

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The findings of the research were obtained from the observation, questionnaire and interview that had been conducted in Dormitory of Global Islamic Boarding School. The information about students speaking activity in Language Program at Global Islamic Boarding School are enclosed by the researcher in appendixes. In the findings, the researcher answers two research questions.

#### **1. Students Speaking Activity in Language Program at Dormitory of Global Islamic Boarding School Barito Kuala**

Global Islamic Boarding School (GIBS) Barito Kuala is one of Modern Islamic boarding school in South Kalimantan. Therefore, the use of language in students daily activities is very significant. Especially, in GIBS the use of English and Arabic is also very important to be done in this institution. As we known that English become an International Language, so English habit is tried to be done by this modern institution, including speaking English for improving students ability in speaking.

Based on the observation and interview that had been concluded by the researcher about students Speaking activity in English Program at Dormitory of Global Islamic Boarding School Barito Kuala, there were several activity that related with Speaking activity that conducted by language division and religion division.

a. Fahmul Ayat

Based on the result of the interview with ustadz Abdil as the vice principal of SMP Global Islamic Boarding School Barito Kuala and several ustadzah, it is known that one of the kinds of students speaking activity in Language Program at dormitory of Global Islamic Boarding School is Fahmul Ayat. This is in line with the result of observation on September 24<sup>th</sup>, 2018. The activity was held everyday for two weeks per month after Subuh, Maghrib, and Isya prayer in the mosque. The students should stand in front of their friends and give a speech or a story related with the verse in the holy Qur'an that they chose. They should speak in English, Indonesia or Arabic while give the speech. And based on the result of observation that the researcher did the students used English when they give the greeting in the beginning of their speech and also when they read the translate of each verse of the holy Qur'an that they chose as their theme in Fahmul Ayat activity. Most of them used Indonesian to explain several thing in this activity.

From the data, we know that it is true Fahmul Ayat activity was held every day after Subuh, Maghrib and Isya prayer for two weeks per month.

b. Delivering Vocabulary

Based on the result of the interview with ustadz Abdil as the vice principal of SMP Global Islamic Boarding School Barito Kuala, it is known that one of the kinds of students speaking activity in Language Program at dormitory of Global Islamic Boarding School is Delivering Vocabulary (Pemberian Kosakata). This is line with the result of observation on September 18<sup>th</sup> 2018.

The activity was held on every Tuesday, Wednesday and Thursday (three times in a week) after Fahmul Ayat activity. Delivering vocabulary was one of speaking activity in Language Program that aim to enrich the students English vocabulary. When they want to speak English absolutely they need vocabulary to say or express something. It means that if the students have a lot of vocabulary it will make them more easier to speak in English. In contrary, if they are not have a lot of vocabulary it will be difficult for them to speak in English.

In this activity, the students got at least three vocabulary in English and Arabic. An ustadz/ustadzah give them three vocabulary based on the theme that chosen by Language Division. They got new vocabulary on Tuesday and on Wednesday and Thursday they

should memorize it with their friends in a group. Finally, although this activity is not just directly related to the English speaking skill but it really gives the good contribution to enrich the students basic skill to make them easier to speaking with other used English and Arabic.

c. Free night/ language court

Based on the result of the interview with ustadz Abdil as the vice principal of SMP Global Islamic Boarding School Barito Kuala, it is known that one of the kinds of students speaking activity in Language Program at dormitory of Global Islamic Boarding School is Language Court. This is line with the result of observation on September 14<sup>th</sup> and 21<sup>st</sup> 2018. This activity was held on every Friday night after Isya prayer at Basket Ball Field.

Language court is a moment when the language division give the students a consequence if the students used their mother tongue in dormitory environment. In the dormitory environment all of the students should speak in English, Arabic, or Indonesian. And they should not used their mother tongue. The ustadz/ ustadzah and their friends will monitor them, who used their mother tongue will get a consequences and their name will be mentioned in language court activity that held on every Friday night after Isya prayer at Basket Ball Field. The kinds of consequences is an educational consequences such as memorizing several vocabularies in English or

Arabic and work in a group to memorize several vocabulary. After that, the students who entered the language court should be a spy. They should find one of their friend who their mother tongue in dormitory environment and give their friend names to the ustadz/ustadzah.

d. Muhadhoroh

Based on the result of the interview with ustadz Abdil as the vice principal of SMP Global Islamic Boarding School Barito Kuala, it is known that one of the kinds of students speaking activity in Language Program at dormitory of Global Islamic Boarding School is Muhadhoroh. This is line with the result of observation on September 30<sup>th</sup> 2018. This activity is held on Sunday night after Isya prayer.

