**A DESCRIPTIVE STUDY ON LANGUAGE PROGRAM OF SPEAKING CONDUCTED AT ISLAMIC BOARDING SCHOOL JAWAAHIRUL HIKMAH BESUKI TULUNGAGUNG 2011/2012**

**THESIS**

Presented to

State Islamic College of Tulungagung in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam in English Education Program



**By**

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This is to certify that the Sarjana's thesis of Miftaahurrohmah Entitled "A Descriptive Study on Language program of Speaking Conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung 2011/ 2012" has been approved by the thesis Advisor for further approval by the Board of Examiners.

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**MOTTO**

**The best people is he who socially the most useful**

**DEDICATION**

I dedicate this thesis to:

* All praises are to Allah SWT for all blesses.
* My beloved parents; my Daddy Chusain and my Mom Yatongah who give me true love, affection, motivation, and everything for my life.
* Both of my beloved older brothers; M. Agus Mudhofir S.Pd. and M. Syarif Thoyib S. Ag. who always support me and give me more cheerful life.
* All of my lecturers who always teach me patiently.
* All of my dearest friends of TBI who always give me the sense of friendship and togetherness.
* All my relatives, friends, teachers, and everybody whom I can not mentioned that always motivate in my life.

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States that thesis entitled “A Descriptive Study on Language Program of Speaking Conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung 2011/2012” is truly my original work. It doesn’t incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do to the fact; I’m the only person responsible for the thesis if there is any objection or claim from other.

Tulungagung, 23rd July 2012

Miftaahurrohmah

**ABSTRACT**

Miftaahurrohmah, Registered Student. 3216083301. 2012. *A Descriptive Study on Language Program of Speaking Conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung 2011/2012.* Thesis. English Education Program. State Islamic College (STAIN) of Tulungagung. Advisor: H. Nursamsu M.Pd. Academic year 2012.

Keywords: Language program, Speaking

English is international language, which is commonly used by all of county in the world. 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. Learning speaking needs more chance to practice the target language. Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung applies English in daily communication. It is interesting to know activities and purposes of language program of speaking at Jawaahirul Hikmah Besuki Tulungagung.

The formulation of the research problems were: 1) what are activities of language program of speaking? 2) What are purposes of language program of speaking?

The purpose of this study was to find out: 1) activities of language program of speaking, 2) purpose of language program of speaking.

Research method: 1) the research design in this study was descriptive research with qualitative approach, 2) the subject of this study was tutors and students at Islamic boarding school Jawaahirul Hikmah, 3) The research instruments were observation, interview, and documentation, 4) the data analysis was inductive, 5) the trustworthiness of the research was methodological triangulation.

The research findings were: the description at Islamic Boarding School Jawaahirul Hikmah, activities of language program of speaking, and characteristics of language program of speaking. 1) There are two kinds of language program; those are daily language program and weekly language program. Daily language program is some programs which the students can learn more and practice speaking in daily activity. There are five activities consisted of English day, English announcement, drilling sentence, English conversation, and reporting. The second is weekly language program which the students can practice speaking in a certain day. There are four activities consisted of oral test, speech, game, and singing. There are four activities consisted of oral test, speech, game, and singing. Both daily and weekly language program focuses on teaching and learning speaking. 2) Language program of speaking has three purposes for the students. The first is to train the students in speaking by correct grammar and pronunciation. The next purpose is to build the students to speak confidently both in daily speaking and public speaking. The last purpose is to create good environment which the students can learn and practice speaking.

**ABSTRAK**

Skripsi berjudul: “*A Descriptive Study on Language Program of Speaking Conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung 2011/2012”* disusun oleh Miftaahurrohmah 3216083301, Jurusan Pendidikan Bahasa Inggris, dan dibimbing oleh H. Nursamsu M.Pd. Tahun akademik 2012.

Kata kunci: Program Bahasa, Speaking

Bahasa Inggris merupakan bahasa internasional yang umumnya digunakan oleh banyak Negara di dunia. dalam bahasa Inggris, ada empat kemampuan yang harus dikuasai, yaitu listening, speaking, reading, dan writing. Menguasai kemampuan speaking merupakan aspek yang paling penting untuk belajar bahasa inggris dan keberhasilannya diukur dari kemampuan dalam percakapan bahasa. Belajar speaking dalam bahasa inggris membutuhkan banyak kesempatan untuk mempraktekkan bahasa. Pondok Pesantren Jawaahirul Hikmah Besuki Tulungagung mengaplikasikan bahasa inggris untuk berkomunikasi sehari-hari. Hal ini menarik untuk mengetahui aktifitas dan tujuan dari program bahasa di Pondok Pesantren Jawaahirul Hikmah Besuki Tulungagung.

Rumusan masalah penelitian adalah: 1) Apa saja aktifitas program bahasa speaking? 2) Apa saja tujuan program bahasa seaking?

Tujuan penelitian ini adalah untuk mengetahui: 1) Aktifitas program bahasa speaking 2) Tujuan program bahasa speaking.

Metode penelitian: 1) Rancangan penelitian dalam penelitian ini adalah penelitian deskriptif dengan pendekatan kualitatif, 2) Subyek penelitian adalah siswa dan tutor di Pondok Pesantren Jawaahirul Hikmah Besuki Tulungagung 3) Instrumen penelitian adalah observasi, wawancara, dan dokumentasi, 4) analisis data adalah induktif 5) kepercayaan penelitian menggunakan methodological triangulation.

Penemuan penelitian: deskripsi Pondok Pesanteren Jawaahirul Hikmah Besuki Tuungagung, profil program bahasa, aktifitas program bahasa speaking dan tujuan program bahasa speaking 1) Ada dua jenis program bahasa speaking; yaitu program bahasa harian dan program mingguan. Program bahasa harian yaitu program dimana para santri belajar dan praktek speaking sehari-sehari. Ada lima aktifitas yang terdiri dari hari bahasa inggris, pengumuman bahasa inggris, latihan kalimat, percakapan bahasa inggris dan setoran. Selanjutnya, program bahasa mingguan merupakan program dimana santri dapat praktek berbicara pada waktu tertentu. Ada empat aktifitas yaitu pidato, permainan, tes lisan, dan bernyanyi. Kedua program bahasa baik untuk harian dan mingguan berpusat pada mengajar dan belajar speaking. 2) Program bahasa speaking mempunyai tiga tujuan untuk para santri. Pertama, untuk melatih santri dalam berbicara sesuai dengan tata bahasa dan lafal yang tepat. Kedua, tujuannya adalah membangun percaya diri untuk berbicara dalam sehari-hari dan untuk umum. Tujuan terakhir yaitu untuk menciptakan lingkungan yang baik dimana para santri dapat belajar dan praktek berbicara bahasa inggris.

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Finally, she hopes that this thesis will be very useful for the reader and also for herself.

Tulungagung, July 23rd 2012

The Writer

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**CHAPTER I**

**INTRODUCTION**

This chapter presents the background of the research, statement of the research problems, objectives of the research, scope and limitation of the research, significance of the research, definition of key terms, and research paper organization.

1. **Background of the Research**

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.

English is international language, which is commonly used by all of county in the world. In Indonesia, English is taught from the kindergarten until the university. English is the most important foreign language to transfer and gain knowledge, science, technology, art and culture and establish international relationship. Susanto (2007: 3) states “English becomes popular and the one of most important language in the whole aspects of life to understand literature. The students may know about language usage, but they will be unable to use it if they do not practice in daily communication”. So, English is the important thing to be learned and practiced for 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. Learning speaking becomes the greatest interest for foreign language learners.” Besides, Richards (2002: 201) states, “A large percentage of the world’s language learners study English in order to develop proficiency in speaking”. In short, the ability of English is measured by its result in speaking skill or oral communication.

Speaking ability becomes the competence which must be reached in the curriculum in the school. In Indonesia, speaking is taught in junior and senior high school level. In fact, teacher only teaches speaking in the class. Finally, the students find difficulties in speaking English. Students often feel afraid to say things in a foreign language classroom. They are usually worried in making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Actually, speaking needs more practice rather than only learn about theory. The students find difficulty to speak English because they seldom practice speaking in daily communication.

Learning speaking needs more chance to practice the target language. Teacher must give good speaking activities to support the students’ speaking ability. According to Harmer (2003:8), “Good speaking activities can and should be highly motivating. If all the students are participating fully and the teacher has set up the activity properly and can then give sympatic and useful feedback. They will get tremendous satisfaction from it.” The speaking activities can and should motivate the students to practice speaking well. By good activities, the students are motivated to speak English well.

As like other institute of education, Islamic Boarding School Jawaahirul Hikmah gives the students theory and practices by conducting good speaking activities. To support the students ability in speaking, thee two kinds of language program consisted of daily and weekly activities. Both of them have many speaking activities which support the students to learn and practice speaking skill.

The one strategy which has been applied in the field of language program is giving sentence consisted daily expression material. It conducted at morning. The students must memorize three sentences in a day. it includes daily language program which can contributes the students potentially in leaning speaking ability in daily activity.

Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung applies bilingual (English and Arabic) in daily communication. The students must use both of them to communicate each other. If they speak except both of them, they will get punishment. In this research, we only focus in English speaking. Language program is created to support the students speaking skill. In this case, it is interesting to find the purpose and the activities of language program of speaking which support the students speaking ability. By conducting language program of speaking, the students are able to learn and practice speaking easily and efficiently for daily communication.

Based on background above, the researcher is interested to conduct about description of language program of speaking in Islamic Boarding School Jawaahirul Hikmah. The researcher believes that it is important to conduct this research because it will give contribution in teaching and learning English, especially in speaking ability. In this case, the researcher tries to focus on English speaking program. It includes activities and purposes of language program for the students’ speaking ability. From the description above, the researcher is interested in carrying out the study on ” A Descriptive Study on Language Program of Speaking conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung 20011/2012.”

1. **Statement of the Research Problems**

Based on the background of the study, the research problem of the study is formulated as follows:

1. What are activities of language program of speaking conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung?
2. What are purposes of language program of speaking conducted at Islamic Boarding School Jawahirul Hikmah Besuki Tulungagung?
3. **Objectives of the Research**

Based on the background of study mentioned above, the writer states objectives of study as follows:

1. To find out activities of language program of speaking conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung.
2. To find out purpose of language program of speaking conducted at Islamic Boarding School Jawahirul Hikmah Besuki Tulungagung.
3. **Significance of the Research**
4. Theoretically

Theoretically the result of this study will answer the question at the problems of the study, and will give advantages for developing on process of teaching and learning of speaking.

1. Practically

For institution of Islamic Boarding School Jawahirul Hikmah, the result of this study as feed back for improving the system of education and facilitating what the tutors need. For tutors of Islamic Boarding School Jawahirul Hikmah, this study as feed back to motivate the students to be active in speaking English or in making English conversation. For the students, this study will be as feedback and motivation for them to get good result in speaking English and to grow their consciousness in speaking English. For the researcher with the result of this study, the researcher expect to enrich his understanding of speaking and get more knowledge about research.

1. **Scope and Limitation of the Research**

To avoid the misunderstanding, the research would like to limit the scope of the problem, this study focuses on: The language program of speaking conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung. It includes:

1. The activities of language program of speaking conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung.
2. The purpose of language program of speaking conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung.
3. **Definition of the Key Terms**

In this part, there is some explanation from the title mentioned in the previous items. The title is “A Descriptive Study on Language Program of Speaking Conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung 2011/2012.”

In order to avoid misunderstanding of the readers, it is important to define the key terms as follow:

1. Descriptive Study is intending to describe something. From those definition it can be said that descriptive study means devoting of time and to investigate something and the data collected in the word.
2. Speaking is is the productive aural or oral skill. It consists of producing systematic verbal utterances to convey meaning.
3. Language Program is activity of teaching and learning English, specially is speaking ability conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung.
4. **Research Paper Organization**

The organization of the research paper is given in order to make the readers understand the content of the paper. Chapter I is introduction which deals with the background of the research, statement of the research problems, the purposes of the research, significance of the research, scope limitation of the research, definition of the key terms, research paper organization. Chapter II is theoretical background or review of literature. It consists of underlying theories that include learning Speaking, teaching speaking, and the previous research. Chapter III is the research method. It covers: research design, source of data, techniques of collecting data, instrument, and technique of data analysis. Chapter IV deals with finding and discussion of the research that is loaded of result that contain of data presentation, data analysis and discussion. Chapter V presents the conclusion of the research and suggestion for further research.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

1. **Learning Speaking**

Speaking is a way to communicate and interact with people. “Speaking is productive Skill. It involves putting a message together, communicating the message and interacting with other people” Lindsay (2006). This s a complex task and learners need a lot of practice to develop this kill. To put together a message, one who speaks language must fit the situation and the relationship with the listener.

Speaking always need interaction among people. According to Lindsay,” Spoken interaction involves two or more people talking to each other, for example, one person makes a request and the other person responds”. We call this an exchange, for example:

A: Could you email me?

B: Yes, of course.

Learning Speaking can be described as the student’s ability to communicate in the target language. This sub chapter covers four points about learning speaking; those are aspects of learning speaking, target of speaking ability, criteria of successful learners, and strategy of learning speaking. The explanation of each literature is as follows;

1. **The Aspects of Speaking Skill**

The aspects of speaking skill which must be learned are five (Lindsay2006). Those as follows;

1. Producing connected speech: Learners need to develop their ability to string sounds and words together. According to Harmer (2007:269) that effective speakers of English need to be able to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent connected speech (as in I’d’ve gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contraction and stress patterning). It is for this reason we should involve students in speaking activities designed specially to improve their connected speech.
2. The ability to interact: they also need to interact successfully with other speakers. So they can respond appropriately and use the appropriate language for the situation they are in and the person they are talking to. Especially, in the early stages of their development, learners need to be able to ‘talk around’ words or expressions they do not know so that the conversation does not get stuck while they think of the right word. According to Harmer (2007:269) that most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.
3. Talking round gaps in their knowledge: they need to learn expressions to define things, such as ‘the king we use for…’
4. Speaking in a range context: learners need to practice speaking in a wide range of context with people they know, strangers, at work or school, in a shop or restaurant, and so on.
5. Balancing accuracy and fluency: learners also need to be able to produce language accurately enough for the listener to be ale to understand without to much effort. The teacher should try to keep balance between learners’ fluency and accuracy.
6. Fluency: learners need to be able to choose language and put it together into a comprehensible message quickly enough to fit the flow of conversation. In order to maintain fluency, learners need or adapt what they want to say to their language level and develop strategies to talk around what they cannot express directly.
7. Accuracy: at the same time, they need to produce a message that is accurate enough in terms of the word order, words endings, pronunciation, and so on for the listener to understand. This does not mean that learners have to be 100% accurate all the time. An approximation of the ‘ideal’ way to say something often works and learners should be encouraged to take risks and use language at the edge of their language level.
8. **Target of Speaking Ability**

The target of speaking ability for foreign language teachers can be classified into three levels, those are;

1. Minimal: This lowest target aims at improving an ability to talk on prepared topics, to use common idioms, and the native speakers can understand the language used.
2. Good: The target of this level is an ability to talk with a normal speed to a native speaker of the target language, without making mistakes in grammar and vocabulary.
3. Excellent: The highest target of speaking ability is when the learners can achieve near native speaker ability.
4. **Characteristics of** **Successful Speaking Activities**

In order that the learners can carry out the successful speaking, they have to reach some characteristics of successful speaking activities. According to Ur (1999:120), there are four characteristics of successful speaking activities, these are as follows;

1. Learners talk a lot. As much as possible of the period of time allocated to the activity is occupied by learners talk. This may be obvious, but most time is taken up with teacher talk or pauses.
2. Participant is even. Classroom discussion is not dominated a minority of talk active participants. All get a chance for speaking and contribution is 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 them selves in utterances that are relevant, easy comprehensible to teach other and acceptable level of language accuracy.
5. **Strategies in learning speaking**

In order that students can learn speaking easily, they need strategy in learning speaking. There are five strategies in learning speaking.

