this study, the researcher hopes that teachers can always be consistent in running the program that has been made and always improve the program.

3. For future researcher

The results of this study can be further developed by future researchers and researchers hope that future researchers can develop this to be even better.



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