

**SPEAKING ACTIVITIES IN ENGLISH COURSE
EXTRACURRICULAR AT DARUL FIKRI ISLAMIC BOARDING
SCHOOL**

THESIS



By

FINA PRISILIANI

NIM. 204190013

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

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THESIS

Presented to State Institution of Ponorogo

in Partial Fulfilment of the Requirement for Degree of *Sarjana*

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**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
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APPROVAL SHEET

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

Name : Fina Prisiliani
Student Number : 204190013
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : Speaking Activities in English Course Extracurricular at Darul Fikri Islamic Boarding School

Has been approved by the advisor and is recommended for this examination.

Advisor



Dewi Hasnawan, M.Pd.
NIP. 199002032023211018

Ponorogo, September 19th 2023

Acknowledged by

Head of English Language Teaching Department
Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo



Dr. Esti Yuli Widayanti, M.Pd.
NIP. 197907192006042002



MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO
RATIFICATION

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

Name : Fina Prisiliani
 Student Number : 204190013
 Faculty : Tarbiyah and Teacher Training
 Department : English Language Teaching
 Title : Speaking Activities in English Course Extracurricular at
 Darul Fikri Islamic Boarding School

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:
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Ratified by
 Dean of Tarbiyah and Teacher Training
 State Islamic Institute of Ponorogo


 Dr. H. Moh. Munir, Lc. M.Ag.
 NIP. 196807051999031001

Board of Examiners

1. Chairman : Dr. Esti Yuli Widayanti, M.Pd.
2. Examiner I : Dra. Aries Fitriani, M.Pd.
3. Examiner II : Dedi Hasnawan, M.Pd.



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Name : Fina Prisiliani
Student ID Number : 204190013
Major : English Language Teaching
Faculty : Faculty of Tarbiyah and Teacher Training
Institution : State Islamic Institute of Ponorogo
Title : Speaking Activities in English Course Extracurricular at Darul Fikri
Islamic Boarding School

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I confirm that this thesis, in whole or in part, has not been submitted for title assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on the research conducted by me.

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FINA PRISILIANI
NIM. 204190013

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tanga di bawah ini:

Nama : Fina Prisiliani

NIM : 204190013

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

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ABSTRACT

Prisiliani, Fina. 2023. *Speaking Activities in English Course Extracurricular at Darul Fikri Islamic Boarding School*. Thesis, English Language Teaching Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dedi Hasnawan, M.Pd.

Key words: Speaking skill and extracurricular

English as a foreign language has the important position in this global era. When people learn English, one of the skills that needs to be mastered is speaking skill. Speaking is a core skill in terms of learning English Foreign Language (EFL). Modern Islamic boarding schools generally make special efforts to improve the quality of their students' language skills, especially Arabic and English, in order to create compulsory language programs. Darul Fikri Islamic boarding school applies a special strategy to equip students with speaking skills in both Arabic and English as a provision for students' daily interaction and communication in the dormitory. The strategy used by Darul Fikri Islamic boarding school is the implementation of extracurricular English courses that lead by student organization of Darul Fikri, namely OPDAF (*Organisasi Pelajar Pondok Pesantren Darul Fikri*). Extracurricular activities are usually activities offered by academic institutions that are not part of the academic curriculum.

The objective of this study are to (1) describe the implementation of speaking activities in English Course extracurricular at Darul Fikri Islamic boarding school. (2) describe the problems that hinder the success of learning speaking skills in English Course extracurricular at Darul Fikri Islamic boarding school. (3) describe the alternative solutions to overcome the problems that hinder the success of learning speaking skills in English Course extracurricular at Darul Fikri Islamic boarding school.

This study was designed using qualitative methods with a case study design. Data collection is collected through observation, interviews, and documentation. Participation came from teachers, members of OPDAF, and students of the Darul Fikri Islamic boarding school, for data analysis using Miles and Huberman with data reduction, data display, and conclusions.

Based on the data analysis found (1) the implementation of speaking activities in the English Course extracurricular at Darul Fikri Islamic boarding school such as giving vocabulary, speech, and conversation practice. (2) there are some problems that hinder the success of learning speaking skills in English Course extracurricular at Darul Fikri Islamic boarding school such as inhabitation, nothing to say, and mother tongue use. (3) there are some the alternative solutions to overcome the problems that hinder the success of learning speaking skills in English Course extracurricular at Darul Fikri Islamic boarding school such as use group work, base the activity on easy language, make a careful choice of topic and task

CHAPTER I

INTRODUCTION

A. Background of Study

In this global era, English plays very important role in major aspects of life. It is the most widely spoken language in the world. More than 300 million people speak the language as a first language, more than 200 million people speak it as a second language, and more than 1 billion people speak it as a foreign language.¹ For the importance of English as an English Foreign Language (EFL) in Indonesia, the state supports its people to be able to master English. One of the efforts is to reveal the level of formal education that makes English as a foreign language (EFL) one of the subjects for students to study. It stated in the Law of the Republic of Indonesia number 33 of 2003 concerning the national education system that states foreign languages can be used as the language of instruction in certain educational units to support students' foreign language abilities.²

When people learn English, one of the skills that needs to be mastered is speaking skill. Speaking is a core skill in terms of learning English Foreign Language (EFL).³ According to David Nunan, most people believe that mastering the art of speaking is the most crucial part of learning a foreign

¹ D Crystal, *English as a Global Language* (Cambridge: Cambridge University Press., 1997).

² Presiden Republik Indonesia, “Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional” (2003).

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

language. That success is determined by one's capacity to hold a conversation in that language, but to speak English effectively and fluently, one needs supporting information as well as other speaking abilities. It also requires a thorough awareness of what goes into speaking well.⁴

Every school has its strategy to encourage student achievement. Many schools offer both academic and non-academic facilities. From an academic point of view, this school must have the ability to make the students intelligent and must have aspirations to study in an academic field, such as being good at English, biology, etc. From a non-academic or extracurricular point of view, all of these areas provide opportunities for students to explore their abilities. The curriculum is a non-academic activity in the school program. Here students learn to exploit their potential.⁵

Indonesian educational institutions, Islamic boarding schools use English as a compulsory subject for development. The dormitory environment, where students in Islamic boarding schools reside, is designed separately for girls and boys. A modern Islamic boarding school is an Islamic boarding school with a modern system that combines religious and formal education.⁶ Modern Muslim boarding schools generally make special efforts to improve the quality of their students' language skills, especially Arabic and English, in order to create compulsory language programs.

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

⁵ Kenneth R. Bartkus, "Clarifying the Meaning Of Extracurricular Activity: A Literature Review Of Definition," *American Journal of Business Education* 5, no. 6 (2012): 695.

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

Based on the results of initial observations at Darul Fikri Islamic boarding school, it is known that Darul Fikri Islamic boarding school is a modern boarding school that collaborates religious and general studies as daily subject matter. Darul Fikri Islamic boarding school strictly enforces language rules in the dormitory. only two languages are allowed to be used in the dormitory environment, namely Arabic and English. In an effort to support the proper implementation of the mandatory language regulations, Darul Fikri Islamic boarding school applies a special strategy to equip students with speaking skills in both Arabic and English as a provision for students' daily interaction and communication in the dormitory. The strategy used by Darul Fikri Islamic boarding school is the implementation of extracurricular English courses. The extracurricular English courses in Darul Fikri is mentored by student organization of Darul Fikri called by OPDAF (*Organisasi Pelajar Pondok Pesantren Darul Fikri*). This extracurricular English course has succeeded in realizing the compulsory language program at Darul Fikri Islamic boarding school as evidenced by the students' ability to interact with English and students' fluency in speaking skills. The students actively communicate every day using English or Arabic according to their schedule in a fluent and straightforward manner. This language habit lead Darul Fikri students to achieved their goals in life. Several students that graduated from Darul Fikri can continue their study abroad or at state university in Indonesia. Students' ability in speaking skills is quite good because every day they are always practiced in communicating and

interacting. The success of the extracurricular English Course in supporting the language program at Darul Fikri Islamic boarding school is at the same time a sign of the success of the Darul Fikri Islamic boarding school in solving obstacles and problems that might hinder the implementation of the compulsory language program at Darul Fikri Islamic boarding school.

There have been many studies discussing learning English through extracurricular activities. One of which is journal by M Yuseano Kardiansyah and Laila Ulsi Qodriani with the title “English Extracurricular and Its Role to Improve Students’ English Speaking Ability.” The results of this study showed that TEC has significant role to support students in proliferating their English ability. It has some supporting factors that influence second language acquisition of its member. Therefore, it can help the members to enhance their English speaking skill even until they become national and international champions. Besides, it proves that English extracurricular activity has also significant role in its members’ academic performance. It is proven by their speaking class scores that mostly can exceed their average class score from the beginning of odd semester until the end of even semester for academic year 2016/2017. It is seen as a potential alternative to improve students’ ability communicating in English. Thus, English extracurricular activity is proven to have a very significant role in improving students’ English speaking ability.⁷

⁷ M Yuseano Kardiansyah and Laila Ulsi Qodriani, “English Extracurricular And Its Role To Improve Students’ English Speaking Ability,” *Jurnal Ilmu Bahasa* 4, no. 1 (2018): 60–69.

This research has similarities with the research that researchers will conduct, namely research on speaking skills activities and extracurricular. However, the differences between these studies and previous research is that this research will focus on types of activities in the English Course extra-curricular, obstacles in speaking practice activities, and also alternative solutions done by the tutor in overcoming ad problems. For This is what makes researchers interested in conducting research on **Speaking Activites in English Course Extra Curricular at Darul Fikri Islamic Boarding School**

A. Research Focus

This research will be focus on the types of activities in the English Course extra-curricular, obstacles in speaking practice activities, and also alternative solutions done by the tutor in overcoming ad problems.

B. Statement of The Problem

Based on the background of the study, the researcher wants to give the statements of the problem that will described in this thesis, they are:

1. How speaking activities in English Course extracurricular at Darul Fikri Islamic boarding school are implemented?
2. What are the problems that hinder the success of learning speaking skills in English Course extracurricular at Darul Fikri Islamic boarding school?
3. What are the alternative solutions to overcome the problems that hinder the success of learning speaking skills in English Course extracurricular at Darul Fikri Islamic boarding school?

C. Objective of the Study

That problem will also be the main topic of the researcher with following purposes:

1. To describe about how the speaking activities in English Course extracurricular at Darul Fikri Islamic boarding school are implemented.
2. To describe the problems that hinder the success of learning speaking skills in English Course extracurricular at Darul Fikri Islamic boarding school.
3. To describe the alternative solutions to overcome the problems that hinder the success of learning speaking skills in English Course extracurricular at Darul Fikri Islamic boarding school.

D. Significances of the Study

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

1. Theoretical significance

The research results are intended to exemplify activities that can be used to improve students' speaking skills. In addition, you will receive further suggestions for teaching and learning English.

2. Practical significance

- a. For the students

Students learn how to improve their English skills through English Language Course activities. That way, students will know how to improve their skills properly.

b. For the teacher

Teachers know strategies to support students' ability to speak and apply the strategies based on research findings. After all, when teaching English, teachers focus not only on theory but also on speaking, listening, reading, and writing practice.

c. For the readers

This study aims to help readers improve their motivation and language skills, especially the students of Darul Fikri Islamic boarding school.

