

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter presented the presentation of the data and the findings of the research. The data findings of the research are taken from interview, observation, and documentation. These findings are arranged in such a way in which the statement of research problem becomes the basic for their arrangement. It contains some discussions of Activities support to practice speaking, Media use in activities and Students' responses and Problems.

#### **A. Data Presentation**

Based on the result of observation, interview and documentation, the researcher presents the finding of the study. The following present the findings of the study that were divided into two findings:

##### **1. The Activities Set to Support Students' Speaking Skill**

Activities set to support speaking skill were a series of activities at Modern Islamic Boarding School Raden Paku in improving students' speaking as well as an effort to improve their English. Activities speaking are ways to find out how well students are able to master a foreign language. Modern Islamic Boarding School Raden Paku provided the speaking program because this institution had a certain objective which has to improve students communication skills, especially English and

Arabic. There are many activities programs taken by researcher, focusing in activities that support speaking skills.

From the interview with some participant as a T1 on march 15, 2020 about the activities at modern islamic boarding school raden paku as follow:

*“Tidak, ada kegiatan harian, mingguan dan tahunan yang diterapkan dipondok. Misalnya harian itu seperti english day, mingguannya conversation dan tahunannya LCC”*

(“No, there are daily, weekly and annual activities those was implemented at this boarding school. For example daily activity is English day, the weekly activity is conversation and the annual activity is LCC”(interview with the teacher T1).

From the statement above had been concluded the activities divided into three activities they were daily, weekly, and annual activities. Dayli activity are English day, the weekly activity are conversation and the annual activity are LCC. The students were required to take part in activities specified by the lodge without exception.

In addition, the researcher was interviewed with the other participant to get more information, said that:

*“Kalau seluruh kegiatannya itu kayak dibagi tiga sih kak, kegiatan harian, mingguan sama 1 tahun sekali itu”.*

(“for all activities divided into three there are daily, weekly and annual activities”(interview with the OPPPM)).

According to some participants said that the activity divided into three they are daily, weekly and annual activities. The statement same with the participant as a T1 about the activities in Modern Islamic Boarding School Raden Paku Trenggalek.

It could be found that the activities of the speaking program were English daily activities, weekly activities, and Annual Activities.

**a. Daily activities**

Daily activities are a daily program planning that would be carried out by students on a daily basis or in accordance with a language program. In implementation each activity has its own rules. This activity is carried out so that students are accustomed to learning English. Although the facilitator the language section also follows all the activities they have prepared. That way they also improve their speaking skills.

The statement by the subject (T2) on March 06, 2020 has three activities for the implemented in daily activities, said that:

*“Program hariannya vocab itu, 1 minggu bahasa arab 1 minggu bahasa inggris. Mingguan conversation, muhadoroh. Kalau perbulan itu kan ada evaluasi, melibatkan asatid/asatidzah, terus juga pengecekan mufrodat/ vocab apakah sudah sesuai yang diberikan itu”.*

(“Daily activity programs are vocabulary building, one week Arabic one week English, conversation practice, muhadoroh. For Monthly activity has evaluation, the member of evaluation is asatid and asatidzah about the correct vocabulary/mufrodat”.(Interview with the teacher as a T2)).

From the statement above daily activities has two programs they were vocabulary building, English day. The weekly program are conversation practice. And the monthly activity are evaluation vocabulary/ mufrodat.

The second statement on march 15, 2020 the subject (T1) illustrated or described activities at modern islamic boarding school

Raden Paku:

*“Program kebahasaan yang ada di pondok Raden Paku yaitu ada beberapa program, diantaranya adalah pemberian vocabularies / mufrodat setiap pagi, conversation / muhadatsah, speech presentation / khithobah, kemudian tahasus bahasa inggris dan arab, dan perkemahan bahasa (Language Camp)”.*

(“Language programs in *pondok* Raden Paku there are English day, vocabulary building/ mufrodat every morning, conversation/ muhadatsah, drilling vocabulary, speech presentation/ khithobah, tahasus English and Arabic language, and Language Camp”(interview with the teacher T1)).

Raden Paku has many program language that implemented to support speaking in dayli activities are English day, vocabulay building every morning, and conversation. Weekly activities are drilling vocabulary, speech, tahasus. The annual activity is LCC.

The conclusion from the all statement and observation the researcher got data about the activities programs that implemented in Raden Paku. There were three activities that implemented daily activities, they were English day, vocabulary building practices, conversation practices.

#### 1) English day

English day is a program which the students had to speak English as daily communication on the fixed day. Modern Islamic Boarding School Raden Paku obligated the students to

speak English and Arabic language. The students were expected to master both English and Arabic. The rule of English daily was that the students must use English in pondok all the time. Practicing language was one of the important ways to support students speaking. The students have twenty four hours to interact with each other members of Raden Paku. It meant that they had more opportunities to practice their language in groups or with their pairs.

