

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data obtained in this study was collected through interviews and narrative frames with 8 respondents, consisting of 4 students and 4 teachers. The students involved in this program will be identified as student 1 (S1), student 2 (S2), student 3 (S3), and student 4 (S4). Meanwhile, the teachers will be identified as teacher 1 (T1), teacher 2 (T2), teacher 3 (T3), and teacher 4 (T4). This method was chosen to get insightful and rich perspectives on the experiences and views of both sides, from the side of the students who experienced the learning process directly, and from the side of the teachers responsible for teaching. The main objective of this research is to determine how the implementation of Speaking Activity in English language program of Al-Falah Islamic Boarding School. It also aims to identify the various challenges faced by teachers in teaching speaking skills in a boarding school environment.

1. The implementation of Speaking Activity at The English Dormitory Program of Al-Falah Boarding School

From the analysis of the interview and the narrative frames the respondents filled, it can be inferred that they had engaged in three primary

categories of language learning programs: classroom learning, the daily language program, and the weekly language program. Each of these programs includes a wide array of activities specifically structured to enhance and support the acquisition of speaking skills.

a. English Class

Classroom learning had various activities similar to those in other classes, such as listening to the teacher's explanations, engaging in discussions, completing exercises, and doing homework. The subjects taught were not limited to speaking; they also included other aspects such as speaking, writing, reading, listening, pronunciation, and grammar. As S1 and S2 mentioned:

“We learn speaking, writing, reading, listening, pronunciation, and grammar” (S1)

“Not only do we learn speaking, but we also learn other materials such as pronunciation, grammar, and vocabulary memorization.” (S2)

Learning in the dormitory program was staggered to accommodate the various lessons and skills taught. This learning occurred every day except Friday, with sessions held from 6:00 to 7:00 AM and in the evening from 7:00 to 8:30 PM. For example, on Saturdays, there was grammar learning, while on Sundays the focus

was on speaking learning, and so on. This pattern happened regularly every morning and night, except for Friday as T1 had said:

“The lessons are usually every night. But alternate with other materials. For example, tonight is grammar, the next night is speaking. We have two lessons a day. In the morning from 6 to 7 o'clock and in the evening after Maghrib prayer until about half past 9 o'clock.” (T1)

The speaking classes were taught by teachers in the field who employed a variety of innovative teaching methods to keep students engaged and prevent boredom, as S2 and S4 said:

“I was taught by a teacher who was fun and never made me bored in learning” (S2)

“They are teachers who are diligent in teaching and make it easier for students to learn, understand and explore English.” (S4)

The students were taught by teachers with a minimum of one year of experience in teaching speaking. Before conducting speaking lessons, the teachers prepared both the materials they would teach and the methods they would use to deliver them. T1 and T3 explained how they carried out their teaching.

“First we give some questions and then have the students answer them. They only need to answer as much as they can so

that the teacher can know the extent of their ability before going into the lesson. We talk both in English and Indonesia” (T1)

“The teacher will first write down a theme, for example sports. Then he will ask each student what they think about sports. And the students have to explain it using English, as best they can. If something is not right then the teacher will immediately correct it. In addition, the teacher teaches fully using English.” (T3)

T1 explained that she used the grammar translation method, where the teacher used a combination of English and Indonesian when teaching. While T3 used the direct method, where the teacher used full English when teaching in class.

In addition to the methods used by teachers, some teachers inserted games into their learning, as T2 had said:

“Usually these days, children may find it more difficult to understand lessons because their minds are more on games. So we play games in the form of English. Like consenration games or counting 369.” (T2)

T2 incorporated games into her teaching process as a strategy to engage students’ attention and increase their involvement, intending to motivate them to be more enthusiastic and active in the lessons.

The teachers used handbooks provided to support speaking instruction in the English boarding program. These handbooks were

obtained by the teachers after they had attended training or courses in Pare, Kediri.

