

CHAPTER V

DISCUSSION

This part presents the discussion related to the findings of the study. Specifically, this part discusses the efforts of Language Center to facilitate the students in improving their speaking proficiency. Since there are two research questions in this study, the discussion focuses on the findings of the proposed questions. The first discussion is about the efforts taken by LAC and the second discussion is directed to the efforts of CLI in term of improving the students' speaking proficiency.

A. The LAC' Efforts in Facilitating the Students to Improve their Speaking Proficiency

In learning English as a foreign language, there are many aspects that are contributive to support students' participation. Learning goal, the role of teachers, the learning activities, learning environment and feedback are the essential factors supports to the successful English learning. Even, in learning speaking, these are needed for mastering the skill effectively. The whole factors, practically, cannot be separated from the role of a unit which handles some programs.

Language Center is a unit which carries certain program about language development. It has big roles through some efforts set out about development of language. In this context, students are the main target of the

language improvement taken by Language Center. Moreover, on occasion of the students' speaking skill, the language unit also has responsibility to develop their oral skill. In term of the process to increase the students' mastery in speaking skill, Language Center takes a various efforts contributive to the students' improvement. The efforts are classified into two ways seeing that there are two sub-units belonged to Language Center.

Deemed to be the sub-unit of Language Center, Language Advisory Council (LAC) functioned to manage all matters concerning with language at Modern Islamic Boarding School of Darul Hikmah Tawang Sari Tulungagung. In term of speaking learning, LAC takes several efforts which gives contribution to the students' improvement in that skill. As it is presented in Chapter IV, the LAC's efforts are reflected in setting goal, proposing speaking activities, creating learning environment, monitoring students' learning, and improving students' motivation.

1. Setting Goals

In the process of teaching and learning, setting goal is needed to achieve the objective which focuses on the learning. As defined by Turkey (2014:8) that setting goal is the component that should be achieved to make learning meet the goal. It is an important component of academic settings. According to the expert, setting goal is necessary in a process of teaching and learning process which can increase the students' motivation and achievement.

On the basis of facilitating students to attain the language learning objectives, the LAC in Modern Islamic Boarding School of Darul Hikmah takes effort by setting certain goals. More specifically, the LAC set policy to develop the language mastery focuses on speaking skill.

As stated in the previous explanation, the language motto in Darul Hikmah influences the language development. “Language is our Crown” used by all elements in the institution as the main principle of using language. Since it was firstly applied, the motto has been successful enough to give impact on the language learning up to now.

The application of the language motto has influenced in creating the language environment. In the purpose of achieving the language learning goal, the LAC as the language development unit maintains the language environment by determining some rules.

Moreover, the goal set by the Modern Islamic boarding school of Darul Hikmah also influences the language improvement. Practically, the Islamic institution had a purpose to produce students who had belief, devotion, good attitude, broad knowledge, skill and are able to actualize themselves in society. Generally, these domains are useful for producing figures that are appropriate with the institution aspiration.

Furthermore, the LAC also takes other efforts supporting the students’ speaking improvement. These efforts are addressed to help in achieving the language setting goal which invoked establishing activities, controlling and guiding the students’ learning, giving model of using

English, and upgrading the students' speaking learning through giving motivation.

2. Proposing English Program Practices

In the way of facilitating students to foster the speaking skill, it is found in term of the activities proposed. The LAC facilitates students by launching some speaking activities such as English Week and LAC Contest.

a. English Week

In English Week, students are strictly demanded to use English as one of official language in the Islamic institution besides Arabic. Both in the school and in the dormitory, students are forced to use the language for twenty four hours without exception. This activity shows the language use in daily routines. It also indicates that this activity would make students be aware of and practice the disciplines of using English in their activities. Furthermore, by holding the English Week, the LAC has created language learning environment which can help students to learn speaking directly. According to Freeman & Long (1991:6), a second language is one being acquired in an environment in which the language is spoken natively. Both Freeman & Long (1991:128) also suggest that the role of environmental factors in first or second language acquisition affects the power and scope of any innate linguistic or cognitive contribution it becomes necessary to posit in the learner. It indicates

that learning environment which created like English Week is necessary for facilitating the students' language learning.

b. LAC Contest

Meanwhile, the coordinator of language program also holds a contest what is so called by LAC Contest. Practically, this activity is held by giving test to students involving speaking skill, for example: speech contest, debate, storytelling, and so on. Those tests are intended to know the students' capability in mastering the skill during a semester. Moreover, it is one of trainings that encourages the students' mental and ability to be able to compete with other students in language contest. In addition, they will have an opportunity to take part in the national and international English competition.

3. Controlling and Guiding Student's Teaching

The LAC or the teachers also has role to carry on and monitor the using of students' oral language related to foreign language used in their daily conversation. As stated by Harmer (2007:58), controllers take the role, tell students things, organise drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom. The purpose of this effort is stated by Harmer (2007:57), "In one sense any role which the teacher adopts are designed to help students learn is to some extent facilitative. All roles have aim to facilitate the students' progress in some way or other".

