

CHAPTER IV

RESEARCH FINDINGS

This chapter mainly describes data presentation and the findings of this research related to the research problems. These research problems cover the Language Center's (LAC and CLI) efforts to facilitate the students in improving their speaking proficiency and the contribution of the efforts toward the students' improvement on speaking proficiency.

A. Findings on the Efforts of LAC to Facilitate the Students in Improving their Speaking Proficiency

In this part, the findings described data which researcher found in the field. These data dealt with the efforts of Language Advisory Council (LAC) to facilitate the students in improving their speaking proficiency at Modern Islamic Boarding School Darul Hikmah Tawangsari. As mentioned before, Darul Hikmah has Language Center which set policy and organize programs concerning with languages in the boarding school. It covered making regulation in using the Arabic and English, hold activities supporting the two foreign languages mastery, and controlling the students' language improvement. In general, the Language Center is divided into two; they are Language Advisory Council (LAC) and Central Language Improvement (CLI). LAC is the unit with the members are teachers, mean while CLI is the unit controlled by LAC with the members are OPPM (Islamic Students'

Organization). However, the two units have same responsibility in facilitating the students to foster their speaking proficiency.

Concerning with the effort in improving the students' speaking skill, there are several efforts taken by LAC. They were setting goals, proposing English program practices, controlling and guiding students' learning, giving model of using English and improving students' motivation as presented below.

1. Setting Goals

In the Modern Islamic boarding school of Darul Hikmah, the motto of "Language is our Crown" is used as a principle in using language since its establishment in 1991. The motto implies that language is an essential element as a key to communicate among human being. According to the member of the Islamic boarding school, language should be placed on top like a crown and be laid of every person. Even now, the motto has been attributed to the all members since it was firstly applied.

On occasion of maintaining the language environment, in particular facilitating the students to improve their speaking proficiency, the LAC had effort to achieve the setting goals. In its practice, the LAC obligated the students to use English for twenty four hours in the Islamic boarding school. Both in the learning process and in having interaction with others, students had to speak English. In this way, it was supported

by all elements to control the students when they practiced English as the medium of interaction.

Moreover, the goal set by LAC was grounded in the purpose of the Modern Islamic boarding school of Darul Hikmah. The institution had a purpose to produce students who had belief, devotion, good attitude, broad knowledge, skill and are able to actualize themselves in society. Consequently, the institution develops the Islamic education institution which is qualified so that it can produce high-grade learners.

In line with applying of this effort, setting language goal offered good impacts to the students' speaking improvement. One effort which was basically taken by LAC is the basis of guide in attaining the learning objective. Through applying these, students would understand what they had to learn to enhance their proficiency. In addition, students also would know the purpose of their learning which can influence their proficiency to be increased.

Rely on the purpose, the LAC also took any efforts supporting the students' speaking improvement. These efforts were intended to attain the language setting goal which involved establishing activities, controlling and guiding the students' learning, giving model of using English, even upgrading the students' speaking learning through giving motivation.

2. Proposing English Program Practices

In facilitating students to learn speaking better, the LAC proposed some meaningful programs or activities which gave contribution to keep and foster the students' speaking proficiency. The activities taken by Language Advisory Council (LAC) were English Week and LAC contest.

a. English Week

English week was program of activity provided for the students to practice English in their daily activities. It was applied every two weeks for different practices in which two weeks was for Arabic and the next two weeks was for English, and it is done continuously. When the English Week was applied, all of students had to speak English. Students must use English as their language for having communication in their daily activities. Indonesian even Javanese were extremely forbidden to be spoken in the boarding school. One of student gives comment due to this activity by saying:

“English Week facilitates the learners to learn language through its practice. They are able to learn much by applying this foreign language in full days' activities for two weeks. Learners should use English during 24 hours both in the dormitory and in the school.”

Applying this activity in the boarding school was purely to treat English became students' habit, so that they could speak English as they spoke in their mother tongue in their daily routines. It was clearly said that the activities could train students to

familiarize the English to be official language in the Islamic boarding school.