"We have a handbook like a basic book that is specialized for beginners who learn English. The book was obtained during a course in Pare, Kediri." (T3)

"here we are given a handbook in teaching. And usually before teaching it is already preparing what material will be taught usually" (T5)

T3 stated that she used a handbook containing basic English materials. This book was specifically designed for teaching purposes. Meanwhile, T2 emphasized that they were provided with handbooks for teaching. Before the teaching process began, they prepared the material to be taught by referring to the handbook. The handbook helped ensure that the instruction was structured and aligned with the students' needs or the teaching methods being used.

b. Daily language program

The term "daily activity" referred to routines that students engaged in regularly to improve their vocabulary, pronunciation, and speaking abilities in the language. Speaking in English at all times was a crucial daily practice for students to develop their speaking abilities. When interacting with other students in the English immersion

program, whether inside or outside the dorm, students were expected to try to speak in English. As S4, T1, and T4 said:

“We have to talk in English every day and every time” (S4)

“Students must speak English all the time, anytime. Because this is a special dormitory for the English program. So, they are required to always speak English.” (T1)

“Students are required to speak especially within the dormitory environment (English area)” (T4)

T4 mentioned the term "English Area," which referred to the environment within and around the English language boarding program. In this area, students were required to use English, including when interacting outside the dormitory with other members of the English program. However, if they were communicating with students who were not part of the English boarding program, the use of Indonesian was permitted.

Each student was given new vocabulary to learn and memorize every day. Students were expected not only to memorize but also to be able to apply the vocabulary in daily conversations with others. Thus, this activity not only aimed to add students' vocabulary but also to strengthen active usage skills in real communication contexts, which was an integral part of the overall language learning process.

“The teachers give us new vocabularies then we have to memorize them and check our vocabulary memorization with the teacher. Don't forget we use the memorized vocabulary in conversation so that we don't forget what we have memorized.” (S4)

“Usually after lunch, the students deposit vocabulary to us teachers in the dormitory. Every day there are about 20 vocabulary words that must be deposited. When a chapter is finished, there will be a review to make sure the students don't forget the vocabulary they have memorized.” (T3)

T3 explained the daily routine in the boarding school, which involved vocabulary memorization. After lunch, students were required to submit approximately 20 vocabulary words to the instructors each day. Additionally, upon completing a chapter of vocabulary, a quiz was administered to ensure that students did not forget the words they had memorized. This process demonstrated a teaching method focused on repetition and evaluation to reinforce students' retention of the material.

c. Weekly language program

Once a week, on Saturday night, there was a speech contest in which students had to participate. Each student took a turn performing their speech. This activity required various preparations, such as writing a speech, memorizing the text, and preparing clothes and other

equipment that might be needed. Engaging in such weekly activities also led to improvements in other areas for students, such as boosting their confidence and self-assurance. As S1 and S4 said:

“This activity was held on Friday night. This activity can improve my confidence” (S1)

“This speech contest can improve my confidence because we have to perform in front of many people” (S4)

“The speech contest was held to improve speaking and especially confidence to perform in public. Like speech contest in general, there are those who are in charge as speakers or who deliver speeches, become mc, readers of the Qur'an, corrector, and fill entertainment. The most common entertainment is drama or singing.” (T4)

T4 explained that the Speech Contest was held every Saturday night at the boarding school for students enrolled in the English program. In this activity, all students were divided into several groups. Each group performed in turn, but presentations or speeches were delivered individually. This setup was designed to develop public speaking skills and boost students' confidence in using English.

The mechanism for the speech contest was as follows: For instance, if Group 1 was scheduled to perform that week, every member of that group was required to prepare and memorize a speech text. Meanwhile, Group 2 acted as the organizer or committee for the

event. Each member of Group 2 was assigned specific roles, such as serving as the MC (Master of Ceremony), a qori'ah (reciter of Quranic verses), or managing entertainment sessions. This division of tasks ensured that all students were actively involved, both in giving speeches and in organizing the event.