Historically, the need to teach foreign language (Arabic and English) at Raden Paku was based on the need to produce figures which were competent in both foreign languages. The implementation of this goal was directed to improve students and competence in communicating in English language. That is why, in it's process, according to the second teacher (T2), learning language had to be very practical. The students were inspired to actively learn a language for their own purpose. The students were given opportunities to practice English in daily communication. They could practice language based on the given vocabularies. They talked about objects available at Raden Paku and they could use the learned vocabularies to discuss about recently cases or issues.

These principles were reflected through their effort to invite students to engage in learning and help them practice

speaking English. Although punishment in a particular case was given to students who were not serious, in fact, the teacher provided many pressure-free opportunities for students to practice their oral skills. From the observation, the student who makes mistakes would enter the punishment for the students called “Takziran”. Here, they would get explanation about the punishment.

The students founded by the *Jasus* when they did not speak in English were given punishment. These particular students were assigned to memorize 30 vocabularies and the other. At Raden Paku, punishment is viewed as positive perspective. It means that the given punishment is, implicitly, intended to give the students motivation. It could be learned that every student. There should be no students that could not do the task given by the teachers. The teachers believed that every student had the capability to memorize the given vocabularies and use them in real communication. This motivation was addressed to students so that they realized that they could learn better and do any task as it was successfully done by other students. This principle was a meaningful support to facilitate every student to accomplish tasks given.

According to Ratna Wilis Dahar(182) that punishment is one of the tools to educate those who have been imposed for evil or bad deeds they have done.

Meanwhile, according to Abu Ahmadi and Nur Uhbiyati (2001) that punishment is the suffering given or intentionally caused by educators after students make mistakes or mistakes. They were 3 levels of punishment given by OPPPM to students. The result of the punishment is disciplined and improve students' language skills. The rules for providing punishment have been agreed upon by asatid/ ustadzat and the opppm. It was written in the book of programming language deliberation, the rules must be obeyed by students. There were:

- 1) All students must participate in language activities (vocab/ mufrodat, muhadatsah/ conversation, khitobah/ speech and takhasus).
- 2) All students were required to use Arabic and English language on language day.
- 3) Prohibited from using local language, especially javanese.
- 4) Prohibited from saying dirty.
- 5) Required to write vocab and mufrodat in each book and memorize it.

- 6) Required to cover vocab and mufrodat books with language covers that have been provided by the boarding school.

The punishment is divided into two there were for junior and senior high school students. In this study researchers only mention the punishment for students of junior high school. The statement from OPPPM said that :

*“Kami membentuk punishment sesuai bagiannya. Setiap bidang mempunyai punishment masing-masing dan setiap punishment mempunyai tingkatan masing-masing. Untuk bagian bahasa sendiri, kami mempunyai 3 tingkatan pelanggaran yaitu rendah, sedang dan tinggi. Pada kasus bahasa sangat banyak yang melakukan pelanggaran. Setiap tingkat kami ukur menggunakan kartu pasa setiap santri. Dalam kartu punishmentnya ada 7 kali kesempatan untuk menuju ke tingkat yang lebih tinggi. Jadi, bila ketahuan berbicara menggunakan bahasa lain kecuali hari yg ditentukan bahasanya maka akan diberi punishment. Biasanya anak pondok menyebutnya Takziran bagi santri putri apabila telah mencapai 7x pelanggaran akan dihukum memakai khimar yang sudah ditentukan pondok. Joroknya khimar yang diberikan adalah khimar yang sangat susah dipakai dan hanya 1 tahu sekali dicuci. Semua itu dilakukan supaya santri yg melanggar bisa jera dan tidak mengulangnya lagi”.*

(“ That we form punishments according to the parts. Each field has it’s own punishment and each punishment has its own level. For the language section, we have 3 levels of violations: law, medium and high. In the case of language, so many people commit violence. We measure each level using a pass card for each santri. In the punishment card there are 7 times the chance to go to a



higher level. So, if you speak in Javanese except in the day the language is determined, you will be given punishment. Usually the cottage boy is called Takziran. For female students if they have reached 7x the offense will be punished using the khimar specified by the boarding school. The dirty khimar that is given is khimar which is very difficult to use and only 1 year of wash it. All of that was done so that students who violated could be learned from repetition”(interview with the OPPPM)).

From the statement above the punishment has three levels.

If it violates the rules 7 times, then given a penalty to wear a veil that is determined by the *Pondok*. The level of this punishment there were law, medium and high.

The second statement by the subject T1 said that:

*“Jika ada santri yang melanggar peraturan program kebahasaan, maka akan diberi peringatan. Jika masih melanggar akan dikenakan sanksi”.*

(“If there are students who violate the language program regulations, they will be warned. If they still violate will be subject to sanctions”).

According to the teacher as a T1 that sanctions are done not just so that students are determined but to add insight and linguistic knowledge. The more punishment for students would be increasingly uncontrolled of the sentence given contains elements of learning with these penalties students would know what they were not know. Although initially because it was forced but it would provide more benefits for the future.