E. Systematic Discussion

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

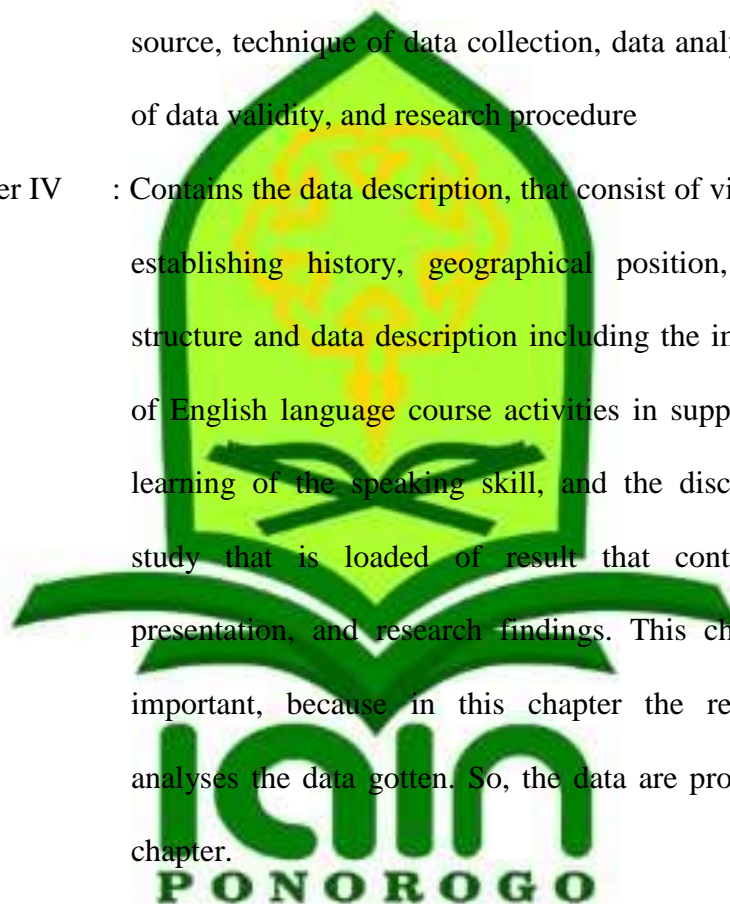
- Chapter I : Contains about introduction which deals with the background of study, formulation of research problem, the purpose of the study, the significant of the study, scope and limitation of the study, definition of key terms, and organization of thesis
- Chapter II : Contains the review of the literature. It consists of some

explanations based on the title. It includes previous research finding and the explanation about English language course activity, extracurricular, and speaking skill

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

Chapter IV : Contains the data description, that consist of vision, mission, establishing history, geographical position, organization structure and data description including the implementation of English language course activities in supporting student learning of the speaking skill, and the discussion of the study that is loaded of result that contains of data presentation, and research findings. This chapter is very important, because in this chapter the researcher will analyses the data gotten. So, the data are processed in this chapter.

Chapter V : Presents the conclusion of the study and suggestion for further study to make the better study.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Extracurricular Activity

a. Definition of Extracurricular

Extracurricular activities are offered in most schools in the United States and can be done in a variety of ways that are not part of the regular school curriculum. While schools give students the freedom to choose to participate in these activities, many private schools require students to participate in one or more extracurricular activities, which are mandatory. We believe that such obligations will help create a more open-minded student body.⁸ Extracurricular activities are usually activities offered by academic institutions that are not part of the academic curriculum. According to Yurdiz, extracurricular activities should be conducted in class or outside the university, depending on the necessity and convenience of extracurricular activities.⁹ Will Lawhorn stated in his book that taking part in extracurricular means keeping up with academic.¹⁰

Furthermore, according to Simoncini and Cartaviono, extracurricular activities are different from unorganized and

⁸ Mishra Sunita Singh Annul, "Extracurricular Activities And Student's Performance In Secondary Schoo," *International Journal of Technical Research And Applications* 2, no. 2 (2014): 22.

⁹ Yildiz, "The Key to Success in English Learning Can Be Involvement in Extra Curricular," *International Journal of Thesis Projects and Dissertations (IJTPD)* 3, no. 3 (2015): 24–28.

¹⁰ Will Lawhorn, *Extracurricular Activities* (Occupational Outlook Quarterly, 2008).

unsupervised public activities, such as socializing with friends and enjoying activities. Instead, they are structurally structured and accompanied by teacher supervision. With careful supervision, extracurricular activities can focus on group, social, administrative and other public skill building and positive development of members.¹¹

b. Function of Extracurricular

Extracurricular activities serve the same purpose and function as the compulsory and elective courses of the curriculum. However, it offers experiences that are not included in regular courses. These enable students to apply the knowledge gained in formal courses and master the concept of democratic life.¹² The function of extracurricular activities are:

1) Reinforcing Learning

The function of extracurricular activities is to reinforce the necessary learning process. This activity helps enrich and expand classroom engagement. Clubs assigned to disciplines have great reinforcement value. The Spanish club can be used as an example to deepen your learning. The Spanish Club extends the time students spend working on Spanish. As the part of the Association's activities, specific linguistic

¹¹ N Simoncini, K., and Caltabiono, "Young School-Aged Children's Behaviour and Their Participation in Extra-Curricular Activities.," *Australasian Journal of Early Childhood* 3, no. 3 (2012): 35.

¹² Fred C. Lunenburg, "Extracurricular Activities," *SCHOOLING* 1, no. 1 (2010): 1-8.

knowledge is verified and extended. Clothing, food, and tableware names are used in their natural setting. This enriches your Spanish proficiency and is what exactly the Spanish course is about.

2) Supplementing Coursework

This function supplements the curriculum with experiences which are not possible in regular classroom settings. Thus, such activities as school dances, student council, chess, publications, and sports add opportunities to the total learning experience as well as worthwhile leisure-time activities to the total learning process. These non-subject-related activities add to and enrich even the most innovative programs of required and elective courses.

3) Integrating Knowledge

An important objective of the total learning process is the integration of knowledge. Extracurricular activities are said to be integrative because they tie together many areas of knowledge and experience. They don't provide abstract and isolated pieces of learning but rather synthesize many aspects of real-life situations.

4) Democratization

The extracurricular activities program is effective because it carries out in an especially vital way the objectives

of present-day democratic life. The extracurricular activities program offers students the opportunity to participate in administration through the student council, teacher-advisory group groups, and organized activities.

c. English Language Course Extracurricular Activity

When teaching English as a Foreign Language (EFL), the importance of extra-curricular activities (ECAS) is supported by communicative competence in the requirements of communicative language teaching (CLT).¹³ Students can develop their communication, grammatical and sociolinguistic skills by giving speeches at English clubs, speaking at school morning meetings, writing novels and articles at journalism clubs, planning quizzes, and individually matching other international students with e-friends on the Internet they can.

English Language Course activity at Darul Fikri Islamic boarding school is an activity outside the classroom specifically designed by the Darul Fikri Islamic boarding school as an activity that can help students develop their student skills in English, starting from speaking, writing, reading, and listening. In the process of implementing the extracurricular English Language Course, Darul Fikri Islamic Boarding School entrusted fifth-grade students who work

¹³ Normah Yusof, "Attitudes Towards The Use Of Extracurricular Activities In Enhancing Students' Speaking Skill," *International Journal of Academic Research In Progressive Education And Development* 6, no. 3 (2017): 156.

as managers of student organizations to carry out these activities as appropriate with the direction and guidance of teachers who are experts in their fields. This English language course activity houses several small activities, in which each of which has a specific purpose in developing students' English language skills. This English Language Course activity is considered very important at Darul Fikri Islamic Boarding School because it is one of the ways to realize the bilingual language program that applies at Darul Fikri Islamic Boarding School.

According to Gardner et al., participation in organized activities during high school is positively associated with academic, civic, and to some extent, professional success in young adulthood.¹⁴ Through the English Language Course activities, students can improve their language with their abilities and make students able to improve their foreign language, especially speaking skills.

2. Speaking skill

a. The Nature of Speaking

Speaking is a language ability or a method of communication that allows people to verbally communicate their thoughts or information to others. It requires complicated language skills since speakers must first gather their thoughts before speaking, then

¹⁴ Yusof.

organize them into clear phrases that allow listeners to grasp what they are saying¹⁵.

According to Nunan, speaking is producing English speech sounds and patterns; using word and sentence stress, intonation pattern, and the rhythm of the proper social setting, audience, situation, and subject matter; organizing their thoughts in a meaningful and logical sequence; using language as a mean of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses, which is called as fluency¹⁶.

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

b. Component of Speaking

According to Harris, there are four components in speaking, including pronunciation, vocabulary, grammar, and fluency¹⁷.

1) Pronunciation

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

¹⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*. (California: Longman University Press, 2001).

¹⁶ Nunan, *Practical English Language Teaching*.

¹⁷ David Harris, *Testing English as a Second Language* (New York: Mc. Graw. Hill Book Company, 1974).

Language (EFL) tradition, the connection between pronunciation and speaking has long been established with reference to comfortable intelligibility, the pronunciation that allows the interlocutors to communicate without exerting much effort¹⁸.

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

2) Vocabulary

Vocabulary is a total number of words which make up a language with definition or translations¹⁹. The proper diction that employs in communication is refer to as vocabulary. One cannot communicate successfully or express their ideas in writing and conversational form without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is lack of vocabulary. Without vocabularies, we can't have communicated.

3) Grammar

¹⁸ David Singleton, *Speaking and Instructed Foreign Language Acquisition* (UK: Nicholas House, 2011).

¹⁹ A.S. Hornby, *Oxford Learner's Dictionary of Current English*. (Oxford: Oxford University Press., 1974).

Grammar is a science that teach us how to speak, to read, and to write correctly. Grammar is a student's capacity to manipulate structures and the ability to recognize appropriate grammatical forms. Grammar is useful for learning the right approach to becoming fluent in a language orally and writing.²⁰

4) Fluency

Fluency is the ability to talk with assurance, fluidity, and at a rate that is typical of the target native speech community. Nunan defines fluency as speaking unexpectedly. The ability to speak further without pausing is required.²¹

c. Activities in Speaking Skill

According to Celce Murcia, there are many activities that can help students to make communicative efficiency in speaking such as:

1) Discussion

Discussion is the most commonly in the speaking skill classroom activity. The students are introduced to a topic via reading, listening, or video tape and then asked

²⁰ Azlina Kurniati, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru Studi Tentang Kemampuan Speaking Siswa Kelas Dua SMK Telkom Pekanbaru," *Jurnal Online Mahasiswa 2*, no. 2 (2015): 1–13.

²¹ Nunan, *Practical English Language Teaching*.

them to get into pairs or group to discuss a related topic in order to come up with solution, response, or the like.

2) Information gap

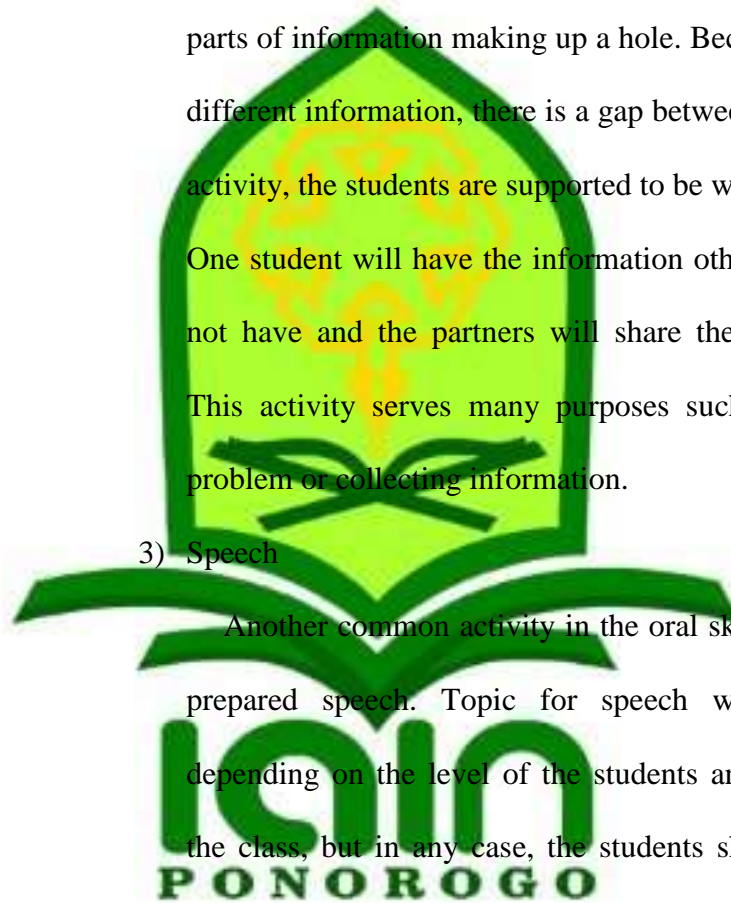
It is one type of speaking activity involves the so-called information gap where two speakers have different parts of information making up a hole. Because they have different information, there is a gap between them. In this activity, the students are supported to be working in pairs. One student will have the information other partner does not have and the partners will share their information. This activity serves many purposes such as solving a problem or collecting information.

3) Speech

Another common activity in the oral skills class is the prepared speech. Topic for speech will be variety depending on the level of the students and the focus of the class, but in any case, the students should be given some lee-way in determining the content of their talks

4) Role plays

One way of getting the students to speak in different social context and to assume varied social roles are to use role-play activities in the classroom. Role-play can be performed from prepared script, created from a set of



prompt and expression or written using and consolidations knowledge gained from instruction or discussion of the speech act and its variation prior to role plays themselves.

