



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

AN ANALYSIS OF STUDENTS' PROBLEMS IN SPEAKING ENGLISH DAILY LANGUAGE PROGRAM AT HUSNUL KHOTIMAH ISLAMIC BOARDING SCHOOL

A THESIS

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial
Fulfillment of The Requirements of Undergraduate Degree**

NATALIA RAHAYU
Reg. number 14111310047

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
CIREBON**

2015



ABSTRACT

Natalia Rahayu. 14111310047. *An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School.*

This research aimed at studying the student's problems in speaking English daily language program at Husnul Khotimah Islamic Boarding School. This study tried to find the students' problems, the factors, and the strategies to overcome with the problems in speaking English daily language of Husnul Khotimah Islamic Boarding School. This research was based on the fact that the students still have some problems in speaking English, although they have been encouraged to use English every day.

This research was categorized as a descriptive research because the researcher wanted to describe the students' problems in speaking English daily language of the second grade students of Husnul Khotimah Islamic Boarding School. The population in this research was taken from language room "Halimatussa'diyah" consisted of 19 students. The sampling technique used here was a purpose random sampling. The research instruments applied were interview and observation. These instruments were used to get the data of students' problems in speaking English daily language program from the second year students.

After giving and making interview and observation, the researcher found that students of Husnul Khotimah Islamic Boarding School had many problems it comes from their internal and external factors. The students' still lack of understanding of grammatical patterns, incorrect pronunciation, and they limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline, fear of making mistake and environment factors. Besides, they also have a psychological problem such as lack motivation. The main factors of students' problems because the environmental factors which do not support them to implement English in daily language communication. From this factor also have a big effect for students that they lack of motivation and seldom to practice English.

These show that students still have many problems of speaking English. Therefore, the teacher could give the effective strategies to overcome students' problems. And the management also has evaluated the language program in order to overcome the obstacles that hinder because of human resources does not apply daily language program effectively. It happens because they have a different educational background, that which makes them hard to use foreign language every day, and this is also an obstacle for official in applying everyday language. Finally, this case needs management attention to evaluate the strategies to overcome the problems in speaking English daily language program.

Keywords: speaking problems, language strategies, strategies management.

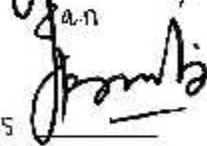


1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

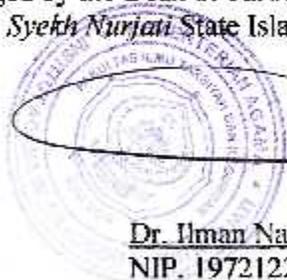
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

RATIFICATION

This thesis entitled **"An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School"** written by Natalia Rahayu, student number 14111310047, has been examined on 6th August 2015. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon.*

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	<u>27-08-2015</u>	
The Secretary of English Language Teaching Department <u>Wakhid Nashruddin, M.Pd</u> NIP. 19810308 201101 1 003	<u>27-08-2015</u>	
Examiner 1 <u>Sumadi, SS., M.Hum</u> NIP. 19701005 200003 1 002	<u>11-08-2015</u>	
Examiner 2 <u>Nur Antoni, E. T. SS, M.Hum</u> NIP. 19720717 200912 1 001	<u>13-08-2015</u>	
Supervisor 1 <u>Dr. Septi Gumindari, M.Ag</u> NIP. 19730906 199803 2 002	<u>14-08-2015</u>	
Supervisor 2 <u>Farouk Imam Arrasyid, M.Pd.I., M.Pd</u> NIP. 19830420 200901 1 009	<u>14-08-2015</u>	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon





Dr. Ilman Nafi'a, M.Ag
 NIP. 19721220 199803 1 004



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

TABLE OF CONTENT

TITLE.....	i
ABSTRACT	ii
APPROVAL.....	iii
OFFICIAL NOTE	iv
LETTER OF AUTHENTICITY	v
RATIFICATION.....	vi
AUTOBIOGRAPHY	vii
MOTTO.....	viii
DEDICATION	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xii
LIST OF TABLE	xvii
LIST OF APPENDIX	xviii
CHAPTER I:Introduction	1
1.1 The Background of the Problem	1
1.2 The Identification of the Problem	4
1.2.1The Field of Research	4
1.2.2 The Kind of Problem.....	4
1.2.3 The main of Problem.....	5
1.2.4 The Limitation of the Research.....	5
1.2.5 The Questions of the Research.....	6
1.3 The Aims of the Research	6
1.4 The Usefulness of the Research	6
1.5 The Theoretical Fondation.....	7
1.5.1 Definition of Speaking	7
1.5.2 Function of Speaking	8
1.5.3 Purpose of speaking	8
1.5.4 Component of Speaking.....	9
1.5.5 Characteristic of Successful of Speaking Activities.....	10
1.5.6 Types of Speaking Activities	11



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

1.5.7	Learning Speaking Activities.....	13
1.5.8	Problems in Speaking	16
1.5.9	Psychological Factors.....	17
1.5.10	Definition of Strategies	18
1.5.11	Language Learning Strategy	18
1.5.12	Management Strategies	20
1.5.13	The principles to success in applying strategies	20
1.5.14	The characteristics of strategies	21
1.5.15	The Steps of Strategies.....	21
1.5.16	Daily Language Program	22
1.6	The Significance of Research.....	24
1.7	Method of Research	24
1.7.1	The Place and Time of Research.....	25
1.7.2	The Object of Research.....	26
1.7.3	Research Design.....	26
1.7.4	Research System	27
1.7.4.1	Step of the research.....	27
1.7.4.2	Source and Types of Data	27
1.7.4.3	Instrument of the Research.....	28
1.7.4.4	Tecniques of collecting Data.....	28
1.7.4.5	Data Analysis	29
1.8	Previous of The Research.....	32
 CHAPTER II: An Analysis of Students' Problems in Speaking English Daily		
	Language Program at Husnul Khotimah Islamic Boarding School.....	34
2.1	Incorrect Pronunciation.....	35
2.2	Lack of Understanding of Grammatical Patterns.....	37
2.3	Lack of Vocabularies	39
2.4	Minimum Opportunities.....	41
2.5	Students' Interest.....	41
2.6	Mother Tongue dominantly.....	43
2.7	Seldom to Practice and Less Discipline	44
2.8	Fear about Making Mistake	47



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

2.9	Lack of Confidence and Shyness	48
2.10	Lack of Motivation.....	49
2.11	Environment Factors	51
2.12	Less diciplines.....	52
2.13	Discussion	52

CHAPTER III: The Strategies Used by The Teacher in Overcoming Students’

Problems in Speaking English Daily language Program	55
---	----

3.1 Teacher Strategies in Inside Classroom to Overcome Students Problems in Speaking English Daily Language Program	57
3.1.1 Analyzing Vocabulary	57
3.1.2 Making a Dialogue	58
3.1.3 Retelling	59
3.1.4 Debate	60
3.1.5 Games.....	61
3.1.6 Quiz.....	62
3.1.7 Group Work	62
3.1.8 Using code Switching	63
3.1.9 Monitoring Students.....	64
3.1.10 Prepared Talks.....	64
3.2 Teacher Strategies in Outside Classroom to Overcome Students Problems in Speaking English Daily Language Program	65
3.2.1 Language Tutorial	65
3.2.2 English Study Club	66
3.2.3 English Movie	66
3.2.4 Poster in the Wall.....	67
3.3 Discussion	69