The punishment for students of junior high school includes:

Figure 4.1 punishment for student

<b>No.</b>	<b>Level</b>	<b>Punishment</b>
1.	Law (I)	1) Make Arabic/ English comics 2 pages 2) Memorize 30 vocabulary/ mufrodat according to class. 3) Make fifteen lines of poetry. 4) Memorize five kinds of tenses (+), (-), (?). 5) Makes 10 lines of descriptive text. 6) Memorize tasrif chapter 1-3.
2.	Medium(II)	1) Make fifteen lines of Arabic / English easy. 2) Make speeches Arabic/ English, memorizing and performing under the bridge of the Pondok. 3) Make the procedural text, memorized and appear under the bridge of pondok. 4) Memorize muthola'ah. 5) Request the chief of opppm's signature (before the students get the signature, the student will be punished first). 6) Request the chief and secretary's signature.

3.	Difficult(III)	1) Ask for the Ustadzah Adin's signature. 2) Ask for the ustadzah Annisa's signature. 3) Ask for the Ustadzah Fatul's signature. 4) Ask for the Ustadzah Renda and Ustadzah Ana's signature. 5) Ask for the Ustadzah Erna and Ustadzah Lina. 6) Ask for the Ustadzah Amiq and Ustadzah Sinta.
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As it is presented above, when students ask for ustadzahs signature, every subject give punishment not only useless to the students. These principles were reflected through their efforts to invite students to engage in learning and help them practice speaking English. Although punishment in a particular case was given to students who were not serious, in fact, the teacher provided many pressure-free opportunities for students to practice their oral skills. The books of punishment on appendix7

## 2) Vocabulary Building

Vocabulary building is one of the mandatory activities that must be followed by all students. The activity aims to increase the vocabulary of students. Considering the basic

pondok Raden Paku is a modern boarding school, which requires it's students to be proficient in Arabic and English.

Vocabulary building has to be in five days in one week. The day is Monday, Tuesday, Thursday, Friday and Saturday. There are two types of vocabulary activities. The first time in activity begin after subuh prayer and reading holly quran in 06.00 AM. In every group, the teacher deliver two new vocabularies, explain the meaning and give example sentence. The vocabulary was provided with a small whiteboard and divided into groups. The facilitator is the language organisation OPPPM as the writer and provides the vocabulary that will be given the next day for the students. This vocabulary activity finished around 06.30 A.M. After this activity the students prepare to breakfast and clean themselves to go to school.

The second time is after Asyar prayer (from the age of 16.20 to 16.40). The agenda is repeat vocabulary. The language division organization/opppm has a drilling vocabulary program. In every group, the students repeat all the vocabulary they get. After that, in every Saturday morning they must make the sentence of the world, collected to the teacher to correct the mistakes in making sentence and they must memorize all of vocabularies they get. In one week, the students will get 8 new vocabulary and one wiseword.

In order to make the speaking program successful, a number of facilities are supposed to be added. According to data collected from the interview with the students, language division organization and the teachers, it was found that where some facilities in Modern Islamic Boarding School Raden Paku that support the speaking program. There was a vocabulary whiteboard, vocabulary list and slogan, handout book.

The following situations, during interview, give some statements that the OPPPM are committed to their own learning.

One of the media that use: as follow,

*“OPPPM bekerja sesuai dengan bidangnya dan program kerjanya, misal; bagian kesehatan mengecek santri yang sakit setiap sorenya. Bagian bahasa menuliskan vocab / mufrodat baru di papan tulis putih yang akan digunakan untuk kegiatan bahasa esok harinya. Bagian pramuka melatih Kopsus ( Komandan Pasukan Khusus) dan DEGA ( Dewan Galang ) dan sebagainya. Namun, tetap saling membantu bidang lain dan bekerja sama untuk menertibkan kegiatan yang ada”.*

(“OPPPM works in accordance with their fields and programs, for example. The health department checks the sick santri every afternoon. The language section writes new vocab / mufrodat in whiteboard will be used for vocabulary activities the next day. The scout section trained Kopsus (Komandan Pasukan Khusus) and DEGA (Dewan Galang). However, it still helps each other in fields and works together to bring order in existing activities” (interview with the OPPPM)).

From the statement above vocabulary building programs, the OPPPM writes new vocabulary in whiteboard as a media in

vocabulary building. The whiteboard will be used to write the new vocabulary the next day.

