

**The Speaking Skill Used by Female Students in English Speaking Program of
Ta'mirul Islamic Boarding School in Academic Year of 2017/2018**

A THESIS

Submitted as A Partial Requirements

For the Degree of *Sarjana* in English Education



By:

EVI RISKY MULARSIH

SRN. 143221211

ENGLISH EDUCATION DEPARTMENT

ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

2018

RATIFICATION
ADVISORS SHEET

Subject : Thesis of Evi Risky Mularsih entitled "The Speaking Skill

SRN : 143221211

To: The Board of Examiners as the

The Dean of Islamic Education and
Teacher Training Faculty IAIN
Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisor, we state that the thesis of

Name : Evi Risky Mularsih

SRN : 143221211

Title : THE SPEAKING SKILL USED BY FEMALE STUDENS OF ENGLISH SPEAKING PROGRAM IN TA'MIRUL ISLAM BOARDING SCHOOL IN ACADEMIC YEARS 2017/2018.

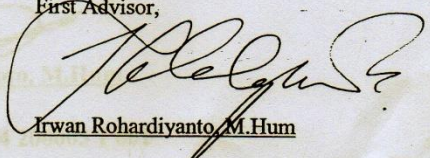
has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosah) to gain Sarjana Degree in English Education Department.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Surakarta, 15 Mei 2018

First Advisor,


Irwan Rohardiyanto, M.Hum

NIP. 198401172015031002

RATIFICATION

This is to certify the Undergraduate thesis entitled “**The Speaking skill used by Female Student in English Speaking Program in Ta’mirul Islam Islamic Boarding School in Academic Years 2017/2018**” by Evi Risky Mularsih (143221211) has been approved by Board of Thesis Examiners as the requirement for gaining Undergraduate Degree in English Education.

Chairman : Budiasih S.Pd, M.Hum
NIP. 1976308 200312 2 003

Secretary : Irwan Rohardiyanto M.Hum
NIP. 198401172015031002

Main Examiner: Dr. Rohmat Budi Santoso, S.Pd, M.Pd
NIP. 196911112002121001

Surakarta, Mei 25th 2018

Approved by

Dean of Islamic Education and Teacher Training Faculty



Dr. H. Giyoto, M.Hum

NIP. 19670224 200003 1 001

PRONOUNCEMENT

Name : Evi Risky Mularsih
SRN : 143221211
Study Program: English Education Department
Faculty : Islamic Education and Teacher Training Faculty

I hereby sincerely state that the thesis titled "The Speaking Skill Used by Female Student in English Speaking Program Ta'mirul Islam Islamic Boarding School in Academic Years 2017/2018" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am will to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, Mei 25th 2018

Stated by,



SRN. 143221211

DEDICATION

In the name of Allah SWT, the Almighty God,
It is my genuine gratefulness and warmest regard that I dedicate this work
to :

My Beloved Father, Mr. Supriyadi

My Beloved Mother, Mrs. Suamah

My Brother, Ahmad Supriyadi and Yudi Sugiati

My Thesis Advisor, Mr Irwan Rohardiyanto, M.Hum

My teachers in Pondok pesantren Mahasiswa Darussalam

KH.Aminnudin Ihsan Lc.Hum

Ustad Muhammad Zainuri, M.pd

And all of Santri Pondok Pesantren Mahasiswa Darussalam

All of My Lecturers of IAIN Surakarta

All of my Friends in Genius Class 2014

My Almamater, IAIN Surakarta, and

MOTTO

Think like a winner, Do not be a loser

(Edmond Mbiaka)

God's plan is always more beautiful than our desire

"If you want something you're never had, you must be willing to do
something you're never done"

(unknown author)

There is a will, There is a way. There is a way, There is a will

(PPL MAN 1 Boyolali 2017, PBI'14)

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin. All praises and thanks is just for the Almighty Allah SWT, the Lord of the Universe for his true blessing to give the researcher time, power, and strength so finally the researcher is able to complete this thesis.

Peace and salutation be upon the great messenger Muhammad SAW who has brought humans from the lowest creature to the most precious creature in this universe. However, this thesis could not be completed without the supports from many people. Therefore, in this great occasion the researcher would like to express my special gratitude to the following people:

1. The Rector of IAIN Surakarta, Dr. Mudhofir, S.Ag., M.Pd.
2. The Dean of Islamic Education and Teacher Training Faculty of IAIN Surakarta, Dr. H.Giyoto, M. Hum.
3. The Head of English Education Department of IAIN Surakarta, Dr. Imroatus Solikhah, M.Pd.
4. The advisor, Mr Irwan Rohardiyanto M.Hum. for his advice, patience, and help that make the researcher is able to finish this thesis.
5. The big family of Ta'mirul Islam Islamic Boarding School forgiving permission and helping the researcher during the research.
6. All lecturers of English Education Department for their times, knowledge, and experiences giving to me.
7. Her Mother and Father, who always pray for her and give me support better than others.
8. Her friends in Geniuss Class 2014 for supporting
9. The big family of pondok pesantren mahasiswa Darussalam
10. Nendri and Lu'lu, Farida, Desi lanjar, Nisa Hanif, Amel, aulia, qoyyim who always help her in the difficult situation
11. Santri Darussalam 2014.

Finally, the researcher realizes that this thesis is far from being perfect. Therefore, suggestion and support criticism will be accepted. At last, the researcher hopes that this thesis will be beneficial for students of English Education Department.

Surakarta,

The Researcher

Evi Risky Mularsih

TABLE OF CONTENT

| | |
|-------------------------|------|
| COVER | i |
| ADVISOR SHEET | ii |
| RATIFICATION | iii |
| DEDICATION | iv |
| MOTTO | v |
| APPROVAL | vi |
| PRONOUNCEMENT | vii |
| ACKNOWLEDGE | viii |
| TABLE OF CONTENTS | ix |
| ABSTRACT | xii |

CHAPTER I: INTRODUCTION

| | |
|--|---|
| A. Background of The Study | 1 |
| B. Identification of The Problem | 4 |
| C. Limitation of The Problem | 4 |
| D. Problem Statement | 5 |
| E. The Objectives of The Study | 5 |
| F. The Benefits of The Study | 5 |
| G. The Definition of Key Terms | 6 |

CHAPTER II: LITERARY REVIEW

| | |
|---|----|
| A. The Nature of Speaking | 7 |
| 1. The Definition of Speaking skill | 7 |
| 2. The Importance of Speaking | 10 |
| 3. The Function of Speaking | 11 |
| 4. The Factors Affecting Speaking Skill | 12 |
| 5. The Characteristic of Speaking | 14 |
| 6. Problem of Speaking | 15 |

| | |
|---|--------|
| 7. The Element of Speaking..... | 16 |
| 8. The Assesement of Speaking..... | 17 |
| B. Communication..... | 19 |
| 1. Definition of Communication..... | 19 |
| 2. The Type of Communication..... | 20 |
| C. Islamic Boarding School..... | 21 |
| 1. Definition of Islamic Boarding School..... | 21 |
| 2. The Type of Islamic Boarding School..... | 22 |
| D. The Previous Study..... | 22 |
| CHAPTER III: RESEARCH METHODOLOGY..... | 25 |
| A. Research Design..... | 25 |
| B. The Research Setting..... | 26 |
| C. The Source of The Data..... | 26 |
| D. The Technique of Collecting Data..... | 26 |
| E. The Technique Of Analysis Data..... | 30 |
| F. The Trustworthiness..... | 32 |
| CHAPTER IV: RESEARCH FINDING AND DISCUSSION | |
| A. Research Finding..... | 35 |
| 1. The Description of Speaking Skill Used by Female Student of Ta'mirul Boarding School..... | 35 |
| 2. The Factors supporting of Speaking Skill Used by Female Student of Ta'mirul Boarding School..... | 38 |
| 3. The Problem of Speaking Skill used by Female Student of Ta'mirul Boarding School..... | 48 |
| B. Discussion..... | 56 |
| 1. Discussion of The Factors Supporting Speaking Skill Used by Female Student of Ta'mirul Boarding School..... | 56 |
| 2. Discussion of The Speaking Problem of Ta'mirul Boarding School..... | 60 |

CHAPTER V:

| | |
|---------------------|----|
| A. Conclusion | 63 |
| B. Suggestion | 64 |
| BIBLIOGRAPHY | 66 |
| APPENDICES | 69 |

CHAPTER 1

INTRODUCTION

A. Background of Study

Understanding English language is important in our society. Human being needs communication to fulfill their need in their life. People can communicate in written and oral form. They can interact each other by using language in oral of daily life. English language as language for science and technology also becomes an instrument for everyone to broaden and to move beyond particulars boundaries.

In English, there are four skills should be mastered. They are listening, reading, writing and speaking. Alfitri (2012: 6) stated that when thinking of English skills, the four skills of listening, reading, writing and speaking readily come to mind. The other skills such as pronunciation, grammar, vocabulary and spelling are all play role in effective English communication. Mastering speaking skill is important because it is used in other to have good communication in English. According to Thornbury (2005: 8) speaking is production that becomes a part of daily activities which involves interaction; it means that if one is able to communicate well she or he will be able to interact with the society.

Islamic educational institution especially in the Islamic boarding school or in Indonesia is called *pesantren*. According to Arifin quoted by Nizar (2013: 90), *Pesantren* is a religious institution that has its own characteristics and different from other religious institutions in the education system and teaching religion. it aim to master Islamic science in detail and also to practice it as their daily life guidelines with emphasizing the good moral in society.

According to Arifin quoted by Nizar (2013: 90), Boarding as Islamic educational institution has certain characteristics they are: kyai, students (*Santri*), dormitory and mosque. *Kyai* is the leader of *Pesantren*. He is a central of making decision or rule in the *Pesantren*. The students of *Pesantren* are usually called "*santri*". *Santri* is person who life and learn in *Pesantren*. Dormitory is place that use to learn or sleep by all of the *santri*. They do their activity in dormitory. Mosque is the central place that all of activity done by *santri*.

According to Yasmadi (2005: 62) Generally Islamic boarding school categorized into two types there are: *Salafiyyah* Islamic boarding school and *Khalafiyyah* Islamic Boarding School. *Salafiyyah* is Islamic boarding school which organizes the teaching-learning process using traditional approach Moreover *khalafiyyah* Islamic boarding school organizes teaching-learning process with modern approach. It is usually called modern Islamic boarding school.

One of the modern Islamic Boarding schools in Surakarta is Ta'mirul Islam Islamic boarding school. From the pre-research that was done by researcher, it is found that Ta'mirul Islam Islamic boarding school has modern

approach in the teaching and learning. Ta'mirul Islamic boarding school prioritized *santri* have to speak English or Arabic in the daily life.

Ta'mirul Islamic boarding schools try to do innovations of the curriculum as well as conditioning the environment in order to develop the potential of foreign language skills. Speaking English is one skill that implemented in Ta'mirul Islamic boarding school. There are some elements that help to conduct speaking English in their daily life include teacher, students, learning aid, and topic. In this case, learning method and model are used.

There are some efforts in the conduct of speaking in Ta'mirul Islam Islamic boarding. Study planning conducted by OSTI (Student Organization of Ta'mirul Islam) in the field of languages provides materials and new vocabulary with interesting methods such as the drill; it can be easily imitated and used in daily communication by them. In other hand, OSTI also do monitoring the students with the establishment's spy as the person who gave the mandate to control the program. The existence of this program also conducts evaluations of OSTI that held in applying English as the language of daily communication. In addition OSTI also prepare the punishment for students who do use English in daily communication. OSTI is the organization that is planning, implementing and evaluating the program. The researcher considers that descriptive qualitative is appropriate for this research to present a comprehensive understanding of the conduction of speaking skill. Based on the background of study above, the research do on the entitled:

“The Speaking Skill Used by Female Students of English Speaking Program in Ta’mirul Islam Islamic Boarding School at Academic years 2017/2018”.

A. Identification of The Problem

1. There is an imbalance in using of two foreign languages at the students of Tamirul Islam Islamic Boarding school.
2. There is mother tongue used in the speaking skill used by female students of Ta’mirul Islam Islamic boarding school.

B. Limitation of The Problem

In order to focus on a specific scope of study, the researcher limits the focus only the factors of English speaking used for communication and the problems are faced by female student of Ta’mirul Islam Islamic boarding school.

There are many Islamic boarding schools in Surakarta the researcher chooses Ta’mirul Islam Islamic boarding school because it has a good quality in English especially for speaking in their communication.

Ta’mirul Islam Islamic boarding school separated their students into two areas. Therefore there are for male and for female students. The researcher observe only the female student because it makes her research easy.

There are many kinds of skill in English teaching learning process but the researcher make limitation only speaking skill. She wants to know how the students using English for communication in their daily life.