CHAPTER IV: The Strategies Used by The Management in Applying English Daily Language Program

4.1 The Purpose in applying daily Language Program at Husnul Khotimah Islamic Boarding School	72
---	----



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

4.1.1	To train the students to speak by correct pronunciation and grammar	72
4.1.2	To build the students to speak confidently both in daily speaking and public speaking.....	72
4.1.3	To create good English environment for learning and speaking the target language	73
4.2	The Strategy used by management of Husnul Khotimah Islamic Boarding School in Applying Daily Language Program	74
4.2.1	The Long-term strategy	74
4.2.1.1	Vision and Mission	74
4.2.1.2	Human resources.....	75
4.2.1.3	Facilities and Infrastructure.....	75
4.2.2	The Short-term Strategy	75
4.2.2.1	Educational Environment.....	75
4.2.2.2	Excellent Programs	75
4.3	The Implementation of Strategy at Husnul Khotimah Islamic Boarding School in Applying Language Program.....	81
4.3.1	Forming the management organizational structure whose handle a daily language program.....	81
4.3.2	Create the language program in Husnul Khotimah Islamic Boarding School.....	82
4.3.3	Establish facilities and infrastructure for Language Program	82
4.4	SWOT Analysis of Islamic Boarding School Husnul Khotimah in Applying English in Daily Language Program	84
4.4.1	Strength	84
4.4.2	Weakness.....	85
4.4.3	Opportunities.....	85
4.4.4	Threats	86
4.5	Discussion	87
CHAPTER V: Conclusion and Suggestion.....		88
5.1	Conclusion.....	88



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

5.2 Suggestion..... 90

REFERENCES..... 91

APPENDIXES



CHAPTER I INTRODACTION

1.1 Background of the Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. It is important for all people to survive in their lives. Every human in the world always use language to communicate, give information and knowledge, and express their idea and thought. Meanwhile, according to Walija (1996:4) in Wibowo (2014) stated that language is the most effective of communication to convey an idea, message, intentions, feelings and opinion to others. There for language is not only as a communication tool to deliver of human being, but the language is also one of the most important aspects of human life.

English is international language, which is commonly used by all of country in the world. In Indonesia, English is taught from the kindergarten until the university. English is the most important foreign language to transfer and get of knowledge, science, technology, art and culture and establish international relationship. Susanto (2007:3) argues that “English becomes popular and the one of most important language in the whole aspects of life to understand literature. The students should know about language usage, but they will be unable to use it if they do not practice in daily communication”. Therefore, English is the important thing to be learned and practiced for speaking in daily communication.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The most important one of them is speaking. Mastering in speaking is the most important aspect of learning English and success is measured in terms of the ability to carry out a conversation in language. Ur (1999:120) states of the all four skills, speaking is considered to be able to be the most important skill. Therefore, learning speaking becomes the greatest interest for foreign language learners. Besides, Richards (2002:201) states a large percentage of the world’s language, the learners study English in order to develop proficiency in speaking. In short, the ability of English is measured by the result in speaking skill or oral communication.

Speaking ability becomes the competence for people interaction and communication. Speaking also as the way of communication and it makes people who come from different countries to be comfort in making interaction and communication. As stated by Richards and Renandya (2002:210) that speaking is one of the central elements of communication. It means that speaking is very essential, and someone can express his or her feeling, emotion, and idea by speaking. In addition, according to Brown (2004:140) argues that speaking is an interactive process of constructing meaning that involve producing, receiving and processing information. When someone speaking they should be able to make meaning depending on the context of the information. For example: context of situation and on the participation. From the definition above, it can be conclude that speaking is the process of expressing ideas to construct meaning.

Speaking also is one of the most important in our lives, because speaking or oral communication is necessary to use in daily activities. And it's generally done in face to face interaction, and communication. Through speaking, the people can express their think and communicate with others. According Richard (2008:19) asserts that the mastery of speaking skill in English is priority for many language learners. It can be concluded that the function of speaking is to enable students to communicate in real communication and situation. In addition, according to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. From the definitions, it means that speaking should improve communicative skill of students, because only in that way the students can express themselves.

The research about speaking increases by the time. Recently the researches in speaking investigated about the strategies, methods, problems, and programs to improve students speaking. The previous research in the speaking area, divided into four sides. The first side of the research about the method in teaching speaking (Hui (2011), Efrizal (2012), Amrizal (2014), Titi (2014)). The second side the research of strategy in teaching speaking (Aini (2010), Ma'arif (2014), Ismuwardani (2014), Rianjani (2014)). The third side the research of using program in speaking (Mowbray (2010), Nugrahani (2012), Sanusiputra (2012)).



The fourth side the research of the problems in speaking (Öztürk and Gürbüz (2014), Occhipinti, (2009), Alfauz (2013), Mahmoodzadeh, (2012), Niswati (2010), Ulfa (and Cheng, (2009)). From the previous researches above, the researcher focused on fourth side about the problems in speaking. The current research try to analyse the students' problems in speaking English daily language program. The gap of this research with the previous research is the current research focuses on the students' problems in speaking English daily language program.

From real phenomenon nowadays, many institutions in Indonesia both in religious or non-religious try to help the students in learning English, not only English in reading and writing, but also in speaking. According to Ur (1999:120) states that from all four skills, speaking is considered to be able to be the most important skill. Therefore, speaking is one of skill that should be learnt by students in learning English. And also, the students can learn how to organize the idea, and express the language in spoken form with good pronunciation and stressing. Mastering in speaking is the most important aspect of learning English and success to measure in terms of the ability to carry out a conversation in language. Occasionally, the students find difficulties in speaking English. Students often feel afraid to say things in a foreign language. They are usually worried in making mistake, anxious or simply shy of the attention that their speech attracts.

As institution of education, Husnul Khotimah Islamic boarding school has a program of learning English as the way of communication. The students should be able to interact orally each other through English. But in fact, the researcher has found some problems in students speaking, and this problem are comes from the internal and external factors of students. With many programs that are used in Khusnul Khotimah Boarding School, but most of students are not able to practice their English language as well as possible. They still get some problems to speak up by using English in their daily activity. They would rather to use Indonesia language than English as a medium of communication.

From the problem described above, the researcher tries to analyze the problem faced in speaking English daily language program. On Saturday of April,



4th 2015 at 13:09 pm, the researcher interviewed Mrs. Sri Martini S.S as English teacher who conduct a daily Language Program in Islamic Boarding School Husnul Khotimah. The results of interview are; Islamic Boarding School Husnul Khotimah has applied Arabic and English as daily language. The students must use both of them to communicate each other. If they speak except both of them, they will get punishment. But sometimes, they only speak English if there is the teacher or court language (*mahkamah bahasa*), it makes the teacher evaluate the students speaking in daily communication. From this statement the researcher conclude that the students rarely to speak English, Besides, daily language program also was created to support the students speaking skill, such as; Study Club, public speaking, language tutorial, and memories of vocabularies programs. In this case, the researcher is interesting to know the problem faced by students on speaking English in daily language program. From the description above, the researcher is interested in carrying out the study on "An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School."