In this program some people were nominated as Jasus. The Jasus were teachers or senior students who have duty to monitor the practice of using foreign languages. For those found broke the language rule were reported to the Language Advisory Council to be given punishment.

b. LAC Contest

This activity is a contest to explore the students' mastery of English learned during a semester. In this contest, there was not only an English activity that was competed, but also a series of English activities particularly in speaking proficiency, such as: speech, singing, drama, and story telling. By holding some contests, students were freely to choose and join the contest of one's own accord.

Actually, in the beginning of the establishing this agenda in 2012, it was expected to be annual program. But now, the program has been held twice in a year to make the students more interested in the English mastery. Meanwhile, in 2013 the program was designed to be more challenging by establishing two models of this contest. These two kinds were internal and external. Internal model was a contest held for the students of modern Islamic boarding school of Darul Hikmah only, while external was held for students in other schools to perform their speaking mastery in the modern Islamic

boarding school. More clearly, the internal contest was held twice in a year, beside the external was held annual. Nevertheless, both of the contests were held for the purpose of preparing students to have high motivation and ability to compete with other students in language contest conducted in regional or even in national level.

3. Controlling and Guiding Student's Learning

The member of LAC consisted of teachers controlled the students in their learning. In some activities such as Public Speaking, Watching Movie, Sunday Fun, English Week, and so on, the teachers directly monitored the students to know whether they joined the activities or not. Even, in the daily conversation, they also corrected the students who made error in speaking. As stated by one of subject who was teacher in her utterance,

“Teachers always monitor the students’ activities in the morning until night. Each of us (teacher) is given different time to control them every day. Teacher would help students in the learning by giving correction of their mistakes.”

In addition, the teachers also guided and helped the CLI in setting policy due to students’ language learning. Miss Zilvina who was the member of CLI says,

“When the CLI has planned to held activities or others related to students’ learning, we (the member of CLI) have to discuss in determining the set plan first. After that, we must consult it to the LAC (teachers) to get agreement whether our plan was appropriate with the students’ need or not.”

The descriptions above indicated that the teachers were not merely doing teaching in the classroom but also controlling and guiding

the students' activities in practicing their English. Furthermore, teachers helped the CLI in deciding their policy too. In other words, the teachers' role was also necessary for monitoring students and guiding CLI in term of the effort to support the students in achieving the language learning goals.

4. Giving Model of Using English

In facilitating students to enhance their speaking proficiency, LAC took any efforts to make students easier to learn speaking. In this way, the LAC gave real practice of English in the form of native speaker who come to the Islamic boarding school. Mr. Anasrullah as the head of LAC said "It is often done because some of teachers here have many friends who are from abroad (native speaker). That's why, they often come to this Islamic boarding school in spite of there was no officially invitation from us." Moreover, Mr. Anasrullah stated that all students were asked to mosque when the native speaker came to this Islamic boarding school. In the mosque, they could ask something in both foreign languages, either Arabic or English. In the informal meeting, the students could know how to pronounce well, how to produce good utterance, how the expression in speaking, and others. Practically, the figure of native speaker provided practical language model for the learners to learn how naturally English was used as a means of communication. Thus, the students could imitate the learning from the native to be practiced in their English learning.

5. Improving Students' Motivation

LAC handled students who got punishment because of breaking the language rule in the highest level. The punishment was given by LAC because of students had made the big fault in language section. Students who could not collect the task like writing vocabularies during a week in the middle level of punishment, they would get the highest punishment from the Language Advisory Council (LAC). Another example was students who talked on other language besides Arabic and English every time. One of teacher says, "LAC gives punishment to the trespasser or students who broke the language rule by requiring them to use certain attribute likes orange veil and the over clothes." By applying the punishment, students would be aware of the importance of English, so that they would be more motivated to learn English.

The efforts above showed how the LAC (teacher) taught English through some meaningful ways. Those appropriate efforts were taken to help students in achieving their language learning goals. More specifically, the efforts can facilitate the students to enhance their English mastery in speaking skill. All of the LAC's efforts can be summarized in the form of table below.