1. Listen and practice your speaking more! In this case, listening radio and favorite English song can be used. Besides, you can read and watch film without seeing its subtitle because ear and mouth are more used in speaking ability rather than eye.
2. Use English as daily communication! It can be practiced with friends, family or anther people when speaking or talking thing. Practice your speaking in order your speaking ability is fluently.
3. Write new vocabulary! Try to bring small book which you can bring everywhere. By reading book, newspaper or magazine, you shall find new vocabularies that you do not know its meaning. Write new vocabulary in to small book. When you have spare time, read your small book! So you can know many vocabularies. In speaking, vocabulary is very important. So, enrich many vocabularies in order you speak English fluently!
4. Try to write by using English! If you have diary, or dream book, try to write your daily activity or your dream by using English. You can also write by using English when writing message of status in face book.
5. Learn grammar! Many people get difficulty in speaking because they don’t know anything about grammar. It is better that you have basic grammar. Do not only think about grammar when you speak. The important is that you are as speaker and your friend as listener understand each other.
6. **Teaching Speaking**

Speaking is a crucial part of second language teaching. Although its importance for many years, teaching speaking has been undervalued an English language teachers have continued to teach speaking just as repetition of drills or memorization of dialogues. However, today education requires that the goal of teaching speaking can improve student’s communicative ability. So the students can express themselves and learn how to follow the social and cultural rules appropriate each communicative context.

Teaching speaking is sometimes considered a simple process of commercial language school around the world, which hires people with no training to teach conversation. Although, speaking is totally natural, speaking is a language other than our own is anything but simple (Brown, 2001:272). Based on the statement above that teaching speaking to the students in foreign language is simple. It is caused of learning spoken language sometimes ignore the grammatical rules. But the students need to make good habit in English Speaking practice.

In this conclusion teaching speaking is the way intends to the students can express their emotion, feeling, thought and need, to interact to other people in any social context and to influence the others. This sub chapter covers four points about teaching speaking; those are method of teaching speaking, types of interactive speaking techniques, teacher’s rules in teaching speaking, and evaluation of speaking. The explanation of each literature is as follows;

1. **Method of Teaching Speaking**

Method is treated at the level of design in which the roles of teachers, learners and instructional materials as specified. There are ten methods of teaching foreign language: Grammar Translation Method (GTM), Audio Lingual Method (ALM), Situational Language Teaching (SLT), Community Language Learning (CLL), Total Physical Response (TPR), Natural Approach (NA), Silent Way (SW), Suggestopedia and Communicative Language Teaching (CLT), however, the researcher wants to describe Communicative Approach and Audio Lingual Method as the way of teaching speaking.

1. Communicative Approach

The goal is to have one’s students become communicatively competent. While this has been the stated goal of many of the other methods, in the communicative approach the notion of what it takes to be communicatively competent is much expanded.

The characteristics of Communicative Approach stated by Larsen (1986:43)

1. Communicative competence involves being able to use the language appropriate to a given social context.
2. The teacher as a facilitator of his students’ learning. As such he has many roles to fulfill. He is manager of classroom activities. In this role, one of his major responsibilities is to establish situation likely to promote communication. During the activities he acts as an advisor answering students’ questions and monitoring their performance.
3. Students are, above all, communicators. They learn to communicate by communicating.
4. Since the teacher’s role is less dominant than in a teacher centered method, students are seen as more responsible managers of their own learning.
5. Almost everything that is done with a communicative intent. Students use the language a great deal through communicative activities such as a games, role plays, and problem solving tasks.
6. Students interact a great deal with one another. They do this in various configurations; pars, triad small groups, and whole group.
7. Students will more motivated to study a foreign language since they feel they are learning to do something useful with the language they study.
8. Audio Lingual Method

Teaching and learning process of Audio Lingual Method is the students get new vocabularies and structure everyday to present dialogues. The dialogues are learnt trough imitation and repetition drill are based on the pattern in dialogue. Students’ successful responses are positively reinforced. Grammar is inducted from the model and cultural information is contextualized in the dialog.

The characteristics of Audio Lingual Method are;

* 1. The goal is to make students to be able to se the target language communicatively.
  2. Teacher is like an orchestra leader, directing ad controlling the language behavior of the students. He is also responsible for providing the students with good model for imitation.
  3. Students are imitators of the teacher’s model or the tapes she supplies of model speakers. They follow the teacher’s directions and respond as accurately and as rapidly as possible.
  4. New vocabulary and structure are presented through dialogs. The dialogs are learned through imitation and repetition. Drills are conducted based upon the patterns present in the dialog. Grammar is induced from the examples given.
  5. Most of interaction is between teacher and students and is initiated by the teacher.
  6. The views of the language in the audio Lingual method have been influenced by the descriptive linguists. Every language is seen as having its own unique system.

1. **Types of Interactive Speaking Techniques**

There are many types of interactive techniques which can be applied in teaching speaking. Those are designed in order to get successful in mastering speaking skill. Those types of interactive activities as follows;

* + 1. Role plays

Role plays are also excellent activities for speaking in the relatively safe environment in the classroom (Nunan, 2003:56). In a role play, students are given particular roles in the target language. For example, one student plays a tourist telephoning the police to report his wallet stolen. The other plays the role of a police officer trying to help the tourist file a report. Role plays give learners practice speaking the target language before they must do so in a real environment.

* 1. Simulations

Simulations are more elaborate than role plays. In a simulation, props and documents provide a somewhat realistic environment for language practice (Nunan, 2003:56). So for instance, in a language lesson about the grocery store, teacher might bring in products for the students to buy and even play money for making their purchases. A check out counter would be set up for students to practice transactional speaking with the cashier.

* 1. Contact Assignments

Contact assignments involve sending students out of the classroom with a stated purpose to talk to people in the target language. In a second language environment, you can send students on an information treasure hunt in a nearby business district. Provide a work sheet which the students complete by asking merchants questions. For instance, at a grocery store, they would have to ask how soon a shipment of fresh fruit would be delivered.

You can also use contact assignments in FL contexts if there are tourists, exchange students, or international businesspersons for your students to talk to in the target language. In a train station or at a ferry terminal, for example, students can interview tourists. Afterwards, the students compile the results of the class survey and report what they learned.

In designing contact assignments, be sure the required information can not be gotten by reading available written information. The point is to get the students to speak with people using the target language.

* 1. Information Gap Activities

We often interact with other people to give or ask for information. If one learner knows or sees something that the other does not, this gives them a genuine reason to speak. Classroom activities that simulate this type of situation are called information gap activities (Lindsay, 2006). There are some techniques: describe and draw, describe and arrange, describe and identify, find the differences, ask for information, and ask for and give direction.

* 1. Telling story

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. 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.

* 1. Interview

Students can conduct interview on selected topics with various people. It is a good idea that the teacher provides a rubric a students so that they know what the type of questions which hey ask or what to path to follow. But students should prepare their own interview questions. Conducting interview with people gives the students chance to practice their speaking ability both in the class and out of class. It also helps them to be socialized. After interview, each student can present his or her study to the class. So, students can interview each other and introduce his or her partner to the class.

* 1. Discussion Activities

Discussion activities give learners the chance to speak more freely and express them selves. It is hopeful to structure a discussion activity by giving learners enough information about what they want to say (Lindsay, 2006). Some examples include:

* + 1. Surveys: Learners carry out a survey of their class (or others) on a topic or their choices. It can also ask for opinions rather than facts.
    2. Ranking activities: putting a list of items in order from the most important to the least important.
    3. Planning: for example, learners choose a restaurant or a holiday from selecting they can plan a birthday party or other celebration.
    4. Discussing and solving problems: the functional-situational drill for giving advice (you should…) can be made into a more interactive activity which practices fluency by giving the learners longer problems to discuss and give advice on.
    5. Unplanned discussion: some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and perhaps to change our attitude to errors and mistakes from one minute to the next.
  1. Using the target language outside the classroom.

Using the target language outside the classroom can be a very useful requirement in homework assignments in those cases where the target language is spoken in the environment or second language contexts (Celce-Muria 177). Students can be given tasks that require them to collect meaningful information from stores, restaurants, museums, and other public establishments and then report back in class. Thus, we have a multipurpose activity: natural interaction in the spoken language serves as a speech initiator outside the classroom for data collection; then the student gives a report as planned oral presentation in class.

* 1. Television and radio games

When imported into the classroom, games from radio and TV often provide good fluency activities (Harmer, 2001). For example, in twenty questions the chairperson thinks of an object and tells a team that the object is animal, vegetable or mineral-or a combination of two or three of these. The team has to find out what the object is asking only yes or no questions, such as, “Can you use it in the kitchen?” or “Is it bigger that a person?”. They get points if they guess the answer in twenty questions or fewer.

1. **Teacher’s Rules in Teaching Speaking**

There are nine rules for teacher in teaching peaking (Thornbury, 2005:123);

* 1. Use the target language not only to deal with the subject matter but also to regulate the interaction in the classroom. You will thus offer a model of how use interactional gambits in natural discourse.
  2. Keep the number of display questions (i.e. teacher questions that aimed at getting learners to display their knowledge, such as ‘what’s the past of go?’) to a minimum. The more genuine the requests for information, he more natural f discourse.
  3. Build the topic at hand together with the students; assume that whatever they say contributes to the topic. Do not cut off arbitrarily a student’s utterance because you perceive it t be irrelevant. It might be very relevant to the student’s perception of the topic.
  4. Tolerate silences; refrain from filling the gaps between turns. This will put pressure on students to initiate turns.
  5. Encourage students to sustain their speech beyond one or two sentences and to take longer turns; do not a student’s short utterances as a springboard for your own lengthy turn.
  6. Extend your exchanges with individual students to include clarification of the speaker’s intentions and a negotiation of meanings; do not cut off too soon an exchange to pass on to another student.
  7. Pay attention to the message of students’ utterances rather than to the form in which they are cast. Keep your comments for later.
  8. Make extensive use of natural feedback (‘hmm’/’interesting’/’ I thought so too’) rather than evaluating and judging every student utterance following its delivery (‘fine’/’good’). Do not over praise.
  9. Give students explicit credit by quoting them (‘just as X said’); do not take credit for what students contributed by giving the impression that you had thought about it before.

1. **Evaluation of Speaking**

Evaluation is process through which a value judgment or decision is made from a variety of observation and from the background and training of he evaluation (Phopam, 1974:253). Besides, Djiwandano (1996:1) in Test Bahasa dalam Pengajaran defines evaluation as procedure or a series of activities that are used to get behavior samples of someone to give sign about their abilities certain subject. In conclusion, evaluation is way or process to know students’ abilities in order to know their English learning problems or their attitudes.

Speaking assessment can be applied with listening, writing or reading, as such retelling story after reading passage or listening conversation. Meanwhile communication test are concerned primarily (if not totally) with how language is used in communication (Heaton, 1998:19). So evaluation of speaking can be conducted with integrating with other skills.

The speaking English evaluation can be in the form of test or students exercises. The most commonly used spoken test types are;

1. Games: Among informal assessment devices are variety of games that directly involve language production. The teachers should prepare the games that are appropriate with the lesson explained before. So, it can be used to assess students speaking ability appropriately (Brown, 2003: 176).
2. Oral presentation. In the academic and professional areas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method (Brown, 2003: 179).
3. Translation: Translation of word, phrases, or short sentences was mentioned under the category of intensive speaking. The advantage of translation is in the control of the content, vocabulary, and to some extent the grammatical and discourse features (Brown, 2003: 182).
4. Reading aloud:Test involving reading aloud is generally used when it is desired to assess pronunciation as distinct from the total speaking skills. In this type of examination, the students are required to retell a story they have just read.
5. Interview: These are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of examination) while individuals are called out one by one, for their interview. Such interviews are not without their problems, though. The rather formal nature of interviews (whether the interviewer is the learner’s teacher or an outside examiner) means that the situation is hardly conducive testing more informal, conversational speaking stylish. Not surprisingly, students often underperform in interview-type conditions (Thornbury, 2005:125).
6. Role Play: Most students will be used to doing at least simple role play in class, so the same format can be used for testing. The role play should not require sophisticated performance skills or a lot of imagination situations grounded in everyday reality are best they may involve using data that has been provided in advance. For example, students could use the information in a travel brochure to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners’ needs (Thornbury, 2005:126)..
7. **Review of Previous Research**

There are two studies written by the students of English Department of State Islamic College of Tulungagung.

Rahmawati (2008) conducted a descriptive study by the title Teaching Speaking in the English class at MTsN Termas Nganjuk. The result showed that students were active and highly motivated when they are taught speaking by many techniques. Those are discussion, repetition drill, question and answer drill, reading aloud and story telling. In relation to using media, English teachers used real tings r objects flashcards or pictures and tape recorder. Then the evaluation of speaking is oral test which consisted of discussion, role play and interview. Those activities would make students master English better.

The use of study club was proven by Niswati (2010) conducted Descriptive Study on English Study Club at Islamic Boarding School of Raden Paku Trenggalek with the priority on how they could build their competency in speaking in daily activities and could make English as their second language. The result showed that speaking club gave gear contribution to the students of Islamic Boarding School Raden Paku Trenggalek in improving their speaking skill in debate and speech. It also showed that the students were active and highly motivated when they speak English for their communication with others.

Based on both of studies on the use of speaking, it can be concluded that there are difference and similarity in teaching and learning of speaking. The difference of them are in English study club, learning speaking English is effective because this program is conducted in everyday. Whereas teaching speaking in a class, the participants have to practice speaking when the program is going on. Another difference is related with the kind of institute of education. ESC is conducted in Islamic barding school, so the setting is informal education. It is different with learning in the classroom which is conducted in the formal education. The similarity of them is easy to practice and learn speaking as the second language by making a community of speaking and effective to improve students’ speaking.

This research is close with English Study Club at Islamic Boarding School of Raden Paku because it discusses about speaking activities. It is same with English Study Club which focuses on speaking activities. Besides, the institution of them is informal education which applied English in daily communication. But, this research discusses all activities related with language program of speaking at Jawaahirul Hikmah, whereas ESC at Raden Paku only focuses on the activities in ESC. ESC consisted of debate and speech is one of language programs at Raden Paku. In this research, we discuss the activities and the purposes of language program of speaking conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung.

**CHAPTER III**

**RESEARCH METHOD**

This chapter is intended to present some points related to research design, subject of research, source of data, place and time research, research instrument, data collection and data analysis.

1. **Research Design**

In this research, the researcher uses descriptive research with qualitative approach, because she merely searched for accurate information about language program of speaking at Islamic Boarding School Jawahirul Hikmah Besuki Tulungagung. Qualitative research is based on the criteria; having one natural setting as the data source, using the researcher as the key instrument, having much concern with utterances or words as the analyzing the data rater than the number and analyzing the data inductively. Ary (1975:295) states;

Descriptive research studies are designed to obtain information the current status of phenomenon. They re 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.