1.2 The Identifications of the Problem

1.2.1 The Field of the Research

My field of the research area is speaking. This research discussed about students' problems in speaking English, and the teachers' strategy in enhancing students' speaking in daily communication. Strategy is being part of component in applying English becomes foreign language in this case.

1.2.2 The Kind of the Problem

There kind of the problems in speaking English, the researcher would like to mention the kind of the problems when students applying English in the activity. Some students are unable to speak English well although they have applied the language. This may be caused by many factors, such as:

- 1) Inhibition
- 2) Nothing to say
- 3) Low participants



- 4) Mother tongue use
- 5) Low motivation
- 6) Environment factors
- 7) Lack of confidence

Those are some kinds of speaking problem, and the researcher try to find out the way to solve those problems.

1.2.3 The Main of the Problem

The main problem in this research is the lack of student in mastering English speaking. There are some programs was supported in learning English speaking, such as conversation, memories of vocabularies, public speaking, study club, and language tutorial. But, unfortunately the students get some problems during speaking English in their daily communication. Thus, the researcher will analyze the students' problems in speaking English daily language program.

1.2.4 The Limitation of the Research

To make this research not too broad for the researcher, it needs scope and limitation to limits the discussion. So, the researcher would like to limit the scope of the problem, There are some limitation in this study, those are;

- 1) This study focuses on problem faced of students in speaking English daily language program, teachers' strategies in learning and management strategies in applying daily language program.
- 2) The researcher only done observation and interview in the female dormitory, because it is not allowed to come to the male dormitory.
- 3) The researcher takes the respondents of this study for nineteen students in language room "*halimatussadiyah*" who the following of program.

Finally, by determining those limitations, the study will be easier to knowing the problem faced of students in speaking English at Husnul Khatimah Islamic Boarding School.



1.2.5 The Questions of the Research

Based on the the identifications of the phenomenon on the backround above The researcher has formulated some questions:

- 1) What are the problems faced by students in speaking English daily language program at Husnul Khotimah Islamic Boarding School?
- 2) What are the strategies used by teacher in overcoming students' problem in speaking English daily language program at Husnul Khotimah Islamic Boarding School?
- 3) How are the strategies used by the management of Husnul Khotimah Islamic Boarding School in applying the daily language program?

1.3 The Aims of the Research

Based on the question above, the writer would like to arrange the aims of the research as follows:

- 1) To investigate the problems faced by students in speaking English daily language skill program at Husnul Khotimah Islamic Boarding School.
- 2) To investigate the teachers' strategies in overcoming students' problems in speaking English daily language program at Husnul Khotimah Islamic Boarding School.
- 3) To investigate the strategies used by the management of Husnul Khotimah Islamic Boarding School in applying the daily language program.

1.4 The Usefulness of Research

These are the usefulness of the research:

- 1) For institution Husnul Khotimah Islamic Boarding School, this research will be feedback for improving the management strategies in applying language program.
- 2) For teachers, managements, and leaders of Husnul Khotimah Islamic Boarding School, this research should be representation to



overcome the students' problems in speaking English, and the researcher hopes the strategies should be applied in appropriate way.

- 3) For the students, this research will be as feedback and motivation for them to practice by speaking English correctly.
- 4) For the researcher with the result of this research, the researcher can enrich the understanding of speaking and could solve the problems of speaking in right ways.

1.5 Theoretical Foundations

1.5.1 Definition of Speaking

Speaking is very important in people's everyday life. Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Gert and Hans (2008:207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Besides, Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Speaking also is one of basic skills in learning foreign language besides, listening, reading, and writing. It has been though since the students entered elementary school, however it is not easy for the students to communicate in English. They have to think more often when speaking English. According to Brown and Yule (1999:14) stated that speaking is depending on the complexity of the information to be communicated. However, the student sometimes finds it difficult to clarify what they want to say.

From definition above, it can be conclude that speaking is a productive skill, and the ability to express the communication with other. Because the main purpose of speaking is to communicate in order to express thoughts in



effective, it being understood the students to understand the meaning of everything and trying to communicate.

1.5.2 Function of Speaking

Speaking is the ability to produce word, to express, to deliver thought, idea and feeling. In learning foreign language, speaking is one of basic skills besides listening, reading, and writing. It is not an instant skill to be acquired. It is need a long process. According to Rubi and Thomson (1994:9) stated that, language is a complex system, and each system is different and requires reorganization of students thinking with lots of exposure. So it needs for students to practice and to be more successful language learner.

As speaking functions, Richards (2008:21) states that the functions of speaking are classified into three; talk as interaction, talk as transaction and talk as performance. Talk as interaction it means about conversations used in daily activities in social interaction; When people meet, they exchange greetings, engage in small talk, recount the experiences, and soon. While talk as transaction is about the situation focusing on the meaning delivered or the message for instance, like teachers teach students, etc. On the contrary, talk as performance refers to public talk which transmits information to an audience, such as classroom presentations, public announcements, and speeches. From those definitions above, speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore is the tool of communication, it is necessary for people to have a good speaking.

1.5.3 Purpose of Speaking

Basically the main goal of the speaking is to communicate, to be able to convey your thoughts effectively. The speaker should understand the meaning of everything and trying to communicate, he should be able to evaluate the effect of communication the listener so he can effectively convey their thoughts. The following are the general objective of Talk by Tarigan (1985:16), described that speaking has some purposes, which are:



- 1) To Inform
 Informative speaking is used to give knowledge, decide the correlation between things Inform the process. The information that the teacher had will be communicated to students. Finally, it can be concluded that the aim of this purpose is to give knowledge as well as to give the information as the particular purpose.
- 2) To Entertain
 In this purpose, an appropriate media that is used is story telling. For example, when the teacher told about the story to the students like in narrative text by doing it, speaking will be more interesting to be applied by the listeners.
- 3) To Persuade
 Usually, this condition can be applied in teaching learning process. The teacher has to make a good service to the students by giving them the example in delivering the material. The teacher also has to make limitation of time. For instance, when the teacher wants to get students' score from an oral test, the teacher has to make limitation of questions and the students have to answer it as soon as possible. The students who want to answer the questions, they have to raise their hand. It is used to persuade the students to be the first.
- 4) To discuss
 Deliberating speaking is used to make some decisions and planning. Discussion is done carefully because the students have to ask a suggestion and thing about the facts. The methods are used simple and direct. By doing this activity, the students know the elements of speaking: clarify, orderliness, evidence, arguments, and straight thinking.