The event began with an opening by the MC, followed by the recitation of Quranic verses, and then the speeches from the speakers. After all the speeches had been delivered, the program continued with entertainment segments, which included drama, singing, and other activities. Finally, the speakers received feedback from English teachers regarding their performance.

2. Challenges Teachers Face in Teaching Speaking at The English Dormitory Program of Al-Falah Boarding School

This section focuses on teachers' challenges when teaching speaking at English language boarding schools. Additionally, the respondents explained how they address these challenges. The researcher will categorize these explanations into two categories: internal and external.

a. Internal

Internal barriers that teachers frequently encountered included a lack of knowledge and experience. Some teachers feel that the more they learn, the more they realize how little they know. As mentioned by T1:

“Sometimes the more we learn, the more we realize that our knowledge is still lacking. So sometimes in learning it can feel difficult. Because of the lack of knowledge we have.” (T1)

Teachers could take several initiatives to address the issue of their lack of training and experience in the classroom. Gaining knowledge and skills through self-study and seeking advice from experienced instructors were effective ways to solve the problem. As explained by T2:

“Sometimes the challenges come from ourselves. We are a teacher, so we must try so that the materials we want to teach can be understood by others. therefore, we ourselves must understand these things before we can teach them to others. my point is if we ourselves do not understand, then how can we make other people understand. therefore, we must really understand what we will teach first.” (T2)

T2 stated that the primary responsibility in teaching was to ensure that others understood the material being taught. Therefore, a teacher had to first have a thorough understanding of the material. This indicated that sometimes a teacher might not have fully mastered the content to be delivered. To address this, teachers needed to study the material in advance and engage in discussions with other instructors as part of their preparation.

To effectively handle students from diverse backgrounds, teachers had to continuously expand their knowledge so they could impart a broad perspective to their students, as noted by T3.

“From myself, the difficulty is because speaking is learning to speak. So we as teachers may have to have a wide range of knowledge. So that we can bring the topic of conversation to a wider range. So students don't feel bored if the topic is set in the same place.”

Moreover, taking classes or receiving training was another efficient approach to increasing competency. Some teachers remarked on how much they learned from courses at Pare, which is well-known as an English learning center, even during school breaks. They could participate in a variety of intensive programs in Pare designed to enhance their teaching abilities, expand their language proficiency, and provide them with up-to-date teaching methods to use in the classroom.

“And perhaps asking more experienced teachers” (T3)

“I had a course in Pare. So, from there I learned a lot about teaching speaking techniques. I went to Pare during my free time, vacation time from the boarding school”(T1)

In addition to attending courses in Pare, some teachers took advantage of vacation time to look for new material references and

explore more innovative teaching methods online, so that they could improve the quality of learning for their students. It followed that this endeavor would assist educators in overcoming the difficulties associated with teaching English speaking abilities. As T1 and T3 said:

“Usually when I am on vacation, I can look for references from YouTube or other social media that can gain insight into teaching.” (T1)

“The way I solve the lack of knowledge I have, then I will read more English books and make more effort. during the holiday I will maximize myself to increase knowledge through the internet or social media, considering that in the dormitory we are prohibited from using cellphones.” (T2)

T2 acknowledged her knowledge gaps and was working to address them by reading more English books and putting in greater effort. During the vacation, the participants planned to make the most of their time by enhancing their knowledge through the internet or social media, as the use of cell phones had been prohibited in the boarding school.

b. External

In this section we will discuss the challenges faced by teachers in teaching that come from students. These challenges are divided into four, namely:

1) Inhibition

There were several reasons why students did not want to speak English: shyness and lack of self-confidence due to not being accustomed to speaking English, the influence of the surrounding environment where a minority spoke English, and the lack of English conversation practice by students.

