

# English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Student

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## Abstract

This research aims to know the effect of English daily conversation program in improving students' speaking skill. The method used in this study was Quantitative method with Pre Experimental research design by using both Pre-Test and Post-Test as the instruments of collecting the data. The research was conducted at Nurul Ilmi Darunnajah 14 Islamic Boarding School, Serang-Banten. The sample technique used was Purposive Sampling, in which one class of 7<sup>th</sup> E grade were chosen as the sample. The data was analyzed statistically by using t-test. The result of this study showed; the mean of students' Pre-test was 59.85, while the mean of students' Post-Test was 7.2. the statistic calculation revealed that the result of t-calculation ( $t_{cal}$ ) > t-table ( $t_t$ ), in which t-calculation (t-cal) obtained was 4.03 while t-table ( $t_t$ ) was 2.093 with a significant (0.05) which means that t-cal was higher than tt. Thus, alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Based on these results it can be concluded that English Daily Conversation Program improved students' speaking skill.

## Keyword

daily conversation  
speaking skill  
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## Ethical Lingua

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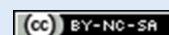
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## Introduction

Language is a bridge that is used as communication or as a media of communicating between people around the world. Language including English are not always used in terms of education but language is also used in communication and other aspects. Therefore, it is very important for someone to learn language and master language because language also plays a very important role in life.

Because language is an important aspects or thing in it, someone must try to learn about language, for example in studying or mastering English language. English is an international language throughout the world and is included in the category of foreign languages in Indonesia. Getting EFL students to speak and learn English can be a challenge no matter what the context. Indonesia is one of the developing countries that has established it's educational curriculum by making English a foreign language that must be studied starting from elementary school level up to the university level. For schools in Indonesia, English is a subject that is considered difficult for students to learn. And not a few students who become inactive or silent when learning English is taking place in class and outside the classroom. Therefore, the English teacher has a big task and a big role to provide strategies or ways so that students feel interested and have a desire in learning English.

When an English teacher is able to find or apply fun techniques or strategies in teaching English to students, over time the students also feels interested in learning English and also feels confident in using or speaking english. Students or someone who is able to speak English can use the language as a media to communicate with other people or foreigners who come from various countries. As an international language, English is used and taught in Indonesia in either public shools or religion-based schools ( Islamic Boarding school).

Islamic boarding schools are Islamic educational institutions as a place to seek knowledge. Islamic boarding schools also have a very big role in terms of language, including English which has 4 important skills, namely; Speaking, Reading, Writing, and Listening. However, in general the skill that is most often used in Islamic boarding school is speaking, especially using Arabic.

Speaking skill is a very important aspects to be learned and improved in learning English. When students already has the ability in speaking, they will find it easier to express ideas, thoughts, feelings, exchange information or even build social relationship with other people. Kosar and Bedir (2014) states, that speaking is the core of language learning. It means that, there are several assumptions that a persons' success in learning the language is seen from their ability to speak. Through speaking skill, a person is able to communicate well and effectively with other people, especially with strangers.

According Leong and Ahmadi (2017) explain that speaking is the foremost skill for the effectiveness of communication. Speaking skill is the most important things or parts for students in communicating. Without the ability to speak, students may not be able to communicate with other people. Speaking skill is considered very important because, through this skill students are able to share information or other things with other people.

Based on Oxford dictionary (2017), speaking is the action of conveying information or expressing someones' feeling in speech. It means that, speaking ability is a media of transaction or communication between the speaker and the listener. The speaker provides information to the listener and it can build good social relationships between the speaker and the listener. Those are some of the goals for someone to learn or develop their speaking skills and everything someones' learns must have their respective benefits or functions in their life, including in learning and developing English speaking skills.

Bahadorfar and Omidvar (2014) describe several reasons why English learners should learn speaking. First, speaking is used as crucial part of language learning and teaching such as EFL or ESL nowadays. Second, mastery of speaking is a priority for language. Third, proficiency in speaking is an instrument to evaluate learners second or foreign language acquisition. In this era, English speaking skills are indeed a very important part and must be learned for language learners, especially EFL or ESL students. Because, at this time many

people who understand about English language but they cannot if asked to speak or communicate in that language. The benchmark for someone in learning language namely by their ability to speak the language being studied. Because, as explained above that the priority of a person to be able to speak the language is seen from their mastery in speaking the language. When someone has mastered the knowledge of speaking skills, those skills will be very useful in all activities and all other aspects.