Every day, from morning until night, they control the students' activities guided by CLI. When they found students who make error in using English, they help them correct it directly. Even, they also control students who break the rule in which he or she does not speak English in English week. It implies that the teachers are not only transferring knowledge in the class during teaching and learning process, but also help students by monitoring their activities in order they keep on their learning.

4. Giving Model of Using English

In the effort of facilitating students to learn English through appropriate way, the LAC asks the assistance of native speaker to be a model. As Moloney (2011:3) writes,

Native or in the term of assistant is an individual with first-hand experience of the cultural life of the target language, who is able to bring that knowledge to the students through personal narrative and anecdote in a vivid and personally engaging way.

The existence of native speaker in the teaching and learning process is contribution for the students to enhance their oral skill. Furthermore, according to Moloney (2011:3), the assistant is a valuable model for both students and teachers, of accurate pronunciation, grammar, idiom, and contemporary context usage. Those aspects can support students in practicing oral skill, at least for having conversation. In this way, students can imitate all of aspects that attributed to the native

dealing with oral language. Briefly, students are able to understand how English was naturally used in the real context.

5. Improving Students Motivation

To support students to be more active in learning, giving reward and punishment is necessary to be done by teacher. Rely on that, LAC only gives punishment to the students who broke language rules in the high level such as using mother tongue many times. In this level, students are given punishment to wear certain veil and asked to stand up in front of dormitory in the afternoon during an hour. According to the one of subject in this study, this punishment was given to make students be wary towards their mistakes in learning. Thereby, they could be more motivated to learn and practice English.

B. The CLI' Efforts to Facilitate the Students in Improving their Speaking Proficiency

As a part of Language Center, Central Language Improvement (CLI) also contributes to the improvement of students' language mastery. The coordinator of language program is directly controlled by LAC with the members are OPPI in Language section. Practically, both LAC and CLI which belong to Language Center have the same goal in the process of assisting students to learn language focuses on oral skill. Yet, in the application, they have their own way to achieve the language goal. Nevertheless, taking the different efforts by the two coordinators of language

program is not merely slated for competing, but they are completing each other to attain the goal.

Under the base of facilitating students in speaking skill, CLI takes some efforts in the form of proposing speaking activities, proposing speaking club and improving the students' motivation.

1. Proposing Meaningful Activities

The activities proposed to improve speaking are delivering vocabularies, daily conversation, public speaking, drama, and many others. Those speaking activities are categorized into four based on the time series, they are daily, weekly, monthly and annual.

a. Daily Activity

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

1) Delivering Vocabularies

Almost every day in a week, students are trained to memorize three vocabularies given by CLI and then it is performed in the night before go to they sleep. This vocabulary delivery is one way to enrich the students' vocabularies so that it can make them easier to learn English. As Harmer (2007:229) who suggests that, this activity is intended to give students new language input. By getting the input, students would be able to understand English in any context. Even, when the vocabularies are memorized in every day, students will get any advantages

from it. Moreover, Harmer (2007:56) has an assumption by saying,

“If students think about what they are repeating and try to organize it in their heads, they stand a better chance of remembering what they are learning than if they merely repeat it without thought.... Repetition really helps fix things in the mind.”

2) Daily Conversation

Besides delivering vocabularies, there is daily conversation which is done almost every day. This activity is regularly held in the morning before students come into class in the formal school. In this activity, students are allowed to make conversation in pairs. The topic of conversation is given by CLI which generally talks about daily activities which are commonly used. Basically, this activity held to encourage students to speak up. Hence, through this activity, students are expected to be able to practice the expressions used in their daily conversation in the dormitory with other friends. Wardaugh (1985:74, cited in Richards 2008) observes:

There are routines to help people establish themselves in certain positions: routines for taking off and hanging up coats; arrangements concerning where one is to sit or stand at a party or in a meeting; offers of hospitality; and so on. There are routines for beginnings and endings of conversations, for leading into topics, and for moving away from one topic to another. And there are routines for breaking up conversations, for leaving a party, and for dissolving a gathering.... It is difficult to imagine how life could be lived without some routines

b. Weekly Activity

To help the students in increasing their speaking proficiency, the CLI held many weekly activities, as described below.

1) Public Speaking

Public speaking is one of activity which supports the students' speaking skill. In this activity, students are required to show their ability in front of their friends. The main activity in public speaking is delivering speech, but in general other students also required to be a Master Ceremony (MC), the speaker and translator of Holy Quran recitation. Public Speaking offers many good impacts for the students' learning. Besides students are challenged to produce their utterance orally, they also required to have high confidence in delivering speech. Brown (2001:62) supposes "Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task." Thereby, students are able to be good public speakers which are trained by doing any practices.