C. Problem Statement

Based on the background above the researcher, formulates the problems as below

1. What are the factors support of speaking skill used by female students of English speaking program in Ta'mirul Islam Islamic boarding school in academic years 2017/2018?
2. What are the problems when using speaking skill in the English speaking program by the female students' of Ta'mirul Islam Boarding school in academic years 2017/2018.

D. The Objectives of The Study

1. To describe the factors that support speaking skill by female students in English speaking program of Ta'mirul Islam Islamic Boarding School in academic years 2017/2018.
2. To describe the problems when using speaking skill in English speaking program by the female students' of Ta'mirul Islam Boarding school in academic years 2017/2018.

E. The Benefits of The study

1. Theoretical Benefits

This researcher is expected to enrich the educational studies and improve knowledge of English Education students about the implementation of speaking for communication in the daily life mainly using English as the language especially in Ta'mirul Islam Islamic boarding school.

2. Practical Benefits

a. For the students

This research is useful to motivate the student to be confident to speak English for their daily life. It also make a good habit for them this habit also can be improving another skill in English. They have a good chance to get a high quality of university because they have a good skill in English.

b. For the researcher

This researcher is written by the researcher to extend and increase her knowledge. It also used as a partial requirement for the degree of bachelor in English Education Department.

F. Definition of Key Terms

- a. **Speaking:** Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have in our mind (Nunan, 1991: 40).
- b. **Communication** is one of the daily activities that really connect of all human life (Little John, 2009:4).
- c. **Islamic Boarding School:** Islamic Boarding school is educational institution that has a certain characteristic (Nizar, 2013: 90).

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

1. Definition of Speaking Skill

Speaking is a productive skill produced by human by showing their thought sounds and utterance. According to Gerd and Hans (2008: 207), cities in Dedi (2012), speaking is speech or utterance with the purpose of having intention from the speaker to the receiver. The speaker delivers the statement while the receive processes the statement in other to recognize their intentions. Brown and Yule (1999: 14), speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say

Speaking is one of two productive skills in language teaching. It is defined as a process of building and shering meaning thought the use of verbal or oral from. Moreover (Nunan, 2003: 48) defines that speaking consists of producing systematic verbal utterance to convey meaning.

In the teaching English, there are four important skills those are reading, listening, writing, and speaking. According to Leong & Ahmadi (2017: 34), speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect

of learning a foreign language. In that way success is measured based on the ability to perform a conversation in the language.

According to Leong & Ahmadi (2017: 35), Speaking is a process of making and sharing meaning by using verbal and non-verbal symbols in different context. According to Nunan quoted by Leong & Ahmadi (2017: 35) speaking is the same as an oral interaction which are conventional ways of speaking information expressing our idea and thought have in our mind.

In additional, real success in English teaching and learning is when learners can actually communicate in English inside or outside the classroom. As that communicate each other need to know with whom when where they must speak up. According to Hornby (1995: 318) "Speaking is making of words in an ordinary voice, uttering words, knowing and being, able to use a language, expressing oneself in words, making a speech. All of that component of speaking function to express one opinion, fillings by or as talking and it involves the activities in the part of the speaker as phonological, physiological (articulator) and psychical (acoustic) stages.

In the conclusion, speaking is one of a normal process to produce the sound which is listened and imitated to have the various function as a communication and interaction one another and controlled by human brain.

1. Aspects of Speaking Skill

Speaking is not easy to express something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. There are some aspects should be recognized by learner in learning speaking:

a. Pronunciation

Broughton (2003: 199) stated that pronunciation is infinitely more valuable to turn one's attention to stress, rhythm and intonation. While, Thornburg (2005: 127) stated that pronunciation refers to students ability to produce comprehensible utterances to fulfill the tasks requirements. It refers to the production of individual sounds. The appropriated linking of words, and the use of stress and intonation to convey the intended meaning.

b. Grammar

Harmer (2001: 12) said that grammar of language of a language is the description of the ways in which words can change their forms and combine into sentence in that language. It help the learners to combine the words, to produce sentence correctly. In speaking, grammar could help the learners will to different the formal and informal expression or polite and impolite expression.

c. Vocabulary

Vocabulary is one of the important element in speaking. Without vocabulary, learners cannot say something. The learners can make a sentence or communicate effectively what they want to say. Knowing a lot of words in foreign English is very important (Edge, 1993: 27).

d. Fluency

Fluency is used to measure capable someone in using the language.

Fluency is the extent to which speakers use the language quickly and confidently, the few hesitations or oral natural pauses, false start, word search etc (Nunan, 2003: 55)

e. Comprehension

In learning English, comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning sentence (Brown, 2007: 226). It requires someone can understand what orther speakers say outomatically in oral communication.

Based on the explanation above, it can be concluded that students need prounounce phonemes correctly, use appropriate stress and intonation patterns yo get good speaking.

2. The Importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency and comprehension. Learners should have enough English speaking ability in order

to communicate easily and effectively with other people. According to Rivers Leong & Ahmadi (2017: 35), studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are learners' language tools. According to Efrizal in Leong & Ahmadi (2017: 35) said that:

Speaking is great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English we should use the language in real communication and ask them to do the same process.

Speaking is the most important skill for all of the skills in English. People need communication when they want to say something and transfer information according to their own goals. According to Ur in Leong & Ahmadi (2017: 35) all language skills called speaking, reading, listening, and writing. Speaking is the most important one very necessary for the effective communication.

3. The Function of Speaking

The more someone studies speech in the natural setting, the more someone find systematic variation in every speaker. It is a reflection which is addressed what the social event from the topic of discussion. Speaking is the way to share an idea to communicate each other. As the human being, it has naturally happened in human life but a human has a rule to make sound better and has a meaning to understand each other.. It would be an incompetent speaker

who uses baby talk to everyone or randomly interspersed sentence in baby talk or in the second language regardless of circumstance. It would be incompetent to use the formal style in all situations and to all addressed in society allowing for the broader range of variation.

Speaking is significant to support their ability to apply the language. Speaking skill has been important to the success of human being. The significance of speaking skill is observed in the daily activity of the person. Speaking is an interactive activity and it occurs the real-time constraints. That is a person can use word and phrase fluently without very much conscious thinking. According to Shaw in Leong & Ahmadi (2017: 36), Speaking skill enables an individual to produce sentence for real communication, in other words, they actually like to communicate in language to get specific objectives.

4. The Factors Affecting Speaking Skill

According Tuan & Mai quoted by Leong & Ahmadi (2017: 36), there are six factors that influence learners speaking performance, such as performance condition, affective factors, listening ability, tropical knowledge, and feedback.

a. Performance condition

One of the most important influences on language learning success or failure is probably the affecting side of the learners. According to Krashen (1982) stated a variety of affective variables has been confirmed to be related to success in second language acquisition in the research over the

last decade but most of those studies examined the three categories: motivation, self-confidence, and anxiety.

b. Affective factors

Performance conditions help students in learning speaking. It is necessary for the teacher to figure out the factors that affect their speaking performance. Student speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support).

c. Listening ability

Speaking skill cannot be developed unless someone develops listening skill. Students must understand what is said to them to have a successful conversation.

d. Topical Knowledge

Topical knowledge is defined as knowledge structure in long-term memory (Bachman & Palmer 1996). In other words, topical knowledge is the speaker's knowledge of relevant topical information. This information provides learners to use language with reference to the world in which they live. Bachman & Palmer (1996) stated that certain tests may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has an effect on speaking performance.

e. Feedback during speaking

A lot of learners expect their teacher to give them the necessary feedback on their speaking performance. according to Harmer (1991) the decisions that instructor adopt toward their learners performance depend on the stages of the lesson, the task, and the kinds of mistake their make.

5. The Characteristic of Speaking

According to Mazouzi quoted by Leong & Ahmadi (2017: 36) learners' activities should be designed based on equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of the communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately. There are some characteristic of speaking.

a. Fluency

According to Hughes quoted by Leong & Ahmadi (2017: 36), fluency is the learners' ability to speak in an understandable way in order not to break down communication because listeners may lose their interest. Hedge in Leong & Ahmadi (2017: 36) expressed that fluency is the ability to answer coherently by connecting the words and phrases pronouncing the sounds clearly and using stress and intonation.

b. Accuracy

According to Mazouzi in Leong & Ahmadi (2017: 36), Learners should pay enough attention to the exactness and the completeness of

language form when speaking such as focusing on grammatical structures vocabulary and pronunciation. According to Thornbury in Leong & Ahmadi (2017: 36), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts.

6. Problem in Speaking Activity

According to Ur (1996: 121) there are some problems faced by the learners in speaking activity. The problems include Inhibition the lack of theme to spoken the low of mother tongue these problems can be explained as follows:

a. Inhibition

Unlike reading writing listening activities speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom or English zone such as worried about making mistakes fearful of criticism or shy of the attention that their speech attracts.

b. Nothing to Say

Some learners get the difficulties in thinking of anything to say they have no motive to express themselves beyond the guilty feeling that they should be speaking. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he/she knows very little. It is difficult for many

students to respond when the teachers ask them to say something in foreign language.

c. Mother Tongue use

Mother tongue is common less motivated. The learners find it easier or more natural to express themselves in their native language.

7. The Element of Speaking

Jeremy Harmer (2001: 269) stated that ability to speak English presupposes the elements necessary for spoken production as follows:

a. Language Features

The elements necessary for spoken production, are follows:

1). Connected speech

Connected speech sound are modified (assimilation), omitted (elision), added (linking), and weaken (through contains and stress patterning). It is for this reason that we should involve students in activities designed specially to improve their connected speech.

2). Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterance, rare volume and speed, physical and non-verbal (paralinguistic) means to show how they are feeling. The use of these devices contributes to the ability to convey meaning.

3). Lexical and Grammar

Teacher should supply a variety of phrases for different function such as agreeing or disagreeing, expression surprise shock or approval.

4). Negotiation Language

Effective speaking benefits from negotiator language used to seek clarification and show the structure of what is said. The components above drive the functions of the speaking, and the purpose of the speaker.

8. The Assessment of Speaking Skill

According to Brown (1994), there are six categories of speaking assessment tasks. They are:

a. Imitative

One type of speaking ability for performance is imitated a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, lexical and grammatical properties of language may be included in the criterion performance. It is not important whether the test-taker can understand the meaning or not.

b. Intensive

A second types of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic elements- intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond. The example of intensive assessment task included directed response tasks, reading aloud, sentence, and dialog completion up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, started greetings and small talk, simple requests and comments, and the like.

d. Interactive

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges participant. Interaction can take two forms of transactional language, which has purpose of maintaining social relationship. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor and other sociolinguistic conversation.

e. Extensive (Monolog)

Extensive oral production tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently some deliberative (planning is involved) and formal for extensive tasks, but if informal monologues, it cannot be ruled out such as casually delivered speech (for example, my vacation in the mountains).

B. Communication

1. Definition of Communication

Communication is one of activities that everyone recognizes but few can define satisfactorily. Communication is talking about to one others it's television it is spreading information. According to Fiske (1990: 6), assume that communication involves sign and codes in which sign are artifacts or acts that refer to something other than themselves that is they are signify constructs. Codes are the systems into which signs are organized and which determine how sign may be related to each other. From the statement above it can be conclude that communication is the combination between sign and codes. Here sign represent the way of someone to refer something while codes show the form of system which determines how those signs may related to each other.

2. Types of Communication

People communication with each other's in a number of ways that depend upon the message and its context in which it is being sent. Choice of

communication channel and your style of communicating also affect communication. So there are has varieties of types of communication.

Types of communication based on communication channels used

a. Verbal Communication

According to Fiske (1900: 7) Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing objective of very communication is to have people understand what we are trying to convey. When we talk with others we assume that others understand what we are saying about.

b. Non Verbal Communication

According to Fiske (1990: 8) Non Verbal communication is information that is communicated without using words. There are nonverbal elements embedded in every element in the communication model. Sending message through nonverbal communication; it is unique culture or co-culture to which belong; verbal and non-verbal communication may be in complicit with one another; much nonverbal communication operates at a subconscious level; your nonverbal communication shows your feeling. Non-verbal communication serves importance functions. It can be complement regulate substitute for or accent a verbal message.

C. Islamic Boarding School

1. Definition of Islamic Boarding School

According to Arifin, (2000: 7), Boarding School is an institution of Islam growing and recognized by the surrounding of society that receive religious education under the sovereignty of one's leadership that called "Kyai".