The teacher could actively engaged students in conversation if they did not participate in daily activities. There were several activities like what T2 and T4 said:

“Sometimes here we have several activities such as speech, drama, singing, and watching. through these activities, it is hoped that it can motivate students to continue speaking English and develop their abilities.” (T2)

“Yes, the activities that can improve students' speaking skills are speech, watching together, product presentation, game, storytelling, morning conversation etc.” (T4)

2) Nothing to say

This happens because students do not have enough knowledge about the material, which makes them unable to participate in conversations every day. Of course, teachers always provide learning materials every day, but not all students will immediately understand the material taught.

Every student was unique and had different abilities in understanding lessons. Therefore, it was unfair to equate their level of understanding. Some students were quick to grasp the material, while others needed more time and a different approach to truly understand the concepts being taught. As T3 said:

“Every student has a different background. Some have attended English courses, some have enjoyed learning English since they were in school, but there are also students who started from the basics. This difference shows that each student has different experiences and knowledge in English.” (T3)

Teachers might have repeated lessons and included quizzes to ensure that students understood the topic if they were having trouble grasping it. This approach helped students retain information and provided them with the chance to ask questions about sections they didn't understand. To ensure that every student had a thorough understanding of the subject, the teacher frequently needed to repeat the lesson. As T2 and T3 said:

“To make sure students understand or not, we usually ask direct questions. If they can answer, we can be sure they understand.” (T2)

“So after I finish explaining, I will ask some students. if they can answer then they understand but if some do not understand, I will repeat the explanation again. it could also be that I will ask one of the students to explain the material that is not understood. so in addition to learning, the students will also learn to teach little by little.” (T3)

3) Lower or uneven participations

In such situations, one step that teachers could take was to implement a system of fines and punishment. By imposing fines or punishment, it was hoped that students would be more motivated to use English in their daily communication. This step also aimed to reinforce discipline and encourage them to be more serious in their efforts to improve their English skills. As T3 said:

“One of the rules in this dormitory is not to speak other than English. for example, if there is student who do not speak English, we will give a fine of 500 rupiah per word. So, for example if she speaks four words, then he will be fined two thousand rupiah. But if she often breaks the rule or continues to speak other than English, she will be given punishment. The punishment is like cleaning the toilet, sewer etc.”

“In the same way that we apply fines and sanctions to those who speak Indonesian, we will also apply fines and sanctions to students who do not speak at all. Those students usually want to play it safe, but that's not possible here. They must at least speak a few sentences” (T4)

T4 explained that in addition to giving fines or sanctions to students who spoke in Indonesian, fines or sanctions were also given to students who chose not to speak at all. This is done because students who do not speak are considered to want to “play it safe” by avoiding communication, even though the purpose of this activity is to encourage every student to speak in English. Every student is expected to actively speak at least a few sentences in English as part of a more effective learning process.

There are several methods used by instructors to ensure that all members of the English language boarding program consistently speak English. One of these methods is appointing certain members as "spies" among the group, as explained by T3.

“We will choose a few people to be spies. The spy's job is to record the member's name and the Indonesian word they say. They will do their job for one week. If the spy speaks Indonesian then he/she must record his/her own name.”

4) Mother tongue use

It was hoped that these various activities would increase students' desire and confidence in speaking English. Although these activities could motivate students to speak in English, there remained a possibility that some students would continue to use Bahasa

Indonesia, both inside and outside the dormitory. This could happen for various reasons, such as a sense of comfort speaking in their mother tongue or habits that were difficult to change. As T4 said:

“There are some students who speak English more often, but their mother tongue is still very strong. I often hear students speaking English to each other but with a banjar accent like “hey, you wanna eat, kah?”. Since they're still beginners, I'll just admonish them to drop their mother tongue a bit more.” (T4)

B. Discussion

Based on the above data obtained through interviews and narrative frames, the majority of the information collected describes the various activities carried out in the English language boarding program as well as the challenges faced by the teachers who teach in the boarding school based on the two research questions; (1) How is the implementation of English Dormitory Activity (EDA) for teaching speaking skill? And (2) What are the teachers' challenges in teaching speaking skills in English Dormitory Activity (EDA)?