There were three media to support this programs, there are:

a. Vocabulary whiteboard

Vocabulary whiteboard that use to make write the vocabulary in every day. This was used by opppm every night to prepare vocabulary. (see in appendix 8)

b. Vocabulary list and slogan

From the observation, it was also found some vocabularies list attacted on the wall around the building. The list of words was also appropriate with the place where it was attached, such as near with the bathroom, such as the water is dirty, that smell is so fishy!, I'm over blood, I'm in hurry, Anybody inside?, Don't rush me!, May I come over?, Hurry up guys...!, Don't take too long!, I'm leaving, Not yet, It's my turn, MY tooth paste has finished, The floor is so slippery!, Cleansing, My hand kerchief was falling down, How is the water?, The water is so much. The water is little, I want to take a dumb, I want to take a pee, ect. There were also slogan which contained wisdom quotes or notes in some areas, like "Don't leave toiletries after using them!!", "Language Day", "Don't put anything around here", "Say

salam before entering”, “Language area”. (see in appendix 9)

c. Handout book

From the observation, it was also found some book that used this boarding school, such as vocabulary handbook, grammar book, conversation book. Vocabulary handbook was collected a week foll all of groups. The researcher choose the 1st class, they were:

Figure 4.2 :vocabulary handout book

Schedule	Vocabulary	Wishword
The first week	1. Farmer 2. plant-ed 3. rice field 4. garden 5. sailor 6. fish 7. ship, 8. harbour	“Where there is A will there is a way” the meaning is Dimana ada kemauan, disitu ada jalan.
Second week	1.Techer 2.sit-sat-sat 3.study-ed 4.write-wrote-written	“Hungry is the best spice” the meaning is Rasa lapar adalah bumbu yang paling sedap.

	5.read-read 6.blackboard 7.chalk 8.eraser	
Third week	1.rules 2.case 3.utensils 4.paper 5.dictionary 6.library 7.open-ed 8.close-d	“A little learning is dangerous thing” the meaning is Ilmu yang sedikit itu membahayakan.

### 3) Conversation practice

Conversation is interactive [communication](#) between two or more people. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning. Conversation practice is a series of mandatory activities that are program by the language division of the Modern Islamic Boarding School Raden Paku Trenggalek. This activity collaborated with Teacher and opppm. The aim of the effort is to improve the quality of students



conversations at Modern Islamic Boarding school Raden Paku. This activity was carried out by all male and female students from junior high school to senior high school. This activity is to practice conversations in formal languages. They are Arabic and English.

The participant (T1) illustrated or described conversation practice activities at modern islamic boarding school Raden Paku:

*“Kegiatan tersebut (pidato) dilaksanakan pada malam Minggu untuk kegiatan speech presentationnya. Dan pada hari Rabu dan Minggu paginya untuk conversation”.*

(“Speech practice in Saturday night and Wednesday and Sunday for conversation practice”(interview with the teacher T1)).

From the statement above the time of conversation practices on Wednesday and Sunday morning and the time of speech practice on Saturday night. That the same agenda in weekly activities.

Conversation practice is an activity that was carried out twice a week, there is on Wednesday and Sunday morning. In implementations, all students make line up and face to face with their respective dialog partners. The language organization/ opppm also oversees the course of activities by standing at each end of the line. The place for this activity was in front of the boarding school and in the boarding school yard. As facilitators of language organization/opppm they were supervised while

providing facilities in the form of dictionaries according to the language schedule used. For example, if this week using English language opppm facilitates an English dictionary and if this week using Arabis language opppm facilitate an Arabic dictionary. The purpose of facilliting opppm bring dictiobary is to make it easier for students to find vocabulary they don't know in the conversation they are having. If students want to ask about vocabulary that they do not know, the students can immediately search in the dictionary.

Review the conversation has T2 conducted on march 06, 2020, said that:

*“Ya aktifitasnya kalau conversation ya seperti itu, tanya jawab. menghafal vocab kemudian bagaimana meletakkan vocab dalam sebuah kalimat, itu kalau vocab. Kalau LCC beda lagi seperti ke game”.*

(“conversation activity like a, question answer, memorize vocabulary after that make a sentence. If LCC like a games”(interview with the teachet T2)).

The conversation starts with memorizing the vocabulary, one of them shouts vocabulary and the friends follow it. After finishing, they were given directions to ask each other questions and answers with their partners and according to a predetermined theme. The vocabuly must practice directly in making sentences in conversation. That way they will be better able to master the vocabulary they obtain.

The second statement by the teacher T1 for the conversation practices activity:

*“Sebelum mulai santri harus mengulangi vocabulary yang sudah diberikah dihari sebelumnya. Sampai semua mengulangi baru nanti dari opppmnya memulainya. Dan membantu asatid ustadat untuk mengawasi para santri”.*

(“After begin the activity the students must repeating vocabulary until every students. the OPPPM help asatid to control the students”(interview with the teacher as a T1)).

According to the teacher as a T1 that the OPPPM helps the teacher to control the students in conversation practice activity. The student began their conversation and the teacher and OPPPM gave some help for the students forget vocabulary and gave dictionary to search vocabulary their needed.

Regular assignment was given to students to memorize some words and use them in appropriate sentences was meaningful to enhance students learning. In the area of Raden Paku, the students were pushed to learn by themselves. However, the students have to be responsible for their own learning. In this context, the students were directed to have a partner with other students in the dormitory to construct sentences and apply them in a simple dialog.