As stated in objective of study, this research conducted to describe purpose and activities of language program of speaking conducted at Islamic Boarding School Jawahirul Hikmah. By describing this phenomenon, the researcher hopes that it can give contribution for all English students and lecturers of Islamic State College of Tulungagung and all the readers about the way of teaching speaking in Jawaahirul Hikmah. In order get dip information of it, the researcher should describe as detail as possible about the object being described.

There are several types of study which may be classified as descriptive research. There are surveys, case studies, developmental studies, follow up studies, documentary analysis, trend analysis, and correlation studies (Ary, 1985:322). The type in this research belongs to case study.

In a case study, the investigator attempts to examine an individual or unit in depth. The researcher tries to discover all variable that are important in the history or development of the object (Ary, 1985:322). The type in this research is case study because it examines a unit in depth. In this case study, the researcher tries to discover the activities and the purposes of language program of speaking at Jawaahirul Hikmah.

1. **Subject of Research**

“Subject of research is the process of selecting a number of individuals for a study such as a way the individual represent the large group from they were selected” (Nasution, 1991:119).The subjects of this research are students and tutors at Islamic Boarding School Jawahirul Hikmah Besuki Tulungagung. In appendix 1 and 2, there were some scripts of interview with the subjects’ name.

1. **Place and Time of Research**

Place of the research is the place where the research is conducted. Deciding place and time of the research is very important thing because it makes the researcher easier to conduct the research. Actually, there are no certain criteria in determining the research area, but it must be clear where the research is conducted. The researcher regards as superiority, because she researches this language program of speaking at first. Principally, the research is done in a definite place and it is useful to help the readers to understand about thesis. In this research, the researcher chooses Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung as the place of the research and this research was done on May until on June 2012.

1. **Data and Data Sources**
2. Data

Data is information which is gathered by the researcher in order to understand the phenomenon and answer formulated problem. “The data was information, evidence, or fact gathered through studies or experiment can be analyzed in order to be better understanding of a phenomenon or to support a theory” (Richard, 1992:96). It means that, the collected data must be relevant with the formulated problem. Data in this research is a qualitative data which is in the form of words and pictures rather than in the form of numbers.

The data were qualitative data consisted of information and description about language program of speaking at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung. In this study, the researcher took the data in the form of the utterances from the informant, documentation, interview transcript, and also document file from the institution. These data are the important aspect in conducting the qualitative research.

According to Suryabrata (2009:39), source of data are:

1. Primary Data

Primary Data is the data that is collected by the researcher though the first object directly. It can be gotten from interview. The interview is done by the researcher to get information about the activities and the purpose of language program of speaking conducted by language program of speaking.The primary data sources of this research are tutors and students at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung.

1. The Secondary Data

Secondary data is data that is gotten from the other resources. It is usually has been arranged in a document form. For example, the data of geographic situation of place, magazine, etc. the secondary data of research is the document about the total of students, the list of students’ name, the list of teachers’ name, structure and infrastructure, the structure of organization, etc. Secondary data can be gotten from documentation.

1. Data Sources

A data source is a person, something, or places that provides information for a piece of research. So, the researcher can get the data from these sources. In this study, data sources are derived from interview and observation of the tutors and the students of Jawaahirul Hikmah. There are interview scripts to tutors in appendix 1 and to students in appendix 2. Next, the researcher does observation by making field note which is showed in appendix 5. In addition the document file of the school institution is also collected as a supporting data in this study. The researcher will get more information from these data sources to collect the data needed.

1. **Instrument for Collecting Data**

The important step of conducting a research is collecting data. The collecting data contains the necessary information of the research problems. So, we need the instrument at the tool used by the researcher when she or he conducts her or his research. In this research, the researcher uses some instruments to collects the required data, those are: interview, observation and documentation.

1. **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) stated, “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. She interview people to find out from them those things we can not directly observe.

There are three methods of interview, as follows;

1. Free or unguided interview

In this method, the interviewer carries out the interviewee without any systematically plan of question as the guide line to handle it.

1. Guided interview

Here the interviewer carries out the interviewee by using set of questions that is planned systematically as the guide line for having the interview.

1. Free guided interview

This method, the interviewer uses a set of questions and each question is developed to gain details information.

In this case, the researcher uses free guided interview. This method was used to gain the information about language program of speaking at Islamic Boarding School Jawahirul Hikmah. It includes and activities and purposes of language program of speaking conducted at Islamic Boarding School Jawahirul Hikmah Besuki Tulungagung.

The people interviewed by the researcher are:

1. The coordinator and Tutors of language program: For this case, the researcher interviewed the them to ask about everything that deals with language program of speaking.
2. Students: The researcher interviewed the students to get more information directly about activities of language programs of speaking.
3. **Observation**

Observation is an observational study; the current status of phenomena is determined not by asking but by observing. For certain research question, observation is clearly the most appropriate approach (Gay, 1992: 234). In this case, the researcher observed the application of the teaching and learning of language program of speaking by making field note. Field note includes the notes of whatever the researcher does during conducting the research from the beginning until the end. It also includes the schedule of the observation done. So, in this research, the researcher write done the schedule and time of observation including the researcher’s activities when doing observation in the field. So, the researcher joined and paid attention the application of language program of speaking used by English tutors and students.

1. **Documentation**

Arikunto (1998:135) stated, “In the execution of the documentation methods, researcher investigating the written items such as books, magazines, documents, regulations, meeting minutes, diaries, etc”. This instrument was used by the researcher to get information about the total students, the list of students’ name, the list of teachers’ name, organization structure of institute, facility and infrastructure, are geographical location, the students’ and teachers’ data, vision and mission and material provided by English teacher. So, the researcher used documentation to get description of language program of speaking at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung.

1. **Data Analysis**

After collecting the data, the researcher analyzed all the obtained data. Data analysis is the process of systematically searching pattern and arranging data in such a way, so that the data will be understandable (Bogdan & Biklen 1998: 157). It means that data analysis is a process of classifying, arranging hierarchically, and manipulating the data.

According to Miles & Huberman (1992: 16) the data analysis for the present study is done by applying three procedures covering data reduction, data display and conclusion drawing.

* + - 1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming ’raw’ data (Miles & Huberman, 1992: 16). In this research, data reduction is the process of selecting about which data would be the initial focus of the researcher. The researcher only focused the related data and not all of the obtained data.

* + - 1. Data display

Data display is a form of analysis that describes what is happening in the natural setting so that it finally can help the researcher to draw a final conclusion. In this study the data which will be displayed is the result of interview, observation and documentation. As the same as the process of reducing data, in displaying data based on the formulation of research problems.Data display is an organized assembly of information that permits conclusion drawing and action taking (Miles & Huberman, 1992: 17). In this research, the researcher used table for displaying the data in order to make the researcher become easier for drawing conclusion.

* + - 1. Conclusion drawing

In the last procedure of data analysis is conclusion drawing. “Conclusion drawing means beginning to decide what things mean, noting regularities, patterns, explanation, possible configurations, causal flows, and proposition” (Miles & Huberman, 1992: 19). In the context of the study, after the data is displayed, a conclusion is drawn.

1. **Trustworthiness of the Research**

Trustworthiness of data pro vides the researcher with the real research finding on the language program of speaking at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung. To get the trustworthiness in this research, more than one instrument is used. So the researcher uses triangulation techniques. According to Moleong (2003:330), “Triangulation is technique of the investigation of validities of data which gives advantages to others that need verification or become standard for data”. Besides, Bungin (2007:141) views, “the researcher uses techniques of data collecting (interview, observation and documentation) from sources (person, time and place) which different”. In conclusion, triangulation is technique of the investigation of validities of data which gives advantages to others that become the trustworthiness of research.

In this study, the researcher used methodological triangulation. Methodological triangulation was done by employing different method of collecting data, namely observation, interview and documentation. To get the data, the researcher interviews the teachers and students of Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung. After the interview data collected, checking trustworthiness of data interview was compared with data observation and compared again with documentation. For example, the researcher observed a tutor about activities of language programs of speaking. In order to check validity of this data, the researcher interviewed the teacher. Then the answer was same with data in the documentation. Methodological triangulation is a process in which various method are used to measure the same unit.

Methodological Triangulation as follows:

1. Interview

Oservation and Documentation

1. activities of Language Program of Speaking at Modern Islamic Boarding School Jawahirul Hikmah III
2. Interview and Oservation and documentation
3. purpose of Language Program of speaking at Modern Islamic Boarding School Jawahirul Hikmah III

**BAB IV**

**RESEARCH FINDING AND DISCUSSION**

This chapter covers research finding and discussion of the research. The finding is the information found from the field, while the discussion is process of making a decision or a conclusion about the topic of this research that is speaking activities. The finding and discussion are explained as follows:

**RESEARCH FINDING**

In this chapter, the researcher presents the brief description of the object and data presentation.

1. **The Brief Description of the Object**
2. **The Geographic location of Islamic Boarding School Jawaahirul Hikmah**

Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung lies in coordinate 8, 4° of southern latitude, 111, 79°of longitude east and 105 meters above sea level. It is located in Tumpuh hamlet, Besuki village, Besuki sub-district, Tulungagung regency, East Java province. Islamic Boarding School Jawaahirul Hikmah (JH) is near from Popoh beach and Sidem beach which are pioneers of Tulungagung regency in term of tourism. The area is also the largest center of producing handicraft and onyx craft n East Java.

Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung is strategic area because it lies among Trenggalek regency, Prigi beach, and Tulungagung which is developing regency in term of economy and industry. Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung is 30 kilometers from the center of Tulungagung city.

1. **The founder of Islamic Boarding School Jawaahirul Hikmah**

Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung is founded by K.H. Mochammad Zaki at 1994.

1. **Organization Structure of Islamic Boarding School Jawaahirul Hikmah**

Founder : K.H. Mochammad Zaki

Headmaster of JH : Ust. H. Faruq JM.

Direktur DIVIK ( Perikanan) : Gus H. Sofan Zaldy

Manager JH Drum Corps : Gus H. Sofan Zaldy

Headmaster of JHS : Agus Wiyoto, S. Pd, M. Pd.

Headmaster of SHS : Mudjiono Slamet, S. Pd, M. Pd.

1. **Vision and Mission of Islamic Boarding School Jawaahirul Hikmah** 
   * + - 1. Vision:

Realizing portage “to have good character and excellent achievement”.

* + - * 1. Mission:

Realizing portage:

1. To have character and kind moral.
2. To have enough basics of religion science.
3. To get the target of study according to optimal standard curriculum.
4. To master Arabic and English correctly and fluently daily speaking.
5. To have useful special skill.
6. **Facilities of Islamic Boarding School Jawaahirul Hikmah**

Based on the data finding the documentation by the researcher, Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung has infra structure facilities follow:

Table 1. The Infrastructure of Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung.

|  |  |  |
| --- | --- | --- |
| **NO.** | **The Infra Structure** | **Total** |
| 1 | Teacher’s room | 2 |
| 2 | Classroom | 14 |
| 3 | Library | 1 |
| 4 | UKS room | 1 |
| 5 | Space Scout | 1 |
| 6 | Report of guess room | 3 |
| 7 | Cafeteria | 2 |
| 8 | Mosque | 1 |
| 9 | Office of SMP, SMA and Campus | 2 |
| 10 | Parking | 1 |
| 11 | Ware house | 2 |
| 12 | Bathroom | 60 |
| 13 | Student’s room | 40 |
| 14 | Empty room | 1 |
| 15 | Hall | 1 |
| 16 | Space sport | 4 |
| 17 | Cooperation | 2 |

*Data Source: Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung academic year 2011/2012*

1. **The Regulation of Language Section**
   1. Obligation
2. Student must speak official language well and correctly.
3. Student must join all of language programs.
4. Student must have dictionary and personal learning equipment.
5. Student must bring learning equipment at language learning activity.
6. Student must maintain the discipline of official language.
7. Student must take language sign according to the rules.
8. Student must bring note book and pen wherever located.
   1. Prohibition
9. Student is forbidden to speak except official language.
10. Student is forbidden to speak Javanese with the mothers and fathers worshipers.
11. Student is forbidden to speak Javanese with the family on the fence and DIVIK.
12. Student is forbidden to leave language programs without permission.
13. Student is forbidden to speak with combined languages deliberately (harassing the official language).
14. Student is forbidden to sing Javanese song.
15. Student is forbidden to write Javanese in the book.
16. Student is forbidden to make a motion offense provocative language.
17. Student is forbidden to turn on Indonesia song soundly ( can be heard by more than one person)
18. **Data Presentation** 
    * + - 1. **The profile of language program of speaking at Islamic Boarding School Jawaahirul Hikmah**

Islamic Boarding School Jawaahirul Hikmah obligates the students to use English as daily communication in the area. To create good English environment, at Islamic Boarding School Jawaahirul Hikmah conducts language program of speaking to develops English skills which include listening, speaking, reading and writing. It emphasizes in speaking skill. So many language programs were conducted to help the students in creating good English environment and training students’ learning speaking easily.

Language program of speaking at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung consisted of two institute, those are; Yusicida at Male hostel and CLA at Female Hostel. Each institution manages and trains its own students in different place. The name of Yusicida was carried of Young Stagna Ceria Dimana Saja, whereas Stagna was carried of Santri Taat Berguna. And CLA was carried of Central Language of Astri. The English tutors of language program of speaking were from Yusicida members and CLA members. Under Yusicida and CLA, there was JH Dention (Jawaahirul Hikmah Student Organization). The members of JH Dention were from 3rd year students of SMA Jawaahirul Hikmah Besuki Tulungagung. According to Mr. Arif as coordinator of Yusicida, although both male and female hostel have different place, they have same rules and applications in conducting language programs of speaking to the students.

* + - * 1. **Activities of Language Programs of Speaking at Islamic Boarding School Jawaahirul Hikmah**

Based on interview and observation, there are two kinds of language program consisted of daily language program and weekly language program.

Daily Language Program

Daily Language Program means some activities which are conducted everyday as daily activity in Islamic Boarding School Jawaahirul Hikmah. In this case, JH applies English for daily communication, so the students are motivated to master in English specially in speaking. There are 5 activities consisted of English day, announcement, drilling vocabulary, English conversation, and reporting.

English day

English day program is program which the students had to speak English as daily communication on the fixed day. Islamic Boarding School Jawaahirul Hikmah obligates the students to speak English and Arabic language. When the day for speaking English, the students had to speak English and vise versa. Everyday the students had to speak English, except on Tuesday and Friday. It was caused both of them were the day for speaking Arabic language. The purpose of this program was the students were able to speak English and Arabic language after they graduated from Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung.

The control system of this English day was from the tutors. In the male hostel Jawaahirul Hikmah, there were many rooms for male students and in female hostel was vice versa. Each room was consisted of 8-10 students and 2-3 tutors. The tutors’ job was making note about the students’ error in speaking.

If the students speak an error language, he or she will get the point, such as;

1. A word of Javanese language : 10 point
2. A word of Indonesian language : 5 point
3. A word of impolite language : 20 point
4. A word of harassing language : 5 point
5. Communicating with Indonesia language : 20 point
6. Communicating with Javanese language : 20 point

Everyday the students’ error of speaking is noted by the tutor in his or her room. And also everyday all tutor in each room report to give punishment to the students who have several point in a day. A student is embarrassed when he or she get punishment, because the punishment is conducted in big hall. It can make students to be careful in speaking and could make students habit in speaking appropriately.