Aye and Phyu (2015:1) states that we need an effective English speaking skill in the whole life aspect in this globalization era. It means that, at this time skills in speaking English are very necessary for all activities or aspects of life. There are some opinions that if someone has skills in English, they can easily get everything from work, position, knowledge, academic education or even being able to get scholarships abroad. All of that can be obtained if we continue to learn English properly and effectively. Because, we cannot deny that English is indeed an international language which has benefits if we master and learn it. Will never lose if student tries to learn a language including learning and improving the ability in English. Even with proficient in English, student is able to fulfil their desires and goals in life.

Sepahvand (2014:1847) argues that there are some reasons to put speaking as the first aim of study such as personal satisfaction from being able to speak and reaching other interests or career goals. By having the ability to speak, a person will feel fulfilled or feel satisfied when they get what they want. For example, when someone has the desire to obtain a higher position and one of the requirements is to master English so that when meeting clients from abroad they can communicate well. Now, from the above description, the person is able to get the desired position, one of which is by having the ability to speak English well and it will be a satisfaction in itself if we achieve it. That much benefits if someone able to speak a foreign language, especially English language. Things that are considered difficult to achieve become very easy if we learn and have the ability to speak English. So, it is highly recommended that if someone wants to learn a language, the main thing that must be learned is speaking skills.

According Tahir (2015:174) says that somebody is considered successful in learning a foreign language when he or she has the ability to speak it. Speaking ability has a big influence on a persons' success in learning a foreign language (English language). Someone who understands the meaning or translation of English is not necessarily called proficient in language if he or she does not have the ability to speak. Therefore, it is very important that someone has the ability to speak based of components of speaking. Likewise with students in class and outside the classroom. They learn English but not a few of them are not confident in speaking English. And there are also many other problems that occur when students are learning English in class or outside the classroom.

A common problem that often occurs in speaking class is when teacher finds it difficult to involve students in speaking activities. This problems can occurs because a lot of students have personality problems such as, lack of confidence, reluctance and fear to try and practice speaking English. The fact is that an English teacher must be able and try to attract students' attention so that students are involved and try to practice speaking English in class and outside the classroom. There are so many methods or strategies that English teachers can use in overcome these problems. The task as an English teacher is only to find out about the methods or strategies found, the strengths and weaknesses and the other with the help of knowledge and technology, then the teacher provides or applies these methods or strategies to their students.

This study aims to describe the use of English Daily Conversation Program of Speaking Skill. To chief the goal, the formula of the problem is : Does English Daily Conversation able to improve students' ability in speaking English ?

## Method

The research design is used quantitative research. Quantitative research is research that focus on deriving conclusion from existing data using proven quantitative statistical or general approaches. Quantitative research, a theoretical framework, is any of test statistics (not including pure descriptive statistics), functional modelling, various types of system modelling, development of new sources, regression models, probabilistics models, decision-making multi criteria, etc. (Mundar, Mantotek and et all: 2012:78) In this research, the researcher used pre-experiment design by using "one group pre-test and post-test" and used one class. So, each of the students gets a pre-test, treatment and post-test. Pre-test is carried out without English Daily Conversation program. While the post-test is done with English Daily Conversation program.

## Results

The results of those tests were analyzed by the researcher in order to get to know the significance result of English Daily Conversation Program to improve the students' speaking skill. Pre-test and post test results were described in the following table:

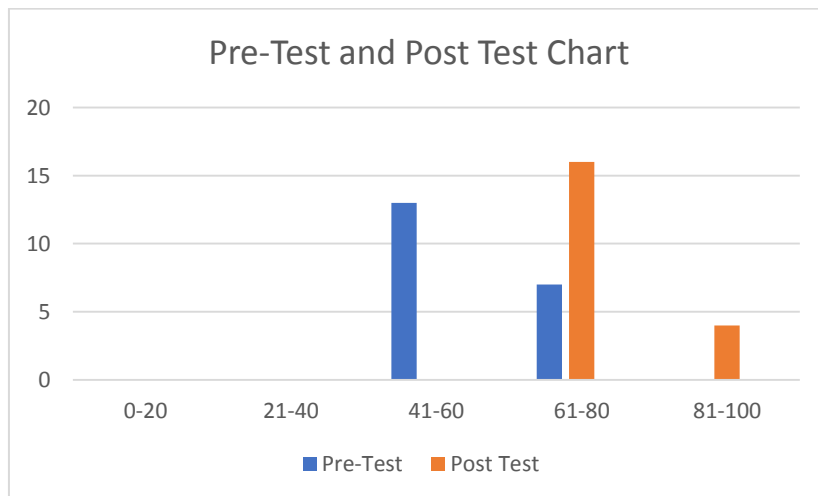
Table 1 The Score of Pre-test and Post-test of the Experimental Class

NO	Names	Pre-Test	Post Test	Gained Points
1	Ayu Zahrotul	60	75	15
2	Azkiyatunnisa	60	80	20
3	Alfa Nabila	60	80	20
4	Cindy Revalyani	55	70	15
5	Fatimah Nurul I.	58	80	22
6	Gita Cahya	52	72	20
7	Keysya Khaira	60	72	12
8	Linda Nujaematu	65	75	10
9	Lulu Lutfiah	55	70	15
10	Naila Hidayati.M.	65	75	10
11	Nasywa Ayu	62	70	8
12	Putri Aulia	50	80	30
13	Puteri Davina	68	85	17
14	Qeysa Caesar	60	70	10
15	Sinar Mediana	65	85	20
16	Syifa Dwina	52	85	33
17	Tabina Jilan Izzati	70	95	25
18	Tiana Althafunnisa	65	70	5
19	Wanda Aliffia	55	80	25
20	Zahwa Nur Assyifa	60	75	15

$\bar{x}$  Pre-Test : 59.85  
 $\bar{x}$  Post Test : 7.2  
 $\bar{x}$  Gained Points : 17.35

From the results that can be concluded, it can be seen that the score of Pre-Test and Post-Test were different. The lowest score of Pre-Test was 50 and the highest score of Post-Test was 70. While, the lowest score of Post-Test was 70 and the highest score of Post-Test was 95. And the mean of Pre-Test was 59.85, the mean of Post-Test was 7.2 and the mean of gained points was 17.35.

Diagram 1. Score of Pre-Test and Post-Test



Tabel 2. The Result of Hypothesis Test

t-calculation	t-table ( $\alpha= 0.05$ )	Significance
4.03	2.093	Significance

## Discussion

The results of the research were gained from both Pre-Test and Post-Test activities that were conducted in experimental class. In order to find the answer of the hypothesis, those test results were analyzed by using t-test. The analysis showed that there was significance differences between score of Pre-test and Post-Test in one class. Therefore, null hypothesis ( $H_0$ ) was rejected and one hypothesis ( $H_1$ ) was accepted. It means that the students got the effect of English Daily Conversation Program to improve their speaking skill. In order word, that the English Daily Conversation Program also helped them to learn about component of speaking so the students become more structured in speaking skill.

The result of t-test calculation presented the score of 4.03 was obtained in the degree of freedom (df) of 19 (20-1), with the degree of significance of 0,05, gaining the score of 2.093. The results of of the calculation revealed that the t-cal of 4.03 > t-table 2.093. From the calculation, t-cal was higher than t-table obtained from the result of the calculation. Therefore, the alternative hypothesis ( $H_1$ ) was accepted while the null hypothesis ( $H_0$ ) was rejected.

From the explanation above, it can be described that there was a significance difference score between Pre-Test and Post-Test, the mean scores of Pre-Test achieved 59.85 and the Post-Test achieved 7.2. The results of this research confirmed that English Daily Conversation Program was effective to improve students' speaking skill.

## Conclusion

Based to the research that was conducted in the 7<sup>th</sup> E grade of Nurul Ilmi Darunnajah 14 Islamic Boarding School. It can be conducted that English Daily Conversation Program was effective to improve students' speaking skill. The results of the statistical analysis showed that t-cal obtained 4.03, while t-table was 2.093 with significance level (0,05) which means that t-cal was higher than t-table. Therefore, the alternative hypothesis ( $H_1$ ) was accepted and null hypothesis ( $H_0$ ) was rejected (4.03>2.093).

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