1.5.4 Component of Speaking

Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. Lado (1977) says that four or five components are generally recognized in analysis of speech process as the follows:



1) Pronunciation

Pronunciation is the way for student's to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

2) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that student's ability to manipulate structure and to distinguish appropriate grammatical from in appropriate ones. The unity of grammar also learns the correct way to gain expertise in a language in oral in oral and written form.

3) Vocabulary

One cannot conduct communication effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "errs". These sign indicate that speakers do not have spent a lot of time searching or the language items needed to express the message.

1.5.5 Characteristic of Successful of Speaking Activities

Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. Therefore, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc.) are intrinsically enjoyable in themselves, Harmer (1998:88). To most people, mastering the art of speaking is the single most important aspect of learning a



second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language, Nunan (1999:39).

However, sometimes spoken language is easy to perform, but in some cases it is difficult, Brown (2001:270). When people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

- 1) Learners talk a lot. As much as possible this activity is in fact allowed for learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- 2) Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

1.5.6 Types of Speaking Activities

According to Brown (2001:272) there are five types of speaking activities: “*Imitative, intensive, responsive, interactive, and extensive (monologue)*”. To make us clearer to understand each of type the writer will explain one by one:

1) Imitative

One of types of speaking performance is the ability to simply (*imitative*) a word or phrase or possibly a sentence. Drilling is a part of the communicative language classroom offer students an opportunity to listen and to orally repeat certain words of language that may cause some linguistic difficulty, either the phonological or grammatical. They offer limited practice through repetition; they



allow one to focus on one element of a language in a controlled activity.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological and grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are going over certain form of language, Brown (2001:273). For example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to simple sentence level.

3) Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student's initiated questions or comments. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction. According to Brown (2004:142) states that interaction can take the two forms of transactional language or interpersonal exchange. It means that, transactional language has the purpose of exchanging specific information. Conversation for example may have more of a negotiate nature to them than does responsive speech. While interpersonal exchange has more for the purpose of maintaining social relationship than for the transmission of facts and



information. These conversations are a little trickier for learners because they can involve some or all of the following factors.

5) Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, short speeches, or perhaps 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 more deliberative (planning is involved) and formula extensive tasks, but cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, recounting the plot of a novel or movie).

1.5.7 Learning Speaking Activities

In the speaking activities, Harmer (2007:129) state that some kinds of speaking activities:

1) Information- gap activities

An information- gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures.

2) Story Telling

In this activity, the students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends.



3) Favorite objects

It is an activity in which the students are asked to talk about their favorite objects. It can be done in pairs or in groups. In addition, the teacher also can use this activity for individual task. Each student is asked to tell about the characteristics of their favorite thing, while other students or the audiences try to guess what the favorite thing is.

4) Meeting and Greeting

Student role-plays a formal or business social occasion where they meet a number of people and introduce themselves. It is usually taught in the beginner level of language learners. The students try to use meeting and greeting expression in front of the class with two or more students.

5) Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of the class or in pairs with two students. It is almost same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person.

6) Students presentation

Individual students give talk on given topic or person. The students present some topic in front of the class while other students listen to the presentation and give feedback about the presentation. Some like interview that interview is for honing organizational and planning skills.

7) Debate

Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in certain time. This activity needs much time to prepare. Moreover it should be



applied for the advance level for language learners such as senior high school level upper.

8) Describing pictures

Each group has a picture that each member can see the picture. They have a certain minutes to say as many as they can that describe it. The sentences must be appropriate to the picture. It can be a kind of single pictures or even strip picture, so the students will describe the story according to the strip pictures.

9) Picture differences

The students are in pairs. Each member of the pair has to find out the differences of the pictures that are given. The pictures are almost same. The teachers must find the pictures by themselves before applying this kind of activities. In the last section, the teacher will give more descriptions about the difference of the pictures provided for the students.

10) Things in common

Students sit in pairs. They talk one another in order to find out as many things as they can that they have in common. These must be things that can be discovered through talking. For example, it is about animals' characteristics, school and education, and human characteristics.

11) Solving a problem

The students are told that they an educational advisory committee, which has to advice the principle of a school on problem with the students. They should discuss the recommendation together with the principal.

12) Discussion

The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given times to discuss about the topic provided. The last, there will be a student who represent each group to tell about the result of the discussion



in front of the class. The teacher will give some correction about the students speaking.

Based on the suggested of activities of teaching strategies above, may the teacher can uses the appropriate activities in speaking classroom which can help the students to speak up fluently.

1.5.8 Problems in Speaking

In learning English speaking, some students will make problems or errors when they try to uttered words, phrases or sentences. Problems or errors in speaking can't correct themselves, therefore it is need explanation. According to Ur (1991:121), there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue;

1) Inhibition

The students usually inhibited when trying to speak some words in speaking activities. Because they worry about making mistakes and simply shy in speaking English language.

2) Nothing to say

The students cannot think of anything to say, because they have no motivation to express themselves in speaking. Actually, the students often lack confidence and less of vocabularies in their speaking ability. And they feel insufficient in language skills to express exactly what they want to say.

3) Low participation

The students have low participant when they speak, this mean that they have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

4) Mother tongue use

The students usually use mother tongue in speaking activities, because it is easier, and also they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it



can be quite difficult to get some classes – particularly the less disciplined or motivated ones-to keep to the target language.

1.5.9 Psychological Factors

According to Juhana (2012:101) here, there are some psychological factor that faced by the students in speaking English, they are;

1) Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, According to Juhana (2012: 101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

2) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Actually, the students felt of shyness makes their mind go blank or that they will forget what to say.

3) Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.



4) Lack of Motivation

Motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. According to Juhana (2012:103) further adds that motivation is an inner energy. From the motivation the students will enhance their study interest.

1.5.10 Definition of Strategies

Strategy is a detailed plan for achieving success in situations. According to Brown (2007:119) stated that strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end or planned designs for controlling and manipulating certain information. Important aspect of teaching is to promote learners' awareness and control of effective learning strategies and discourage the use of ineffective ones. In addition Gagne (1974:3) asserts that strategy is someone's internal ability for thinking, solving problems. Therefore, as the teacher has set overarching of goals, organized content, and developed a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. In this case, teacher will make choices about what he/she will have students do in order to learn the course content and practice it for reach the goals.

In addition, Mintzberg (1994:12) proposes several different definition of strategy, as these followings:

- 1) Strategy is a plan, a means to get some movements,
- 2) Strategy is a pattern to act overtime,
- 3) Strategy is a position reflecting decisions to offer particular products or services in particular markets, and
- 4) Strategy is perspective, vision and direction.

1.5.11 Language Learning Strategy

Learning language strategies are the mental processes which learners employ to learn and use the target language, Nunan (1991:168). A strategy



consisted of mental or behaviour activity related to some specific stage in the overall process of language acquisition or language use. So, strategies are specific means that learners use to learn or improve their language Nunan (2003:269). Learning strategies have been defined by several researchers, language learning strategies are optional for exploiting available information to improve competence in a second language.

Many education studies have observed learning strategies, and the researchers have discovered that successful second language learners, compared with their less successful classmates, used more strategic mental process (learning strategies) and employed them more frequently. In most of research on language learner strategies, the primary concern has been on identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language.