According to Ziemek quoted by Yasmadi (2005: 121), States that boarding school is an institution of spiritual, education and socialization are very heterogeneous quaint stated history of pedagogic, presence and development purposes altogether. Islamic boarding school became the center of change in education, politics, social, cultural, religious and social. So it can be concluded that the boarding school is a traditional institution that already has long existed in Indonesia that there is religious education.

a. The purpose of Islamic Boarding School

According to Arifin quoted by Nizar (2013: 90) the purpose of the establishment of boarding schools divided into two, they are:

- 1) General purpose is guiding students to become the human personality of the Islamic religion with science and was able to become *mubalig* of Islam in society.
- 2) Specific purpose is preparing students become people of religious sciences and *kyai* is concerned as well as practice in the community.

a. The Characteristics' of Islamic Boarding School

According to Arifin quoted by Nizar (2013: 90) Boarding as Islamic educational institution has certain characteristics they are : (1) *kyai* as headmaster of *pesantren* (2) students living in dormitory and learning to *kyai* (3) The hostel as student' dormitory; (4) *pengajian* as a form of teaching and; (5) The mosque as a center of boarding school.

2. The Type of Islamic Boarding School

According to Yasmadi (2005: 26), Generally Islamic boarding house categorized into two types there are: (a) *salafiyyah* Islamic boarding school which are organizes the teaching-learning process using traditional approach as the old form of Islamic boarding house since its beginning (b) *khalafiyyah* Islamic boarding house which organizes teaching-learning process with modern approach. It is usually called modern Islamic boarding house the boarding factions as dormitory to establish a conductive environment as means of speaking Islamic science.

D. The Previous Related Study

The preceding study which is in line with the research is this thesis entitled “*The Implementation of Speaking Teaching-Learning to the Seventh Grade Students' of Ta'mirul Islami Islamic Bilingual Boarding School in The Academic Years of 2015/2017.*”

Based on the result of the research, it shows that the teacher taught the student communicatively. There are also enthusiastic to increase their speaking skill. The research find some factors that contribute the speaking teaching and learning process in Ta'mirul Islam Boarding School. They are: 1) The student English speaking habits, whether in the dormitory or in the school. 2) the teacher care. 3) there are some student who have good English skill. 4) the memorization method. 5) the communicative teaching and learning

The second previous research was done by Bunga Nur Primayu Lestari (2017) by the entitled “ *A Study on Teaching Speaking on English Club in Female Students' English Program of Maba'ul School at the Eleventh Grade of MAN 2 Surakarta in the Academic Years 2016/2017.*” In his research describe that there are some activities that done in every theme, there are English drama, broadcaster, and newscaster. In the teaching speaking skill, the teacher used communicative approach. This approach stated that the authentic language use and classroom exchange where students engage in real communication. So the teacher implemented the approach in the teaching learning female students English program, because the learning realistic and can communicate using appropriate social language, gesture, ao expression, when the students presents in their speaking performance.

In the implementation of teaching speaking in female student English program there are strengths and weakness.

1. The strengths are: (1) the materials in English program has different with material in the common class, its emphasize to practices in speaking, and the class design is make the student have fun, (2) make the student more confident to speak in public. (3) the teacher know the psychology of the student before taught them, and know how to make them interest with the material, (4) make the student more aware and understand about the five components in speaking skill such as the pronunciations, grammar, comprehension, fluently, and the vocabulary, (5) there is no homework in English program. It do not make the student difficult.
2. The weakness are: (1) the student cannot speak English instantly, so needed prepare step by step (2) the schedule of English club held on the late evening time, so some students felt sleepy and their time must be divided with other task to prepare for next day, (3) some material need much time to be ready for presents the show.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the research used the descriptive qualitative research. According to Moleong (2006: 6) qualitative research is a type of research which purpose to understand a phenomenon about the subject, experience, such as behavior, perception, motivation, action, etc. holistically, with descriptive method in the form of words in particular scientific context. Therefore, qualitative research is a research which does not use statistic data, it is associated with hypothesis generating and developing an understanding. This research the data concerned appear in words rather than in members.

According to Denzin and Lincoln (2009: 2) stated “qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter”. This means that qualitative research study in their natural setting. The research collected the data, and then descriptively reported the findings. The condition of the object of the research should be natural, so that the research could get a representative result. The representative result would be the source of the conclusion of the research.

This research is focused to describe how speaking skill used by female student in English speaking program of Ta'mirul Islam boarding school. The aims of this research is to know how the situation is accrue in Ta'mirul Islamic boarding school in the presence of the implementation of speaking English in

boarding surroundings, on the other hand this research also aims to find out the factors that support in the implemented of English speaking program and to find out what are the problems that are found there.

B. The Research Setting

The research entitled “The Speaking Skill used by female student of English Speaking Program in Ta’mirul Islamic Boarding School in in Academic Years 2017/2018” was conducted in Ta’mirul Islamic boarding school. The first Step which is done by researcher is permission to the reader of Ta’mirul Islam, and does pre observation in February 2018. The observation and interview done in February and March and the researcher do the research in April and May 2018.

C. The Source of Data

According to Arikunto (2006: 88) the source data refers to the thing, tuff or person in which the research observes, read and asking about the data related to the subject that will obtain. The researcher doesn’t use all of the students because it is so large, there are two areas of Tamirul Islam, there are for about three hundred student but the researcher chooses the female student of Ardan area. There are sixty students as an object of this research and the researcher get the data from ten informants.

The source of the data in this research includes event informant and document.

1. Event

The event in this research is the process of speaking for communication by female students of Islamic Boarding School Ta'mirul Islam Surakarta 2017/2018.

2. Informant

The informant in this research was the female students' of Ta'mirul Islamic Boarding School Surakarta. The researcher interviewed three supervisor of English program and seven student became the informant. The data found of the sentence of conversation.

D. The Technique of Collecting Data

The technique used for collecting data are observation, interview, and documentation.

1. Interview

Most researchers approaching qualitative research expert they will conduct interviews. The first interview is done by the researcher in February 2018. The interviews may not be the most appropriate way of making data and often will not be the easiest. The types of interview used and the ways in which the interviews are conducted depend on the research.

The most common type of qualitative interview is different from everyday conversation. First research should be aware of the essence that interview is a research tool and researcher has write in good report.

Before the interview the participant already knows the general subject of the research as the researcher must provide this information during the process of obtaining consent for the interview. During some interviews, the researcher may ask an occasional question for clarification or to redirect or focus the account but the goal is to permit the participants to tell their stories with little interruption. The qualitative researcher's philosophy determines what is important what is ethical and the completeness and accuracy of the result (Rubin and Rubin,1995).

The purpose of the interview in this research is to obtain data from primary sources, so that the data obtained are more accurate. In addition the aims of interview are to complement some of the data from other sources to test the results of data accumulate in advance.

2. Observation

According to Santosa (2014: 59), the definition of observation in generally divided become two are non-participate observation and participant observation. In this case, the researcher used participant observation (direct observation). Participant observation or live observation is a direct observation to be a participant in the events observed (Santosa, 2017: 59). The researcher became one of the

participants in the events are research and performed a specific role in the event.

Observation is a primary strategy for making data event situations where interviewing would be easy. The assumption behind most observational strategies is they enable the researcher to learn what is taken for granted in a situation and to discover best what is going by watching and listening.

Observation is usually focuses on the specific aspects of events or circumstance and schedule. According to non-participatory observation is the observation which the researcher only carries out the purpose, it is only an observation or observes the subject of the research.

The purpose of observation in this study is to find out the real situation going on, in other hand the observation can be used as a means to answer a particular question/specific. Observation at doing will be able to provide clarity about a problem and then look for solutions to those problems. The observation is performed aiming to get concrete data on the place of research. The technique of additional data collection applied in this research is documentation.

3. Documentation

The document is everything in written or film, differ from a record, which is not prepared because of the need to the researcher (Moleong, 2004: 160). Documentation method is intended to find data on manuscript, book, magazine, newspaper, and agenda.

Documentation is very useful because it can give wider background to the researcher. It can be materials in triangulation process. It is also the main material in the historical research. In this research, the documentation is the document of vocabulary book and conversation book that provide in the program.

E. The Technique of Analyzing Data

Qualitative data analysis techniques deal with non-numeral data usually linguistic units in oral or written form. The data in this research was analyzed using qualitative method. The research used some step to analyze the data such as innovating collecting data, reducting data, presenting the data, and dwawing the collection.

Bogdan and Biklen in Creswell (1994: 154) stated that in qualitative analysis several activities engage the attention of researcher: collecting information from the field sorting information into categories formatting the information into the story or picture and actually writing the qualitative text.

1. Data collection

Data collection means collecting data from many sources. The researcher collected data from observation, interview, and documentation. The researcher interviews with the informant and doing observation of the implementation of speaking for communication which is use the female students of Ta'mirul Islam boarding school

2. Reducing the Data

Not all the gathered data as result of the research is important. It means that the important information must be taken and the unimportant ones must be ignore.

In the process of reducing the data the researcher selects focusing simplifying and abstracting the data in the field note. The data reduction is done during the research activities.

3. Presenting the data

Presenting the data is describing the data in the form of description or narration. At the second component in analyzing the, data the technique is used in arranging information description or narration to draw the conclusion. By presenting the data the researcher will consider what should do.

4. Drawing the conclusion

In this research conclusion is drawn continuously throughout the course of the research. The researcher tends to accumulate and formulate her interpretation of the observation.

5. The Coding of The Data

To make easy and systematic of the data, the researcher uses data coding such as:

| | |
|-----|----------------------|
| Con | : Conversation |
| 01 | : number of the data |
| MT | : Mother Tongue |
| FB | : Feedback |
| IH | : Inhibition |
| LV | : Lack of Vocabulary |
| PR | : Pronunciation |

For example:

1. Con 01/ MT it means the conversation number one categorize conversational competence
2. Con 02/ IH it means the conversation number two categorize Problem of Speaking Inhibition

F. The Trustworthiness of the Data

The next step after the data has been collected is verifying the accuracy of the data that is accurate or not. Making the data valid before it is analyzed, the validity of data or trustworthiness of the data is needed. This step is clearly stated by Creswel (2009: 190) that qualitative validity means that researcher checks for the accuracy of the findings by employing certain

procedures the accuracy means the data must be valid in order that analysis can show the significant result.

You should be able to judge the trustworthiness of the information you gathered by applying all the criteria you put in place when designing the study. The number of criteria applied may vary from one study to another

The researcher used the triangulation to test the research data. Triangulation is technique to check the validation of the data which employs another source to check and compare the data Meoleong (2012: 330) there are four kinds of triangulation:

1. Data triangulation It compares the trustworthiness of the information with the other tool. It can be by comparing the data of observation with the data of interview or comparing data of interview with the document related to the research.
2. Investigator triangulation which refers to the use of more than one researcher in the field to gather and interpret the data.
3. Theoretical triangulation which refers to the use of more than one Theoretical position in interpreting data.
4. Methodological triangulation which refers to the use of more than one method for gathering the data.

The researcher used the data triangulation to check the validation of the data. She compared the methodological triangulation data for the observation with the data of interview and

the compared with the documentation. In this research, the research used triangulation of the method. It was by comparing the data taken from an observation that held during teaching and learning process and the data from an interview, which have the same method.

Invalidating the data, the researchers observed the process of the teaching-learning process, while also observing the problem appeared; the researcher does the crosschecking by comparing them to the data of interview.

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher analyzes the data gathered from the research. The data were obtained from observation, interview, and documentation. This chapter is divided into two section, research finding and discussion. This research took the data about the conduction of speaking skill in English speaking program by female students of Ta'mirul Islam. The process described in the several part such as (1) the factors that support the conduction of Speaking skill in English speaking Program, (2) what are the speaking problem that faced by student.

1. The Description of Speaking Skill used by Female Students in English Speaking Program of Ta'mirul Islam Islamic Boarding School

a. The Supervisor of English Speaking Program

The Language supervisor of Ta'mirul Islam in the using of English speaking skill in daily communication is not easy. Ta'mirul Islam has organizational structures that have the task of applying a foreign language as the language of daily communication at the boarding school. There are four organizers who help boarding school in applying foreign language as the language of daily communication surroundings boarding schools they are:

1).LP Qudaba (Lembaga Pelaksanaan Qur'an and Bahasa)

LP Qudaba (department of the Qur'an and language) is a team that has the most important role in the uses of foreign languages program in boarding environment. The task of the LP Qudaba is creating languages as the program, in the other hand LP Qudaba also make the program working program that will be applied in the boarding. LP Qudaba also do pleno plenary session and also conference with the leader and various teams.

2). OSTI (Student Organization of Ta'mirul Islam)

OSTI (Student Organization of Ta'mirul Islam) are students who help LP qudaba in carrying out a program of English boarding school surroundings. The duty of OSTI is to give English language materials that are already designed by LP Qudaba and also monitor how the situation happening surroundings cottage. The task was monitoring how OSTI situations that occur in the environment of cottage and provides punishment for students who do not follow the rules. They were asked to always be consistent in the face of problems, problems that arise in a boarding environment execute in the language program.