The leaders and teachers were committed to their expectations toward students. When they had high expectations of the students, they needed to give them materials to learn. One

of the ways to stimulate the students to learn was by providing sufficient language exposures. The provided language exposure in the pondok invited the students eagerness to learn.

From the result of interviewing teacher, and doing observation, the three students as the subject of the study were categorized as disciplined and committed to their own learning. They expressed their positive behavior in improving their foreign languages, especially English. In this context, they could involve themselves in communication or interaction with their friends although they were not under monitored by their teachers and their seniors.

This activity begins after subuh prayer (from 06.00 to 07.00). The first process conversation, all of the students stand in front of the boarding school in pair, and then, they start having conversation with their friend. They have their own topic to talk about. Moreover, sometimes they did discussions on certain topics guided by the teacher. The language division organization and friends help the teacher to supervise the course of conversation activities.

Before conversation practices, all of the students must memorize their vocabulary that they get in a week. One by one the students walk in the middle and surrounds the other students who made a long line. Repeat the vocabularies out loud and will

be imitated by other students. Actually like that until all students get their turn.

The implementation of this conversation language program it's hoped that all students at Modern Islamic Boarding School Raden Paku could improved their practical language skills (Arabic and English) both in the boarding school and when in the era of advancement of communities outside and could competed in the national and international spheres.

#### **b. Weekly Activities**

There were three activities that implemented every week, drilling vocabulary, grammar practice and speech practice.

##### **1) Drilling Vocabulary**

Drilling vocabulary is giving and memorizing a vocab that has been given to the students. Every day students are given two new vocabularies as material knowledge and are also required to make sentences using the vocabulary that has been given. Every week students are required to speak Arabic and English. This is done so that students can apply or practice new vocabulary. Each Saturday students were given one wiseword, so that they can find out the meaning behind these words.

The participant (T2) illustrated or described drilling vocabulary activities at modern islamic boarding school Raden Paku:

*“Ya itu banyak sekali misalnya seperti vocab, percakapan, pengulangan vocab sore itu, LCC sama kithobah itu kalau bahasa inggrisnya speech bahasa arabnya muhasabah”.*

(“many activities like a vocabulary, conversation, drilling vocabulary in evening, LCC, speech and muhasabah”(interview with the teacher as a T2)).

From the statement above the teacher said that the drilling vocabulary in the evening is everyday. But the drilling vocabulary(setoran vocab) on Saturday morning after the vocabulary building. On Saturday morning the students did not get new vocabulary but they got wisewords.

Drilling vocabularies Santri called “Setoran Vocab/Mufrodat” have to once of a week, there is on Saturday after subuh prayer (from 06.00 to 06.30 A.M). In the drilling vocabularies, the student show memorized materials to the teacher. Drilling material is obtained by students for a week about all the vocabulary. The teachers here controls the activity by correcting the wrong from the pronounciations, and attitude. After the drilling vocabularies, the teacher gives the feedback and motivation.

Students do not memorize while drilling vocabulary was given a punishment, but will be given time to memorize to a certain time limit. If the time limit and the students still have not memorized vocabularies, it will be given a punishment for

drilling memorize vocabulary in the afternoon, usually after the Asyar prayer ( from 16.15 to 17.00 P.M ).

Whereas before collecting vocabulary each student must provide a sample sentence from the vocabulary that has been obtained. Using example sentences in each vocabulary will gave them more habit in using good grammar.

## 2) Grammar practice

Grammar practice once a week. The grammar practice was after Dzuhur prayer ( from the age of 14.00 to 15.30 P.M ). Of course in this practice students learn about grammar as the foundation in language learning. This activity can help the students to make a correct sentence from an appropriate context. When the students speak up, they must use the correct sentences rather than without considering the rightness of the sentences. Certainly, they need to practice making correct English sentences. It can be concluded that grammar can't be separated from speaking.

The grammar exercises are used to involve students and teachers. Students as participants and teachers as tutor. Grammar learning is given to improve students ability to make correct sentences. In accordance with the grammar speaking is also required.

## 3) Speech Practice

Speech is an activity of public speaking or giving speeches to express their opinions, or provide an overview of a noun. A good speech can give a positive impression to those who hear speeches. Good speech or public speaking skills can help students to speak emotionally and skillfully. Speech is one of the activities at Modern Islamic Boarding School Raden Paku Trenggalek in improving students speaking programs. This activity is carried out a variety of other activities. Speech scripts are not made solely as formality, but are really highly considered in fulfilling quality speech activities.

As for some of the explanations obtained during observation and interviews, researchers found several facts in the application of speech in the Modern Islamic Boarding School Raden Paku Trenggalek.

