

## **CHAPTER V**

### **DISCUSSION**

This part presents the Discussion of research findings. Through a thorough investigation of English Conversation program at *Al Mawaddah 2* Islamic Boarding School, the findings of the study reveal the teachers' preparation, implementation, and evaluation of the program. After much deliberation regarding the limitations of this study, the researcher discusses major findings with some theories and previous studies, which are relevant to this study.

#### **A. Discussion**

##### **1. Preparation of English Conversation Program**

Regarding the preparation of English Conversation program, the findings show that the teachers, in collaboration with the Student Organization (OSWAH), create a simple lesson plan containing vocabulary and sentences. In preparing the materials, they use and adapt the master book. The master book itself contains of vocabulary, common expressions, and wise words. These three materials are highly needed by the students in performing English conversation program. They need to master vocabulary for speaking English, common expressions for daily casual conversation, and wise words for learning Islamic knowledge. The selection of the materials clearly suit the students' needs of English materials in Islamic boarding schools. In the case of *Al Mawaddah 2*, the teachers, administrators, and OSWAH must be selective so that the English materials that the students learn can be applied in their daily lives.

The findings above are comparable to a study conducted by Nurjaman (2013). In his study, Nurjaman (2013) also investigated English learning system at a modern Islamic boarding school known as Al-Aqsha. From the study, it is known that Al-Aqsha also concentrates on vocabulary enrichment and practice. This finding is thus similar to the vocabulary practice generated by *Al Mawaddah* 2. Dealing with the selection of materials, *Al Mawaddah* 2 uses and adapts English materials that can be used in the target situation, that is, conversation and learning activities at the Islamic boarding school environment. This finding supports Latif (2019) figuring out that genre analysis is crucial in preparing English materials for the students at Islamic boarding schools. By performing genre analysis, the teachers can prepare English materials based on what they really need, and this will improve the effectiveness of English learning itself.

With regard to the lesson plan creation, *Al Mawaddah* 2 applies one-sheet lesson plan with simple contents. It is noted that the lesson plan only covers date, class, and materials. The creation of simple lesson plan is actually effective to reduce the teachers' unnecessary workloads. According to a Report of the Independent Teacher Workload Review Group (2016, creating a detailed lesson plan is just a 'box-ticking' activity which spends an undue amount of time planning and resourcing lessons. Notwithstanding, the lesson plan created by the teachers at *Al Mawaddah* 2 needs to be improved since there is no stated measurable objectives. It is better if the lesson plan is accompanied with clear objectives.

## 2. Implementation of English Conversation Program

To implement English Conversation, *Al Mawaddah 2* Islamic boarding school generates several programs namely daily program, weekly program, and annual program. The daily program concentrates on vocabulary, sentences, and common expressions. The weekly program focuses on conversation, speech, debate, etc. The annual program includes Language Fair and competitions. Regarding the daily and weekly programs, activities at *Al Mawaddah 2* are similar to that of *Al Aqsha* studied by Nurjaman (2013). However, vocabulary practices at *Al Mawaddah 2* are more frequent than *Al-Aqsha*. As described in the findings, vocabulary practices are performed twice a day, in the morning and evening. Meanwhile, *Al Aqsha* only conduct vocabulary practice in the morning. This activity is called Morning Vocabulary. Moreover, *Al Mawaddah 2* also generates common expressions practice in the evening before the students have a rest.

Regarding vocabulary practice, the students at *Al Mawaddah 2* use context clue strategy in understanding the meaning of words. Instead of providing the Indonesian meaning of the words, the instructor (OSWAH member) will write a sentence containing the word, and ask the students to guess the meaning. This kind of practice is similar to a study conducted by Putri (2014). In her narrative study, Putri (2014) experienced the same practice in which she guessed the meaning of a given vocabulary through the sentence. She found that this activity facilitates her to understand the vocabulary well, as well as to remember it.

In the case of weekly program, both *Al-Aqsha* and *Al Mawaddah 2* implement conversation practice. In this study, it is found that conversation is

conducted twice a week, on Tuesday and Friday. In Nurjaman's study (2013), conversation practice at *Al-Aqsha* is only performed once a week, on Wednesday. From those findings, *Al Mawaddah 2* evidently provides more time for conversation practice than *Al-Aqsha*. Another similarity of *Al Mawaddah 2* and *Al-Aqsha* in terms of weekly English program is speech activity, which is carried out once a week. Another study conducted by Rohim (2020) also revealed that speech activity is performed at Nurul Jadid Islamic boarding school. Comparable to *Al Mawaddah 2* and *Al-Aqsha*, speech activity at NurulJadid is conducted once a week. All these findings provided evidence that English is learned intensively at Islamic boarding schools. It seems that Islamic boarding schools generally have the same belief that English is vital for students both for learning and communicating.

### **3. Evaluation English Conversation Program**

In evaluating English Conversation program, *Al Mawaddah 2* use ongoing and outcome evaluations. In performing ongoing evaluation, the teachers regularly test the students' conversational skill through oral test. In addition, OSWAH also plays a crucial role in this ongoing evaluation. The OSWAH members are given the authority to observe the students' language use. They are in charge of monitoring the mistakes made by the students in using English. This study reveals that the students mostly committed mistakes in using Javanese or Indonesian language. This kind of mistake mostly occurs since the students have problems with their vocabulary mastery or pronunciation skill. This finding is similar to the case of IMMIM Putera Makassar Islamic Boarding School investigated by

Abubakar, Atmowardoyo, & Korompot (2017). In their study, it is found that one of the most significant problems that challenge the students in undertaking English program are mostly related to the linguistic factors including vocabulary and pronunciation.

Dealing with the outcome of English conversation program, the case of *Al Mawaddah 2* is comparable to *Al-Aqsha* (Nurjaman, 2013). Thanks to the habit of using English in daily conversations, the students of both *Al Mawaddah 2* and *Al-Aqsha* are able to represent their boarding schools in English competitions such as debate, speech, and storytelling, and they successfully became the winner. They have proven that studying at Islamic boarding schools makes them more competitive. All these findings are clear evidences that intensive English program is effective in getting the students to communicate in English either in informal or formal situations.