3). Rayon

Ta'mirul Islam Islamic boarding school has several district which consists of various rooms. Each district has rayon. The task

of the Executive Board of the rayon is helping OSTI in running program.

b. The Learning Technique of the Program

Based on the findings that there are two technique applied in the English speaking programs. The first technique is drill vocabulary and the second technique is a question answer.

1). Drilling vocabulary

Drilling vocabulary is one technique to enhance vocabulary mastery of the student. The purpose of this technique is expected that students can master the vocabulary and their goal was able to speak with the vocabulary that ever given and memorize. OSTI as organizations that do duty of the program should prepare vocabularies and delivered twice in every week.

2). Question Answer Technique

Question answer technique is one technique that used in the English speaking programs, in this activity usually OSTI uses learning media to easily deliver the material. OSTI usually carries something such as pictures then the student is obligated to ask about what is delivered by OSTI or answer questions that OSTI provided. This aims to increase the vocabulary knowledge also trains student mental by asking something that they haven't know.

c. Evaluation of program

Based on the findings of that evaluation is done in this program is once a year in the form of vocabulary test. In this exam students are expected to answer some questions about the vocabulary that was submitted by OSTI as long as the program progresses. There is a passing standard set by the Board of *Asatid*, if students do not meet the standards then there will be remedial for students who do not face the standards, they should memorize more the vocabularies that have been given.

2. The factors Supporting of Speaking skill used by female student of Ta'mirul Islam Islamic Boarding School.

In the conduction the ability to speak English in a boarding environment is inseparable from the efforts of the Executive Board in carrying out the program. Based on this study, the researcher found several factors that can support the used of speaking skills in the boarding environment.

a). Student Interest

Based on the research that has been done, student interest of Ta'mirul Islam Islamic boarding school in using English as the language of daily communication get enthusiastic. Students do not feel burdened to communicate in English because it has become a

habit. In addition, the situation that occurred in an environment of boarding also supports students to use language to communicate. The researcher asked the female student of Ta'mirul Islam boarding school about her interest. It is appropriate to Riska said:

“Tertarik mbak. Dulu saya kelas enam itu ada bahasa arab dan bahasa inggris, nah ini lumayan buat ilmu tambahan. Kan juga selain itu, bahasa arab dan inggris juga terkenal bahasa internasional kan ya mbak. Aku juga pengen belajar bahasa arab dan inggris, lalu lama kelamaan bisa ngikutin seiring berjalannya waktu mbak”.

Based on the interview above, the informant confessed that the facilities provided by the language supervisor were able to increase her ability to master a foreign language. Although there are imbalance in the use of English and Arabic but students remain consistent in implementing the program well. This causes the students keep using English or Arabic surroundings boarding . In addition the program held by the supervisor of language makes them interested. This is evidenced by one interview conducted between the researcher and Ustazah Wiwit, she said

“Ya, sejauh ini program yang dilaksanakan di pondok membuat siswa tertarik. Alhamdulillah selama ini program bahasa yang di upayakan oleh pengurus membuahkan hasil. Santri disini rata rata mampu berbicara dua bahasa yaitu arab dan inggris. Mungkin awal awal mereka masuk pondok butuh adaptasi terlebih dahulu, tapi lama kelamaan bisa menyesuaikan dengan lingkungannya. Walaupun kadang ada ketidak seimbangan antara bahasa Inggris dan Arab. Terkadang mereka lebih suka berbicara bahasa arab mungkin karna mereka lebih mudah mengucapkannya karna sering baca Al-Qura'an. Rata rata anak anak di area

ardan ini semuanya penghawal Al-Qur'an. Mungkin itu menjadi salah satu faktornya”.

She explained that most students readily adapt to the environment even though they are required to speak English and Arabic. Although students remain interested with the language program in the boarding. Although imbalance between English and Arabic due to most of students because they more familiar with the. They keep using English and Arabic as the language of daily communication.

In addition to the interview that was done between the researcher and informant. The researcher also found the conversation that showed students interested in conducted in boarding schools Ta'mirul Islam Islamic boarding school. This conversation could be evidence that students have an interesting.

Dewi : how about tomorrow? What you're agenda?

Ica : maybe there is agenda from OSTI.

Dewi : I think so.

Dewi : Language correction.

Ica : it's sound good.

The conversation between Dewi and Ica, they are talking about the agenda tomorrow. Usually OSTI has agenda in the holiday. They will give language correction for the student who get punishment because they do not speak English or some student who

wrong in pronunciation when speaking English. The conversation above, the researcher conclude that the students have an interest when use English language in daily life.

b). The Situation in Boarding School.

One factor that supports the speaking skill used in daily communications is the condition of the environment itself. Ta'mirul Islam Islamic boarding school has not been using the mother tongue or regional language in the area of each boarding. This situation makes the students create the feel of a foreign language. The circumstances that originally forced them to use English or Arabic gradually became a good habit. Although in practice most of them prefer to use Arabic rather than English, but in theory, it is in fact easier English. Based on an interview with Ustadzah Nisa, she said:

“Ada sedikit imbalance khususnya dalam praktiknya, untuk teorinya sebenarnya lebih mudah bahasa inggris, kalau bahasa inggris itu ada perasaan seakan-akan ada perasaan “GAYA”, karena kita itu kan vokalnya vocal jawa. Kalau mau bicara inggris kan kalau bagus kita harus berpura-pura jadi orang inggris. Lha itulah yang kadang membuat anak-anak jadi tidak percaya diri. Mungkin ada anak-anak yang sebenarnya ingin serius dan berusaha baik dari teman-temannya agak gimana gitu, tapi insya Allah secara kemampuan rata mbak”.

Based on the conversation above, she explains there is imbalance between English and Arabic. Students would rather

practice using Arabic. It cause when they speak English they faced pronunciation difficulties, but in theory and the ability each student is same. The conversation above, maching with the interview by ustadzah ummul as a member of OSTI. She said that:

“Kalo situasi yang terjadi dipondok sudah mendukung mba. Karna kan kalo mereka tidak menggunakan bahasa inggris dalam berkomunikasi sehari hari mereka akan mendapatkan punishment. Mungkin itulah sebabnya mereka merasa takut kalo ngomong bahasa Indonesia atau jawa. Tapi dengan adanya seperti itu, itu membuat siswa selalu menciptakan suasana yang mendukung. Kalo ada salah satu siswa yang belum bisa berbicara bahasa inngris atau salah dalam pengucapannya , nanti ada yang membenarkan atau memberitahu yang benar. Begitu mba biasanya. Sejauh ini mereka selalu melakukan feedback ketika berbicara bahasa inggris. Mungkin hal tersebut juga yang membuat situasi dipondok bahasa ini hidup”.

Based the interview between the researcher and ustadzah Ummul. She said that the students always do feedback during speaking, although there are some students that still have not been able to use English in daily communication, but that does not make the students speak the Indonesia language or local language. Students are always trying to create a good atmosphere in the English program. She also explains that if there is one of the students was wrong in pronounciaton when using the English language will remind and justify it. It helps students in creating a good atmosphere in the environment of boarding.

c). The additional programs of The Boarding

Facilities of the instruments that become an indicator of the success of a program. When in the program meets the standards of the success of a program then the program will better. Ta'mirul Islam Islamic boarding school is a boarding school that facilitates their students to be able to communicate using the foreign Islamic languages such as Arabic and English. In addition Ta'mirul Islam boarding school provides facilities to support the speaking skill used of the program. Based on the interview with Ustadzah Nisa, she said:

“Biasanya ada “Listening”, setiap seminggu sekali itu dari bagian bahasa. Dengan nobar, nobarnya itu yang berbahasa resmi, ya seperti bahasa inggris atau bahasa arab dan setelah nonton nanti ada pertanyaan”.

The facility is one of the factors that may affect the operation of a program. Ta'mirul Islamic boarding schools try to provide facilities that can support the language program is executed. In accordance with the interview that has been done by researchers There are several facilities which given to add insight into students in understanding foreign languages include:

1). Listening Time

Listening activities done once every week once and followed by all students to add their insights in mastering a foreign

language. in this activity, OSTI will provide listening section and then the students listen and write the vocabulary they get from the material. OSTI also provided the material in the form of a song in English and students have to write what they heard from the song. This activity is also an effort in increasing student interest in learning a foreign language is primarily English. Based the interview with female student of Ta'mirul she said that the facility provide is support the speaking skill used in Boarding school.

Riska said:

“Alhamdulillah mendukung, kadang sama Ustadzahnya itu diputarin film kadang juga dengan listening musik seperti itu mbak. Nah dari fasilitas tersebut kita belajar mba, kadang ya bisa nambah vocabulary juga, bisa jadi hiburan juga mba”.

Based on the interview above, Riska said that the facilities not only improve their knowledge about skill in English but also can entertain the students. The Interview above shows that the students felt interesting with the activity because they not only get the new knowledge but also can make them happy. It must be maintained by OSTI nor the supervisor of language department. They are as superpisor of language department must try to make students do not get bored with the activities that have been done. They should defend and also make new innovation innovation in learning so that students do not feel bored. In addition Ummul said that:

“Listening skill itu sebenarnya mempengaruhi tingkat penguasaan bahasa sih mba. Kadang teman teman itu kan merasa bosan jadi dari OSTI memberikan pelajaran lewat listening itu. Listeningnya menggunakan bahasa inggris. Kemudian nanti teman teman diminta untuk menulis vocab apa saja yang mereka dengar dan nanti terakhir hasilnya akan dikoreksi oleh OSTI. Menurut saya itu adalah salah satu cara untuk meningkatkan kemampuan mereka”.

Based on the interview above, the researcher concludes that listening time can make the student do not feel board. And the students also can improve their vocabulary. This Learning model are able to make they always want to know new things that they do not know before. This is a new innovation in the learning process, although they are in the outside of classroom. The listening skill makes students more familiar to listen how native speakers speak up. It makes them more easily to imitate. In addition they will learn about how a good pronunciation in learning English. The other hand, it makes their learning effectively.

2). *Nobar* (watching movie together)

Watching movie of this common activities done once a week and followed by all students. In addition, this activity is also one way to entertain the students so they do not feel bored with all the activities that they face in every day. These activities are to entertain and give student motivation to keep their habits to use

English or Arabic in communication. Based on the interview with one of female student, Arum said:

“Sudah mendukung kok mba, biasanya ustazah ngasih nonton film bareng terus listening tapi yang bahasanya bisa ningkatin vocab gitu mba”.

Based on the conversation with Arum, she said the facilities provided at the boarding have supported the program. She also said that she can improve her vocabulary. Selain itu siswa dapat langsung mengerti apa yang di ucapkan dalam film tersebut kemudian mencatat apa yang mereka tangkap. In addition Ummul said:

“sebagai OSTI saya selalu memikirkan bagaimana temen temen itu tidak bosan dengan program yang ada. Soalnya kan program bahasa ini program tetap mba. Karna pondok ini sudah terkenal dengan pondok bahasa dimana siswanya wajib berbahasa Inggris atau Arab untuk berkomunikasi sehari hari. Tapi alhamdulillah program yang sudah berjalan itu ada beberapa yang sudah menunjukkan hasilnya salah satunya adalah waching movie together. Ini adalah salah satu usaha OSTI untuk menjadikan mereka tidak bosan dan juga tetap bisa belajar bersama dengan nonton film yang berbahasa Arab dan Inggris”.

Based on the interview above, she explains that Nobar(waching movie together) is one effort by OSTI to make the students board in this program. Because of this program is continuing in every year so they have to make the student interest with the program. Dengan adanya waching movie together dapat meningkatkan motivasi untuk student.

3). Workshop

Workshop it is done by inviting native speaker to give motivation to all students. This activity is usually done once a month. The content of this activity is about language uses. This activities is to make the student do not feel board, sometimes the speakers asked to give the motivation to student for always using English as a language for daily communication in the boarding school. Based on the interview with ustadzah Nisa, she said:

“Misalnya kita mau mengadakan “Tasaul Lughoh” yang diadakan satu pekan sekali, yang lingkupnya lebih besar, agar anak-anak tidak bosan. Sebenarnya pesertanya ya mereka juga, namun biar ada suasana beda dan tidak itu itu terus, atau juga kita cari “Native Speaker” dari mana ya. Dan yang biasanya yang ngisi ustadzahnya itu “Islahul Lughoh” seminggu sekali dihari jum’at. “Islahul Lughoh” itu “Language Connection”, nanti kalau ada bahasa bahasa yang salah yang diungkap oleh bagian bahasa selama satu minggu, nanti saya ada pembelajaran terlebih dahulu bagi OSTI sebelum mereka menyampaikan pada teman sebaya”.