From the definition above the researcher can conclude that strategies as specific action or ways to make the students learning easier and they can reach the goal of learning. Strategy is important the help the learners solve their problem in learning, and also it is a plan for achieving something. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient.

Besides, Rebecca (1990:9) stated several definition of language learning strategy, as these followings:

- 1) Contribute to the main goal, communicative competence.
- 2) Allow learners to become more self-directed.
- 3) Expand the role of teachers.
- 4) Are problem-oriented.
- 5) Are specific action.
- 6) Involve many aspects of the learner, not just the cognitive.
- 7) Support learning both directly and indirectly.
- 8) Degree of observable.



- 9) Are often conscious.
- 10) Can be taught.
- 11) Are flexible.
- 12) Are influenced by a variety of factors.

1.5.12 Management Strategies

In applying English daily language program at Husnul Khotimah Islamic boarding School, it have understanding management strategies vary widely, but in essence have the same basic understanding. According to Terry & Franklin (1982:4) Management is arranging and organizing the means to perform better, therefore management is regarded as a distinct process encompassing activities of planning, organizing, actuating and controlling to determine and accomplish certain preset and designed objectives. For this purpose, the living beings excel in influencing the environment in the desired direction. It means that the process of management strategies in Husnul Khotimah Islamic Boarding School it is begins by a plan for achieving those goals with the organizing existing resources. The resources have been mobilized which appropriate with the rules that has been conducted in actuating respectively. It should need a supervision that provided in the process which appropriate with the plan that has been designed.

From the definition above, it can be concluded that the definition of management strategy is planning in long time strategy and designated as management decisions, in an attempt to produce something of quality, to be directed at optimizing the achievement of goals and objectives of the organization. So in the context of the implementation of the English language program, strategy management is an English language program planning efforts with internal and external conditions of institutions, through the establishment of a clear mission and vision for the achievement of the main objective of the English language program.

1.5.13 The Principles to Success in Applying Strategies

The rules of strategy needs to guarantee the strategies which they implement can successful not only in conceptual but also in implementation.



According to Hattaen in Purwanto (2007: 66-67) there are some instruction to create the strategies is successful,

- 1) Every strategy not only creates one strategy. Based on the room in activities. If the many create the strategies, so all of the strategies have to relationship.
- 2) The strategies have to consistence with the environment
- 3) Strategies must prediction the effect of risk in field.
- 4) The effective strategy must to focuses to relation the entire component.
- 5) The strategy has to immediately toward the strength not to weakness.
- 6) The success of the strategies based on the support by all of the elements.

1.5.14 The Characteristics of Strategies

According Wahyudi (1996:16) the characteristics of strategy there are three categories namely uniform, comprehensive and integrated as the follows:

- 1) Uniform
Uniform is all of the parts in organization
- 2) Comprehensive
Comprehensive is all of the aspect in organization.
- 3) Integrated
Integrated is strategy will suitable from all levels.

1.5.15 The Steps of Strategies

- 1) Analysis Environment

According Yusanto and Karebet (2003:11) state that Analysis environment is the first process in management. This process focuses on internal and external environments. This analysis usually consider about activities analysis SWOT (Strengths, Weaknesses, Opportunities, and Threats) as definition below:



a) Strength

Is the power in the institution, by knowing the strength, the institution can know and understand how to plan the strategy globally.

b) Weakness

The limitations and weaknesses of the institution, by knowing the weakness of institution it can make the institutions are expected to anticipate that these weaknesses are not an obstacle to achieving a global plan

c) Opportunities

By knowing the opportunity of the institution is expected to make potentially in delivering to main destinations.

d) Threats

The institution should be known the threats. By knowing that, the institution should take measures in order to overcome the threats as soon as possible.

The result of analysis SWOT will show the quality of organization which give contribute to choose the strategy in resources organization.

1.5.16 Daily Language Program

Daily Language Program means some activities which are conducted language in every day as daily activity in Husnul Khotimah Islamic Boarding School. In this case, Husnul Khotimah has applied English for daily communication, so the students are motivated to master in English specially in speaking. Besides, husnul khotimah also applied some activity to support them in speaking English in daily activity. There are four activities consisted of weekly language, memorize of vocabulary, English conversation, public speaking.

1) Weekly language

Weekly obligates the students to speak English in daily communication. When the students do infraction, the can get punishment. So, the students have to speak English in daily



activity. By conducting weekly language, the students can speak confidently in daily speaking. So, Husnul Khotimah applied this program which creates good environment to support the students' speaking skill.

2) Memorize of vocabularies

Memorize vocabularies is a program the students learn more about pronunciation and vocabulary of daily expression. It is conducted every morning. The technique of teaching and learning is giving five of vocabularies and some the students make the sentence from the words. The aim is the students are able to memorize correct pronunciation and improve the students' vocabulary.

3) English conversation

English conversation provides the students in practice speaking by the target language. English conversation is used for providing the students to communicate by using target language in a given topic. The aim of this program is to train and familiarize students in English usage.

4) Public speaking (*muhadhoroh*)

The purpose of public speaking program held in English and Arabic language is to encourage students to improve the quality of language learning, motivate students to master English and Arabic, and improve self-confidence, competitive attitude, discipline, and hard work of students in learning process in the classroom, so students able to speak English and Arabic well in public.

5) Study club

Study club was designed to practice students' speaking, mental, and talent. It is divided into two languages Arabic and English. Study Club is led by a teacher who organizes a range of stimulating and enjoyable language based activities for students to take part in. The Study Club aims in to provide students with more exposure to speak by foreign language, and it will familiarize students with various language skills and functions.



6) Language Tutorial

Language tutorial is activity for beginner in getting language acquisition. The students can get a chance to practice many different skills in a setting that is more like real life. It can help students cultivate ideas, develop strong organizational skills and heighten their creativity. Language tutorial is an official institution held by English teacher mentoring.

1.6 Significance of Research

This study hoped to be useful in two sides; they are theoretical and practical side. For theoretical significance, this study is supposed to provide information about the problems that faced by students at Husnul Khotimah Islamic Boarding School in applying English daily language program, and to develop the knowledge about the strategy of institution in applying English in daily language.

And practically, the findings are also expected to provide information about the problems that faced by students at Husnul Khotimah Islamic Boarding School in speaking English daily language program. So it is hoped to contribute ideas, feedback and information to this institution, and for all institution in general, such as for the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon, other Moslem boarding school, or the other institution that also wants to apply English as daily language program too.

1.7 Method of the Research

The method of this research is qualitative research. It is based on the research focus; to analyze the students' problems in speaking English daily weeks of Husnul Khotimah Islamic Boarding School. Qualitative research is an approach to the study of social phenomenon; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are: take places in the natural world, uses multiple methods that are interactive and humanistic, Marshall (1999:2). The term of naturalistic shows that the research is natural, on the normal situation without manipulate the condition, emphasize on the natural description. According to Sugiyono (2008:8)



stated that the process of taken data or phenomena called as taking of the data naturally. From the definition above that the natural source is the direct source of data, and the researcher is a key instrument in qualitative research.