Table 2. The regulations of English day are;

|  |  |
| --- | --- |
| Point | Punishment |
| 5-15: | Memorizing one tongue twister loudly as much by the total of point.  Writing ma’lam in front of the room as much by the total of point. |
| 20 – 35: | Memorizing one tongue twister loudly as much by the total of point.  Memorizing 10 irregular/regular verbs and then writing in the language punishment book or filling crossword puzzle. |
| 40 – 55: | Memorizing a tongue twister loudly as much by the total of point.  Memorizing 10 irregular/regular verbs and then writing in the language punishment book or filling crossword puzzle. |
| 60 – 95 | Memorizing a tongue twister loudly as much by the total of point.  Memorizing 10 irregular/regular verbs and then writing in the language punishment book or filling crossword puzzle. |
| 100up | Memorizing a tongue twister loudly as much by the total of point.  Making short story one page.  Asking signature of the head master. |

*Data sources of Yusicida and CLA at Islamic Boarding School of Jawaahirul Hikmah Besuki Tulungagung 20011/2012*

* + - 1. English Announcement

English Announcement is language program is used to give information orally to the students and tutors both in male hostel and in female hostel at Islamic Boarding School Jawaahirul Hikmah. The speakers who give English announcement are tutors and J Dantion. The English announcement is usually information of language program which is conducted at the time. It is also used to call one or more students whom tutor called. Announcement is important information which must be understand orally by the students.

According to Ms. Evy, to train the students in listening and understanding the speaker of announcement, the new students are trained for three months. The new students are trained to understand the content of announcement. The speaker usually speaks two languages: English and Indonesia. The result, new students can understand about what speaker say in English announcement because it becomes habitual action for them.

* + - 1. Drilling Sentence

Drilling sentence is the daily program conducted to enrich vocabulary to support the students’ speaking ability. It is routine language program conducted every morning at 05.00 a.m.-05.30 am. This program is followed by all the students.

Based on the observation at Wednesday on June 13rd 2012, the group of students has its own yell to keep spirit. The system of the teaching ad learning is making many groups consisted of 5-6 students. Each group is taught by a tutor. The technique of the teaching and leaning is repetition drilling. The students get 3 sentences in a day. The students must memorize it. Based on Miss Sari statement at in giving sentence, the tutor drills the students by emphasizing pronunciation and intonation. Then the students are asked memorize at glance. In a week, students get 18 sentences.

Drilling sentence makes students to practice pronounce sentence appropriately and enrich the students’ vocabularies. Because of vocabulary is important to improve speaking skill, so drilling sentences is conducted everyday. The students can practice sentence which they got in daily communication in the hostel with their friends. As Ms. Bella stated that this program can give the students to have more vocabularies, so they will be easier to speak English in day communication. This program can help the students in memorizing and understanding about vocabulary to support their speaking skill.

Based on observation in the place and interview, the researcher conclude that media which is used is poster and small book;

* Poster which has one or more sentences is displayed in the hostel area. The poster has sentence, such as “Let’s come in” with its meaning “kemarilah”. Ms. Binti said that the poster is displayed in some area to make the students memorize easily. As we know, the students have to memorize three sentence everyday. So, the poster is displayed in some places to facilitate the students in memorizing sentence and vocabulary easily.
* The second media is small book which has many sentences. It is media that is used to join drilling sentence at morning. In appendix 8, there is material which includes some sentences in small book. As we know, the students have to memorize three sentences everyday. According to Urifatus Shiolihah, she always brings the small book in every place because it can be taken as her necklace. The small book can make easy the students in memorizing sentence and vocabulary.
  + - 1. English Conversation

English Conversation is the routine program conducted every afternoon after ashar prayer at 04.00-04.30 p.m. The students are given a topic of conversation. At first, the tutor gives some example of the conversation based on the topic. Then students stand up in pairs then they start the conversation. For example, the topic is in the market, so the students in pairs can speak as a buyer and a seller. The tutors and J Dantion members monitor the students ‘speaking. If a student makes error, the tutor can correct its error.

Students can explore their speaking ability by this program because conversation is free for the students. Because of the partner of each student, this activity gives more chances for the students in speaking skill. According to Dina Atnaniyah, a junior student, she felt happy when communicate with her partner. It means that, the students enjoy the English conversation well without bad feeling.

* + - 1. Reporting

Reporting is program conducted to check the students in memorizing sentence. The schedule is every night at 07.30 p.m.-08.00 p.m. The students are divided in groups. The group of students is the same as drilling sentence program at morning. Based on observation at Monday on June 11th 2012, the system of this teaching and learning is question and answer. At first, tutor can ask the meaning, and then students translate into English together. The last, tutors check the students reporting one by one. So reporting program conducted to receive the student reporting of 3 sentences which they get at morning.

Weekly Language Program

Weekly language program means some programs which are conducted in a certain time. Those are oral test, speech, game and singing.

Oral test

The evaluation of language program of speaking at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung is oral test. The oral test is evaluation which tutor assesses the students’ speaking skill orally. The oral test is conducted every week on Sunday morning at 07.00a.m.-09.00 a.m. The technique of oral test is interview. The interview is between tutor and student. A tutor usually asks about the material in a week which must be answered by a student. In short, the tutors evaluate students’ speaking skill by conducting interview the students one by one.

Based on observation, the result of oral test is taken on madding. The students can know how their score is. If the student’s score is low, he or she will join remedial test. According to Ms. Bella, this way makes the students who have bad score shy because their name is taken on madding. So the students always study hard for getting better score in every week. But the tutor gives additional courses for the students who have low score.

Speech

Islamic Boarding School Jawaahirul Hikmah makes speech program to foster students speaking skill. Speech program is a program which some students present English speech as public speaking. According to Miss Sari, the purpose of this program is students can perform in the public. In addition, the students can explore their speech ability by using English as good as possible.

This speech is the routine program which is conducted every Friday afternoon. The topic is about religion such as the functions of fasting etc. The performance is limited for 5 students in a day. So, other students can perform on the following Friday. Each student can perform for 10 minutes. The tutors can give some prices for the best speech every month. After finishing the students’ performances, the tutors give comments and suggestion from their performances. This program motivates students in developing speaking in public speaking.

Game

Game is program which the students can practice speaking in fun activities. There are many kinds of game which are applied.

* Television game: This game is carried out from television games. For example is Ranking1 TransTV. This quiz can be applied to the students which are members of it. Each student is provided a small whiteboard. The students answer questions of the tutor by writing in small whiteboard. The questions are about knowledge either language or religion. Another example is Family 100. There are two groups which each group consists of 5 members. The tutor can give a question to the first group. Then one by one of first group can answer the question. If three members can not give right answer, the tutor will give question to the second group. The second group must discuss to give best answer. When the answer of second group is right, the winner is the second group and vice versa. According to Ms. Sari, by TV game, students are encouraged to learn more about the knowledge either religion or language. The several kinds of quiz which are from TV can give inspiration in designing game for students’ speaking skill.
* Talking with Tourist Game: This program is language program which is applied on Saturday night at 07.0 p.m.-09.00 p.m. The tutors are as the tourist from Europe, Asia and British. According to Mr. Arif, the students have to talk with the tourist to collect the point which can be changed in to lottery tickets.If a student can speak with Asia tourist, he or she can get 5 point. The conversation with Asia tourist is the simple talking. If a student can speak with Europe tourist, he or she can get 10 point. The conversation with Europe tourist is the rather complex. If a student can speak with Brutish tourist, he or she can get 15 point. The conversation with British tourist is the most complex. The tutors prepare some prizes. Lottery tickets will be drawn lots in the final program. This purpose of this program is to make students practice speaking actively and also to entertain the students. As Ms. Sari stated that the purpose of this program is that the students will be motivated and entertained. The students feel happy at game program. So, they are motivated to learn more knowledge both religion and language.
  1. Singing

Singing is the activity which is conducted every saturday afternoon. According to some junior students, they felt happy when they joined this program, because they can sing popular western song together. Based on observation, the song is derived from several popular song such as Avril Lafign, etc. According to Ms. Zahra, this program is started by listening song from cassette or video 2-3 times. Then the students sing together based on the lyric which is prepared by the tutor. By conducting this program, the students can sing and learn English with fun feeling.

* 1. **The purpose of Language Programs of Speaking at Islamic Boarding School Jawaahirul Hikmah**

There are many purpose of conducting Language program of speaking at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung. The researcher used interview with tutors and coordinator. She also used observation to find the purpose of language program of speaking.

According to Ms. Evy as tutor, the students can speak well based on right grammar, pronunciation and intonation. Based on the observation in the field, the students are trained to speak by correct pronunciation in singing activity. And then, at drilling sentence activity, the students are taught to speak by correct pronunciation and grammar. Because they are given some sentence such as “do you need oil?” It is interrogative sentence which can be changed into positive sentence, etc. In this case, the purpose of language program is to train the students in speaking by correct pronunciation and grammar.

Mr. Arif a chief of Yusicida stated that the purpose of Language program of speaking is to make students self confidence in speaking English either in the daily communication or in public speaking. Based on observation in the area, language program can motivate students to speak confidently. For example, in English announcement, students or tutor can speak confidently by using loudspeaker to call or inform everybody. In addition, speech also facilitates students to speak confidently in front of the listener. Based on observation to the students when they speak in daily life, they have self confidence in speaking with the partner. In short, the students are motivated to speak confidently in front of audience or in daily communication.

Language program is also can create good environment to learn and speak. It can be seen that the area facilitates poster contained some expression, such as “let’s study” etc. The posters are displayed in many place of hostel area. In addition, some students often bring small book contained the material. They memorize material easily by using small book. They also practice speaking as daily communication with the community. Sari as a coordinator of CLA stated that the purpose is creating good English environment to practice speaking. Besides, activity of language program such as English announcement gives good environment because everybody understands what the speaker said on loudspeaker. It is clear that language program of speaking can creates good environment to learn and speak English.

In conclusion, the purposes of Language program of speaking as follow:

* To train the students to speak by correct pronunciation.
* To teach the students to speak by correct grammar
* To build the students to speak confidently both in daily speaking and public speaking
* To create good English environment for speaking the target language
* Give more chance the students to practice speaking ability.

1. **DISCUSSION**

Discussion is the explanation of data analysis based on the research problem of the study. Based on the research findings, the researcher finds two sub divisions, these are; the activities and the purpose of language program of speaking at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung.

1. **The Activities of Language Program of Speaking**

Islamic Modern Boarding School Jawaahirul Hikmah manages teaching and learning of speaking by conducting language program of speaking. The tutors and J Dention are responsible institution which helps the students in learning speaking. “One role of the teacher is that a facilitator who helps learners to communicate in English and motivates them to wok with the language” (Lindsay, 2006: 19). Many activities are managed in order students learn and practice speaking easily and effectively.

There are seven principles for designing speaking techniques (Brown, 2001:275);

1. Use techniques that cover the spectrum of learners need, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques
3. Encourage the use of authentic language in meaningful context
4. Provide appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication

There are two kinds of language program. Those are daily language program and weekly language program.

* + - * 1. **Daily Language Program**

Daily Language Program is some programs which the students practice and learn more about English in daily activity. It includes English day, drilling sentence, English conversation, reporting, and English announcement.

1. English Day:

English day obligates the students to speak English in daily communication. When the students do infraction, they can get punishment. So, the students have to speak English in daily activity. By conducting English day, the students can speak confidently in daily speaking. So, English day is the program which creates good environment to support the students’ speaking skill.

1. English Announcement

English Announcement is program used to give information orally to the students and tutors both in male hostel and in female hostel at Islamic Boarding School Jawaahirul Hikmah. English Announcement is important information which must be understand orally by the students. English Announcement uses this technique because intended to inform the listener. “In some interesting work that dramatizes the symbiosis between speaking and listening, they found that prior experience as a listener help speakers improve their performances as a speaker”(Gundersen, 1999:237). English announcement is program which develops listening and speaking skill.

1. Drilling Sentence:

Drilling sentence is a program the students learn more about pronunciation and vocabulary of daily expression. It is conducted every morning for 30 minutes. The technique of teaching and learning is repetition drill. Students are asked to repeat the teacher’s model as accurately and as quickly as possible (Larsen, 1986:46). In repetition drill, the students are asked to repeat what a tutor says many times. In addition, the other technique is use of minimal pairs, the teacher works with pairs of words which differ in only one sound; for example, “ship/sheep.” (Larsen, 186: 47). Minimal pairs can train the students to speak by correct pronunciation. The aim is the students are able to memorize correct pronunciation and improve the students’ vocabulary.

1. English conversation

English conversation provides the students in pairs based on selected topic. It is conducted every afternoon for 20 minutes. Role play is used in this program. Role plays are also excellent activities for speaking in the relatively safe environment in the classroom (Nunan, 2003:56). In a role play, students are given particular roles in the target language. For example, one student plays a tourist telephoning the police to report his wallet stolen. The other plays the role of a police officer trying to help the tourist file a report. Role plays give learners practice speaking the target language before they must do so in a real environment. English conversation is used for providing the students to communicate by using target language in a given topic.

1. Reporting

Reporting is daily language program conducted to check the students in memorizing sentence. It is conducted every night for 20 minutes. The students are divided in groups. The group of students is the same as drilling sentence program at morning. The technique used for reporting is question and answer drill. According to Larsen (1986:47) the definition of this technique as follows;

This drill gives students practice with answering questions. The students should answer the teacher’ questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern

The students have to memorize three vocabularies. So, tutor uses this technique. The students are asked to answer what a tutor asks sometimes. The aim is the students are able to memorize vocabulary. At first, tutor can ask the meaning, and then students translate into English together. The last, tutors check the students reporting one by one. So reporting program conducted to receive the student reporting of 3 sentences which they get at morning.

* + - * 1. **Weekly Language Program**

Weekly Language Program means some programs which supports the students practice speaking in a certain time. There are four programs consisted of oral test, speech, game and singing.

1. Oral test

The oral test is evaluation which tutor assesses the students’ speaking skill orally. The oral test is conducted every week. The technique of oral test is interview. The interview is between tutor and student. A tutor usually asks some questions related the material in a week which must be answered by a student. “In interview, these are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. (Thornbury, 2005:125). Individuals are called out one by one. Not surprisingly, students often underperform in interview-type conditions at Islamic Boarding School Jawaahirul Hikmah. In short, the tutors evaluate students’ speaking skill by conducting interview to check the students’ memorization about the material.

1. Speech

Speech is speaking activity in the public to explore the speakers’ idea or describe something important which should be discussed. In this case, speech program is conducted to foster students speaking skill. Speech program is a program which some students present English speech. The students can explore their speech ability by using English as good as possible.

1. Game

There are two kinds of game, those are TV game and talk with tourist game.

1. Television game is game derived from television games. For example, example a quiz of ‘family 100’which the students must answer the question from a tutor individually. “When imported into the classroom, games from radio and TV often provide good fluency activities” (Harmer, 2001). Television game is the interesting game to make students active in speaking.
2. Talking with tourist game uses interview technique. Each student gain information from the tourist. In this case, the tutors are as tourists whom the students talked. Students can conduct interview on selected topics with various people. It also helps them to be socialized. Conducting interview with people gives the students chance to practice their speaking ability.