1. The implementation of Speaking Activities at The English Dormitory Program of Al-Falah Boarding School

The main thing that will be discussed in this section is the various speaking activities in the English dormitory program. There are three main

activities related to the journal written by Tarihoran in 2022. There are three sections to the activities;

a) English class

English dormitory program required students to attend class to increase their language proficiency in speaking, listening, writing, and reading. Students are required to attend class almost every day. This is related to Tarihora's (2022) findings that students are required to attend class almost every day. Students will receive instruction from experienced teachers who have undergone multiple trainings and courses to hone their teaching techniques to help them become more proficient in language. This issue related to Jalaluddin (2022) that not only speaking, but also writing, listening and reading are the four English language skills that can be emphasized in EDA, or all four skills can be taught at once.

As mentioned by S2 and S4, the tutor is an excellent teacher expert in what they do who makes the lessons easy to understand and always finds a way to make the class interesting. Being qualified refers to the speaking ability is close to native speakers. Besides, the teachers should be easily understandable and exemplified by the EDA participants (Jalaluddin, 2020).

Several methods employed by teachers in teaching speaking in the English boarding program include: Grammar-Translation Method

used by T1, the Direct Method employed by T3, and Game-Based Learning implemented by T2.

Milawati (2021) explains that the Grammar Translation Method (GTM) remains commonly used by EFL teachers despite the emergence of many new and innovative methods. In some countries where English is taught as a foreign language, some EFL teachers view the Grammar Translation Method as the most straightforward approach to achieving their language teaching goals, emphasizing the significance of vocabulary and grammar rules. This aligns with T1, who used both Indonesian and English when teaching in the classroom.

T3 used English exclusively in the classroom, which aligns with the theory proposed by Sitorus & Silitonga (2018). They explain that the Direct Method is characterized by the use of the target language throughout the learning process, with no translation into the native language.

Game-Based Learning is an instructional approach that integrates elements of games—such as rules, challenges, scores, and interactive gameplay—to teach specific concepts, skills, or knowledge to learners. This approach has been applied across a range of educational settings, from primary schools to higher education and professional training (Yanti & Yhasmin, 2023). This method aligns with T2's practice of incorporating games into teaching, which

promotes collaborative learning among students and allows them to share their opinions and participate in discussions with their peers.

Teachers used books to support instruction. The material they taught comes from modules or textbooks provided by the language dormitory program, serving as teaching and learning resources for both teachers and students in learning English. This is consistent with the findings of Mubaraq (2022).

b) Daily language program

Some of the activities of the English dormitory program in the daily language program category include: speaking English every time and vocabulary memorization. These two activities are similar to those described by Tarihora (2022). Therefore, students will be prepared with vocabulary memorization of vocabulary terms every day to become accustomed to speaking English consistently times. This is supported by Mubaraq (2022) in his thesis where one of the activity in dormitory program are memorization. As a result, the respondents of the Language Dormitory Program students always speak English during the Language Dormitory Program.

c) Weekly language program

There is activity held once a week which is the speech contest. According to S1, S4, and T4, the speeches performed are in English; students are required to memorize the speeches and perform in front

of many people. The purpose of holding this activity is for students to have experience in speech competitions, confidence in performing in front of many people and more confidence in speaking English. This is related to one of the results of a journal entitled “Speech Contest To Improve Students’ Fluency In Speaking” by Lutviana (2016), she mentioned Students were initially hesitant and unmotivated to speak in front of the class; but, after participating in the speech contest, they learned and experienced that speaking in front of others was not a terrifying experience. Students worked hard and prepared well for their speeches; as a result, the majority of them spoke effectively and received excellent feedback from the audience. This activity helped them gain confidence.