Kind of this research is case study. Mulyana (2008:201) stated that the case study is the comprehensive explanation about some aspects of individual, group, organization (community), program, or social situation. Case study in this research is researcher tries to analyze the students' problems in speaking English Daily language program of Husnul Khotimah Islamic Boarding School.

Besides, this research also focused on descriptive qualitative method. Descriptive method has not purpose to test the certain hypothesis, but just describes some variable and condition naturally, Arikunto (1998:234). Thus, descriptive qualitative method in this research has purpose to describe about the students' problems in speaking English Daily language at Husnul Khotimah Islamic Boarding School.

1.7.1 The Place and Time of Research

The study was conducted at Husnul khotimah Islamic Modern Boarding school is located in Maniskidul, Jalaksana, Kuningan. This Islamic boarding school is filled with various types of activities including intellectual and spiritual activities. The details information of the researcher chooses Husnul khotimah Islamic Modern Boarding school as research setting because some factors;

- 1) Husnul Khotimah Islamic Boarding School has a brilliant achievement in the field of English and Arabic language.
- 2) One of the purposes of Husnul Khotimah Islamic boarding schools' graduate is expected to speak fluently English and Arabic properly.
- 3) Many programs and competitions have been supported to improve the students' language; memories of vocabulary, conversation, public speaking, language tutorial, English study club, drama, poem, speech, pensi etc.

The respondents of this research are students in Husnul Khotimah Islamic Boarding School. The student consists of nineteen in eighth grade.



1.7.2 The Object of the Research

To make this research objectively and accurately, the researcher takes nineteen students in language room “*halimatussa'diyah*” at Husnul Khotimah Islamic Boarding School as the object of the research. The students at Husnul Khotimah Islamic Modern Boarding School were chosen as the object of research because they are required to be able to communicate in foreign languages. Meanwhile, the languages which they should use in their daily conversation are English and Arabic. According The Patton (1990) in Lodico (2010: 134) stated that the logic and power of purposeful sampling lies in selecting information - rich cases for study in – depth. Lodico et al, (2010: 134) the purpose of sampling is to select persons, or things and detailed information. The selected samples are the leaders, the teachers and the students of Husnul Khotimah Islamic Boarding School. The main data is taken from interview and observation, between researcher and the subject of study such as leader, teachers and students.

1.7.3 Research Design

A research design is a strategy to arrange the setting of the research in order to get the valid data that are suitable to all variable characteristics and the objectives of the research. In this research design, the researcher uses descriptive qualitative, this research is designed to obtain information concerning the current status of phenomenon and directed toward determining the nature of situation, as it exists at the time of the research. This research is conducted to describe information about the students’ problems in speaking English daily language program. Ary (1985:295) states;

“Descriptive research studies are designed to obtain information the current status of phenomenon. They are directed toward determining the nature of a situation, as it exists at the time of the study. There is no administration of control of treatment as it is found in experimental research. The aim is to describe ‘what exist with respect to variable or conditions in a situation.’”



Because of the research design that used in this research is descriptive qualitative, this research needs to discuss deeply. It is formulated to get information concerning to the current status phenomenon and directed toward determining the nature of situation, as it exists at the time of the research. This research is conducted to describe information about the students' problem in speaking English and the teachers' strategies in learning of Husnul Khotimah Islamic Boarding School.

1.7.4 Research System

1.7.4.1 Step of the Research

The researcher take five steps of the research. The following five-step model, which presents a sequence of logical steps for planning and conducting research, Fraenkel, et al (2012: 429) those are:

- 1) Identification of the phenomenon to be studied
- 2) Identification of the participants in the study
- 3) Data collection
- 4) Data analysis
- 5) Interpretations and conclusions

1.7.4.2 Source and Type of Data

In this research, the researcher collects the data in the forms of primary source data and secondary source data. Primary source data is the data that the researcher takes the data of the research directly in the field of the problem she concerns and secondary data is the source of the data acquired in which support the researchers' idea that regard to the research problem. It means that, the collected data must be relevant with the formulated problem. Addition, Sugiyono (2008:153) stated that based on the sources, data classified into two those are primary data and secondary data, as follows:

Primary data source is source of data which is related to the subject of this study that is taken through the researcher directly. In this research the primary data source came from the conducting of observation and interview with the subject of this research such as students, teacher, manager and lead of language program which is done by the researcher.



Besides, secondary data source is a source of data that is taken by the researcher indirectly from the subject. And this data also were accepted to complete the primary data. It was from any relevant book, form of journals, journal of school, school archives about the history of school, and the other source that relevant to support this research.

1.7.4.3 Instrument of the Research

In this research, the researcher plays as main instrument. These instruments are used to get the data of observation valid and real. In qualitative studies, the researcher as human investigator is the primary instrument for the gathering and analyzing of data, Ary, et al, (2010:453). It means that, the researcher as human instrument who observes (the investigator) and interviews.

1.7.4.4 Techniques of Collecting Data

The research instruments are used to get the primary data and secondary data. In this research, the researcher plays as the main instrument. To collect the data in this study, there was the researcher himself who was being the instrument of research. To make the data more accurate, the researcher will use the techniques of collecting data, such as observation and interview.

1) Observation

Observation is monitoring with systematic phenomenon which is investigated. According to Creswell (2012:212) states that observation is the process of collecting data in a specific school setting. Unquestionably, observations represent a frequently used form of data collection, with the researcher able to assume different roles in the process. It means the researcher comes to the location of the research, the researcher observed the application of language program in Husnul Khotimah Islamic Boarding School. From this observation the research using descriptive field notes and observation checklist to analyze the students problems in speaking English. (*see appendix 1&2*)



2). Interview

Another technique of this research is interview. Interview is a technique of data collection of the most widely used in social research, whether qualitative or quantitative. Because in the daily life of almost of social relations are conducted by human beings and involves interviews or conversations. Hadi (1993:59) states that interview can be viewed as a method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.

The purpose of interviewing people is to find out their mind, what they think or how they feel about something. The researcher interviewed the students to find out the problems in speaking English. This instrument will use tape recorder, so the interviewer record all of interviewee's answer from the interviewer's question gave orally based on the problem study, so the researcher record their answers, and then transcribes and types the data into a computer file for analysis. (*see appendix 3-5*).

1.7.4.5 Data Analysis

The data analysis in this research is descriptive qualitative research, in this research there are never used numerical measures but emphasize in description. This research is produce descriptive data in form of written words. The purpose of this research is to describe research finding elaborately.

According to Lodico (2010:180) states that there are six steps involved in qualitative data analysis vary according to the research questions asked and the type of approach taken, the steps listed here are common to most studies:

- 1) Prepare and organize the data.
- 2) This type of transcription involves data analysis as well as preparation, the researcher analysis the data at the same time that one is preparing and organizing. And also the interviews were tap preparation involves transferring the information from the recorded interviews into a written form.



3) Review and explore the data.