2) Drama

Drama is held like as daily conversation, it is before students come into formal class in the morning. In this activity, students play drama with their groups depends on the class. One of subject in this study says,

“Generally, drama held to make students have fun. This activity held every Wednesday and other day is daily conversation activity. That’s why, to avoid boredom because of making conversation in each day, we hold the activity.”

Meanwhile, Thornbury (2006:96) describes drama activity as follows,

“Speaking activities involving a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use....”

3) Redelivering All Vocabularies and Building Sentence

In Thursday, students have to re-deliver the all vocabularies memorization which have been memorized during a week in their daily activities. According to the CLI member, it is devoted to remind the students’ memorization through the repetition. Harmer (2007:56) supposes,

“If students think about what they are repeating and try to organize it in their heads, they stand a better chance of remembering what they are learning than if they merely repeat it without thought.”

While, in building sentence students must construct the vocabularies which have been memorized in every day into sentence form. This activity is done to facilitate students in developing their idea by constructing the vocabularies.

4) Correction Language

Another activity is correction language. The purpose of establishing this activity is correcting the students’ language

used day-to-day. By giving correction to them, students are able to practice use fair English and produce good English. Harmer (2007:149) gives appropriate way in doing this activity,

“Many teachers use correction codes to indicate that students have made mistakes in their written work.... In the correction, we can write summarizing comments at the end of a student’s work saying what was appropriate and what needs correcting.”

In the context of giving feedback, Thornbury (2007:91) also states as follows,

“.... If the teacher is constantly intervening to assist their performance, whether by providing unknown words or correcting their errors, they can hardly be said to be self-regulating. And it may have the counterproductive effect of inhibiting fluency by forcing learners’ attention on to accuracy.”

5) Jogging Conversation

Jogging conversation also belongs to weekly activity which is held every Friday. The CLI hold this activity to provide students to learn outside the classroom. More specifically, this activity is supported by enjoyable situation and condition which can make students more comfort and pleased to learn.

6) Sunday Fun

CLI also held this activity to facilitate students to learn English through fun way. One of language program coordinator stated that Sunday Fun is the appropriate one for developing the students’ ability to think fast in teamwork.

c. Monthly Activity

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

1) Debate

Once a month, CLI held debate as the students' monthly program concerning with speaking skill. Actually, this activity is held when there is another event which is held at Darul Hikmah. In this activity, around six groups are required to show their performance in debating or discussing a certain topic.

Practically, this one of speaking activity needs certain capability in practicing it. Besides students are required to own high self-confidence, they should well deliver their arguments orally. It is considering that the purpose of debate is maintaining the own argument toward the rival group' arguments.

2) Watching Movie

Another activity is watching movie. This activity is not merely intended to avoid the students' boredom, but it is a way to give learning English to students through enjoyable ways. An expert stresses the importance of this activity toward the oral ability:

“....Students are able to get to see language in use. This allows them to see a whole lot of paralinguistic behaviour. For

example, they can see how intonation matches facial expression and what gestures accompany certain phrase (e.g. shrugged shoulders when someone says *I don't know*), and they can pick up a range of cross-cultural clues. Film allows students entry into a whole range of other communication worlds: they see how different people stand when they talk to each other (how close they are, for example) or what sort of food people eat....” (Harmer, 2007:308)

d. Annual Activity

Once in a year, CLI takes some of students who have competent in Arabic and English mastery by establishing Miss Words. This contest held for selecting the best language learners through attending some test involving listening, speaking, reading and writing skills. Through joining the contest, students can know their own knowledge and understanding concerning with language especially in speaking skill. Schuster & Davol (2006:11) stress their argument by saying that:

“Students’ competitions are a fantastic experience for students.... The competitions are particularly good in that they provide opportunities for students to design materials they are passionate about. This competition is very motivated as a result.”

2. Proposing Speaking Club

Besides proposing activities, English communities also established to provide opportunity in developing their English mastery suited with their desire. In this way, CLI proposes two English communities related to speaking skill, they are Language lover and broadcasting. The two English communities functioned to facilitate students in upgrading their ability focused on speaking skill. In Language

Lover, the member are freely to join the activities provided, likes making wall magazines, helping the CLI in delivering vocabularies to students, even training to delivering speech, drama, and others. Meanwhile, in broadcasting the member have activity to play role as a broadcaster which delivers news publicly.

3. Improving Motivation

Not only LAC but also CLI take the efforts in improving the students' motivation through giving reward and punishment. The role of CLI in this context is more dominant seeing that the member has directly contacted with students every time. Practically, the reward and punishment are given to motivate students, but it is done with different ways. In giving reward, students are given present as an appreciation because of their achievement in learning English. Meanwhile, the punishment was given to students who had made fault or broken rule in language kingdom (language environment).