Conducting game can give students more active in speaking English. So the students are motivated to speak with the community. They feel the games can make them entertained and motivated to speak with the community.

1. Singing

Singing is the activity which the students can learn English from the song. According to Suyanto (2007:114), learning language through singing makes the children happy because they enjoy song. They not only sing but also learning English. By conducting this program, the students can sing and learn English with fun feeling.

1. **The Purpose of Language Program of Speaking**

Islamic Boarding School Jawaahirul Hikmah applied English as language daily communication. To help the students’ speaking skill, language program of speaking conducted some speaking activities which focus in training them to speak. So the students can learn speaking easily and efficiently. Based on the interview and observation, the researcher found three purposes of conducting which are described as follows;

1. To train the students to speak by correct pronunciation and grammar.

Pronunciation and grammar are the most important in speaking English. Speaking without correct grammar and pronunciation, the one’ speaking can not understandable. So the students must construct the grammar when they speak. By practicingthe correct pronunciation and grammar, the students can be successful to gain full communicative competence.

Pronunciation instructions become somewhat incidental to a course of study. By the mid 1980s, with greater attention to grammatical structures as important elements in discourse, to a balance between fluency and accuracy and to the explicit specification of pedagogical tasks that a learner should accomplish, it became clear that pronunciation was a key to gaining full communicative ( Douglas, 2001:203)

The activity of language program which trains the students to speak by correct grammar and pronunciation are drilling sentences. It is conducted every morning. In drilling vocabulary conducted every morning, the students are taught to speak by using correct pronunciation and grammar. In addition, singing activity can also give students to pronoun vocabulary well. By conducting language program of speaking, the students can speak by correct grammar and pronunciation.

1. To build the students to speak confidently both in daily speaking and public speaking

Self confidence is an important factor which affects language learning. According to Lindsay (2006:10), “It is often easier for people who are confident in themselves to learn a language than it is for those who have low self confidence”. In short, if a student has high self confidence in speaking, he will explore his thought and idea easily without nervous feeling.

Some language programs of speaking are designed in order to speak confidently in public speaking and daily speaking. Speech and English announcement are programs which support students confidently in public speaking. These activities are performed in around listeners or audiences. For example, in speech activities, each student presents his or her speech in front of audiences. So, a student must speak confidently in exploring the speech. The tutors correct each student’s performance. In the last program speech, the tutors give suggestions and comments for their performance. Besides the activities language programs of speaking are designed in order to speak confidently in daily speaking, those are English day, English conversation and games. These activities give more chance the students in practicing other students. By speaking with other students, they are used to speak confidently. In conclusion, by conducting language program of speaking both in daily speaking and public speaking, the students are expected to speak confidently.

1. To create good English environment for learning and speaking the target language

Good English environment is created to motivate the students in speaking English as daily communication. “One good way of learning is by immersion in the environment where the target language is used, being able to or having to use it in your daily life (Lindsay, 2006:6)”. According to Harmer (2003:8), “good speaking activities can and should be highly motivating. If all the students are participating fully and the teacher has set up the activity properly and can then give sympatic and useful feedback. They will get tremendous satisfaction from it. So, good speaking activities can and should be highly motivating to create good environment in speaking the target language

Activity of good environment can make the students feel enjoy in learning and practicing speaking. Some activities of language program of speaking were set up as good English environment for students in speaking. Those are English day, singing, English conversation, and game. In addition, in the hostel area, there are many poster contained English expression. It is as media which can enrich the students’ vocabulary. The students can practice with their partner in good environment. They support each other in speaking. By good activities of language program of speaking, the students are motivated to speak English in good environment.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTION**

This chapter presents conclusion and suggestion related to what has analyzed and discussed. It has correlated with the title, “A Descriptive Study on Language Program of Speaking conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungaugung 2011/2012.”

1. **Conclusion**

From the result of the study that has been discussed in chapter IV, the researcher can conclude that:

1. The activities of language program of speaking

There are two kinds of language program of speaking which support teaching and learning speaking. There are daily language program and weekly language program. Daily language program is program which the students learn more and practice speaking in daily activity. There are five activities consisted of English day, English announcement, drilling sentence, English conversation, and reporting. The second is weekly language program which the students can practice speaking in a certain day. There are four activities consisted of oral test, speech, game, and singing. Both daily and weekly language program focuses on teaching and learning speaking.

1. The purpose of language program of speaking

Language program of speaking has three purposes for the students. The first is to train the students in speaking by correct grammar and pronunciation. The next purpose is to build the students to speak confidently both in daily speaking and public speaking. The last purpose is to create good environment which the students feel enjoy in practicing speaking. So, language program of speaking is expected in order the students speak confidently by correct grammar and pronunciation in good environment.

1. **Suggestion**

The researcher gives some suggestion according to the result of the study about speaking activities as follow:

1. For the chairman and headmaster of Islamic Boarding School at Jawaahirul Hikmah

They should maintain the programs and speaking activities that is applied right now. Those are good programs which can be applied to develop students’ speaking skills. If it is possible, the school may add more activities in order to get better result of students’ speaking skill. In addition, this institute must be focus on both English theory and practice, so the result is good for students in English.

1. For tutors

For English teachers, they should be creative to manage speaking activities of language program of speaking. Give students many interesting activities in order they are motivated to speak in good environment! So, the students can enjoy and practice speaking English well. Finally, the result of learning English will be very good and students’ ability will be better.

1. For the students

They should understand component of English as grammar, pronunciation and vocabulary. If they are master in English, they will be master in speaking. The students should share their difficulty in speaking with the tutor or senior students. So it can make students understand more about English, especially in speaking. By understanding and practicing English, students can be master in speaking English.

1. For the next researcher

The researcher expect to the next researchers to prepare well in conducting the research and to develop the knowledge about teaching and learning speaking. Finally it will give contribution for education.

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**Appendix 1**

**Interview for coordinator and tutors of language program at Islamic Boarding School Jawaahirul Hikmah**

**Time : Tuesday / May 15th 2012**

**Informant : Mr. Bahrur Rokim as tutor of Language Program Yusicida**

Researcher : Bagaimana pembelajaran speaking disini?

Mr. Bahrur : ya disini wajib pakai bahasa inggris dan bahasa arab, kalau ketahuan pakai bahasa indo atau jawa akan ada punishmentnya.

Researcher : apa tehnik mengajar speaking disini?

Mr. Bahrur:disini system mbak. dasar mengajar speaking pakai drilling setiap pagi..

Researcher : drillingnya seperti apa ya?

Mr. Bahrur : seperti ,” “do you need oil?” sampai mereka hafal. setiap pagi ada program drilling vocabulary setelah subuh. santi dibuat grup-grup an setiap grup ada 5-6 santri. setiap tutor mengatur satu grup.

Researcher : jadi, sistemnya itu grup?

Mr. Bahrur : disini, ada beberapa grup nama grupnya tentang buah-buahan. dan ini nama-nama tutor yang menghandle setiap grup.

Researcher : apa tugasnya tutor?

Mr. Bahrur : pertama adalah mendrill santri sampai mereka hafal,kemudian menerima reporting.

Researcher : apa nama program bahasa disini?

Mr. Bahrur : Yusicida di putra dan CLA diputri

Researcher : apa jenengan ada struktur organisasinya?

Mr. Bahrur : insya Allah ada mbak.

Researcher : apa persamaan pondok putra dan pondok putri?

Mr. Bahrur : secara general sama, sistemnya sama dan pengawasannya sama.

Researcher : disini setiap pulang sekolah atau waktu di pondok, siapa yang mengawasi bahasa?

Mr. Bahrur : sistemnya spy, tiap kamar itu ada tutornya yang bertugas mencatat pelanggaran santri, disini kan wajib bahasa arab dan bahasa inggris, kalo ada yang pakai bahasa indo dan jawa diingatkan.

Researcher :apa semua santri sama dapat 3 vocab setiap hari?

Mr. Bahrur : iya sama dapatnya 3 vocab setiap hari.

**Time :** **Saturday/ May26th 2012**

**Informant : Mr. Arif Rahman Hakim as coordinator of Yusicida**

Researcher : apa sih tujuan program bahasa?

Mr. Arif : tujuan awal untuk pembiasaan, trus penghilangan rasa malu.

Researcher : percaya diri?

Mr. Arif : iya mbak, kalau grammarnya betul, maka akan pede dan terbiasa.

dulu ada tongue twister mbak, seperti I saw Susi in sushi shop.

Researcher : metodenya drilling?

Mr. Arif : iya berkali-kali sampai lancar dan hafal. kalau bisa satu tutor satu orang. tapi sekarang membuat kelompok kecil 5-6 sntri dihandle satu tutor.

Researcher : untuk metode yang dipakai disini apa?

Mr. Arif : ya drilling mbak metode disini, pakek buku kecil yang digantung dileher yang dibawa anak-anak itu

Researcher : materi dipondok putra dan putri sama ya?

Mr. Arif : iya sama. setelah subuh, drilling sentence 30 menit

Researcher : kalau conversation sore itu gimana?

Mr. Arif : kita buat tema misalnya temanya hari ini ‘in the market’, kata kuncinya how much it is?

Researcher : untuk conversationnya santrinya dicampur atau tetep aja pasangannya?

Mr. Arif : dicampur antara junior dan senior, biar senior ngajari yang junior.

Dulu ada pin mbak, ijo untuk advance, kuning intermediate dan basic biru, tapi sekarang kan ada program ke bali jadi semua level sama, tidak dibedakan seperti dulu.

Researcher : untuk apa?

Mr. Arif : biar tau, oh ini masih basic atau intermediate.

Researcher : untuk ujian level ini bagaimana?

Mr. Arif : ada 2 tes, tes tulis dan tes oral, tes oralnya ini langsung dengan ketua pondok, terserah santri mau mendiscribe apa.

Researcher : Yusicida ni artinya apa?

Mr. Arif : young Stagna Ceria Dmana Saja, kalau stagna itu santri taat dan berguna.

Researcher : program bahasa ini apa gak dijadikan satu antara pondok putra dan putri?

Mr. Arif : dulu satu mbak. namanya GBJH gerakan bahasa jawaahirul hikmah. tapi sekarang sendiri-sendiri karna jumlah santri semakin banyak.

Researcher : sore itu conversation based on topic?

Mr. Arif : ya tapi berbeda dengan program pagi.

Researcher : bedanya?

Mr. Arif : topiknya bisa dibuat banyak, seperti di warung, tema menyesuaikan dengan apa yang pernah dilkukan setiap hari.

Researcher : kalau malam itu programnya apa?

Mr. Arif : malam itu programnya reporting mbak, setoran, anak-anak setoran hafalan apa yang didapat dari pagi hari.

Researcher : berarti ada 3 program setiap hari?

Mr. Arif : iya, pagi itu drilling sentence, sore conversation, dan malam itu buat reporting. disini itu keuggulannya di speaking. santri lama kelas 8 itu bisa mengalahkan santri baru SMA, pronunciation, intonasi dan expresinya itu bagus, tetapi masalah itu di writingnya.

Researcher : oh begitu, untuk program mingguannya apa?

Mr. Arif : malam minggu itu ada entertainment seperti talk with tourist, turisnya itu dari pengurus dan tutor. ada tiga turis, asia, eropa dan british. kalau turis asa itu paling simple sebatas Tanya ,” what is your name?”. kalo eropa lebih banyak, dan british harus Tanya lebih banyak lagi.kita dapat poin yang akan bisa ditukarkn dengan kartu undian. selanjutnya diundi.

Researcher : selain itu apa lagi?

Mr. Arif :setiap minggu itu ganti-ganti mbak. kadang ada boy and girl band, game

Researcher : speech nya kapan?

Mr. Arif : untuk speech itu jumat siang mbk. ada yang bahasa arab juga. ya setiap minggu itu acaranya berubah-ubah agar tidak bosen dan tidak ngantuk. ada juga game mbak seperti ini seperti menyusun word, puzzle. menyusun kata dalam satu kalimat.

Researcher : ini pakai projector?

Mr. Arif : iya, mbak,pakai bendera sebagai pengganti bel nya. satu kelomok 8-10 orang. ada juga tebak gaya, berburu word craft, dan mencari bendera.

**Time :** **Tuesday / May 15th 2012**

**Informant : Ms. Evy as tutor**

Researcher : ada tiga program ya setiap hari?

Ms. Evy : iya pagi drilling, sore conversation, dan malam reporting. Dulu ada coordinator sendiri untuk basic, intermediate dan advance. Tapi sekarang selama 2 bulan ini kita focus program bali.

Researcher : kapan musyawaroh untuk tutornya?

Ms. Evy : setiap malam ada rapat untuk acara besoknya.

Researcher : kalau system dipondok ini gmana ?

Ms. Evy : ya disini ada ma’lam, seerti poster yang ada tulisannya kaya let’s study dan artinya ayo belajar ditempel di banyak tempat.

Researcher : apa jenengan punya silabus untuk materi drilling sentence?

Ms. Evy : ada di mbak sari, disini sylabusnya kondisional, karna kadang ada acara-acara tertentu jadi tergantung eventnya apa. kalau ada acara pramuka, satu pondok itu pramuka aja, tapi kalau ada marching band satu ondok juga marching band latihan.

Researcher :jadi setiap hari ada musyawaroh tutor?

Ms. Evy : iya setiap malam itu ada musyawaroh dengan ustadz untuk mentraining tutornya. gantian untuk malam ini bahasa arab, besoknya bahasa inggris.

Researcher : untuk santrinya apa semangat ikut program bahasa?

Ms. Evy :ya ni lagi semangat. kadang juga gak semangat mbak tergantung programnya. biasanya kalau programnya kurang bagus ya anak-anak loyo.

Researcher : untuk pengawasannya gimana?

Ms. Evy : ya setiap kamar itu ada 2-3 ukhti yang mencatat pelanggaran yang dilakukan santri, kalu santri bicara bahasa jawa dan bahasa indonesia akan dapat poin. Nah, poin itu setiap hri disetorkan ke pusat untuk diberi hukuman.

Researcher :kayaknya sistemnya ganti-ganti ya?

Ms. Evy : ya biar tidak jenuh mbak, disini tidak ada kurikulum tetap pertahun tetep sama gitu enggak tapi berubah-ubah kara anak-anak cepet bosan mbak. jadi kalo ada games apa gitu, itu tidak setiap minggu itu itu aja, tapi selalu ganti-ganti.

**Time :** **Monday / May 14th 2012**

**Informant : Ms. Sari as coordinator of CLA and tutor**

Researcher : Apa tujuan program bahasa disini mbak?

Ms. Sari : ya.. untuk good environment, karna disini peraturannya kan wajib bahasa inggris dan bahasa arab, jadi di ciptakanlah good environment dengan macam-macam program bahasa.

Researcher : apa saja aktifitas program speaking disini?

Ms. Sari :ya banyak, kalo pagi drilling, sore conversation, malam reporting.

Researcher : kalau acara perminggu itu apa aja mbak?

Ms. Sari :ada entertainment mencangkup drama, girl band, quiz, tapi berganti-ganti tiap minggu. pokoknya seneng-seneng.

Researcher : Quiz nya itu seperti apa mbak?

Ms. Sari : ya kaya family 100, ranking 1, pokoknya kalo ada acara yang menarik di tv bisa dibuat quis waktu malam minggu.