The researcher makes note to themselves about the data as they collect it. This means that the researcher has already begun the process of reviewing the data before begin the formal analysis of it.

4) Code data into categories.

The researcher identifies different segments of the data that describe related phenomena and labeling these parts using broad category names. It is an inductive process of data analysis. The researcher create codes for the problem passed in public speaking program which used for analyse data in field note. The codes are as follows:

Table. 1
Coding

Code	Category
Researcher	R
Teacher	T
Student	S
Leader	L
Manager	M

5) Construct thick descriptions of people, places, and activities.

The researcher should be detailed descriptions of the people, places, and events in the study. And also of the experiences, perspectives, and physical settings represented in the data.

6) Build themes and test hypotheses.

The researchers provide the organizing ideas and use to explain what they have learned from the study. So the researcher describes and identifies the major concepts or issues that the researcher uses to interpret and explain the data.



7) Report and interpret data.

The researcher's interpretations of what the data mean. So the research is reported in a mostly non quantitative, narrative manner, which often makes it enjoyable to read.

From the definition above, the researcher obtained the data through the observation and interview with some members of the institution such as the supervisors, teachers and also the some students of Husnul Khotimah Islamic Boarding School.

The time of research can be specified below:

Table. 2
Research Timeline

No	Activities	Month																			
		March				April				May				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Proposal Preparation	■	■	■	■																
2.	Instrument preparation					■	■	■	■												
3.	Coming and getting permission of the school																				
4.	Observation in the husnul khotimah Islamic Boarding School									■	■	■	■	■	■	■	■				
5.	Analyzing data from observation																	■	■	■	■
6.	Conducting interview																	■	■	■	■
7.	analyzing data from interview																	■	■	■	■
8.	Writing and guiding report of the research																	■	■	■	■
9.	Analyzing data and writing of the research																	■	■	■	■



1.8 Previous of the Research

There are previous studies to support this research, The study which is same field of research and some phenomenon has been conducted by many researchers around the world, and the researcher reviewing other researchers are;

First, Ulfa Yusica (2015) made research about “*Problem Faced by Thai Student in Speaking English*”. This study is intended to find out the problem faced by Thai Students. This investigates to convey the reason most students in Thailand have difficulties in speaking English. Language skill is one of the four skills in English which could be the most difficult process for student to make a deal with. There are many factors which affect Thai student to be difficult in concerning with English especially in speaking.

Second, Gan (2012) his research entitled “*Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong*” his research to reports the result of a study that aimed to identify the problems with oral English skills of ESL (English as a second language). The study, by way of semi-structured interview, addresses the gap in our understanding of the difficulties ESL students encountered in their oral English development in the context of a Bachelor of Education (English Language) programme.

Third, Alfauz (2012) conducted “*The Activities of English Learning Applied in Improving Students’ Speaking Skills at Modern Islamic Boarding School of Darul Hikmah Tawang Sari*”. His research to describe about the activity of English learning applied in the school in improving students’ speaking skills and assessing system of speaking. The result showed that there were two kinds of speaking activities applied in that school. It was in the classroom activity and out of the classroom activity. There were three activities applied in the classroom, while there were seven activities applied out of the classroom. Those activities were applied and tend to all students of all level at modern Islamic boarding school of Darul Hikmah.

From the current studies above in the area of speaking, there are the differences from this the new study of the research. The researcher tries to analyze the students’ problems in speaking English daily Language at Islamic Boarding



School Khusnul Khotimah, because it should be known the impact from the problem faced by students in speaking, and also know the strategy in overcoming the problems of speaking. And the researcher will be taken the sample from the teachers, supervisors and students participants in Islamic Boarding School Khusnul Khotimah.

- 
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter elaborates the conclusion and suggestion the researcher in conducting this research. The researcher takes the result based on the research findings in the previous chapter in relation to the research question proposed.

5.1 Conclusion

After analyzing the research findings, the researcher was able to conclude of the students problem faced in speaking English daily language program are include; fear about making mistake, incorrect pronunciation, lack of understanding of grammatical patterns, limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline. Besides, the researcher has a finding research in students speaking problem, that the problem are faced because of some psychological factors such as fear of making mistakes, shyness, lack confidence, and lack of motivation. This is big effect that occurs by students in speaking English. From all the problems difficulty in speaking that faced by students, the researchers has underlined some important factors problems that faced by students such as environmental factors which do not support to implement English in daily language communication. The discovery of this problem also felt by the leader of language program that the human resource in Husnul Khotimah Islamic Boarding School still a lack of awareness in applying English daily language program, and this factors makes the students lack of motivation in speaking foreign language. Therefore, this problems is need teacher and manager attention to overcome the problems, how to make effective program by using interested strategies in learning English in order to make students interest in speaking English and also should provides some activities that facilitate them in speaking English as well as possible.

Actually, the teacher in Husnul Khotimah Islamic Boarding School has applied some strategies to achieve the goal of learning English. The teacher chooses

difference strategies to make students enjoy in learning, learning speaking in Husnul Khotimah Islamic Boarding School not only apply in inside classroom, but it can be applied outside classroom. This is the way of teacher to increase students speaking in their daily communication. The strategies needs evaluate by the teacher to know the feedback of students in learning English.

Besides, the strategies management also has an effect to improve students speaking. Actually, the manager should make the evaluated the program in order to achieve the aims of the programs, especially in evaluating the human resources in Husnul Khotimah Islamic Boarding School, because the effectiveness of a program can be seen from the application of management strategies used by the institution. The results of data conducted by researchers, there are several factors obstacles identified by the students and management at Husnul Khotimah Islamic Boarding School in applying the language program. One of the obstacles that hinder because of human resources does not apply daily language program effectively, such as students, teachers, staff, servants, etc. It happens because they have a different educational background that which makes them especially students still hard to use foreign language every day, and also there is no commitment from all of stakeholder in applying foreign language at Husnul Khotimah Islamic Boarding School, this is also an obstacle for officials in applying everyday language. The solution of those problem, all of the human resources and the stakeholders of the institution of education in Husnul Khotimah Islamic Boarding school should makes the policy and commitment to use the languages (Arabic or English) in daily communication, and the teachers, staff, and servant should have integrated in applying English. Besides, the institution should make the strategies such as course of foreign language to train them especially all of human at Husnul Khotimah Islamic Boarding School in speaking foreign language. Hopefully, this solution should be effectively in overcoming the problem of the human resources in speaking English.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

5.2 Suggestion

Based on the result of the research finding, the writer would like to give some suggestion for the following people.

1) For the teacher

Hopefully, the teacher should evaluate all the strategies that have been applied in Husnul Khotimah Islamic Boarding School to get the program effectively.

2) For Students

The students are hoped to practice English at time, and they should realize that English is very important for them to face the globalization era.

3) For the future researcher

For the future researchers who want to conduct research with the same subject, the result of the research can be used as an additional reference or further research with different discussion.