Muhadhoroh is a moment when several students will give a speech in front of their friends. Muhadhoroh is also a kind of competition among students, because in the end of this activity ustadz/ustadzah will rank them from first, second, and third places. Who be the first will get a give from the ustadz/ustadzah.

This activity is also time to evaluate the students progress of their speaking ability. The ustadz/ustadzah and students know the performance of each student. The ustadz/ustadzah act as jury in this competition. The students are very enthusiastic to do this activity.

**Table 4.1**  
**Students Activity in Speaking English Program at Dormitory**  
**of Global Islamic Boarding School (GIBS)**

<b>No</b>	<b>Programs</b>	<b>Day</b>	<b>Time/Place</b>	<b>Observation</b>
<b>1.</b>	Fahmul Ayat (Pidato)	Everyday	After subuh, maghrib and isya prayer. (Mosque )	September 18-20 <sup>th</sup> 2018 and September 25-28 <sup>th</sup> 2018
<b>2.</b>	Delivering vocabulary	Tuesday- Thursday	After did Fahmul Ayat activity. (Mosque)	September 18-20 <sup>th</sup> , 2018 and September 25-27 <sup>th</sup> 2018
<b>3.</b>	Language Court	Friday	After isya prayer and did Fahmul Ayat activity. (Basket Ball Field)	September 21 <sup>st</sup> and September 28 <sup>th</sup> , 2018
<b>4.</b>	Muhadhoroh	Sunday	After isya	September

			prayer and did Fahmul Ayat activity. (Mosque)	30 <sup>th</sup> , 2018
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## 2. The Students' Problems in Speaking Activity in Language Program at Dormitory of Global Islamic Boarding School (GIBS) Barito Kuala

To know the students problems in speaking activity in Language Program at Dormitory of Global Islamic Boarding School, the researcher used observation, interview and questionnaire.

There are three kinds of students problems in speaking activity in Language Program that the researcher got from interview with some students.

**Table 4.2**

**Sample of students problems about speaking activity in Language program. Data obtained from interview with some students:**

No	Students Code	Students Problem
1	AS	My problem is sometimes I'm afraid if I used wrong grammar, actually I'm not really like grammar especially about tenses. Sometimes I used present tense when I make a past sentences and my friends said that is wrong. It makes me more afraid to try it again.

2	<b>SAS</b>	My problem is I'm afraid of negative comment from my friend about my pronunciation and also my content. Honestly, I can not say R, so sometimes my friend laugh and give me a negative comment such as 'say R, R,R again R'. It is embarrassing.
3	<b>AWW</b>	Actually I'm not really like public speaking, it makes me nervous and afraid, I'm too shy to speak in front of many people. Moreover I should use English, so I choose to speak in Indonesian because it is not really awkward for me to speak with others. I just feel more confidence if I explain something use Indonesian.
4	<b>MR</b>	My problem is I often afraid if I can not pronounce English vocabulary well. And also I am not really confidence with my ability in public speaking.
5	<b>AN</b>	My problem is sometimes I can not remember several vocabulary, even it is a basic vocabulary. It is because I am too nervous to speak in English. But it is not a big problem for me, because my friends often remind me if I forget several vocabulary.
6	<b>L</b>	My problem is I often afraid about how if I used wrong grammar, not pronounce well, and my friends can not understand what I am talking about, it makes me scared to speak in English. But I like to follow the speaking



		activity because I believe it can improve myself to be better in public speaking. And by watched my friends performance it hoped can motivate me to be better than before.
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**Table 4.3**

**Data obtained from questionnaire**

**Percentage of students problems in speaking activity in Language**

**Program**

No	Students Problems	Categories			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Inhibition	27,7 %	<b>56,9 %</b>	13,8 %	1,3 %
2	Nothing to say/ Lack of topical knowledge	31,9 %	<b>55,5 %</b>	9,7 %	2,7 %
3	Low or uneven participations	0 %	8,3 %	<b>54,1 %</b>	37,5 %
4	Mother- tongue use	26,3 %	<b>51,3 %</b>	20,8 %	1,3 %

From the table 4.2 and 4.3 , the researcher explained more about the research finding on this study. For each point of speaking problems, there are some aspects or some questions that must be answered by the students.