2. Challenges Teachers Face in Teaching Speaking at The English Dormitory Program of Al-Falah Boarding School

Based on in-depth interviews with past and current speaking teachers, it can be seen that there are teaching challenges that come from the teachers themselves and from the students.

a) Challenges from the teachers themselves

According to T1 and T2 they feel that they lack experience in teaching. This condition makes them often feel the need to keep looking for references to more effective teaching methods. This reference-seeking process is also considered an important part of their

efforts to improve the quality of their teaching and ensure that the methods used are always relevant and up-to-date. This is related to what Maryanti et al. (2021) statement that It is suggested that teachers constantly look for out new ideas, strategies, or techniques for teaching and learning in order to keep students interested in the learning process. Then, students are not always in the best of learning moods, therefore it is the teacher's obligation to always urge them to follow the spirit of learning and to speak up.

During the holidays, most teachers will use their time to improve their skills and knowledge by joining a course in Pare, Kediri. Pare, known as Kampung Inggris, has become a popular destination for educators to hone their English skills, and it's not uncommon for many students to take courses there as well. In addition, the conducive environment and active learning community make the learning experience in Pare more enjoyable and effective. Thus, the teachers can return to school with renewed enthusiasm and better skills to be applied in the learning process in the classroom.

One of the courses in Kampung English Pare provides various programs as mentioned by Cahyarani et al. (2023) The course offers numerous programs for learning English, such as those for speaking, grammar, listening, TOEFL, IELTS, and many more. Students have the option of learning online or offline. They can choose among

programs that last two weeks, one month, two months, or three months (intense), as well as an English master program that lasts four months or six months.

b) Challenges from the students

The above statement stated by all teachers relates to Tang (1997) identified a number of problems with speaking activities, including inhibition, nothing to say, and mother tongue use.

1) Inhibition

According to T2 and T4, teachers use various strategies to engage students who did not participate in speaking activities such as speech, drama, singing, and watching. The one did not participating mainly because some students experienced inhibition. This inhibition refers to a feeling of lack of confidence, where students tend to be afraid and reluctant to speak in English. This finding is in line with Aprilia and Santoso's (2024) research, which showed that certain challenges came from the students, such as their inability to actively participate in conversations, speaking slowly and taking too long to create utterances, a lack of vocabulary, and incorrect grammar. The other obstacle is the limited opportunity to practice outside the classroom.

2) Nothing to say

Students who say nothing are closely related to students who do not have many topics to talk about. Of course, this encourages teachers to pay more attention to their students in learning. According to T3 Every student has different abilities to understand. Some understand quickly, while others take longer. Therefore, teachers need to ensure that all students fully understand the material before moving on to the next topic. For this purpose, teachers often give quizzes at the end of the lesson to evaluate students' understanding. In addition, they often repeat the previous material at the beginning of a new lesson to ensure that students' knowledge remains consistent and solid.

The result is relevant to Wahidah (2019), as every student is a limited-edition individual with distinct skills, personalities, and capacities. Teachers should be able to determine how different treatments should be applied to each student because each learner is unique. They also need to pay close attention to each student so that they can provide each group or learning level general treatment as well as appropriate special treatment to each individual, particularly to those who differ from other students in terms of personalities, traits, intelligence, or habits. Of course, this

will increase students' desire to speak English because they know what topics to talk about.

3) Lower or uneven participation

When students do not speak English, whether intentionally or not, they will incur a penalty. This practice aligns with Tarihora's (2022) findings, which indicate that such activities require students to speak English daily without exceptions; failure to do so results in punishment.

Teachers possible to give fine and punishment because all teachers and students live in the same dormitory. So, the teachers can monitor them and they are required to speak full English when they are in the dormitory. This is related to Jalaluddin's (2022) research about in English dormitory activity the teacher can be monitoring all the student because they live in the same dorm.

4) Mother tongue use

According to T4, the majority of students originate from the same region and speak some of the same mother tongues. Since it is simpler and more natural sounding than a foreign language, it encourages them to utilize it while speaking to one another.