Table 4.1 The Summary of LAC's Efforts and the Contribution to Facilitate Students in Improving their Speaking Proficiency

The Efforts of LAC	Purposes
Setting goal	Students know their objective in speaking learning so that they would understand how to improve their ability.

Table 4.1 (*continued*)

Proposing English program practices	Students have more chances to practice their language.
Controlling and guiding the students' learning	Helping and supporting the students to attain their language learning goals.
Giving model of using English	Learners are able to learn how naturally English was used as a means of communication.
Improving students' motivation	Students will be more motivated to learn and practice English.

B. Findings on the Efforts of CLI to Facilitate the Students in Improving their Speaking Proficiency

Central Language Improvement (CLI) was sub-unit of Language Center who has a big contribution in improving the students' language mastery. The member of CLI is OPPM in Language section. The CLI's members are selected students in which they frequently won some language contests (speaking contest) held both in the Islamic boarding school and in other institutions before they were registered in CLI. That's why, CLI was established to help the LAC in directly facilitating the students to foster their speaking proficiency. On the basis of facilitating students in the skill, CLI has efforts in that way, such as proposing speaking activities, proposing speaking club and improving the students' motivation as presented below.

1. Proposing Meaningful Activities

There were a lot of activities supporting the students' speaking proficiency taken by CLI in Modern Islamic Boarding School of Darul

Hikmah. The establishing of these activities was intended to invite the students' participation to speak up. Practically, those activities were classified into four based on the time series.

a. Daily Activity

In daily activities, there were two activities proposed by CLI, they were delivering vocabularies and daily conversation.

1) Delivering Vocabularies

To enrich vocabularies, students were asked to memorize vocabularies given by CLI. Every morning the coordinator of language program gave three vocabularies and the Indonesian translation suited with the weekly theme. A member of CLI gives example for this program by saying that:

“For instance, in this week we give theme ‘school’. On Sunday, the vocabularies were about the school buildings, on Monday the vocabularies related to the school equipment, by next day it was about the verb done in school and so on.”

The vocabularies given in the morning should be memorized by students at the day. Before they were going to sleep at night, they ought to perform their memorization to the *mudhabbirah* (supervisor of each room) without exception. Then, the supervisor would report the student's memorization to CLI at the night too. Actually, this activity is not hold in a whole week, but it is done only on Monday, Wednesday, Saturday, and Sunday. As the result, in a week students at least got 12 new vocabularies to be mastered.

2) Daily Conversation

This speaking activity is done every day, except on Wednesday. Before coming to the class at about 06.45 A.M., students got on together in the school yard. The three CLI members guided the program in front of students. When the program was opened, the students made conversation in pairs. The students should make a conversation by the theme which was given by CLI. Commonly, they made conversation about their daily expressions suited with the theme given. Practically, the LAC also helped this program by monitoring the students' activity. If there were students who made error, the teacher corrected the language. On the contrary, when there were students who did not make conversation or they were noisy, the teachers informed it to the CLI to give punishment. After making conversation, the coordinator of language program leaded to pray as the end of the program. The CLI also inserted wise words and some vocabularies in the activity to make the students more motivated to learn language.

b. Weekly Activity

To help the students in improving their speaking proficiency, the CLI held many weekly activities, they are:

1) Public Speaking

Public speaking belongs to weekly activity although it is done twice in a week. Activity supporting speaking proficiency was held on Thursday and Sunday night. It was done after praying Isya' around at 08.00 p.m. until 09.00 p.m. Practicing public speaking, the students were able to show their performance through delivering speech, reading holy Quran recitation and the translating, etc.

As stated by one of the coordinator of language program by her saying:

“Public Speaking is one of activities which necessary for students in increasing their self-confidence to perform in the public. Practically, having self-confidence is very important implemented in speaking practice. In short, through joining the activity students would be able to produce good oral language and have high self-confidence in practicing speaking publicly.”