Researcher :untuk evaluasi speakingnya gimana mbak?

Ms. Sari :ya setiap minggu pagi itu ada oral tes, semua anak berbaris nunggu giliran, nanti satu tutor mengetes satu santri,

Researcher : disuruh ngapain waktu tes oralnya?

Ms. Sari : ya ganti-ganti, kadang retelling story, , juga ada speech tapi pakek topic yang simple seperti ini, topicnya ‘what is book for?’ nanti semua santri pidato satu persatu kedepan.

Researcher : seluruh santri itu topic atau temanya sama?

Ms. Sari :iya sama,nanti mereka kan cuma menghafalkan opening dan closing, untuk isi speechnya kan simple jadi gak kaya speech biasanya yang topiknya terlalu sulit buat siswa.

Researcher :untuk penilaiannya gimana?

Ms. Sari : kalau scorenya dibawah 70 harus ikut remidi. kan hasil tes oralnya dipampang di mading, jadi kelihatan siapa saja yang nilainya kecil, jadi anak-anak merasa malu dan jadi semangat keras untuk belajar giat.

Researcher : bagaimana cara mengontrol penggunaan bahasa ?

Ms. Sari : ya pakai system spy, kan tiap kamar ada ukhtinya yang siap mencatat siapa aja yang melanggar bahasa, nanti ada nama, trus apa yang diucapkan, dimana dan kapan terjadinya

Researcher : apakah ada hukumannya?

Ms. Sari :iya setiap habis dhuhur itu ada hukumannya macam-macam tergantung poinnya, kadang menghafalkan tongue twister dengan keras di aula, atau menghafalkan vocabulary.

Researcher :mana yang lebih diprioritaskan, bahasa inggris atau bahasa arab?

Ms. Sari :disini bahasa inggris dulu karna bahasa inggris itu yang lebih simple dan sering digunakan waktu pelajaran di sekolah.

Researcher : apakah santri udah cukup baik dengan program selama ini?

Ms. Sari : ya tidak 100% kadang ada juga yang masih pakai bahasa jawa, tapi ya harus ketat diawasi tutornya.

Researcher :ada berapa pengurus CLA?

Ms. Sari : sekitar 53 tutor.

Researcher : kalau pagi itukan acaranya drilling vocabulary, trus tekniknya apa saja?

Ms. Sari : drilling disuruh menirukan tutor sampai hafal, lalu setoran ke tutornya. ada tongue twister juga, biar tau bedanya sheep sama ship.

**Time : Tuesday / May 15th 2012**

**Informant : Ms. Zahra Nugraheni as tutor**

Researcher : apa tujuannya speaking disini?

Ms. Zahra : ya agar santri bisa speaking dengan grammar ma pronunciation dengan benar. ya menghilangkan logat jawa.

Researcher : apa saja program bahasa untuk speaking?

Ms. Zahra : ya tiap hari ada tiga kali, pagi drilling vocab, trus sore conversation ,kalau malam ada reporting, kalau malam itu reporting ma sharing dengan tutor kalau ada vocab yang sulit bisa tanya.

Researcher : kalau tiap minggu program nya apa saja?

Ms. Zahra : disini tiap malam minggu itu ganti-ganti mbak karna biar gak bosen, misale minggu ni drama, minggu depan games, trus minggu depane talk with tourist.

Researcher : oh brarti tidak harus rutin itu-itu aja?

Ms. Zahra : iya mbak, karna anak-anak itu cepat bosan.

Researcher : kalau disini santri baru itu gimana pelatihannya?

Ms. Zahra : selama 3 bulan ada training untuk santri baru tapi dari bahasa yang paling dasar. selama 3 bulan gak apa-apa masih campur bahasanya tapi kalau udah lewat 3 bulan, harus bisa English atau arab.

Researcher : disini kan da announcement itu gimana buat santri baru?

Ms. Zahra : ya selama 3 bulan itu speakernya pakai dua bahasa misalnya English sama Indonesia, biar mereka mudah faham.

Researcher : yang speakernya itu dari tutor atau siapa?

Ms. Zahra :ya terserah aja siapa yang ada di depan. ada aturannya untuk memanggil itu.

Researcher :untuk speechnya itu durasinya berapa menit per anak? apa diberi hadiah juga?

Ms. Zahra : ya 10 menit minimal, setiap akhir bulan diambil 2 pemenang.

Researcher : tujuannya apa?

Ms. Zahra : ya biar santrinya bersemangat untuk tampil terbaik.

Researcher : kalau acara malam minggu itu pa tujuannya?

Ms. Zahra : ya untuk refreshing juga untuk menunjukkan talent trus juga evaluasi.

Researcher : untuk evaluasi speakingnya gimana?

Ms. Zahra : ya tes oral kaya interview gitu, ditanyain tentang materi yang didapat selama satu minggu.

**Time : Saturday / June 23th 2012**

**Informant : Ms. Binti Mukhyaroh as tutor**

Researcher : apa tujuan program bahasa disini?

Ms. Binti : ya bisa speaking dulu yang penting mbak, pede dulu

Researcher : aktifitas bahasa sehari-har apa disini?

Ms. Binti :ya pagi ada drilling vocab, trus sore ada conversation dan malam ada reporting mbak.

Researcher : bahasa inggrisnya apa setiap hari?

Ms. Binti :iya kecuali kamis, jumat dan sabtu pakek bahasa arab.

Researcher : mana yang lebih diprioritaskan antara English atau Arabic?

Ms. Binti : ya disini keduanya mbak, Cuma kalau anak santri harus bisa bahasa inggris dulu, klo ukhtinya harus mendalami bahasa arab. Makannya setiap malam itu ada kursus lah buat para tutor untuk bahasa arab dan bahasa inggris, biar kualitasnya tutor bagus.

Researcher : kalau untuk acara pagi drilling sentence itu gimana sistemnya?

Ms. Binti : ya kelompokan mbk, perkelompok itu dipegang satu tutor. ada pos-posan juga.

Researcher : gimana pos-posan itu?

Ms. Binti : ya setiap kelompok itu ada ukhtinya yang memberi satu vocab lalu didrill sami mereka hafal, lalu dicek satu persatu. kalo sudah, pindah ke pos lain seperti itu. pokoknya intinya drilling.

Researcher : kalo untuk basic dan intermediate itu bedanya apa?

Ms. Binti : ya kalau basic itu bagi santri baru yang mulai dari nol mbak materinya, seperti vocab yang mudah-mudah dulu. kalau intermediate itu materinya tentang percakapan gitu seperti santri diberi suasana dijalan trus diminta untuk menunjukkan arah gitu tapi itu dulu,pokoknya disini itu ubah-ubah, karna bentar lagi kan ad program bali, makannya difokuskan ke bali dulu.

Researcher : oh giving direction?

Ms. Binti : iya.

Researcher :kalau advance itu gimana ?

Ms. Binti : ya kadang analisis short story atau mereview buku atau novel.

Researcher : dulu, untuk acara malam itu apa grammar?

Ms. Binti : iya pake buku 52 m itu, sekitar 30 menit, juga kelompokan seperti pagi, tapi ya penjelasan dari ukhti lalu latihan gitu.

Researcher : untuk ujiannya gimana?

Ms. Binti : ya oral test mbak perminggu.

Researcher : diinterview ya?

Ms. Binti : iya kadang juga translate pernah ada juga speech tapi topiknya tentang materi English.

Researcher : gimana caranya untuk memberi semangat untuk satrinya?

Ms. Binti : ya ada yel-yel perkelompok mbak, mereka harus buat sendiri setiap pagi itu mereka yel-yel sebelum acara pagi. ada juga tepuk JH

Researcher :ada entertainment juga ya?

Ms. Binti : iya macem-macem mbak da drama, games, poem juga, setiap minggu itu ganti –ganti

Researcher :games seperti pa?

Ms. Binti : ya banyak mbak, ada las vegas, ular tangga, kuis ranking 1. pokoknya acara malam minggu seneng-seneng, talent itu

**Appendix 2**

**Interview for Students at Islamic Boarding School Jawaahirul Hikmah**

***Subject’s name: Urifatus Sholihah***

Researcher : apa saja kegiatan bahasa dipondok ini?

Urifatus : ya banyak mbak, sehari ada tiga, pagi setelah subuh ada drilling, sore ada conversation,malamnya reporting.

Researcher : kalo program mingguan itu apa saja?

Urifatus : ya macem-macem, ada games, girl band, drama, speech

Researcher : yang paling suka itu program bahasa yang mana?

Urifatus : bernyanyi, game

Researcher : yang paling tidak disuka?

Urifatus : membuat karangan

Researcher : menurutmu bagaimana program bahasa disini? menyenangkan atau?

Urifatus : ya menyenangkan bisa ngomong bahasa inggris, dulu kan masih bingung lama-lama bisa sendiri kan program-programnya bagus.

Researcher : pean bisa faham sama announcement?

Maratul : ya bisa karna terbiasa, dulu ya masih bingung

Researcher :bagaimana menurutmu program disini?

Maratul :ya kadang borred soalnya programnya tetap.

Researcher :bagaimana cara kamu adaptasi di lingkungn dipondok ini agar bisa speaking?

Maratul : ya practice setiap hari.

Researcher : apa saja kesulitanmu untuk speaking?

Maratul : ya grammar,

***Subject’s name: Ririn Nurhayati Khoirina***

Researcher : apa saja program bahasa disini?

Ririn :banyak banget mbak, disini itu ada pagi drilling sore conversation, malamnya reporting

Researcher : program apa yang paling kamu sukai?

Ririn : English camp mbak, kan itu seperti karantina bahasa selama 3 bulan, tapi kadang juga seminggu.

Researcher : kalau pagi itu kegiatannya seperti apa?

Ririn : ya ada dilling sentence

Researcher :apa kesulitanmu untuk mengikuti pogram ini?

Ririn : kadang ngantuk soalnya baru subuh masih ngantuk.

Researcher : kalau sore acaranya seperti apa?

Ririn : conversation. berbicara sama teman-teman gitu.

Researcher : kalau acara mingguan apa saja?

Ririn : ya banyak, ada game, nyanyi, tes juga ada

Researcher : yang paling vavorite apa?

Ririn : ya speech

Researcher : kenapa?

Ririn : karna bisa perfom bakat

***Subject’s name: Alfina Khotijah***

Researcher : menurutmu bagimana kegiatan bahasa disini?

Alfina : kadang masih keselipan bahasa jawa. tapi saya suka

Researcher : program yang paling kamu sukai?

Alfina : ya drilling pagi hari karna bisa praktek pronunciation.

Researcher : bagaimna caramu adaptasi dipondok ini?

Alfina : ya memahami instruksi dari tutor. ya 3 bulan di training tapi dulu masih belum lancar.

Researcher : kesulitan yang kamu hadapi waktu speaking apa?

Alfina : menyusun kalimat

Researcher : program mingguan apa yang disuka?

Alfina : games karna enjoy bisa jalan-jalan

***Subject’s name: Sururin Darina***

Researcher : bagaimana menurutmu program bahasa disini?

Sururin : suka semuanya, kadang malas dan bosan.

Researcher : yang paling disukai?

Sururin : sing a song karna enjoy.

Researcher : yang paling tidak disukai?

Sururin : membuat karangan.

Researcher : kesulitan dalam speaking apa?

Sururin : gak ada

Researcher : apa faham dengan announcement?

Sururin : ya Alhamdulillah lumayan.

Researcher : pagi itu disuruh menghafal brapa sentence?

Sururin : tiga.

**Appendix 3**

**SCHEDULE OF OBSERVATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **NO** | **Day / Date** | **Activity** | **Note / Informant** |
| 1. | Saturday/  May 12th 2012 | Giving Permission Letter | Ms. Bella |
| 2. | Monday /  May 14th 2012 | Observasi Conversation | Ms. Hatsiqutsari |
| 3. | Tuesday /  May 15th 2012 | Interview and observation about language program | Ms. Evy  Ms. Aya, Mr. Arif |
| 4. | Saturday/  May26th 2012 | Observasi entertainment program (game) | The tutors and students |
| 5. | Tuesday/  June 5th 2012 | Interview with students | 10 eight grade students |
| 6. | Monday/  June 11th 2012 | Observation (Reporting) | The students and some tutors |
| 7. | Wednesday/  June 13rd 2012 | Observation (drilling sentence) | The students and some tutors |
| 8. | Sunday/  June 17th 2012 | Observation (oral test) | The students and tutors |
| 9. | Wednesday/  June 20th 2012 | Asking letter of research from JH | Mrs. Sari and Binti |
| 10. | Saturday/  June 23th 2012 | Receiving letter and Finishing research | Ms. Sari and Ms Zahra |

**Appendix 4**

**PICTURES OF ACTIVITIES OF LANGUAGE PROGRAM AT MALE HOSTE**

Oral test as evaluation of speaking English Conversation at afternoon

Tutor gives extensive course to students The students have to memorize

who have low score in oral test. three sentence at reporting at night.

A tutor teaches a group of students. Games in the outside hostel can entertain the students.

**PICTURES OF ACTIVITIES OF LANGUAGE PROGRAM AT FEMALE HOSTEL**

English Announcement is to build students Each student has to memorize 3 confidently in speaking in front of listener. sentences at reporting program..

Game is fun activity at Saturday night The poster of sentence is displayed in hostel area.

 Repetition Drill is technique to teach Each group has its own yell to keep spirit. speaking by using small book

contained material.

**Appendix 5**

**Field Note**

Judul : perizinan penelitian

Hri/ Tangga : Saturday/ May 12th 2012

Informan : Ms. Bellianty Paviola

Hari ini saya datang pertama kali dipondok JH. Ketika saya masuk di ipondok, saya melihat beberapa santri lancar berbicara bahasa inggris dengan teman-temannya. Tampaknya mereka sangat percaya diri dalam berkomunikasi bahasa inggris. Saya mengamati bahwa pondok ini mempunyai aula yang besar yang memang digunakan untuk pondok utra dan pondo putrid, trutamauntuk latihan drum band. Para santri putra juga lokasinya berhadapan dengan pondok putri. Pada hari itu saya bertemu dengan Ms. Bella sebagai seksi materi program bahasa. Saya mengutarakan bahwa saya akan meminta izin penelitian dengan membawa surat permohonan dari kampus stain. Beliau sangat terbuka dan bersedia untuk memberi data-data yang dibutuhkan. Tetapi beliau juga harus minta izin dulu kepada ustadz Faruq selaku kepala pondok putra mupun putri. Jadi saya disuruh untuk datang kembali di lain waktu. Saya juga sempat bertanya bagaimana program speaking disini. Beliau mengatakan bahwa program bahasa disini ada tiga setiap hari yakni pagi drilling, sore conversation dan malam ada grammar class. Tetapi curriculum disini berubah-ubah atau tidak tetap karna sering ada perkemahan ataupun lomba marching band. Jika memang ada perkemahan pramuka, maka seluruh pondok kegiatannya pramuka. Ada yang unik disini, ketika kami berbincang-bincang, salah seorang santri menggunakan speaker untuk memberi pengumuman tetapi memakai bahasa inggris dengan lancar, jelas dan percaya diri dan sepertinya seluruh santri sudah terbiasa dengan pengumuman dengan bahasa inggris. Saya memang mengamati seluruh siswa lancar dan percaya diri dengan bahasa inggris. Para santri disini terdiri dari tingkat smp dan sma. Para tutor disini memang ada yang kuliah dan ada juga yang ngabdi dalem. Ms. Bella mengatakan bahwa, panggilan kepada tutor di Asrama putri itu ukhti sedangkan di asrama putra itu akhi. Memang podok disini memakai dua bahasa yaitu bahasa inggris dan bahasa arab. dan ini yang menjadi menarik bagi saya untuk meneliti program bahasa diondok ini, khususnya speaking.