Review the speech practice has the teacher as a T1 conducted on march 15, 2020, said that:

*“Kegiatan tersebut dilaksanakan pada malam Minggu untuk kegiatan speech presentationnya. Dan pada hari Rabu dan Minggu paginya untuk conversation”.*

(“Speech practice that implemented in Saturday night. In Wednesday and Sunday morning for conversation”).

The second statement is :

*“Penerapan dalam kegiatan speech yaitu praktek secara langsung, yaitu praktek pidato 3 bahasa di depan teman-temannya dan dewan asatidz/ustadz. Kemudian dewan asatidz/ustadz memberikan masukan ataupun komentar atas pembawaan atau penampilan mereka dalam berpidato. Adapun persiapan sebelumnya adalah*



*mereka menyetorkan karangan pidato mereka beberapa hari sebelum jadwal hari pidato tiba untuk dikoreksi oleh ustad / ustadzah pembimbing. Kemudian mereka hafalkan dan fahami serta kuasai isi dari pada pidato karangan mereka sendiri”.*

(“The application in speech activities is direct practice, namely the practice of 3-language speech in front of his friends and asatidz / ustadzat. Then they give input or comment on the students appearance in the speech. Preparation beforehand was they deposited their speeches a few days before the scheduled speech arrived to be corrected by the supervisor. Then they memorize and master the contents of their own written speech”).

The third statement is :

*“Setelah sholat isya’ berjamaah sampai selesai. Sekitaran jam 09 malam sampai selesai. Biasanya sampai jam 11.an malam kadang juga lebih”.*

(“after isya’ prayer. Around 09 am ubtil completed in 11 am”).

The fourth statement is :

*“Tidak dijadikan 1, jadi di program speech ini kami membuat beberapa grup. Ada 4 grup dek yaitu grup A,B,C,D dan 1 grup khusus kelas 1 KMI atau kelas 1 mts dan kelas 4 experiment atau kelas 1 sma yang mtsnya tidak dari mts raden paku sini”.*

(Not to be one group, so in this speech program we created several groups. There are 4 groups namely groups A, B, C, D and 1 special group for class 1 KMI or class 1 mts and class 4 experiment or class 1 senior high school whose mts are not from Pondok Raden Paku”).

From the statement above the time of the speech practice

on Saturday night after isya’ prayer until 11 am. There were 4 groups for speech practice. 2 compulsory languages are used in speeches, but for students in grade 1 junior high school and 1 high school (experiment) they are given relief using Indonesian

language within 2 months. After 2 months have passed, they are used to the required language, so they have to follow the others using English and Arabic.

The use of speech texts must be made and corrected by the teacher a week before the speech day. Speech manuscripts are manuscripts made directly by students without teacher intervention. The teachers role in making the speech script is only as a correction if there is a language that is not quite right and grammar is not correct. After all preparations is complete students must memorize the script they have made with pronunciation, which is correct.

Students also need to know how to understand they are with the manuscripts they make. When they are well memorized they practice fluency in speeches in front of the tutor before they make a speech in front of their friends.

The last weekly activity was speech practice. Speech is an activity that has one time in a week on Saturday night ( from 20.00 to 22.00 ) for all students at Modern Islamic Boarding School Raden Paku. Speech practices were divided into four groups. Each group is not only chosen randomly but with a level of ability and proficiency in mastering speeches. So, each group does not contain one class, but the second is until fifth grade. For the first class junior high school and new senior high school

class, the students called “Santri Experiment” their was combination into one group.

According to observers and interviews by the teacher, it was found that students first grade junior high school and “Experiment” was used three language speeches. They were Indonesian, Arabic and English. Indonesian language is used for two months, after that they must use Arabic and English language.

The proses of speech activities is direct practice, there were the practice of 3-language speech in front of his/her friends and teachers. Then the council of teachers given input or comments on their the speech. As for the previous preparations, they deposited their speech essay a few days before the scheduled day of the speech arrived to be corrected by the teachers. Then they memorize and understand and master the contents of their own written speech.

### **c. Annual Activity**

Annual activities are the agenda to occur once a year. In this Modern Islamic Boarding School Raden Paku there was an agenda that occurs once a year in the last language programs. It was the LCC “Language Camp Competition”. Language Camp Competition is an activity that involves all the language programs collected by the one program. This activity will increases knowledge and fluency in

languages. This activity includes a variety of games that are played. Language Camp Competition aims to see the results of language learning and evaluation for a year. The process in LCC is that all students are randomly selected to determine the teachers of selecting children for each group. OPPPM is a crime for these programs, plan and organize activities, so that they could be carried out as well as possible. The subject was 1st until 4th grade students of Kulliyatul Mua'llimin al Islamiyah Raden Paku Trenggalek.

According to the teacher as a T2 who took position a head the teacher of KMI at Modern Islamic Boarding School Raden Paku:

*“Wahh itu banyak sekali seperti game-games bahasa lah, nanti disitu semuanya ada, misal pidato, puisi, drama pantomim, fashion show, lomba yel”, storytelling, standup comedy, hafalan vocab, dan banyak lagi, sesuai OPPPMnya”.*

(“Language games in LCC programs there are : speech contest, classical poetry, pantomime, fashion show, yells contest, storytelling, standup comedy, memorizing vocabulary, and the other games”(interview with the teacher as a T2)).