BIBLIOGRAPHY

- A.M. Kadirman. 2001. *Pengantar Ilmu Manajemen*. Jakarta: PT. Pronhalindo.
- Arikunto, Suharsimi. 1998. *Prosedur Penelitian Ilmiah: Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.
- Ary, Donald, et al. 2010. *Introduction to Research Education*. Wadsworth: USA
- Ary, Donald. 1985. *Introduction to Research in Education*. New York: CBS College Publishing.
- Asyar, Rayandra. 2011. *Kreatif Mengemangkan Media Pembelajaran*. Jakarta: Gaung Persada Press.
- Brown, Douglas. H. 2004. *Language Assessment: Principle and Classroom Practices*. New York: Pearson Education.
- Brown, et al. 1999. *Teaching the Spoken Language*. Cambridge University Press.
- Brown, H. D. 2007. *Principles of Language Learning and Teaching*. USA: Pearson Education.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, second edition*. New York: Pearson Education Company.
- Brown, H & Cambourne, B. 1987. *Read and Retell: A Strategy for the whole Language/Natural Learning Classroom*. Portsmouth, NH: Heinemann.
- Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practices*, (San Fransisco), p. 142
- Chaney, A.L. 1998. *Teaching Oral Communication in Grsade k-8*. Boston: Allyn & Bacon.
- Creswell, John W. 2012. *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.
- Catherine Marshall, et. al. *Designing Qualitative Research, 3rd ed.* (United States of America: Sage,), p. 2-3.
- Corder, Spit. 1981. *Error Analysis and Intralingua*. (Oxford: Oxford University Press: 10-11)



Deddy Mulyana. 2008. *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya), p. 201.

Fraenkel, et al. 2012. *How to Design and Evaluate Research in Education* (8th ed). New York: McGraw-Hill.

Foppoli, Julio. (2009). *Is Grammar Really Important for a Second Language Learner?*. (online) [http:// www.eslbase.com/articles/ grammar](http://www.eslbase.com/articles/grammar) (Retrieved on March 19, 2015, 20.31).

Gagne, R.M. 1974. *Educational Technology and the Learning Process*. Educational Researcher.

Hadi, Sutrisno. 1993. *Methodology Research Jilid I*. Yogyakarta: Andi Yogyakarta.

Harmer, Jeremy. 2007. *How to Teach English*. England: Pearson Education Limited.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. England: Pearso Education Limited.

Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. (Cambridge: longman), new edition, p. 3

Harmer, Jeremy. 1998. *How to Teach English*. England: Longman.

Hughes, Rebecca. 2006. *Spoken English, TESOL, and Applied Linguistics: Challenges for Theory and Practice*. Great Britain: CPI Antony Rowe.

Huyen, Nguyen Thi Thanh. (2003). *Learning Vocabulary through Games; The Effectiveness of Learning Vocabulary Through Games*. *EFL Asian Journal*. pp.7-10. at http://asian-efl journal .com/dec_03_sub.Vn.php. (Retrieved Mei 27 2015, 22:45).

Ismail yusanto dan M Karebet. 2003. *Manajemen Strategies Perspektif Syariah*. (Jakarta: Khairul Bayan).

Juhana. 2012. *Psychological Factors That Hinder Students From Speaking In English Class (A Case Study In A Senior High School In South Tangerang, Banten, Indonesia)*. *Journal of Education and Practice* www.iiste.org (Online) Vol 3, No 12, (Retrieved on June 30, 2015, 10:39).

Krashen, S. D. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

- Lodico, M. G, et al. 2010. *Methods in Educational Research (2nd ed)*. US: A willey Imprint.
- Lado, Robert. 1977. *Language Testing*. London: Longman.
- Larsen Freeman, D. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Liu, Meihua. 2007. *Anxiety in Oral English Classrooms: A Case Study In China*. *Indonesian Journal of English Language Teaching* Volume 3/Number 1 May 2007. pp. 119-121
- Middleton, Frank. 2009. [Online] *Overcome Your Fear of Speaking Foreign Languages*. Available: bin/language/index.pl?page=2;read=1071// being access on (May 17, 2015, 00:45)
- Harris, David P. 1974. *Testing English as a Second Language*. New Delhi: Tata McGraw-Hill publishing.
- Henry Mintzberg. 1987. "Five Ps for Strategy," in *Readings in the Strategy Process, 3rd ed*, (Englewood Cliffs, NJ: Prentice-Hall).
- Nunan, D. 2003. *Practical English Language Teaching*. America: McGraw Hill.
- Nunan, D. 1991. *Language Teaching Methodology*. Sydney: Macquarie University.
- Nunan, D. (1999). *Second Language Teaching & Learning*. USA. Heinle & Heinle Publisher.
- Purwanto, M. Ngalim. 2007. *Prinsip- Prinsip dan Teknik Evaluasi Pengajaran*. Bandung: Remaja Rosdakarya.
- Rebecca L. 1990. *Language Learning Strategie*. The University of Albama: Heinle & Heinle publisher.
- Richards, J. C. 2008. *Teaching Listening and Speaking from Thoery to Practice*. Cambridge, Cambridge University Press.
- Richard, J.C and Willy A Renandya. 2002. *Methodology in Language Teaching*. An Anthology of Current Practice. Cambridge: Cambridge University Press.
- Rickheit, Gert and Strohner, Hans. 2008. *Handbook of Communication Competence*. Germany.



- Ruby, Joan and Thompson, Irene. 1994. *How to be a More Successful Language Learner*. 2nd (Bostom: heinle & heinle publisher), p.9
- Savage, K. Lynn, at all (2010). *Grammar Matters Teaching Grammar in Adult ESL Programs*: Cambridge University Press. http://www.cambridge.org/other_files/downloads/esl/booklets/Savage-GrammarMatters. Retrieved on June 19, 2015, 19:51.
- Susanto, 2007. *Sosio Linguistics*. Tulungung, Department of Education State Islamic College (STAIN) of Tulungagung.
- Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, p. 8.
- Tarigan, Henrir Guntur. 1985. *Berbicara Sebagai Keterampilan Berbahasa*. Bandung: Angkasa
- Terry George R. and Stephen Franklin G., 1982. *Principles of Management*. Eight Editions. USA: Richard D. II Wine Inc.
- T. Hani handoko, 1998. *Manajemen Edisi 2*. Yogyakarta: BPFE.
- Tohirin. 2005. *Psikologi Pembelajaran Pendidikan Agama Islam*. Jakarta: PT Raja Grafindo Persada, p. 117.
- Ur, Penny. 1999. *A Course in Language Teaching, Practice and Theory*. Cambridge: Cambridge University Press.
- Ur, Penny. 1991. *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Varasarin, Patchara. 2007. *An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence*. School of Education Faculty of Arts, Education and Human Development Victoria University. eprints.vu.edu.au/1437/1/Varasarin.pdf (Retrieved on May 27, 2015, 21:44).
- Wahyudi, Agustinus Sri. 1996. *Manajemen Strategik (Pengantar Proses Berpikir Strategik)*. Binarupa Aklsara, Hal : 15
- Wibowo, Wahyu. 2014. *Manajemen Bahasa*. Jakarta: Gramedia Pustaka Utama.