

CHAPTER V

DISCUSSION

In this chapter, the researcher provides a discussion and comparison of the research findings with relevant previous works. Through a detailed investigation, the findings of the study revealed the teachers' preparation, implementation, and evaluation in increasing the students' speaking proficiency at Al-Kamal Islamic boarding school. The researcher discusses major findings with some theories and previous studies, which are relevant to this study.

A. The Teachers' Preparation of Speaking Program

Dealing with the teachers' preparation in the speaking program, the findings revealed that the teachers have to identify the students' need to develop their English proficiency. With regard to this, the teachers provide material in the form of English handbook. The handbook is specifically designed for the students, containing basic materials of English. It is created to meet the need of beginners in learning English.

In the context of identifying the students' needs for the speaking program at Islamic boarding school, the finding of this study is in line with the theory of genre analysis. Swales (as cited in Fauziati, 2014) theorized that genre analysis is the study of how language is used within a particular setting. In this study, the particular setting is Islamic boarding school. To support this theory, Latif (2019) stated that

genre analysis should be performed at Islamic boarding school, particularly for the preparation of any English programs.

The teachers must ensure that the materials are relevant to the environment of Islamic boarding school. By identifying the genre, the teachers can prepare English materials based on what the students really need, and this practice will make English learning more effective.

Pertaining to the materials, the teacher said that they benefit handbook. In fact, they do not use the published handbook. Instead, they use the existing handbook developed by their predecessors. The use of handbook is relevant to what is argued by Garton & Graves (2014) stating that handbook/course book is ubiquitous and plays a crucial role in language teaching. It is even considered as the heart of teaching materials (Damayanti, Fauzi, & Inayati, 2018).

This is due its factual advantages such as fulfilling a wide range of practical needs, particularly in contexts where English is being taught in a non-English-speaking environment; helping to provide a route map for both teachers and learners; providing structure to lessons; saving the teachers' time; giving a sense of security for teachers, and so on (Garton & Graves, 2014; Tomlinson, 2014).

B. The Implementation of Speaking Program

To implement the speaking program, the teachers of Al-Kamal differentiates the grade levels. For Grade 1, there is a regular English course for 6 months. They are classified as beginners. Meanwhile, Grade 2 and 3 are treated differently, that is, the boarding school applies a program namely *Penetapan Bahasa* (Language

Use). In this program, the students are obliged to fully use English in the boarding school setting. This program is the application of oral method.

According to Howatt & Widdowson (2005), oral method is one of the principles of Reform Movement. Reform Movement itself is an approach initiated in the late nineteenth century. It is the criticism of Grammar Translation Method (GTM) which has little concern with being able to communicate orally (Fauziati, 2014).

In addition to implementing *Penetapan Bahasa*, the teacher revealed that Al-Kamal applies vocabulary memorization program. This program is carried out every day to enrich the students' vocabulary for daily conversation. Based on this finding, Al-Kamal seems to believe that memorization is crucial in the students' vocabulary development.

The memorization practice in Al-Kamal is similar to Kweldju's study (1998). In this study, it was found that learning vocabulary needs memorization. The students participating in Kweldju's study revealed that memorization is the fastest way to enrich their vocabulary. The students also agreed that having numerous vocabulary helps them to be competent in four language skills such as listening, speaking, reading, and writing. Relatedly, McCarten (2007) also claimed that learning vocabulary is largely about remembering the learned words.

Another finding reveals that the teachers of Al-Kamal also emphasize grammar in teaching English, particularly speaking and writing. Without a doubt, grammar is fundamental in learning English. A study conducted by Saaristo (2015) figured out that majority of the students perceive grammar as a valuable asset in language

learning. In line with this finding, Sultana (2017) also found out that grammar teaching has a positive role in language learning.

Traditionally, grammar has been taught deductively (Fauziati, 2015). In deductive grammar teaching, students are provided with grammar rules and examples. Then, they should apply the rules to sentences. Differently, Al-Kamal seems to apply inductive method. The students should practice speaking or writing directly. If they make mistakes, the teachers will provide corrections and explain the correct grammar rules. In inductive method, the rules of grammar should be taught after students practiced the grammar rules in particular contexts (Richards & Rodgers, 1993).

All those findings provide evidence that Al-Kamal Islamic boarding school actually applies traditional method in the speaking program. This indicates that even the traditional method can be used effectively if it is properly prepared and consistently applied. Using traditional method for language instruction should not be too much criticized since there is no any teaching method which is considered as the most effective one among the others.

C. The Evaluation of Speaking-Enhancement Program

In evaluating the students' English use, Al-Kamal Islamic boarding school applies punishment system. In this system, the students will be punished if they make mistakes in using English. For each mistake in vocabulary, for instance, the students will receive points. Moreover, the students will get the written warning (*SP*) if they reach the limit of points. There are some levels of the written warning: *SP 1*, *SP 2*, and *SP 3*. To illustrate, if students commit 10 vocabulary mistakes

during a week, they must make a report to the head, administrator, and secretary of the boarding school. In sum, the more mistakes the students make, the more punishment they will receive.

The practice of giving punishment is actually the application of behaviorism theory. Again, the traditional learning principle is implemented in language learning at Islamic boarding school setting. Dealing with punishment, Skinner (as cited in Fauziati, 2016) established a theory namely Operant Conditioning or instrumental conditioning. It refers to a learning process in which behavior is controlled by its consequences. In this study, the students will avoid committing mistakes in using English since there is a consequence, that is, punishment.

In fact, some studies have provided evidences that punishment is beneficial in learning process. Khaliq, Douna, & Ahsan (2016) figured out that punishment serves as driving force in learning English. The students participating in their study revealed that the fear of punishment produces better results in learning English. In particular, the students disclosed that punishment improves their performance and helps them complete homework punctually. Similarly, Kubanek, Snyder, & Abrams (2015) discovered that the role of punishment in guiding behavior is to avoid students from committing previous mistakes. To support these findings, Budiman (2016) argued that punishment is applicable in learning process. The punishment, however, should be given in proper ways.

The policy of giving punishment as a consequence of making mistakes in learning English is also found in school setting. Juwita (2019) found that giving punishment yields significant effect on the students' speaking skill. In her

experimental study, the students who were taught by applying (reward) and punishment out performed other students who were taught by adopting conventional method. Based on this finding, giving punishment seems to be an effective way to improve the students' speaking proficiency.

In fact, students, notably the beginners, are often struggling with English skills. As what is found by Abubakar, Atmowardoyo, & Korompot (2017), one of the most significant problems that challenge the students in undertaking English program are mostly related to the linguistic factors such as vocabulary, grammar, and pronunciation. As a result, they are unable to speak or write excellently. To motivate students in using English as well as preclude them from making mistakes, punishment can be applied on the condition that it is educative.