Based on the interview with Miss Nisa as a supervisor in language department, she explains that those activities is invited the native speaker to give the material or give the student motivation to always use foreign language in daily communication. In addition Ustadzah wiwit said:

“workshop itu sebenarnya fasilitas yang bertujuan agar teman teman selalu senang menggunakan bagasa arab atau Inggris untuk berkomunikasi sehari hari. Pondok ini kan

sudah terkenal dengan pondok bahasa, jadi mau gak mau santri yang sudah masuk kepondok ini harus menggunakan bahasa inggris atau arab untuk berkomunikasi. Kita sebagai OSTI , yang mana tugas kita adalah memantau berjalannya program juga harus memberikan fasilitas yang dapat mendukung siswa untuk selalu istiqomah dalam menggunakan bahasa asing dalam percakapan sehari hari, dan tujuan dari workshop ini agar siswa selalu termotivasi”.

Based on interview between researcher and students Ta'mirul Islam, they said that the facilities provided by the OSTI already supports to students can use a foreign language as a language of daily communication. There are some effort do for students not use local language or Indonesia language, This causes the students familiar with the situations surrounding the boarding. She also explains that worksop that held by OSTI as a program that aims to improve the student's motivation in using a foreign language as a language of daily communication. In addition with the program of the workshop, students can learn directly with native speaker that can make students more excitement in learning.

3. The Problems of Speaking skill used by female student of Ta'mirul Islam Islamic Boarding School

Based on findings that found by researchers, the researchers found a speaking problem faced by female students of Islamic Ta'mirul. There are four factors of speaking problems include mother tongue use, inhibition,

lack of vocabulary and pronunciation. The researcher found the data from the conversation use by student.

a). Mother Tongue Used

based on the research has be done, mother tongue used become one of the speaking problem faced by students. Students of Ta'mirul Islam boarding school still used their mother tongue like javannes language, because most of them from java. When they are talking in English their mother tangué still conducted. Based on the reseach, there are some prove that found of mother tongue used in Ta'mirul Islam boarding school.

Con 01/MT (Mother Tongue)

Nendri : What is your name?

Ayunin : My name is ayunin

Nendri : Ok Ayunin , nice to meet you. Oh ya , by the way what do you feel if you try speaking in English?

Ayunin : *I feel my pronunciation is worse. Because I feel my mother tongue is difficult to remove when I try to speaking in English.*

Nendri : you must study hard

Ayunin : but when I speak English I feel cool people.

Nendi : that's right.

The conversation is talking about English language. Nendri ask one of student about how is the feeling when she is speaking English. There are some problems that faced by her. She is felt that her pronunciation is worse and she was difficult to remove it when she tries to speaking English. It is conclude that she has a problem as mother tongue used when she speak English. In this pronunciation she said that *I feel my*

pronunciation is worse. Because I feel my mother tongue is difficult to remove when I try to speaking in English.

Con 02/MT(Mother Tongue)

Arum : *This pail, whose yes?*

Zumrotun : *it's riska's pail miss.*

Arum : *Please call Riska to take her pail. It's disturbed the other.*

Zumrotun : *oke miss*

They are talking about pail. The setting of this conversation happened in the bathroom. The topic of this conversation is about Risk's pail. In this conversation the researchers concluded that they are still used Indonesia style as a sentence when they are make a conversation. The researchers also conclude they are faced the problem when speak English. The sentences *This pail, whose yes* prove that they have difficulty in putting a sentence in the English language correctly, in the fact they are difficult to eliminate the mother tongue used when they are speaking English.

Con 03/MT(Mother Tongue)

Diah : *Who knows my body shop?*

Fitri : *I don't know, maybe you forget put it.*

Diah : *Ya I forget. Where yes?*

Fitri : *don't put your thing in every place , you will get punishment from ustadzah.*

Diah : *yaa. I will not do the something again.*

The conversation happened when someone lost her body shop. They are talking about Diah's body shop. In this condition Diah forgets where she puts it. Fitri suggests not putting thing in the other place

because they will be gotten the punishment. conversation the researchers concluded that they are still used Indonesia style as a sentence when they are make a conversation. The researchers also conclude they are faced the problem when speak English. The sentences *Ya I forget. Where yes?* prove that they have difficulty in putting a sentence in the English language correctly, in the fact they are difficult to eliminate the mother tongue used when they are speaking English.

Con 04/MT (Mother Tongue)

Vicky : Where will you go?

Naffa : I will go in the second floor

Vicky : *you're here again tho ..*

Naffa : yaa.. wait the moment.

The conversation was done by Vicky and Naffa. It happened in the second floor. Vicky asks her friend where will go. In the time Vicky will go to the second floor. The researcher concluded that they are still used java language style as a sentence when they are makes a conversation. The researchers also conclude they are faced the problem when speak English. The sentences *you're here again tho* prove that they have difficulty in putting a sentence in the English language correctly, in the fact they are difficult to eliminate the mother tongue used when they are speaking English. The conversation used java language style as a communication although they are using English as a language.

b). Inhibition

Inhibition is one problem faced by students when they use English surroundings boarding schools. This occurs because they feel a doubt over their own skill. Sometimes they are afraid when talking with their teacher. They were afraid when they are making mistake. This cause the students' less maximum to speak English. Inhibition also causes they do not believe with their skill in English. They less effort using English for daily communication. There is some evidence in conversation that was discovered by researcher about inhibition:

Con 01/ IH (Inhibition)

Latifah : Where have you been?
 Milati : I have been to security court
 Latifah : What was your fault?
 Milati : *I did not speak in English, so I get the punish*
 Latifah : Why you did not speak in English?
 Milati : I do not understand.

The conversation was done by Latifah and Milati. The conversation is talking about punishment. Milati get the punishment, because she does not speak in English, and she goes the security court. The researcher concluded that they are still used java language style as a sentence when they are makes a conversation. The researchers also conclude they are faced the problem when speak English. The sentences *I did not speak in English, so I get the punish* prove that she has difficulty in speaking English, in the fact she was afraid when she speak English. The researcher concludes that she faced the problem as inhibition. Inhibition is one of

problem in speaking, it must be removed when someone speaking in foreign language.

c). Lack of Vocabulary

In learning English, vocabulary (vocabulary) is very important role. The more a vocabulary that we have will be more easy we understand the speech or writings of others in that language and the more easily we can put forward the content of our minds in that language orally as well as in writing. Conversely, the less vocabulary that we have, the more difficult it will be we understand the speech or writings of others in the language of English and will be increasingly tough anyway we reveal the contents of the mind in the language oral or writing. based on the research that's been conducted by the researcher, the researcher found some datum that indicates that there are several students of Islamic Ta'mirul is still having difficulty in understanding the vocabulary mastery. Sometimes they still used Indonesia language when they haven't know what is in English.

Con 01/ LV (Lack of Vocabulary)

Nabila : What are you doing here?
 Nafi : just getting miss.
 Nabila : you not go some place this time?
 Nafi : *not miss, we are more like getting, telling something or "ngemil miss"*
 Nabila : I think that's your habit right
 Nafi : right

The conversation was done by Nabila and Nafi in front of Nafi's room.

They are talking about their habit. The situation is Nabila asking Nafi

when they are stay in room eventhought they have holiday at that's time, but they are not wasted the time for going some place. In this conversation the reseacher concludes that they are faced the problem of speaking. There are some word in Indonesia language. It's can be conclude that they haven't understand what is rhe vocabulary, from the sentence "*not miss, we are more like gethring, telling something or ngemil miss*" the researchers concludes that they are face the problem when speaking English. They lack in vovabulary so they mix the vocabulary and just speak with the vocab that they know.

Con 02/LV (Lack of Vocabulary)

Tiwi : fa , have you take a bath ?
 Aufa : not yet I have so many agenda this evening.
 Tiwi : where will you go right now?
 Aufa : I will go center *Ma'had*
 Tiwi : for what?
 Aufa : I will buy something in "koprasi"

The conversation was done by Tiwi and Aufa. It's happened in the boarding hall. Tiwi ask Aufa where her will go. In this conversation the reseacher concludes that they are faced the problem of speaking. There are some words in Indonesia language. This conversation "I will buy something in *koprasi*" prove that they haven't understand word in English. The researcher concludes that the students faced the problem when they are speaking English. The are some word that they used but they have't know those word in English so they used in indonesia language.

c). Pronunciation

Pronunciation is one of the most important skills in speaking. a person can be said to be able to speak English well when he has knowledge of how to spell the word or pronunciation. Pronunciation is a benchmark in someone speaking a foreign language. Based on the research, the researcher observed that the students of the Islamic Ta'mirul have difficulty in using the pronunciation right. in fact, the researcher found some student who acknowledged that she could not speak well in English because can not spell the word in well.

Con 01/PR (Pronunciation)

Wiwit : Hii Riska, someone will meet you and asking about English
 Riska : waah, what will I say miss, I cant speak English well.
 Wiwit : are you sure? I think did think so.
 Riska : really miss, I afraid when I speak English I cant spell it true.
 Wiwit : I think you have a good pronunciation.
 Riska : *that's the problem miss. My pronunciation is worse.*

The conversation is talking about English language. The conversation was done by Riska nad Wiwit. They are talking about skill in English. Wiwit's opinoion Riska can spell Word in good manner, but Riska disagree with wiwit statement. She felt difficult in speel word in English. She felt that it is problem that she has. Based on conversation above, the researcher concludes that riska has problem of speaking. She afraid when speaking English because of the pronunciation is wrong. Based on the sentence *that's the problem miss. My pronunciation is worse* prove that she has a problem in speaking.

A. DISCUSSION

Based on the research finding that found by the research, the researcher will discussed about the factors supports of speaking skill used by female students of English speaking program in Ta'mirul Islam Islamic boarding school and the speaking problem of speaking skill used by female students of English speaking program in Ta'mirul Islam Islamic boarding school . There are some conversation and interview that was done classify based on the problem statement, the first discussion is the factor of supporting speaking skill. In this research, the researcher found there is three of supporting speaking skills the first is students interest the second is the situation in the boarding and the last is the facilities that provide in the boarding. On the other hand the researcher found two of speaking problem they are mother tongie use and inhibition.

1. The factors Supporting of Speaking skill Used by Female Student of Ta'mirul Islam Islamic Boarding School.

Based on the findings that were found by the researchers there are several factors that support speaking skill performed by female student of Ta'mirul Islam Islamic Boarding School include: students interst, the situation in the boarding and facility in the boarding.

One of the most important influences on language learning success or failure is probably affecting the side of learners. Female student of Ta'mirul Islam Islamic Boarding School has a variety in share their speaking ability. Second language acquisition can achieve is depend on the

learners it self. Based on the facts that found by the researchers, the researchers found that female student of Ta'mirul Islam has the a good interest to support their speaking skills. It examined the students have to speak English, in other hand the students also must be confident to communicate in English. Almost of student in Islamic Ta'mirul Islamic School has a self confidence to speaking in English. It is evidenced by the existence of language programs there. Although they are still often making conversation in ungrammatical structure. Female Student interest of Ta'mirul Islam Islamic boarding school provable with feedback during speaking. This condition making the student to do not worry to speaking in English, because they tried to talk with the vocabulary they know though in what they convey is still using sentences that are not in accordance with the rules of language. It is maching with the theory According Tuan & Mai quoted by Leong & Ahmadi (2017: 36), there are five factors that influence learners speaking performance, such as performance condition, affective factors, listening ability, tropical knowledge, and feedback.

The other factor can be done between the teacher and student or between speakers. Speaking can successful if between speakers is understood what she or he said. Based on findings discovered by researchers most female students making conversation each other. They have a good respond when one of their friends talking. They try to always carry out the program as good as possible and obey the rule of the program

The student interest more easily create a situation in the boarding. Student interest will create situations where students are always trying to use English or Arabic in daily communication. It becomes a connectedness to each other. The researcher conclude that situation that accure in the boarding is depend on how far the students interesting with the program itself. In addition, in the Islamic Ta'mirul Islamic boarding school provides facilities that can enhance the knowledge of students in mastering a foreign language. This is evidenced by the existence of some of the facilities provided by the supervisor of language department. Based on the finding of this research, there are three facilities that support speaking skill used by female student of Ta'mirul Islam Islamic Boarding school, the first is listening time, the second is nobar (waching movie together) and the last is the Workshop.