5) Conversation

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. One way to approach this activity is to assign students to find a native speaker or near native speaker they know and arrange to tape record a 20-30 minutes' interaction with this person.²²

d. Type of Speaking

According to brown, there are five type of speaking such as imitative, intensive, responsive, transactional, interpersonal, and extensive.²³ Each of them are described below:

1) Imitative

The ability to simply imitative a word or phrase or possibly sentence. In this stage the teacher focused only

²² Murcia Celce, *Teaching English as a Second or Foreign Language*, ed. 3rd (Boston: Heinle & Heinle Publisher, 2001).

²³ Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents Englewood, 1994).

on students' pronunciation than the ability to understand or convey meaning.

2) Intensive

The production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

3) Responsive

Interaction and test comprehension but at the somewhat limited level very short conversation. Standard greetings and small talks, simple request and comments and the like.

4) Transactional

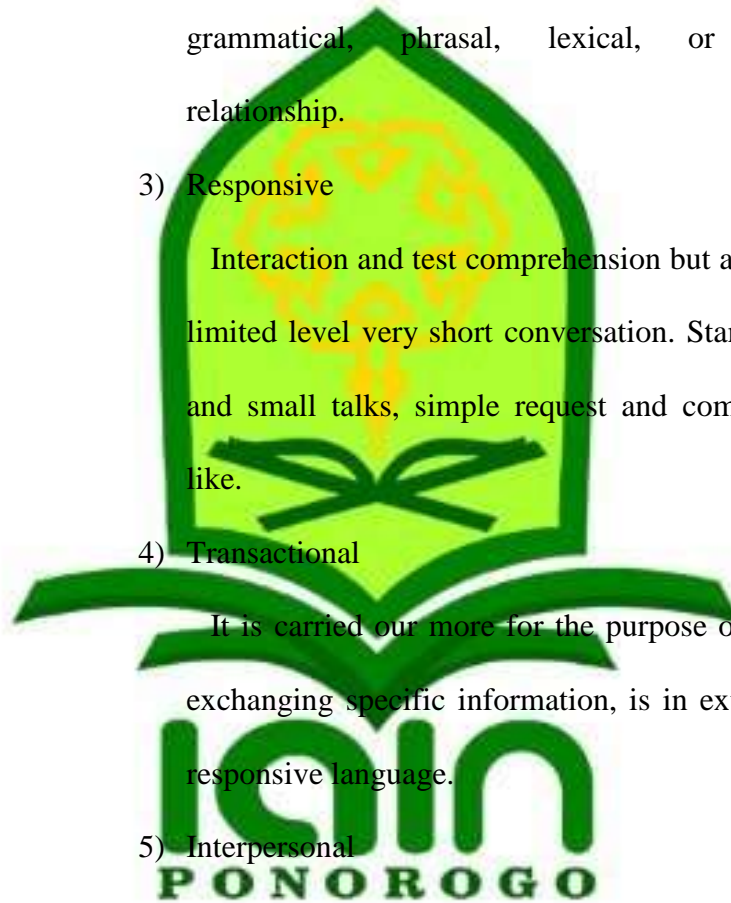
It is carried our more for the purpose of conveying or exchanging specific information, is in extended form of responsive language.

5) Interpersonal

It is carried our more for the purpose of conveying or exchanging specific information, is in extended form of responsive language.

6) Extensive

The oral production task includes speeches, oral presentation, and storytelling, during which the



opportunity for oral interaction from listener is either highly limited.

e. Element of Speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Those will be explained below.²⁴

1) Language features

a) Connected speech: connected speech is effective speaker of English need to be able not only the procedure the individual phonemes of English but also the use of fluent connected speech. In connected speech sound are modified, omitted, added or weakened.

b) Expressive device: native speaker of English changes the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and nonverbal means how they are feeling (especially in face to face interaction).

c) Lexis and grammar: teacher should therefore supply a variety of phrase for different function such as

²⁴ Jeremy Harmer, *The Practice of English Language Teaching* (Longman University Press, 2001).

agreeing or disagreeing, expressing surprise, shock or approval.

d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening someone else talks and it is very crucial for students

2) Mental or social processing

a) Language processing: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in form that are not only comprehensible, but also convey the meaning that are intended. Language processing involves the retrieval of word and their assembly into syntactically and propositionally appropriate sequence.

b) Interacting with others: effective speaking also involves a good deal of listening and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow other to do so.



c) (On the spot) information processing: quite apart from our response to others feeling, we also need to be able to process the information they tell us at the moment we get it.

f. Characters of Successful Speaking

When students decide to learn a language, their goal is to become as fluent in that language as feasible. The following traits of effective speaking according by Penny Ur²⁵:

1) Learners Talk a Lot

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

2) Participation is Even

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

3) Motivation is High

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

4) Language is an Acceptable Level

²⁵ Penny Ur, *A Course in Language Teaching*, ed. Marion Wiliam and Tonny Wright, 17th ed. (New York: Cambridge University Press, 2009).

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

d. Speaking Assessment Rubric

A rubrics are assessment instruments used by lecturers in measuring student performance based on specific descriptions that describe students' abilities at a certain level in an aspect.²⁶ The category put forward by Brown is that learning speaking is considered successful if students make significant improvements to their grammar, vocabulary, understanding, fluency, pronunciation, and tasks. For a clearer picture, you can see the table below²⁷:

Table 2. 1 Speaking Assessment Rubric

Aspects						
S C O R E	Gram mar	Vocabu lary	Compre hension	Fluency	Pronunciati on	Task
1	Errors in grammar are frequent, but speaker can be understood by a native	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners	Can ask and answer questions on topics very familiar to him. Able to satisfy

²⁶ Abebaw Gezie et al., "Rubrics as a Tool for Learning and Assessment: What Do Baccalaureate Students Think?," *Journal of Teaching in Social Work* 32, no. 4 (September 2012): 421–37, <https://doi.org/10.1080/08841233.2012.705240>.

²⁷ Brown, *Language Assessment Principles and Classroom Practices*.

	speaker used to dealing with foreigner		statements if delivered with slowed speech, repetition or paraphrase.		attempting to speak his language.	routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversation of nontechnical subjects. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information	Accent is intelligible though often quite faulty	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.
3	Control of grammar	Able to speak the language	Comprehension is quite	Can discuss particular interests of	Errors never interfere with understanding	Can participate

	<p>ar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word</p>	<p>with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word</p>	<p>complete at a normal rate of speech.</p>	<p>competence with reasonable ease. Rarely has to grope for words.</p>	<p>g and rarely disturb the native speaker. Accent may be obviously foreign</p>	<p>effectively in most formal and informal conversations on practical, social and professional topics.</p>
4	<p>Able to use the language accurately on all levels normally pertinent to professional needs. Errors in gramm</p>	<p>Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary</p>	<p>Can understand any conversation within the range of his experience.</p>	<p>Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high</p>	<p>Errors in pronunciation are quite rare.</p>	<p>Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpret</p>

	are quite rare			degree of fluency.		ing form and into language.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

e. Problems in Speaking

According to Brown, there are eight factors that can make speaking difficult.²⁸ They are as follow:

1) Clustering

Fluent speech is phrasal, not word by word.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language

3) Reduced forms

²⁸ Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall Regents, 2001).

Reduced forms pose significant difficulties especially to classroom learners who may have initially been exposed to the full forms of the English language.

4) Performance variables

One of the advantages of spoken language is that the process of thinking allows speakers to manifest a certain number of performance variables.

5) Colloquial language

Learners who have been exposed to standard written English sometimes find it surprising and difficult to deal with colloquial language.

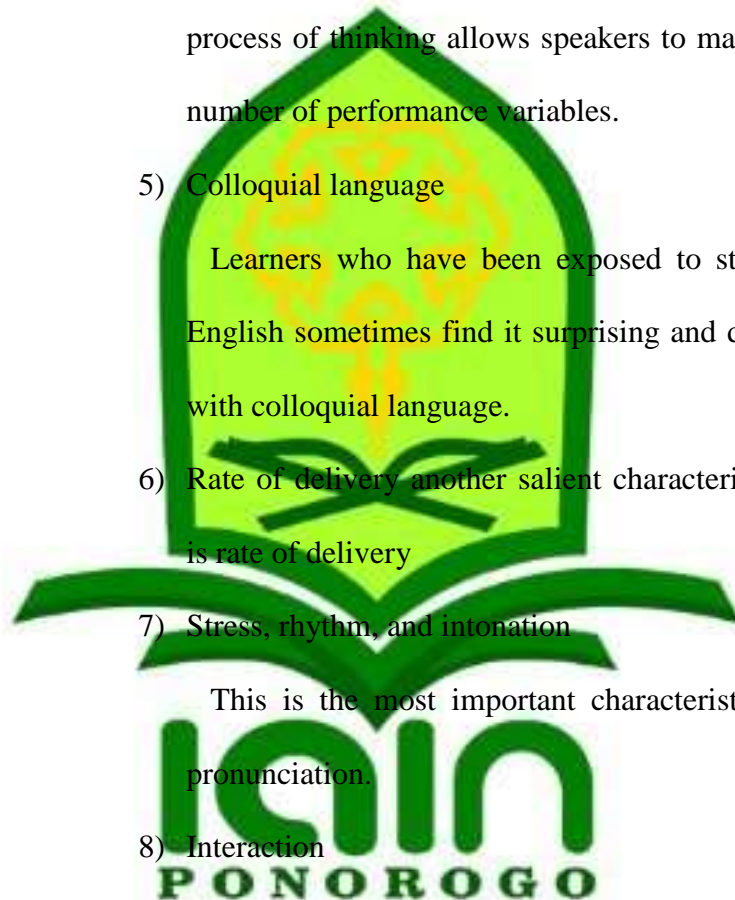
6) Rate of delivery another salient characteristic of fluency is rate of delivery

7) Stress, rhythm, and intonation

This is the most important characteristics of English pronunciation.

8) Interaction

Learning to produce waves of language in a vacuum would rob speaking skill of its richest component; the creativity of conversational negotiation.



According to Penny Ur, there are some problems that face by students in speaking activity²⁹, those are:

1) Inhabitation

In speaking students usually face some problem to speak, student worried making mistake, and afraid of criticism and feeling shy.

2) Nothing to say

Students sometime cannot think about anything to say, they have no motivated to express themselves.

3) Low or uneven participant

Only one participant can talk at the time in the large group, while others speak very little or not at all.

4) Mother-tongue use

Learners who share mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

f. Solutions to Overcome Problems in Speaking Activity

Solution is a way or way used to solve or solve problems without any pressure.³⁰ According to Penny Ur, There are some

²⁹ Ur, *A Course in Language Teaching*.

³⁰ kisman Salija Hardianti Lestari, Murni Mahmud, "The Ways to Overcome The Problems in Speaking English Encountered by The Students of Islamic Boarding School of Darul Aman Gombara Makassar," *Journal UMM*, 2019.

solving that can the teacher do to solve the speaking problems. Those are³¹:

1) Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

2) Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

³¹ Ur, *A Course in Language Teaching*.

- 3) Make a careful choice of topic and task to stimulate interest.