In a performance, there was a group consisted of approximately ten students who perform different performance.

As it is stated by one of the subjects of this study who says that:

“.... Two students as master of ceremony who guided the agenda, one student recited Holy Quran, two students as the Arabic and English translator, and around five until six students delivered speech. For the other students who were the audiences, they must make summary of their friends' speech while enjoying the performance.”

In the program, the audiences were not simply enjoyed the performance, but they had to understand what had been delivered. The understanding could be known after one of them

was asked to come forward to tell what her friends talked about. A student who was the subject enthusiastically says, “Besides learning to speech, we also singing song using English together. It is so fun.” At the end of the agenda, CLI gave some comments and correction to the students who had performance. Furthermore, the CLI gave suggestion to the students in order they could to improve their speaking ability better.

2) Drama

Drama is usually held in the school yard before the students enter the formal classes. In this activity, some students were asked to perform drama in front of other friends. The students who performed in a day depended on their class turning. The coordinator of language program ever said that this activity was held just for having fun. She added that drama was done in order the students did not feel bored with the speaking activity. In this activity, the CLI did not give a certain theme to be performed. It was intended to give freedom the students to make drama based on their own way with their group.

3) Redelivering All Vocabularies and Building Sentence

This weekly activity was the follow up of the presentation of vocabulary memorization. The students presented the twelve vocabularies which had been memorized during a week in their daily activities. On Thursday before

praying dzuhur, the students should memorize all of vocabularies by presenting them to the CLI. It has purpose to review the students' vocabularies achievement and also help the students in maintaining their vocabularies memorization by drilling. Besides, the students were asked to construct all of the vocabularies into sentences. Those sentences were written in the given book. In those books, the CLI gave feedback to the students' task by giving criticism and score in order they know the precise vocabularies used in sentence.

4) Correction Language

A lot of students who had used had broken English; both when they used it in oral language and written language. To minimize ungrammatical sentence made by the students, the CLI helped the students by providing language correction.

On Tuesday at 5 p.m. students gathered in a room to know the correction of language that was commonly used in their daily. The member of CLI, Miss Zilvina revealed on her utterance,

“When we gather in the afternoon, we learn about English. Sometimes, we (CLI) give knowledge likes the basic vocabularies (I, you, they), daily expressions, and correct grammar to students in order they know good pattern of language.”

In correction language, students also were asked to write a number of sentences or expression into their notebook. In that

notebook, the CLI gave the correction by giving check (✓) in the provided column whether the written sentence was true or false. When the pattern of the sentence was false, then the CLI gave the correct pattern beneath the false one (see appendix 8).

5) Jogging Conversation

Friday was holiday for the students of Modern Islamic boarding school Darul Hikmah to learn in formal school. In that day, CLI utilized the time to hold an activity supporting to speaking. Every Friday morning, the agenda of Darul Hikmah female students was jogging. It was more than simply to exercise sport because it combined jogging with one of speaking activity called jogging conversation. By joining the activity, students could not only keep their health but also learn to speak through enjoyable way. Appropriate with the term, in this activity students did jogging in the outside of boarding school. One of student who had interviewed gives description about this program by saying:

“Around at 06.00 a.m., students walked to go to certain of place in pairs. During the jogging, we (students) might to made conversation with our partner by English-speaking only. When we had arrived at the certain place which had determined by CLI, we stopped. At the time, the CLI asked them to have conversation in pairs by giving a particular topic....”

While the students were having conversation, the CLI directly monitored the students' activity to know whether they really made English conversation or not. The CLI also corrected

the students' error and gave stimulus when the students felt difficult to give expression to their partner in the conversation.

6) Sunday Fun

As its name implies, this activity was held on Sunday in every week. This activity was not merely intended to practice English, but it could indicate that English could be learnt for fun. In her utterance, the coordinator language program asserted that Sunday Fun was just for fun. Practically, it was an alternative of speaking activity which could not make the students feel bored in learning English, specifically for practicing speaking skill.