The effective speaking, learners should listen and understand the other participants 'speech. In addition, they should know when they take turns or let the others do. Feedback during speaking do not accure if the student haven't listening ability Therefore, the complimentary bond between speaking and listening makes communication successful and easier to process information during learning process. In addition, the two skills are part of language competence, and EFL teachers should give more attention to it during teaching progress, by means of activities and homework that enable students to improve speaking and listening skills when working alone or with groups. In this case is suitable with Tuan &

Mai quoted by Leong & Ahmadi (2017: 36), there are five factors that influence learners speaking performance, such as performance condition, affective factors, listening ability, topical knowledge, and feedback.

The other factors that affect the speaking skill are knowledge of the principal language. In speaking skill students must have knowledge of vocabulary, pronunciation and other aspects, with the existence of the program in the ta'mirul Islamic boarding schools emphasizing student can speak English makes the student automatically had to master the material associated with English skill. The program was implemented to improve the speaking ability and communicate using the English language.

It is because they try to give the material with the interesting ways such as listening time, watching movie together and invited the native speaker to carry out the workshop. The students should have basic knowledge in order to achieve the objectives of the program. Based on the findings of the researchers found, the researchers concluded that female students of Islamic boarding school Ta'mirul has a topical knowledge because of the facility that provide in the boarding in speaking used in boarding environment. They have been provided with materials presented by the supervisor of language. They would give vocabulary that would later be used in daily activities. In addition, there are several efforts to improve speaking skill. It proves that there is an attempt to make the students have a good topical knowledge. According to Tuan & Mai quoted by Leong & Ahmadi (2017: 36), there are five factors that influence learners speaking

performance, such as performance condition, affective factors, listening ability, topical knowledge, and feedback.

2. The Problems of Speaking skill Used by Female Student of Ta'mirul Islam Islamic Boarding School.

Based on findings that found by researchers, researchers found a speaking problem faced by female students of Islamic Ta'mirul. There are some students who still have speaking problem when they speak English. It matching with (Ur, 1996: 121) there are some problem faced by the learners in speaking activity. The problems include inhibition, the lack of them to spoken and mother tongue used. In this case the researcher include that the students have a problem of speaking includes mother tongue use and inhibition.

Mother tongue is one influence in learning a foreign language, because often the mother tongue is used when someone is speaking a foreign language, because most students in ta'mirul Islam Islamic boarding school come from javaneasse . This will be a challenge for them to remove the mother tongue when speaking doing the activity. the researcher found the mother tongue use when they are talking. It can be occur because of the speaker is Javanese people, so the Javanese languages till used when she's speaking in English. In the bold sentences is prove that mother tongue use. it can be conclude that the speaker has the problem of speaking. One of the problems of speaking is mother tongue use. Mother tongue is one of the speaking program that difficult remove, the student

must be study hard especially in the pronunciation and vocabulary. Student will be easy when they are speaking in their language because of they are less in vocabulary and does not know what should they saying. The problem should be intent to solve.

Inhibition is condition which someone or students are losing face, worry about making mistakes and afraid of the attention that their speech attraction. Inhibition is the most crucial in language learning either other physical problems. Speaking activities require a learner to have all eyes on him; exposure to an audience can often give learners stage fright. They may be also be worried about making mistakes, being criticized or losing faced in front of the rest of the class. This results in their performance where either they make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent. Those arguments indicate that inhibition is important factor that hinder the students in their language acquisition and should be solved by teachers and students itself. The students with inhibition will be exercising self-control in speaking English. Students with inhibition will protect their ego in language acquisition or produce something. There are some students who feel fear when the maiah has to be berbica English. This is happened because they are worried making mistake when speaking in English. Researchers concluded that students who feel afraid to speak English are students who do not have a good vocabulary and good pronounsation. It recognized the student when the researchers did an interview with them.

Based on the research, there are some problems of speaking that faced by the student of Ta'mirul Islam. One of the speaking problems that found in the daily communication is Mother Tongue Usage. According the researcher the solution of this problem is the tutor must make a conversation theme. The conversation theme is suitable with the student daily conversation, so they do not confuse when she wants to say something because of the tutor have been given the material with the theme which suitable with the student condition.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what has found and discussed. It has correlated with the title, “The English Speaking Used by Female Student of English Speaking Program in Ta’mirul Islam Islamic Boarding School in The Academic Years 2017/2018.

A. Conclusion

Based on result of this research, it shows that Ta’mirul Islam boarding school taught the student communicatively. It is evidenced by the existence of a program which aims to improve the ability of foreign language for communication in daily communication. It causes the Ta’mirul Islam Islamic boarding school has significant differences with other boarding that not too support the students are able to communicate with a foreign language.

The researcher finds some factors that are support in the English speaking skill used by female student of Ta’mirul Islam boarding school. There are: 1). The student English speaking habit in dormitory. It’ is activity contributes of improve speaking skill because the student are accustomed hearing and practicing the English utterance. 2) the facilities that provide by the committee of language section is helping student to improve the speaking skill in the boarding. Every effort that do by the OSTI or ustadzah is helping them to using English or Arabic for daily communication.3) the situation that occurred in boarding around, the situation supports the student to always

speak in English language because no one of them using other language expect English or Arabic. They are do not use their mother language or local language. These conditions support the existence of the program.

The problem which are faced by the researcher or the students in the implementation of speaking program in Ta'mirul boarding are: 1)The mother tongue used. is one influence in learning a foreign language, because often the mother tongue is used when someone is speaking a foreign language 2) The, Inhibition which someone or students are losing face, worry about making mistakes and afraid of the attention that their speech attraction 3) lack of vocabulary, they still used some vocabulary in Indonesia language because of they not understand the word in English 4) pronunciation, the student is worry when spell word in English. It's make them do not confidence with they own skill in English.

B. Suggestion

Based on conclusion above, the researcher suggests:

1. For the Chairman, Headmaster and Language Supervisor of Ta'mirul Islamic Boarding School.

They should maintain the activities for language learning this is applied right now. Those are good learning which can be applied to develop student language skill. If the boarding school add the activities that can improve student language skill it will get the better result of student language learning

2. For Tutor / OSTI (Students' Organization of Ta'mirul Islam)

For the English tutor, they should be creative to manage the activities of language learning. Give the students interesting activities in order to they are motivated to learn English. It will make students enjoy and practice the English in their daily life. Finally, the result for students in Learning English will be very good and the students language skill will be better.

3. For the students

They should understand component of language skill as listening, reading, and speaking. If they master in English, they will be master in language skill. The student should share their difficulty in language learning with the tutor, friend, and supervisor. It can make the student more understand about English. By understanding and practicing English, students can master English. The student should care each other, when their friend speaks by wrong utterance or by their mother language, they should be warning their friend, so that the English environment is created in boarding.

BIBLIOGRAPHY

- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Alfitri, Martos. 2012. *Belajar Bahasa Inggris*, Surakarta: Era Pustaka Utama
- Arifin. (2000). *Kapita Selekta Pendidikan Islam (Islam dan Umum)*. Jakarta: Bumi Aksara
- Bogdan, R.C,& Biklin, S. K. (1992) *Qualitative Research foe Education: An Introduction to Theory and Methods 4 th edn*. Boston: Allyn & Bacon.
- Brown, H. D. (1994). *Teaching by Principles (An Interactive Approach to Language Pedagogy)*. Englewood Cliff: Prentice Hall.
- Brown, H Douglas. (2001). *Teaching by Principles: An Interactive Approach Language Pedagogy*. New Jersery: Prentice Hall Regents
- Creswell, John W. (1994). *Research Design: Qualitative and Quantitative Approaches*. United States of America: Sage Publication.
- Creswell, John W., and Wanqing Zhang. (2009)"*The application of mixed methods designs to trauma research.*" *Journal of Traumatic Stress* 22.6: 621-621
- Crystal, David. (2003). *English as a Global Language*. United Kingdom: Cambridge University Press
- Davies. (2002). *Success in English Teaching*. Shanghai: foreign Language Education Press.
- Dedi Efrizal. (2012). *Improving Students Speaking thought Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic boarding School of Bengkulu, Indonesia, Bengkulu: IAIN.*
- Denzim, Norman K. & Lincoln, Yvonna S. (1990). *A Handbook of Qualitative Research*. Yogyakarta: Pustaka Pelajar.

- Edge, J. 1993. *Essential of English Language Teaching* . Longman: New York
- Fiske, J. (1990). *Introduction to Communication Studies (2nd Edition)* by Routledge. New York: Oxford University Press.
- Harmer, Jeremy. (1998). *How to Teach English; an Introduction to the Practice of English Language Teaching*. Cambridge: Addison Wesley Longman
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. England: Longman
- Judy, Pearson et al. (2003). *Human Communication*. New York: Mc Graw Hill
- Levelt, W. J. (2008). *Speaking: From Intention to Articulation* . Cambridge, MA: MIT Press.
- Leong, Lai-mei & Ahmadi, Seyedeh Masoumeh. 2017. *An Analysis of Factor Influence Learners' English Speaking Skill*. International Journal of Research in English d Education.34-41
- Liu, Xianging.(2014). *The Research of Speaking Process in Language Attention System. Theory and Practice in Language Studies*. no 4 (4). 695-699.
- Littlejohn, (2009). *Theories Human Communication*. Jakarta:Selemba Humanika
- Moleong, L. J. (2012). *metodologi penelitian kualitatif*. bandung : Remaja Rosdakarya.
- Moleong, L. J. (2006). *metodologi penelitian kualitatif*. bandung : Remaja Rosdakarya.
- Nizar, S. (2013). *Sejarah Sosial dan Dinamika Intelektual Pendidikan Islam di Nusantara*. Jakarta : Kencana.
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. Sidney: Prentice Hall.

- Nunan, David. (2003). *Practical English Language Teaching*. New York: McGraw-Hill. Companis
- Oradee, Thanyalak.(2012). *Developing Speaking Skill Using Three Communicative Activities (Discussion, Problem Solving, and Role Playng)*. International Journal of Social Science and Humanity. No 6(6). 533-535
- Qiu, W. (2014). *Aristotle's Definition of Language*. *academicresearchjournal*, 1.
- Richard Lyn et al.(2013).*Readme First for A User's Guide to Qualitative Methods* Third Edition. Los Angles: SAGE.
- Saundra Hybels et. al.2007. *communicating Effectively*. New York: Mc Graw Hill
- Saundari Hana & Dasmo.2014. *The Effect of Speaking Self. Efficacy and Gender in Speaking Activities*. Bahasa & Sastra No 2 (14). 205-217.
- Santoso, Riyadi. (2017). *Methode Penelitian Kualitatif Kebahasaan*.Surakarta: UNS press
- Thornburg, David. 2005. *The New Basics: Education and the future of Work in the Thematic Age*. Alexandria: Association for Supervision and Curriculum Development.
- Ur, Penny. 1996. *A Course in Language Teaching*. UK: Cambridge University
- Thornbury, Schott.2008. *How to Teach Speaking England*: Person Education
- Wahyuni, S. (2012). *Qualitative Research Method Theory and Practice*. Jakarta: Salemba Empat.
- Yasmadi. (2005). *Moderisasi Pesantren; Kritik Nucholis Majid Terhadap Pendidikan Islam Traditional* . Jakarta: Quantum Teaching .

PANDUAN WAWANCARA

Interview Ustazah

Daftar Pertanyaan Interview Ustazah (bagian bahasa)

1. Assalamualaikum buk.
2. Bagaimana pelaksanaan program bahasa dipondok Ta'mirul ini?
3. Bagaimana metode pembelajarannya dan pengajarannya?
4. Siapa yang melaksanakan program tersebut?
5. bagaimana fasilitas yang diberikan pondok untuk meningkatkan program speaking ?
6. adakah evaluasi di program speaking tersebut?
7. Usaha apa saja yang dilakukan agar program itu tetap berjalan dengan baik.

Daftar Pertanyaan Interview Siswa (Santri Putri)

1. Assalamuaikum mba.
2. Bagaimana menurut mba, terkait dengan program bahasa yang dilaksanakan dipondok?
3. Bagaimana rasanya ketika harus berbicara bahasa inggris atau arab setiap hari dipondok?
4. Apa kesulitan yang dialami kerika berbicara bahasa inngris?
5. Apakah gugup atau takut kalo berbicara bahasa inggris?
6. Bagaimana fasilitas yang diberikan untuk mengembangkan program bahasa dipondok? sudahkah support program tersebut?

1. The Interview of Language Supervisor of Ardhan Areas.

Informant : Ustazah Nisa

Date of Interview : Jumat, 20 April 2018

Time of interview : 08.09

Place of interview : In Ardhan Area

Topic of Interview : Speaking Program

The researcher : Assalamualaikum, maaf mengganggu waktunya mba, saya mau interview jenengan tentang program bahasa yang dilaksanakan disini.

The informant : oh , iya mba monggo. Gimana?