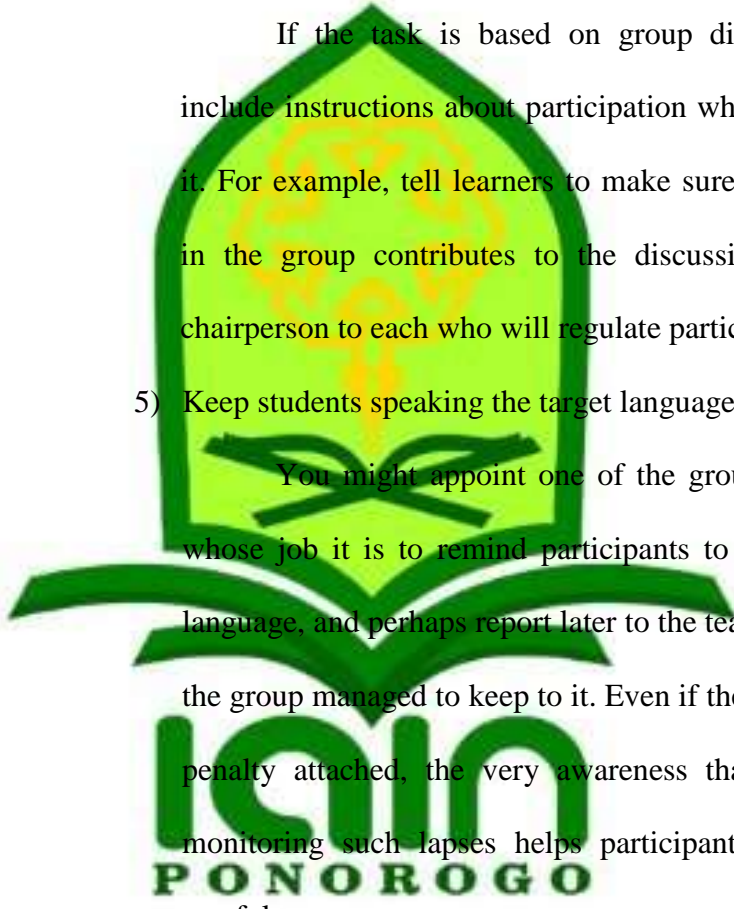
On the whole, the clearer the purpose of the discussion the more motivated participants will be seen.

- 4) Give some instruction or training in discussion skills

If the task is based on group discussion, then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each who will regulate participation.

- 5) Keep students speaking the target language

You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful



B. Previous Research Findings

The previous research finding that can be used as a consideration theory is taken from the journal by Joseph L. Mahoney with the title “Promoting Interpersonal Competence and Educational Success through Extracurricular Activity Participation”. The result from this study is;

Participation in extracurricular activities can promote the development of what Larson has termed “initiative.” Initiative encapsulates skills such as setting personal goals, evaluating what is needed to attain goals, and then actively acquiring the abilities and resources to fulfill goals. Extracurricular activity participation provides opportunities for advancing adolescent interpersonal competence, inspiring challenging life goals, and promoting educational success. One such opportunity is the chance to form positive relationships with peers and adults outside of the classroom.³²

The second previous research finding that can be used as a consideration theory is taken from the journal by Kharisma Naidi Warnanda Sabgin with the title “A Study On English Club at International Language Forum (IIF) As Extracurricular Activity in Language Learning at University of Muhammadiyah Malang.” The results of this study showed that there are some benefits for the students by joining English club; they are to improve their speaking ability, enrich students’ vocabulary, improve students’ pronunciation, and the last is improving students’ critical thinking. From the findings, it indicated that joining extracurricular activity or English club helped students improving their language learning³³

³² Joseph L. Mahoney, “Promoting Interpersonal Competence and Educational Success Through Extracurricular Activity Participation,” *Journal of Educational Psychology* 2, no. 2 (2003): 95.

³³ Kharisma Naidi Warnanda Sabgini, “A Study On English Club At International Language Forum (Iif) As Extracurricular Activity In Language Learning At University Of Muhammadiyah Malang,” *Senasif* 1, no. 1 (2017): 168–74.

The third previous research finding that can be used as a consideration theory is taken from the thesis by Munirah Aenum with the title “Incorporating English Classroom Activity and English Extracurricular Activity in Promoting Students Speaking Skill (An experiment study at SMKN 1 Takalar).” The result of the study showed that that incorporating English Classroom Activity and English Extracurricular Activity for students ‘speaking skill of SMKN 1 Takalar was good. This statement was proved by the finding data 67.74% in fluency students got score categorized as very poor before applied the treatment. The students speaking skill of SMKN 1 Takalar after giving the treatment had improved. This statement was proved by the mean score of students on pre-test in fluency (smoothness) was 3.5. This was categorized as very poor were 6.2 become fair. English Classroom Activity and English Extracurricular Activity had a significant effect on the students ‘speaking skill. It could be seen from the result of t-test that there was significant difference between the t-test value was higher than t-table. It proved by the data of smoothness was greater than t-table (14.88>1.697).³⁴

The fourth previous research finding that can be used as a consideration theory is taken from the journal by M Yuseano Kardiansyah and Laila Ulsi Qodriani with the title “English Extracurricular and Its Role to Improve Students’ English Speaking Ability.” The results of this study showed that TEC has significant role to support students in proliferating their

³⁴Munirah Aenum, “Incorporating English Classroom Activity And English Extracurricular Activity In Promoting Students Speaking Skill (An Experiment Study At Smkn 1 Takalar)” (Muhammadiyah University Of Makassar, 2020).

English ability. It has some supporting factors that influence second language acquisition of its member. Therefore, it can help the members to enhance their English speaking skill even until they become national and international champions. Besides, it proves that English extracurricular activity has also significant role in its members' academic performance. It is proven by their speaking class scores that mostly can exceed their average class score from the beginning of odd semester until the end of even semester for academic year 2016/2017. It is seen as a potential alternative to improve students' ability communicating in English. Thus, English extracurricular activity is proven to have a very significant role in improving students' English speaking ability.³⁵

The fifth previous research finding that can be used as a consideration theory is taken from the journal by Yunus Yildiz with the title "The Key to Success in English Learning Can Be Involvement in Extra Curricular." The results of this study showed that extracurricular activities can help students to have a good command of English at the same time. These activities support the characteristics of approaches we apply in a foreign language learning process. Those students who are involved in extracurricular activities can create a platform for promotion of language development. Moreover, instead of following routine school curriculum, school coordinators and language teachers should think about the language oriented extracurricular activities to

³⁵Qodriani, "English Extracurricular And Its Role To Improve Students' English Speaking Ability."

be embedded and implemented in the school curriculum. Because, students cannot find sufficient time and opportunity while the language theory was thought and it is a good practice for learners to learn with friends and individually in extracurricular activities.³⁶

C. Theoretical Framework

The framework in this study starts from the background of the study, in the form of development of language program at Darul Fikri Islamic boarding school. The program requires all students to use English as a communication tools in daily life. The most important skill in learning English Foreign Language (EFL) is speaking skill.³⁷ It is realized that there is a need for efforts to support students' speaking skills to achieve the goals of the language program at Darul Fikri Islamic boarding school.

The strategy that used by Darul Fikri Islamic boarding school in supporting students' leaning English speaking skill is by conducting the extracurricular namely English Language Course Activity. This extracurricular including many agenda that conducted to teach students' English skill at Darul Fikri Islamic Boarding School.

According to Harris, there are four components in speaking, including pronunciation, vocabulary, grammar, and fluency³⁸. In the English Language

³⁶ Yunus Yildiz, "The Key to Success in English Learning Can Be Involvement in Extra Curricular," *Nternational Journal of Thesis Projects and Dissertations (IJTPD)* 3, no. 3 (2015): 24–28.

³⁷ SADULLAYEVA NILUFAR KADAMOVNA, "THE IMPORTANCE OF SPEAKING SKILLS FOR EFL LEARNERS," *INTERNATIONAL JOURNAL OF INNOVATIONS IN ENGINEERING RESEARCH AND TECHNOLOGY [IJERT]* 8, no. 1 (2021): 28–30.

³⁸ Harris, *Testing English as a Second Language*.

Course Activity, the student must be taught that component of speaking to get a good speaking skill mastery. With the conducting the extracurricular namely English Language Course Activity, it will be give some function in students learning speaking skill such as reinforcing learning, supplementing coursework, integrating knowledge, and democratization.³⁹ The theoretical framework can be described in the following chart:

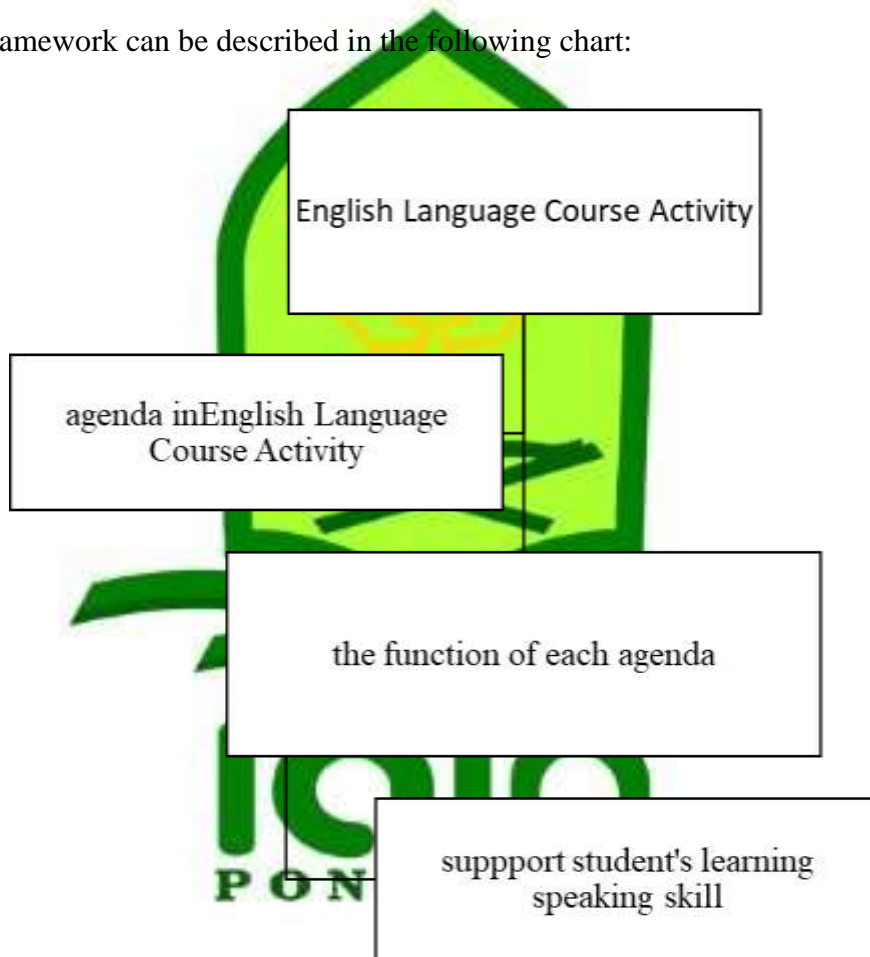


Figure 2. 1 Theoretical Framework

³⁹ Lunenburg, "Extracurricular Activities."

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

This research will use qualitative research methods. The qualitative method is a research method based on the philosophy of positivism with artistic research process. This research method uses to examine natural objects where the researcher is the key instrument, the data collection technique uses triangulation, the analysis is inductive, and the results emphasize meaning⁴⁰.

In this study, the researcher used a case study design. The case study is a research strategy focused on understanding the dynamics present within a single setting⁴¹. Case study shows that in the study explain more about the subject and object of the study. The subject of this study was the student of Darul Fikri Islamic boarding school and the object of the study is English Language Course Activity.

B. Researcher's Role

According to Miles and Huberman, the defining characteristics of qualitative research include intense and prolonged researcher contact with a field or situation. Its role or purpose gains a systematic and integrated overview of the data under study, the researcher's role as the primary

⁴⁰ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, 26th ed. (Bandung: ALFABETA, 2017).

⁴¹ Abdul Manab, *Penelitian Pendidikan Pendekatan Kualitatif* (Yogyakarta: Kalimedia, 2015).

research instrument, and its analysis verbatim⁴². As the primary instrument, full participant, and data collector in this study, the researcher also serves as a supporter.

C. Research Setting

This research will be conducted at the Darul Fikri Islamic boarding school which is located at Bringin, Kauman, Ponorogo Regency, East Java. The Reasons for selecting this location are as follows:

1. Darul Fikri Islamic Boarding School is one of the modern Islamic boarding schools in Ponorogo, which develops language programs.
2. Darul Fikri Islamic Boarding School conducted the extracurricular in supporting students' learning speaking skill.
3. Darul Fikri Islamic Boarding School applies the position of foreign languages as the language of students' daily active interactions.

D. Data Source

According to Moleong, words and actions are the most important data sources in this study. Other sources of information include documents and other input⁴³. Data are used to answer the research question; it's can be collected from people or things. The data source in this research are human and non-human. Human data sources in this study include student organization's mentor teacher, students' manager, and representative

⁴² Michael Miles, B., Mathew. and huberman, *Qualitative Data Analysis* (California: Sage Publication, 1994).

⁴³ Lexy Moleong, *Methodology Penelitian Kualitative* (Bandung: PT. Rosda Karya, 2000).

students from class 1, 2, 3, 4, and Experiment of Darul Fikri Islamic boarding school.