* Catatan Refleksi: pondok JH menerapkan bahasa inggris untuk berkomuniksi sehari-hari. Para santri terlihat percaya diri dan terbiasa berbicara dengan bahasa inggris dengan teman-temannya. Sehingga peneliti merasa sangat tepat memilih JH sebagai tempat penelitian.

Judul : Observation (program conversation)

Hari/ Tanggal : Monday/May 14th 2012

Informan : Ms. Hatsiqutsari as coordinator CLA

Sore ini saya datang ke JH ntuk menginap sekaligus mengobservasi kegiatan bahasa dipondok ini. Program conversation ini dimulai setelah sholat ashar sekitar 20 menit. Ada dua J Dention yang ada didepan para santri. Menurut Ms. Sari, J Dention (JH student organization) adalah organisasi Santri yang ikut membantu para tutor dalam menghandle santri. Para J Dention tersebut mengatur barisan santri.

Pada awal program, J Dention tersebut member topic ‘in cafeteria’. Jadi para santri berpasangan untuk melakukan conversation. Saya amati, mereka cukup lancar berbahasa inggris dan cukup bersemangat.Mungkin karena dengan teman mereka, mereka jadi sangat semangat untuk bercakap-cakap. Saya juga sempat mengajak bicara pada salah satu santri junior, dia juga menikmati program ini. Karna menurutnya mereka bebas berbicara asalkan bahasa inggris. Para JDention itu juga hanya memonitor speaking para santri. Menurut Ms. Sari bahwa J Dention ini bertugas untuk menghandle para santri, bahkan mereka juga sebagai tutor yang mengajar para santri baru. J Dention ini terdiri dari para santri yng sudah kls 12 di SMA JH.

* Catatan Refleksi: Program Converstion diadakan setiap sore hari para santri berpasangan bercakap-cakap sesuai intruksi tutor. Para santri terlihat bersemangat mengikuti kegiatan ini. aktifitas ini termasuk daily language program.

Judul : interview program bahasa

Hari/ Tanggal : Tuesday/May 15th 2012

Informant : Ms. Evy, Ms. Zahra and Mr. Arif

Hari ini saya ingin menginterview para tutor ataupun coordinator bahasa, terutama pondok putra. Untuk menuju pondok putra, memang saya dibantu para tutor di pondok putri seperti MS. Evy dn Ms. Zahra. Kami berbincang –bincang dengan Mr. Arif selaku coordinator program bahasa. saya jug menanyakan apa sebenarnya tujuan program bahasa di JH. Mr. Arif mengatkan bahwa tujuan awal adakah pembiasaan dan percaya diri. Karna yang penting bisa berbicara dulu entah benar atau salah yang penting percaya diri dulu. Menurut Ms. Zahra, tujuannya adalah agar para santri dapat berbicara dipondok ini, karna memang JH mewajibkan bahasa inggris dan bahasa Arab. Kalaupun berbicara selain bahasa tersebut maka terkena hukuman. Dan menurut Ms. Evy adalah agar para santri dapat berbicara bahasa inggris sesuai dengan tata bahasa dan lafal yang benar. Aktifitas disini pun setip hari ada 3 program, yaitu pagi drilling, sore conversation dan malam itu reporting. Menurut Mr. Arif, metode yang selalu digunakan adalah drilling atau latihan. Tutor mendrill santri sampai mereka hafal. ini juga melatih pronunciation yang benar. Untuk malam hari ada reporting atau laporan hafalan yang didaat dari pagi hari. Untuk drilling, setiap hari santri mendapatkan vocabulary baru terdiri dari 3sentence. Jadi bila dikumpulkan, seminggu itu ada 21 sentence. dulu ada kelas-kelas tersendiri, untuk kelas basic itu bagi santri yang masih baru, materinya pun sangat dasar seperti numbering, dan vocabnya sangat sederhana. Selanjutnya intermediate bagi santri yang lulus dari basic, pelajarannya pun sudah agak sulit seperti ‘deny’ artinya menyangkal. Dan level paling tinggi adalah advance bagi yang sudah lulus d intermediate materinyapun sudah lebih complex seperti membuat short story ataupun mereview buku.

Untuk acara entertainment diadakan setiap hari sabtu malam. pondok putra punya acara sendiri pondok putripun sebaliknya. Program entertainment itu acaranya menyenangkan dan selalu berganti-ganti setiap minggu. agar para santri bisa semangat dan menyalurkan bakat terutama yang mendukung speaking. Acara entertainment bisa berupa drama, boy and girl band, atau ada games dan kuis. Menurut Mr. Arif, acara entertainment ini seharusnya mendidik dan menyenangkan seperti games menyusun kalimat atau kuis yang diambil dari TV. seperti halnya Family 100 tebak gaya, dll.

Mr. Arif mengatakan bahwa sistem di pondok ini itu berkelompok kecil yang dihandle oleh satu tutor. Tiap keompok harus punya yel-yel ketika acara pagi atau malam. dan tehnik yang dipakai itu drilling. Tugasnya tutor itu mendrill sampai santri hafal, lalu menerima reporting. Untuk acara pagi, ada buku kecil yang berisi daily expression. Setiap harisantri membawa buku itu untuk dihafalkan. Mereka setiap hari wajib hafal 3 sentence.

* Catatan Refleksi: kurikulum di pondok ini tidak paten tetapi berubah-ubah karna para santri cepat bosan. Kalau khusus di dua bulan terakhir ini programnya adalah conversation to Bali. Jadi setiap hari mereka harus menghafalkan 3 sentences seperti, ‘do you need oil’. Program hariannya adalah pagi ada drilling sentences, sore ada conversation, dan malam ada reporting. Sedangkan program mingguan ada game, singing, examination, dan pidato.

Judul : Observasi Game

Hari / Tanggal : Saturday /May26th 2012

Informant : the tutors and students

Hari ini saya ke pondok sore hari untuk mengikuti acara entertainment program yang diadakan setiap hari sabtu. Para santri tampak sangat bersemangat untuk mengikuti acara yakni acara entertainment. Menurut Ms. Sari, acara entertainment setiap minggu itu berganti-ganti biar tidak monoton dan membosankan. Tujunnya agar para santri selalu semangat dalam mengikuti kegatan pondok, khususnya program bahasa. Acara ada malam ini adalah game. Game ini berjudul family 100. ada 2 kelompok yang akan bermain, setip kelompok terdiri dri 5 orang. Tutor akan meberi pertanyaan satu-persatu pada santri. Pertanyaan bisa berupa ilmu agama maupun bahasa. Awalnya mereka bisa jawab, tetapi akhirnya mereka tidak bisa menjawab. Akhirnya pertanyaan dilempar ke kelompok lain. Kalau kelompok kedua bisa menjawab, maka mereka akan menang, tapi kalau sebaliknya kelompok pertama yang benar. Di akhir acara para tutor memberi saran dan komentar sesuai penampilan mereka. Menurut Ms. Binti, acara ini juga bisa memupuk bakat yang para santri punya, khususnya speaking.

* Catatan Refleksi: Game ini bisa menghibur para santri.sehingga mereka terlatih untuk speaking dengan teman-temannya. Game selalu berubah-ubah tiap minggu karna para santri cepat bosan jika game tetap.

Judul : Observasi Drilling Sentence

Hari/ Tanggal : Monday/ June 11th 2012

Informant : the tutors and students

Program drilling sentence dilaksanakan setiap pagi setiap setelah solat subuh berjama’ah. Para santri berkumpul di aula besar untuk mengikuti acara tersebut. Mereka berkumpul sesuai kelompoknya masing-masing. setiap kelompok terdiri dari 5-6 santri dan dipimpin oleh seorang tutor. Awalnya mereka ramai sendiri-sendiri untuk saling bersaing kekompakan dengan yell-yell mereka. Tugas para tutor adalah mendrill vocabulary untuk para siswa. santri diminta untuk menirukan perkataan tutor. Hal itu berkali-kali diucapkan sampai mereka hafal.

Setelah 3 sentences dihafalkan maka para santri setoran ada ukhti masing-masing. tutor bertanya dalam bahasa Indonesia, lalu santri yang menerjemahkan kedalam bahasa inggrisnya. Acara ini dilaksanakan sekitar 30 menit. Menurut Ms. Zahra, program in bisa menambah banyak vocabulary. Apabila vocabulary banyak, maka santri bisa lebih mudah berbicara bahasa inggris.

* Catatan Refleksi: system di program drilling sentence adalah dibuat grup. Tiap grup terdiri dari 5-6 santri dan dihandle seorang tutor. Mereka mendapat 3 sentences. Seorang tutor mendrill grup masing-masing dengan teknik repetition drill.

Judul : Observasi (Reporting)

Hari/ Tanggal : Wednesday/June 13rd 2012

Informant : the tutors and students

Setiap malam hari setelah isya ada programreporting. Acara ini dilaksanakan di aula besar bagi santri putri dan untuk santri putra ada di depan masjid. Seperti biasa, para santri berkelompok dan di handle oleh seorang tutor pada masing-masing grup. Mereka menyetorkan hafalan 3 sentence dari program pagi harinya. . Program ini bertujuan agar para santri dapat lancar menghafalkan sentences. Metode yang digunakan adalah Tanya jawab. Maksudnya adalah tutor memberikn pertanyaan,lalu santri menerjemahkan kedalam bahasa inggris.

* Catatan Refleksi: Reporting adalah program harian yang dilaksanakan setip malam. sistemnya juga sama dengan program pagi yaitu dibuat perkelompok. Tiap santri wajib menyetor hafalan 3 setences.

Judul : Observasi (Oral Test)

Hari/ Tanggal : Friday/June 17th 2012

Informant : the tutors and students

Hari ini minggu pagi, para santri sudah berpakaian rapi untuk mengikuti oral test yang diadakan oleh program bahasa. Acara ini dimulai pukul 8 pagi. Para tutor berada didepan para santri. Para santri berbaris menunggu giliran. satu persatu santri diinterview oleh tutor. mereka di minta untuk translate into English. Mereka tentunya ditanya tentang pemahaman materi selama seminggu ini, terutama materi drilling sentence. Tiap siswa diinterview selama kurang lebih 3 menit per santri. menurut Ms. Binti, untuk oral test, para santri tiap minggu diminta untuk berbicara seperti halnya interview. Untuk penilaian, tentunya sesuai hafalan mereka terhadap materi selama seminggu. Bagi santri yang nilainya dibawah nilai 70, maka harus mengikuti test remidi. Tetapi juga akan dibina lebih intensive oleh tutor.

* Catatan Refleksi: Oral test adalah program mingguan. Satu tutor menginterview satu santri. pertangyaan berupa sentence yang didapatkan selama seminggu.

Judul : Observasi santri

Hari/ Tanggal : Sunday/June 17th 2012

Informant : students

Hari ini saya observsi ke para sntri khususnya yang ada di asrama putri, saya menginterview 5 santri. Mereka rata-rata menyukai program bahasa disini dan memahami announcement, padahal mereka masih junior students, tapi mereka sudah sangat lancar berbicara bahasa inggris. Bahkan ketika saya tes untuk menanyakan vocabulary, salah satu dari mereka bisa menerjemahkan ke bahasa inggris. Mereka rata-rata menyukai aktifitas bernyayi, biasanya acara ini dilaksankan setiap hari sabtu sore. Mereka bisa bernyanyi dan menari. Tetapi kadang mereka masih berbicara dengan logat bahasa jawa dan grammarnya kadang tidak terlalu diperhatikan.Tapi memang saya akui memang mereka sangat lancar berkomunikasi bahasa inggris. Mereka juga selalu membawa buku kecil berisi materi conversation. Hal ini karena mereka harus menghafalkan 3 sentence dalam sehari.

**Appendix 6**

**Documentation at Islamic Boarding School Jawaahirul Hikmah**

1. Geographical location of Islamic Boarding School Jawaahirul Hikmah.
2. The Organizational Structure of Islamic Boarding School Jawaahirul Hikmah.
3. Vision and mission of Islamic Boarding School Jawaahirul Hikmah.
4. The condition of the school at present. Including ;

* The distribution of the students in the class and the number of the teachers
* The infrastructure of the school/institution
* The achievement in of the school/institution relating to English

**Appendix 7**

**Script for Announcement**

***SUMMONS AND ANNOUNCEMENT***

***Mohon Perhatian***

Panggilan ditujukan kepada saudaraku Raka/ Metta Diharapkan kedatangannya ke kantor telepon sekarang jug karena…..

* Anda dapat telepon
* ada tamu untuk anda
* anda dibutuhkan
* anda ditunggu sudra/ saudari anda………..
* ada kiriman / bingkisan untuk anda

Terimakasih atas perhatiannya……

***FOR STUDENTS***

***Your attention please…………***

**It’s calling to our brother / Raka / Our sister /Metta**

**To come to phone office at present because/ ………….**

* You are called on the phone
* you have a guest
* you are needed
* You have been waited by your sister / ………….
* There is parcel for you

***Thanks for your attention…………..***

***UNIVERSAL ANNOUNCEMENTS***

***Good Morning Everybody………………..***

* We assign this announcement to all of boy and girl pupils. We hope your coming to the auditorium after praying dhuhur immediately. There is something important.
* We deliver this announcement to the students of 9th grade. Please assemble in the class to discuss.
* This announcement comes from CLA. We call the students below to come to second floor of house right now.

**They are: sister…………,……….There is no one absent.**

***SUMMONS AND ANNOUNCEMENT***

***Good evening everybody***

* We inform to all of students who is still outside the mosque, please come in the mosque as soon as possible, because tahlil will be begun soon.
* Who has something or dresses in the mosque, please take it soon as possible. There will be controlled.
* Notice, it’s forbidden to put something or Alquran in any places. Please keep in the place as before.
* ***Thank you…..***

***DAILY PROGRAM***

* Untuk seluruh siswa –siswi kelas 8 diharapkan segera berkumpul di lapangan sekarang juga untuk mengikuti kegiatan ekstrakurikuler PRAMUKA. Dan diharapkan semuanya memakai baju pramuka lengkap dan bersepatu.
* We inform to all of 8th grade students to assemble on the field at this time with scout uniform. You will have scout activity.