The researcher : yang ngurusi bahasa disini jenengan?

The informant : ada beberapa. Ada tim gitu ya , lembaganya namanya LP Qudaba.

The research : berarti itu yang membawahi OSTI?

The informant : iya itu yang membawahi OSTI.

The research : perencanaan pembelajaran itu yang buat OSTInya juga mba? Ya, seperti nambah vocab atau memberikan materi?

The informant : programnya? Programnya itu , nantikan setiap tahun ada pergantian pengurus OSTI dan disitu nanti ada siding komisi. Pada saat siding komisi itulah nanti kita membahas program baru yang akan diterapkan satu tahun kedepan, setelah itu ada sidang pleno. Jadi nanti hasil sidangnya diplenokan di hadapan seluruh anggota OSTI, nanti tinggal di acc atau tidak. Kalo di acc itulah program yang akan diterapkan satu tahun selama kepengurusan. Setelah acc itu nanti meraka ada pelantihan

The researcher : Kalau pengajarannya yang enjalankan siapa?

The informant : Ya Osti, tapi penyampaiannya nanti tergantung besarnya program. Kalau programnya mungkin besar dan membutuhkan tenaga lebih ahli nanti kita panggilkan dari luar. Kalau misalnya lingkupnya lingkup pesantren nanti bias dari ustadzah atau pembimbing bahasa.

The researcher : Contohnya itu seperti apa mbak, yang memanggilkan pembicara dari luar?

The informant :Misalnya kita mau mengadakan "*Tasaul Lughoh*" yang diadakan satu pecan sekali, yang lingkupnya lebih besar, agar anak-anak tidak bosan. Sebenarnya pesertanya ya mereka juga, namun biar ada suasana

beda dan tidak itu itu terus, atau juga kita cari “*Native Speaker*” dari mana ya. Dan yang biasanya yang ngisi ustadzahnya itu “*Islahul Lughoh*” seminggu sekali dihari jum’at. “*Islahul Lughoh*” itu “*Language Connection*”, nanti kalau ada bahasa bahasa yang salah yang diungkap oleh bagian bahasa selama satu minggu, nanti saya ada pembelajaran terlebih dahulu bagi Osti sebelum mereka menyampaikan pada teman sebaya.

The researcher : Itu strategi dan metode pembelajarannya apa mbak?

The informant : Metode pembelajaran itu dengan metode *Drill* dan Tanya jawab, dan Tanya jawabnya dengan interaksi, intinya kita sama sekali tidak menggunakan bahasa Indonesia, kemudian metode dengan membuat kalimat. Siswa mengisi dan mencatat “*vocab*” dalam buku masing-masing dan dikoreksi oleh Ostinya.

The researcher : Kalau evaluasinya bagaimana mbak?

The informant : Evaluasinya dalam setahun dilakukan dua kali, jadi sebelum ujian semesteran itu ada ujiannya, namanya ujian *vocab*.

The researcher : Kalau punishment nya bagaimana?

- The informant : Oh ada. Itu nanti Osti yang menentukan, jadi yang paling berat itu pakai “*himar*” yang warnanya mencolok.
- The researcher : Kalau sistem “*Jasusah*” itu ada ya mbak?
- The informant : Oh itu juga ada. Nanti yang menentukan juga dari Osti. Satu bulan sekali pemilihan “*Jasusah*” itu bisa karena dipilih atau dia yang kemarin terkena hukuman. Itu semua program kerja Osti.
- The researcher : Kemudain sebenarnya anak-anak itu tertarik tidak mbak?
- The informant : Kalau mereka memang cenderung lebih mudah ke Arab dalam penerapannya.
- The researcher : Berarti ada Imbalance antara inggris dan arab?
- The informant : Ada sedikit imbalance khususnya dalam praktiknya, untuk teorinya sebenarnya lebih mudah bahasa inggris, kalau bahasa inggris itu ada perasaan seakan-akan ada perasaan “GAYA”, karena kita itu kan vokalnya vocal jawa. Kalau mau bicara inggris kan kalau bagus kita harus berpura-pura jadi orang inggris. Lha itulah yang kadang membuat anak-anak jadi tidak percaya diri. Mungkin ada anak-anak yang sebenarnya ingin serius dan berusaha baik dari teman-temannya agak

gimana gitu, tapi insyaAllah secara kemampuan rata mbak.

The researcher : Kalau fasilitas yang diberikan dari pondok itu apa saja mbak?

The informant : biasanya ada "*Listening*", setiap seminggu sekali itu dari bagian bahasa. Dengan nobar, nobarnya itu yang berbahasa resmi, ya seperti bahasa inggris atau bahasa arab dan setelah nonton nanti ada pertanyaan.

The researcher : Kalau secara psikis ada semacam tekanan untuk anak-anak disini?

The informant : Ya pasti ada lah mbak, kita harus meninggalkan bahasa ibu dan kita harus berbahasa asing. Nah itu harus sedikit paksaan. Tapi tetap semua itu tergantung pada individu masing-masing. Mereka semua kan juga tau, bahwa disini harus menggunakan bahasa inggris, dan itu juga buat mereka sendiri hasil dan manfaatnya.

2. The Interview of Language Supervisor of Ardan Areas.

Informant : Ustadzah Wiwit

Date of Interview : Sabtu, 14 April 2018

Time of interview : 08.00-11.00

Place of interview : In Front of Office

Topic of Interview : Speaking Program

The researcher : Assalamu'alaikum mbak, maaf mengganggu waktunya. Saya Evi dari IAIN Surakarta yang mau meneliti dipondok ini. Tadinya saya janji sama Ustadzah Nisa, tapi beliau tadi lagi ada keperluan, tadi sempat miss communication sama beliau, terus suruh ketemu jenengan aja.

The informant : Oh iya mbak, ada yang bisa dibantu?

The researcher : Mau interview aja mbak, terkait dengan program bahasa inggris disini, mungkin bisa dijelaskan?

The informant : Oh iya mbak, disini menggunakan bahasa arab atau bahasa inggris dalam kesehariannya dan itu bergantian satu minggu sekali.

The researcher : Itu bagaimana pelaksanaan dan prosesnya mbak?

The informant : Yang melaksanakan pembelajarannya itu ada OSTI mbak. OSTI itu Organisasi Santri Ta'mirul Islam. Jadi seperti OSIS gitu, diatas OSTI ada

- Ustadzah pengurus juga, tapi masalah pembelajarannya itu yang menjalankan OSTI termasuk kalau ada pelanggaran-pelanggaran.
- The researcher : Oh begitu ya mbak, Tapi dengan adanya program tersebut anak-anak disini tertarik tidak mbak, atau bahkan merasa terbebani atau tertekan atau lainnya?
- The informant : Tidak mbak. Kebanyakan ya kembali ke individu masing-masing ya. Soalnya program ini sebenarnya membantu mereka dimasa depan mereka sendiri, setidaknya pondok telah membekali mereka dengan dua bahasa internasional. Saya rasa kalau terbebani tidaknya itu tergantung masing-masing anak mbak.
- The researcher : Kalau kesulitan yang dihadapi pengurus bahasa itu apa saja ya mbak?
- The informant : Banyak mbak. Terkadang sulit juga mengatur anak-anak, tapi sejauh ini Alhamdulillah berjalan dengan lancar.
- The researcher : kalo siswa disini, kebanyakan dari mereka tertarik engga sama program ?
- The informant : Ya, sejauh ini program yang dilaksanakan di pondok membuat siswa tertarik. Alhamdulillah

selama ini program bahasa yang di upayakan oleh pengurus membuahkan hasil. Santri disini rata rata mampu berbicara dua bahasa yaitu arab dan inggris. Mungkin awal awal mereka masuk pondok butuh adaptasi terlebih dahulu, tapi lama kelamaan bisa menyesuaikan dengan lingkungannya. Walaupun kadang ada ketidak seimbangan antara bahasa Inggris dan Arab. Terkadang mereka lebih suka berbicara bahasa arab mungkin karna mereka lebih mudah mengucapkannya karna sering baca Al-Qura'an. Rata rata anak anak di area ardan ini semuanya menghafal Al-Qur'an. Mungkin itu menjadi salah satu faktornya.

The researcher : katanya disini ada kegiatan yang mengundang native speaker gitu ya mba. Kayak workshop gitu? Gimana itu mba?

The informant : workshop itu sebenarnya fasilitas yang bertujuan agar teman teman selalu senang menggunakan bahasa arab atau Inggris untuk berkomunikasi sehari hari. Pondok ini kan sudah terkenal dengan pondok bahasa, jadi mau gak mau santri yang sudah masuk kepondok ini harus menggunakan bahasa inggris atau arab untuk berkomunikasi. Kita sebagai OSTI ,

yang mana tugas kita adalah memantau berjalannya program juga harus memberikan fasilitas yang dapat mendukung siswa untuk selalu istiqomah dalam menggunakan bahasa asing dalam percakapan sehari-hari, dan tujuan dari workshop ini agar siswa selalu termotivasi.

The researcher : Oh iya mbak, Makasih banyak untuk segala informasinya dan maaf telah mengganggu waktunya.

The informant : Iya mbak, sama-sama.

3. The Interview of Female Student of Ta'mirul boarding school

- Informant : Riska
- Date of Interview : Jumat , 27 April 2018
- Time of interview : 08.00-11.00
- Place of interview : In Ardhan Area
- Topic of Interview : Speaking Program
- The researcher : Assalamualaikum, maaf mengganggu waktunya dik. Saya Evi Risky dari IAIN Surakarta mau tanya-tanya tentang program bahasa inggris disini.
- The informant : Iya mbak, Silahkan
- The researcher : Apasih yang membuat kamu tertarik di Ta'mirul Islam ini dik?
- The informant : Karena disini tidak hanya diajarkan Al Qur'an dan akademik saja, namun juga seninya.
- The researcher : Berkait dengan program bahas, kamu tertarik tidak denganprogram tersebut?
- The informant : Tertarik mbak. Dulukan saya kelas enam itu ada bahsa arab dan bahasa inggris, nah ini lumayan buat ilmu tambahan. Kan juga selain itu, bahasa arab dan inggris juga terkenal bahsa internasional kan ya mbak. Aku juga pengen belajar bahsa arab dan

inggris, lalu lama kelamaan bisa ngikutin seiring berjalannya waktu mbak.

The researcher : Itu awalnya kamu punya Background bahasa inggris tidak dik?

The informant : Tidak mbak, jangan kan background, suka aja tidak. Semenjak disini dipaksa berbahsa inggris akhirnya juga suka, ada kan mbak, pondok yang hanya vocabulary tapi kalau gak dibuat latihan berbicara kan juga percuma mbak.

The researcher : Kalau saran dan prasarana yang diberikan oleh pondok itu bagaimana dik?

The informant : Alhamdulillah mendukung, kadang sama Ustadzahnya itu diputarin film kadang juga dengan listening music kayak gitu mbak.

The researcher : Awal-awal kamu masuk pondoksini, kamu merasa tertekan tidak dik? Kan kamu hafalan Al Qur'an trus masih sekolah ditambah bahasa asing. Kayaknya beban kamu lebih berat daripada mahasiswa.

The informant : Iya mbak, mahasiswa kan enak, kalau pusing bisa keluar refreshing, kalau kita kan tidak bisa kayak gitu.

The researcher : Ya, gimana rasanya?

- The informant : Dulu sih iya tertekan, tapi seiring berjalannya waktu lama kelamaan aku bisa ngikutin mbak.
- The researcher : Terus secara psikis temen-temen itu bicara sama temen sendiri dan sama Ustadzahnya itu ngerasa nervous tidak dik?
- The informant : Ya mestinya mbak. Takut kalau salah dengan ustadzahnya, tapi kalau sama temen biasa saja mbak.
- The researcher : Pernah ada diposisi itu tidak? Kalau pernah itu kapan?
- The informant : Pernah mbak. Pada saat bicara dengan ustadzah, terus ustadzahnya bilang “Kok kamu bicaranya gugup gitu?” beliau melanjutkan bicaranya “Oh ya tidak apa-apa kalau belum lancar bahasa inggrisnya, latihan”. Disini juga ada hukuman untuk yang tidak bicara dengan bahasa arab atau inggris, biasanya disuruh makai himar yang mencolok, dakwah dengan bahasa arabatau inggris, atau suruh nranslate Koran arab atau inggris kebahasa Indonesia, kadang malah kitab-kitab kuning diinggriskan.

The researcher : Iya, keren banget ya.

The informant : Iya mbak. Nanti kalau mau tanya-tanya lebih lanjut bisa tanya ke sie bahasa ya mbak.

The researcher : Oke Riska, Makasih banyak ya atas penjelasannya.

The informant : Oke mbak, sama-sama.