E. Technique of Data Collection

Data collection enables the researcher to accurately examine the outcomes of all actions using his study design and methodology. Data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures⁴⁴. There are many ways to collect data, such as observations, questionnaires, and interviews. In this study researchers will use interviews, observations, and documentation as data collection techniques.

1. Observation

According to Sutrisno Hadi, observation is a complex process consisting of various biological and psychological processes⁴⁵. This observation technique is used when the research is related to human behavior, work processes, natural phenomena, and in conditions where the respondents are not too large. Based on the method of observation, observation divided into two kinds, structured observation and unstructured observation. In structured observation, research is directed at focusing attention on the certain behavior. While in unstructured observation, researchers do not prepare notes on

⁴⁴ Kumar Singh Yogest, *Fundamental of Research of Methodology and Statistic* (New Delhi: New Age International, 2006).

⁴⁵ Hadi Sutrisno, *Metodologi Research*, 1st ed. (Yogyakarta: UGM, 1986).

behavior whatever are being observed. Structured observation is usually related to participant observation.⁴⁶

In this research observation, the researcher used related observation by observed school conditions including student speaking practice in daily life, implementation of the extracurricular namely English Language Course Activity, implementation of some agenda in the extracurricular namely English Language Course Activity to help students learn speaking skills.

2. Interview

Presentation of oral-verbal data is part of the interview method of data collection. In terms of oral-verbal responses, stimulation, and replay. Personal interviews and if practical, telephone interviews can be employed to implement this strategy⁴⁷. To gather accurate information and reliable data for this study, the researcher must prepare the question and engage in engaging discourse.

In this study, researchers used in-depth interviews or semi-structured interviews. According to Sugiyono, this interview was carried out without using a systematic and complete interview guide, but only using an interview guide in the form of an outline so that it took place freely and in-depth in

⁴⁶ Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian* (Yogyakarta: Ar-Ruzz Media, 2011).

⁴⁷ Kothari C. R., *Research Methodology Methods&Technique* (New Delhi: New Age International, 2004).

questions and answers⁴⁸. The researcher must to prepare the question and take the conversation to get clear information and valid data. In this study, the researcher conducted interviews with several relevant informants, including teacher, students' manager, and students of Darul Fikri Islamic boarding school.

3. Documentation

For data to be used intelligently, documentation must be complete and correct. Documents generated for personal rather than official purposes include diaries, memoranda, letters, and field notes. The substance of each file, such as an interview, should be well documented and should include information about who was being interviewed, when, when, and so on⁴⁹. In this technique, the data taken from record and written such as book and related literatur.

F. Data Analysis

In qualitative research, the data are obtained from various sources, which are conducted continuously until the data is saturated. As a result of continuous observations, it will result in very high data variations. The data obtained are generally qualitative, so the data analysis technique does not have a clear pattern⁵⁰. Spradley stated that analysis in any type of research is a way of thinking that is related to the systematic examination

⁴⁸ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*.

⁴⁹ Denzin K Norman and and Yonna S Lincoh, *Handbook of Qualitative Research* (USA: Sage Publication, 1994).

⁵⁰ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*.

of something to determine the parts, the relationship between parts, and their relationship to the whole⁵¹.

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

1. Data Reduction

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

2. Data Display

Data display is included in the second main flow of analysis activity. The example of a structured, well-composed collection of data that enables conclusion activity and sketching. In the past, the expanded text has been the most popular format for displaying qualitative data.

⁵¹ Spradly James, *Participant Observation* (Holt: Rinehart and Winston, 1980).

3. Conclusion drawing/verification

As the analyst moves forward, conclusions are confirmed. Verification may be as quick as a fleeting thought that crosses the analyst's mind while writing with a quick trip back to the field notes, or it may be thorough and elaborate with extensive efforts to replicate a finding in another data set or with lengthy argumentation and review among colleagues to develop "inter subjective-consensus."⁵²

G. Checking of Data Validity

The researcher made the improvements to the data's legality as soon as the qualitative study project got underway. It is used to address the question of whether the data's results are scientific. From the validities and reliabilities concept, data validity is an urgent idea that is renewed⁵³. The data validity stage consists of the following two things:

1. The strenuously observation

In this case, the researcher will find characteristics and elements in the situation that are relevant to the chosen one problem⁵⁴. This persistent observation will be carried out in two ways, namely:

- a. Observing the activities carried out in the English Language Course activity accurately and continuously.

⁵² Miles and Michael Huberman Matthew B, *Qualitative Data Analysis*, 3rd ed. (USA: Sage Publication, 1994).

⁵³ Moleong Lexy, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2000).

⁵⁴ Bogdan Robert c, *Research for Education an Introduction to Theories and Methods Fifth Editon*, 5th ed. (USA: Sari Knop Bkln, 2007).

- b. Study it specifically until the researcher finds the desired data.

2. Triangulation

Triangulation was initially used in the social sciences to illustrate the requirement for multiple sources of data to establish a fact⁵⁵. In this research, the researcher will use the triangulation technique to investigate the data about the English Language Course activity at Darul Fikri Islamic Boarding School. It means that researchers compare the results of observations, interviews with different sources, and documentation of the the English Language Course Activity at Darul Fikri Islamic Boarding School.

H. Research Procedure

There are four procedures in this research including:

1. Planning

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

2. Application

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

3. The Procedure of Data Analysis

⁵⁵ Robert c.

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

4. Research Report

The researcher writes a research report in the form of a thesis on the English Language Course activity at Darul Fikri Islamic Boarding School.



CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

1. History of Darul Fikri Islamic Boarding School

The community around the Darul Fikri Islamic Boarding School is known to people as the "black" community (*molimo* community) and is known historically as the "*abangan*" community (PKI base) at that time. This is one of the causes of the weak understanding and practice of their religion (Islam). Meanwhile, his generation is less interested in studying religion at existing Islamic boarding schools. On the other hand, the existence of these huts cannot be optimal in cultivating this fertile land.

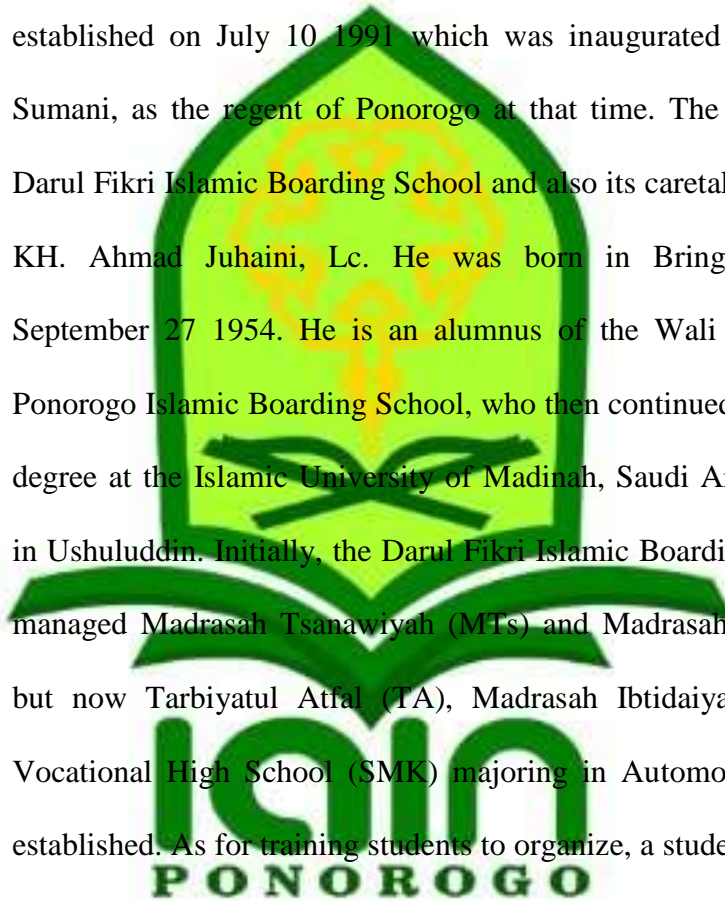
That seems to be what worries the founder of this Islamic boarding school, as a son of his hometown he is not willing to witness a phenomenon like this. Swearing and ridicule did not escape some people who were less than optimistic, they considered this as a whip so that the idea of establishing Islamic boarding schools would continue to be implemented. So with the capital of faith and a strong will as well as a small fortune left by his parents, the founder, assisted by several of his colleagues, was truly ready to take a step towards this dream.

On land covering an area of around 1 hectare, which is the land inherited from the founder's parents which has been donated, there the

Darul Fikri Islamic Boarding School stands majestically. As if ready to challenge all the challenges of the times. And from its comfortable atmosphere, it seems to promise peace and bright light for seekers of truth.

The Darul Fikri Islamic Boarding School was officially established on July 10, 1991, which was inaugurated by Drs. Gatot Sumani, as the regent of Ponorogo at that time. The founder of the Darul Fikri Islamic Boarding School and also its caretaker until now is KH. Ahmad Juhaini, Lc. He was born in Bringin village, on September 27, 1954. He is an alumnus of the Wali Songo Ngabar Ponorogo Islamic Boarding School, who then continued his Bachelor's degree at the Islamic University of Madinah, Saudi Arabia, majoring in Ushuluddin. Initially, the Darul Fikri Islamic Boarding School only managed Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA), but now Tarbiyatul Atfal (TA), Madrasah Ibtidaiyah (MI) and a Vocational High School (SMK) majoring in Automotive have been established. As for training students to organize, a student organization was formed called the Darul Fikri Student Organization, abbreviated as OPDAF. Meanwhile, as a forum for alumni friendship, the Darul Fikri Alumni Association (IKADA) was formed.

Darul Fikri Islamic Boarding School implements a Formal Curriculum and Islamic Boarding School-based Curriculum. The formal curriculum aims to guarantee national quality standards, while



the Islamic boarding school-based curriculum instills Islamic attitudes and principles of life. So graduates of the Darul Fikri Bringin Islamic Boarding School will receive two diplomas, namely a diploma from the government and a diploma from the Islamic boarding school.⁵⁶

2. Vision, Mission, and Motto of Darul Fikri Islamic Boarding School

a. Vision

To produce da'wah cadres who have shohihah (true) beliefs, persevere in worship, have good morals and perfectly combine faith and piety (imtak) and Science and Technology (Science and Technology)

b. Mission

- 1) Implementing education oriented towards intelligence, emotional intelligence, spirituality and technology.
- 2) Developing students to become da'wah cadres equipped with the Al-Qur'an and As-Sunnah with an understanding of Ahlu Sunnah Wal Jamaah.

c. Motto

Knowledge, Charity, and Preaching.⁵⁷

3. Target Graduates

⁵⁶ See the documentation results number 01/D/03-09/2023

⁵⁷ See the documentation results number 02/D/10-09/2023

Darul Fikri Islamic Boarding School has a graduate target for every student graduated from the boarding school who is expected to achieve the following targets:

- a. Understand sharia sciences
- b. Practicing Islamic teachings based on the Al-Qur'an and As-Sunnah according to the understanding of *Ahlu Sunnah wal Jama'ah*.
- c. Memorize at least 6 chapters of the Al-Qur'an, and 30 chapters specifically for the *takhosus* program
- d. Memorize the hadith of *Arba'in an-Nawawiyah* by heart
- e. Communicate in Arabic and English both orally and in writing
- f. Continuing education to a higher level.⁵⁸

4. Extracurricular

At Darul Fikri Islamic boarding school, there are two categories of extracurricular consisting of mandatory extracurricular that must be followed by all students, which are supported and managed by OPDAF. OPDAF's extracurricular consist of language extracurricular and *tahfidzul Qur'an*. The second extracurricular is school extracurricular. It is developed by the teachers or experts and assisted by OPDAF. In this extracurricular, students must choose at least one activity as the main activity, then students can choose other extracurricular according to the student's interests. This school's

⁵⁸ See the documentation results number 03/D/10-09/2023

extracurricular consist of sewing, ICT, archery, cooking, badminton, *tibbunnabawi*, and volleyball.⁵⁹