There were a lot of events in the Language Camp Competition the students have joined such as speech contest English Arabic, classical poetry, English and Arabic drama, yells contest, English and Arabic storytelling, memorizing vocabulary and mufrodath contest, English and Arabic pantomime, standup comedy and ect. The closed agenda was the farewell party that was held at the end of the adenda and the announcement of the result of the competition and the winner of this contest would get the rewards.

According to head of the teacher T2:

*“Kalau dulu itu kan sering diputarkan kaya itu, misalkan lagu bahasa inggris, conversation bahasa inggris. Ada media sound system untuk menunjang listeningnya gitu. Kalau dibahasa inggris itu kan ada 4 kan ada listening, reading, writing dan speaking. Nah kalau untuk writingnya itu masuknya kayak itu lo namanya membuat paper sama insya’, untuk insya’nya ya meskipun tidak sebulan sekali tapi tetap adalah. Kalau untuk dulu rutin satu bulan sekali. Jadi setiap santri itu punya buku, ya meskipun sekarang sudah ada buku mufrodat kan itu artinya hanya berskala kecil lingkupnya lebih kecil”.*

(“In the past, it was often played by English songs and English conversation. There is a media sound system that supports listening. If there are 4 components in English there were listening, reading, writing and speaking. Well, if its for writing, the entry into making paper and insya’, it was routine in once a month. So every santri has a mufrodat book, insya’ book and paper book. Although now there was a mufrodat book that is only a small scale and smaller scope”(interview with the teacher as a T1)).

As it is presented above, to facilitate the students learning, the OPPPM and the teachers have set programs, activities, and materials. These programs, activities, and materials will not be meaningful if no commitment from the students to keep their learning and practicing English. In improving their pronunciation, the students imitated the teachers how to pronounce the given words and listen a song and English conversation to learn how English words were pronounced correctly by the characters in the song. To

enrich vocabularies mastery, the students had to have strong spirit to memorize them, and construct them in good sentences. Meanwhile, to be able to speak English they had to apply the learned words in short conversations.

The findings on the activities set to support students' speaking skill at Modern Islamic Boarding School Raden Paku Trenggalek. The finding of this research are the activities support to practice speaking at Modern Islamic Boarding School Raden Paku Trenggalek that divided into main three there are daily, weekly and annual activities. There were three activities that implemented daily activities: that they did:

Figure 4.1 Findings on Daily Activities

Daily activities	1. English day
	2. Vocabulary building
	3. Conversation practice

There were three activities that implemented every week:

Figure 4.2 Findings on Weekly Activities

Weekly activities	1. Drilling vocabulary
	2. English lesson
	3. Speech practice

The last annual activity:

Figure 4.3 Findings on Annual Activity

Annual activity	LCC Language Camp Competition
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The activities there are fluency, accuracy with words and pronunciation, appropriate, responding, and initiating, repair and repetition, range of world and grammar, and discourse maker. Those activities include the English speaking practice programs. All of the programs are used to improve the students speaking skills. The programs used the English practice and also activities that sustain the speaking programs, those all expected to students English speaking proficiency.

## **2. The Students' Problems in adjusting themselves to the set activities to support their speaking skill**

The good responses in all activities in the Modern Islamic Boarding School Raden Paku. They were very enthusiastic about following it. Even though they have problems with language acquisition. A foreign language learner is perhaps never more interesting than when they get things wrong. There are many problems with vital clues about the processes of English language learning.

### **a. The Grammar practice activity**

Grammar is a study in which sentences are structured and formatted, so it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate in English effectively.

The statement by the student about their problem in grammar practice activity, said that:

*“Takut salah kak saya kurang bisa grammar, sama takut salah membacanya”.*

(“I'm afraid of being wrong because I can't grammar, and I'm afraid of reading it wrong”(interview with some student)).

From the observation and interview with the students, it was found that some of the students had problems in terms of grammar and knowledge vocabulary. It was because they couldn't remember much vocabulary, so that their communication ability was low. Some of the students said that sometimes they didn't know the appropriate word and grammar for their speech, so they couldn't speak well, and they decided to keep silent. It was because their knowledge of grammar was limited.

According to students grammar is a very boring subject that makes students think that grammar lessons are very difficult. From there they have no interest in increasing grammar, but basically grammar is a very important component in learning English. So, students are still required to learn grammar as well. The vocabulary building activity in there every vocab must be simple sentence, one



of the agenda that contains direct grammar learning. So students will not be bored and improve their students ability to master grammar.

b. The Vocabulary building activity

The problems of vocabularies occur when someone lacks vocabulary needed to talk and does not know how to combine the vocabularies into a good sentence. The numbers of students who learn English as a foreign language have difficulties using words and expressions to speak. In real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. Students are clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confused to combine and use the proper vocabularies needed.