***FOR SOME GROUP AND PROGRAM***

* bagi santri/santriwati yang terpanggil berikut ini dimohon kedatangannya ke kolam Astri sekarang juga karena piket,yaitu;

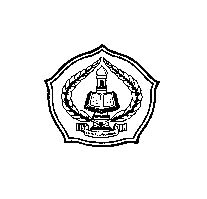
***Good Day everybody……….***

* We hope the following students whom I call, to come Astri pond right now. They are…our sisters; Nina, Metta, Netty and Wati. We hope your coming as soon as, because you are keeper.
* ***Thank you……***

**Appendix 8**

**The Material at Drilling Sentence Program**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SENTENCES** | **CHECK** |  |  | **SENTENCES** | **CHECK** |  |  |  |  |  |  |  |
| **How did you come here?** | **142** |  |  | **May I speak with you for a while ?** | **97** |  |  |  |  |  |  |  |
| *haʊ dɪd ju: kʌm hɪr?* |  |  |  | *meɪ aɪ spi:k wɪð ju:fɔ:r ə waɪl ?* |  |  |  |  |  |  |  |  |
| bagaimana anda kesini? |  |  | Bolehkah saya berbicara dengan kamu sebentar ? |  |  |  |  |  |  |  |
| **How long does the trip take?** | **143** |  |  | **Actually, I’m an English learner** | **98** |  |  |  |  |  |  |  |
| *haʊ lɑ:ŋ doʊ ðə trɪp teɪk?* |  |  |  | *'ækʧʊəlɪ aɪm æn 'ɪŋglɪ∫ 'lɜ:rnər* |  |  |  |  |  |  |  |  |
| berapa lama perjalanannya? |  |  | Sebenarnya, Saya pelajar bahasa inggris |  |  |  |  |  |  |  |
| **Why do not you go to another country?** | **144** |  |  | **I want to practice my English.** | **99** |  |  |  |  |  |  |  |
| *waɪ du: nɑ:t ju: goʊ ə'nʌðər 'kʌntrɪ?* |  |  |  | *aɪ wɑ:nt tu: 'præktɪs maɪ 'ɪŋglɪ∫* |  |  |  |  |  |  |  |  |
| kenapa anda tidak pergi ke negara lain? |  |  | Saya ingin mempraktikkan bahasa inggris saya |  |  |  |  |  |  |  |
| 16 | |  |  | 1 | |  |  |  |  |  |  |  |
| **SENTENCES** | **CHECK** |  |  | **SENTENCES** | **CHECK** |  |  |  |  |  |  |  |
| **Excuse me, sir! I am a Student of Jawaahirul Hikmah.** | **100** |  |  | **Have a nice trip and see you next time.** | **139** |  |  |  |  |  |  |  |
| *ɪk'skju:s mi, sɜ:r! Ai em e 'stu:dnt əv Jawaahirul Hikmah* |  |  |  | *hæv aɪ naɪs trɪp ənd si: ju: nekst taɪm* |  |  |  |  |  |  |  |  |
| Permisi, Pak! Saya siswa dari Jawaahirul Hikmah. |  |  | Semoga perjalanan anda menyenangkan dan sampai jumpa. |  |  |  |  |  |  |  |
| **Here I just want to practice my english.** | **101** |  |  | **How was this city?** | **140** |  |  |  |  |  |  |  |
| *hɪr ai dʒʌst wɑ:nt tu: 'præktɪs maɪ 'ɪŋglɪ∫.* |  |  |  | *haʊ wʌz ðɪs 'sɪtɪ?* |  |  |  |  |  |  |  |  |
| Saya hanya ingin mempraktekkan Bahasa Inggris saya. |  |  | bagaimana kota ini? |  |  |  |  |  |  |  |
| **I’m sorry, may I know your name please?** | **102** |  |  | **What did you do here?** | **141** |  |  |  |  |  |  |  |
| *ai 'sɑ:rɪ, meɪ ai noʊ jʊr neɪm pli:z* |  |  |  | *wɑ:t dɪd ju: du: in hɪr?* |  |  |  |  |  |  |  |  |
| Maaf, Bolehkah saya tahu nama anda ? |  |  | wɑ:t dɪd ju: du: in hɪr? |  |  |  |  |  |  |  |
| 2 | |  |  | 15 | |  |  |  |  |  |  |  |
| **SENTENCES** | **CHECK** |  |  | **SENTENCES** | **CHECK** |  |  |  |  |  |  |  |
| **Do you mind if one of my friends takes our picture?** | **136** |  |  | ***My full name is Dina Susanti*** | **103** |  |  |  |  |  |  |  |
| *du: ju: maɪnd ɪf ɪ wʌn əv maɪ frends teɪks 'aʊər 'pɪkʧər ?* |  |  |  | *mai fʊl neɪm is Dina Susanti.* |  |  |  |  |  |  |  |  |
| Apakah kamu keberatan jika salah satu teman saya mengambil gambar kita ? |  |  | Nama lengkap saya Dina Susanti |  |  |  |  |  |  |  |
| **I've got to go now.** | **137** |  |  | **You can call me Dina** | **104** |  |  |  |  |  |  |  |
| *aɪ æv gɑ:t to: goʊ naʊ* |  |  |  | *ju: kɒ:l mi: Dina.* |  |  |  |  |  |  |  |  |
| Saya harus pergi sekarang. |  |  | Kalian bisa memanggil saya Dina |  |  |  |  |  |  |  |
| **It was nice to meet you.** | **138** |  |  | **I am from Medan, but I live in Kotabaru** | **105** |  |  |  |  |  |  |  |
| *it wʌz naɪs to: mi:t ju:* |  |  |  | *ai frɑ:m Medan, bʌt ai lɪv ɪn Kotabaru.* |  |  |  |  |  |  |  |  |
| Senang bertemu dengan Anda. |  |  | Saya dari Medan, tetapi tinggal di Kotabaru |  |  |  |  |  |  |  |
| 14 | |  |  | 3 | |  |  |  |  |  |  |  |
| **SENTENCES** | **CHECK** |  |  | **SENTENCES** | **CHECK** |  |  |  |  |  |  |  |
| **Nickname.** | **106** |  |  | **Have you been somewhere else in Indonesia?** | **133** |  |  |  |  |  |  |  |
| *nɪkneɪm.* |  |  |  | *hæv ju: bɪn sʌmwere els ɪn ɪndə'ni:ʒə ?* |  |  |  |  |  |  |  |  |
| Nama panggilan |  |  | Apakah kamu pernah pergi ke tempat lain di Indonesia ? |  |  |  |  |  |  |  |
| **Where are you from?** | **107** |  |  | **Where will you go after here?** | **134** |  |  |  |  |  |  |  |
| *wer ʌr ju: frɑ:m?* |  |  |  | *were wɪl ju: goʊ 'æftər hɪr ?* |  |  |  |  |  |  |  |  |
| kamu asalnya dari mana? |  |  | Dimana kamu pergi setelah ini ? |  |  |  |  |  |  |  |
| **What's your address?** | **108** |  |  | **Do you mind if we take picture together?** | **135** |  |  |  |  |  |  |  |
| *wɑ:ts jʊr ə'dres?* |  |  |  | *du: ju: maɪnd ɪf wi: teɪk 'pɪkʧər tə'geðər ?* |  |  |  |  |  |  |  |  |
| Alamat kamu di mana? |  |  | Apakah kamu keberatan jika kita mengambil gambar bersama |  |  |  |  |  |  |  |
| 4 | |  |  | 13 | |  |  |  |  |  |  |  |
| **SENTENCES** | **CHECK** |  |  | **SENTENCES** | **CHECK** |  |  |  |  |  |  |  |
| **Can we take picture together?** | **130** |  |  | **Where do you live?** | **109** |  |  |  |  |  |  |  |
| *kæn wi: teɪk 'pɪkʧər tə'geðər?* |  |  |  | *wer du: ju: lɪv?* |  |  |  |  |  |  |  |  |
| Bisakah kita photo bersama? |  |  | Kamu tinggal di mana? |  |  |  |  |  |  |  |
| **May i take picture with you?** | **131** |  |  | **How old are you?** | **110** |  |  |  |  |  |  |  |
| *meɪ aɪ teɪk 'pɪkʧər wɪð ju:?* |  |  |  | *haʊ oʊld ar ju:?* |  |  |  |  |  |  |  |  |
| Bisakah kita photo bersama? |  |  | Usia kamu berapa? |  |  |  |  |  |  |  |
| **What do you think about Balinese ?** | **132** |  |  | **When were you born?** | **111** |  |  |  |  |  |  |  |
| *wɑ:t du: ju: ⊖ɪŋk ə'baʊt balines pi:pl* |  |  |  | *wen wɜ:r ju: bɔ:rn?* |  |  |  |  |  |  |  |  |
| Apa pendapatmu tentang orang Bali ? |  |  | Kapan kamu lahir? |  |  |  |  |  |  |  |
| 12 | |  |  | 5 | |  |  |  |  |  |  |  |
| **SENTENCES** | **CHECK** |  |  | **SENTENCES** | **CHECK** |  |  |  |  |  |  |  |
| **Have you got any brothers and sisters?** | **112** |  |  | **With whom do you come here?** | **127** |  |  |  |  |  |  |  |
| *hæv ju: gɑ:t enɪ brʌðərs ənd sɪstərs?* |  |  |  | *wɪð hu:m du: ju: kʌm hɪr?* |  |  |  |  |  |  |  |  |
| Apakah kamu punya saudara laki - laki dan perempuan? |  |  | Dengan siapa kamu datang ke sini? |  |  |  |  |  |  |  |
| **Is your house near here?** | **113** |  |  | **How do you like food here?** | **128** |  |  |  |  |  |  |  |
| *is jʊr haʊs nɪr hɪr?* |  |  |  | *haʊ du: ju: laɪk fu:d hɪr?* |  |  |  |  |  |  |  |  |
| Apakah rumahmu dekat sini? |  |  | Sejauh mana anda suka masakan di sini? |  |  |  |  |  |  |  |
| **What kind of music do you like?** | **114** |  |  | **Do you mind if i talk with you for a minute ?** | **129** |  |  |  |  |  |  |  |
| *wɑ:t kaɪnd ɑ:v mju:zɪk du: ju: laɪk?* |  |  |  | *du: ju: maɪnd if aɪ tɒ:k wɪð ju: fər ə 'mɪnɪts?* |  |  |  |  |  |  |  |  |
| Musik apa yang kamu sukai? |  |  | Apakah Anda keberatan jika saya berbicara sama anda? |  |  |  |  |  |  |  |
| 6 | |  |  | 11 | |  |  |  |  |  |  |  |
| **SENTENCES** | **CHECK** |  |  | **SENTENCES** | **CHECK** |  |  |  |  |  |  |  |
| **Have you ever been here before?** | **124** |  |  | **Which one would you like?** | **115** |  |  |  |  |  |  |  |
| *hæv ju: 'evər bɪn hɪr bɪfɔ:r?* |  |  |  | *wɪʧ wʌn wʊd ju: laɪk?* |  |  |  |  |  |  |  |  |
| Sudahkah anda pernah ke sini sebelumnya? |  |  | Yang mana yang anda sukai? |  |  |  |  |  |  |  |
| **What places have you visited in Indonesia?** | **125** |  |  | **Is it ok if i sit here?** | **116** |  |  |  |  |  |  |  |
| *wɑ:t pleɪs hæv ju: vɪzɪt in Indonesia?* |  |  |  | *is ɪt oʊ'keɪ if ai sɪt hɪr?* |  |  |  |  |  |  |  |  |
| Mana saja yang sudah anda kunjungi? |  |  | Bolehkah saya duduk disini? |  |  |  |  |  |  |  |
| **What do you think about the weather here?** | **126** |  |  | **What’s your specialty ?** | **117** |  |  |  |  |  |  |  |
| *wɑ:t du: ju: ⊖ɪŋk ə'baʊt ðə 'weðər hɪr?* |  |  |  | *wɑ:ts jʊr 'spe∫əltɪ?* |  |  |  |  |  |  |  |  |
| Bagaimana pendapat anda tentang cuaca di sini? |  |  | Apa keahlianmu? |  |  |  |  |  |  |  |
| 10 | |  |  | 7 | |  |  |  |  |  |  |  |
| **SENTENCES** | **CHECK** |  |  | **SENTENCES** | **CHECK** |  |  |  |  |  |  |  |
| **What do you think about this city?** | **118** |  |  | **Can you play tennis / golf / football?** | **121** |  |  |  |  |  |  |  |
| *wɑ:t du: ju: ⊖ɪŋk ə'baʊt ðɪs 'sɪtɪ?* |  |  |  | *kæn ju: pleɪ 'tenɪs / gɑ:lf / fʊtbɒ:l ?* |  |  |  |  |  |  |  |  |
| Apa pendapatmu tentang kota ini? |  |  | kæn ju: pleɪ 'tenɪs / gɑ:lf / fʊtbɒ:l ? |  |  |  |  |  |  |  |
| **Would you like something to drink?** | **119** |  |  | **Why did you decided to visit bali?** | **122** |  |  |  |  |  |  |  |
| *wʊd ju: laɪk sʌm⊖ɪŋ tu: drɪŋk?* |  |  |  | *waɪ dɪd ju: dɪ'saɪdɪd u: vɪzɪt bali* |  |  |  |  |  |  |  |  |
| Mau pesan minuman? |  |  | Mengapa kamu memutuskan untuk mengunjungi Bali? |  |  |  |  |  |  |  |
| **How about this country?** | **120** |  |  | **How long have you been in Indonesia?** | **123** |  |  |  |  |  |  |  |
| *haʊ ə'baʊt ðɪs 'kʌntrɪ?* |  |  |  | *haʊ lɑ:ŋ hæv bɪn in ju: Indonesia?* |  |  |  |  |  |  |  |  |
| Bagaimana tentang negara ini? |  |  | Berapa lama anda tinggal di Indonesia? |  |  |  |  |  |  |  |
| 8 | |  |  | 9 | |  |  |  |  |  |  |  |

**DEPARTEMEN AGAMA**

**SEKOLAH TINGGI AGAMA ISLAM NEGERI**

**(STAIN) TULUNGAGUNG**

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Tulungagung – Jatim 66221

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DOSEN PEMBIMBING : H. NURSAMSU, M.Pd.

JUDUL SKRIPSI : A DESCRIPTIVE STUDY ON LANGUAGE PROGRAM OF SPEAKING CONDUCTED AT ISLAMIC BOARDING SCHOOL JAWAAHIRUL HIKMAH BESUKI TULUNGAGUNG 2011/2012

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Tanggal** | **Materi/Masalah** | **Tanda Tangan** |
| 1 | 09-04-2012 | Pengajuan Bab 1 |  |
| 2 | 06-05-2012 | Konsultasi + revisi bab 1 |  |
| 2 | 24-05-2012 | ACC bab 1 |  |
| 3 | 01-06-2012 | Pengajuan bab 2 |  |
| 4 | 16-06-2012 | revisi bab 2 Pengajuan bab 3 |  |
| 6 | 25-06-2012 | Acc bab 2 dan Pengajuan bab 4 dan 5 |  |
| 7 | 5-07-2012 | Acc bab3 dan revisi bab 4 |  |
| 8 | 24-07-2012 | ACC bab 4 dan 5 |  |

**Kepala Jurusan**

**Dosen Pembimbing**

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**CURRICULUM VITAE**

**Personal Details**

|  |  |
| --- | --- |
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| Religious | : Moslem |
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|  |  |
| --- | --- |
| Graduated in 1995 | RA. Jeli, Karangrejo |
| Graduated in 2001 | MI Negeri Jeli, Karangrejo, Tulungagung |
| Graduated in 2004 | MTs HM Tribakti Lirboyo Kediri |
| Graduated in 2007 | MAN 1 Tulungagung |
|  |  |

Informal Education:

Graduated in 2004 Pon.Pes Almahrusiyah Lirboyo Kediri

Graduated in 2008 Madrasah Diniyah Tarbiyatul Ulum Pon. Pes Panggung Tulungagung

Achievement:

1st  Winner of Musabaqoh Tilawatil Quran at Departemen Agama Tulungagung (Regency level) in 2007