The schedule for implementing these extracurricular activities is as follows:⁶⁰

Table 3.1 Schedule for Extracurricular Activities

Saturday	OPDAF's Extracurricular	<i>Tahfidzul Hadits and Adzkar</i>
	School's Extracurricular	Sewing
Sunday	OPDAF's Extracurricular	<i>Muhadatsah/conversation</i> (06.30-07.00)
		Art (twice a month)
		<i>Ta'lim (twice a month)</i>
Monday	OPDAF's Extracurricular	<i>Tahfidzul Qur'an</i>
	School's Extracurricular	TIK and archery
Tuesday	OPDAF's Extracurricular	<i>Tahfidzul Qur'an</i>
	School's Extracurricular	Cooking and badminton
Wednesday	OPDAF's Extracurricular	<i>Muhadatsah/conversation</i> (06.30-07.00)
	School's Extracurricular	Tibbun nabawi and volley
Thursday	OPDAF's Extracurricular	<i>Muhadharah/Speech</i> (10.30-12.00)
		Scout (14.00-16.30)
Everyday	OPDAF's extracurricular	<i>Mufrodat/giving vocabularies</i> every morning

B. Data Description

⁵⁹ See the documentation results number 05/D/10-09/2023

⁶⁰ See the documentation results number 06/D/10-09/2023

Data description is a description of the results and the findings of researchers obtained through observation, interviews, and documentation. Observation is done by the direct observation of the speaking activity in extracurricular activity at Darul Fikri Islamic Boarding School, problem and solution in speaking activity at Darul Fikri Islamic boarding school. Next, the researcher interviewed by asking questions directly with several informants who were directly related, namely teacher mentor of OPDAF, chief of OPDAF, Language Department of OPDAF, and 6 students from class 1,2,3,4, and Experiment., then the researcher documenting some data that related with the problems

1. The Implementation of Speaking Activities in English Course Extracurricular at Darul Fikri Islamic Boarding School

The researcher conducted this research starting on September by using observation, interview, and documentation. The researcher collecting the information about the kind of activities in English Course Extracurricular at Darul Fikri Islamic boarding school. English course activity as Language extracurricular is one of the extracurricular at Darul Fikri Islamic boarding school, which is handled by OPDAF as the person in charge and the teacher as the guide. This statement is supported by the result of interview that researcher get from the teacher namely Siti Juhairiyah, she said that:

“In extracurricular, especially language extracurricular teacher has roles to be mentor of OPDAF. Every activity, material, and schedule must accept by teacher and has

permit from head of Darul Fikri Foundation. Every department in OPDAF has its teacher mentor, so before OPDAF running activity, they must consul it to their mentor.”⁶¹

Based on the results of observations and interviews conducted by researchers, it is known that a foreign language is an important aspect that needs to be mastered as an official language at Darul Fikri Islamic boarding school. It was conveyed by a teacher namely Siti Juhairiyah through an interview as follows:

“The reasons about why Darul Fikri Islamic boarding schools teach and require the use English language is because the Islamic boarding school curriculum aims for students to be able to deepen Islamic knowwledge and general knowledge, so that they are ready to continue to higher level of education. English language also one of international language and understood by most people in the world, so Darul Fikri push the students to mastery English language”⁶²

Based on the result of observation, it is known that in English extracurricular activity, there are several activities in them which are implemented with each strategy with the support of appropriate materials and can support the development of students' English. Based on the result of interview, there are three activities that are implemented in the English course activity. Such as the statement from the teacher namely Siti Juhairiyah:

“In fact, Darul Fikri has kind of extracurricular activities, but there are 3 extracurricular that running in language in extracurricular, they are *muhadatsah*/conversation,

⁶¹ See the interview transcript number 01/I/10-09/2023

⁶² See the interview transcript number 01/I/10-09/2023

muhadharah/speech, and giving vocabulary every morning.”

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That statement supported by the statement from the chief of OPDAF namely Rifva Kusnul Aisyah. By the proses of interview, she said that:

“there are *mufrodah/giving vocabulary, muhadharah/Speech, and muhadatsah/conversation.*”⁶⁴

That statement supported by the statement from the Coordinator language department of Darul Fikri’s Student Organization/OPDAF namely Nooraida Tazky Liulinuha. By the proses of interview, she said that:

“Darul Fikri has extracurricular that facilitate students’ speaking development that assisted by student organization called OPDAF. They are *muhadatsah/conversation* both of English and Arabic language, *muhadharah/speech* and giving vocabularies every day in every morning. Giving vocabulary or *mufrodah* is activity where OPDAF giving every class English and Arabic vocabularies every morning before starting the lesson in the class. OPDAF will provide two new vocabularies every day and will ask each student from each class to write example sentences containing the new vocabulary. The new vocabulary that OPDAF provides is always adjusted based on the needs of each student’s grade level. Each student must write the new vocabulary and example of sentence, which OPDAF provides in a book which is used to write new vocabulary every day. By writing new vocabulary in the special book, OPDAF hopes that students can easily memorize new vocabulary to improve their speaking skills and prepare for the vocabulary test at the end of the month. *Muhadharah* or *Speech* is an activity where students can practice speaking in front of a crowd and develop their speaking

⁶³ See the interview transcript number 01/I/10-09/2023

⁶⁴ See the interview transcript number 02/I/10-09/2023

skills. The speech extracurricular is attended by all students from first to fourth grade. Students are divided into several groups in several rooms. Each room has two groups. Every Thursday, one group appears as a speaker, and the other group becomes the MC, reads the Koran, and makes stage decorations. To support these activities, OPDAF provides speech material books to students in 1st grade until 4th grade which contain several examples of speech texts in three languages, namely Indonesian for grades 1 and 1 of Intensive, and Arabic and English for 2nd, 3rd, and 4th grades. All students except students in 1st grade until 4th grades must make a summary of at least one speech by the student who is speaking at that time. To support this assignment, students also receive notebooks to write speech summaries. *Muhadatsah/Conversation* is an extracurricular activity where students in the 1st to 4th grades divided into several groups. Each student must practice conversation with their group friends using English and Arabic according to the provisions of their usage schedule. The language usage schedule is to use English for two weeks and use Arabic for two weeks, so that in a month students can practice improving the two official languages at Darul Fikri Islamic boarding school, namely Arabic and English. OPDAF provides each student with a conversation book containing conversation examples that can be used for everyday communication.”⁶⁵

According to interview result that researcher conducted with the students, one of them is come from 1st grade namely Zahra Azkiyatunnisa. During the interview process, she said that there are only two activities in the English course extracurricular activity. She said:

“They are conversation and speech activity.”⁶⁶

In the other interview that researcher conducted with the other student from 2nd grade namely Aillen Thaddea, she said that:

⁶⁵ See the interview transcript number 03/I/10-03/2023

⁶⁶ See the interview transcript number 03/I/10-09/2023

“Extracurricular activities that improve students’ speaking skill are conversation, speech, and giving vocabularies every morning.”⁶⁷

That statement supported by the result of interview with the student from 3rd grade namely Nabila Azla Aulia, she said:

“Giving vocabulary, conversation practice, and speech activity. Speech, conversation, and morning routine vocabulary activity.”⁶⁸

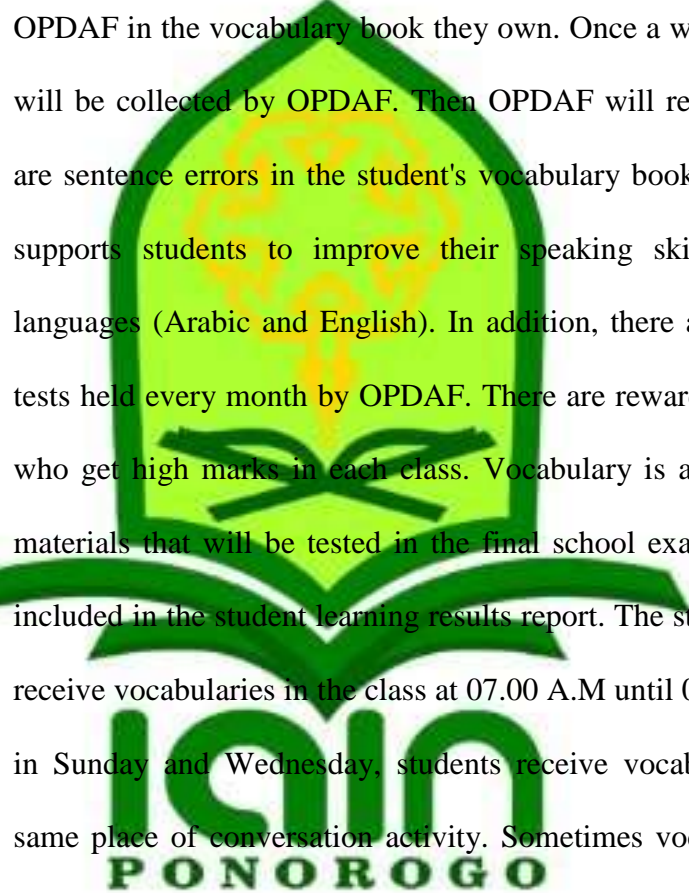
Based on the observations made by researchers on September, 2023, the researcher found about how speaking activities are implemented at Darul Fikri Islamic Boarding School as follow:

a. Giving Vocabulary Activity

The researchers found that every morning before starting the lessons in the classroom, students in grades one to four received two vocabulary words from OPDAF, two weeks for English Vocabulary and two weeks for Arabic Vocabulary. So, in a month, each student receives around 48 vocabulary words. The process of providing vocabulary is not just writing new vocabulary on the blackboard or just giving paper containing new vocabulary, but OPDAF provides new vocabulary just like a teacher teaches students in class. OPDAF entering the class, greeting students, and providing stimuli that bring students' minds into the vocabulary that will be provided by OPDAF. Then, OPDAF asked several

⁶⁷ See the interview transcript number 04/I/10-09/2023

⁶⁸ See the interview transcript number 05/I/10-09/2023



students to make sentences from each vocabulary word. If OPDAF finds an error in the sentence the student made. Then, OPDAF will help the student revise the error. This will make students understand more and easily memorize new vocabulary. All students must make sentences for each vocabulary given by OPDAF in the vocabulary book they own. Once a week, the books will be collected by OPDAF. Then OPDAF will revise it if there are sentence errors in the student's vocabulary book. This activity supports students to improve their speaking skills in official languages (Arabic and English). In addition, there are vocabulary tests held every month by OPDAF. There are rewards for students who get high marks in each class. Vocabulary is also one of the materials that will be tested in the final school exam and will be included in the student learning results report. The students usually receive vocabularies in the class at 07.00 A.M until 07.10 A.M, but in Sunday and Wednesday, students receive vocabularies in the same place of conversation activity. Sometimes vocabularies was given in the field or mosque.⁶⁹

b. Conversation Activity

On 10th September 2023, the researcher conducted the observation about conversation practice. In that observation activity, the researcher knows that twice a week in Sunday and

⁶⁹ See the observation results number 02/O/10-09/2023

Wednesday, students in Darul Fikri Islamic Boarding School must follow conversation activity. Even though this activity called by conversation, but in this activity is not just ask students to build conversation between one and another. Students from 1st grade until 4th grade divide into some groups that consists about 10-12 students. From these groups of students, OPDAF or student council members give a games and creative ways to avoid students from feel bored of conversation activity. Due to there are 2 official languages in Darul Fikri, the conversation activity is held with a week English conversation and 1 weeks Arabic conversation alternately. OPDAF also have conversation book that consists of conversation example for daily conversation, a collection of sentences, terms, and idioms that are commonly used in every day.