a. Inhibition

Most of students that lives on the dormitory of Global Islamic Boarding School (GIBS) Barito Kuala said that while they did several speaking activity in Language Program they were afraid of making a mistake in front of their friends, nervous, anxiety, unconfident and also they fearful of criticism. They think and imagine that if they did a mistake their friends will laugh and underestimate them. It makes their worry and shy, actually its about their own perception about others. Finally, just some of them that brave and confidence to speak in English in front of their friends while they did several speaking activity. And based on the researcher observation and interview with several students. The researcher found that most of students will suddenly lowered their voice if they not comfort to speak in front of people or they will run after did language program activity, especially in Fahmul Ayat activity because they should speak alone in front of their friends.

b. Nothing to say/ Lack of topical knowledge

The other problems that the students faced while they did several speaking activity was nothing to say/ lack of topical knowledge, the students complain that sometimes when they want to speak in English they confused what kinds of tenses that I should use, is it right if I pronounce that words like this, is it polite if I talk like this or how to response this question. These are several question that the

students think in their mind. Because they doubt, finally they were not speak in English.

c. Low or uneven participations

Based on the data from questionnaire and interview the researcher not found this aspect because the ustadz and ustadzah has been manage the students schedule for every activity, so every students have their own turn. But based on the researcher observation the researcher found that in Fahmul Ayat activity especially that held on after subuh prayer. Most of students look sleepy when other students give their speech in front of them. In order to make the students not sleepy in Fahmul Ayat acitivity's the ustadz and ustadzah asked some students to conclude their friend speech.

d. Mother tongue use

The last problems that the researcher found from the students was mother tongue use. They said, they were more comfortable to use their mother tongue(in this case they use Indonesian) while they did several speaking activity in dormitory environment. Because it is more easy and make the students more confident to speak in front of their friends. And they said, it is very difficult to explain something in English. So the students automatically use their mother tongue to explain something to their friends or their ustadz and ustadzah in dormitory environment. Actually ustadz and ustadzah at dormitory of GIBS allow the students to use their mother tongue while they did

fahmul ayat and muhadhoroh, as long as they does not use their regional languages. But the ustadz and ustadzah always try to facilitate and motivate the students to speak in English that is why they made several speaking activity to motivate the students to be able to speak in English accurately and fluently.

## **B. Discussion**

After all the obtained data were presented in the findings as the result of this research, they are also needed to be discussed. It is about the students speaking activity and students problems in speaking activity in Language Programs at Dormitory of Global Islamic Boarding School (GIBS) Barito Kuala.

Based on the result of observation and interview, it can be seen that there are several speaking activity in Language program at Dormitory of Global Islamic Boarding School (GIBS) Barito Kuala, such as: fahmul ayat, delivering vocabulary, language court, and muhadhoroh. Which are expected can help the students in improving their speaking skills and hoped can develop students achievement in English language.

### **1. Fahmul Ayat**

Fahmul ayat was an activity that made by religious division. They were not only to improve the students speaking ability, but also to involve the students to be more confidence to speak in front of their friends. This activity also engage the students to prepare well before they present it. The

students should find out the verse related to their topic, writing their concept, practice how to be a good speakers, and prepare themselves before appearing.

## 2. Delivering Vocabulary

Delivering vocabulary was an activity that made by language division. They were not only to improve the students speaking activity, but also to engage the students to speak well. They should speak politely and do not use their regional languages. In delivering vocabulary activity the students got three new vocabulary in order to make them easier when they speak use English or Arabic. Because as much as the vocabulary that they have, students will be more easier to communicate use those languages. There is the same activity about delivering vocabulary that explain by Zainah in her thesis entitled “Outdoor English Program in Improving Students Speaking Skill at Pondok Pesantren Putri An- Najah Cindai Alus Martapura”. But on delivering vocabulary activity at Pondok Pesantren Putri An- Najah Cindai Alus Martapura the students not only memorize the vocabulary but they also asked to memorize the grammar rule, formulation, and vocabularies that used in kinds of grammar. While the delivering vocabulary at Dormitory of Global Islamic Boarding School Barito Kuala, the students just asked to memorize three vocabulary in English and Arabic.

### 3. Language Court

In the other hand, the language division also made the language court activity. If the ustadz or ustadzah mention their students name in language court activity, the students will get a consequences and they should be 'spy' to find their friend who use regional languages in dormitory environment. This activity was held to engage the students to do not use their regional languages in the dormitory environment.

### 4. Muhadhoroh

In muhadhoroh activity the students should compete with other students, because the ustadz and ustadzah will rank them into first, second, and third winner. This is a good activity to motivate the students as language learners and to make them to be more active and confidence.

The result also show the students problems while did several speaking activity in Language Program such as: inhibited, nothing to say, and mother tongue use. Most of students said, they worried to made a mistake, fearful of criticism, confused to speak in English, and mother tongue use (in this case most of the students use Indonesian to communicate and explain several things while they did several speaking activity in the dormitory environment).