Vocabulary is a very important thing for learning English. Meanwhile the vocabulary is the main key for students to be able to master English. If without knowing the vocabulary then you will not be able to master English. They have difficulty memorizing the vocabulary they have obtained. Getting vocabulary every morning for them is not enough to memorize all the vocabulary in a foreign language. Likewise also regarding pronunciation, spelling, and comprehension. Students sometimes just forget how to spell the vocabulary that has been exemplified by the teacher. In dealing with

problems faced by students, Modern Islamic Boarding School Raden Paku Trenggalek holds a vocabulary drilling agenda to assist students in seeking to become a vocabulary master. With this activity, students will memorize more of the vocabulary that has been obtained.

c. The Conversation practice activity

English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native speakers. A second language learner needs to master the individual characteristics of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like native speakers. The statement is on march 15, 2020 by the student about their problem in language activity, said that:

*“Kurang membiasakan diri berbahasa asing kak, arab sama inggris itu tadi”.*

(“less accustomed to speaking foreign languages, especially English and Arabic”(interview with the student)).

From the statement above, the lack of getting used to using English is one of the problems that students often experience. They feel that pronunciation is difficult. Pronunciation is as important as any other aspects of a foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skills. Pronunciation also has close connections to the other fields such as listening and even grammar. Once a person can

pronounce the endings of words correctly, for example, he can, at the same time give grammatical information.

The students of Raden Paku come from different backgrounds and nations, so they have different language proficiency and learning experiments. Most of the students said that they had problems in understanding English language. It was because they didn't have much knowledge of vocabulary so that they didn't know the meaning of the utterances that their friends produce there was why Modern Islamic Boarding School Raden Paku asked the students to make a list of vocabulary that is attached on the wall magazine and somewhere. It would help the students memorize the word easily.

d. The speech practice activity

Over a quarter of a million people in this world have problems towards their confidence. Self-confidence is knowing that we have the capacity to do something good and being positive thinking. Good self-confidence comes from focusing on self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilt feeling, shyness turned inward, unrealistic expectations of perfection or fear of change, depression, etc. Depression can actually be a result of a lack of self confidence. self-confidence is one of the problems students face in their speech activities.

The statement by the student about their problem in language activity, said that:

*“Tidak ada sih kak kalau problem. Cuman ya itu kalau kegiatan bahasa harus selalu pakek bahasa, kadang saya sendiri juga malu kalau berbicara bahasa inggris atau arab. Kurang percaya diri kak”.*

(“nothing problem, but some activity must use english or arabic language. Sometime i was shamed for speak English or arabic. I’m not confidence”(interview with the students)).

From the above statement, lack of self-confidence may bring the students into a threat of believing that they are not going to be a good English speaker. This lack of self-confidence also becomes a great problem which affects students not having a speaking performance. It is difficult for the students to master English speaking if they are not confident with their own speaking ability.

It is accordance with the observations and interviews of the teachers and students, their confidence was very lacking, it is the reason why they choose to be silent. According to a student were silent because they are afraid if their speaking is wrong and the reason of the student is the same as others. The other reason is their vocabularies. They don’t have enough vocabularies. There was why the Modern Islamic Boarding School Raden Paku asked the students to make a speech script and remember it before the speech day. It would help the the students to be more confident with all the preparations. Students who prepare in making speech scripts

carefully and truly, will be seen in their speech in front of others calmly and decisively.

The findings on the students' problem in doing the set activities to support their speaking skill at Modern Islamic Boarding School Raden Paku Trenggalek. The finding of the research there are four the problems by the student:

Figure 4.4 Students problems in adjusting to the set activities

No	Students problems in adjusting to the set activities	Description of the problems	Effort their by the Pondok
1.	The grammar practice activities	<ul style="list-style-type: none"> <li>- Grammar learning is a very boring subject that makes students think that grammar to be difficult.</li> <li>- Their knowledge of grammar was limited</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary building practice.</li> <li>- Make a simple sentence</li> </ul>
2.	The vocabulary building activity	<ul style="list-style-type: none"> <li>- confused to combine and use the proper vocabularies needed.</li> <li>- lack of memorization, pronunciation and</li> </ul>	<ul style="list-style-type: none"> <li>- Drilling Vocabulary</li> </ul>

		comprehension related to vocabulary	
3.	The conversation practice activity	<ul style="list-style-type: none"> <li>- The students feel that pronunciation is difficult</li> <li>- They didn't have much knowledge of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary list</li> <li>- Vocabulary magazine</li> <li>- Conversations books</li> <li>- Listening music or conversation</li> </ul>
4.	The speech practice activity	<ul style="list-style-type: none"> <li>- Self-confidence</li> <li>- They didn't have much knowledge of vocabulary</li> <li>- Pronunciation</li> </ul>	- Speech scripts