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c. Speech Activity

On 7th September 2023, the researcher conducted the observation about speech activity. From that observation, the researcher knows that this speech activity held every Thursday by OPDAF, researcher finds that this activity is doing by group. All students class 1-4 and experiment class divide into some groups that consists about 18-20 students. These groups will divide into some rooms and every room consists of 2 groups. Every week, 1

⁷⁰ See the observation results number 01/O/10-09/2023

group will delegate 3-4 group members for being speakers to speech in Indonesian, Arabic, and English language. Then, for the other group will decorate the room and delegate the group members to be MC, entertainer(s) and Al-Qur'an reader. These two groups do this alternately every week. Every speaker will be judging by 1 student member council and 1 teacher. Intonation, content, braveness, fluently, and appearance are categories that will be valued by the judges. Then, the speakers can see the result and value in the next day, the best speaker will receive a reward. Also, for the best decoration will receive a reward as appreciation of students' creativity in living the situation with the decoration and entertainment.⁷¹

2. Problems That Hinder the Success of Learning Speaking Skill in English Course Extracurricular at Darul Fikri Islamic Boarding School

Based on the results of observations made by the researcher, the researcher encountered phenomenon of several obstacles in the process of learning speaking in the English course activity.

a. Inhabitation

From the results of observations, it was found that the process of learning activities did not seem conducive students did not know

⁷¹ See the observation results number 03/O/14-09/2023

a lot of vocabulary, so they faced difficulties in speaking.⁷² It was stated by Siti Juhairiyah as language teacher at Darul Fikri Islamic boarding school as follows:

“Teacher and OPDAF face more difficulties in running language extracurricular since corona pandemic era in 2020. Teaching process is not effective, and student organization also not effective in monitoring students. The effect of this pandemic situation is students’ awareness in using English and Arabic language is lower than before pandemic. Lack of vocabularies and understanding about how to speak in English or Arabic language properly also becomes the difficulty for most of students in Darul Fikri. Also, students’ respect for teacher and student council members is decreasing, so there are many students dare to break the rules without fear of punishment.”⁷³

Meanwhile, according to the interview with the other informant, namely the Chief of OPDAF as the party who also implemented the English extracurricular activities, he admitted that the obstacle in the process of learning speaking skills was the lack of vocabulary possessed by students, this was conveyed by Rifva Kusnul Aisyah as follows:

“Most of students difficult to use English language in their daily conversation, they usually say that they are not knowing a lot of vocabularies to express their thought, so some of them are using Bahasa to speak which means that they are breaking the rules of language in Darul Fikri.”⁷⁴

From the other informant, the researcher got the other statement.

That statement come from coordinator language department of

⁷² See the results of observation number 04/O/14-09/2023

⁷³ See the interview transcript number 01/I/10-09/2023

⁷⁴ See the interview transcript number 02/I/10-09/2023

Darul Fikri's Student Organization/OPDAF namely Nooraida

Tazky Liulinnuha. She said:

“As language department, they face some difficulties in running language extracurricular activities such as students' low awareness in carrying out their obligations to use the official language of Darul Fikri. The other difficulty is students have lack of vocabularies, so students feel difficult to speak in English or Arabic.”⁷⁵

Zahra Azkiyatunnisa from class 1 added statement about the problems in running English course extracurricular for new students is new students do not used to it yet. Zahra said:

“She feel difficult in using Arabic and English language when joining language extracurricular activities because she is a new student from elementary school where she is not usually use foreign language in conversation.”⁷⁶

That statement supported by the statement from Aillen Thaddea, she said:

“She feels difficult in speaking fluently because She doesn't know much vocabularies and how to pronounce it.”⁷⁷

b. Nothing to Say

That statement supported by the statement from student form 2nd grade namely Nabila Azla Aulia, she said:

“She feels difficult in follow language extracurricular because she feels that she lacks of vocabulary mastery and difficult to pronounce English word. Also, in the beginning of using

⁷⁵ See the interview transcript number 03/I/10-09/2023

⁷⁶ See the interview transcript number 04/I/10-09/2023

⁷⁷ See the interview transcript number 05/I/10-09/2023

English and Arabic language, she feel shy and unconfident to use it.”⁷⁸

That statement supported by the statement from Zahra Syifa Mufidah, she said:

“she still can’t speak English fluently and realize that she lack of vocabularies, and sometimes feel shy when speaks English language because she is afraid that her pronunciation will weird and wrong.”⁷⁹

c. Mother Tongue Use

The statement above supported by Muthia’s opinion about the problem and difficulties of using English language during English course extracurricular activity or during daily conversation was caused by unfamiliar with the use of English language due to before entering Darul Fikri, students has different background of language that used every day. She said that:

“As a student from a state junior high school still unfamiliar with the use of English and Arabic for daily conversation and sometimes student accidentally use Javanese language or that makes student accept punishment. New students don’t know a lot of vocabulary to speak, but fortunately OPDAF gives students from experiment class and class one tolerance to use Indonesian language.”⁸⁰

The other student, Rismawardhani Mar atus Sholihah said that feeling shy and afraid of being weird and wrong in speaking English language became problem for most of students, especially for new student that do not used to it.

⁷⁸ See the interview transcript number 06/I/10-09/2023

⁷⁹ See the interview transcript number 07/I/10-09/2023

⁸⁰ See the interview transcript number 08/I/10-09/2023

“she feels difficult in communicate with my friends if she uses English or Arabic language, she can’t express her thought freely and feel shy to speak especially with English because she is afraid that her English will weird and wrong.”⁸¹

3. Solutions to Overcome the Problems That Hinder the Success of Learning Speaking Skill in English Course Extracurricular at Darul Fikri Islamic Boarding School

Every problem has a solution. Likewise, there are problems that hinder the success of learning speaking skills in extracurricular English courses at the Darul Fikri Islamic boarding school. Based on the results of observations made by the researcher, the researcher found that in addressing the problems and obstacles in the process of learning speaking skills in the English Language Course activities at the Darul Fikri Islamic Boarding School, the Darul Fikri Islamic Boarding School provided an effective solution to overcome these various problems. Such as creating a learning atmosphere that is not boring to attract students' attention, providing lots of vocabulary to improve students' speaking skills, regularly holding speaking practice activities through conversation and other activities included in the English Course extracurricular activities.⁸² The results of these observations are supported by the statement of the language teacher at Darul Fikri Islamic boarding school, namely Situ Juhairiyah. She stated as follows:

⁸¹ See the interview transcript number 09/I/10-09/2023

⁸² See the results of observation number 05/O/14-09/2023

“Teachers and student council members collaborate to make creative activity so the students will not feel bore in joining the language extracurricular activities.”⁸³

Based on interviews conducted by researchers with other sources, namely the Chief of OPDAF. Information was obtained about the solutions implemented to overcome existing obstacles, namely by teaching vocabulary and creating examples of new sentences, holding conversation practice activities and practicing speaking in public through speech activities. Rifva Kusnul Aisyah said:

“In fact, every English course extracurricular is aim to support the language rule in Darul Fikri. OPDAF gives vocabularies every morning to improve their vocabularies knowledge, making sentence in English language. Conversation twice a week helps students practice and improve their speaking skill. Then, speech helps students improve their braveness to speak in front of people also improve their speaking skill.”⁸⁴

Through interviews with Nooraid a Tazky Liulinnuha as Coordinator of the language department of Darul Fikri's Student Organization or OPDAF, researchers obtained more detailed information, she said the following:

“Language department provides punishments for students who do not use official language, and provides reward for students who regularly use the official language. Language department recruit *Jaasus/spy* in every class secretly for monitoring students in every class. The spy one of students in each class that was choose randomly and has responsibility to noting anyone who breaks the rule and noting students who obeys the rules, so language department know who obey the rules and who break the rules. The punishment and reward are quite enough to reduce the number of students who break the rules. Besides

⁸³ See the interview transcript number 01/I/10-09/2023

⁸⁴ See the interview transcript number 02/I/10-09/2023

giving punishment and reward, language department also support students by giving vocabularies every morning, held conversation exercise twice a week and speech exercise once a week, all of them are aim to develop students' speaking skill both of for daily conversation and for speaking in front of public.”⁸⁵

Meanwhile, a first grade student named Zahra Azkiyatunnisa

expressed her opinion through an interview as follows:

“Students' manager or OPDAF committee, especially language department gave tolerance to student class 1 and Experiment first semester with using Indonesian language while continuing to develop and improve our Arabic and English language skills through language activities that held by OPDAF such as giving vocabulary every morning, conversation exercise twice a week, and speech activity. Then, my way to face my difficulties are continuing learn and practice every day because I want to be smart students that can use English because I love English so much.”⁸⁶

The other statement was also conveyed by a second grade student named Aillen Thaddea. Through an interview, he expressed the following opinion:

“She push herself to always practice and learn English and Arabic language because she realizes that English and Arabic is official language in Darul Fikri. OPDAF also help her a lot in developing speaking skills through their language course.”⁸⁷

Another opinion that students also conveyed through the interview process was the opinion of a third grade student named Nabila Azla Aulia. She expressed her opinion as follows:

“she knows a lot of new vocabularies from morning routine vocabulary activity that held by OPDAF, it helps her a lot when she wants express my thought because the vocabularies from OPDAF is vocabularies that usually

⁸⁵ See the interview transcript number 03/I/10-09/2023

⁸⁶ See the interview transcript number 04/I/10-09/2023

⁸⁷ See the interview transcript number 05/I/10-09/2023

used in our conversation and it is adjusted based on class level, so she can implement it in daily conversation. Conversation practice with the other class including senior and junior students also helps me a lot in build my mental to be brave for speaking use boarding school official language.”⁸⁸

Another opinion that students also conveyed through the interview process was the opinion of a 4th grade student named Zahra Syifa Mufidah. She expressed her opinion as follows:

“All her difficulties and problems can solve by always learning, try, and practice to use English language. Fortunately, OPDAF facilitate Darul Fikri’s students to improve speaking skill through English language extracurricular activities such as vocabulary routine, speech and conversation activities.”⁸⁹

Another opinion that students also conveyed through the interview process was the opinion of a 1st of experiment grade student named Muthia Tsaqifatul Khoir. She expressed her opinion as follows:

“There is no problem solving except always learning and practice.”⁹⁰

Another opinion that students also conveyed through the interview process was the opinion of a 3rd of experiment grade student named Rismawardhani Mar Atus Sholichah. She expressed her opinion as follows:

“she tries to memorizing and implement every vocabulary that was given by OPDAF in every morning. Besides vocabularies from OPDAF, she also learn from other book such as dictionary to help me understand English and Arabic language more and more.”⁹¹

⁸⁸ See the interview transcript number 06/I/10-09/2023

⁸⁹ See the interview transcript number 07/I/10-09/2023

⁹⁰ See the interview transcript number 08/I/10-09/2023

⁹¹ See the interview transcript number 09/I/10-09/2023

C. Discussion

1. An Analysis of Implementation of Speaking Activities in English Course Extracurricular at Darul Fikri Islamic Boarding School

Based on the data presented above about the English course extracurricular activity, it is known that English course extracurricular is one of the extracurricular at Darul Fikri Islamic boarding school which operates under the auspices of OPDAF. According to the data presented by the researcher, Darul Fikri Islamic boarding school is one of the Islamic boarding schools that uses English as an official language which is legalized to be used as a language for students' daily interactions. Besides English, Arabic is also the official language at the Islamic boarding school. Therefore, extracurricular language courses such as the extracurricular English course are strongly supported by the Darul Fikri Islamic boarding school itself to be held under the role of OPDAF. All extracurricular under the auspices of OPDAF are extracurricular that all students must participate in. because this extracurricular is part of OPDAF's responsibility, OPDAF also plays a role in preparing the agenda, starting from the series of activities in it, the material presented, rules, regulations, and so on. Based on the data presented by the researcher, it is known that there are three types of extracurricular activities in the English language course at the Darul Fikri Islamic Boarding School. Students' activeness in participating in every activity in this language extracurricular can

certainly provide benefits in improving students' academic values. This is in accordance with the theory put forward by Will Lawhorn, he states that taking part in extracurriculars means keeping up with academics.⁹² These activities include the following:

a. Giving Vocabulary

Giving vocabulary is a routine activity carried out by OPDAF to increase the vocabulary possessed by students as an effort to improve student's English language skills, especially speaking skills. This activity is carried out every morning before students carry out learning activities in class. In this giving vocabulary activity, OPDAF as the person responsible not only provides vocabulary verbally, but students are asked to write the new vocabulary and are invited to memorize it together. In order to memorize it more closely, students are asked to make example sentences that contain the new vocabulary. Through this giving vocabulary activity, students are also trained to pronunciation each word properly and correctly. It also aims to train one of the components of speaking namely fluency. According to Nunan fluency theory is the ability to talk with assurance, fluidity, and at a rate that is typical of the target native speech community. Nunan defines fluency as speaking unexpectedly. The ability to

⁹² Lawhorn, *Extracurricular Activities*.

speak further without pausing is required.⁹³ The method of teaching pronunciation in giving vocabulary activity to support speaking is carried out by inviting students to imitate how OPDAF pronounces the new vocabulary properly and correctly. It is a type of imitative speaking. According to Brown's theory, imitation is the ability to simply imitate a word or phrase or possibly sentence. In this stage the teacher focuses only on students' pronunciation rather than the ability to understand or convey meaning.⁹⁴

This giving vocabulary activity is considered very important in efforts to improve students' English speaking skills because a large vocabulary will be an important provision for students to practice speaking. As according to the theory put forward by David Harris that vocabulary is a component of speaking skills.⁹⁵ Even though these activities are carried out by OPDAF as the implementer and person in charge, all extracurricular activities remain under the supervision and supervision of teachers. This is in line with Simoncini and Cartaviono's theory. They stated that extracurricular activities are structurally structured and accompanied by teacher supervision. With careful

⁹³ Nunan, *Practical English Language Teaching*.