In the Sunday morning, all of students gathered in the Islamic boarding school yard by making a group consisted of two students. The coordinator of language program gives clearer description about this activity, "This Sunday Fun needs teamwork to do it. The activity seemed like *eat bulaga* which presented in one of television program." In this activity, a CLI member brought a board which had written a vocabulary. Then, a student guessed the vocabulary and another had to help until the vocabulary given could be guessed. Meanwhile, the viewer or the students who did not came forward, acted as judges who gave the decision whether the answer was true or false.

c. Monthly Activity

There were two activities held by CLI to enhance students' speaking proficiency, they were debate and watching movie.

1) Debate

Debate was done monthly when there was a big event in the Islamic boarding school. It was established after praying Isya' at around 08.00 p.m. until 09.30 p.m. In this activity, the students were divided randomly into six groups consisted of the mixed students from class 1 until class 6 KMI classes. The groups were divided into two teams; they were negative team and affirmative team. In each performance, there was 30 minutes for the two groups in discussing and debating a certain topic. Practically, this activity was potentially contributive to the speaking improvement because it involved oral skill in delivering argument.

2) Watching Movie

Once a month, students got entertainment from watching movie. The activity was generally held in the students' room on Friday after praying Isya'. In that activity, besides facilitating the students to have fun, the activity was intended to know the students' understanding. In addition, it also gave learning for students how to pronounce correctly through the characters presented in the movie.

To support the activity, CLI used equipments supporting the watching movie, such as notebook computer, LCD projector, projection screen and sound system. Miss Zilvina uttered,

“Every Friday at the third week, we watch movie to learn English in enjoyable way. We commonly give animated cartoon to be showed to students by using English translation. The provided movies were Barbie or Upin Ipin cartoon with the English subtitle....”

After finished to watch the movie, students ought to make summary what the movie tells about in a piece of paper. Then, they were asked to come forward to retell the content of the movie by their own words.

d. Annual Activity

Once a year, the CLI held activity supporting to speaking proficiency that was Miss Words. According to one of the teacher, it belonged to prestigious event in the Islamic boarding school of Darul Hikmah. She also states,

“Miss Words is a contest for students who had mastered two foreign languages to compete with other students to bear a predicate as a Miss Words. The main purpose of this program is looking for and selecting student who were competent in both Arabic and English.”

At the end of first semester, CLI announced this event. The students who wanted to follow this contest had to enroll themselves to the CLI. After the students registered themselves as the contestant, they followed several rounds of audition. In the first round, the committee gave a written test and the contestant answered the

provided questions. In the process of eliminating the contestants, the CLI was helped by LAC as the judges. The students who were not eliminated in the first round, they followed the next round. In the second round, the contestants were requested to show their talent in speaking proficiency, by doing story telling. In the third round or in the grand final, there were four contestants. In that round, there were some requirements that had to be followed, like introducing themselves, fashion show and joining quiz covered vocabularies understanding. This grand final was intended for selecting four students who would be selected as the winner, the first runner up, the second runner up and the most favorite. Finally, the winner of the contest was nominated as the Miss Words in the Islamic boarding school.

In short, Miss Words was established in order students could know how far their knowledge related to both Arabic and English. Moreover, they could learn from other students' performance during the activity.

2. Proposing Speaking Club

Beside activities, CLI also established some speaking clubs which offered contribution to the students' improvement in speaking skill. The speaking clubs were Language Lover and Broadcasting.

a. Language Lover

Language Lover or *Mahabbatul Lughoh* was one of language club held by CLI. This club was established as a mean to provide an organization for students who were interested in language to develop their language mastery. In this club, the CLI also held some activities inclusively for the member. As it is stated by the member of CLI,

“The activities of Language Lover were storytelling, debate, bilingual speech and so on. Although these activities had been held as the speaking program, we still launched it in the Language Lover club. It was purely to improve and train the students’ language mastery.”