4. The Interview of OSTI in language department.

Informant : Miss Ummul (OSTI)

Date of Interview : Jum'at, 27 April 2018

Time of interview : 08.00-11.00

Place of interview : In Ardhan Area

Topic of Interview : Speaking Program

The researcher : Assalamualaikum, maaf mengganggu waktunya mbak. Saya Evi Risky dari IAIN Surakarta mau tanya-tanya tentang program bahasa inggris disini, kebetulan saya neliti dipondok ini.

The informant : Iya mbak, Silahkan

The researcher : Jenengan pengurus bahasa ya mbak?

The informant : Iya mbak, saya OSTI dibagian bahasa.

The researcher : Bagaimana mbak, kendala jadi pengurus bahasa disini?

The informant : Seneng sih mbak, belajar bareng mereka. Tapi ya itu mbak, sifat anak kan beda-beda ya mbak, ada yang suruh bahasa arab atau inggris itu mereka nurut tapi ada juga yang kurang respond terhadap program tersebut.

The researcher : Enaknya kira-kira apa mbak?

The informant : Enaknya ya selain memperbaiki bahasa temen-temen, disini saya sendiri juga belajar lebih baik lagi dari mereka, jadi lebih lancar dari sebelumnya yang berantakan banget sebelum jadi pengurus bahasa mbak.

The researcher : kalo suasana yang terjadi dipondok gimana mba? Sudah kah mendukung program bahasa ini ?

The informant : Kalo situasi yang terjadi dipondok sudah mendukung mba. Karna kan kalo mereka tidak menggunakan bahasa inggris dalam berkomunikasi sehari hari mereka akan mendapatkan punishment. Mungkin itulah sebabnya mereka merasa takut kalo ngomong bahasa Indonesia atau jawa. Tapi dengan adanya seperti itu, itu membuat siswa selalu menciptakan suasana yang mendukung. Kalo ada salah satu siswa yang belum bisa berbicara bahasa Inggris atau salah dalam pengucapannya , nanti ada yang membenarkan atau memberitahu yang benar. Begitu mba biasanya. Sejauh ini mereka selalu melakukan feedback ketika berbicara bahasa Inggris. Mungkin hal tersebut juga yang membuat situasi dipondok bahasa ini hidup.

- The researcher : kalo fasilitas yang diberikan pondok sudah mendukung mba?
- The informant : biasanya ada listening time kadang nonton film bareng atau mengadakan workshop gitu mba .
Listening time itu sebenarnya mempengaruhi tingkat penguasaan bahasa sih mba. Kadang teman teman itu kan merasa bosan jadi dari OSTI memberikan pelajaran lewat listening itu. Listeningnya menggunakan bahasa inggris. Kemudian nanti teman teman diminta untuk menulis vocab apa saja yang mereka dengar dan nanti terakhir hasilnya akan dikoreksi oleh OSTI. Menurut saya itu adalah salah satu cara untuk meningkatkan kemampuan mereka.
- The researcher : selain itu, masih ada program lain yang bisa mendukung pengetahuan siswa?
- The informant : sebagai OSTI saya selalu memikirkan bagaimana temen temen itu tidak bosan dengan program yang ada. Soalnya kan program bahasa ini program tetap mba. Karna pondok ini sudah terkenal dengan pondok bahasa dimana siswanya wajib berbahasa Inggris atau Arab untuk berkomunikasi sehari hari. Tapi alhamdulillah program yang sudah berjalan itu

ada beberapa yang sudah menunjukkan hasilnya salah satunya adalah waching movie together. Ini adalah salah satu usaha OSTI untuk menjadikan mereka tidak bosan dan juga tetap bisa belajar bersama dengan nonton film yang berbahasa Arab dan Inggris.

The researcher : Oh begitu, makasih mbak penjelasannya.

The informant : Sama-sama mbak.

5. The Student Interview of Ta'mirul Islam Islamic Boarding School

- Informant : Milati
- Date of Interview : jumat 4 Mei 2018
- Time of interview : 08.00-10.00
- Place of interview : In Ardhan Area
- Topic of Interview : Speaking Program
- The researcher : Assalamualaikum, maaf mengganggu waktunya mbak. Saya Evi Risky dari IAIN Surakarta mau tanya-tanya tentang program bahasa inggris disini, Sebelumnya, namanya siapa mbak?
- The informant : Iya mbak. Milati mbak.
- The researcher : asalnya dari mana Milati?
- The informant : Wonogiri mbak.
- The researcher : Oh Wonogiri. Melati gimana nih, rasanya les't speak inggris?
- The informant : Yagimana yambak. Gampang-gampang susah mbak. Senengnya bisa bicara bahasa asing bhasa internasional, tapi susahnya takut mbak, bicara inggris takut salah dan dapat punishment mbak.
- The researcher : Terus, ada rasa takut banget gitu, atau gimana dik?

- The informant : Ya kadang kalau lupa-lupa correction language bahasanya ya takut masuk bahasa mbak, tapi kalau ingat ya langsung dibetulkan bahasanya.
- The researcher : Pernah kena punishment?
- The informant : Pernah mbak.
- The researcher : Gara-gara apa itu dik?
- The informant : Ya gara-gara tidak menggunakan bahasa mbak, atau kadang terbawa logat lah, lho, hmmm dan lainnya.
- The researcher : Pernah disuruh jadi mata-mata temennya?
- The informant : Pernah mbak, baik itu karena melanggar atau dipilih.
- The researcher : Terus kalau mau bicara sama ustadzahnya atau sama kak tingkat itu gimana dik?
- The informant : Ya gitu lah mbak, kalau bicara sam ustadzah atau kakak tingkat itu dibagus-bagusin mbak.
- The researcher : Tapi, sebelum kamu disini, kamu suka bahasa inggris tidak dik?
- The informant : Ya suka mbak.
- The researcher :Ya sudah besuk kalau kuliah ambil jurusan bahsa inggris ya.
- The informant : InsyAllah mbak.
- The researcher : Makasih ya Melati untuk penjelasannya.

6. Informant : Ayunin
- Date of Interview : jum'at 4 Mei 2018
- Time of interview : 08.00- 10.00
- Place of interview : In Ardhan Area
- Topic of Interview : Speaking Program
- The researcher :Assalamualaikum, maaf mengganggu waktunya mbak. Saya Evi Risky dari IAIN Surakarta mau tanya-tanya tentang program bahasa inggris disini, Sebelumnya, namanya siapa mbak?
- The informant : Ayunin mba.
- The researcher : oke , ayunin . bagaimana rasanya bicara b.inggris setiap hari?
- The informant : seneng sih mba jadi terbisa ngomong bahasa inggris. Kalo suruh ngomong bahsa inggris itu serasa jadi cool person gitu.
- The researcher : oh gitu. Ada rasa takut salah apa engga kalo suruh ngomong bahasa inggris?
- The informant : engga sih mba, soalnya kalo disini itu kalo salah itu ada yang benerin. Ada English correctionnya gitu. Jadi kalo mau bisa itu jangan takut ngomong. Ya udah ngomong aja nanti kalo salah ada yang benerin.

- The researcher : kalo ngomong sama kakak tingkat itu gimana?
Atau ngomong sama ustadzahnya gugup atau
engga?
- The informant : kalo sama kakak tingkat engga sih mba tapi kalo
sama ustadzahnya mungkin akan sedikit gugup.
- The researcher : oh, begitu kalo masalah sarana dan pra sarananya
gimana?
- The informant : ya menurutku sih sudah mendukung mba. Karna
temen temen juga pada ngomong bahasa inggris jadi
ya mendukung suasana.
- The researcher : oke mba, makasih ya buat informasinya
- The informant :iya mba sama sama.

7. Informant : Arum
- Date of Interview : Juma'at 4 Mei 2018
- Time of interview : 08.00-11.00
- Place of interview : In Ardhan Area
- Topic of Interview : Speaking Program
- The researcher : Assalamualaikum, maaf mengganggu waktunya mbak. Saya Evi Risky dari IAIN Surakarta mau tanya-tanya tentang program bahasa inggris disini, Sebelumnya, namanya siapa mbak?
- The informant : Arum mba.
- The researcher : Arum kelas berapa sekarang ?
- The Informant : kelas 2 Mts mba
- The researcher : oke Arum, gimana perasaannya suruh ngomong bahasa inggris sehari hari?
- The informant : pertama kaget mb suruh ngomong bahasa inggris. Tapi lama kelamaan mulai terbiasa.
- The researcher : jadi sekarang kalo ngomong udah gak takut ya?
- The informant : kalo takut nanti gak jadi ngomong mba , jadi ya kalo bisa ya ngomong aja
- The researcher : kalo ngomong sama temen, sama kaka tingkat dan ustazah gitu beda engga?
- The informant : ya kalo ngomong sama ustazah agak hati hati aja mba.

The research : oh begitu, kalo masalah fasilitas yang diberikan untuk mendukung program gimana?

The informant : sudah mendukung kok mba, biasanya ustazah ngasih nonton film bareng terus listening tapi yang bahasanya bisa ningkatin vocab gitu mba.

The researcher : oh begitu, yasudah makasih ya mba buat informasinya

The informant : iya mba sama sama.

FIELD NOTE

Catatan Lapangan Nomor : 1
Pengamat : Evi Risky Mularsih
Hari/ Tanggal : Jum'at, 27 April 2018
Waktu : 08.00-11.00
Place : Ardan Area

Pada hari jum'at pagi biasanya santri di komplek Ardan melakukan kegiatan “lelang Barang” pada hari jum'at pagi setiap barang yang tidak jelas kepemilikannya akan dilelangkan. Tidak hanya yang tidak jelas kepemilikannya akan tetapi barang yang ditaruh tidak sesuai tempatnya akan dilelangkan. Hari jumat adalah hari pergantian bahasa akan tetapi santri masih menggunakan bahasa inggris sebagai bahasa komunikasi sebelum hari selanjutnya harus berganti kebahasa arab. Hari jum'at adalah hari libur sekolah jadi peneliti memilih hari jum'at untuk melakukan penelitiannya. Ada beberapa kegiatan yang dilakukan saat ini termasuk lomba kebersihan kamar antar rayon. Selain itu, ada pula beberapa santri yang sedang mencuci baju, mencuci alat makan dan lain sebagainya ada yang sedang membereskan kamarnya. Dihari jum'at mereka lebih banyak menghabiskan waktunya di pondok. Biasanya mereka berkumpul untuk main games atau lomba kebersihan kamar.

Catatan Lapangan Nomor : 2
Pengamat : Evi Risky Mularsih
Hari/ Tanggal : Jum'at, 4 Mei 2018
Waktu : 08.00-11.00
Place : Ardan Area

Seperti biasa peneliti melakukan penelitian dihari jum'at, tujuannya untuk lebih mengetahui situasi yang terjadi dilapangan karna santri lebih banyak menggunakan waktunya dipondok karna hari jum'at adalah hari libur sekolah. Seperti biasa mereka tetap menggunakan bahasa inggris. Kegiatan santri dihari ini tidak jauh beda dengan hari hari sebelumnya. Mereka mengadakan kegiatan "lelang barang". Keegiatan lainnya adalah mengantri untuk di cek barang barangnya oleh seksi kebersihan. Kegiatan yang lain yang dilakukan adalah membersihkan kamar mereka masing masing, dan ada pula yang sedang mengobrol dan bercanda sama teman temannya. Tak jarang dari mereka menghabiskan waktu liburnya dengan belajar. Mengingat minggu depan sudah ujian sekolah jadi sebagian dari mereka sedang belajar untuk persiapan ujian sekolah. Ada pula yang izin keluar untuk membeli sesuatu dan tak jarang dihari jum'at mereka di

Catatan Lapangan Nomor : 3
Pengamat : Evi Risky Mularsih
Hari/ Tanggal : Jum'at, 11 Mei 2018
Waktu : 16.00- 19.00
Place : Ardan Area

Tidak seperti biasanya, peneliti melakukan penelitian disore hari, pada sore hari santri cenderung melakukan kegiatannya di dalam kamar. Ada beberapa santri yang sedang mengobrol di teras kamar tapi adapula yang sedang melakukan aktifitasnya di dalam pondok. Sehubungan dengan jadwal ujian sekolah yang akan dilaksanakan besok, kebanyakan dari santri sedang belajar mata pelajaran yang akan di ujikan besok. Tidak hanya itu terlihat pula beberapa santri yang sedang piket halaman pondok. Interaksi mereka cenderung lebih sedikit karna mereka melakukan kegiatannya sendiri sendiri. Setelah menjelang sembahyang magrib, mereka mempersiapkan diri untuk sholat dan kegiatan selanjutnya adalah membaca Al-Quran bersama sama.

PICTURE