Moreover, according to Tuan & Mai (2015) there are four problems usually faced by the students while they speak in English, such as inhibition, nothing to say/ lack of topical knowledge, low participation and mother tongue use. But in this research the researcher did not found the students low participation related to the activity that they did at dormitory environment,

because their ustadz and ustadzah have manage the students schedule in every activity. So every students have their own turn.

#### 1. Inhibition

Based on the data on research finding showed that the students problems was inhibition. The data showed 27,7 % students strongly agree; 56,9 % students agree; 13,8 % students disagree and 2,7 % students strongly disagree about inhibition. Most of students worried to made a mistake, whereas mistakes is a best teacher in learning process. The students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them. The students shy and do not want to look foolish in front of the audience, they worry about how they will sound and they were scared of sounding silly and so on. It is can be seen while they did Fahmul Ayat activity that the students talk faster, bowed head, and lowered their voice while they speak in English part. It looks like the students uncomfortable with the activity. In the other hand, many students also fearful of criticism. Many students said, they were afraid of receiving negative evaluations from their peers if they made a mistake in speaking English.

The data above also suitable with theory from Tuan & Mai (2015) that students speaking problem is inhibition. Inhibition is the students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

## 2. Nothing to say or lack of topical knowledge

Based on the research findings above on table 4.3 showed 31,9% students strongly agree; 55,5% students agree; 9,7% students disagree and 2,7% students strongly disagree. Nothing to say was the second problems that faced by many students. They said that sometimes their mind go blank or they often forget what to say. They also unconfident and does not have any motivation to speak in front of many people, their perception on their own ability. Their low ability in speaking English made them felt very intimidated when speaking English in front of the peers. It made them can not remember anything to say, and it is made them be more nervous after all. It also because of students lack of topical knowledge, this problems comes from the students itself. It is can be because of the students less in vocabulary mastery or because of the students not pay attention toward the teacher or ustadz and ustadzah explanation. Lack of topical knowledge will influence on their expressing or body language when they speak in front of their friends.

According to Tuan & Mai (2015) about nothing to say that the students can not remember anything to say and they do not have any motivation to express themselves and it is very difficult for the students to explain something in foreign language because they have little opinion about what to say, which vocabulary to apply, or how to use grammar accurately.



### 3. Low or uneven participations

Based on the research findings above on table 4.3 showed 0% students strongly agree; 8,3% students agree; 54,1% students disagree and 37,5% students strongly disagree. The presented data is suitable with the theory from Penny Ur (2009) about the characteristic a successful of speaking activity. She argued that participation is even if the activity is not dominated by a minority of talkative participants; all students get the same a chance to speak, and contribution are fairly evenly distributed.

### 4. Mother tongue use

Based on the research findings above on table 4.3 showed 26,3% students strongly agree; 51,3% students agree; 20,8% students disagree and 1,3% students strongly disagree. The last problems that the researcher found was mother tongue use. This problem look like a result of every problems that the students faced while they did several speaking activity in language program. Because of students felt worry, anxiety, shyness, nervous and so on. Finally the students felt more comfortable if they use their mother tongue. It is natural because English was a foreign language for them. It become the common students problems especially in speaking English. This result also same with Alvin (2017) in his research entitled "The Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko". But in his research the dominant problem that the students faced was mother tongue use, while in this research the researcher

found the dominant problem was inhibition including students worried about making mistake and fearful of criticism.

The students mother tongue use caused their habit. They use their mother tongue everyday, their friends and also their teacher usually used mother tongue, it also can be because of students lazy to remember the English vocabulary, they do not know what they want to speak in English or because of they were more comfortable to use their mother tongue.

The present data above is suitable with the theory from Tuan & Mai (2015), that the students feel that mother tongue is easier than the second language or foreign language. The students often include their mother tongue when they speak in foreign language.

From the data above it can be concluded that Inhibition was the dominant problems that the students faced while they did several speaking activity. Most of students problems happen while they did Fahmul Ayat and Muhadhoroh activity, because in this activity the students should be a public speakers. Actually this activity was expected could improve their speaking ability and made the students more confident to speak in front of many people. While in Language Court and Delivering Vocabulary they do not have a specific problems because they just have to follow the activity. The students expected to repeat and memorize the English and Arabic vocabulary that hoped can made the students more easier to speak in English or Arabic.

Based on the researcher observation, interview and questionnaire, the researcher can conclude that most of students problems in speaking activity in language program comes from students itself. The students find speaking English is a stressful activity especially if they have to perform something using English.