More specifically, this Language Lover was launched to provide the members in facing the internal and external language contest. For example: the Miss Words was not a common contest in Darul Hikmah because the contestants were the selected students. The talented students, who were selected, were mostly from the members of Language Lover. In other words, all members of Language Lover were students who mastered both Arabic and English, so that they were often suggested to join some language contests.

Besides joining the speaking activities in the club, the member of Language Lover also had other activities in practicing their English skill. One of subject of this study who was the member of Language Lover club gave explanation,

“In Language Lover, we have duty to make wall magazine that should provide news related to English. All of students who

were the members of Language Lover or not, they were able to read English news that was hanging on the wall.”

Another activity followed by the members of this club was helping the CLI in delivering daily vocabularies to students in the morning. The members of this club were students who have good mastery in language so that they were given reliance from the CLI to help the language unit support the students’ language improvement.

b. Broadcasting

Another speaking club proposed by CLI was broadcasting. This club consisted of students who loved broadcasting world and wanted to be a broadcaster. The members of this club usually gathered in the hall on Friday to do their broadcasting activity. A student who was the subject in this study gives comments on the club which she joined,

“Every Friday, the member of this club presents music program in front of our friends as the audiences. We would be like the real broadcaster in television program. I am very much pleased to be the broadcaster.”

Practically, this broadcasting club was not merely intended to practice in producing utterances orally, but it was held for having fun and increasing the self-confidence of students to come on a stage.

3. Improving Students’ Motivation

To encourage students in language learning, sometimes the member of the CLI (Central Language Improvement) gave both reward and punishment to them in any activities.

a. Giving reward

Basically, this awarding was not given to all students. It was given to the students who could solve a challenge. For example in Public Speaking, in this activity some students were asked to show their performance and the others (audiences) had to make summary based on what their friends' delivered in the performance. Then, one of students was asked to convey the summary in front of their friends. Here, the student who could deliver well was given reward. Miss Zilvina stated that in such activity, she and her friends in CLI gave some snacks to the students in order they could more motivated to learn language. Besides that, in Sunday Fun students who were able to guess the meaning fast, they would get the reward. If in the Public Speaking the reward was given to a person, in Sunday Fun it was given to a team work. Another activity concerning with the awarding was Miss Words contest. In this prestigious event, the students who won the competition had much admired, one of them was nominated as a miss words. Besides, the miss words would get a crown, trophy, certificate, and special gift as the rewards or appreciation became the best students who could master language well.

b. Giving punishment

In improving the students quality to be better, punishment was given for the students who broke the rule. Darul Hikmah applied

discipline in language learning. Practically, the punishments of breaking the language rules were classified into three categories based on its levels:

1) Low level punishment

Students who broke the language rule in this category were those who spoke in mother tongue in daily activities once or twice. The punishment given were cleaning room, making illustration about language likes “I love language”, or writing some vocabularies in a certain alphabet which should be derived from Standard English dictionary John M. Echols. Another punishment in this level was for the students who could not perform public speaking well. The punishment was they should perform to deliver speech in the next week until they could deliver it well.

2) Middle level punishment

In this level, the students who were found often spoke in mother tongue were given punishment by writing 100-150 vocabularies that must be done during a week. Sometimes, the CLI gave another way by giving a board inscribed about “I have got punishment of Language section” to the trespasser. Then, they were asked to stand up in front of boarding school at the 5 p.m. until Maghrib. Miss Zilvina stated that this way could make

the trespasser felt ashamed of their guilty and they did not do it anymore.

Next, when the students broke the rule over the middle level, they have to get high level punishment given by LAC as presented previously.

Table 4.2 presents the summary of the CLI's Efforts in term of facilitating students to improve their speaking proficiency in three aspects.

Table 4.2 The CLI's Efforts and the Contribution to Facilitate Students in Improving their Speaking Proficiency

The Efforts of CLI	Purposes
Proposing activities	Invite the students' participation to speak up and more to practice English by providing interactive learning.
Proposing speaking club	More engage and train students in language learning environment by joining much speaking activities.
Improving motivation (giving reward and punishment)	Students have high motivation in learning foreign language.