⁹⁴ Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*.

⁹⁵ Harris, *Testing English as a Second Language*.

supervision, extracurricular activities can focus on the development of group, social, administrative and other public skills as well as the positive development of members.⁹⁶ By providing this vocabulary activity, it can help students strengthen the English learning that students receive at school with the teacher. This is like the benefits of joining extracurricular in Fred C. Lunenburg's theory.⁹⁷

b. Speech

Speech activity is one of the activities in the English extracurricular courses. This speech activity is a weekly routine activity that all students must participate in. In this case, students are not only asked to write speech scripts in Arabic and English, but students are also assigned to practice in front of their friends. They take turns getting assignments to practice speech in front of their group friends. For students who are not on speech practice duty, they are required to note down the essence of the speech delivered by their friend. Besides that, some students also have duty to entertain their friends with reading poem, storytelling, drama and others entertainment activity using English language, so in speech activity every student have part in speech activity. Activities

⁹⁶ Simoncini, K., and Caltabiono, "Young School-Aged Children's Behaviour and Their Participation in Extra-Curricular Activities."

⁹⁷ Lunenburg, "Extracurricular Activities."

like this are activities that students do not get in class and students can only get in extracurricular activities. Extracurricular activities like this provide supplementing coursework benefits as per the theory of extracurricular benefits put forward by Fred C. Lunenburg.⁹⁸ This speech activity is fully supported by the Darul Fikri Islamic boarding school because, it fully supports improving the speaking skills of its students. This speech activity is categorized as an extensive speaking type. According to Brown's theory, the type of extensive speaking is the oral production task includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is highly limited.⁹⁹

Speech activities in activities in this extracurricular English course, apart from trying to improve students' speaking and English skills, also strive to increase students' self-confidence. This is in line with Simoncini and Cartaviono's theory which states that extracurricular activities are different from unorganized and unsupervised public activities, such as socializing with friends and enjoying activities. Instead, they are structurally structured and

⁹⁸ Lunenburg.

⁹⁹ Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*.

accompanied by teacher supervision. With careful supervision extracurricular activities can focus on group, social, administrative and other public skill building and positive development of members.¹⁰⁰

c. Conversation Practice

This conversation practice activity is a language extracurricular activity that is routinely carried out. OPDAF, as the implementer provides a special material book containing conversation themes along with examples of conversation scripts. All students are divided into several groups, each of which is led by an OPDAF member. OPDAF leads and coordinates these activities. Students are asked to work in pairs and together recite each sentence in the conversation text. Overall, students are asked to practice conversation in pairs in front of their group friends. This kind of activity is a responsive type speaking activity. According to Brown's theory, responsiveness is an interaction and text comprehension but at a somewhat limited level, very short conversation. Standard greetings and small talks, simple requests and comments and the like.¹⁰¹

¹⁰⁰ Simoncini, K., and Caltabiono, "Young School-Aged Children's Behaviour and Their Participation in Extra-Curricular Activities."

¹⁰¹ Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, .

the existence of activities like this also provides benefits in terms of supporting students' English language skills, especially speaking, in reinforcing learning as based on Fred C. Lunenburg's theory about the benefits of participating in extracurricular activities.¹⁰² When students actively participate in conversation practice activities in this extracurricular English course, students have practiced socializing with other people, make a good relation for one another students, and improve their confidence to speak in front of people. This is in accordance with Simoncini and Cartaviono's theory, that extracurricular activities are different from unorganized and unsupervised public activities, such as socializing with friends and enjoying activities. Instead, they are structurally structured and accompanied by teacher supervision. With careful supervision, extracurricular activities can focus on group, social, administrative and other public skill building and positive development of members.¹⁰³

2. An Analysis of Problems That Hinder the Success of Learning Speaking Skill in English Course Extracurricular at Darul Fikri Islamic Boarding School

¹⁰² Lunenburg, "Extracurricular Activities."

¹⁰³ Simoncini, K., and Caltabiono, "Young School-Aged Children's Behaviour and Their Participation in Extra-Curricular Activities."

Based on the data presented by researchers both from observations and interviews with sources, it is known that, there are still several obstacles that hinder the learning process of speaking skills in extracurricular English course activities. The existing problems are not only felt by students, but also by OPDAF as the implementer and also by the teacher as the person in charge. Some of these obstacles can be described based on Penny Ur's theory about some problems that face by students in speaking activity as follows:

a. Inhabitation

Based on the data presented by the researcher, it is known that there are several obstacles in the student's learning speaking process in English course activities, such as a lack of self-confidence in students in speaking practice and a high level of fear of making mistakes in speaking practice. This is not only felt by students, but the teacher as the person in charge of the activity and OPDAF as the organizer also feel that students tend to lack confidence in speaking practice and afraid of making mistakes. These problems are related to the theory from Ur, that inhabitation is some problems that student usually faced in speaking such as worried making mistake, and afraid of criticism and feeling shy.¹⁰⁴

b. Nothing to say

¹⁰⁴ Ur, *A Course in Language Teaching*.

Based on the data presented by researchers from observations and interviews, obstacles were found in learning speaking skills that hampered the process of learning speaking skills, one of which was a lack of interaction. This generally happens to new students from either the first class or the first experimental class. Students feel they don't have enough vocabulary to prepare for interaction and speaking practice, so there are many things they can't say in English and they choose to remain silent. Apart from that, they also feel there is a lack of motivation and support both from within and from outside, this also becomes an obstacle for students to express what they want to express. This kind of situation is very in line with one of the obstacles in learning speaking skills that Ur put forward in his theory. Ur says nothing to say is a situation where students sometimes cannot think about anything to say, they have no motivation to express themselves.¹⁰⁵

c. Mother tongue use

Based on the presentation of data from observations and interviews conducted by researchers, it is known that students come from various backgrounds which make it possible for them to have different levels of English language skills. Due to the position of English as a foreign language, the

¹⁰⁵ Ur.

mother tongue remains the dominant language of the students in their place of origin. It's just that, in the Darul Fikri Islamic boarding school environment, only Arabic and English are legal as means of communication, so students are required to be able to master these foreign languages. It's just that the use of the mother tongue is still a problem that can hinder students' speaking skills learning process. Many students are less familiar with English, do not master pronunciation correctly due to the accent of their mother tongue that is still attached, and there is also the opinion that foreign languages are difficult languages compared to their mother tongue. This problem is in accordance with one of Ur's theories about problems in learning speaking, namely mother tongue use. he explained that mother tongue use occurs when learners who share mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.¹⁰⁶

3. An Analysis of Solution to Overcome the Problems That Hinder the Success of Learning Speaking Skill in English Course Extracurricular at Darul Fikri Islamic Boarding School

In every problem, a solution is something that is really needed to overcome the problems and obstacles that hinder the progress of a process. It also applies in efforts to overcome obstacles in the process

¹⁰⁶ Ur.

of learning speaking in English Course activities.¹⁰⁷ Based on the results of observations and interviews that the researcher describes in the data presentation, it is explained that there are efforts made by OPDAF to overcome various problems that arise in the process of learning speaking skills in the English Course activity. Based on the data presented above, the solutions used by OPDAF to overcome existing problems are as follows:

a. Use group work

The effort to implement this working group is one of the efforts made by OPDAF to maximize the speaking skills learning process to overcome problems that arise. The group work is applied to activities such as giving vocabulary, speech, and conversation practice. In each of these activities, OPDAF always divides students into several groups to create a sense of cooperation between each individual and also to facilitate the teaching and learning process. This increases the sheer amount of learners talking in a limited period and also lowers the inhibition of learners who are unwilling to speak in front of the full class. Group work indeed means the teacher cannot supervise all learners' speech, so not all utterances will be correct, and learners may occasionally slip into their native

¹⁰⁷ Hardianti Lestari, Murni Mahmud, "THE WAYS TO OVERCOME THE PROBLEMS IN SPEAKING ENGLISH ENCOUNTERED BY THE STUDENTS OF ISLAMIC BOARDING SCHOOL OF DARUL AMAN GOMBARA MAKASSAR."

language; However, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be much more than in the full-class set-up.¹⁰⁸

b. Base the activity on easy language

In carrying out each activity in the English course activity, group division based on student class level is aimed at facilitating the delivery of language material that is appropriate to the level and needs of students. This is an implementation of one of the problem solving solutions in practical speaking based on Ur theory, namely base activity non easy language. In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.¹⁰⁹

c. Make a careful choice of topic and task to stimulate interest.

Another strategy implemented by OPDAF to serve as a solution to increase students' interest in learning speaking as

¹⁰⁸ Ur, *A Course in Language Teaching*.

¹⁰⁹ Ur.

well as to overcome various existing obstacles is to choose interesting and varied topics at each meeting. as in the giving vocabulary activity, the vocabulary given will be grouped based on its theme. Apart from that, practice conversation activities which are also carried out routinely are also organized based on themes and discussion topics that are exciting and interesting for students. This is done solely so that students are interested and do not get bored in participating in these activities. This problem solving strategy in speaking is in accordance with Ur's theory about making a careful choice of topic and task to stimulate students.¹¹⁰

d. Keep students speaking the target language

Apart from providing teaching and training to improve students' speaking skills, OPDAF also supervises and provides motivation so that students become more aware of the urgency of foreign languages and their efforts to comply with the mandatory language regulations implemented in the Darul Fikri Islamic boarding school environment. In an effort to make it easier to monitor and regulate all students to use the official language in the Islamic boarding school, OPDAF appointed several parties to serve as spies whose job was to secretly supervise their friends so that they speak their

¹¹⁰ Ur.

language in accordance with existing regulations. The spies wrote the name of students who use informal language and report it routinely to language division of student organization of Darul Fikri. for This is the same as the theory put forward by Ur about one attempt to solve problems in speaking skills, namely by appointing one of the groups as a monitor, whose job is to remind participants to use the target language, and perhaps then report to the teacher how to do it. well the group managed to keep it going. Even though no actual punishment was imposed, the awareness that someone was monitoring the deviation helped participants to be more careful.¹¹¹



¹¹¹ Ur.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. The implementation of speaking activities in English course extracurricular at Darul Fikri Islamic Boarding School through 3 steps namely giving vocabulary, speech, and conversation practice. Giving vocabulary activity ask students to memorize the vocabularies that was received from student organization and make sentence of it. The vocabularies can be developed into speech text also can be used for students' daily conversation. Speech activity ask students to speech in front of other students and this activity can develop students' public speaking skill and self-confidence to speak in front of people. Then, for conversation practice, the student organization divides students class 1,2,3,4, and experiment into some groups or pair and asks students to do conversation. Students can implement the vocabularies that was received from giving vocabulary activity to make a conversation with their group or pair.
2. Several problems hinder the success of learning speaking skills in extracurricular English courses at the Darul Fikri Islamic Boarding

School, including inhabitation, nothing to say, and mother tongue use.

3. To overcome the obstacles and problems that exist in the process of learning speaking, several solutions have been implemented, including the use of group work, base activity on easy language, make a careful choice of topic, and keep students speaking the target language.

B. Suggestion

Based on this research, the researcher on this occasion would like to provide some recommendations for activities in English course extracurricular activity. Hopefully the recommendations will be useful for tutors, members and institutions.

1. For Students Organization of Darul Fikri Islamic Boarding School

The researcher recommends Students Organization of Darul Fikri Islamic Boarding School to always be creative in teaching speaking skill for students at Darul Fikri Islamic boarding school, so that the students are always interested in continuing to learn

2. For The Teachers of Darul Fikri Islamic Boarding School

The researcher recommends teachers of Darul Fikri Islamic Boarding School to always consider about the implementation of speaking activities in English course extracurricular and always

collaborate with student organization of Darul Fikri in developing language course and habit at Darul Fikri Islamic Boarding School.

3. For students

The researchers suggest students to be more confident to speak in English language, diligent, and disciplined while learning speaking skills, also practice to speak in English language and implemented what students get from the teacher about English language speaking, so they can improve their speaking skill.

4. For readers

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



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